2001

JOINT APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER EDUCATION

MINUTES

North Carolina General Assembly

SENATE APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER EDUCATION

State Legislative Building
Raleigh, North Carolina 27601-2808

2001-2002 SESSION

Senator Walter Dalton, Senior Chairman
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Jim Newlin
Kristine Leggett
Phillip Price

EDUCATION COMMITTEE ASSISTANT
Barbara R. Hocutt

JOINT APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER EDUCATION 2001-2002

CO-CHAIRS

SENATOR WALTER DALTON
SENATOR LINDA GARROU
SENATOR JEANNE LUCAS

REPRESENTATIVE GENE ROGERS
REPRESENTATIVE FLOSSIE BOYD-MCINTYRE
REPRESENTATIVE DOUG YONGUE

FISCAL RESEARCH STAFF

Charlotte Todd
Jim Newlin
Philip Price
Kristine Leggett

COMMITTEE ASSISTANTS

Sally Gillis
Mia Bailey
Jenny Umstead
Barbara Hocutt

NORTH CAROLINA GENERAL ASSEMBLY

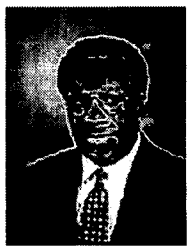
APPROPRIATIONS SUBCOMMITTEE ON EDUCATION
2001 – 2002 SESSION

Rep. Boyd-McIntyre
Chair

Rep. Rogers
Chair

Rep. Yongue
Chair

Rep. Barnhart



Rep. Bell

Rep. Bonner

Rep. Carpenter

Rep. Holmes

Rep. McLawhorn

Rep. Michaux

Rep. Morgan

Rep. Preston

Rep. Russell

Rep. Smith

Rep. Teague

Rep. Warner

ATTENDANCE

APPROPRIATIONS/SUBCOMMITTEE ON EDUCATION

(Name of Committee)

DATES	2/20/01	2/21/01	2/27/01	2/28/01	3/1/01	3/6/01	3/7/01	3/8/01	3/13/01	3/14/01	3/15/01	3/20/01	3/21/01	3/22/01	3/26/01
BOYD-MCINTYRE, FLOSSIE, CHAIR	X	X	A	X	X	A	X	X	X	X	X	X	X	X	X
ROGERS, GENE, CHAIR	X	X	X	X	X	EX	EX	EX	X	X	X	X	X	X	X
YONGUE, DOUGLAS, CHAIR	X	X	X	X	X	EX	EX	EX	X	X	X	X	X	X	X
BARNHART, JEFF	X	X	X	X	A	X	X	X	X	X	X	X	X	X	X
BELL, LARRY	X	X	A	X	A	X	X	X	X	X	X	X	X	X	X
BONNER, DONALD	X	X	X	X	X	X	X	X	X	A	X	X	X	X	A
CARPENTER, MARGARET	X	X	X	EX	X	X	X	X	X	X	X	X	X	X	X
HOLMES, GEORGE	X	X	X	X	X	X	A	A	X	A	A	X	A	A	X
MCLAWHORN, MARIAN	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
MICHAUX, MICKEY	A	A	X	X	X	X	X	X	X	X	X	X	X	X	A
MORGAN, RICHARD	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
PRESTON, JEAN	X	X	A	X	A	X	X	X	X	A	A	X	X	A	X
RUSSELL, CAROLYN	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
SMITH, RONALD	X	X	X	X	X	X	X	X	X	X	X	X	X	A	X
TEAGUE, W. B.	X	X	X	EX	X	X	X	X	X	X	X	X	X	X	X
WARNER, ALEX	A	A	X	EX	X	X	X	X	X	X	A	X	A	X	X
EX-OFFICIO MEMBERS															
HACKNEY, JOE															
BADDOUR, PHILLIP															
DEDMON, ANDY															
EARLE, BEVERLY															

ATTENDANCE

APPROPRIATIONS/SUBCOMMITTEE ON EDUCATION

(Name of Committee)

DATES	3/27/01 AM	3/27/01 PM	3/28/01	3/29/01	4/02/01	4/3/01 AM	4/3/01 PM	4/4/01	4/9/01	4/10/01 AM	4/10/01 PM	4/11/01	4/12/01	4/17/01	4/18/01
BOYD-MCINTYRE, FLOSSIE, CHAIR	X	X	X	X	X	X	A	A	A	A	A	X	X	X	X
ROGERS, GENE, CHAIR	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
YONGUE, DOUGLAS, CHAIR	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
BARNHART, JEFF	A	X	X	A	X	X	A	A	EX	A	A	EX	X	X	X
BELL, LARRY	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
BONNER, DONALD	X	X	X	X	X	X	A	X	EX	X	X	X	X	X	X
CARPENTER, MARGARET	X	X	X	EX	X	X	A	X	X	X	X	X	X	X	X
HOLMES, GEORGE	X	A	X	A	A	A	A	A	A	A	A	A	A	A	A
MCLAWHORN, MARIAN	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
MICHAUX, MICKEY	X	A	X	A	A	X	A	X	A	X	A	A	A	X	A
MORGAN, RICHARD	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
PRESTON, JEAN	A	A	A	X	A	X	A	X	X	X	A	X	A	A	A
RUSSELL, CAROLYN	X	X	X	X	X	X	A	X	A	X	X	X	X	X	X
SMITH, RONALD	X	X	X	X	X	X	X	A	X	X	X	X	X	X	X
TEAGUE, W. B.	X	X	X	A	X	X	X	X	X	X	X	X	X	X	X
WARNER, ALEX	X	A	X	X	A	X	A	X	X	A	X	A	A	X	X
EX-OFFICIO MEMBERS															
HACKNEY, JOE															
BADDOUR, PHILLIP															
DEDMON, ANDY															
EARLE, BEVERLY															

ATTENDANCE

APPROPRIATIONS/SUBCOMMITTEE ON EDUCATION

(Name of Committee)

DATES	6/6/01	6/7/01	6/12/01	6/13/01	6/14/01	6/22/01									
BOYD-MCINTYRE, FLOSSIE, CHAIR	X	X	A	X	X	X									
ROGERS, GENE, CHAIR	X	X	X	X	X	X									
YONGUE, DOUGLAS, CHAIR	X	X	X	X	X	X									
BARNHART, JEFF	A	X	X	X	A	E X									
BELL, LARRY	X	X	X	X	X	X									
BONNER, DONALD	X	X	X	X	X	X									
CARPENTER, MARGARET	X	X	X	A	X	X									
HOLMES, GEORGE	X	A	X	A	A	A									
MCLAWHORN, MARIAN	X	X	X	X	A	X									
MICHAUX, MICKEY	X	X	X	X	X	X									
MORGAN, RICHARD	A	A	A	A	A	A									
PRESTON, JEAN	X	X	X	A	X	X									
RUSSELL, CAROLYN	X	X	X	X	X	A									
SMITH, RONALD	X	X	X	A	X	X									
TEAGUE, W. B.	X	X	X	X	X	X									
WARNER, ALEX	A	X	X	X	A	A									
EX-OFFICIO MEMBERS															
HACKNEY, JOE						X									
BADDOUR, PHILLIP						X									
DEDMON, ANDY															
EARLE, BEVERLY															

Joint Appropriations on Education Committee

Agenda

Tuesday, February 20, 2001, 8:30 a.m.
Room 421, Legislative Office Building

Senator Walter Dalton, presiding

Welcome and Introduction of Members ..... **Sen. Dalton**
Rep. Rogers

Introduction of Staff ..... **Senator Dalton**

Modified Zero Base Budget Approach ..... **Senator Dalton**

Size and History of the Education Budget ..... **Jim Newlin**
Fiscal Research Division

Adjournment

House Appropriations Subcommittee on Education
Rep. Boyd-McIntyre (Chair)
Rep. Rogers (Chair)
Rep. Yongue (Chair)
Rep. Barnhart, Rep. Bell, Rep. Bonner, Rep. Carpenter
Rep. Holmes, Rep. McLawhorn, Rep. Michaux,
Rep. Morgan, Rep. Preston, Rep. Russell, Rep. Smith,
Rep. Teague, Rep. Warner

Senate Appropriations on Education/Higher Education
Sen. Lucas (Chair)
Sen. Garrou (Chair)
Sen. Dalton (Chair)
Sen. Carter, Sen. Cunningham, Sen. Garwood, Sen. Hartsell,
Sen. Wellons

Fiscal Research Division (g:\Fiscal\Education Team\2001 Agenda)

JOINT APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER EDUCATION
MINUTES
February 20, 2001

The Joint Appropriations Subcommittee on Education/Higher Education met on Tuesday, February 20, 2001 in Room 421 at 8:30 a.m. Senator Dalton, Senior Co-Chair of the Senate Appropriation Subcommittee on Education/Higher Education presided. Senator Dalton asked the members of the Joint Subcommittee to introduce themselves and tell why they want to serve on this committee.

Senator Dalton introduced the following people: Sergeant-at-Arms: Curtis Down, Stan Johnson and Charles Williams; the Fiscal Staff: Jim Newlin, Charlotte Todd, Christine Leggett, and Philip Price; the Senate Legislative staff for Senator Dalton: Barbara Hocutt, Committee Assistant; Linda Laton, Legislative Assistant; Lori Grippo, Research Assistant; Jennifer Lasher, Intern; Bernie David-Yerumo, Legislative Assistant, and Delonna Watson, Intern, for Senator Lucas; Gail Bishop, Legislative Assistant for Senator Garrou; and the House Legislative staff: Sally Gillis, Legislative Assistant for Representative Rogers; Jennie Umstead, Legislative Assistant for Representative Yongue; and Mia Bailey, Legislative Assistant for Representative Boyd-McIntyre. The House Pages were: Sara Shepard, Michael Stanley, Nick Russ, and Randy Pulley; and the Senate Pages were: Alisa Echstenkamper and Casey Townsend. Senator Dalton mentioned the Research staff assisting the Committee as Kory Goldsmith, Robin Johnson and Sara Kamprath, Shirley Iorio and Dee Atkinson; and, also, Bill Drafting: Sara Fuerst and Emily Johnson. Former Representative Vernon James who was visiting the committee was introduced.

Charlotte Todd presented a summary of the instructions on the Modified Zero-Based Budgeting Approach to the Biennial Budget approved by the Full Joint Appropriations Chairs. (See attachment #1.) She said the Appropriations Chairs want to emphasize to the subcommittee that we face a serious budget shortfall.

Senator Dalton said that while we don't want to retreat from the $1.4 billion required for teacher raises, the committee needs to be creative and bold. Rep. Holmes asked if duplication of services were being looked into, and Ms. Todd said yes. Rep. Smith asked if there was a set percentage for across the board cuts recommended, and Ms. Todd said that the subcommittees have spending targets. In answer to Senator Carter's question about appropriations by positions, Jim Newlin said that money goes directly to the Universities while money to the Public Schools and Community Colleges goes to boards for distribution. Under the Constitution, the Legislature is mandated to fund the Public School enrollment increase, and it is a part of the continuation budget, according to Senator Dalton. Increased enrollment in Colleges and Universities is an expansion item, but something that we have always funded. Senator Wellons asked about the Pre-K program. Senator Dalton said the subcommittee would address this program especially in light of the Leandro decision. Tomorrow the University system will tell the committee how they are managing the bond issue money. Next week there will presentations by the

various education entities. Representative Smith was told that the committee expects the Governor's Budget the first or second week of March.

Jim Newlin presented an overview of Education Funding in North Carolina. (Attachment #2.) He and Philip Price cover the Public School budget. In a budget short fall of $800 million, the education budget cannot escape cuts. The Education budget is almost as large as the General Fund budget. Inflation, increased enrollment and other cost variables, such as, new initiatives and funding patterns drive the growth of the Education budget, according to Mr. Newlin.

Representative Smith asked what the University is doing with money it is allowed to keep. Charlotte Todd will address the flexibility issue and how this money is spent. Representative Russell asked about reversions in public school systems compared to the Community Colleges. Mr. Newlin said the public school funds are controlled as expended. The community college money goes out on a formula basis, and once it reaches the colleges they aren't forced to revert any. The University system, Community Colleges and Public Schools will be reverting a significant amount in order to balance this year's budget. Representative Russell asked what are we currently spending per student in public schools and in the University system. What percentage of state money goes into subsidizing college students? Mr. Newlin said that the staff would get the information for all 3 systems. Charlotte will have the information on the percentage the student pays, according to Mr. Newlin. Representative Barnhardt asked about the costs of in state versus out-of-state students, and he was assured they would have that information. Senator Carter was told that the staff would split out the state, local and federal expenditures based on last year's expenditures. Representative Smith was told in answer to his question that the President of the University system met with the Governor and agreed that the University would halt flexibility and revert 2% of their budget ($32 million) beginning in January, according to Charlotte Todd. . Representative Russell asked what the University system was doing that accounted for the 28% growth in the University budget. She was told Charlotte would address this in her presentation. Senator Dalton asked how much of the 34% increase in the public school budget over the last 5 years is attributable to an increase in teacher pay and how much to an increase in enrollment. Mr. Newlin said that in the Public School system the increase was 36%, and he believed that over half was due to teacher pay. However, he will get the complete figures on that for the committee.

The meeting was adjourned.

Senator Walter Dalton, Senior Chairman

Barbara R. Hocutt, Committee Assistant

Attachments

attachment #1

Joint Appropriations Subcommittees
Modified Zero-Based Budgeting Approach

The current year budget shortfall is anticipated to have a significant negative impact on availability in the upcoming fiscal biennium. Previous budget briefings have covered expected funding requirements in the areas of education, Medicaid, debt service, the State Health Plan, and other priorities. Given the magnitude of these items relative to projected revenues, the appropriations subcommittees are asked to implement a new approach to the routine continuation or base budget review.

The modified zero-based budget approach assumes the "zeroing out" of certain programs, line items and funds from the continuation/base budget to permit the subcommittees to hear information from state agencies and nonprofits justifying the continuation of expenditures for these purposes.

As a starting point, the following are subject to this modified zero-based budgeting approach for the 2001-03 biennium. Subcommittees should use the authorized budget as of December 31, 2000.

1. New programs or items added to the continuation budget since the 1996 session (including appropriations for the 1996-97 fiscal year)
2. Direct appropriations and grants to nonprofit organizations
3. Contracted personal services (expenditure account 531321)
4. Miscellaneous contractual services (expenditure account 532199)
5. Rental/lease of equipment (expenditure accounts 532521 to 532525)
6. Travel and other employee expense (expenditure accounts 5327xx)
7. Cellular phone services (expenditure accounts 532814)
8. Furniture and equipment replacement schedules (expenditure accounts 534500 to 534550)
9. Discretionary grants (expenditure accounts 5364AA)
10. Directed grants (expenditure accounts 5366AA)
11. Loans (expenditure accounts 5367AA)
12. Other aids and grants (expenditure accounts 5369AA)
13. Special fund cash balances (2xxxx budget codes)
14. Positions vacant for 6 months or more as of January 23, 2001, the date of Governor Easley's letter to department heads and fiscal officers regarding the current year budget deficit. (**Note**: *This excludes public school teachers and community college faculty, critical law enforcement and public safety positions, and positions responsible for the custody and care of persons for whom the state is responsible*).
15. Budget flexibility, UNC System
16. Performance budgeting program, Community College System
17. Any other programs and expenditures identified by the subcommittees as appropriate for review using a zero-based budget approach.

Subcommittees should also review:

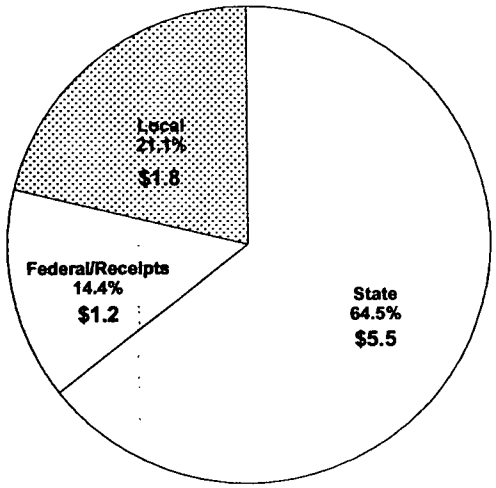
1. The elements of various allocation formulas to determine if changes can be implemented to improve the method and achieve cost savings
2. Agency fees to determine if any increases are appropriate and can be used to off-set operating appropriations
3. Recommendations from GPAC and other audits available

attachment #2

Education Funding in North Carolina

FY 1999-2000 Operating Expenditures

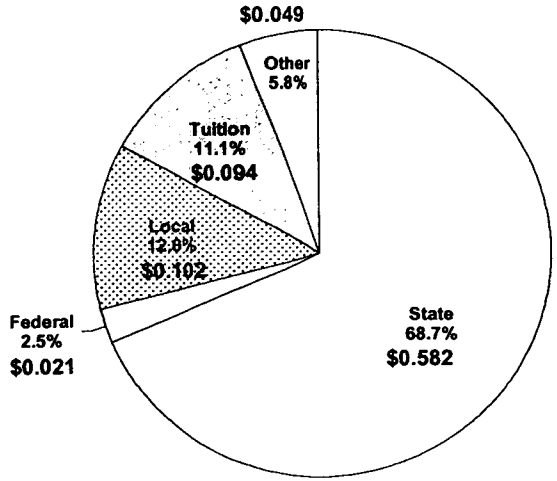
Total: ***$13.75 Billion*** *(all sources)*



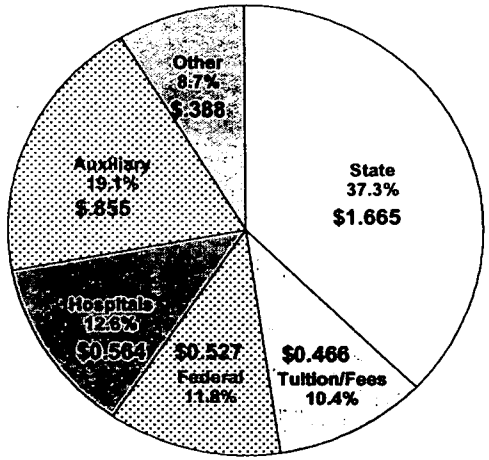
Public Schools (K-12)

(Local expenditures are estimated)

Total $8.5 Billion



Community Colleges
Total $847.8 Million



Universities
Total $4.4 Billion

Chart dollars are in billions.

February 12, 2001
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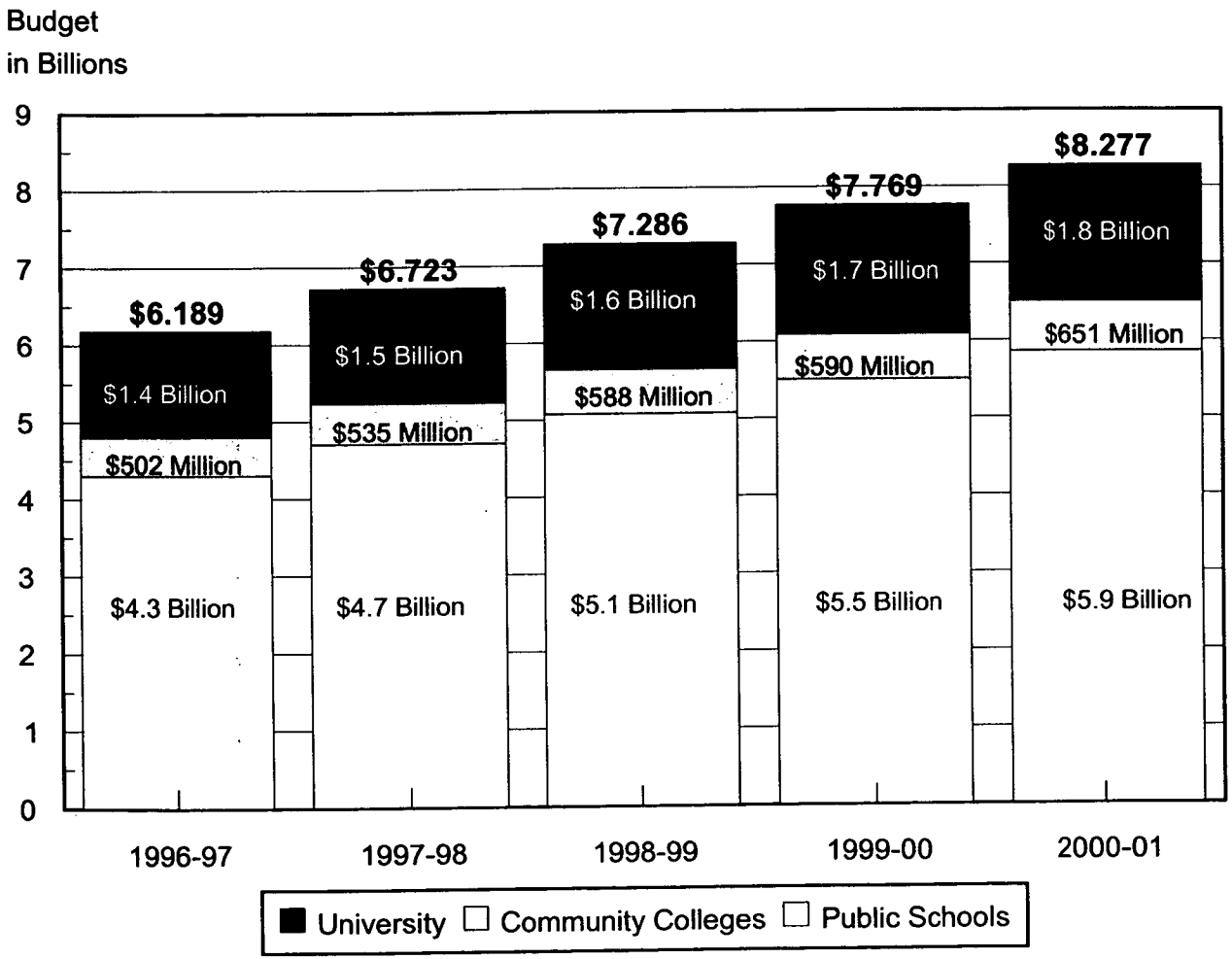
PS-1

Fiscal Research
Education Team

Education General Fund

Appropriations



This chart outlines the North Carolina General Fund Operating Appropriations since 1996-97.

Education is a substantial percentage of the General Fund. The percentage has not fluctuated significantly over this period. In FY 2000-01, the percentage of the General Fund for each education agency is:

Public Schools	*42.4%*
Community Colleges	*4.7%*
Universities	*12.9%*
Total	*60.0%*

North Carolina General Fund Operating Appropriations

(Excludes Local Government Shared Revenues/Reimbursements)

Fiscal Year	Total Current Operations		Education: Public Schools Amount	Public Schools Percent	Community Colleges Amount	Community Colleges Percent	University Amount	University Percent	as a % of Total	Health & Human Services Amount	Health & Human Services Percent	All Other Amount	All Other Percent
1970-71	Authorization	981,127,808	510,055,771	52.0%	44,935,256	4.6%	147,326,678	15.0%	71.6%	131,483,760	13.4%	147,326,343	15.0%
	Expenditure	939,311,030	496,905,842	52.9%	43,642,139	4.6%	138,608,501	14.8%	72.3%	122,069,070	13.0%	138,085,478	14.7%
	Reversion	41,816,778	13,149,929	31.4%	1,293,117	3.1%	8,718,177	20.8%	55.4%	9,414,690	22.5%	9,240,865	22.1%
	% Unexpended	4.26%	2.58%		2.88%		5.92%			7.16%		6.27%	
1971-72	Authorization	1,073,289,571	533,536,652	49.7%	55,958,450	5.2%	163,331,175	15.2%	70.1%	160,607,710	15.0%	159,855,584	14.9%
	Expenditure	1,031,353,080	527,938,182	51.2%	55,954,999	5.4%	148,864,864	14.4%	71.0%	148,919,439	14.4%	149,675,596	14.5%
	Reversion	41,936,491	5,598,470	13.3%	3,451	0.0%	14,466,311	34.5%	47.9%	11,688,271	27.9%	10,179,988	24.3%
	% Unexpended	3.91%	1.05%		0.01%		8.86%			7.28%		6.37%	
1972-73	Authorization	1,187,443,130	575,012,350	48.4%	63,193,535	5.3%	179,910,706	15.2%	68.9%	180,762,164	15.2%	188,564,375	15.9%
	Expenditure	1,139,500,642	569,792,945	50.0%	60,636,067	5.3%	166,208,535	14.6%	69.9%	168,819,831	14.8%	174,043,264	15.3%
	Reversion	47,942,488	5,219,405	10.9%	2,557,468	5.3%	13,702,171	28.6%	44.8%	11,942,333	24.9%	14,521,111	30.3%
	% Unexpended	4.04%	0.91%		4.05%		7.62%			6.61%		7.70%	
1973-74	Authorization	1,520,694,407	718,947,864	47.3%	99,582,404	6.5%	222,838,796	14.7%	68.5%	224,614,625	14.8%	254,710,718	16.7%
	Expenditure	1,433,241,642	702,789,400	49.0%	92,458,946	6.5%	207,225,420	14.5%	69.9%	198,201,121	13.8%	232,566,755	16.2%
	Reversion	87,452,765	16,158,464	18.5%	7,123,458	8.1%	15,613,376	17.9%	44.5%	26,413,504	30.2%	22,143,963	25.3%
	% Unexpended	5.75%	2.25%		7.15%		7.01%			11.76%		8.69%	
1974-75	Authorization	1,698,417,672	789,391,908	46.5%	109,218,752	6.4%	280,638,400	16.5%	69.4%	270,434,740	15.9%	248,733,872	14.6%
	Expenditure	1,627,703,631	772,145,444	47.4%	106,413,517	6.5%	267,090,160	16.4%	70.4%	246,757,184	15.2%	235,297,326	14.5%
	Reversion	70,714,041	17,246,464	24.4%	2,805,235	4.0%	13,548,240	19.2%	47.5%	23,677,556	33.5%	13,436,546	19.0%
	% Unexpended	4.16%	2.18%		2.57%		4.83%			8.76%		5.40%	
1975-76	Authorization	1,737,659,496	800,937,335	46.1%	105,465,494	6.1%	270,526,549	15.6%	67.7%	282,548,220	16.3%	278,181,898	16.0%
	Expenditure	1,670,011,262	792,213,250	47.4%	99,816,634	6.0%	249,604,282	14.9%	68.4%	274,169,121	16.4%	254,207,975	15.2%
	Reversion	67,648,234	8,724,085	12.9%	5,648,859	8.4%	20,922,767	30.9%	52.2%	8,379,099	12.4%	23,973,424	35.4%
	% Unexpended	3.89%	1.09%		5.36%		7.73%			2.97%		8.62%	
1976-77	Authorization	1,962,976,606	899,151,043	45.8%	116,481,854	5.9%	307,123,340	15.6%	67.4%	335,842,343	17.1%	304,378,026	15.5%
	Expenditure	1,890,839,697	888,449,745	47.0%	110,824,929	5.9%	289,972,146	15.3%	68.2%	313,022,287	16.6%	288,570,590	15.3%
	Reversion	72,136,909	10,701,298	14.8%	5,656,925	7.8%	17,151,194	23.8%	46.5%	22,820,056	31.6%	15,807,436	21.9%
	% Unexpended	3.67%	1.19%		4.86%		5.58%			6.79%		5.19%	
1977-78	Authorization	2,193,405,714	997,654,527	45.5%	114,065,103	5.2%	357,790,592	16.3%	67.0%	368,169,434	16.8%	355,726,058	16.2%
	Expenditure	2,131,150,750	988,189,540	46.4%	113,168,528	5.3%	337,633,079	15.8%	67.5%	351,655,302	16.5%	340,504,301	16.0%
	Reversion	62,254,964	9,464,987	15.2%	896,575	1.4%	20,157,513	32.4%	49.0%	16,514,132	26.5%	15,221,757	24.5%
	% Unexpended	2.84%	0.95%		0.79%		5.63%			4.49%		4.28%	
1978-79	Authorization	2,452,011,095	1,098,173,958	44.8%	139,794,869	5.7%	394,767,166	16.1%	66.6%	412,559,917	16.8%	406,715,185	16.6%
	Expenditure	2,358,332,842	1,092,015,308	46.3%	133,975,021	5.7%	379,305,638	16.1%	68.1%	372,632,422	15.8%	380,404,453	16.1%
	Reversion	93,678,253	6,158,650	6.6%	5,819,848	6.2%	15,461,528	16.5%	29.3%	39,927,495	42.6%	26,310,732	28.1%
	% Unexpended	3.82%	0.56%		4.16%		3.92%			9.68%		6.47%	

North Carolina General Fund Operating Appropriations

(Excludes Local Government Shared Revenues/Reimbursements)

Fiscal Year	Total Current Operations		Education: Public Schools Amount	Public Schools Percent	Community Colleges Amount	Community Colleges Percent	University Amount	University Percent	as a % of Total	Health & Human Services Amount	Health & Human Services Percent	All Other Amount	All Other Percent
1979-80	Authorization	2,750,988,834	1,230,099,474	44.7%	145,243,264	5.3%	436,949,552	15.9%	65.9%	473,705,994	17.2%	464,990,550	16.9%
	Expenditure	2,660,272,288	1,230,099,473	46.2%	145,243,264	5.5%	414,751,963	15.6%	67.3%	429,814,253	16.2%	440,363,335	16.6%
	Reversion	90,716,546	1	0.0%	0	0.0%	22,197,589	24.5%	24.5%	43,891,741	48.4%	24,627,215	27.1%
	% Unexpended	3.30%	0.00%		0.00%		5.08%			9.27%		5.30%	
1980-81	Authorization	3,150,963,479	1,390,907,313	44.1%	174,996,965	5.6%	515,255,082	16.4%	66.0%	532,775,202	16.9%	537,028,917	17.0%
	Expenditure	3,050,012,908	1,390,907,313	45.6%	169,011,630	5.5%	487,919,423	16.0%	67.1%	488,201,903	16.0%	513,972,639	16.9%
	Reversion	100,950,571	0	0.0%	5,985,335	5.9%	27,335,659	27.1%	33.0%	44,573,299	44.2%	23,056,278	22.8%
	% Unexpended	3.20%	0.00%		3.42%		5.31%			8.37%		4.29%	
1981-82	Authorization	3,401,694,904	1,495,263,953	44.0%	194,452,082	5.7%	567,573,821	16.7%	66.4%	562,503,966	16.5%	581,901,082	17.1%
	Expenditure	3,244,758,733	1,477,036,604	45.5%	185,809,489	5.7%	534,143,560	16.5%	67.7%	501,927,937	15.5%	545,841,143	16.8%
	Reversion	156,936,171	18,227,349	11.6%	8,642,593	5.5%	33,430,261	21.3%	38.4%	60,576,029	38.6%	36,059,939	23.0%
	% Unexpended	4.61%	1.22%		4.44%		5.89%			10.77%		6.20%	
1982-83	Authorization	3,561,142,890	1,515,742,033	42.6%	205,585,837	5.8%	599,235,054	16.8%	65.2%	589,530,327	16.6%	651,049,639	18.3%
	Expenditure	3,374,921,984	1,455,408,320	43.1%	191,749,633	5.7%	560,438,959	16.6%	65.4%	547,208,474	16.2%	620,116,598	18.4%
	Reversion	186,220,906	60,333,713	32.4%	13,836,204	7.4%	38,796,095	20.8%	60.7%	42,321,853	22.7%	30,933,041	16.6%
	% Unexpended	5.23%	3.98%		6.73%		6.47%			7.18%		4.75%	
1983-84	Authorization	3,771,981,844 A	1,619,049,694	42.9%	232,195,091	6.2%	641,511,441	17.0%	66.1%	615,625,461	16.3%	663,600,157	17.6%
	Expenditure	3,689,904,837	1,615,216,290	43.8%	226,494,819	6.1%	615,765,535	16.7%	66.6%	584,128,657	15.8%	648,299,536	17.6%
	Reversion	82,077,007	3,833,404	4.7%	5,700,272	6.9%	25,745,906	31.4%	43.0%	31,496,804	38.4%	15,300,621	18.6%
	% Unexpended	2.18%	0.24%		2.45%		4.01%			5.12%		2.31%	
1984-85	Authorization	4,319,568,173	1,886,700,077	43.7%	259,101,105	6.0%	746,998,910	17.3%	67.0%	676,582,049	15.7%	750,186,032	17.4%
	Expenditure	4,187,988,292	1,854,957,593	44.3%	257,230,807	6.1%	714,513,120	17.1%	67.5%	629,977,924	15.0%	731,308,848	17.5%
	Reversion	131,579,881	31,742,484	24.1%	1,870,298	1.4%	32,485,790	24.7%	50.2%	46,604,125	35.4%	18,877,184	14.3%
	% Unexpended	3.05%	1.68%		0.72%		4.35%			6.89%		2.52%	
1985-86	Authorization	4,877,060,744	2,185,803,123	44.8%	281,875,727	5.8%	840,311,094	17.2%	67.8%	747,615,271	15.3%	821,455,529	16.8%
	Expenditure	4,718,355,240	2,156,921,328	45.7%	277,815,320	5.9%	793,114,439	16.8%	68.4%	707,151,818	15.0%	783,352,335	16.6%
	Reversion	158,705,504	28,881,795	18.2%	4,060,407	2.6%	47,196,655	29.7%	50.5%	40,463,453	25.5%	38,103,194	24.0%
	% Unexpended	3.25%	1.32%		1.44%		5.62%			5.41%		4.64%	
1986-87	Authorization	5,233,678,633	2,346,139,866	44.8%	307,102,490	5.9%	909,134,150	17.4%	68.1%	804,932,884	15.4%	866,369,243	16.6%
	Expenditure	5,051,335,794	2,293,921,501	45.4%	299,359,220	5.9%	853,232,567	16.9%	68.2%	771,114,680	15.3%	833,707,826	16.5%
	Reversion	182,342,839	52,218,365	28.6%	7,743,270	4.2%	55,901,583	30.7%	63.5%	33,818,204	18.5%	32,661,417	17.9%
	% Unexpended	3.48%	2.23%		2.52%		6.15%			4.20%		3.77%	
1987-88	Authorization	5,805,245,729	2,639,237,658	45.5%	326,296,294	5.6%	980,746,492	16.9%	68.0%	874,393,715	15.1%	984,571,570	17.0%
	Expenditure	5,600,754,849	2,571,179,747	45.9%	317,666,441	5.7%	936,874,299	16.7%	68.3%	824,077,048	14.7%	950,957,314	17.0%
	Reversion	204,490,880	68,057,911	33.3%	8,629,853	4.2%	43,872,193	21.5%	59.0%	50,316,667	24.6%	33,614,256	16.4%
	% Unexpended	3.52%	2.58%		2.64%		4.47%			5.75%		3.41%	

North Carolina General Fund Operating Appropriations

(Excludes Local Government Shared Revenues/Reimbursements)

Fiscal Year	Total Current Operations			Education: Public Schools Amount	Public Schools Percent	Community Colleges Amount	Community Colleges Percent	University Amount	University Percent	as a % of Total	Health & Human Services Amount	Health & Human Services Percent	All Other Amount	All Other Percent
1988-89	Authorization	6,302,733,865		2,930,643,866	46.5%	332,064,381	5.3%	1,039,510,499	16.5%	68.3%	961,204,892	15.3%	1,039,310,227	16.5%
	Expenditure	6,131,757,410		2,857,740,313	46.6%	324,207,283	5.3%	996,187,476	16.2%	68.1%	939,216,000	15.3%	1,014,406,338	16.5%
	Reversion	170,976,455		72,903,553	42.6%	7,857,098	4.6%	43,323,023	25.3%	72.6%	21,988,892	12.9%	24,903,889	14.6%
	% Unexpended	2.71%		2.49%		2.37%		4.17%			2.29%		2.40%	
1989-90	Authorization	6,883,018,393	A	3,134,428,215	45.5%	365,537,274	5.3%	1,109,917,895	16.1%	67.0%	1,010,637,670	14.7%	1,262,497,339	18.3%
	Expenditure	6,539,691,898		3,111,034,727	47.6%	346,856,268	5.3%	989,230,466	15.1%	68.0%	943,279,717	14.4%	1,149,290,720	17.6%
	Reversion	343,326,495		23,393,488	6.8%	18,681,006	5.4%	120,687,429	35.2%	47.4%	67,357,953	19.6%	113,206,619	33.0%
	% Unexpended	4.99%		0.75%		5.11%		10.87%			6.66%		8.97%	
1990-91	Authorization	7,249,630,710	A	3,329,171,720	45.9%	387,611,956	5.3%	1,143,216,957	15.8%	67.0%	1,098,228,128	15.1%	1,291,401,949	17.8%
	Expenditure	6,877,865,221		3,176,190,223	46.2%	374,186,097	5.4%	1,089,669,672	15.8%	67.5%	1,071,202,135	15.6%	1,166,617,094	17.0%
	Reversion	371,765,491		152,981,497	41.1%	13,425,859	3.6%	53,547,285	14.4%	59.2%	27,025,993	7.3%	124,784,857	33.6%
	% Unexpended	5.13%		4.60%		3.46%		4.68%			2.46%		9.66%	
1991-92	Authorization	7,357,101,134	A	3,293,699,663	44.8%	344,131,858	4.7%	1,121,976,740	15.3%	64.7%	1,237,322,428	16.8%	1,359,970,445	18.5%
	Expenditure	7,184,089,741		3,235,476,119	45.0%	338,050,542	4.7%	1,092,166,393	15.2%	64.9%	1,223,468,038	17.0%	1,294,928,649	18.0%
	Reversion	173,011,390		58,223,544	33.7%	6,081,316	3.5%	29,810,346	17.2%	54.4%	13,854,390	8.0%	65,041,794	37.6%
	% Unexpended	2.35%		1.77%		1.77%		2.66%			1.12%		4.78%	
1992-93	Authorization	7,881,908,182	A	3,435,634,234	43.6%	398,689,471	5.1%	1,170,947,533	14.9%	63.5%	1,410,255,601	17.9%	1,466,381,343	18.6%
	Expenditure	7,552,787,565		3,399,653,728	45.0%	391,402,904	5.2%	1,140,308,136	15.1%	65.3%	1,222,683,543	16.2%	1,398,739,254	18.5%
	Reversion	329,120,617		35,980,506	10.9%	7,286,567	2.2%	30,639,398	9.3%	22.5%	187,572,058	57.0%	67,642,088	20.6%
	% Unexpended	4.18%		1.05%		1.83%		2.62%			13.30%		4.61%	
1993-94	Authorization	8,888,710,752	A	3,634,055,711	40.9%	450,882,941	5.1%	1,299,865,905	14.6%	60.6%	1,759,286,096	19.8%	1,744,620,099	19.6%
	Expenditure	8,575,733,017		3,587,786,193	41.8%	447,100,088	5.2%	1,266,772,749	14.8%	61.8%	1,647,826,530	19.2%	1,626,247,457	19.0%
	Reversion	312,977,735		46,269,518	14.8%	3,782,403	1.2%	33,093,156	10.6%	26.6%	111,459,566	35.6%	118,373,092	37.8%
	% Unexpended	3.52%		1.27%		0.84%		2.55%			6.34%		6.79%	
1994-95	Authorization	9,715,509,023	A	4,082,959,317	42.0%	455,651,184	4.7%	1,296,558,991	13.3%	60.1%	1,948,639,177	20.1%	1,931,700,354	19.9%
	Expenditure	9,482,528,320		4,048,929,070	42.7%	453,927,375	4.8%	1,265,809,673	13.3%	60.8%	1,902,007,678	20.1%	1,811,854,524	19.1%
	Reversion	232,980,703		34,030,247	14.6%	1,723,809	0.7%	30,749,318	13.2%	28.5%	46,631,499	20.0%	119,845,830	51.4%
	% Unexpended	2.40%		0.83%		0.38%		2.37%			2.39%		6.20%	
1995-96	Authorization	9,793,062,378		3,998,978,216	40.8%	470,880,697	4.8%	1,301,040,079	13.3%	58.9%	2,049,069,520	20.9%	1,973,093,866	20.1%
	Expenditure	9,570,832,269		3,951,497,059	41.3%	467,105,237	4.9%	1,275,618,898	13.3%	59.5%	1,991,088,366	20.8%	1,885,522,709	19.7%
	Reversion	222,230,109		47,481,157	21.4%	3,775,460	1.7%	25,421,181	11.4%	34.5%	57,981,154	26.1%	87,571,157	39.4%
	% Unexpended	2.27%		1.19%		0.80%		1.95%			2.83%		4.44%	
1996-97	Authorization	10,450,411,229		4,301,626,282	41.2%	501,802,184	4.8%	1,385,611,961	13.3%	59.2%	2,189,874,842	21.0%	2,071,495,960	19.8%
	Expenditure	10,309,508,861		4,267,252,095	41.4%	495,543,157	4.8%	1,382,794,052	13.4%	59.6%	2,153,564,048	20.9%	2,010,355,509	19.5%
	Reversion	140,902,368		34,374,187	24.4%	6,259,027	4.4%	2,817,909	2.0%	30.8%	36,310,794	25.8%	61,140,451	43.4%
	% Unexpended	1.35%		0.80%		1.25%		0.20%			1.66%		2.95%	

North Carolina General Fund Operating Appropriations

(Excludes Local Government Shared Revenues/Reimbursements)

Fiscal Year	Total Current Operations			Education: Public Schools Amount	Public Schools Percent	Community Colleges Amount	Community Colleges Percent	University Amount	University Percent	as a % of Total	Health & Human Services Amount	Health & Human Services Percent	All Other Amount	All Other Percent
1997-98	Authorization	11,258,582,548	B	4,697,892,305	41.7%	534,873,175	4.8%	1,489,866,397	13.2%	59.7%	2,422,884,666	21.5%	2,113,066,005	18.8%
	Expenditure	11,108,886,722		4,693,184,126	42.2%	528,107,909	4.8%	1,475,180,196	13.3%	60.3%	2,359,194,346	21.2%	2,053,220,145	18.5%
	Reversion	149,695,826	D	4,708,179	3.1%	6,765,266	4.5%	14,686,201	9.8%	17.5%	63,690,320	42.5%	59,845,860	40.0%
	% Unexpended	1.33%		0.10%		1.26%		0.99%			2.63%		2.83%	
1998-99	Authorization	12,327,025,974		5,068,634,951	41.1%	587,542,475	4.8%	1,628,888,154	13.2%	59.1%	2,663,571,595	21.6%	2,378,388,799	19.3%
	Expenditure	12,177,442,547		5,038,223,817	41.4%	582,222,727	4.8%	1,626,641,628	13.4%	59.5%	2,598,933,047	21.3%	2,331,421,328	19.1%
	Reversion	149,583,427	E	30,411,134	20.3%	5,319,748	3.6%	2,246,526	1.5%	25.4%	64,638,548	43.2%	46,967,471	31.4%
	% Unexpended	1.21%		0.60%		0.91%		0.14%			2.43%		1.97%	
1999-00	Authorization	13,441,610,285		5,497,075,780	40.9%	589,634,008	4.4%	1,682,143,914	12.5%	57.8%	2,797,755,988	20.8%	2,875,000,595	21.4%
	Expenditure	13,297,649,285		5,450,607,364	41.0%	582,151,546	4.4%	1,679,203,122	12.6%	58.0%	2,776,740,143	20.9%	2,808,947,110	21.1%
	Reversion	143,961,000		46,468,416	32.3%	7,482,462	5.2%	2,940,792	2.0%	39.5%	21,015,845	14.6%	66,053,485	45.9%
	% Unexpended	1.07%		0.85%		1.27%		0.17%			0.75%		2.30%	
2000-01	Authorization	13,785,142,760		5,851,733,197	42.4%	651,456,631	4.7%	1,773,278,150	12.9%	60.0%				
	Expenditure													
	Reversion													
	% Unexpended	0.00%		0.00%		0.00%		0.00%						

Notes:

A: Amounts Adjusted; see Total General Fund Authorizations as Adjusted to Determine Total Current Operations

B: Adjusted to include Year 2000 Appropriation for 1997-98 made by 1998 Session

C: Adjusted for Reorganization reflecting transfer of Health Services to Department of Health and Human Services

D: Reversions for 1997-98 of $55,027,680 were earmarked for expenditure in Section 9 of SB 1366 (SL1998-212), reducing net reversions to $94,668,146

E: Reversions of $37 million were earmarked: $30 million for Aquariums Capital and $7 million for Warren County

F. Total includes $240m transfer from 11th/12th month payroll funds to Intangibles Reserve and additional $11m transfer to General Fund

Fiscal Research Division

February 12, 2000 (F:\MyDocuments\2001-02 ADM and Budget/Current Operations w EDU and HHS)

PS-6

VISITOR REGISTRATION SHEET

APPROPRIATIONS Subcommittee on Education February 20, **2001**

Name of Committee Date

VISITORS: PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Audrey H. Galloway	NCAE
Ben Logan	UNC
[illegible]	Public School Forum
ANN LOVE	DUHS
David Brown	OSBPM
Sam Lee	OSBPM
Kay Osney	OSBPM
Carole Lawler	EGHS
R. L. Nelson	UNC
Linda Suggs	NCASA
[illegible]	NCASA
[illegible]	OSBM
Angie Jones	OSBPM
Elizabeth Mavromatis	OSBPM
Linda Laton	LA Sen. Dalton
Lori Grippo	Res Asst Sen Dalton
Sidney [illegible]	SHP
DANA DAMICO	WINSTON-SALEM JOURNAL
Avent-Farmer	dcd - dhhs
W. J. Clinton	Former Pres
Mark Rich	Firm resident of Switzerland
[illegible]	JSE
Roslyn Ball	DHHS
Roslyn Smith	NCCCC
Jack Politis	NCAE
Susan Harrison	NCPSS
Ann Neill	NCASA
Eddie Caldwell	EEBC
AL ADAMS	GTEEH - N.C. HEAD START ASSN

VISITOR REGISTRATION SHEET

APPROPRIATIONS Subcommittee on Education February 20, **2001**

Name of Committee Date

VISITORS: PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Harriet Baker	NCAE
Ellen Russell	The Arc of NC
Paul Worthington	Fayetteville Observer; Press room in the L.B.
[illegible]	NCCCS
Faye Onley	OSBPM
Jeff Colson	NCAE
Steve Scott	NCCCS
JB Milliken	UNC
Tom [illegible]	Freedom Newspapers
Grady McLollie	N.C. Conservation Network
Hal Miller	NCAECT
[illegible]	NCFPC
DWIGHT EISENHOWER	MILITARY/INDUSTRIAL COMPLEX

Joint Appropriations on Education Committee

Agenda

Wednesday, February 21, 2001, 8:30 a.m.
Room 421, Legislative Office Building

Representative Gene Rogers, chairing

Welcome	**Representative Rogers**
Presentation on UNC Bonds	**Charlotte Todd** ***Fiscal Research*** ***UNC General Administration*:** **Jeff Davies** **Rob Nelson** **Kevin MacNaughton**
Presentation on Community College Bonds	**Kristine Leggett** ***Fiscal Research*** ***Community Colleges System Office*:** **Kennon Briggs**

House Appropriations Subcommittee on Education
Rep. Boyd-McIntyre (Chair)
Rep. Rogers (Chair)
Rep. Yongue (Chair)
Rep. Barnhart, Rep. Bell, Rep. Bonner, Rep. Carpenter
Rep. Holmes, Rep. McLawhorn, Rep. Michaux,
Rep. Morgan, Rep. Preston, Rep. Russell, Rep. Smith,
Rep. Teague, Rep. Warner

Senate Appropriations on Education/Higher Education
Sen. Lucas (Chair)
Sen. Garrou (Chair)
Sen. Dalton (Chair)
Sen. Carter, Sen. Cunningham, Sen. Garwood, Sen. Hartsell,
Sen. Wellons

Fiscal Research Division (g:\Fiscal\Education Team\2001 Agenda)

MINUTES
JOINT HOUSE/SENATE COMMITTEE
APPROPRIATIONS/Subcommittee on Education

February 21, 2001
8:30 a.m.

The House and Senate Joint Appropriations/Subcommittee on Education met Wednesday, February 21, 2001 at 8:30 a.m. in Room 421 of the Legislative Office Building, with Rep. Gene Rogers, Chair presiding. House members present were Rep. Rogers, Chair, Rep. Yongue, Chair, Rep. Boyd-McIntyre, Chair, Representatives Barnhart, Bell, Bonner, Carpenter, Holmes, McLawhorn, Preston, Russell, Smith and Teague. There were eight Senate members present and thirty-seven visitors. Fiscal Staff attending were, Jim Newlin, Charlotte Todd, Kristine Leggett and Philip Price. Rep Rogers, Chair called the meeting to order and asked the members that were not present at the previous meeting to introduce themselves and tell what district they represent. He then introduced the pages assisting the committee. Meghan Brown, Wake County, sponsored by Rep. Hensley, Julia Marshall & Marie Riddle, Buncombe County, sponsored by Rep. Cansler, Amanda Stricklin, Roberson County, sponsored by Rep. Sutton, Scott White, Newton, sponsored by Senator Allran and David Gouch, Buies Creek, sponsored by Senator Harris.

Rep. Rogers called on Charlotte Todd, Fiscal Staff to do a presentation on University Bonds. She stated the committee would see the fruits of their labor prior to and since the passage of the bond referendum in November last year. She gave a brief history of how we had arrived at this point. She stated the General Assembly adopted a special provision in 1997, which directed the University system to engage in a study of the capital facilities needs. Also in 1999 an additional special provision adopted by the General Assembly, directing the Board of Governors to hire an independent expert on higher education facilities to study the needs and to bring back a report on the facility needs of the University system. The disagreement between the House & Senate as how to proceed on the bond bill resulted in a study commission where an independent blue ribbon study engaged in tours all over the state to visit the university and community college facilities to see first hand what their needs were. They came back, made a report to the General Assembly and endorsed the recommendations of the Board of Governors and State Board of Community Colleges. The General Assembly adopted the

referendum for the vote of the people for the bond and it was enacted last year in November. ***(See attachment 1).***

Ms. Todd introduced Jeff Davies, Vice President for Business and Finance to talk about how the University will be managing the capital projects in the bond bill. The Chair asked members to hold their questions until after each presenter had made their presentation. Mr. Davies spoke on the work done in preparation in expediting the bond program within the University system. He then introduced Rob Nelson, Associate Vice President for Finance to talk about the financial aspects of the program. Mr. Nelson said their steadfast and consistent goal is to do something that is not usually done with capital projects and that is to bring them in "on time and on budget". He said they feel very fortunate and appreciate the support of the Legislature and the people to have the bond program to meet the needs for modernization and to handle the enrollment growth of the Universities. As a first step after the election, it was decided to establish some guiding principles to be a road map and path for dealing with the implementation phase of the bond program. Mr. Nelson used a slide presentation to explain. ***(See Attachment #2, Slide #1 through #9).*** He then introduced Kevin MacNaughton, Associate Vice President for Finance and University Property Officer who talked about the construction aspect of the bond programs. His presentation began with the actions taken between the passage of Senate Bill 912 and November 2000. ***(See Attachment #2, Slide #10-19).*** Questions and discussion followed Mr. MacNaughton's presentation.

Rep. Rogers, Chair, introduced Kristine Leggett, Fiscal Staff to cover facility bonds for Community Colleges. She referred to page 31 of the bond bill and stated the Community College allocations are to be handled in a different manner than used by the Universities, that distribution of bond money is made on a college by college basis rather than by project by project basis. The State Board of Community Colleges approved two formulas that were used to determine the share of each of the 58 Community Colleges. The formula for new construction was based on individual colleges projected FTE's compared to its existing space and the

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formula for repairs and renovations was based on age of facility and use of space within the facility. She introduced Kennon Briggs from the Community Colleges System Office to discuss the Community College bonds. ***(See Attachment #3).*** He used slides for his presentation. Mr. Briggs addressed questions raised by Committee Members.

After announcements by the Chair, the meeting adjourned at 9:50 a.m.

Respectfully Submitted,

Representative Gene Rogers
Chair

Sally Gillis
Committee Assistant

UNC Capital Equity/Adequacy Study

"The Board of Governors of . . . . shall study the relative equity and adequacy of the physical facilities of its constituent institutions. The study shall consider the condition of the facilities, whether or not facilities are comparable among the campuses given the different missions of the institutions, comparable adequacy of the physical facilities given the size and projected growth of the school, and such other factors deemed appropriate by the Board of Governors."

1997 Session, Senate Bill 352, Section 10.1(b)

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Attachment 1

UNC Capital Equity/Adequacy Study

"The Board of Governors shall contract with a private consulting firm with expertise in higher education matters to assess the additional capital needs of the constituent institutions of The University of North Carolina. The needs assessment shall project the needs for capital funding for a 10-year period, and shall include a detailed plan for making funding allocations based on the priorities of needs.

The plan shall provide a detailed capital spending plan for the next 10 years to assist the General Assembly in making funding decisions relating to [UNC], as the State plans for major increases in enrollment in higher education and prepares its citizens to compete in a global economy."

1998 Session, Senate Bill 1366, Section 11.4(c)

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GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 1999

SENATE BILL 912
RATIFIED BILL

AN ACT (1) TO AUTHORIZE THE ISSUANCE OF THREE BILLION ONE HUNDRED MILLION DOLLARS GENERAL OBLIGATION BONDS OF THE STATE, SUBJECT TO A VOTE OF THE QUALIFIED VOTERS OF THE STATE, TO PROVIDE FUNDS FOR CAPITAL IMPROVEMENTS FOR THE UNIVERSITY OF NORTH CAROLINA AND GRANTS TO COMMUNITY COLLEGES FOR CAPITAL IMPROVEMENTS AND (2) TO AUTHORIZE THE BOARD OF GOVERNORS OF THE UNIVERSITY OF NORTH CAROLINA TO ISSUE SPECIAL OBLIGATION BONDS FOR IMPROVEMENTS TO THE FACILITIES OF THE UNIVERSITY OF NORTH CAROLINA AND FOR THE UNIVERSITY OF NORTH CAROLINA HOSPITALS AT CHAPEL HILL AND OTHER FACILITIES OF THE UNIVERSITY OF NORTH CAROLINA HEALTH CARE SYSTEM.

The General Assembly of North Carolina enacts:

Section 1. This act shall be known as the Michael K. Hooker Higher Education Facilities Financing Act.

Section 1.1. The General Assembly finds that although The University of North Carolina is one of the State's most valuable assets, the current facilities of the University have been allowed to deteriorate due to decades of neglect and have unfortunately fallen into a state of disrepair because of inadequate attention to maintenance. It is the intent of the General Assembly to reverse this trend and to provide a mechanism to assure that the University's capital assets are adequately maintained. The General Assembly commits to responsible stewardship of these assets to protect their value over the years, as follows:

(1) The Board of Governors of The University of North Carolina shall require each constituent and affiliated institution to monitor the condition of its facilities and their needs or repair and renovation, and to assure that all necessary maintenance is carried out within funds available.

(2) The Board of Governors shall report annually to the Joint Legislative Commission on Governmental Operations and the Joint Legislative Education Oversight Committee on the condition of the University's capital facilities, the repair, renovation, and maintenance projects being undertaken, and all needs for additional funding to maintain the facilities.

(3) It is the intent of the General Assembly to assure that adequate oversight, funding, and accountability are continually provided so that the capital facilities of the University are properly maintained to preserve the level of excellence the citizens of this State deserve. To this end, the Joint Legislative Education Oversight

Committee shall report to the General Assembly annually its recommendations for legislative changes to implement this policy.

Section 1.2. The General Statutes are amended by adding a new Chapter to read:

"Chapter 116D.

"Higher Education Bonds.

"ARTICLE 1.

"General Provisions.

"§ 116D-1. Definitions.

The following definitions apply in this Chapter:

(1) Board of Governors. -- The Board of Governors of the University.

(2) Capital facility. -- Any one or more of the following for the University or for a community college:

a. One or more buildings, utilities, structures, or other facilities or property developments, including streets and landscaping, and the acquisition of equipment and furnishings in connection therewith.

b. Additions, extensions, enlargements, renovations, and improvements to existing buildings, utilities, structures, or other facilities or property developments, including streets and landscaping.

c. Land or an interest in land.

d. Other infrastructure.

The term includes, without limitation, classroom buildings, laboratory buildings, research facilities, libraries, physical education facilities, continuing education centers, student cafeterias, and activity facilities, including sports facilities, student and faculty housing facilities, and administrative office facilities.

(3) Cost. -- Any of the following in financing the cost of capital facilities and special obligation bond projects, as authorized by this Chapter:

a. The cost of constructing, reconstructing, renovating, repairing, enlarging, acquiring, and improving capital facilities and special obligation bond projects, including the acquisition of land, rights-of-way, easements, franchises, equipment, furnishings, and other interests in real or personal property acquired or used in connection with a capital facility or special obligation bond project.

b. The cost of engineering, architectural, and other consulting services as may be required.

c. The cost of providing personnel to ensure effective project management.

d. Finance charges, reserves for debt service, and interest prior to and during construction.

e. Administrative expenses and charges incurred by the State in connection with the administration of a bond program created under this Chapter.

f. The cost of bond insurance, investment contracts, credit enhancement, and liquidity facilities, interest-rate swap agreements or other derivative products, financial and legal consultants, and related costs of bond and note issuance.

g. The cost of reimbursing the State for any payments made for any cost described in this subdivision.

h. Any other costs and expenses necessary or incidental to the purposes of this Chapter.

(4) Credit facility. -- An agreement entered into by the State Treasurer on behalf of the State with a bank, savings and loan association or other banking institution, an insurance company, reinsurance company, surety company or other insurance institution, a corporation, investment banking firm or other investment institution, or any financial institution or other similar provider of a credit facility, which provider may be located within or without the United States, and providing for prompt payment of all or any part of the principal or purchase price (whether at maturity, presentment or tender for purchase, redemption or acceleration), redemption premium, if any, and interest on any bonds or notes payable on demand or tender by the owner, in consideration of the State's agreeing to repay the provider of the credit facility in accordance with the terms and provisions of the agreement.

(5) Fiscal period. -- A fiscal biennium or a fiscal year of the fiscal biennium.

(6) Fiscal year. -- The fiscal year of the State beginning on July 1 of one calendar year and ending on June 30 of the next calendar year.

(7) Par formula. -- A provision or formula adopted by the State to provide for the adjustment, from time to time, of the interest rate or rates borne or provided for by any bonds or notes, including:

a. A provision providing for an adjustment so that the purchase price of bonds or notes in the open market would be as close to par as possible.

b. A provision providing for an adjustment based upon a percentage or percentages of a prime rate or base rate, which percentages may vary or be applied for different periods of time.

c. A provision that the State Treasurer determines is consistent with this Chapter and will not materially and adversely affect the financial position of the State and the marketing of bonds or notes at a reasonable interest cost to the State.

(8) Securities issued under this Chapter. -- Any of the following:

a. University improvement general obligation bonds, refunding bonds, notes, and refunding notes issued under Article 2 of this Chapter.

b. Special obligation bonds, bond anticipation notes, and refunding bonds issued under Article 3 of this Chapter.

c. Community college general obligation bonds, refunding bonds, notes, and refunding notes issued under Article 4 of this Chapter.

(9) State. -- The State of North Carolina.

(10) State Treasurer. -- The incumbent Treasurer, from time to time, of the State.

(11) University. -- The University of North Carolina and its constituent and affiliated institutions, including, without limitation, the University of North Carolina Center for Public Television, the University of North Carolina Health Care System, the North Carolina School of Science and Mathematics, and the North Carolina Arboretum.

"§ 116D-2. General provisions.

(a) Signatures. -- Should any officer whose signature or facsimile signature appears on securities issued under this Chapter cease to be that officer before the delivery of the securities, the signature or facsimile signature shall nevertheless have the same validity for all purposes as if the officer had remained in office until delivery of the securities. Securities issued under this Chapter may bear the facsimile signatures of persons, who at the actual time of the execution of the securities were the proper officers to sign any security although at the date of the security those persons may not have been officers.

(b) Tax Exemption. -- Securities issued under this Chapter shall at all times be free from taxation by the State or any political subdivision or any of their agencies, excepting estate, inheritance, or gift taxes, income taxes on the gain from the transfer of the securities, and franchise taxes. The interest on the securities is not subject to taxation as income.

(c) Investment Eligibility. -- Securities issued under this Chapter are securities in which all of the following may invest, including capital in their control or belonging to them: public officers, agencies, and public bodies of the State and its political subdivisions, insurance companies, trust companies, investment companies, banks, savings banks, savings and loan associations, credit unions, pension or retirement funds, other financial institutions engaged in business in the State, executors, administrators, trustees, and other fiduciaries. Securities issued under this Chapter are securities which may properly and legally be deposited with and received by any officer or agency of the State or a political subdivision of the State for any purpose for which the deposit of bonds or notes of the State or any political subdivision is now or may later be authorized by law.

(d) Inconsistent Laws. -- All general, special, or local laws that are inconsistent with this Chapter do not apply to this Chapter.

"§ 116D-3. Reports.

(a) Board of Governors. -- The Board of Governors shall report to the Joint Legislative Commission on Governmental Operations by September 15 of each year, and more frequently as the Commission requests, on the following:

(1) University Improvement General Obligation Bonds. -- The Board of Governors shall report on projects funded by university improvement general obligation bonds under Article 2 of this Chapter, including the total project costs, the amount to be funded from the bonds, the expenditures to date from the bonds and other sources, and the percentage of each project completed. Each annual report shall include estimated operating costs for each project begun in the preceding fiscal year, including proposed sources of funds and anticipated dates for occupancy. Operating costs shall be projected for a period of at least 20 years from the date of anticipated project completion.

(2) Special Obligation Bonds. -- The Board of Governors shall report on special obligation bonds issued under Article 3 of this Chapter, including the amount of debt, itemized for each institution of the University, by bond issue, and by project. The report shall include schedules of debt service requirements and actual payments, as well as evidence of compliance with additional financial covenants required by bond documents. The report shall identify the trends and current revenue streams of the sources of obligated resources pledged for each bond issue.

(b) Treasurer. -- Upon issuance of university improvement general obligation bonds under Article 2 of this Chapter or community college general obligation bonds

under Article 4 of this Chapter, the Treasurer shall forward a schedule of required payments of principal and interest over the life of the bonds to the Director of the Budget, with copies to the Joint Legislative Commission on Governmental Operations and the Fiscal Research Division. The Treasurer shall report to the Joint Legislative Commission on Governmental Operations by September 15 of each year, and more frequently as the Commission requests, on the university improvement general obligation bonds issued under Article 2 of this Chapter and community college general obligation bonds issued under Article 4 of this Chapter, including the annual debt service requirements over the remainder of the life of the bonds.

(c) Community Colleges. -- The Community Colleges System Office shall report quarterly to the Joint Legislative Education Oversight Committee on the projects funded from community college general obligation bonds. Each report shall include the total project costs, the amount to be funded from the bonds, the expenditures to date from the bonds and other sources, and the percentage of each project completed.

"ARTICLE 2.

"General Obligation Bonds for Financing
Capital Facilities for The University of North Carolina.

"§ 116D-6. Short title.

This Article may be cited as the University Improvement General Obligation Bonds Finance Act.

"§ 116D-7. Definitions.

The following definitions apply in this Article:

(1) Bonds. -- Bonds authorized to be issued under this Article, including refunding bonds.
(2) Notes. -- Notes issued under this Article.
(3) University improvement general obligation bonds. -- Bonds authorized to be issued under this Article, including refunding bonds.

"§ 116D-8. Authorization of bonds and notes.

Subject to a favorable vote of a majority of the qualified voters of the State who vote on the question of issuing university improvement general obligation bonds in the election held as provided by law, the State Treasurer may, by and with the consent of the Council of State, issue and sell, at one time or from time to time, university improvement general obligation bonds of the State to be designated 'State of North Carolina University Improvement General Obligation Bonds', with any additional designations as may be determined to indicate the issuance of bonds from time to time, or notes of the State. Except as otherwise provided by this Article, the aggregate amount of bonds and notes issued pursuant to this Article shall not exceed two billion five hundred million dollars ($2,500,000,000). The bonds and notes shall be issued in the following years up to the following amounts:

Fiscal Year	Aggregate Amount
2000-2001	$201,600,000
2001-2002	241,900,000
2002-2003	483,900,000
2003-2004	483,900,000
2004-2005	564,500,000
2005-2006	524,200,000

If less than the aggregate amount of bonds or notes authorized to be issued in a fiscal year is issued in that fiscal year, the balance for that fiscal year may be issued in any subsequent fiscal year. Refunding bonds and notes issued pursuant to G.S. 116D-11(f) shall not be included in the limitation on the aggregate amount of bonds and notes that may be issued pursuant to this Article.

The proceeds of bonds or notes issued under this Article shall be applied to finance the cost of improvement, construction, and acquisition of capital facilities for the University or to refund any outstanding bonds or notes issued under this Article. The capital facilities to be improved, constructed, or acquired with the proceeds of bonds or notes shall be determined as provided in G.S. 116D-9.

"§ 116D-9. Designation of capital facilities and preconditions to bond issuance.

The capital facilities to be financed in whole or in part with the proceeds of university improvement general obligation bonds shall be set forth in legislation enacted from time to time by the General Assembly. This legislation shall also provide for voter approval of the bonds to finance the capital facilities and shall become effective only upon approval by the voters. The proceeds of university improvement general obligation bonds shall not be expended to pay the costs of any capital facilities other than those set forth in that legislation.

"§ 116D-10. Faith and credit.

The faith and credit and taxing power of the State are hereby pledged for the payment of the principal of and the interest on bonds and notes. The State retains the right to amend any provision of this Article to the extent it does not impair any contractual right of a bond owner.

"§ 116D-11. Issuance of bonds and notes.

(a) Terms and Conditions. -- Bonds or notes may bear any dates, may be serial or term bonds or notes, or any combination of these, may mature in any amounts and at any times, not exceeding 25 years from their dates, may be payable at any places, either within or without the United States, in any coin or currency of the United States that at the time of payment is legal tender for payment of public and private debts, may bear interest at any rates, which may vary from time to time, and may be made redeemable before maturity, at the option of the State or otherwise as may be provided by the State, at any prices, including a price greater than the face amount of the bonds or notes, and under any terms and conditions, all as may be determined by the State Treasurer, by and with the consent of the Council of State.

(b) Signatures; Form and Denomination; Registration. -- Bonds or notes may be issued in certificated or uncertificated form. If issued in certificated form, bonds or notes shall be signed on behalf of the State by the Governor or shall bear the Governor's facsimile signature, shall be signed by the State Treasurer or shall bear the State Treasurer's facsimile signature, and shall bear the Great Seal of the State or a facsimile of the Seal impressed or imprinted on them. If bonds or notes bear the facsimile signatures of the Governor and the State Treasurer, the bonds or notes shall also bear a manual signature which may be that of a bond registrar, trustee, paying agent, or designated assistant of the State Treasurer. The form and denomination of bonds or notes, including the provisions with respect to registration of the bonds or notes and any system for their registration, shall be as the State Treasurer may determine in conformity with this Article.

(c) Manner of Sale; Expenses. -- Subject to the approval by the Council of State as to the manner in which bonds or notes shall be offered for sale, whether at public or private sale, whether within or without the United States, and whether by publishing notices in certain newspapers and financial journals, mailing notices, inviting bids by correspondence, negotiating contracts of purchase or otherwise, the State Treasurer is authorized to sell bonds or notes at one time or from time to time at any rates of interest, which may vary from time to time, and at any prices, including a price less than the face amount of the bonds or notes, as the State Treasurer may determine. All expenses incurred in the preparation, sale, and issuance of bonds or notes shall be paid by the State Treasurer from the proceeds of bonds or notes or other available moneys.

(d) Application of Proceeds. -- The proceeds of any bonds or notes shall be used solely for the purposes for which the bonds or notes were issued and shall be disbursed in the manner and under the restrictions, if any, that the Council of State may provide in the resolution authorizing the issuance of, or in any trust agreement securing, the bonds or notes.

Any additional moneys which may be received by means of a grant or grants from the United States or any agency or department thereof or from any other source to aid in financing the cost of a capital facility may be disbursed, to the extent permitted by the terms of the grant or grants, without regard to any limitations imposed by this Article.

(e) Notes; Repayment. -- By and with the consent of the Council of State, the State Treasurer is authorized to borrow money and to execute and issue notes of the State for the same, but only in the following circumstances and under the following conditions:

(1) For anticipating the sale of bonds, the issuance of which the Council of State has approved, if the State Treasurer considers it advisable to postpone the issuance of the bonds.

(2) For the payment of interest on or any installment of principal of any bonds then outstanding, if there are not sufficient funds in the State treasury with which to pay the interest or installment or principal as they respectively become due.

(3) For the renewal of any loan evidenced by notes authorized in this Article.

(4) For the purposes authorized in this Article.

(5) For refunding bonds or notes as authorized in this Article.

Funds derived from the sale of bonds or notes may be used in the payment of any bond anticipation notes issued under this Article. Funds provided by the General Assembly for the payment of interest on or principal of bonds shall be used in paying the interest on or principal of any notes and any renewals thereof, the proceeds of which have been used in paying interest on or principal of the bonds.

(f) Refunding Bonds and Notes. -- By and with the consent of the Council of State, the State Treasurer is authorized to issue and sell refunding bonds and notes for the purpose of refunding bonds or notes issued pursuant to this Article and to pay the cost of issuance of the refunding bonds or notes. The refunding bonds and notes may be combined with any other issues of State bonds and notes similarly secured. Refunding bonds or notes may be issued at any time prior to the final maturity of the debt or obligation to be refunded. The proceeds from the sale of any refunding bonds or notes shall be applied to the immediate payment and retirement of the bonds or notes being refunded or, if not required for the immediate payment of the bonds or notes being refunded, the proceeds shall be deposited in trust to provide for the payment and retirement of the bonds or notes being refunded and to pay any expenses incurred in connection with the refunding. Money in a trust fund may be invested in (i) direct obligations of the United States government, (ii) obligations the principal of and interest on which are guaranteed by the United States government, (iii) obligations of any agency or instrumentality of the United States government if the timely payment of principal and interest on the obligations is unconditionally guaranteed by the United States government, or (iv) certificates of deposit issued by a bank or trust company located in the State if the certificates are secured by a pledge of any of the obligations described in (i), (ii), or (iii) above having an aggregate market value, exclusive of accrued interest, equal at least to the principal amount of the certificates so secured. This section does not limit the duration of any deposit in trust for the retirement of bonds or notes being refunded but that have not matured

and are not presently redeemable, or if presently redeemable, have not been called for redemption.

(g) University Improvement Bonds Fund. -- The proceeds of university improvement general obligation bonds and notes, including premium thereon, if any, except the proceeds of bonds the issuance of which has been anticipated by bond anticipation notes or the proceeds of refunding bonds or notes, shall be placed by the State Treasurer in a special fund to be designated 'University Improvement Bonds Fund'. Moneys in the University Improvement Bonds Fund shall be used for the purposes set forth in this Article.

Any additional moneys that may be received by means of a grant or grants from the United States of America or any agency or department thereof or from any other source to aid in financing the cost of any university improvements authorized by this Article may be placed by the State Treasurer in the University Improvement Bonds Fund or in a separate account or fund and shall be disbursed, to the extent permitted by the terms of the grant or grants, without regard to any limitations imposed by this act.

The proceeds of university improvement general obligation bonds and notes may be used with any other moneys made available by the General Assembly for the making of university improvements, including the proceeds of any other State bond issues, whether previously made available or which may be made available after the effective date of this Article. The proceeds of university improvement bonds and notes shall be expended and disbursed under the direction and supervision of the Director of the Budget. The funds provided by this Article for university improvements shall be disbursed for the purposes provided in this Article upon warrants drawn on the State Treasurer by the State Controller, which warrants shall not be drawn until requisition has been approved by the Director of the Budget and which requisition shall be approved only after full compliance with the Executive Budget Act, Article 1 of Chapter 143 of the General Statutes.

"§ 116D-12. Variable rate demand bonds and notes.

(a) In fixing the details of bonds and notes, the State Treasurer may provide that the bonds and notes may:

(1) Be made payable from time to time on demand or tender for purchase by the owner, if a credit facility supports the bonds or notes, unless the State Treasurer specifically determines that a credit facility is not required upon a finding and determination by the State Treasurer that the absence of a credit facility will not materially and adversely affect the financial position of the State and the marketing of the bonds or notes at a reasonable interest cost to the State.

(2) Be additionally supported by a credit facility.

(3) Be made subject to redemption or a mandatory tender for purchase prior to maturity.

(4) Bear interest at rates that may vary from any periods of time, as may be provided in the proceedings providing for the issuance of the bonds or notes, including, without limitation, any variations as may be permitted pursuant to a par formula.

(5) Be made the subject of a remarketing agreement whereby an attempt is made to remarket bonds or notes to new purchasers prior to their presentment for payment to the provider of the credit facility or to the State.

(b) If the aggregate principal amount payable by the State under a credit facility is in excess of the aggregate principal amount of bonds or notes secured by the credit facility, whether as a result of the inclusion in the credit facility of a provision for the

payment of interest for a limited period of time or the payment of a redemption premium, or for any other reason, then the amount of authorized but unissued bonds or notes during the term of the credit facility shall not be less than the amount of the excess, unless the payment of the excess is otherwise provided for by agreement of the State executed by the State Treasurer.

"§ 116D-13. Other agreements.

The State Treasurer may authorize, execute, obtain, or otherwise provide for bond insurance, investment contracts, credit and liquidity facilities, interest rate swap agreements and other derivative products, and any other related instruments and matters the State Treasurer determines are desirable in connection with the issuance of bonds or notes. The State Treasurer is authorized to employ and designate any financial consultants, underwriters, and bond attorneys to be associated with any bond issue under this Article as the State Treasurer considers necessary.

"ARTICLE 3.

"Special Obligation Bonds for Improvements to the Facilities of The University of North Carolina.

"§ 116D-21. Purpose.

The purpose of this Article is to authorize the Board of Governors of The University of North Carolina to issue special obligation bonds, payable from obligated resources, but with no pledge of taxes or the faith and credit of the State or any agency or political subdivision of the State, to pay the cost, in whole or in part, of improvements to the facilities of the University.

"§ 116D-22. Definitions.

The following definitions apply in this Article:

(1) Existing facilities. -- Buildings and facilities then existing that generate income or receipts to the Board of Governors that are pledged, under the provisions of a resolution authorizing the issuance of the special obligation bonds under this Article, to the payment of the bonds.

(2) Institution. -- Each of the institutions enumerated in G.S. 116-2, and any affiliated institutions of the University, including, without limitation, the University of North Carolina Center for Public Television, the University of North Carolina Health Care System, the North Carolina School of Science and Mathematics, and the North Carolina Arboretum.

(3) Obligated resources. -- Any sources of income or receipts of the Board of Governors or the institution at which a special obligation bond project is or will be located that are designated by the Board as the security and source of payment for bonds issued under this Article to finance a special obligation bond project, including, without limitation, any of the following:

a. Rents, charges, or fees to be derived by the Board of Governors or the institution from any activities conducted at the institution.

b. Earnings on the investment of the endowment fund of the institution at which a special obligation project will be located, to the extent that the use of the earnings will not violate any lawful condition placed by the donor upon the part of the endowment fund that generates the investment earnings.

c. Funds to be received under a contract or a grant agreement, including 'overhead costs reimbursement' under a grant agreement, entered into by the Board of Governors or the

institution to the extent the use of the funds is not restricted by the terms of the contract or grant agreement or the use of the funds as provided in this Article does not violate the restriction.

Obligated resources do not include funds appropriated to the Board of Governors or the institution from the General Fund by the General Assembly from funds derived from general tax and other revenues of the State, and obligated resources do not include tuition payment by students.

(4) Special obligation bonds. -- Bonds issued under this Article to finance the cost of a special obligation project, which bonds are secured by and payable from obligated resources designated by the Board of Governors at the time the issuance of the bonds is authorized in accordance with this Article.

(5) Special obligation bond project. -- Any capital facilities located or to be located at an institution for the purpose of carrying out the mission of that institution and designated specifically by the Board of Governors as a 'special obligation bond project' for purposes of this Article. A special obligation bond project need not necessarily consist of buildings or facilities that are expected to generate 'self-liquidating revenues' to the Board of Governors or the institution from direct rentals, charges, or fees from the services provided by the building or facility, and may include facilities such as classroom buildings, administration buildings, research facilities, libraries, and equipment that do not produce direct, or indirect, income to the Board of Governors or the institution.

"§ 116D-23. Credit and taxing power of State not pledged; statement on face of bonds.

Special obligation bonds issued under this Article shall not constitute a debt or liability of the State or any political subdivision of the State or a pledge of the faith and credit of the State or of any political subdivision of the State. Special obligation bonds shall be secured solely by the obligated resources pledged to their payment. All of the special obligation bonds shall contain on their face a statement to the effect that neither the State nor the Board of Governors is obligated to pay the bonds or the interest on the bonds except from the obligated resources pledged for payment and that neither the faith and credit nor the taxing power of the State or of any political subdivision or instrumentality of the State is pledged to the payment of the principal of or the interest on the bonds. The issuance of special obligation bonds under this Article does not directly or indirectly or contingently obligate the State or any political subdivision of the State to levy or to pledge any taxes for the bonds.

"§ 116D-24. General powers of Board of Governors.

The Board of Governors is authorized, subject to the requirements of this Article, to do all of the following:

(1) Determine the location and character of any special obligation bond project, to acquire, construct, and provide the project, and to maintain, repair, and operate and enter into contracts for the management, lease, use, or operation of all or any portion of any special obligation bond project and any existing facilities.

(2) Issue special obligation bonds to pay all or any part of the cost of a special obligation bond project, and to fund or refund any bonds previously issued by the Board of Governors to finance facilities designated as a special obligation bond project.

(3) Fix and revise from time to time and charge and collect fees, rates, rents, charges, and other income for the use of and for the services furnished by the institution that are designated as obligated resources in connection with a special obligation bond issue.

(4) Establish and enforce, and to agree through any resolution or trust agreement authorizing or securing bonds under this Article to make and enforce, rules for the use of and services rendered by the institution of the income or receipts to be obtained from the use or services designated as obligated resources in connection with a special obligation bond issue.

(5) Acquire, hold, lease, and dispose of real and personal property in the exercise of its powers and the performance of its duties and to lease all or any part of a special obligation bond project and any existing facilities for any periods of years, not exceeding 40 years, upon any terms and conditions as the Board of Governors determines, subject to the provisions of G.S. 143-341.

(6) Employ consulting engineers, attorneys, accountants, construction and financial experts, superintendents, managers, and any other employees and agents as may be necessary in its judgment in connection with a special obligation bond project and existing facilities, and to fix their compensation.

(7) Enter into all contracts and agreements necessary or incidental to the performance of its duties and the execution of its powers under this Article.

(8) Receive and accept from any federal, State, or other public agency and any private agency, person, or other entity donations, loans, grants, aid, or contributions of any money, property, labor, or other things of value for a special obligation bond project or any other services provided by the institution that is designated as the obligated resource in connection with a special obligation bond issue, and to agree to apply and use them in accordance with the terms and conditions under which they are provided.

(9) Do all acts and things necessary or convenient to carry out the powers granted by this Article.

"§ 116D-25. Consultation with the Joint Legislative Commission on Governmental Operations.

Whenever this Article requires the approval of the Director of the Budget of an action, the Director of the Budget may consult with the Joint Legislative Commission on Governmental Operations before giving approval.

"§ 116D-26. Issuance of special obligation bonds and bond anticipation notes.

(a) Authority. -- The Board of Governors may issue, subject to the approval of the Director of the Budget, at one time or from time to time, special obligation bonds of the Board of Governors for the purpose of paying all or any part of the cost of acquiring, constructing, or providing a special obligation project. Before issuing special obligation bonds, the Board of Governors shall first adopt a resolution (i) setting forth the designation by the Board of Governors that the buildings or facilities to be financed by the bond issue are the special obligation bond project being financed and (ii) designating the obligated resources that will secure and be the source of payment of the special obligation bonds to be issued. The Board of Governors shall not issue any special obligation bonds unless the Board of Governors finds that sufficient obligated resources are reasonably expected to be available (i) to pay the principal and interest on the special obligation bonds proposed to be issued, (ii) to create and maintain any reserves for the payment of the special obligation

bonds, to the extent the Board of Governors is required to maintain reserves for this purpose by the terms of the trust agreement or resolution authorizing the issuance of the special obligation bonds, and (iii) to provide for the maintenance and operation of the facilities that are to generate the obligated resources to the extent the Board of Governors is required to maintain those facilities by the terms of the trust agreement or resolution authorizing the issuance of the special obligation bonds. Notwithstanding any other provision of this Article, the proceeds of special obligation bonds to be secured by obligated resources derived from the operation of or activities at one institution may not be applied to finance a special obligation project to be located at another institution.

(b) Approval Required. -- The Board of Governors shall not issue any special obligation bonds for a project at an institution unless the board of trustees of that institution has approved the issuance of bonds for that project. The Board of Governors shall not issue special obligation bonds under this Article until the effective date of legislation enacted by the General Assembly authorizing the undertaking of the special obligation bond project to be financed and fixing the maximum aggregate principal amount of special obligation bonds that shall be issued for that purpose. In submitting proposed special obligation bond projects to the General Assembly for approval, the Board of Governors shall submit information on the need for each project, project costs, estimates of increased operating costs upon completion, estimated debt service requirements, and the sources and amounts of obligated resources to be pledged for the repayment of the bonds. If the obligated resources to repay the bonds or to operate the proposed project potentially involve increased costs to students or to the General Fund, these costs shall be identified in the Board of Governors' submission.

Except as provided in this Article, special obligation bond projects may be undertaken, special obligation bonds may be issued, and other powers vested in the Board of Governors under this Article may be exercised by the Board without obtaining the consent of any department, division, commission, board, bureau, or agency of the State and without any other proceedings or the happening of any other conditions or things other than those proceedings, conditions, or things which are specifically required by this Article.

(c) Term; Form. -- The special obligation bonds of each issue shall be dated, shall mature at any times not exceeding 25 years from their dates, shall bear interest at any rates as may be determined by the Board of Governors, and may be redeemable before maturity at the option of the Board, at any prices and under any terms and conditions as may be fixed by the Board prior to the issuance of the special obligation bonds. The Board of Governors shall determine the form and manner of execution of the special obligation bonds and shall fix the denominations of the special obligation bonds and the places of payment of principal and interest, which may be at any bank or trust company within or without the State. Notwithstanding any of the other provisions of this Article or any recitals in any special obligation bonds issued under the provisions of this Article, all special obligation bonds shall be negotiable instruments under the laws of this State, subject only to the provisions for registration in a resolution authorizing the issuance of the special obligation bonds or a trust agreement securing the bonds. The Board of Governors may sell the special obligation bonds in any manner, at public or private sale, and for any price, as it may determine to be for its best interests.

(d) Proceeds; Additional Bonds. -- The proceeds of the special obligation bonds of each issue shall be used solely for the purpose for which the bonds have been authorized and shall be disbursed in the manner and under such restrictions, if any, as the Board of Governors may provide in the resolution authorizing the issuance of the bonds or in the trust agreement securing them. Unless otherwise provided in the

authorizing resolution or in the trust agreement securing the special obligation bonds, if the proceeds of the special obligation bonds, by error of estimates or otherwise, are less than the cost of the special obligation bond project, additional bonds may in like manner be issued to provide the amount of the deficit and shall be deemed to be of the same issue and shall be entitled to payment from the same fund without preference or priority of the bonds first issued for the same purpose.

The resolution providing for the issuance of special obligation bonds, and any trust agreement securing them, may also contain limitations upon the issuance of additional special obligation bonds as the Board of Governors considers proper, and the additional special obligation bonds must be issued under the restrictions and limitations prescribed by the resolution or trust agreement.

(e) Temporary Bonds; Notes. -- Before preparing definitive bonds, the Board of Governors may, under like restrictions, issue interim receipts or temporary bonds exchangeable for definitive bonds when the bonds have been executed and are available for delivery. The Board may also provide for the replacement of any bonds which become mutilated, destroyed, or lost.

The Board of Governors may enter into or negotiate a note with an acceptable bank or trust company in lieu of issuing special obligation bonds for the financing of special obligation bond projects covered under this Article. The terms and conditions of any note of this nature shall be in accordance with the terms and conditions surrounding issuance of the special obligation bonds.

(f) Bond Anticipation Notes. -- The Board of Governors may issue, subject to the approval of the Director of the Budget, at one time or from time to time, bond anticipation notes of the Board of Governors in anticipation of the issuance of special obligation bonds authorized by this Article. The principal of and the interest on these notes shall be payable solely from the proceeds of special obligation bonds or renewal notes or, in the event bond or renewal note proceeds are not available, from the obligated resources designated for their payment. The notes of each issue shall be dated, shall mature at any times not exceeding two years from their dates, shall bear interest at any rates as may be determined by the Board of Governors, and may be redeemable before maturity, at the option of the Board of Governors, at any prices and under any terms and conditions as may be fixed by the Board of Governors prior to the issuance of the notes. The Board shall determine the form and the manner of execution of the notes and shall fix the denominations of the notes and the places of payment of principal and interest, which may be at any bank or trust company within or without the State. Notwithstanding any of the other provisions of this Article or any recitals in any notes issued under the provisions of this Article, all notes shall be negotiable instruments under the laws of this State, subject only to the provisions for registration in a resolution authorizing the issuance of the notes or any trust agreement securing the bonds in anticipation of which the notes are being issued. The Board of Governors may sell the notes in any manner, at public or private sale, and for any price, as it may determine to be for its best interests.

The proceeds of the notes of each issue shall be used solely for the purpose for which the special obligation bonds in anticipation of which the notes are being issued have been authorized, and the note proceeds shall be disbursed in any manner and under any restrictions as the Board of Governors may provide in the resolution authorizing the issuance of the notes or bonds or in the trust agreement securing the special obligation bonds.

The resolution providing for the issuance of notes, and any trust agreement securing the special obligation bonds in anticipation of which the notes are being authorized, may also contain limitations upon the issuance of additional notes as the Board of Governors considers proper, and such additional notes shall be issued under the restrictions and limitations prescribed by the resolution or trust agreement. The

Board may also provide for the replacement of any notes which shall become mutilated, destroyed, or lost.

Except as provided in this Article, notes may be issued under this Article and other powers vested in the Board of Governors under this Article may be exercised by the Board without obtaining the consent of any department, division, commission, board, bureau, or agency of the State and without any other proceedings or the happening of any other conditions or things than those proceedings, conditions, or things which are specifically required by this Article.

Unless the context indicates otherwise, the word 'bonds', wherever used in this Article, include the words 'bond anticipation notes'.

"§ 116D-27. Trust agreement; money received deemed trust funds; insurance; remedies.

(a) Trust Agreement Securing Bonds. -- In the discretion of the Board of Governors and subject to the approval of the Director of the Budget, any special obligation bonds issued under this Article may be secured by a trust agreement by and between the Board of Governors and a corporate trustee, which may be any trust company or bank having the powers of a trust company within or without the State. The trust agreement or the resolution providing for the issuance of special obligation bonds may pledge or assign the obligated resources designated as security for the special obligation bonds, but shall not convey or mortgage any property of the institution. The trust agreement or resolution providing for the issuance of special obligation bonds may contain provisions for protecting and enforcing the rights and remedies of the holders of the special obligation bonds that are reasonable and proper and not in violation of law, including covenants setting forth the duties of the Board of Governors in relation to the acquisition, construction, or provision of any of the charging and collecting of any rates, fees, or charges that have been designated as obligated resources, the maintenance, repair, operation, and insurance of any property of the institution, and the custody, safeguarding, and application of all moneys. It shall be lawful for any bank or trust company incorporated under the laws of the State which may act as depositary of the proceeds of special obligation bonds or funds securing special obligation bonds to furnish any indemnifying bonds or to pledge any securities as may be required by the Board of Governors. A trust agreement or resolution may set forth the rights and remedies of the holders of the special obligation bonds and the rights, remedies, and immunities of the trustee or trustees, if any, and may restrict the individual right of action by the holders. In addition to the foregoing, a trust agreement or resolution may contain other provisions the Board of Governors considers reasonable and proper for the security of the holders. All expenses incurred in carrying out the provisions of the trust agreement or resolution may be treated as a part of the cost of the special obligation bond projects for which the special obligation bonds are issued or as an expense of operation of the special obligation bond project.

(b) Trust Funds. -- All moneys received pursuant to the authority of this Article, whether as proceeds from the sale of bonds, or as obligated resources, are trust funds to be held and applied solely as provided in this Article. The Board of Governors may provide for the payment of all or part of the proceeds of the sale of the special obligation bonds and the obligated resources to any officer, board, or depositary that it may designate for their custody, and may provide for their method of disbursement, with any safeguards and restrictions it may determine. Any officer with whom, or any bank or trust company with which, moneys are deposited shall act as trustee of the moneys and shall hold and apply them for the purposes of this Article, subject to any requirements provided in this Article and in the resolution or trust agreement, authorizing or securing the special obligation bonds.

(c) Insurance. -- Notwithstanding the provisions of any other law, the Board of Governors may carry insurance on any special obligation bond projects and any existing facilities in any amounts and covering any risks it considers advisable.

(d) Remedies. -- Any holder of special obligation bonds issued under this Article and the trustees under a trust agreement, except to the extent the rights given in this section may be restricted by the trust agreement or the resolution authorizing the issuance of the special obligation bonds, may, either at law or in equity, by suit, action, mandamus, or other proceedings, protect and enforce any and all rights under the laws of the State or granted under this Article or under the trust agreement or resolution, and may enforce and compel the performance of all duties required by this Article or by the trust agreement or resolution to be performed by the Board of Governors or by any of its officers, including the fixing, charging, and collecting of obligated resources.

"§ 116D-28. Fixing and collecting obligated resources.

(a) Board to Provide Sufficient Resources. -- For the purpose of aiding in the financing of a special obligation bond project and to provide security to the owners of the special obligation bonds issued to finance the special obligation bond project, the Board of Governors is authorized, to the extent the generation of the obligated resources is in the control of the Board, to fix, revise from time to time, charge, and collect the rents, charges, fees, or other revenues constituting the obligated resources. Fees and other revenue sources constituting obligated resources may be imposed or increased only with the approval of the Board of Governors. As long as any special obligation bonds issued under this Article and payable from those obligated resources are outstanding, the obligated resources, to the extent within the control of the Board of Governors, shall be so fixed and adjusted, with relation to other funds available, as to provide funds pursuant to the requirements of the resolution or trust agreement authorizing or securing the special obligation bonds and at least sufficient to pay the principal of and the interest on the special obligation bonds as they become due and payable, to assure the continued collection of the obligated resources, and to create and maintain reserves for these purposes. A sufficient amount of the obligated resources, except any part that may be necessary to pay the cost of maintenance, repair, and operation, and to provide reserves for these purposes and for renewals, replacements, extensions, enlargements, and improvements as may be provided for in the resolution authorizing the issuance of the special obligation bonds or in the trust agreement securing the same, shall be set aside at regular intervals as may be provided in the resolution or trust agreement authorizing the issuance of the special obligation bonds in a sinking fund which is hereby pledged to, and charged with, the payment of the principal of and the interest on the special obligation bonds as they become due and the redemption price or the purchase price of special obligation bonds retired by call or purchase as provided in the resolution or trust agreement. This pledge shall be valid and binding from the time it is made, the obligated resources so pledged and thereafter received by the Board of Governors shall immediately be subject to the lien of the pledge without any physical delivery of the pledge or further act, and the lien of the pledge shall be valid and binding as against all parties having claims of any kind in tort, contract, or otherwise against the Board of Governors, irrespective of whether the parties have notice of the pledge. Neither the resolution nor any trust agreement by which a pledge is created need be filed or recorded except in the records of the Board of Governors. The use and disposition of moneys to the credit of the sinking fund shall be subject to the provisions of the resolution authorizing the issuance of the special obligation bonds or of the trust agreement securing the bonds.

(b) State Pledge. -- The State pledges to, and agrees with, the holders of any special obligation bonds or notes issued by the Board of Governors pursuant to this

Article that as long as any of the special obligation bonds or notes are outstanding and unpaid, the State will not limit or alter the rights vested in the Board of Governors at the time of issuance of the special obligation bonds or notes to set the terms and conditions of the special obligation bonds or notes and to fulfill the terms of any agreements made with the bondholders or noteholders. The State shall in no way impair the rights and remedies of the bondholders or noteholders until the special obligation bonds or notes and all costs and expenses in connection with any action or proceedings by or on behalf of the bondholders or noteholders are fully paid, met, and discharged.

"§ 116D-29. Vesting powers in committee.

The Board of Governors may authorize its budget and finance committee to sell any special obligation bonds which the Board has, with the approval of the Director of the Budget, authorized to be issued under this Article in any manner and under any limitations or conditions as the Board prescribes and to perform other functions under this Article the Board determines.

"§ 116D-30. Refunding bonds.

The Board of Governors may, subject to the approval of the Director of the Budget, issue from time to time refunding bonds for the purpose of refunding any bonds by the Board under this Article or under any Article of Chapter 116 of the General Statutes, including the payment of any redemption premium on them and any interest accrued or to accrue to the date of redemption of the bonds refunded. The Board of Governors is further authorized, subject to the approval of the Director of the Budget, to issue from time to time refunding bonds for the combined purpose of (i) refunding any bonds issued by the Board under this Article or under any Article of Chapter 116 of the General Statutes, including the payment of any redemption premium on them and any interest accrued or to accrue to the date of redemption of the bonds, and (ii) paying all or any part of the cost of acquiring or constructing any additional special obligation bond projects.

This Article, as applicable, governs the issuance of refunding bonds, their maturities and other details, the rights and remedies of their holders, and the rights, powers, privileges, duties, and obligations of the Board of Governors with respect to them.

"§ 116D-31. Additional and alternative method.

This Article provides an additional and alternative method for the doing of the things authorized and is supplemental and additional to powers conferred by other laws, including G.S. 116-175 to G.S. 116-185, inclusive and G.S. 116-197 and G.S. 116-198, and is not in derogation of or repealing any powers now existing under any other law, whether general, special, or local. The issuance of special obligation bonds or refunding bonds under this Article, however, need not comply with the requirements of any other law applicable to the issuance of bonds.

"ARTICLE 4.

"Community Colleges Facilities General Obligation Finance Act.

"§ 116D-41. Short title.

This Article may be cited as the Community College Facilities General Obligation Finance Act.

"§ 116D-42. Definitions.

The following definitions apply in this Article:

(1) Bonds. -- Bonds authorized to be issued under this Article, including refunding bonds.

(2) Community college. -- Defined in G.S. 115D-2.

(3) Community college general obligation bonds. -- Bonds authorized to be issued under this Article, including refunding bonds.

(4) Community Colleges System Office. -- The North Carolina Community Colleges System Office, created by Article 1 of Chapter 115D of the General Statutes, or if the Community Colleges System Office is abolished or otherwise divested of its functions under this Article, the public body succeeding it in its principal functions, or upon which are conferred by law the rights, powers, and duties given by this Article to the Community Colleges System Office.

(5) Notes. -- Notes issued under this Article.

"§ 116D-43. Authorization of bonds and notes.

Subject to a favorable vote of a majority of the qualified voters of the State who vote on the question of issuing community college general obligation bonds in the election held as provided by law, and upon the application of the Community Colleges System Office, the State Treasurer may, by and with the consent of the Council of State, issue and sell, at one time or from time to time, community college general obligation bonds of the State to be designated 'State of North Carolina Community College General Obligation Bonds', with any additional designations as may be determined to indicate the issuance of bonds from time to time, or notes of the State. Except as otherwise provided by this Article, the aggregate amount of bonds and notes issued pursuant to this Article shall not exceed six hundred million dollars ($600,000,000). The bonds and notes shall be issued in the following years up to the following amounts:

Fiscal Year	Aggregate Amount
2000-2001	$ 48,400,000
2001-2002	58,100,000
2002-2003	116,100,000
2003-2004	116,100,000
2004-2005	135,500,000
2005-2006	125,800,000

If less than the aggregate amount of bonds or notes authorized to be issued in a fiscal year is issued in that fiscal year, the balance for that fiscal year may be issued in any subsequent fiscal year. Refunding bonds and notes issued pursuant to G.S. 116D-46(f) shall not be included in the limitation on the aggregate amount of bonds and notes that may be issued pursuant to this Article.

The proceeds of bonds or notes issued under this Article shall be applied to finance the cost of grants to be made by the State to community colleges to finance the cost of capital facilities for the community college or to refund any outstanding bonds or notes issued under this Article. The capital facilities to be improved, constructed, or acquired with the proceeds of bonds or notes shall be determined as provided in G.S. 116D-44.

"§ 116D-44. Designation of capital facilities and preconditions to bond issuance.

The capital facilities to be financed in whole or in part with the proceeds of community college general obligation bonds shall be described in legislation enacted from time to time by the General Assembly. This legislation shall also provide for voter approval of the bonds to finance the capital facilities and shall become effective only upon approval by the voters. The proceeds of community college general obligation bonds shall not be expended to pay the costs of any capital facilities other than those described in that legislation.

"§ 116D-45. Faith and credit.

The faith and credit and taxing power of the State are hereby pledged for the payment of the principal of and the interest on bonds and notes. The State retains the right to amend any provision of this Article to the extent it does not impair any contractual right of a bond owner.

"§ 116D-46. Issuance of bonds and notes.

(a) Terms and Conditions. -- Bonds or notes may bear any dates, may be serial or term bonds or notes, or any combination of these, may mature in any amounts and at any times, not exceeding 25 years from their dates, may be payable at any places, either within or without the United States, in any coin or currency of the United States that at the time of payment is legal tender for payment of public and private debts, may bear interest at any rates, which may vary from time to time, and may be made redeemable before maturity, at the option of the State or otherwise as may be provided by the State, at any prices, including a price greater than the face amount of the bonds or notes, and under any terms and conditions, all as may be determined by the State Treasurer, by and with the consent of the Council of State.

(b) Signatures; Form and Denomination; Registration. -- Bonds or notes may be issued in certificated or uncertificated form. If issued in certificated form, bonds or notes shall be signed on behalf of the State by the Governor or shall bear the Governor's facsimile signature, shall be signed by the State Treasurer or shall bear the State Treasurer's facsimile signature, and shall bear the Great Seal of the State or a facsimile of the Seal impressed or imprinted on them. If bonds or notes bear the facsimile signatures of the Governor and the State Treasurer, the bonds or notes shall also bear a manual signature which may be that of a bond registrar, trustee, paying agent, or designated assistant of the State Treasurer. The form and denomination of bonds or notes, including the provisions with respect to registration of the bonds or notes and any system for their registration, shall be as the State Treasurer may determine in conformity with this Article.

(c) Manner of Sale; Expenses. -- Subject to the approval by the Council of State as to the manner in which bonds or notes shall be offered for sale, whether at public or private sale, whether within or without the United States, and whether by publishing notices in certain newspapers and financial journals, mailing notices, inviting bids by correspondence, negotiating contracts of purchase or otherwise, the State Treasurer is authorized to sell bonds or notes at one time or from time to time at any rates of interest, which may vary from time to time, and at any prices, including a price less than the face amount of the bonds or notes, as the State Treasurer may determine. All expenses incurred in the preparation, sale, and issuance of bonds or notes shall be paid by the State Treasurer from the proceeds of bonds or notes or other available moneys.

(d) Application of Proceeds. -- The proceeds of any bonds or notes shall be used solely for the purposes for which the bonds or notes were issued and shall be disbursed in the manner and under the restrictions, if any, that the Council of State may provide in the resolution authorizing the issuance of, or in any trust agreement securing, the bonds or notes.

Any additional moneys which may be received by means of a grant or grants from the United States or any agency or department thereof or from any other source to aid in financing the cost of a capital facility may be disbursed, to the extent permitted by the terms of the grant or grants, without regard to any limitations imposed by this Article.

(e) Notes; Repayment. -- By and with the consent of the Council of State, the State Treasurer is authorized to borrow money and to execute and issue notes of the State for the same, but only in the following circumstances and under the following conditions:

(1) For anticipating the sale of bonds the issuance of which the Council of State has approved, if the State Treasurer considers it advisable to postpone the issuance of the bonds.

(2) For the payment of interest on or any installment of principal of any bonds then outstanding, if there are not sufficient funds in the

State treasury with which to pay the interest or installment or principal as they respectively become due.

(3) For the renewal of any loan evidenced by notes authorized in this Article.

(4) For the purposes authorized in this Article.

(5) For refunding bonds or notes as authorized in this Article.

Funds derived from the sale of bonds or notes may be used in the payment of any bond anticipation notes issued under this Article. Funds provided by the General Assembly for the payment of interest on or principal of bonds shall be used in paying the interest on or principal of any notes and any renewals thereof, the proceeds of which have been used in paying interest on or principal of the bonds.

(f) Refunding Bonds and Notes. -- By and with the consent of the Council of State, the State Treasurer is authorized to issue and sell refunding bonds and notes for the purpose of refunding bonds or notes issued pursuant to this Article and to pay the cost of issuance of the refunding bonds or notes. The refunding bonds and notes may be combined with any other issues of State bonds and notes similarly secured. Refunding bonds or notes may be issued at any time prior to the final maturity of the debt or obligation to be refunded. The proceeds from the sale of any refunding bonds or notes shall be applied to the immediate payment and retirement of the bonds or notes being refunded or, if not required for the immediate payment of the bonds or notes being refunded, the proceeds shall be deposited in trust to provide for the payment and retirement of the bonds or notes being refunded and to pay any expenses incurred in connection with the refunding. Money in a trust fund may be invested in (i) direct obligations of the United States government, (ii) obligations the principal of and interest on which are guaranteed by the United States government, (iii) obligations of any agency or instrumentality of the United States government if the timely payment of principal and interest on the obligations is unconditionally guaranteed by the United States government, or (iv) certificates of deposit issued by a bank or trust company located in the State if the certificates are secured by a pledge of any of the obligations described in (i), (ii), or (iii) above having an aggregate market value, exclusive of accrued interest, equal at least to the principal amount of the certificates so secured. This section does not limit the duration of any deposit in trust for the retirement of bonds or notes being refunded but that have not matured and are not presently redeemable, or if presently redeemable, have not been called for redemption.

(g) Community College Bonds Fund. -- The proceeds of community college general obligation bonds and notes, including premium thereon, if any, except the proceeds of bonds the issuance of which has been anticipated by bond anticipation notes or the proceeds of refunding bonds or notes, shall be placed by the State Treasurer in a special fund to be designated 'Community College Bonds Fund'. Moneys in the Community College Bonds Fund shall be used for the purposes set forth in this Article.

Any additional moneys that may be received by means of a grant or grants from the United States of America or any agency or department thereof or from any other source to aid in financing the cost of any community college capital facilities authorized by this Article may be placed by the State Treasurer in the Community College Bonds Fund or in a separate account or fund and shall be disbursed, to the extent permitted by the terms of the grant or grants, without regard to any limitations imposed by this act.

The proceeds of community college general obligation bonds and notes may be used with any other moneys made available by the General Assembly for the making of grants to community colleges for capital facilities, including the proceeds of any other State bond issues, whether previously made available or which may be made

available after the effective date of this Article. The proceeds of community college bonds and notes shall be expended and disbursed under the direction and supervision of the Director of the Budget. The funds provided by this Article for grants to community colleges shall be disbursed for the purposes provided in this Article upon warrants drawn on the State Treasurer by the State Controller, which warrants shall not be drawn until requisition has been approved by the Director of the Budget and which requisition shall be approved only after full compliance with the Executive Budget Act, Article 1 of Chapter 143 of the General Statutes.

"§ 116D-47. Variable rate demand bonds and notes.

(a) In fixing the details of bonds and notes, the State Treasurer may provide that the bonds and notes may:

(1) Be made payable from time to time on demand or tender for purchase by the owner, if a credit facility supports the bonds or notes, unless the State Treasurer specifically determines that a credit facility is not required upon a finding and determination by the State Treasurer that the absence of a credit facility will not materially and adversely affect the financial position of the State and the marketing of the bonds or notes at a reasonable interest cost to the State.

(2) Be additionally supported by a credit facility.

(3) Be made subject to redemption or a mandatory tender for purchase prior to maturity.

(4) Bear interest at rates that may vary from any periods of time, as may be provided in the proceedings providing for the issuance of the bonds or notes, including, without limitation, any variations as may be permitted pursuant to a par formula.

(5) Be made the subject of a remarketing agreement whereby an attempt is made to remarket bonds or notes to new purchasers prior to their presentment for payment to the provider of the credit facility or to the State.

(b) If the aggregate principal amount payable by the State under a credit facility is in excess of the aggregate principal amount of bonds or notes secured by the credit facility, whether as a result of the inclusion in the credit facility of a provision for the payment of interest for a limited period of time or the payment of a redemption premium, or for any other reason, then the amount of authorized but unissued bonds or notes during the term of the credit facility shall not be less than the amount of the excess, unless the payment of the excess is otherwise provided for by agreement of the State executed by the State Treasurer.

"§ 116D-48. Other agreements.

The State Treasurer may authorize, execute, obtain, or otherwise provide for bond insurance, investment contracts, credit and liquidity facilities, interest rate swap agreements and other derivative products, and any other related instruments and matters the State Treasurer determines are desirable in connection with the issuance of bonds or notes. The State Treasurer is authorized to employ and designate any financial consultants, underwriters, and bond attorneys to be associated with any bond issue under this Article as the State Treasurer considers necessary.

"§ 116D-49. Procurement of capital facilities.

Any laws, rules, or regulations of the State that relate to the acquisition and construction of capital facilities shall apply to the capital facilities financed pursuant to this Article."

Section 2. Proceeds of University Improvement General Obligation Bonds. -- (a) The proceeds of university improvement general obligation bonds and notes, including any premium thereon, except the proceeds of university

improvement general obligation bonds the issuance of which has been anticipated by bond anticipation notes or the proceeds of refunding bonds or notes, shall be allocated and expended for paying the cost of university capital facilities, to the extent and as provided in Article 2 of Chapter 116D of the General Statutes, as enacted by this act and subject to change as provided in this act, as follows:

Constituent or Affiliated Institution or Board of Governors Capital Improvement	Projected Allocation
Appalachian State University	
Central Library Complex	$47,586,800
Science Building - Completion of Interior Laboratories & Academic Space	1,260,000
Rankin Science Bldg. - Comprehensive Renovation	11,157,000
Living & Learning Center - Academic Portion	4,022,800
Visual Arts Center/Education Outreach Center - Renovation	4,374,700
Smith-Wright Hall Classroom Bldg. - Comprehensive Renovation	1,636,100
Founders Hall - Comprehensive Renovation	1,044,100
Walker Hall Classroom Bldg. - Comprehensive Renovation	1,733,800
B.B. Dougherty Hall - Comprehensive Renovation	1,000,000
Water System Improvements	2,866,200
Land Acquisition	829,300
Technology Infrastructure Expansion	4,838,900
Total Appalachian State University	$ 82,349,700
East Carolina University	
Science Laboratories & Technology Bldg. - Replacement for Flanagan Science Building	$ 55,125,300
Flanagan Bldg. - Renovation & Conversion for General Academic Use	13,421,300
Nursing, Allied Health & Developmental Evaluation Clinic Complex - Replace Rivers & Belk Buildings & Relocate to Medical School	46,882,500
Expansion & Renovation of the Old Nursing Bldg.	14,685,500
Belk Bldg. - Comprehensive Renovation & Conversion from Allied Health to General Academic	7,791,300
Classroom Improvements - Technology Upgrades & Renovation (Speight, Brewster, Rivers, General Classroom Bldg., Rawl & Austin)	3,648,400
Academic Space Requirements - Teaching Laboratories	5,250,000
Medical School - Addition of Library & Study Space	12,600,000
"Old Cafeteria" Office Bldg. - Comprehensive Renovation for Student Services/Academic Use	4,442,100
Infrastructure - Repairs & Expansion	16,291,100
Campus Computing Center - Comprehensive Renovation	1,785,000
Land Acquisition	7,879,400
Technology Infrastructure Expansion	807,600
Total East Carolina University	$ 190,609,500

Elizabeth City State University

Lane Hall Classroom Bldg. - Comprehensive Renovation	$ 2,360,600
Trigg Hall Classroom Bldg. - Comprehensive Renovation	2,109,000
Johnson Hall Classroom Bldg. - Comprehensive Renovation	3,156,300
Williams Hall Classroom Bldg. - Comprehensive Renovation	2,822,700
Lester Hall Classroom Bldg. - Partial Renovation	250,000
White Graduate Center and Continuing Education Bldg - Comprehensive Renovation.	1,514,000
Wilkins Laboratory Bldg. - Comprehensive Renovation	451,800
Mitchell-Lewis Residence Hall - Comprehensive Renovation	2,123,700
Wamack Residence Hall - Comprehensive Renovation	3,334,300
Doles Residence Hall - Comprehensive Renovation	1,722,500
Residence Hall for 200 Students - Replacement of Symera Hall	5,510,000
Central Chiller Plant	1,400,000
Student Center	8,778,300
Physical Education Facilities	1,447,500
Campus Infrastructure Improvements	3,405,300
Electrical Distribution System Upgrade	1,225,000
Energy Management System Improvements	886,400
Technology Infrastructure Expansion	3,149,400
Land Acquisition	650,000
Total Elizabeth City State University	$ 46,296,800

Fayetteville State University

Residence Hall For 275 Students	$ 6,872,300
Lyons Science and Laboratory Building - Comprehensive Renovation and Addition	15,146,900
Science Annex - Comprehensive Renovation	1,740,500
Continuing Education Center - Comprehensive Renovation	432,600
Taylor Social Sciences Classroom Building - Comprehensive Renovation	884,300
Charles Chestnutt Library - Comprehensive Renovation	875,900
William Collins Building - Comprehensive Renovation	640,600
Seabrook Auditorium - Comprehensive Renovation	6,325,000
Taylor Gymnasium - Conversion of Building for Academic Use	3,360,000
Lilly Gymnasium - Comprehensive Renovation and Conversion of Building for Student Services	3,256,400
Cook Dining Hall - Comprehensive Renovation and Conversion of Building for Academic Use and Student Services	1,773,500
Student Residence Halls - Fire Safety Improvements	611,700
Campus Infrastructure Improvements	1,435,000
Comprehensive Renovation and Conversion of Spaulding (Old Infirmary) for Public Safety Facilities	1,029,100
Technology Infrastructure Expansion	1,137,600
Total Fayetteville State University	$ 45,521,400

North Carolina Agricultural and Technical State University

Classroom and Laboratory Complex	$ 29,920,700
Chemistry Laboratory - Replacement for Hines Hall	21,831,600
Harrison Auditorium - Comprehensive Renovation	2,895,200
Curtis Residence Hall - Replacement	3,723,500
Scott Residence Hall - Replacement	26,253,300
Gamble Residence Hall - Replacement	1,552,000
New Student Housing	1,897,900
Holland Residence Hall - Comprehensive Renovation	856,800
Morrison Residence Hall - Comprehensive Renovation	3,701,100
Zoe Barbee Residence Hall - Comprehensive Renovation	3,693,800
Hazardous Materials and Waste Storage Facility	1,575,000
Improvements to School of Agriculture Facilities	1,832,700
Barnes Hall Laboratory - Comprehensive Renovation	5,550,100
Graham Hall Engineering Laboratory - Comprehensive Renovation	5,782,200
Corbett Intramural Center - Addition	7,035,000
Replacement of Steam Lines & Access Holes	1,568,300
Electrical Distribution System - Upgrade and Expansion	2,256,800
Central Cooling Plant - Phase I	9,430,700
Cherry Hall Laboratory Building - Comprehensive Renovation	8,438,200
Three Classroom Buildings (Dudley, Gibbs, & Moore) Comprehensive Renovation	4,797,100
Land Acquisition	6,300,000
Technology Infrastructure Expansion	2,921,700
Total North Carolina A & T State University	$ 153,813,700

North Carolina Central University

Science Complex - Replacement of Robinson, Hubbard, and Lee Science Buildings	$ 36,780,000
Farrison-Newton Building - Comprehensive Renovation of Classroom Building	7,048,700
Student Housing - Replacement	1,556,600
Baynes Residence Hall - Replacement	15,091,100
Rush Residence Hall - Comprehensive Renovation	2,089,400
Eagleson Residence Hall - Comprehensive Renovation	6,869,500
Shepard Residence Hall - Comprehensive Renovation	4,357,800
Latham Residence Hall - Comprehensive Renovation	3,411,600
McLean Residence Hall - Comprehensive Renovation	305,800
Pearson Cafeteria - Comprehensive Renovation	1,263,600
Student Residence Halls - Fire Safety and Security Improvements	1,541,000
Turner Law School - Comprehensive Renovation	7,028,800
Shepard Library - Comprehensive Renovation	4,374,800
Old Senior Dorm - Conversion to Academic Use	2,130,700
Alexander Dunn Building - Comprehensive Renovation	1,779,300
Campus Infrastructure Improvements	10,263,800
Hoey Building - Comprehensive Renovation	2,867,700
Code Compliance Corrections of Buildings Not Scheduled for Compliance Modifications	3,675,000
Land Acquisition	4,000,000
Renovation of Existing Space for Public Safety Facility	840,000
Technology Infrastructure Expansion	1,422,000

Total North Carolina Central University ..... $ 118,697,200

North Carolina State University

Undergraduate Science Teaching Lab - Phase I	$ 30,215,400
Withers Hall - Conversion From Laboratory to General Academic Use	11,480,400
College of Engineering Complex - Phase I	32,806,500
College of Veterinary Medicine - Research Addition and Renovation of Laboratories and Academic Space	20,180,000
College of Engineering Complex - Phase II	46,565,200
David Clark Laboratory - Comprehensive Renovation and Addition	11,555,800
Undergraduate Science Teaching Lab - Phase II	12,197,000
South Gardner Hall Laboratory Building - Comprehensive Renovation	15,214,500
1911 Classroom Building - Comprehensive Renovation	6,972,000
Park Shops - Comprehensive Renovation and Use Conversion for General Academic Use	6,310,700
Riddick Lab - Comprehensive Renovation and Conversion From Laboratory to Classroom Building	26,020,900
Harrelson Classroom Building - Comprehensive Renovation	13,608,500
Clark Hall - Conversion From Infirmary to Student and Faculty Support Services	2,415,000
Schaub Food Science Building - Comprehensive Renovation	10,515,500
Williams Hall Laboratory Building - Comprehensive Renovation	12,865,500
Polk Hall Laboratory Building - Comprehensive Renovation	15,053,000
Leazar Hall Laboratory Building - Comprehensive Renovation	8,361,100
Daniels Hall Laboratory Building - Phase I - Comprehensive Renovation	7,864,500
Jordan Hall Lab and Classroom Building - Addition	13,553,300
Library - Addition	9,193,900
Support Services Center - to Relocate Various Campus Services	10,335,800
Field Research Laboratories and Outlying Research Facilities - Phase I	2,500,000
Horticulture Classroom at Arboretum Education Center	500,000
Research Laboratory Space - Phase I	18,900,000
Public Safety Facility	4,704,000
College of Veterinary Medicine - Mechanical and Electrical System Improvements	21,000,000
Technology Infrastructure Expansion	2,424,100
Chilled Water Central Plant - North Campus	41,769,000
Chilled Water Brickyard Loop Extension and Cooling Tower	2,913,800
Steam Distribution & Capacity Improvements (Sullivan Dr. Area)	3,244,100
Main Campus Infrastructure (Including Water System)	9,330,700
College of Veterinary Medicine - Infrastructure	5,300,000
Centennial Campus - Infrastructure	11,338,500
Land Acquisition	2,100,000

Total North Carolina State University ..... $ 449,308,700

North Carolina School of the Arts

Basic Performance and Education Complex	$ 19,130,700
Stevens Center - Comprehensive Modernization and Major Renovations	4,434,500
Film Archives Building	2,250,000
Student Services Support Complex	2,500,000
Dance Costume Shop - Comprehensive Renovation	420,000
Workplace Building #2 - Comprehensive Renovation	1,350,000
Crawford Hall and the Recital Hall - Comprehensive Renovation	499,900
Residence Hall	1,832,100
Gray Classroom Building - Partial Renovation	1,787,700
Technology Infrastructure Expansion	1,862,300
Renovation of DeMille Theatre	2,330,300
Land Acquisition	4,150,000
Total North Carolina School of the Arts	$ 42,547,500

University of North Carolina at Asheville

Math and Science Building - Replacement of Rhodes and Robinson Buildings	$ 22,203,200
Highsmith Center - Comprehensive Renovation and Addition	11,522,000
Carmichael Hall Classroom Building - Comprehensive Renovation	5,524,200
Zageir Hall Classroom Building - Partial Renovation	2,569,100
Campus Primary Electrical Distribution System Upgrade and Improvements	1,023,800
Relocate Physical Plant Facilities	6,318,900
Technology Infrastructure Expansion	751,200
Total University of North Carolina at Asheville	$ 49,912,400

University of North Carolina at Chapel Hill

Science Complex - Phase I	$ 55,012,500
Science Complex - Phase II	33,437,500
Murphey Hall Classroom Bldg. - Comprehensive Renovation	6,723,500
School of Medicine - Medical Research Bldg. - Comprehensive Renovation of Classroom & Laboratory Space	12,895,000
New West Classroom Bldg. - Comprehensive Renovation	4,500,000
Steele Bldg. - Comprehensive Renovation & Conversion of Administrative Office Bldg. to a Classroom Bldg.	3,428,600
Saunders Hall Classroom Bldg. - Comprehensive Renovation	4,194,100
Peabody Hall Classroom Bldg. - Comprehensive Renovation	8,509,800
Memorial Hall - Comprehensive Renovation & Addition	9,000,000
Smith Hall - Comprehensive Renovation	1,355,200
Health Sciences Library - Comprehensive Renovation	11,000,000
Institute of Marine Sciences Morehead City - Comprehensive Renovation and Conversion From Lab to Classroom	1,833,300
School of Dentistry Bldg. - Renovation & Conversion from Operatory to General Academic Use	8,397,100
Rosenau Hall Laboratory Bldg. - Comprehensive Renovation	9,000,000
Brauer Hall - Comprehensive Renovation of Dental Clinic	13,415,400

Burnett Womack Bldg. Research Laboratory - Comprehensive Renovation 24,848,000
Berryhill Hall Laboratory Bldg. - Comprehensive Renovation 10,700,000
Beard Hall Classroom & Laboratory Bldg. - Comprehensive Renovation 3,500,000
Hamilton Hall - Comprehensive Renovation of Classrooms & Lecture Halls 1,539,000
Gerrard Hall Classroom Bldg. - Comprehensive Renovation 1,350,000
Caldwell & Howell Halls - Comprehensive Renovation of Classrooms & Lecture Halls 1,732,000
Coker & Mitchell Halls - Comprehensive Renovation of Classrooms & Lecture Halls 1,718,000
Hanes & Manning Halls & Alumni Bldg. - Comprehensive Renovation of Classrooms & Lecture Halls 2,233,000
Woollen & Fetzer - Comprehensive Renovation of Classrooms & Lecture Halls 1,598,000
Greenlaw Hall - Comprehensive Renovation of Classrooms & Lecture Halls 1,825,000
Phillips Hall - Comprehensive Renovation of Classrooms & Lecture Halls 1,450,000
Hill & Davie Halls - Comprehensive Renovation of Classrooms & Lecture Halls 1,949,000
Teaching Research Building - School of Public Health Project Supplement 13,382,900
Carrington Hall - Addition for School of Nursing Project Supplement 10,082,100
Medical Biomolecular Research Bldg 26,718,000
Community Health Bldg. - Consolidation of Programs 18,340,000
Academic Facilities to Consolidate International Education Programs 20,000,000
College of Arts & Sciences - Digital Multimedia Instructional Center & Music Library 20,150,000
School of Medicine - Bioinformatics Bldg. - Supplement for Appropriated Activity 2,000,000
Physical Plant Support Facilities 7,875,000
Student Services Bldg. - Consolidation of Services (Advising, Financial Aid, Registration, Housing) 27,000,000
Storm Drainage Improvements 10,500,000
Cogeneration Facility - Back Pressure Turbine Generator 2,625,000
Steam Distribution System Replacement 6,300,000
Upgrade Campus Energy Management & Control System 3,682,600
Campus Fiber Optics Network 17,533,500
Electrical Systems Improvements 8,400,000
Infrastructure Improvements - Main Campus 32,298,000
Technology Infrastructure Expansion 9,165,000
Land Acquisition 8,000,000
440 West Franklin Street - Comprehensive Renovation & Conversion for Information Technology & Data Processing 9,170,000
Wilson Hall Laboratory - Comprehensive Renovation 8,920,000

Total University of North Carolina at Chapel Hill ..... $ 499,286,100

University of North Carolina at Charlotte

Academic Facilities - Humanities	$ 16,167,000
Science and Technology Bldg.	33,207,000
Classroom & Office Bldg.	26,102,500
College of Education Bldg.	24,654,500
College of Nursing & Health Professions Bldg.	34,125,000
Graduate Engineering Complex	14,700,000
Research Facility & Laboratory - Phase I	8,400,000
Central Heating & Plant Improvements - Upgrade & Modernization	2,826,200
Rowe Classroom Bldg. - Comprehensive Renovation	4,306,500
McEniry Classroom Bldg. - Comprehensive Renovation	3,433,000
Physical Plant & Campus Public Safety Facilities	5,515,000
Chiller Replacement	1,824,200
Technology Infrastructure Expansion	3,345,500
Total University of North Carolina at Charlotte	$ 178,606,400

University of North Carolina at Greensboro

Science Instructional Bldg. - Replacement of Petty Science Bldg.	$ 38,412,200
Petty Bldg. - Comprehensive Renovation for Classroom Use	16,272,300
Brown Classroom Bldg. - Comprehensive Renovation	6,493,900
McIver Classroom Bldg. - Replacement	21,636,500
Aycock Auditorium - Comprehensive Renovation	17,163,000
Stone Classroom Bldg. - Comprehensive Renovation	8,930,400
Meeting/Seminar/Office Space - Alumni House - Code Compliance & Bldg. System Replacements	3,258,000
Heating Plant Capacity Expansion & Energy Efficiency Improvements	4,851,300
Forney Classroom Bldg. - Comprehensive Renovation	3,565,400
McNutt Classroom Bldg. - Comprehensive Renovation	2,724,000
Electric Power Distribution - Capacity Expansion & Upgrade	4,091,000
Research Space - Phase I	5,250,000
McIver Chiller Plant Expansion & Improvements	9,373,800
Infrastructure - Northeast Quadrant	6,825,200
Technology Infrastructure Expansion	4,101,300
Land Acquisition	7,000,000
Total University of North Carolina at Greensboro	$ 159,948,300

University of North Carolina at Pembroke

Science Bldg.	$ 9,408,000
Oxendine Science Bldg. - Comprehensive Renovation	8,032,600
Locklear Hall Classroom Bldg. - Comprehensive Renovation	2,000,000
D.F. Lowry Classroom Bldg. - Comprehensive Renovation & Addition	1,950,500
Business Administration Bldg. - Comprehensive Renovation	1,059,800
Moore Classroom Hall - Comprehensive Renovation	2,639,700
Residence/Dining Hall - Replacement of Jacobs & Wellons Halls	7,700,300
West Residence Hall - Comprehensive Renovation	977,300
Jones Physical Education Complex - Comprehensive Renovation	8,243,700
Replace Physical Plant Complex	5,656,000
Renovation of Former Physical Plant Facility to Provide	

Relocation of Auxiliary Services Complex & Student Bookstore	2,696,000
Campuswide Infrastructure Improvements	1,996,600
Campus Water Distribution Upgrades	525,000
Primary Electrical Distribution Upgrades	945,000
Technology Infrastructure Expansion	2,798,500
Total University of North Carolina at Pembroke	$ 56,629,000
University of North Carolina at Wilmington	
School of Education Bldg.	$ 18,725,000
Academic & Classroom Facilities	33,032,100
General Classroom Bldg.	12,647,000
King Hall Classroom Bldg. - Comprehensive Renovation	2,697,400
Hoggard Hall Classroom Bldg. - Comprehensive Renovation	3,550,400
Alderman Hall Classroom Bldg. - Comprehensive Renovation	2,940,800
Westside Hall Classroom Bldg. - Comprehensive Renovation	2,687,300
Kenan Hall Classroom Bldg. - Comprehensive Renovation	3,056,600
Hinton James Hall Classroom Bldg. - Comprehensive Renovation	1,468,000
Friday Hall Laboratory Bldg. - Comprehensive Renovation	7,693,400
Kenan Auditorium - Comprehensive Renovation	3,095,300
Marine Sciences Research Center Operations Facility	2,929,600
Academic Support Facilities & Computing Center	4,585,900
Infrastructure Expansion	1,775,000
Land Acquisition	2,100,000
Primary Electrical Distribution System Improvements	2,238,200
Technology Infrastructure Expansion	2,949,000
Total University of North Carolina at Wilmington	$ 108,171,000
Western Carolina University	
Academic Facilities - Humanities & Fine Arts	$26,030,700
Stillwell Lab Bldg. - Comprehensive Renovation	15,057,500
McKee Classroom Bldg. - Comprehensive Renovation	5,289,700
Bird Bldg. - Renovation & Conversion for Student Health Center	1,836,500
Conversion of Old Student Health Center to Residential & Academic Space	1,887,100
Breese Gymnasium - Conversion to Academic Use	1,161,300
Housing Facility for 300 Students	15,204,600
Chiller Replacement & CFC Retrofit	1,489,600
Infrastructure Improvements (Steam & Electrical)	10,639,000
Killian Clinic Annex - Comprehensive Renovation	3,129,900
Killian Education & Allied Professions Bldg. - Partial Renovation	1,546,300
Forsyth Classroom & Computer Labs Bldg. - Comprehensive Renovation	7,064,000
Land Acquisition	3,093,000
Technology Infrastructure Expansion	5,018,600
Total Western Carolina University	$ 98,447,800
Winston-Salem State University	

Computer Science Facility - Replacement & Consolidation $11,643,300
Carolina Hall - Renovation & Conversion From
Computer Center to Classrooms 4,270,700
Physical & Life Sciences Bldg. - Replacement of
Hill Hall 12,109,500
Anderson Center - Comprehensive Renovation & Change
of Use for Early Childhood/Gerontology Programs 6,917,900
Health Center Bldg. & Old Nursing Bldg. - Comprehensive
Renovation for Student Health 2,265,900
Replace Underground Steam and Hot Water Piping 1,249,500
Chilled Water Loop System 435,000
Infrastructure Improvements 1,708,300
Technology Infrastructure Expansion 1,676,100

Total Winston-Salem State University ..... $ 42,276,200

University of North Carolina Affiliated Institutions

UNC Center for Public Television - Digital Conversion $64,995,000
UNC Center for Public Television - Mobile Satellite Uplink 895,600
North Carolina School of Science & Math -
Comprehensive Renovation of Bryan Center 3,172,600
North Carolina School of Science and Math -
Comprehensive Renovation of Royall Outreach Center 1,990,400
North Carolina Arboretum in Asheville - Improvements to
Facilities & Infrastructure to Provide for Environmental
Education & Economic Development Opportunities 9,331,700

Total - UNC Affiliated Institutions $80,385,300

Projects Whose Funding Was Transferred to Disaster Recovery Fund:

Appalachian State University
Rankin Science Building - Renovation & Addition ..... $ 5,056,500
Fayetteville State University
Seabrook Auditorium - Comprehensive Renovation 500,000
North Carolina Agricultural and Technical State University
Campus Security Improvements 828,716
Classroom & Laboratory Complex 7,157,675
North Carolina Central University
B.N. Duke Auditorium Addition 740,000
Health & Safety Repairs & Renovations 1,809,003
North Carolina State University
College of Veterinary Medicine - Research Addition and
Renovation of Labs & Academic Space 675,000
College of Engineering Complex, Planning 3,200,000
Meat Processing Laboratory 4,853,755
Research & Teaching Feed Mill 2,582,000
Undergraduate Science Teaching Lab - Phase I 4,586,000
University of North Carolina at Asheville
Highsmith Center - Comprehensive Renovation & Addition 356,800
Justice Gym - Renovations 195,000
University of North Carolina at Chapel Hill

Carolina Living & Learning Center	1,154,275
Memorial Hall - Comprehensive Renovation & Addition	200,000
R.B. House Library - Renovations	9,898,700
University of North Carolina at Charlotte	
Academic Facilities - Humanities	9,243,365
Science & Technology Building	2,183,736
University of North Carolina at Greensboro	
Science Instructional Bldg. - Replace Petty Science Bldg	6,059,955
General Administration	
Reserve for Land Acquisition	3,051,200
University of North Carolina at Pembroke	
Economic Forum Building	244,600
University of North Carolina at Wilmington	
School of Education Building - Planning	1,030,800
Western Carolina University	
Academic Facilities - Humanities & Fine Arts	1,888,944
Winston-Salem State University	
F.L. Atkins - Additions & Renovations	4,159,840
Computer Science Facility - Planning	350,541
Total - Disaster Recovery Projects	$72,006,405
Reserve for Repairs and Renovations and Cost Overruns	$25,186,595
TOTAL	$ 2,500,000,000

Section 2.(b) The Director of the Budget is empowered, when the Director of the Budget determines it is in the best interest of the State and the University to do so, and if the cost of a particular capital facility is less than the amount allocated for it, to use the excess funds to meet increased costs of other capital facilities itemized in this section and located at the same institution. The Director of the Budget shall report to the Joint Legislative Commission on Governmental Operations on changes made under this subsection. In addition, any capital facility and the amount of the allocation for it set forth above may be changed from time to time as the General Assembly may decide. The provisions of G.S. 116-11(9) with respect to appropriations to the Board of Governors of The University of North Carolina shall not apply to proceeds of university improvement general obligation bonds and notes issued pursuant to Article 2 of Chapter 116D of the General Statutes, as enacted by this act.

Section 2.(c) Allocations to the costs of a capital improvement or undertaking in each case may include allocations to pay the costs set forth in this act in connection with the issuance of university improvement general obligation bonds for that capital improvement or undertaking.

Section 2.(d) The validity of university improvement general obligation bonds and notes issued under Article 2 of Chapter 116D of the General Statutes, as enacted by this act, is not affected by any subsequent adjustment of allocations, or by any failure to comply with the reporting requirements provided in this act.

Section 2.(e) Bond proceeds allocated to the reserve for repairs and renovations and cost overruns may be used only for repairs and renovations for any of the institutions listed in this section and for additional costs needed for projects listed in this section due to cost overruns. The capital facilities for which bond proceeds in the reserve will be used shall be determined by the Board of Governors, subject to approval by the Director of the Budget. The Board of Governors shall include the details of all allocations made pursuant to this subsection in its periodic

reports under G.S. 116D-3 to the Joint Legislative Commission on Governmental Operations.

Section 2.(f) It is the intent of the General Assembly that every effort will be made to preserve the architectural and historic fabric of the buildings being renovated pursuant to this section.

Section 3. Proceeds of Community College General Obligation Bonds. -- (a) The proceeds of community college general obligation bonds and notes, including any premium thereon, except the proceeds of community college general obligation bonds the issuance of which has been anticipated by bond anticipation notes or the proceeds of refunding bonds or notes, shall be allocated and expended for paying the cost of community college capital facilities, to the extent and as provided in Article 4 of Chapter 116D of the General Statutes, as enacted by this act and subject to change as provided in this act, to be located at the following community colleges, campuses, and centers:

SITE	NEW CONSTRUCTION	REPAIR & RENOVATION	TOTAL
Alamance CC	$5,045,847	$1,427,105	$6,472,952
Alamance-Glenhope Sch. Ctr.	0	0	0
Alamance-Front St. Ctr.	405,524	0	405,524
Alamance-Glen Raven Ctr.	295,980	0	295,980
Asheville-Buncombe TCC	10,898,254	3,116,351	14,014,604
Asheville-Madison Cty.	63,176	0	63,176
Beaufort County CC	6,059,045	1,119,399	7,178,445
Bladen CC	3,424,794	896,809	4,321,603
Bladen-Kelly/ East Arcadia Ctr.	0	0	0
Blue Ridge CC	0	1,611,877	1,611,877
Blue Ridge-Transylvania Cty.	1,801,615	0	1,801,615
Brunswick CC	0	1,068,070	1,068,070
Brunswick-Job Link Ctr.	0	0	0
Brunswick-Leland Ctr.	348,648	0	348,648
Brunswick-Southport Ctr.	0	0	0
Caldwell CC & TI	2,457,408	1,903,423	4,360,831
Cald-Watauga Cty.Campus	2,416,450	0	2,416,450
Cald-Admin.Support/ Basic Skills Ctr.	0	0	0
Cald-Watauga Cty.Bus.Ctr.	254,060	0	254,060
Cape Fear CC	34,263,025	2,377,932	36,640,957
Cape-North Campus	0	0	0
Cape-Burgaw Ctr.	0	0	0

Cape-Hampstead Ctr.	0	0	0
Carteret CC	5,645,724	1,164,051	6,809,775
Catawba Valley CC	7,567,306	2,429,339	9,996,645
Central Carolina CC	7,648,795	1,751,070	9,399,864
Central-Chatham Cty.	447,158	0	447,158
Central-Harnett Cty.	3,142,702	0	3,142,702
Central-School of Telecommunications	731,923	0	731,923
Central-Siler Cty.Ctr.	180,647	0	180,647
Central Piedmont CC	18,654,400	10,445,679	29,100,079
CP-North Campus	6,530,615	0	6,530,615
CP-Northeast Campus	4,533,241	0	4,533,241
CP-South Campus	17,887,868	0	17,887,868
CP-Southwest Campus	535,683	0	535,683
CP-West Campus	3,833,442	0	3,833,442
CP-West Center	1,440,726	0	1,440,726
Cleveland CC	3,887,036	1,252,104	5,139,140
Coastal Carolina CC	17,790,113	1,688,980	19,479,093
College of the Albemarle	3,616,438	1,491,244	5,107,682
Coll Alb-Chowan Cty.	905,612	0	905,612
Coll Alb-Dare Cty.	742,724	0	742,724
Coll Alb-Riverside Ext. Ctr.	0	0	0
Craven CC	4,846,449	1,148,175	5,994,625
Craven-Havelock/ Cherry Point Ctr.	1,454,284	0	1,454,284
Davidson County CC	4,379,058	1,741,409	6,120,468
Davidson-Davie Cty.	0	0	0
Durham TCC	13,275,320	2,152,672	15,427,992
Durham-Northern Durham Ctr.	0	0	0
Edgecombe CC	3,913,531	1,257,203	5,170,734
Edge-Rocky Mt. Campus	2,843,283	0	2,843,283
Fayetteville TCC	26,786,691	3,513,973	30,300,664
Fay-Firefighting Fac.Ctr.	111,530	0	111,530
Fay-Ft. Bragg Ctr.	8,078,980	0	8,078,980
Forsyth TCC	10,684,819	3,681,688	14,366,507
Forsyth-Carver Rd. Ctr.	448,575	0	448,575
Forsyth-Kernersville Ctr.	260,414	0	260,414

Forsyth-West Ctr.	3,251,213	0	3,251,213
Gaston College	6,489,955	2,730,684	9,220,639
Gaston-Lincoln Cty.	396,044	0	396,044
Guilford TCC	20,197,109	4,923,774	25,120,883
Guilf-Aviation Ctr.	0	0	0
Guilf-Greensboro Campus	5,505,710	0	5,505,710
Guilf-High Point Ctr.	2,397,563	0	2,397,563
Guilf-Small Bus. Ctr.	0	0	0
Halifax CC	8,273,039	811,569	9,084,608
Haywood CC	570,480	1,851,922	2,422,402
Hay-Continuing Ed. Ctr.	0	0	0
Hay-High Tech. Ctr.	217,598	0	217,598
Hay-Human Resource Dev.Ctr.	0	0	0
Isothermal CC	1,658,309	1,683,735	3,342,044
Isothermal-Polk Cty.	0	0	0
James Sprunt CC	1,783,718	931,319	2,715,037
Johnston CC	8,967,804	1,212,688	10,180,492
Lenoir CC	8,225,249	2,399,692	10,624,940
Lenoir-Aviation Ctr.	0	0	0
Lenoir-Greene Cty.	2,190,044	0	2,190,044
Lenoir-Jones Cty.	0	0	0
Lenoir-Walstonburg Ctr.	0	0	0
Lenoir-West Boundary Street Ctr.	26,314	0	26,314
Martin CC	0	1,563,896	1,563,896
Martin-Bertie Cty.	0	0	0
Mayland CC	2,375,835	441,545	2,817,380
Mayland-Avery Cty.	355,617	0	355,617
Mayland-Yancey Cty.	73,158	0	73,158
McDowell TCC	2,138,279	721,288	2,859,567
McDowell-Marion Ctr.	0	0	0
Mitchell CC	3,178,788	2,256,112	5,434,900
Mitchell-Mooresville Ctr.	216,851	0	216,851
Montgomery CC	0	502,004	502,004
Nash CC	4,283,237	948,844	5,232,081
Pamlico CC	2,187,555	283,376	2,470,930

Piedmont CC	2,343,199	844,824	3,188,023
Piedmont-Caswell Cty.	1,567,922	0	1,567,922
Pitt CC	16,393,265	1,632,443	18,025,708
Randolph CC	1,237,606	1,685,530	2,923,136
Randolph-Archdale Ctr.	106,773	0	106,773
Richmond CC	3,542,287	1,248,389	4,790,676
Rich-Continuing Ed..Ctr.	295,672	0	295,672
Rich-James Nursing Bldg.	0	0	0
Rich-Scotland Cty.	137,272	0	137,272
Roanoke-Chowan CC	0	856,263	856,263
Robeson CC	10,575,996	1,151,996	11,727,992
Robeson-Emergency Training Ctr.	61,160	0	61,160
Robeson-Lumberton Extension Ctr.	1,407,677	0	1,407,677
Robeson-Pembroke Extension Ctr.	608,293	0	608,293
Rockingham CC	2,639,291	2,177,350	4,816,641
Rowan-Cabarrus CC	5,207,129	1,611,168	6,818,297
Rowan-Cabarrus Cty.	4,357,029	0	4,357,029
Rowan-Cabarrus-Corban Ctr.	0	0	0
Sampson CC	3,439,820	700,530	4,140,350
Sandhills CC	10,136,912	2,125,715	12,262,627
Sandhills-Hoke Cty.	1,333,467	0	1,333,467
South Piedmont CC	0	416,235	416,235
SP-Ansonville Ctr.	0	0	0
SP-Union Cty. Campus	263,488	0	263,488
SP-Wadesboro Ctr.	0	0	0
Southeastern CC	5,496,936	1,394,868	6,891,803
Southwestern CC	6,232,770	1,288,942	7,521,712
Southwestern-Macon Cty.	2,944,018	0	2,944,018
Southwestern-Swain Cty.	0	0	0
Stanly CC	4,226,740	909,851	5,136,590
Stanly-Western Stanly Ctr.	0	0	0
Surry CC	7,466,541	1,474,584	8,941,125
Surry-Yadkin Cty.	541,702	0	541,702
Tri-County CC	125,294	891,527	1,016,820

Tri-County-Graham Cty.	43,597	0	43,597
Vance-Granville CC	7,633,566	1,273,135	8,906,700
Vance-Franklin Cty.	2,369,272	0	2,369,272
Vance-Granville Cty.	3,879,202	0	3,879,202
Vance-Warren Cty.	1,915,271	0	1,915,271
Wake TCC	26,516,423	2,862,938	29,379,360
Wake-Adult Ed. Ctr.	1,129,190	0	1,129,190
Wake-Health Ed. Campus	2,525,838	0	2,525,838
Wake-Northeast Campus	0	0	0
Wayne CC	11,613,049	1,377,357	12,990,406
Wayne-Aviation Ctr.	0	0	0
Western Piedmont CC	3,858,649	1,486,274	5,344,923
WP-North King/ West Meeting St. Ctr.	0	0	0
Wilkes CC	2,686,596	1,998,817	4,685,413
Wilkes-Alleghany Cty.	33,995	0	33,995
Wilkes-Ashe Cty.	671,077	0	671,077
Wilson TCC	4,584,607	1,358,540	5,943,147
Wilson-Police Acad. Ctr.	305,311	0	305,311
Center for Applied Textile Technology	750,000	29,447	779,447
TOTAL	$498,702,280	$101,297,720	$600,000,000

Section 3.(b) Except as provided in this subsection, a community college may use the bond proceeds allocated in subsection (a) of this section for new construction only in accordance with the capital allocation formula adopted by the State Board of Community Colleges in March 2000. Except as provided in this subsection, a community college may use the bond proceeds allocated in subsection (a) of this section for repair and renovation only in accordance with the repair and renovation formula adopted by the State Board of Community Colleges in May 1998, as supplemented by additional repair and renovation needs determined by the State Board of Community Colleges as of April 2000. The following provisions govern reallocations:

(1) New Construction. -- Except as provided in this paragraph, new construction funds allocated in this section to a specific site may not be allocated to another site. If the local board of trustees of a community college determines that new construction funds allocated to a specific site are not needed at that site, the board may request that the State Board of Community Colleges reallocate those funds for new construction at another site of the community college. Except in the case of Mayland Community College, the funds may not be reallocated from a site outside the main campus county to a site within the main campus county. If the State Board of Community Colleges determines that the funds are not needed for new construction at the site for which they were

originally allocated, it shall approve the reallocation to the other site and shall substitute the proposed facility at the other site in the Community Colleges System Office's application to the State Treasurer pursuant to G.S. 116D-43.

Each community college shall submit to the State Board of Community Colleges a statement (i) proposing the capital facilities to be financed with the proceeds of community college general obligation bonds allocated to that community college, (ii) certifying that the proposed site is included in the allocations in this section or is a substitute facility at another site because the funds are not needed for new construction at the site for which they are allocated in this section, (iii) certifying that the community college is prepared to proceed with the construction, acquisition, or improvement of the proposed capital facilities, and (iv) demonstrating that the applicable matching requirements have been or will be met.

Upon receipt by the State Board of Community Colleges of the information set forth above, the Board shall add the proposed capital facilities to the next application of the Community Colleges System Office to the State Treasurer to issue bonds pursuant to G.S. 116D-43.

The board of trustees of an individual community college may use funds allocated for new construction either for new construction or for repair and renovations.

(2) Repair and Renovations. -- The board of trustees of a community college may use funds allocated for repair and renovations only for repair and renovations, and not for new construction. Funds allocated for repair and renovations shall be directed by the local board of trustees of a community college among the State Board approved sites of the community college on the basis of need, subject to approval by the State Board of Community Colleges.

(3) Reallocation by General Assembly. -- The projected allocations set forth above may be changed from time to time as the General Assembly may decide.

Section 3.(c) Community colleges are not required to match bond proceeds allocated in this section for repair and renovations. The match requirements of Chapter 115D of the General Statutes apply to bond proceeds allocated in this section for new construction except as provided in this subsection. The consultant hired by the State Board of Community Colleges to determine funding formulas for the community college system developed an index to measure each county's ability to pay. The consultant found that some counties are unable to meet their local match requirement under Chapter 115D of the General Statutes because of inability to pay. The consultant recommended applying the "ability to pay" index to generate an adjusted matching rate. Accordingly, community colleges are required to match bond proceeds allocated for new construction in this section only as follows: Community colleges assigned an adjusted matching rate of less than forty percent (40%) in the ability to pay portion of the formula adopted by the State Board of Community Colleges in March 2000 are not required to match, and community colleges assigned an adjusted matching rate of forty percent (40%) or more in the ability to pay portion of the formula are required to match only at the assigned rate.

Section 3.(d) If the State Board of Community Colleges determines that a community college has not met its matching requirements by July 1, 2006, with

respect to a capital improvement project for which bond proceeds are allocated in this act, the Board shall certify that fact to the State Treasurer by October 1, 2006. All of these bond proceeds with respect to which the Board certifies that the matching requirement has not been met by July 1, 2006, shall be placed by the State Treasurer in a special account within the Community Colleges Bond Fund and shall be used for making grants to community colleges. Bond proceeds in the special account shall be allocated among the community colleges in accordance with the following conditions:

(1) The State Board of Community Colleges shall generate, by October 1, 2006, a priority ranking of legitimate community college capital improvement needs using a formula based on objective meaningful factors relevant to capital needs, including actual and projected enrollment, space requirements, current capacity, construction costs, and any other factors the State Board considers relevant.

(2) The State Board of Community Colleges shall provide the State Treasurer a projected allocation of the proceeds in the special account in accordance with this priority ranking, except that:

a. No projected allocation shall be made for a community college that the Board certified in accordance with this subsection had failed to meet a matching requirement.

b. No more than four million dollars ($4,000,000) shall be allocated to a single community college.

c. Funds shall not be allocated for more than one project per community college.

(3) The proceeds of grants made from bond proceeds in the special account shall be allocated and expended for paying the cost of community college capital improvements in accordance with this allocation by the State Board of Community Colleges, to the extent and as provided in this act. The Director of the Budget is empowered, when the Director of the Budget determines it is in the best interest of the State and the North Carolina Community College System to do so, and if the cost of a particular project is less than the projected allocation, to use the excess funds to increase the size of that project or increase the size of any other project itemized in this section, or to increase the amount allocated to a particular community college within the aggregate amount of funds available under this section. The Director of the Budget shall consult with the Advisory Budget Commission and the Joint Legislative Commission on Governmental Operations before making these changes.

Section 3.(e) For all purposes of this act, the North Carolina Center for Applied Textile Technology is designated to be a community college, with a matching rate of less than forty percent (40%). The General Assembly finds and determines that such designation is reasonable in that the Center is subject to policies and regulations of the State Board of Community Colleges, is governed by a board of trustees consisting of the President of the North Carolina System of Community Colleges and other members appointed by the Governor, and has a legislative directive to (i) assist individual citizens of North Carolina in becoming contributing members of a well-qualified workforce and (ii) assist in identification of problems confronting the textile industry and in solving these problems through education, training, and technology transfer in partnership with the North Carolina Community College System.

Section 3.(f) Notwithstanding G.S. 143-341(3)a.2., G.S. 143-341(3) applies only to funds provided by this act for construction or renovation of community college buildings requiring an estimated expenditure of more than two hundred fifty thousand dollars ($250,000).

Section 3.(g) The validity of community college general obligation bonds and notes issued under Article 4 of Chapter 116D of the General Statutes, as enacted by this act, is not affected by any subsequent adjustment of allocations or matching requirements provided in this act, or by any failure to comply with matching requirements or reporting requirements provided in this act.

Section 4. Higher Education Bond Oversight Committee. -- (a) Creation and Membership. The Higher Education Bond Oversight Committee is established. The Committee shall be located administratively in the General Assembly. The Committee shall consist of 10 members appointed as provided below. In making appointments, each appointing officer shall select members who have appropriate experience and knowledge of the issues to be examined by the Committee and shall strive to ensure geographical diversity among the membership.

(1) Three members shall be appointed by the Speaker of the House of Representatives.
(2) Three members shall be appointed by the President Pro Tempore of the Senate.
(3) Two members shall be appointed by the Chair of the Board of Governors of The University of North Carolina.
(4) Two members shall be appointed by the Chair of the State Board of Community Colleges.

Section 4.(b) Terms. Terms on the Committee are for three years and begin on January 15, except the terms of the initial members, which begin on appointment. A member continues to serve until a successor is appointed. A vacancy shall be filled within 30 days by the officer who made the original appointment.

Section 4.(c) Duties. The Committee shall:

(1) Call for reports and presentations from the following parties and convene for the purpose of hearing from the following parties:
    a. The University Facilities Office of each institution of The University of North Carolina.
    b. The Facilities Office of the General Administration of The University of North Carolina.
    c. The State Construction Office of the Department of Administration.
    d. The president of each community college, or the president's designee.
    e. The Administrative and Facilities Services Section of the North Carolina Community College System Office.
    f. The State Treasurer.
(2) Analyze and prepare recommendations, based on the information received under subdivision (1) of this subsection, concerning the following issues:
    a. Whether expenditures of the proceeds from the bonds issued under this act are in compliance with the provisions of this act.
    b. Whether the awarded contracts are consistent with the budget and scope of the approved projects.

c. Whether changes in construction methods could enhance cost savings and promotion of on-time completion of projects.

d. Whether the bond issuances are adequately timed to reflect cash-flow requirements of the projects.

Section 4.(d) Reports. The Committee shall report semiannually to the Board of Governors of The University of North Carolina, the State Board of Community Colleges, and the Joint Legislative Commission on Governmental Operations.

Section 4.(e) Organization. The President Pro Tempore of the Senate and the Speaker of the House of Representatives shall each designate a cochair of the Committee. The Committee shall meet at least once a quarter upon the joint call of the cochairs. A quorum of the Committee is six members. No action may be taken except by a majority vote at a meeting at which a quorum is present.

Section 4.(f) Funding. From funds available to the General Assembly, the Legislative Services Commission shall allocate monies to fund the work of the Higher Education Bond Oversight Committee. Members of the Committee receive subsistence and travel expenses as provided in G.S. 120-3.1 and G.S. 138-5.

Section 4.(g) Staff. The Legislative Services Commission, through the Legislative Services Officer, shall assign professional staff to assist the Committee in its work. Upon the direction of the Legislative Services Commission, the Supervisors of Clerks of the Senate and of the House of Representatives shall assign clerical staff to the Committee. The expenses for clerical employees shall be borne by the Committee.

Section 4.(h) Expiration. The Higher Education Bond Oversight Committee terminates upon completion of all projects funded by bond proceeds issued under this act.

Section 5. Interpretation of Act. (a) Additional Method. -- This act provides an additional and alternative method for the doing of the things authorized by this act and shall be regarded as supplemental and additional to powers conferred by other laws. Except where expressly provided, this act shall not be regarded as in derogation of any powers now existing. The authority granted in this act is in addition to other laws now or hereinafter enacted authorizing The University of North Carolina to issue self-liquidating debt or other debt secured by designated sources of funds.

Section 5.(b) Statutory References. -- References in this act to specific sections or Chapters of the General Statutes are intended to be references to those sections or Chapters as they may be amended from time to time by the General Assembly.

Section 5.(c) Liberal Construction. -- This act, being necessary for the health and welfare of the people of the State, shall be liberally construed to effect its purposes.

Section 5.(d) Severability. -- If any provision of this act or its application to any person or circumstance is held invalid, that invalidity does not affect other provisions or applications of the act that can be given effect without the invalid provision or application, and to this end the provisions of this act are severable.

Section 6. Repair and Renovation Reports. -- The Board of Governors of The University of North Carolina shall report annually to the Joint Legislative Commission on Governmental Operations and the Joint Legislative Education Oversight Committee on the condition of all of the University's capital facilities, including a status report on all repair, renovation, and maintenance projects being undertaken and an assessment of needs for additional funding to repair, renovate, and maintain the facilities.

The Board of Governors of The University of North Carolina shall also study the repairs and renovations formula currently utilized with respect to funding for the Repairs and Renovations Reserve Account to determine whether it adequately takes into account all of the appropriate maintenance needs of each constituent and affiliated institution, and shall recommend to the Joint Legislative Commission on Governmental Operations and the Joint Legislative Education Oversight Committee any changes necessary to improve the formula. The Board shall make recommendations on the scope and adequacy of the methodology used to calculate the funding for the repairs and renovations reserve as specified in G.S. 143-15.2.

Section 7.(a) Minority Business Participation. -- The goals set by G.S. 143-128 for participation in projects by minority businesses apply to projects funded by the proceeds of bonds or notes issued under this act. The following State agencies shall monitor compliance with this requirement and shall report to the General Assembly by January 1 of each year on the participation by minority businesses in these projects. The State Construction Office, Department of Administration, shall monitor compliance with regard to projects funded by the proceeds of university improvement general obligation bonds and notes and special obligation bonds and notes; the Board of Governors of The University of North Carolina shall provide the State Construction Office any information required by the State Construction Office to monitor compliance. The Community Colleges System Office shall monitor compliance with regard to projects funded by the proceeds of community college general obligation bonds and notes.

Section 7.(b) The Department of State Treasurer shall provide contracting opportunities for historically underutilized businesses in providing professional services in connection with the issuance of bonds and notes authorized by this act. As used in this subsection, the term "historically underutilized business" means a business described in G.S. 143-48. The Department of State Treasurer shall strive to increase the amount of legal, financial, and other professional services acquired by it from historically underutilized businesses. With the assistance of the Office for Historically Underutilized Businesses in the Department of Administration, the Department of State Treasurer shall set objectives for contracting with these businesses, identify and eliminate barriers or constraints that may restrict these businesses from contracting with the Department, and develop a plan for meeting its objectives. The Department of State Treasurer shall report quarterly to the Office for Historically Underutilized Businesses on its progress in carrying out the requirements of this subsection.

Section 8. Equity in University Improvements. -- The Board of Governors of The University of North Carolina shall continue to study and monitor any inequities in funding for capital improvements and facilities needs which may still exist on North Carolina's Public Historically Black Colleges and Universities and the University of North Carolina at Pembroke, beyond the funding of the projects provided for in this act, and shall report annually to the Joint Legislative Commission on Governmental Operations on any remaining inequities found, including recommendations as to how those inequities should be addressed.

Section 9. Reserved.

Section 10. The question of the issuance of the bonds authorized by Articles 2 and 4 of Chapter 116D of the General Statutes, as enacted by this act, and authorized by Sections 2 and 3 of this act, shall be submitted to the qualified voters of the State at the statewide general election to be held in November 2000. Any other primary, election, or referendum validly called or scheduled by law at the time the election on the bond question provided for in this section is held may be held as called or scheduled. Notice of the election shall be given in the manner and at the times required by G.S. 163-33(8). The election and the registration of voters therefor

shall be held under and in accordance with the general laws of the State. Absentee ballots shall be authorized in the election.

The State Board of Elections shall reimburse the counties of the State for all necessary expenses incurred in holding the election that are in addition to those that would have otherwise been incurred, the same to be paid out of the Contingency and Emergency Fund or other funds available to the State Board of Elections.

Ballots, voting systems authorized by Article 14 of Chapter 163 of the General Statutes, or both may be used in accordance with rules prescribed by the State Board of Elections. The bond question to be used in the ballots or voting systems shall be in substantially the following form:

"[ ] FOR [ ] AGAINST

the issuance of State of North Carolina Higher Education Improvement Bonds, constituting general obligation bonds of the State secured by a pledge of the faith and credit and taxing power of the State for the purpose of providing funds, with any other available funds, to pay all or part of the cost of (i) renovating laboratories, classrooms, academic buildings, and worker training facilities and providing other capital improvements at the 59 institutions of the North Carolina Community College System in order to fulfill the mission of educating students and providing worker training essential to the North Carolina economy, and to address expected large increases in student enrollment, and (ii) renovating and replacing classrooms, laboratories, and academic buildings and providing other capital improvements at the 16 campuses of the constituent institutions, the affiliated institutions, and the Center for Public Television (UNC-TV) of the University of North Carolina System in order to meet large expected student enrollment increases, serve North Carolina by providing the education critical to the State's economy, and continue to provide UNC-TV public television to the State's viewers; in the amount of three billion one hundred million dollars ($3,100,000,000)."

If a majority of those voting on the bond question in the election vote in favor of the issuance of the bonds, the bonds may be issued as provided in this act. If a majority of those voting on the bond question in the election do not vote for the issuance of the bonds, the bonds shall not be issued.

The results of the election shall be canvassed and declared as provided by law for elections for State officers; the results of the election shall be certified by the State Board of Elections to the Secretary of State, in the manner and at the time provided by the general election laws of the State.

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

In the General Assembly read three times and ratified this the 22nd day of May, 2000.

DENNIS A. WICKER

Dennis A. Wicker
President of the Senate

JAMES B. BLACK

James B. Black
Speaker of the House of Representatives

James B. Hunt, Jr.
Governor

Approved _____.m. this _____ day of _____, 2000

The University of North Carolina
Bond Bill - Capital Improvements Process
Appropriations Subcommittee - Education

February 2001

Update on 2000 Bond Program

- Activities prior to November 7, 2000
- Groups participating in expediting the program
  - Chancellors
  - CFOs
  - University construction professionals
  - State Agencies
- Financial aspects
- Construction aspects

Guiding Principles For Bond Funds

- All projects are to be completed within scope and budget
- Funds available for project management expenses and inflationary increases are to be held in reserve and not used for design, construction, contingencies, or equipment

Guiding Principles For Bond Funds

- Only the General Assembly, at the request of the Board, has the authority to amend the project list, including any deletions
- All bond projects are equally important
- Each campus and affiliate should prepare a detailed project description and cost estimate for each bond project

Guiding Principles For Bond Funds

- Each campus should prepare a schedule for expediting each bond project, as well as a spending plan
- The Board of Governors will recommend allocations of funds from the Reserve for Repairs and Renovations and Cost Overruns ($25.2 million)

Reporting Requirements

- The Board of Governors is required to monitor the condition of campus facilities
- The Board is required to report annually to the Joint Legislative Commission on Governmental Operations and the Joint Legislative Education Oversight Committee
- The Office of the President is to provide reports as requested to the Higher Education Bond Oversight Committee

Reporting Requirements

- Status of bond projects
  - Total project costs
  - Expenditures to date
  - Percent complete
  - Estimated operating costs
- Compliance with bond bill provisions
- Compliance with budget and scope
- Changes to promote savings in time and budget
- Cash flow monitoring and reports

Actions Taken Since Election Day

The University met with the State Treasurer's Office to review cash flow needs and bond bill limitations.

The first bond sale is scheduled for March 7, 2001.

Cash Flow – Bond Projects

Fiscal Year	Annual	Cumulative
2000-01	$201,600,000	$201,600,000
2001-02	241,900,000	443,500,000
2002-03	483,900,000	927,400,000
2003-04	483,900,000	1,411,300,000
2004-05	564,500,000	1,975,800,000
2005-06	524,200,000	2,500,000,000

Rob -

Kevin

Actions Taken Between the Passage of Senate Bill 912 and November 7, 2000

- Created Project Schedules
- Reviewed in-house staff capacity and addressed retention issues
- Coordinated with reviewing agencies
- Developed Bond Project Web Site
- Explored ways to solicit historically underutilized businesses

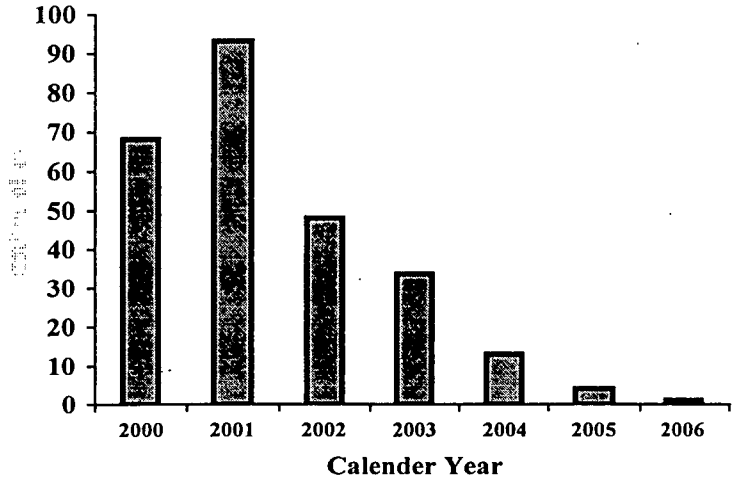
Project Schedules

- Developed using scheduling software
- Schedules have been developed based upon optimal project sequence
- The schedules account for the inter-dependence of projects
- Project phases are assigned costs to create a Cash Flow Model

Project Schedules

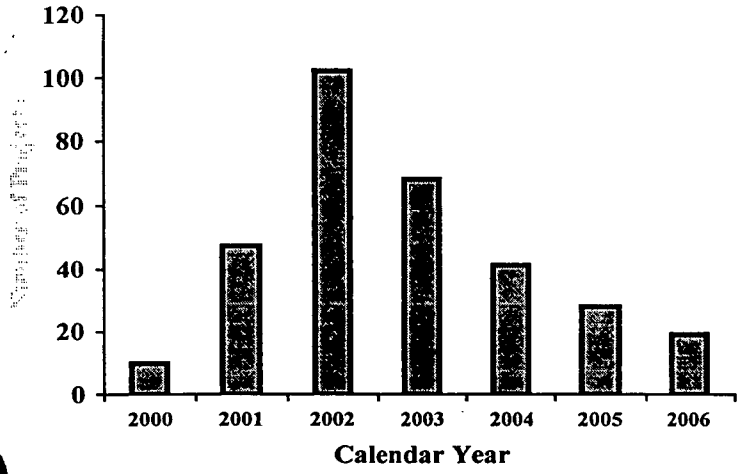
- The scheduling software can quickly show the impacts of changed events
- The model is an ideal tool for monitoring project progress
- Results of model

Projected Design Starts



The University of North Carolina

Projected Construction Starts



The University of North Carolina

Status as of November 7, 2000

- 15 projects totaling over $200 million were ready to be bid.
- 68 advertisements for designers were ready to be posted prior to the end of 2000.

Other Innovative Actions

- Solicitation of Historically Underutilized Businesses
- Development of Bond Project Web Site

Project Advertisement on the Web

Construction bid solicitations

[select project name to view details]

UNIVERSITY NAME	PROJECT NAME	INITIAL POSTING DATE	BID DATE
East Carolina University	Fletcher 2nd/3rd Floor Asbestos Abatement	01/01/2001	02/06/2001
East Carolina University	White Residence Hall-Asbestos Abatement	01/01/2001	01/31/2001
East Carolina University	Roof Replacement at Garrett Residence Hall	01/01/2001	01/30/2001
NC State University	Kilgore Hall Elevator Addition	12/07/2000	01/09/2001
UNC at Asheville	Campus Primary Electrical Distribution Phase II	12/11/2000	01/16/2001
UNC at Charlotte	Bernhardt Student Activity Center Addition	12/01/2000	02/01/2001
UNC at Charlotte	Cameron Blvd. Extension	01/01/2001	01/18/2001
UNC at Greensboro	New Science Building	12/05/2000	01/23/2001
Western Carolina University	Walker Residence Hall Window Replacement	12/11/2000	01/24/2001
Winston-Salem State University	F.L. Atkins Addition and Renovation	11/28/2000	01/09/2001

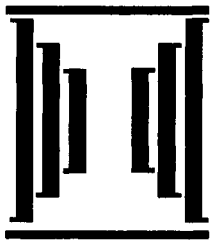
Actions Taken Since Election Day

- **Presentation to the Legislative Research Commission on State Government Construction Review and Approval**
- **Recommendations of Commission**
  - **Creation of a task force of stakeholders to further seek streamlining measures**
  - **Study of alternate construction delivery methods**
  - **Consideration of maintenance issues in project review process**
  - **Funding of salary grade increases for professionals in reviewing agencies**
- **Advertised for consultant to facilitate "Partnering" efforts**

Alternate Construction Contracting Methods

- **The current process is Design/Bid/Build**
- **Bid is with multiple prime contractors and single prime contractor**
- **The State Building Commission has authority to approve alternate methods under the law**
  - **Design-Build**
  - **Single Prime Contract**
  - **Construction Manager-at-Risk**

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM



Division of Business and Finance
Administrative and Facility Services Section

"Higher Education Facility Bonds"

February 21, 2001

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
ESTIMATED SCHEDULING TIMES AND DESIGN COSTS

	PROJECTIONS IN WEEKS BY PROJECT SIZE									
	COMMUNITY COLLEGE SYSTEM						NC STATE UNIVERSITY			
Task	*Less Than $250k	$250k to $1m	$1m to $5m	$5m to $10m	$10m to $15m	More Than $15m	Infra-struct. $1m	Infra-struct. $5m	New Const. $12m	New Const. $20-30m
Designer Selection										
Advertising	0	3	3	3	3	3	3	3	3	3
Screening	0	3	3	3	3	3	3	3	3	3
Interviews	0	2	2	2	2	2	2	2	2	2
Programming Project										
Letter of Agreement	0	1	3	3	3	3	0	3	3	3
Programming	2	3	4	5	6	8	4	8	12	16
Review and Approval	0	2	2	2	2	2	2	2	4	4
(Less Concurrent Events) **	0	-1	-3	-3	-3	-3	0	-3	-3	-3
Design Contract										
Preparation of Designer's Fee Proposal	0	3	3	3	3	3	3	3	3	5
Negotiation of Design Fee	0	1	1	1	1	1	1	1	1	2
Preparation of Design Contract	0	1	1	1	1	1	1	1	1	1
Execution of Design Contract	0	3	3	3	3	3	3	3	3	3
Schematic Design										
Production Time	0	0	12	13	14	16	0	0	16	20
Agency/Owner Reviews	0	0	6	6	6	6	0	0	6	6
(Less Concurrent Events) **	0	0	-8	-8	-8	-8	0	0	-8	-11
Design Development										
Production Time	0	8	12	14	16	18	12	18	16	20
Agency/Owner Reviews	0	6	6	6	6	6	6	6	6	6
(Less Concurrent Events) **	0	-4	-6	-6	-6	-6	8	-6	-6	-6
Construction Documents										
Production Time	3	12	14	16	20	24	18	18	20	28
Agency/Owner Reviews	1	6	8	8	10	10	8	8	10	10
(Less Concurrent Events) **	0	-6	-6	-6	-6	-6	-6	-6	-6	-6
Bidding and Award										
Advertising for Bids	2	4	4	4	4	4	4	4	4	4
Award Contract(s)	1	5	5	5	5	5	5	5	5	5
Prepare & Execute Contract(s)	1	5	5	5	5	5	5	5	5	5
TOTAL DESIGN & BID (Weeks)	10	57	74	80	90	100	82	78	100	120
(MONTHS)	2	13	17	18	21	23	19	18	23	28
MONTHS USED IN NCCCS MODEL	**2**	**12**	**14**	**16**	**18**	**20**				
Construction Time										
(MONTHS)	6	8	12	14	18	24	8	12	18	30
Design Fee ***	0.0%	8.5%	8.0%	7.5%	7.0%	6.5%				

* Not to be reviewed by the State Construction Office.

** Work begun while a preceding phase was still ongoing.

*** These figures are only a general guideline for cash flow purposes. Actual fees may range from 6% to 10% depending on the size and complexity of the project.

Task Force on Higher Education Facility Bonds

Decision Tree Analysis

Following approximately two hours of information review and discussion, the Task Force settled upon the following method for making decisions related to recommendations to the State Board of Community Colleges about the allocation of $600 million of Higher Education Facility Bonds:

Item

1	**Activity:**	**Collect and analyze information solicited in February 1, 2001 communication "Revised Cash Flow Projections"**
	Desired Result:	**Determine whether the $27 million shortfall in Bond Year 3 (2002-03) and $36 million shortfall in Bond Year 4 (2003-04) has closed to zero through <u>voluntary realignment</u> by colleges; the preferred method of the NCACCP**
2	**Activity:**	**a. Isolate colleges that are "in-balance" with "Comparison of College Request to Amount Available"** **b. Isolate colleges that are "slightly out-of-balance" (defined as -$500,000 in any one bond year) with document identified in a. above**
	Desired Result:	**Determine which colleges (a. + b. above) may proceed to carry out plans, as identified in the "Cash Flow Model"**
3	**Activity:**	**a. Isolate those colleges that are "substantively out-of-balance" (defined as > $500,000)** **b. Within this category, identify those colleges that have:** **1. One major/large project** **2. Multiple large projects** **c. Consult with colleges in b.2. above**
	Desired Result:	**Determine if colleges with one major/large project may be allowed to proceed IF colleges with multiple large projects can more evenly distribute those projects among the six bond years.**
4	**Activity:**	**Report results to Committee by February 15, 2001 at 2:00 pm**
	Desired Result:	**Balance the Cash Flow Model. Prepare recommendations for State Board.**

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
BOND FUNDS AVAILABLE
VERSUS
BOND FUNDS REQUESTED

	Year 1 11/00-6/01	Year 2 7/01-6/02	Year 3 7/02-6/03	Year 4 7/03-6/04	Year 5 7/04-6/05	Year 6 7/05-6/06	Year 7 7/06-6/07	Total
Annual Bond Funds Available	48,400,000	58,100,000	116,100,000	116,100,000	135,500,000	125,800,000	0	600,000,000
Bond Funds Remaining From Prior Year	0	37,063,328	33,957,703	4,800,593	12,972,487	17,085,018	35,705,395	
Accumulative Total of Bond Funds Available	48,400,000	95,163,328	150,057,703	120,900,593	148,472,487	142,885,018	35,705,395	
Less Bond Funds Requested	11,336,672	61,205,625	145,257,110	107,928,106	131,387,469	107,179,623	32,363,233	596,657,838
Remaining Bond Funds	37,063,328	33,957,703	4,800,593	12,972,487	17,085,018	35,705,395	3,342,162	

ATTACHMENT 3

Cashflow Final 3
bf req
02/20/2001

ATTACHMENT 4

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

COLLEGE REQUEST PER YEAR

College	Bond Funds Requested 11/00 - 6/01	Bond Funds Requested 7/01 - 6/02	Bond Funds Requested 7/02 - 6/03	Bond Funds Requested 7/03 - 6/04	Bond Funds Requested 7/04 - 6/05	Bond Funds Requested 7/05 - 6/06	Bond Funds Requested Beyond 7/06	Total Bond Funds
Alamance CC	59,588	173,170	2,084,623	659,636	2,575,799	1,471,640	150,000	7,174,456
Asheville-Buncombe TCC	308,031	1,261,486	4,372,583	3,290,718	4,427,038	417,925	0	14,077,781
Beaufort County CC	46,704	1,232,387	2,876,862	200,927	1,354,450	1,394,826	72,288	7,178,444
Bladen CC	67,801	672,853	1,580,949	40,000	613,920	1,346,080	0	4,321,603
Blue Ridge CC	459,761	803,227	0	430,069	567,398	999,774	153,263	3,413,492
Brunswick CC	67,283	826,008	0	523,427	0	0	0	1,416,718
Caldwell CC & TI	28,224	1,074,673	1,136,654	1,672,183	1,645,656	1,473,951	0	7,031,341
Cape Fear CC	156,959	939,440	11,647,995	6,044,326	9,649,020	8,203,217	0	36,640,957
Carteret CC	216,082	1,274,789	4,304,853	0	10,056	391,700	612,295	6,809,775
Catawba Valley CC	39,441	1,103,490	4,080,469	4,131,065	614,313	27,867	0	9,996,645
Central Carolina CC	108,708	876,818	4,526,474	362,091	4,168,673	3,154,047	705,484	13,902,295
Central Piedmont CC	901,230	3,115,082	19,666,793	11,248,902	16,822,332	10,143,550	1,963,765	63,861,654
Cleveland CC	0	0	51,016	436,981	3,681,999	314,540	654,604	5,139,140
Coastal Carolina CC	27,512	1,180,444	2,727,215	6,459,861	4,458,677	3,485,186	1,140,198	19,479,093
College of The Albemarle	22,450	780,816	743,144	2,634,565	1,109,015	828,696	637,332	6,756,018
Craven CC	81,456	1,320,042	1,046,317	1,324,120	2,173,331	1,503,642	0	7,448,908
Davidson County CC	126,322	665,326	3,684,363	1,644,456	0	0	0	6,120,467
Durham TCC	0	181,120	3,791,373	1,912,168	6,233,685	3,309,646	0	15,427,992
Edgecombe CC	147,805	3,240,723	3,839,742	235,728	235,728	235,728	78,563	8,014,017
Fayetteville TCC	760,783	1,825,500	9,293,881	2,250,753	5,097,388	1,818,633	17,444,236	38,491,174
Forsyth TCC	134,200	3,010,770	1,419,651	5,666,537	1,655,869	5,345,852	1,093,830	18,326,709
Gaston College	27,928	487,403	2,142,661	537,652	4,185,984	1,814,395	420,660	9,616,683
Guilford TCC	2,663,949	3,197,839	6,390,174	6,390,174	7,457,955	6,924,065	0	33,024,156
Halifax CC	279,598	2,576,727	5,768,463	160,177	149,832	149,811	0	9,084,608
Haywood CC	38,760	483,225	1,900,417	74,599	142,999	0	0	2,640,000
Isothermal CC	5,034	174,655	1,326,500	702,120	522,627	566,868	44,240	3,342,044
James Sprunt CC	66,668	183,332	221,350	1,484,764	493,923	265,000	0	2,715,037
Johnston CC	157,598	261,377	3,067,624	1,811,000	2,623,148	1,980,778	278,967	10,180,492
Lenoir CC	26,052	1,158,854	1,888,714	4,635,109	447,770	4,323,704	361,096	12,841,299
Martin CC	104,136	272,904	66,588	683,412	57,699	379,157	0	1,563,896
Mayland CC	6,066	967,000	526,934	67,366	1,486,793	191,996	0	3,246,155
McDowell TCC	15,789	409,649	13,262	51,318	913,730	1,259,703	196,116	2,859,567
Mitchell CC	77,931	591,820	88,012	2,394,137	1,205,898	51,760	1,242,193	5,651,751
Montgomery CC	65,152	165,998	210,726	60,128	0	0	0	502,004
Nash CC	406,414	511,430	231,000	129,060	2,134,588	1,807,888	11,701	5,232,081
Pamlico CC	0	418,640	164,736	0	30,200	376,527	1,480,828	2,470,931
Piedmont CC	0	5,791	119,668	2,416,819	615,191	1,598,476	0	4,755,945
Pitt CC	291,630	4,580,036	3,232,084	415,746	6,230,941	3,196,156	79,115	18,025,708
Randolph CC	244,413	293,396	512,450	64,536	1,244,791	670,323	0	3,029,909
Richmond CC	9,520	584,104	763,912	164,503	2,265,147	1,436,434	0	5,223,620
Roanoke-Chowan CC	0	153,437	332,510	226,903	143,413	0	0	856,263
Robeson CC	335,939	635,437	2,815,509	3,540,538	3,204,159	45,304	3,228,236	13,805,122
Rockingham CC	246,278	467,375	357,107	1,504,485	1,187,246	1,054,150	0	4,816,641
Rowan-Cabarrus CC	23,966	807,283	3,651,480	897,232	827,440	4,462,430	505,495	11,175,326
Sampson CC	80,987	685,307	1,002,810	2,104,243	38,970	228,033	0	4,140,350
Sandhills CC	130,830	1,962,181	2,456,163	2,807,723	1,637,341	4,378,804	223,052	13,596,094
South Piedmont CC	67,101	506,094	106,528	0	0	0	0	679,723
Southeastern CC	516,492	713,376	569,209	2,041,735	1,594,003	698,617	758,372	6,891,804
Southwestern CC	87,684	727,316	560,882	1,456,437	2,888,634	4,666,480	78,297	10,465,730
Stanly CC	121,604	3,217,191	987,945	150,000	262,194	397,657	0	5,136,591
Surry CC	81,792	523,881	1,239,881	3,445,367	1,113,603	1,026,325	2,051,978	9,482,827
Tri-County CC	125,294	87,797	847,327	0	0	0	0	1,060,418
Vance-Granville CC	88,080	549,103	5,747,297	2,458,714	4,522,159	3,669,157	35,936	17,070,446
Wake TCC	619,151	2,584,936	9,835,795	9,589,490	4,328,281	6,076,736	0	33,034,389
Wayne CC	221,937	2,457,205	607,816	3,186,285	2,953,240	3,561,786	2,137	12,990,406
Western Piedmont CC	198,345	417,080	399,215	193,840	2,950,607	1,185,836	0	5,344,923
Wilkes CC	27,781	665,889	781,078	546,985	2,007,664	1,359,970	1,118	5,390,485
Wilson TCC	86,986	412,393	1,448,326	366,996	2,424,952	1,508,797	0	6,248,450
Ctr. App. Textile Tech.	29,447	750,000	0	0	0	0	0	779,447
TOTAL	11,336,672	61,205,625	145,257,110	107,928,106	131,387,469	107,179,623	35,705,395	600,000,000

VISITOR REGISTRATION SHEET

Appropriation Subcommittee on Education — Feb 21, 2001

Name of Committee — Date

VISITORS:. PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Kevin MacNaughton	UNC
Rob Nelson	UNC
David Brown	OSBPM
Kay Owen	OSBPM
Sam Lee	OSBPM
Steve Scott	NCCCS
Ken Boyd	"
JB Milliken	UNC
Philip Albano	NCCCS
Joe Burns	"
Hal Miller	NCACCT
Steve Hoffman	NCSBA
Susanne Williams	NCCCS
Mark Gleason	NCGA
Becky Street	PPAB
Dana Damico	Winston-Salem Journal
Tim Donovan	NCICU

VISITOR REGISTRATION SHEET

Appropriations Sub Committee on Education — Feb 21, 2001

Name of Committee — Date

VISITORS:. PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Greg Piner	OSBPM
Maurice Kai	"
Jennifer Lasher	Senate Ed. Comm. intern
Sue Adams	OSBM
[illegible]	OSBPM
[illegible] Brownstein	OSBPM
JERRY KNOTT	DPI
JIM LORA	DPI
Ben Matthews	DPI
Susan Harrison	WCPSS
[illegible]	UNC
Jeff Davies	UNC
[illegible]	gov. inc.
Robin Allen	CLA
Gene Causby	NCSFA
Paul Pulley	NCCCS
Jerry Hardesty	NCVC / F Banks
Daniel A Prescott	W-S/F-C Schools
Tom Darty	Haywood Co. Schools
[illegible]	NCASA

Joint Appropriations on Education Committee

Agenda

Tuesday, February 27, 2001, 8:30 a.m.
Room 421, Legislative Office Building

Senator Linda Garrou, Chairing

Discussion of the North Carolina Department Of Public Instruction 2001-03 Budget Request ..... **Mike Ward**
State Superintendent

Discussion of the North Carolina Community College 2001-03 Budget Request ..... **Martin Lancaster**
Community College System President

Adjournment

House Appropriations Subcommittee on Education
Rep. Boyd-McIntyre (Chair)
Rep. Rogers (Chair)
Rep. Yongue (Chair)
Rep. Barnhart, Rep. Bell, Rep. Bonner, Rep. Carpenter
Rep. Holmes, Rep. McLawhorn, Rep. Michaux,
Rep. Morgan, Rep. Preston, Rep. Russell, Rep. Smith,
Rep. Teague, Rep. Warner

Senate Appropriations on Education/Higher Education
Sen. Lucas (Chair)
Sen. Garrou (Chair)
Sen. Dalton (Chair)
Sen. Carter, Sen. Cunningham, Sen. Garwood, Sen. Hartsell,
Sen. Wellons

Fiscal Research Division (g:\Fiscal\Education Team\2001 Agenda)

JOINT APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER EDUCATION
MINUTES
February 27, 2001

The Joint Appropriations Subcommittee on Education/Higher Education met on Tuesday, February 27, 2001 in Room 421 at 8:30 a.m. Senator Linda Garrou, Co-Chair presided. Eight Senators were present. The following Representatives were present: Gene Rogers, Co-Chair; DouglasYongue, Co-Chair; Jeff Barnhardt, Donald Bonner, Margaret Carpenter, George Holmes, Marian McLawhorn, Mickey Michaux, Richard Morgan, Carolyn Russell, W.B. Teague, Jr. and Alex Warner.

Senator Garrou introduced the pages: Katie Garrison sponsored by Representative Gregg Thompson, Joshua Willis sponsored by Representative Charles Buchanan, Hilary McCall and Sara Jennette sponsored Senator Marc Basnight. She gave Senator Hartsell, Representative Warner and Representative Michaux an opportunity to introduce themselves.

Senator Garrou called on Mike Ward, Superintendent of North Carolina Public Schools, to give an overview of the budget requests for K-12 for the biennium. (See attachments #1 and #2.) Superintendent Ward introduced the following: J.B. Buxton, Legislative Director; Brad Sneeden, Deputy State Superintendent; Hank Hurd, Associate State Superintendent for Finance; Henry Johnson, Associate State Superintendent for Curriculum and Accountability; Jennifer Bennett, Budget Director.

Superintendent Ward outlined the main items in the Continuation Budget including Classroom teachers, TAs, administrators and other school personnel, instructional supplies and textbooks, at-risk student services, ABC bonuses; funds for students with disabilities, limited English proficiency, vocational education and funds for academically gifted students. He listed the following Expansion priorities for 2001-2003: Improving student accountability funds for students below grade level, staying competitive with teacher salaries, teacher retention and recruitment initiatives, at-risk student services/ alternative schools, special populations (limited English proficient students and student with disabilities), funding Assistance Teams and improving low-performing schools. (See attachment #2.) To fund the increased enrollment for the biennium will require $112 million dollars, and the ABC bonuses will cost $102 million, both of which are items in the Continuation Budget.

In the question and answer period after the presentation, the members expressed concern about the projected enrollment increase, recruitment and retention of teachers, number of Assistance Teams, computer access, testing, competitive teachers' salaries and class size. In answer to Senator Lucas's question, Superintendent Ward said that the first budget priority is the consistently low-performing schools; those schools with the most difficult and direst needs.

Martin Lancaster, President of the Community College System, presented an overview of the community college needs which included: change enrollment growth to the Continuation Budget, faculty salaries, funding for summer school, distance learning line charges, equal funding for occupational training, support services for students and faculty development, supplies, libraries, resource materials funds, off-campus centers, business and industry centers, and staff retention. He said the top two budget priorities are placing the enrollment growth in the Continuation Budget and increasing faculty salaries to the national average by adopting a 5-year plan to accomplish this goal. The members questioned President Martin about faculty salaries, high school programs, remediation and the reduction in staff.

The meeting was adjourned.

Linda Garrou

Senator Linda Garrou, Co-Chair

Barbara R. Hocutt

Barbara R. Hocutt, Committee Assistant

VISITOR REGISTRATION SHEET

APPROPRIATIONS/Subcommittee on Education — **February 27, 2001**

Name of Committee — Date

VISITORS: PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Fern Shaver	NCGA
Clifton B. Metcalf	CPC
John Morris	Public School Forum
Ann Bellamy	Bellamy Associates
[illegible]	OSBM
Susan Harrison	WCPSS
[illegible]	NCICU
[illegible]	OSBPM
[illegible]	OSBPM
Elizabeth Bracenstein	OSBPM
Henry Johnson	NC DPI
[illegible]	SBE
Bhood Snede	NC DPI
Hank Hurd	NC DPI
Jennifer Bennett	NC DPI
[illegible]	NCASA
Paul Pulley	NCCCS
[illegible]	[illegible]
James Ramquist	NCATM
Ed Regan	N.C.A.C.C.
Carol Hawker	Law Wealth Schools
Carolyn Edwards	Rep. Bell's LA

VISITOR REGISTRATION SHEET

APPROPRIATIONS/Subcommittee on Education — **February 27, 2001**

Name of Committee — Date

VISITORS: PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Ken Bugg	NCCCS
Martin Lancaster	NCCCS
Daniel Brown	OSBPM
Marilyn Edgerton	YA10
Sam Lee	OSBPM
Harriet Baker	NCAE
Hal Miller	NCACCT
Steve Hoffman	NCSBA
Julie White	Bobbins Office
Danny Seaver	Hickory City Council / Hickory Public Schools
Audrey Galloway	NCAE
Ky Bailey	A-B Tech Governing Council
Jack Hourke	
Robert L. Shaffer	Appalachian State U.
W H Ward	Appalachian State University
Ellen Russell	The Arc of NC
David Rouzer	CALS / NC St

Attachment #1

Public Schools of North Carolina — *Final*

North Carolina Department of Public Instruction

STATE PUBLIC SCHOOL FUND EXPANSION BUDGET REQUEST

For 2001 - 2003 Biennium	2001-2002	2002-2003
HIGHEST PRIORITY ITEMS		
High Student Performance		
Improving Student Accountability: Closing the Achievement Gap		
> improve performance for all students not performing at grade level	$ 23,000,000	$ 23,000,000
> reduce student/staff ratios in elementary grades (combination of positions and dollars)	118,396,260	118,396,260
> maintain funding for assistance teams	4,230,000	4,230,000
> foreign language dual immersion pilot program using 5 schools as pilots	500,000	500,000
> provide a Technology Facilitator for low-performing schools	1,244,619	1,244,619
Ready For School		
> Ready for School Inventory for primary & elementary schools	1,000,000	
> staff development funds targeted at K-2 training	5,000,000	5,000,000
> upgrade kindergarten classrooms with necessary materials, supplies, equipment, etc.	17,500,000	17,500,000
> provide breakfast to kindergarten children based on current participation estimates	3,000,000	3,000,000
School Technology		
> provide a Technology Facilitator for all schools with 8th grade in 2001-02 (aligns with computer skill testing requirements)	28,743,925	28,743,925
Special Populations		
> improve quality of education for children with disabilities and move towards our goal of fully funding at 2.3 times ADM funding	125,000,000	125,000,000
> implement Occupational Course of Study	6,000,695	6,000,695
> expand services to children who are English language learners	5,000,000	5,000,000
> improve quality of education for gifted students	3,700,000	3,700,000

STATE PUBLIC SCHOOL FUND EXPANSION BUDGET REQUEST
For 2001 - 2003 Biennium

	2001-2002	2002-2003
Academic Content Standards and Assessments		
> provide a testing coordinator at each LEA	8,315,244	8,315,244
> revise curriculum and corresponding assessments relating to the legislated 5 year cycle for the continued improvement of student achievement	4,066,348	3,099,657
> develop new assessments, including High School exams, supplies, k-2 assessments, etc.	5,599,105	3,449,261
> develop and implement portfolio assessments for all grades	2,500,000	2,500,000
> pay student fees for taking advanced placement (AP) exams and international baccalaureate (IB) program exams	3,000,000	3,000,000
Safe, Orderly, and Caring Schools		
At-Risk Student Services/Alternative Schools		
> increase allotment for alternative school programs, school resource officers, and other support personnel targeting at-risk students	34,000,000	34,000,000
> add additional counselor services for schools	9,650,000	9,650,000
> provide office support for middle and high school guidance offices	20,059,200	20,059,200
Strong Family, Community, and Business Partnerships		
Community Support for Students		
> training initiatives for administrators, teachers, and volunteers on improving academic achievement of all students	2,550,000	2,550,000
> training and education of parents in how best to assist in the education of their children	1,400,000	1,400,000
> coordination efforts in the recruitment of business support for education	1,393,662	1,415,632
> encourage model programs for public and private agencies towards increased student achievement	1,318,662	1,340,632
> encourage increased communication between pre-school programs and public schools to support student transitions	115,767	118,075
> funds to assist with the communication of accountability standards to parents, students, teachers, businesses	1,318,662	1,340,662

STATE PUBLIC SCHOOL FUND EXPANSION BUDGET REQUEST

For 2001 - 2003 Biennium	2001-2002	2002-2003
Quality Teachers, Administrators, and Staff		
Excellent Schools Act		
> continued support of the Excellent Schools Act to maintain funding the teacher salary schedule at least at the national average and to support fair and equitable salary increases for other school and state personnel		
> additional months of employment for assistant principals	9,650,000	9,650,000
Professional Development		
> increase staff development funds for LEAs	10,000,000	10,000,000
> provide mentors for second year teachers who did not teach in NC in year 1 (currently not eligible)	1,533,961	1,533,961
> provide same stipend for cooperating teachers (those working with student teachers) as for mentor teachers ($100 /month)	2,754,000	2,754,000
> Quality Teacher Task Force/Recruitment and Retention funding	2,500,000	2,500,000
> Tuition-to-Teach scholarships targeted to increase teachers in at-risk categories (subjects, populations, locations, etc.)	5,000,000	5,000,000
> Funding to compensate mentor teachers to work for a third year with initially licensed teachers who must resubmit performance-based products	786,243	786,243
> Funding for the development and implementation of a professional development package for schools and LEAs to use with principals and teachers focused on increasing student achievement.	5,000,000	5,000,000
Teacher Retention and Recruitment		
> develop and implement initiatives for the retention and recruitment of teachers, including incentives, scholarships, etc.	2,350,000	2,350,000
> provide a network ready computer for each teacher in a low-performing school	2,992,500	2,992,500
Effective and Efficient Operations		
> grant writing consultant for each region	280,000	280,000
Total State Public School Fund Expansion Request	**$ 480,448,853**	**$ 476,400,566**

AGENCY EXPANSION BUDGET REQUEST
For 2001 - 2003 Biennium

	2001-2002	2002-2003
High Student Performance		
ABCs		
> add 7 positions and provide operating funds for the testing program via the Accountability Services Division due to expansion of scope-of-work associated with implementation of ABCs, revision of curriculum content standards, and addition of charter schools	$ 713,858	$ 700,436
> maintain character education staff development program	174,000	174,000
> provide subscriptions for online resources for every student, teacher, parent, etc. (NC WISE OWL)	1,500,000	1,500,000
Continuation of Operations		
> expand participation in initiatives sponsored by the Southern Regional Education Board	343,000	343,000
> keep the **Governor's Schools** operational	639,154	639,154
Quality Teachers, Administrators, and Staff		
Excellent Schools Act		
> funds to pay required costs of Case Managers	45,000	45,0
> additional funds necessary to provide 800 Prospective Teacher Scholarship Loans and 200 Teacher Assistant Scholarship Loans	577,465	577,465
> develop instruments for evaluating certified instructional support personnel	200,000	200,000
> assess performance based licensure products of second year teachers	750,000	750,000
Strong Family, Community, and Business Partnerships		
> additional support for the Indian Education Council	10,000	10,000

AGENCY EXPANSION BUDGET REQUEST
For 2001 - 2003 Biennium

Effective and Efficient Operations	2001-2002	2002-2003
Continuation of Operations		
> add Printing Equipment Operator for Duplicating Center (receipt supported)	24,753	24,753
> add Stock Clerk II for Textbook Services (receipt supported)	23,494	23,494
> replace Category 3 cable with Category 5 per Statewide Area Network initiative	438,300	–
> replace current data storage system with super harddrive system to facilitate increased management of data	400,000	
> initiate a computer leasing cycle for agency computers for Education Management Area, Financial and Business Services Area and Instructional and Accountability Services Area	510,378	510,378
> contract for workstation & help desk support, dispatcher, trainer, and AS400 operator as well as administrative office support for Information Technology Services Area	410,000	410,000
Total Agency Expansion Request	$ 1,759,402	$ 1,907,680

Attachment #2

State Public School Fund Continuation Budget

- **Continuation budget provides funds for operation of public schools, including:**
  - classroom teachers, TAs, administrators, and other school personnel
  - instructional supplies and textbooks
  - at-risk student services
  - ABCs bonuses
  - funds for students with disabilities, limited English proficiency
  - vocational education
  - funds for academically gifted students
- **The Continuation Budget provides the <u>same level of funding</u> for next year's projected student population.**

State Public School Fund Continuation Budget

- Continuation does not include extra programs provided by special provisions, expansion funds for new initiatives, or legislative increases for salaries and benefits.

- **Projected ADM 2001-02**: 1,305,223
  - Increase: **16,667 students**
  - Budget Need: $112 million
- **Projected ADM 2002-03**: 1,321,104
  - Increase: **32,548 students**
  - Budget Need: $97 million
- **ABC Bonuses**: $102 million

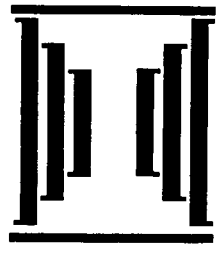
Expansion Priorities for 2001-2003

- Improving Student Accountability Funds for students below grade level
- Staying Competitive with Teacher Salaries
- Teacher Retention and Recruitment Initiatives
- At-Risk Student Services/Alternative Schools
- Special Populations: Limited English Proficient (LEP) Students and Students with Disabilities
- Funding for Assistance Teams
- Efforts to Improve Low-Performing Schools

Attachment # 3

THE STATE BOARD OF COMMUNITY COLLEGES

2001-03 Budget Request



Committee on Finance and Capital Needs
Office of the President and the
Division of Business and Finance

H. Martin Lancaster
System President

Division of Business and Finance

February 2001

THE STATE BOARD OF COMMUNITY COLLEGES

2001-03 Budget Request

Section I — Meeting Educational Expectations: A Demand-Driven and Accomplished Model for Economic Prosperity

**Regular-Term Instruction*
**Summer-Term Instruction*
**Distance Learning/Instruction*

Section II — Occupational Continuing Education: Supplying the Job Market With Skilled Employees

**Occupational Continuing Education (OCE)*

Section III — Nourishing a Responsive Learning Environment

**Faculty Salaries*
**Student Services*
**Curriculum Improvement and Professional Development*
**Other Cost*

Section IV — From Libraries to Learning Resource Centers: Strengthening Centers of Learning And Repositories of Information

**NC LIVE*
**Learning Resource Center*
**Additional Increment*
**System Support*

Section V — Multiple Locations and Access: The Opportunity to Make Teaching and Learning Available to all North Carolinians

**Multi-Campus Colleges*
**Off-Campus Centers*

Section VI — Feeding the Entrepreneurial Spirit: Business & Industry Services

**Small Business Centers*
**Focused Industrial Training*
**Center for Applied Textile Technology*

Section VII — The North Carolina Community College System Office: Providing Needed Support and Technical Assistance to a Responsive Learning Environment

**System Office*

Section VIII — State Board of Community Colleges' 2001-03 Expansion Budget Request Total

SECTION I

MEETING EDUCATIONAL EXPECTATIONS: A DEMAND-DRIVEN AND ACCOMPLISHED MODEL FOR ECONOMIC PROSPERITY

MEETING EDUCATIONAL EXPECTATIONS: A DEMAND-DRIVEN AND ACCOMPLISHED MODEL FOR ECONOMIC PROSPERITY

Description:

Community Colleges are now the model of choice for adult learners seeking workforce-related education and training. Reaching maturity after approximately forty years of service, Community Colleges are increasingly the first choice of those seeking first-time post-secondary education; those returning adults who seek training beyond the baccalaureate degree level; those adults who have not been well-served by other education models; those who return to the classroom for non-credit instruction to develop enhanced, marketable skills; and those who need to develop essential basic skills. The reasons that make this the model of choice are straightforward: adult learners want innovative and flexible programs that will result in meaningful employment, and employers want employees who can think critically, identify and solve problems, and communicate effectively. The nexus between the needs of adults and the demands of employers are Community Colleges.

In order to establish the link between adults learners seeking job skills and employers that need them, the Community College System will implement a performance-based evaluation system directly related to its educational delivery model. The performance measures which define this linkage for 2000-01 include:

- Employment Status of Graduates
- Employer Satisfaction with Graduates
- Passing Rates on Professional Exams
- Level of Satisfaction of Students who Complete Programs

Historical Funding Notes:

A. The Governor and General Assembly have historically fully funded enrollment.
B. The 2000 Session of the General Assembly provided $7.1 million as initial funding for summer term.
C. The 2000 Session of the General Assembly directed the State Board to study and report both the costs and opportunities for distance learning (Session Laws 2000-67, Section 9.6).

Cost:

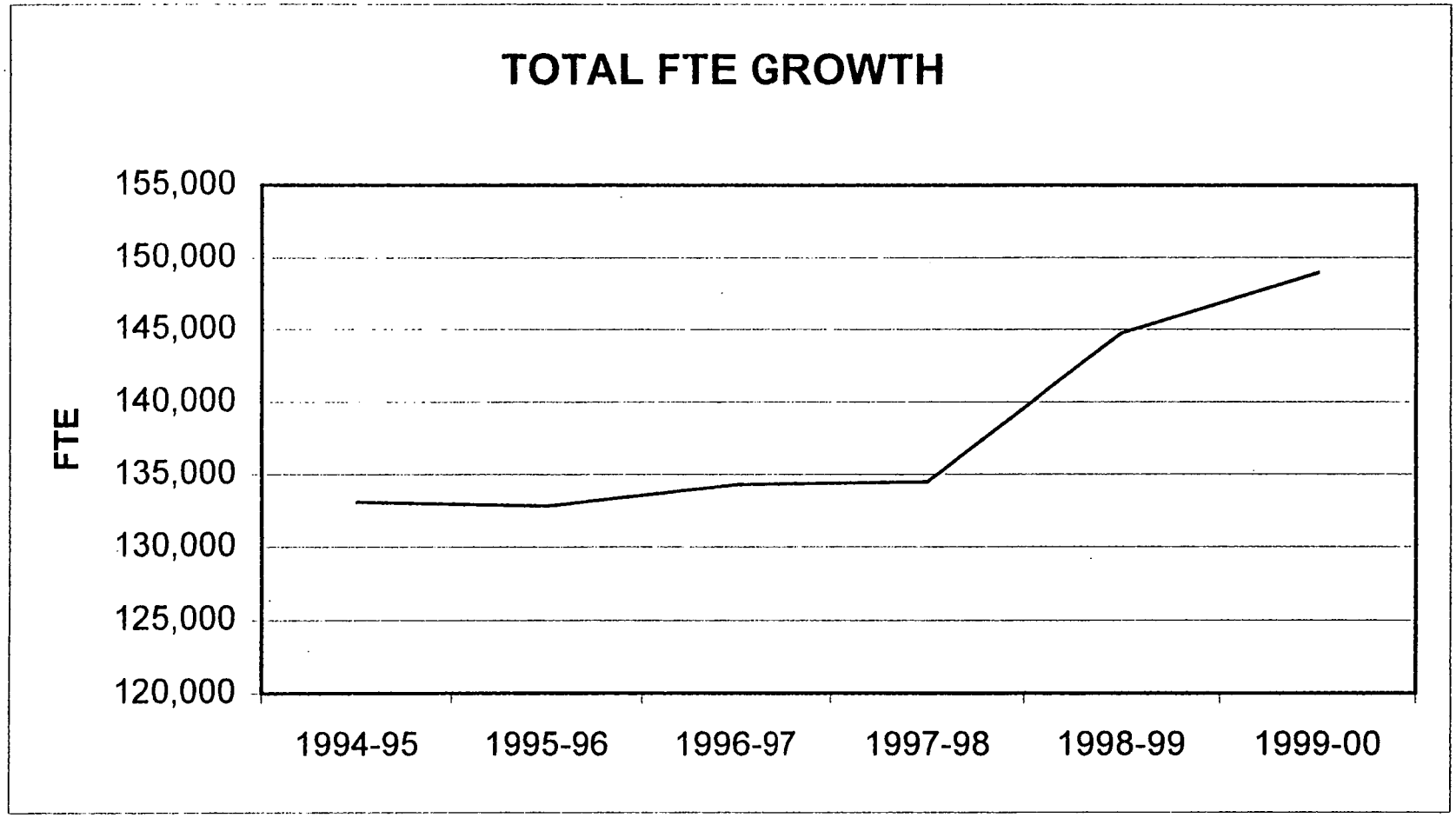
	2001-02	2002-03
Regular Term Instruction within a traditional fall/spring calendar. Growth in this model costs:	$23,323,292	$23,323,292
Summer Term Instruction that enhances educational goal attainment. The second and third year implementation of this model costs:	$24,065,960	$42,897,909
Distance Learning/Instruction that utilizes non-traditional methods and provides for student flexibility. Initiation of this model costs:	*$6,158,267	*$8,616,000
ESTIMATED COST:	**$53,547,519**	**$74,837,201**

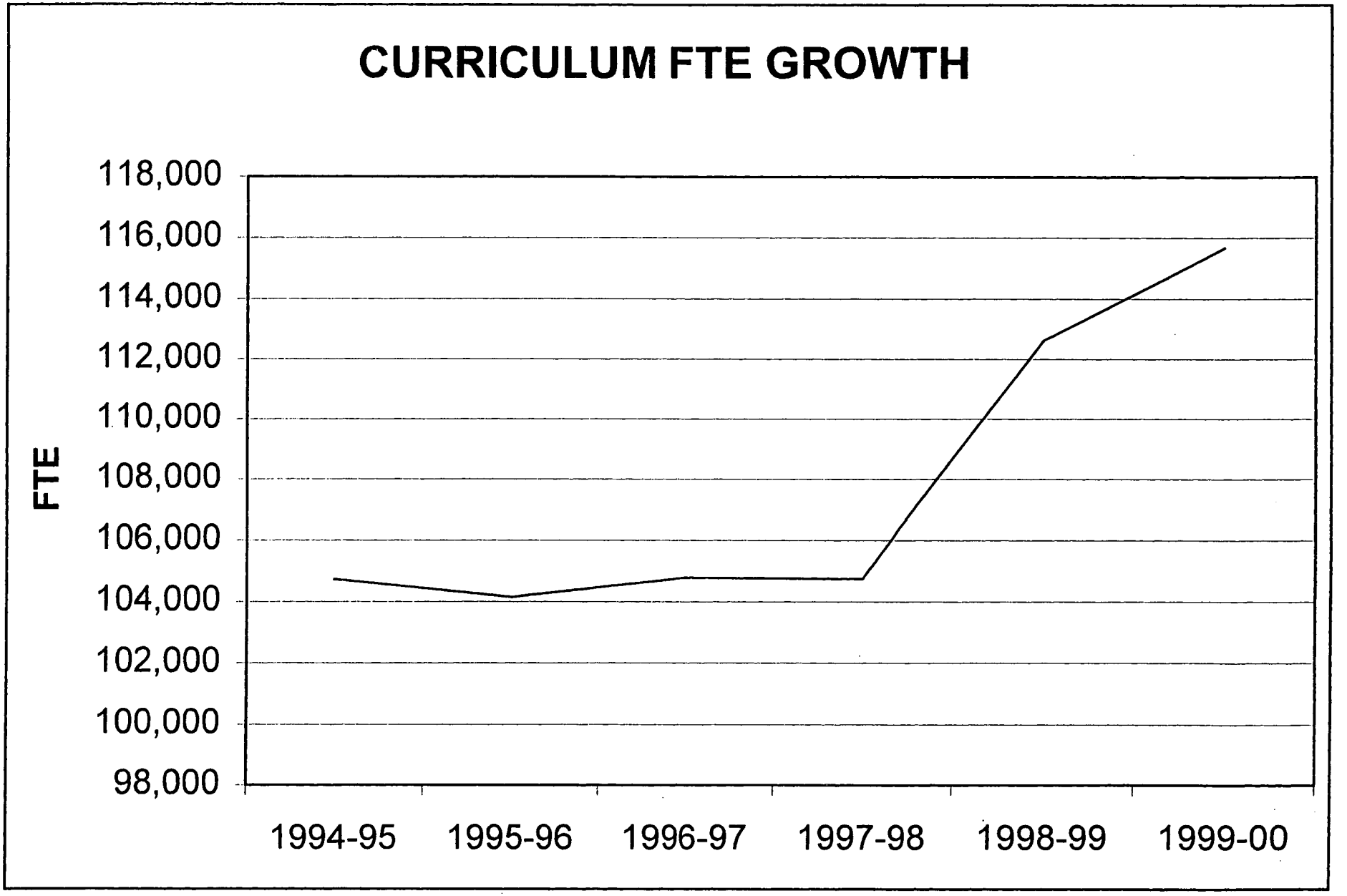
*Pursuant to Section 9.6 of Session Laws 2000-67, the "State Board of Community Colleges shall contract with an independent consultant to study funding methods and delivery of distance learning and education programs." This study is currently underway, and will likely result in a budget estimate for implementation of the findings and recommendations much higher than is provided here. The study is to be reported to the Joint Legislative Education Oversight Committee by January 15, 2000.

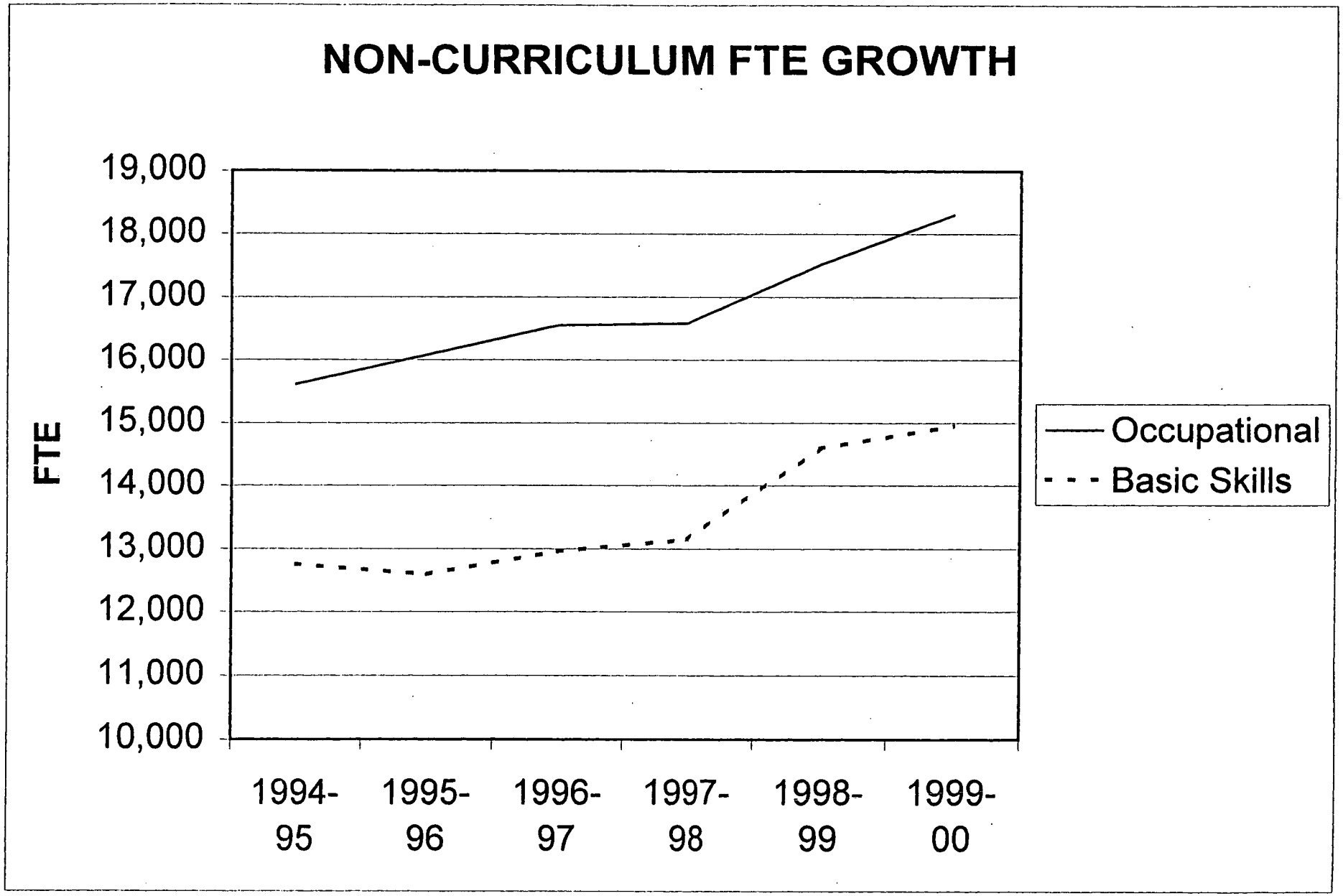
(Revised)

Total Unduplicated Headcount
North Carolina Community College System

Year	Headcount
1990-91	686,010
1991-92	682,387
1992-93	688,567
1993-94	670,488
1994-95	686,488
1995-96	706,950
1996-97	721,267
1997-98	710,681
1998-99	759,936
1999-00	754,955


TOTAL FTE GROWTH
FTE
155,000
150,000
145,000
140,000
135,000
130,000
125,000
120,000
1994-95
1995-96
1996-97
1997-98
1998-99
1999-00


CURRICULUM FTE GROWTH
FTE
118,000
116,000
114,000
112,000
110,000
108,000
106,000
104,000
102,000
100,000
98,000
1994-95
1995-96
1996-97
1997-98
1998-99
1999-00


NON-CURRICULUM FTE GROWTH
FTE
19,000
18,000
17,000
16,000
15,000
14,000
13,000
12,000
11,000
10,000
1994-95
1995-96
1996-97
1997-98
1998-99
1999-00
Occupational
Basic Skills

North Carolina Community College System
Supplement to Curriculum Funding for Summer Term
Curriculum Instructional Costs Only

	Base Year 1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Summer Term FTE	15,448	14,955	15,456	16,080	16,630	17,240	17,874
Value per FTE	$2,787.79	$2,948.03	$3,032.18	$3,114.15	$3,198.58	$3,285.47	$3,375.02
Cost of Summer Term Funding	$43,065,737	$44,087,789	$46,865,374	$50,075,532	$53,192,385	$56,641,503	$60,325,107
Three Year Phase to Full Funding		**$7,177,623**	**$31,243,583**	**$50,075,532**	**$53,192,385**	**$56,641,503**	**$60,325,107**
Phase-in Ratio		**1/6**	**4/6**	**6/6**			
Assumptions:							
FTE Growth Rate (based on construction model)		Actual FTE	3.36%	4.04%	3.42%	3.67%	3.68%
Legislative Salary Increase		4.20%	3.00%	3.00%	3.00%	3.00%	3.00%

SECTION II

OCCUPATIONAL CONTINUING EDUCATION: SUPPLYING THE JOB MARKET WITH SKILLED EMPLOYEES

OCCUPATIONAL CONTINUING EDUCATION: SUPPLYING THE JOB MARKET WITH SKILLED EMPLOYEES

Description:

Twice in the past four years, the General Assembly has provided additional funding to provide life-long learning opportunities that are responsive to job market demands. Occupational Continuing Education (OCE) continues to increase in value because of the value employers place upon workers who are able to upgrade or acquire new job skills, via focused, short-course instruction. Because of customized training delivered in this area, class sizes are necessarily small and expensive to operate. Today's workers need quick, effective, periodic non-credit instruction. Community colleges can utilize OCE to supply the marketplace with the labor supply it so critically needs on a timely basis.

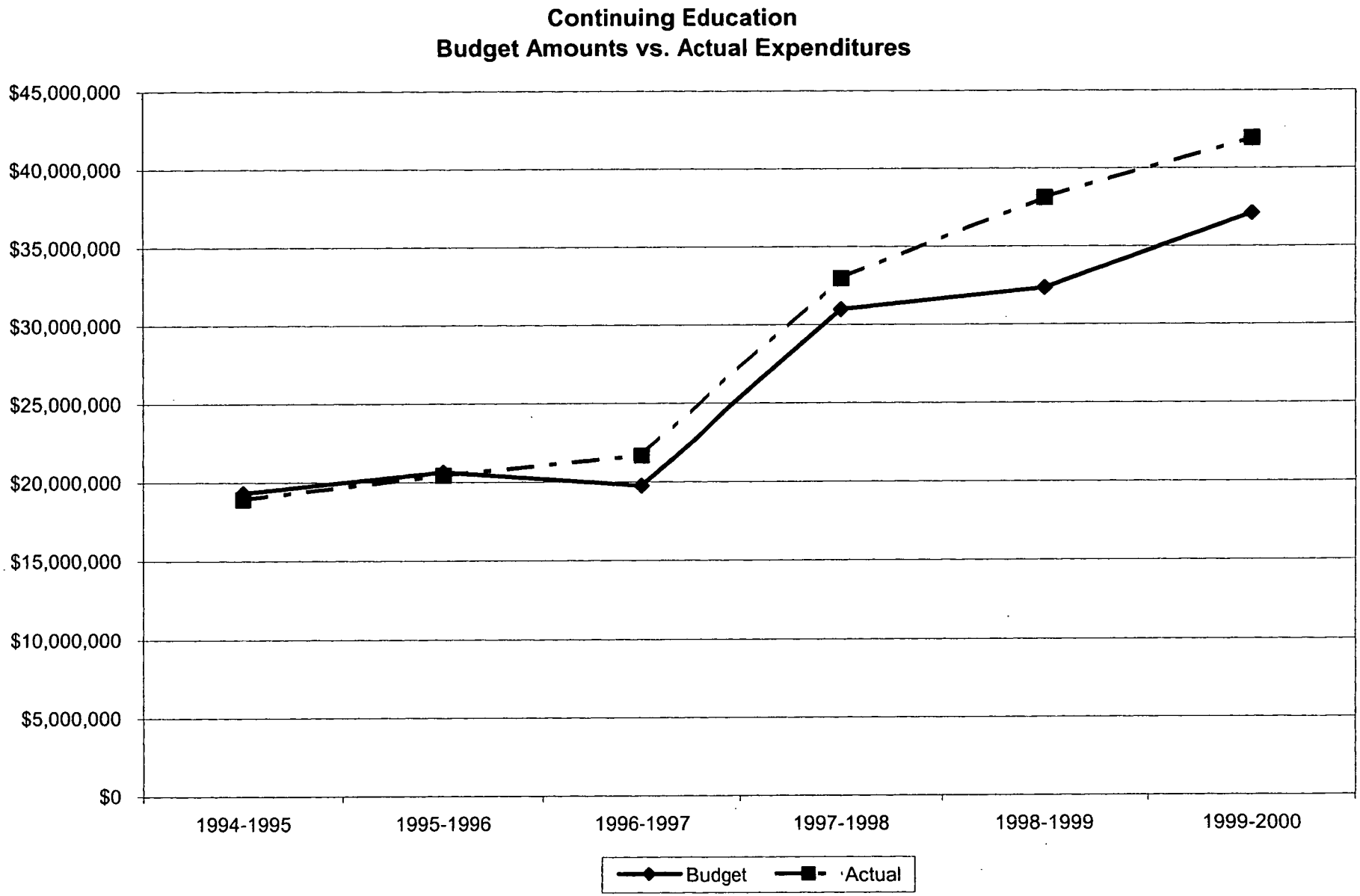
Historical Funding Notes:

The General Assembly has recently added incremental value to OCE as follows:

1997 - $10.0 million
2000 - $ 3.0 million

Cost:

	2001-02	2002-03
Funds are needed to continue the incremental enhancement of **Occupational Continuing Education (OCE).** Increasing the value of OCE to parity with Curriculum instruction will require an increase in funding per FTE of:	$12,112,987	$12,112,987
ESTIMATED COST:	**$12,112,987**	**$12,112,987**


Continuing Education
Budget Amounts vs. Actual Expenditures
$45,000,000
$40,000,000
$35,000,000
$30,000,000
$25,000,000
$20,000,000
$15,000,000
$10,000,000
$5,000,000
$0
1994-1995
1995-1996
1996-1997
1997-1998
1998-1999
1999-2000
Budget
Actual

SECTION III

NOURISHING A RESPONSIVE LEARNING ENVIRONMENT

NOURISHING A RESPONSIVE LEARNING ENVIRONMENT

Description:

At the core of the educational delivery model that promotes and sustains economic development in North Carolina, understood to be the Community College System, are faculty, staff, and instructional resources. The requirements needed to generate a pool of skilled, critical-thinking workers are:

- A pool of high quality, well-credentialed, and mature faculty.
- A cadre of well-established, supportive and responsive staff.
- Competitive instructional and administrative resources to respond to deliver quality programming and services. To this end, raising faculty salaries to the national average is necessary.

In essence, a community college can only produce high quality graduates prepared to enter the workforce if the environment in which they operate is nourished with sufficient operating resources. Sufficient salaries are needed to promote the recruitment, retention and development of outstanding faculty and staff. Professional Development funds are needed to encourage and support faculty and staff in the effective and efficient uses of instructional technology and administrative computing systems to keep each current in their respective disciplines.

"Other Cost" funds are needed to procure and deploy the tools of learning. We need regular, incremental increases to keep this item current, so as to prevent the need for major funding boosts in the future.

The result of this investment will be a world-class learning environment designed to transmit competencies necessary for the complex world of work.

Funds provided for support positions would be allocated according to the 1996-97 MGT study of instructional support positions by increasing the enrollment allotment.

Historical Funding Notes:

Recent actions by the General Assembly have begun the process of creating a viable, responsive learning environment systemwide. These actions include:

1. Providing $7.1 million for additional faculty salary increases (1999); pp. III-3, III-4, III-5, III-6, III-7, III-8.
2. Providing $17 million for technology and financial aid staff (1998)(1999); pp. III-9, III-10, III-11, III-12, III-13.
3. Funding for Professional Development has not been increased since 1987; pp. III-14.
4. Providing $10 million for "Other Cost" Funding (1999); pp. III-15, III-16, III-17.

Cost:

In order to continue the initial efforts made by the General Assembly to nourish the learning environment of the NCCCS, the following components are needed:

	2001-02	2002-03
Consistent with study findings and recommendations to the Joint Legislative Education Oversight Committee, funds are requested to move Community College System **faculty salaries** to the national average of peer institutions.	$27,248,231	$54,496,462
Provide additional staff support in the State Aid Formula – Enrollment Allotment, as recommended by MGT of America, Inc., to address the needs of colleges in response to **student** demand for **services**.	$9,921,760	$9,921,760
Enhance the systemwide allotment for **Curriculum Improvement and Professional Development** from $1.04 million.	$995,000	$995,000
Provide an increase in **Other Cost** funding from the current $175/ FTE to $205/FTE.	$4,852,366	$4,852,366
ESTIMATED COST:	**$43,017,357**	**$70,265,588**

Pursuant to Section 10.5 of Session Laws 2000-67, a study was commissioned by the System President of the need of "the state's Community College System to attract and retain excellent faculty." The study was conducted by MGT of America, Inc., and the findings were reported to the Joint Legislative Education Oversight Committee.

The findings of the study indicated that the total cost of bringing the community college faculty to the **80th percentile** of an average of six peer groupings is ~ $106.6 million. The amount of funds needed to bring the faculty to the **national average** of these same peer groupings is ~ $54.5 million. The study recommended moving to the national average over one biennium (2001-03), and trying to attain the 80th percentile over a subsequent biennium (2003-05).

The study also made findings for senior administrative, administrative, and professional staff. The findings revealed that viz. National College and University Personnel Association data; staffs are not sufficiently compensated. The amount of funds needed to bring Community College System staff to the **80th percentile** respectively are: Senior Administrator - $4,427,885; Administrator - $8,089,591; and, Professional - $36,939,296. The amount of funds needed to bring staff to the **national average** of their peers respectively are: Senior Administrator - $266,373; Administrator - $1,960,637; and , Professional - $11,952,968.

9-Month-Equivalent Average Salary of Full-Time Curriculum Faculty at Two-Year Public Institutions
A Comparison of North Carolina to the SREB Average, 1992-93 to 1999-2000

Academic Year	NC 9-Month SREB Average	SREB Average	SREB Rank*
1992-93	$26,461	$32,302	14th
1993-94	$27,408	$33,470	15th
1994-95	$29,234	$34,433	15th
1995-96	$30,106	$36,146	15th
1996-97	$30,124	$37,163	15th
1997-98	$32,206	$37,677	15th
1998-99	$33,027	$38,777	14th**
1999-00	$34,527	$40,661	16th#

Source: Southern Regional Education Board

*Ranking of 15 Southern Regional Education Board (SREB) states
**Kentucky did not report data in 1998-99; ranking is based on 14 states
#Delaware reported data for the first time; the report now includes 16 states

9-Month-Equivalent Average Salary of Full-Time Curriculum Faculty at Two-Year Public Institutions
A Comparison of North Carolina to the SREB Average, 1992-93 to 1999-2000

Academic Year	NC 9-Month-Equivalent Average	SREB Average	Percent of SREB Average
1992-93	$26,461	$32,302	81.9%
1993-94	$27,408	$33,470	81.9%
1994-95	$29,234	$34,433	84.9%
1995-96	$30,106	$36,146	83.3%
1996-97	$30,124	$37,163	81.1%
1997-98	$32,206	$37,677	85.5%
1998-99	$33,027	$38,777	85.2%
1999-00	$34,527	$40,661	84.9%

Source: Southern Regional Education Board

9/10-Month-Equivalent Salary of Full-Time Curriculum Faculty at Two-Year Public Institutions
A Comparison of North Carolina to the SREB States, 1994-95 to 1998-99

Academic Year	NC 9/10-Month-Equivalent Average	SREB States (excluding NC)	Rank by 9/10 Equivalent Average Salary*
1994-95	$31,637	$35,620	15th
1995-96	$32,011	$36,969	15th
1996-97	$32,829	$38,248	15th
1997-98	$33,839	$39,369	14th
1998-99	$36,205	$41,495	15th

Source: IPEDS Faculty Salary Survey, National Center for Education Statistics

*Ranking based on 16 SREB states. Those states include Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, West Virginia

9/10-Month-Equivalent Average Salary of Full-Time Curriculum Faculty at Two-Year Public Institutions
A Comparison of North Carolina to the National Average, 1994-95 to 1998-99

Academic Year	NC 9/10-Month-Equivalent Average	National Average	National Rank
1994-95	$31,637	$40,832	43rd
1995-96	$32,011	$42,064	45th
1996-97	$32,829	$43,429	43rd
1997-98	$33,839	$44,632	43rd
1998-99	$36,205	$43,637	42nd

Source: IPEDS Faculty Salary Survey, National Center for Education Statistics

9/10-Month-Equivalent Salary of Full-Time Curriculum Faculty at Two-Year Public Institutions
A Comparison of North Carolina to Systems with Similar Instructional Profiles, 1994-95 to 1998-99

Academic Year	NC 9/10-Month-Equivalent Average	Systems with Similar Instructional Profiles	Rank by 9/10 Equivalent Average Salary*
1994-95	$31,637	$39,662	11th
1995-96	$32,011	$41,286	11th
1996-97	$32,829	$42,378	11th
1997-98	$33,839	$43,673	11th
1998-99	$36,205	$45,151	11th

Source: IPEDS Faculty Salary Survey, National Center for Education Statistics

*North Carolina ranked last among the 11 states included in the comparison group. The states in the comparison group include Alabama, Arizona, Florida, Illinois, Iowa, North Carolina, South Carolina, Texas, Virginia, Washington, Wisconsin.

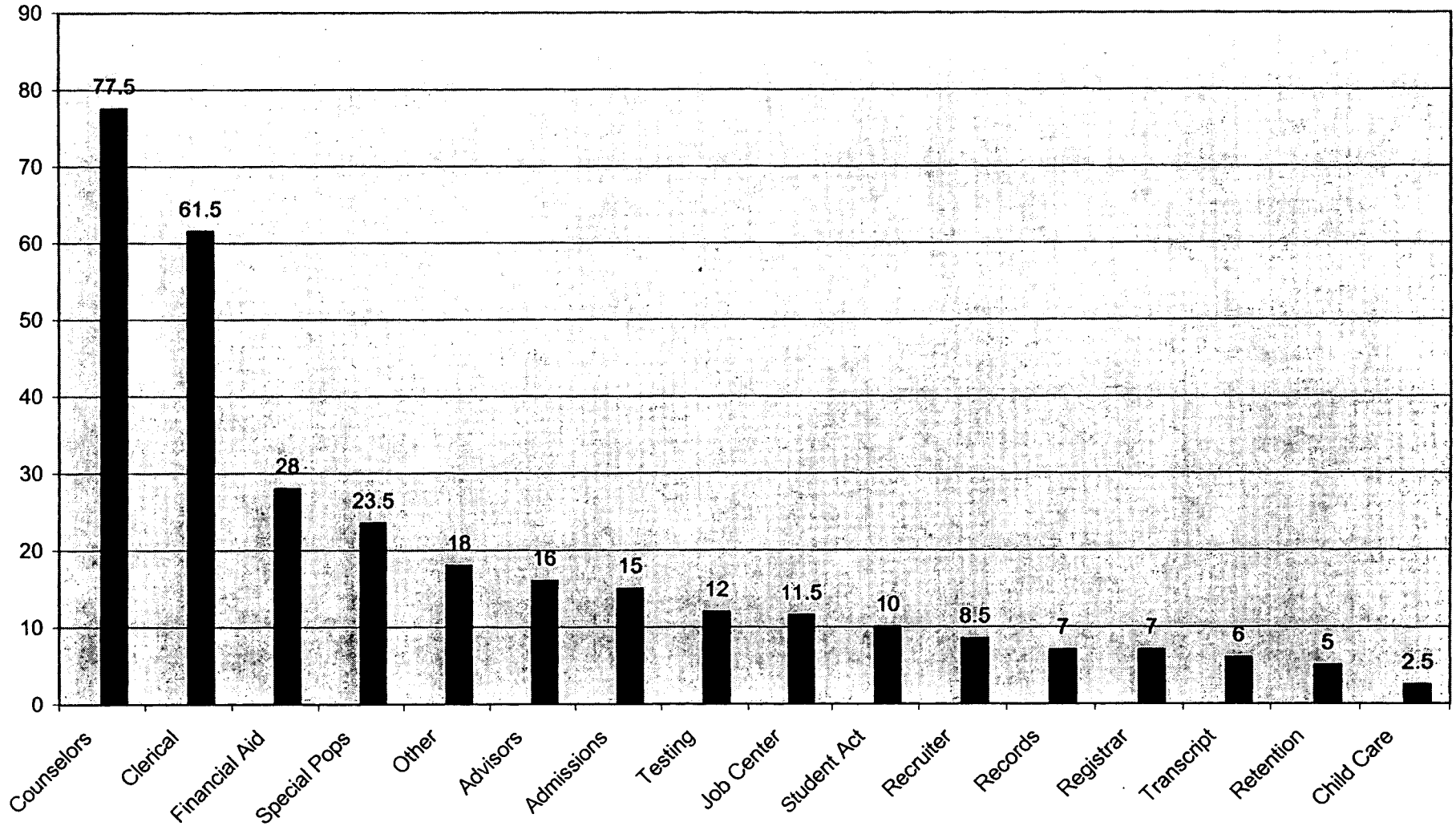
9/10-Month-Equivalent Salary of Full-Time Curriculum Faculty at Two-Year Public Institutions
A Comparison of North Carolina to Systems with Similar Economic Profiles, 1994-95 to 1998-99

Academic Year	NC 9/10-Month-Equivalent Average	Systems with Similar Economic Profiles	Systems with Similar Economic Profiles*
1994-95	$31,637	$36,864	10th
1995-96	$32,011	$37,872	10th
1996-97	$32,829	$38,926	10th
1997-98	$33,839	$40,510	10th
1998-99	$36,205	$42,268	10th

Source: IPEDS Faculty Salary Survey, National Center for Education Statistics

*North Carolina ranked 10th among the 11 states included in the comparison group. The states in the comparison group include Alabama, Arkansas, Delaware, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Wisconsin.

Student Services Positions Critically Needed Systemwide
(in Full-Time Equivalents)



Number and Percent of Curriculum Students Receiving Financial Aid
North Carolina Community College System

Year	Number of Curriculum Students Receiving Financial Aid*	Percent of Curriculum Students Receiving Financial Aid*	Average Dollar Value
1990-91	51,615	35.0%	$ 728
1991-92	59,224	36.9%	$ 834
1992-93	67,347	40.2%	$ 849
1993-94	66,222	39.5%	$ 985
1994-95	74,038	43.5%	$ 985
1995-96	72,616	42.6%	$ 1,010
1996-97	79,481	48.3%	$ 967
1997-98	77,301	51.6%	$ 1,229
1998-99	90,408	54.0%	$ 1,607

*Number and percent based on number of curriculum students enrolled in Associate degree, diploma and certificate granting programs. Students enrolled in Transition programs (special credit, dual enrollment and Huskins Bill) are not eligible for financial aid.

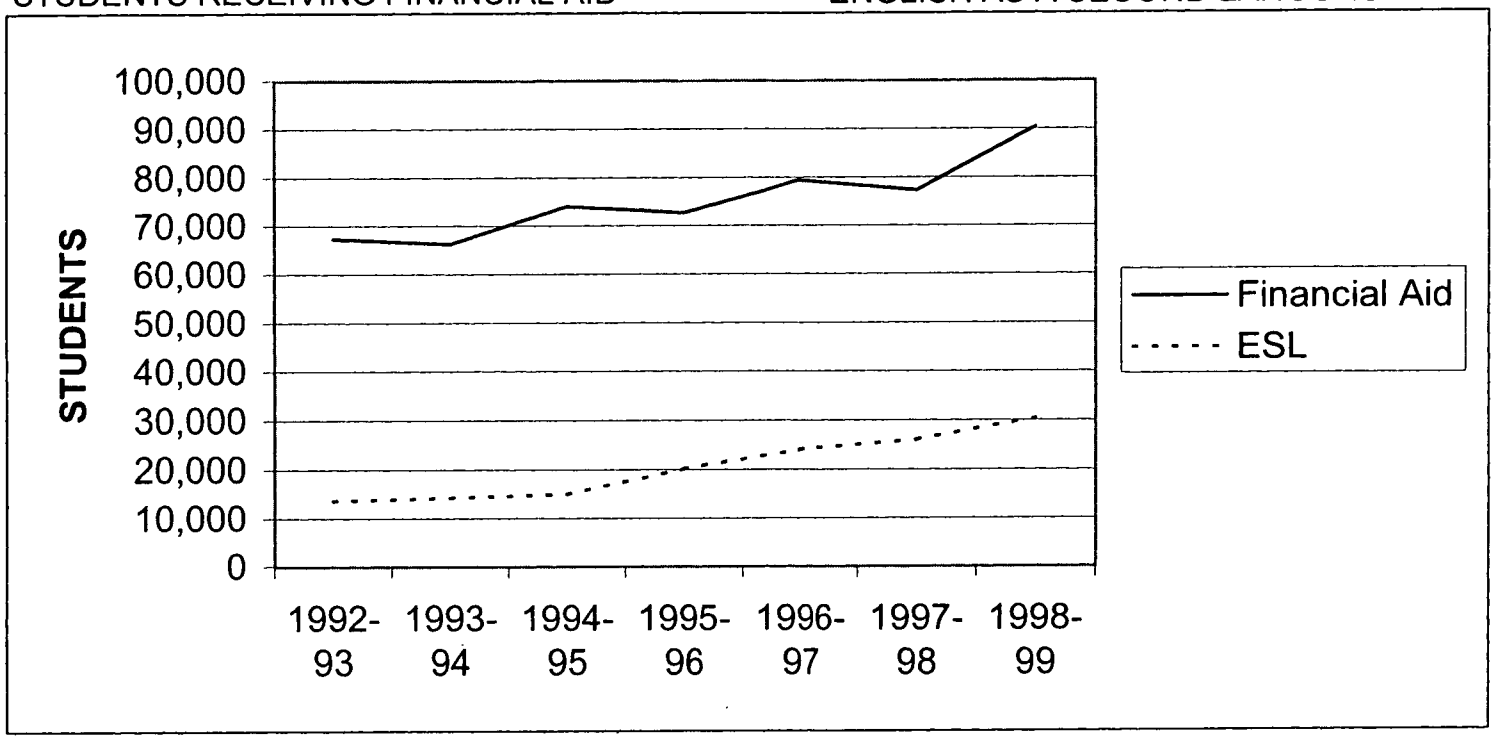
**Data not available on number and percent of students receiving financial aid as a result of the 1999 state appropriated $5.0 million for financial aid.

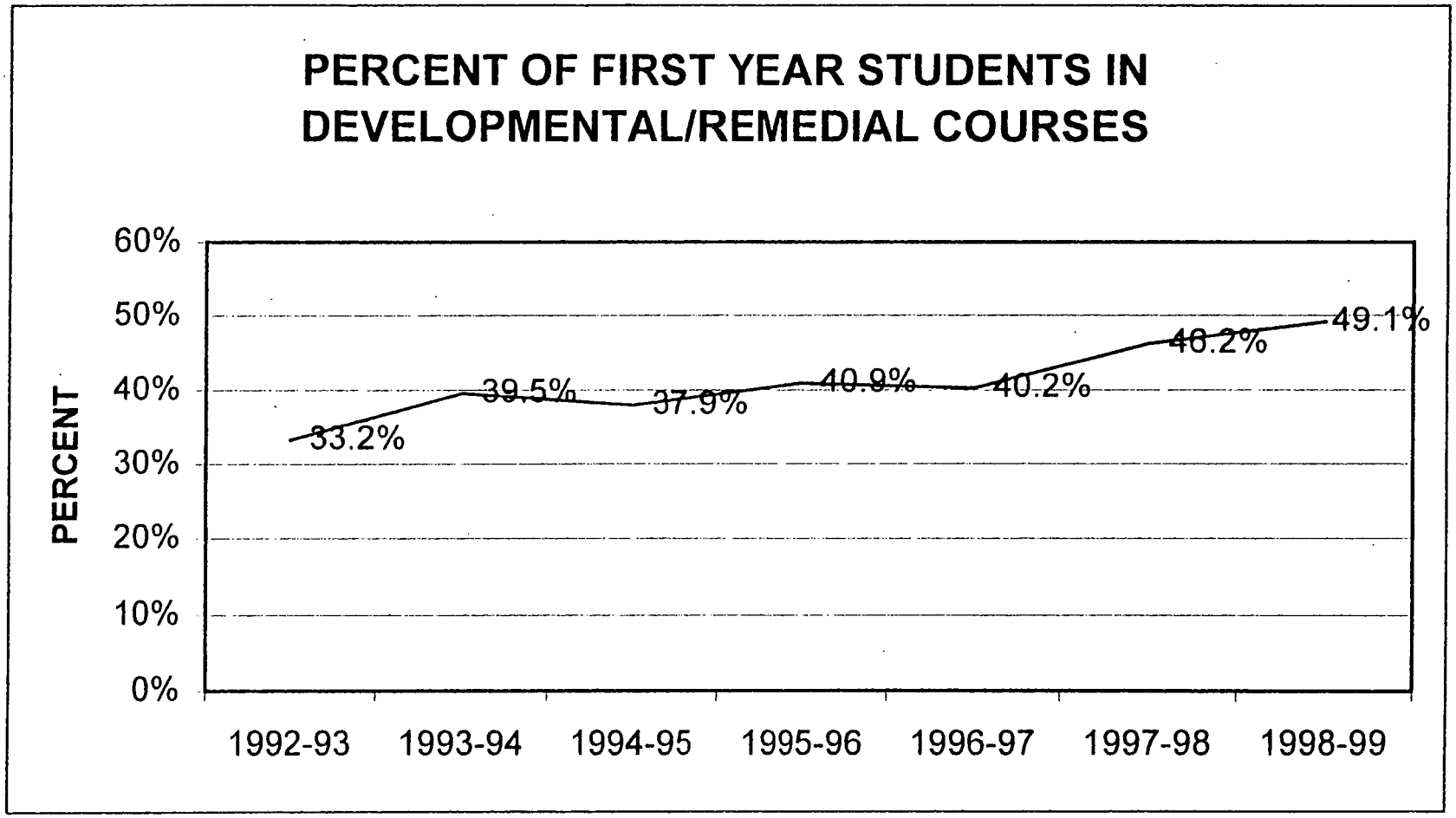
Unduplicated Headcount Enrollment in English as a Second Language (ESL)
North Carolina Community College System

Year	Unduplicated Enrollment
1992-93	13,666
1993-94	14,310
1994-95	15,025
1995-96	20,215
1996-97	24,115
1997-98	26,053
1998-99	30,469

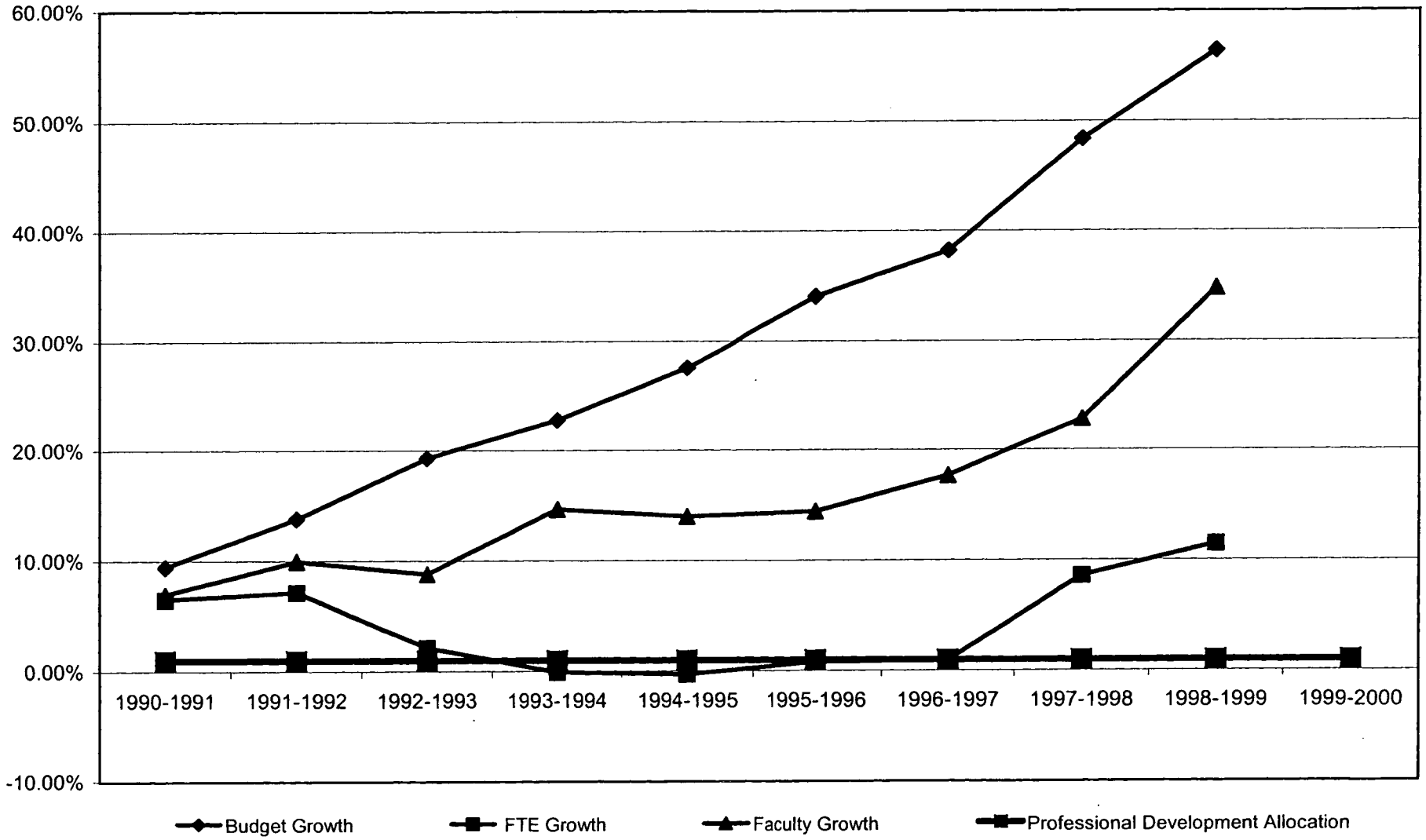
NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
CHANGES IN TOTAL BUDGET
1994-95 THROUGH 2000-01

STUDENTS RECEIVING FINANCIAL AID ENGLISH AS A SECOND LANGUAGE




PERCENT OF FIRST YEAR STUDENTS IN DEVELOPMENTAL/REMEDIAL COURSES
PERCENT
60%
50%
40%
30%
20%
10%
0%
33.2%
39.5%
37.9%
40.9%
40.2%
46.2%
49.1%
1992-93
1993-94
1994-95
1995-96
1996-97
1997-98
1998-99

Increases in Budget, FTE, Faculty and Professional Development



North Carolina Community College System
Curriculum Other Costs

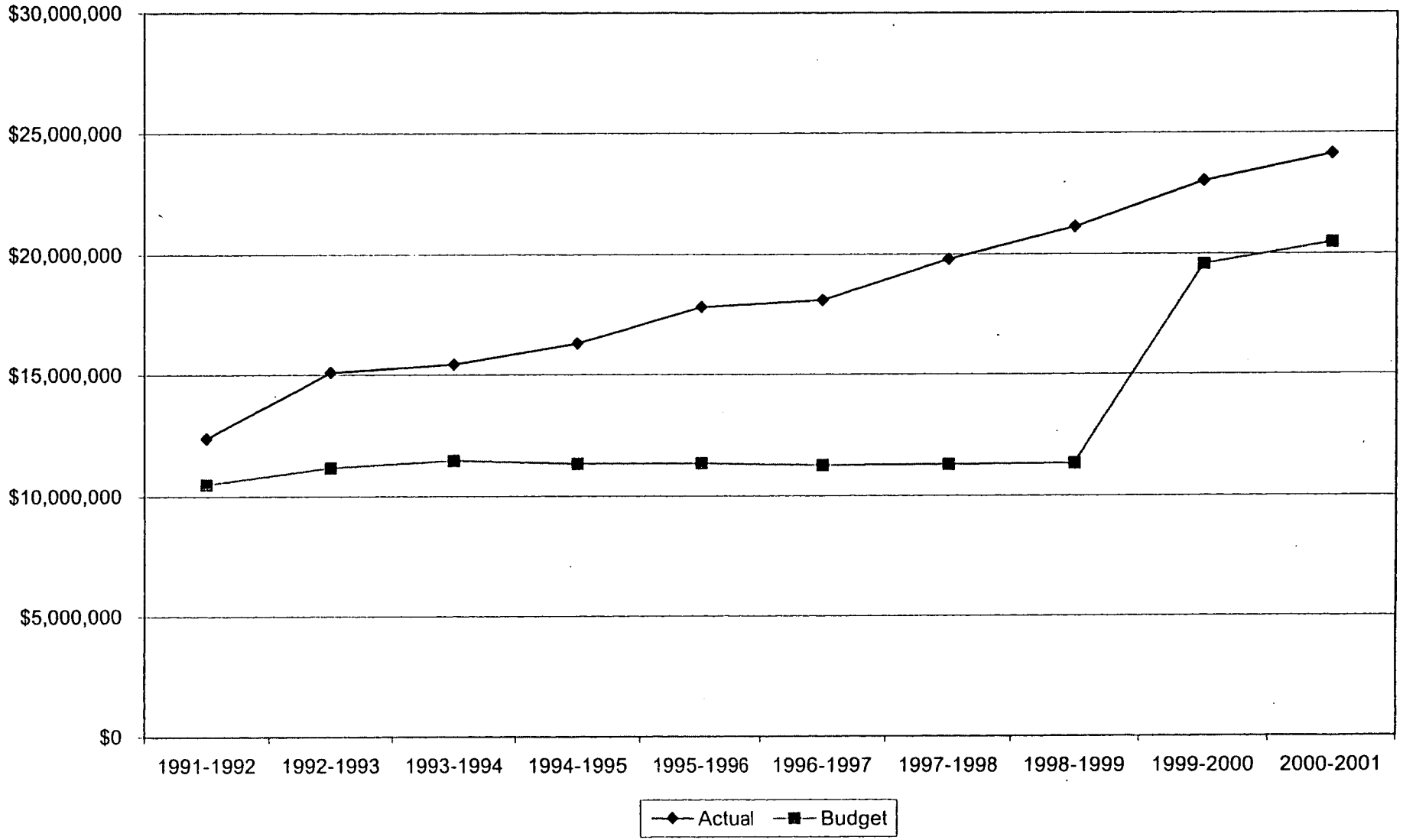


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Chart1

North Carolina Community College System
Continuing Education Other Costs

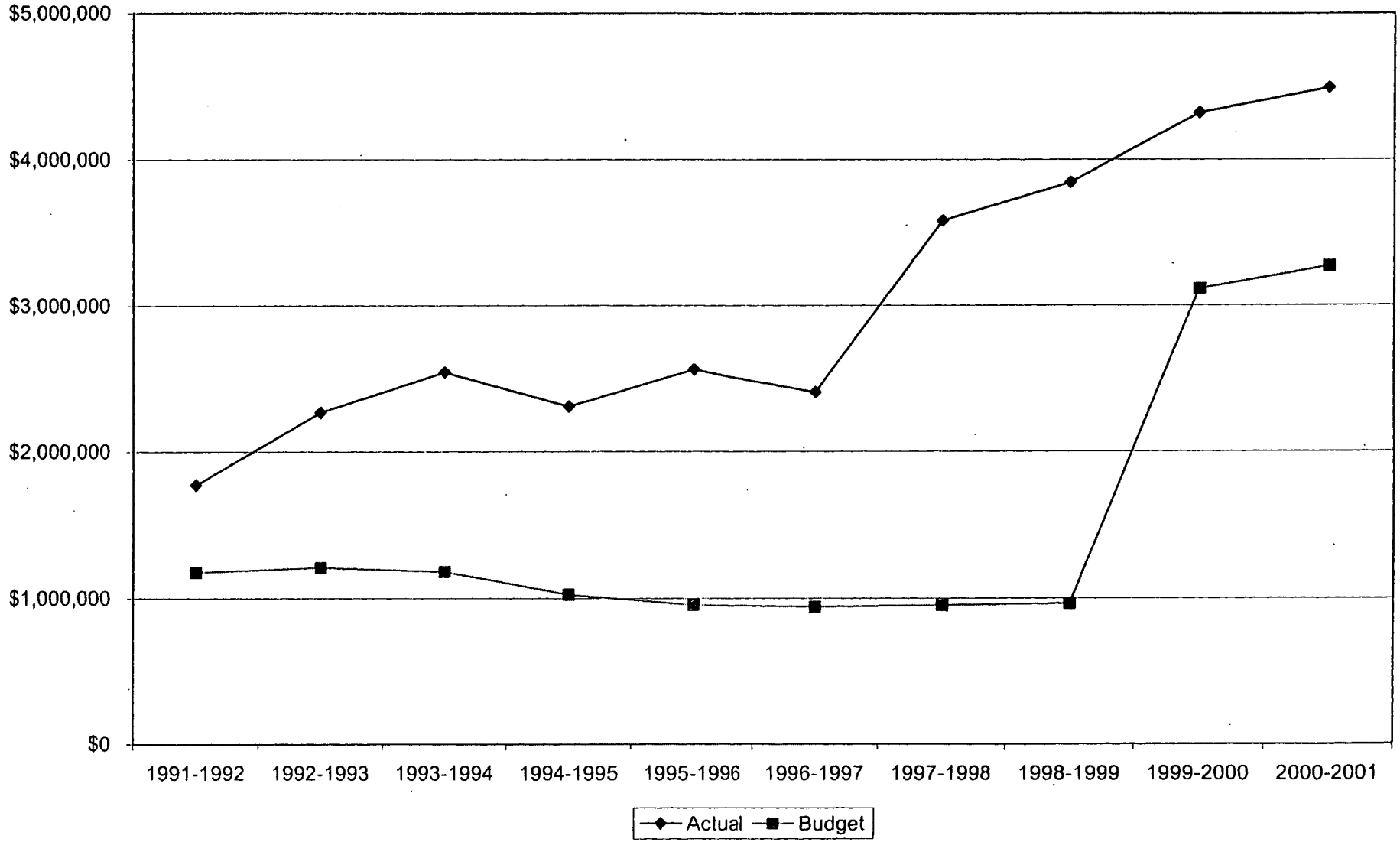

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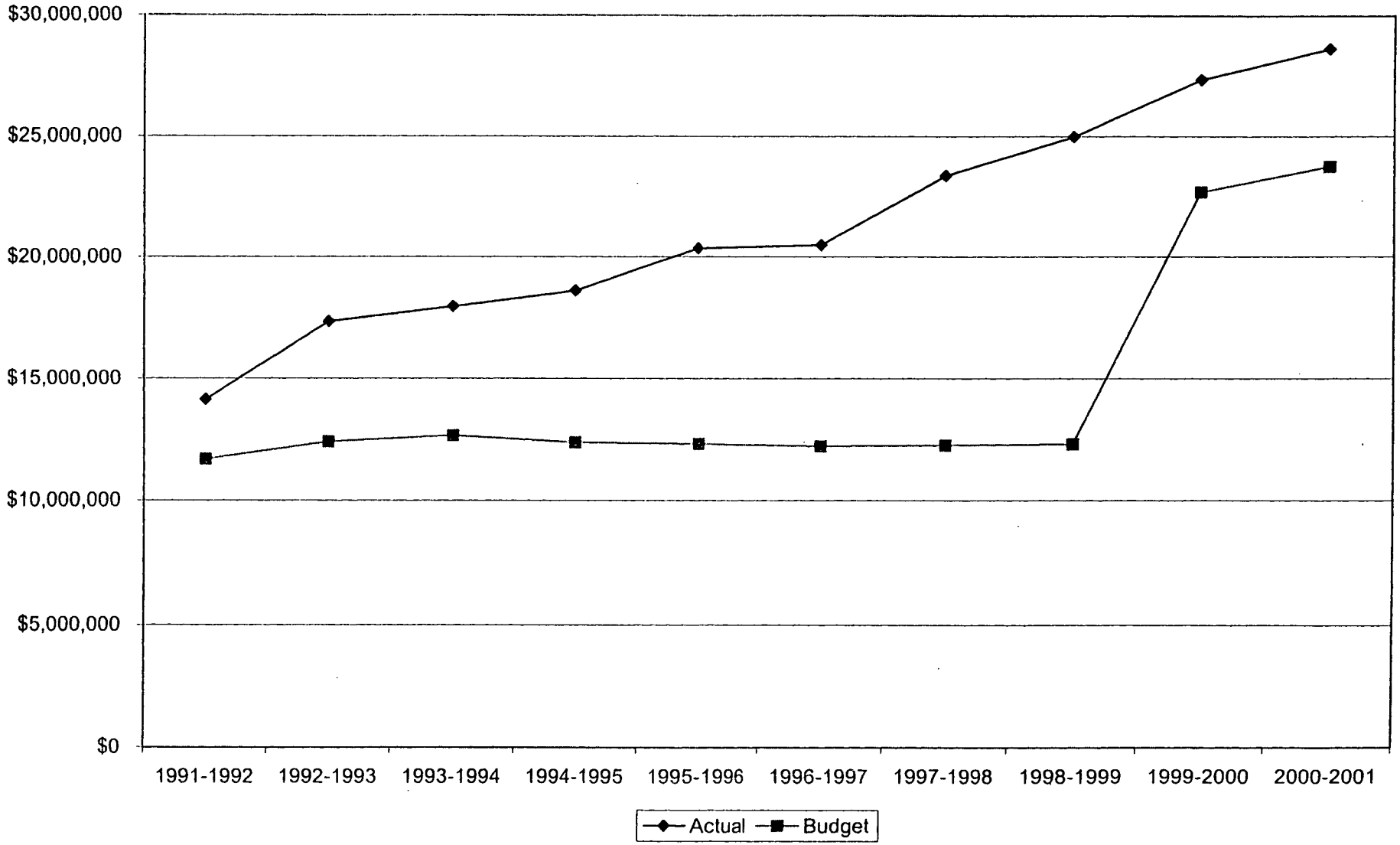
Chart2

North Carolina Community College System
Total Other Costs



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SECTION IV

FROM LIBRARIES TO LEARNING RESOURCE CENTERS: STRENGTHENING CENTERS OF LEARNING AND REPOSITORIES OF INFORMATION

FROM LIBRARIES TO LEARNING RESOURCE CENTERS: STRENGTHENING CENTERS OF LEARNING AND REPOSITORIES OF INFORMATION

Description:

In 1998, the State Board of Community Colleges employed a national independent consultant to examine the adequacy of funding for "library books" in the North Carolina Community College System (NCCCS). Upon investigation and analysis, the concept of library books quickly expanded to an examination "library resources" which are increasingly electronic or web-based. Libraries are now called "Learning Resource Centers (LRCs)." The findings of the independent consultant revealed that the base funding per college was woefully inadequate, expenditures per student lagged regional and national peers, and there was a need to procure additional electronic resources for all 58 LRCs. Funds are also needed to restore funds lost in the 1999 Session of the General Assembly, which have not been restored for two years.

LRCs in the NCCCS serve as a focal point of information for students preparing for the world of work. LRCs are "connected" to a world of cutting-edge information that enhances a student's learning opportunities. Insufficient funding limits these opportunities.

Historical Funding Notes:

A. NC LIVE has never been funded at parity with UNC, State Library, and the contribution from Private Colleges and Universities.
B. The 1999 Session of the General Assembly removed $1.95 million of non- recurring funds for the purchase of materials.
C. A 1999 consultant's report recommended an additional $2.0 million per year for 10 years to bring funding up to sufficient standards.

Cost:

	2001-02	2002-03
Provide additional funding for **NC LIVE** to procure additional electronic resources.	$500,000	$500,000
Restore the $1,950,000 in non-recurring **Learning Resource Center** funds lost in the 1999 Session, and the $1,950,000 not funded in the 2000 Session.	$3,900,000	$3,900,000
Procure an **additional increment** to enhance functions at both the main campus and off-campus locations, enhance curriculum support, improve distance learning support.	$2,000,000	$2,000,000
System support for libraries.	$178,206	$178,206
ESTIMATED COST:	**$6,578,206**	**$6,578,206**

ESTIMATE OF HOLDINGS REQUIREMENTS PER ACRL MODEL

Institution	Total FTE	Books, Bound Serials, & Gov't Documents	ACRL Minimum Collection Standard	ACRL Excellent Collection Standard	Volumes Required for Minimum	Volumes Required for Excellent	Actual as Percent of Minimum	Actual as Percent of Excellent
Pamlico	210	19,427	30,000	45,000	10,573	25,573	65%	43%
Tri-County	670	24,757	30,000	45,000	5,243	20,243	83%	55%
Montgomery	704	20,944	30,000	45,000	9,056	24,056	70%	47%
Bladen	816	18,420	30,000	45,000	11,580	26,580	61%	41%
Roanoke-Chowan	898	32,247	30,000	45,000	(2,247)	12,753	107%	72%
Mayland	909	26,376	30,000	45,000	3,624	18,624	88%	59%
Martin (Fall 1996)	951	30,201	30,000	45,000	(201)	14,799	101%	67%
Brunswick	973	14,818	30,000	45,000	15,182	30,182	49%	33%
McDowell	1,022	22,503	40,000	60,000	17,497	37,497	56%	38%
James Sprunt	1,119	20,518	40,000	60,000	19,482	39,482	51%	34%
Piedmont	1,128	23,529	40,000	60,000	16,471	36,471	59%	39%
Anson	1,176	19,016	40,000	60,000	20,984	40,984	48%	32%
Sampson	1,271	29,146	40,000	60,000	10,854	30,854	73%	49%
Carteret	1,337	21,895	40,000	60,000	18,105	38,105	55%	36%
Haywood	1,393	25,141	40,000	60,000	14,859	34,859	63%	42%
Mitchell	1,457	38,570	40,000	60,000	1,430	21,430	96%	64%
Isothermal	1,502	37,071	40,000	60,000	2,929	22,929	93%	62%
Beaufort County	1,520	35,409	40,000	60,000	4,591	24,591	89%	59%
Wilson	1,523	30,509	40,000	60,000	9,491	29,491	76%	51%
Richmond	1,553	28,890	40,000	60,000	11,110	31,110	72%	48%
Nash	1,575	36,375	40,000	60,000	3,625	23,625	91%	61%
Blue Ridge	1,577	28,247	40,000	60,000	11,753	31,753	71%	47%
Stanly	1,577	25,613	40,000	60,000	14,387	34,387	64%	43%
Halifax	1,598	34,640	40,000	60,000	5,360	25,360	87%	58%
Randolph	1,633	34,786	40,000	60,000	5,214	25,214	87%	58%
Cleveland	1,723	27,594	40,000	60,000	12,406	32,406	69%	46%
Rockingham	1,746	41,512	40,000	60,000	(1,512)	18,488	104%	69%
Southwestern	1,775	26,493	40,000	60,000	13,507	33,507	66%	44%
Edgecombe	1,795	34,314	40,000	60,000	5,686	25,686	86%	57%
College of the Albemarle	1,884	39,260	40,000	60,000	740	20,740	98%	65%
Southeastern	1,958	59,264	40,000	60,000	(19,264)	736	148%	99%
Wilkes	2,053	52,316	40,000	60,000	(12,316)	7,684	131%	87%
Robeson	2,128	36,793	40,000	60,000	3,207	23,207	92%	61%
Craven	2,210	24,665	40,000	60,000	15,335	35,335	62%	41%
Western Piedmont	2,242	34,328	40,000	60,000	5,672	25,672	86%	57%
Davidson County	2,358	55,475	40,000	60,000	(15,475)	4,525	139%	92%
Lenoir	2,363	62,206	40,000	60,000	(22,206)	(2,206)	156%	104%
Alamance	2,590	21,505	40,000	60,000	18,495	38,495	54%	36%
Vance-Granville	2,621	41,555	40,000	60,000	(1,555)	18,445	104%	69%
Surry	2,624	47,998	40,000	60,000	(7,998)	12,002	120%	80%
Caldwell	2,671	42,172	40,000	60,000	(2,172)	17,828	105%	70%
Johnston	2,844	30,589	40,000	60,000	9,411	29,411	76%	51%
Wayne	2,844	41,456	40,000	60,000	(1,456)	18,544	104%	69%
Rowan-Cabarrus	2,859	39,148	40,000	60,000	852	20,852	98%	65%
Catawba Valley	2,888	40,922	40,000	60,000	(922)	19,078	102%	68%
Sandhills	2,899	81,324	40,000	60,000	(41,324)	(21,324)	203%	136%
Cape Fear	3,294	30,204	60,000	85,000	29,796	54,796	50%	36%
Central Carolina	3,394	53,668	60,000	85,000	6,332	31,332	89%	63%
Durham	3,394	40,596	60,000	85,000	19,404	44,404	68%	48%
Asheville-Buncombe	3,448	34,860	60,000	85,000	25,140	50,140	58%	41%
Pitt	3,514	42,404	60,000	85,000	17,596	42,596	71%	50%
Gaston	3,592	47,726	60,000	85,000	12,274	37,274	80%	56%
Coastal Carolina	3,615	41,608	60,000	85,000	18,392	43,392	69%	49%
Forsyth	4,171	29,690	60,000	85,000	30,310	55,310	49%	35%
Wake	5,798	63,348	80,000	112,000	16,652	48,652	79%	57%
Guilford	5,857	71,931	80,000	112,000	8,069	40,069	90%	64%
Fayetteville	8,563	57,834	95,000	136,000	37,166	78,166	61%	43%
Central Piedmont	10,061	95,873	110,000	166,000	14,127	70,127	87%	58%
Total, NCCCS	137,868	2,169,679	2,605,000	3,846,000	435,321	1,676,321	83%	56%

FUNDING REQUIRED TO ACHIEVE NATIONAL AVERAGE FOR NON-PERSONNEL LIBRARY FUNDING IN COMMUNITY COLLEGES

Component	Rate or Amount
National Average Expenditures per FTE Student	$ 45.62
NCCCS Enrollment (FTE)	137,868
Required Funding to Achieve National Average	$ 6,289,538

INSTRUCTIONAL RESOURCE NEEDS BY CATEGORY NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Category	Enhance Functions at Main Library	Enhance Functions at Off-Campus Library Locations	Enhance Curriculum Instructional Support	Enhance Distance Learning Instructional Support	Total Estimated Cost
Line/Access Charges	76,781	21,292	300	33,873	132,246
Maintenance Contracts	90,399	9,762	5,769	12,509	118,439
Equipment/Hardware	2,607,576	553,425	475,473	117,905	3,754,379
Electronic Formats/Licenses	680,073	159,412	15,204	48,223	902,912
Media (Print and Non-Print)	18,625,877	1,621,856	1,103,170	156,480	21,507,383
Other	808,991	23,093	40,931	1,932	874,947
Software	274,200	68,506	18,140	22,305	383,151
Total	23,163,897	2,457,346	1,658,987	393,227	27,673,457

SUMMARY OF ESTIMATES OF FUNDING ADEQUACY FOR INSTRUCTIONAL RESOURCES

Estimation Technique	Additional Needs	10% Annual Installment	Current Appropriation	Target Appropriation
ACRL Standards Analysis	$ 22,345,027	2,234,503	4,572,035	$ 6,806,538
National Average Expenditures/FTE				6,289,538
Survey of NCCCS Presidents	27,673,457	2,767,346	4,572,035	7,339,381
Average of Three Estimates				$ 6,811,819
Best Estimate				6,500,000

SECTION V

MULTIPLE LOCATIONS AND ACCESS: THE OPPORTUNITY TO MAKE TEACHING AND LEARNING AVAILABLE TO ALL NORTH CAROLINIANS

MULTIPLE LOCATIONS AND ACCESS: THE OPPORTUNITY TO MAKE TEACHING AND LEARNING AVAILABLE TO ALL NORTH CAROLINIANS

Description:

Reasonable access to strong centers of teaching and learning is an absolute necessity for both diverse and physically challenged populations and to those within walking distance; from lifelong learners to those seeking specific academic goals; from small businesses to large manufacturing industries; for those transitioning from welfare to work; and for basic skills learners. This can only be accomplished by the establishment and sustaining of multiple learning locations. Known as Multi-Campus Colleges and Off-Campus Centers, these multiple locations are the extension of the main campus, wherein all populations can more readily avail themselves of innovative and flexible programs and services. In providing easy access through multiple locations, strong, productive learning communities are established. The result is a population enabled to participate in economic opportunity regardless of location.

Historical Funding Notes:

The 1998 and 1999 Sessions provided $650,000 and $1.0 million respectively for Multi-Campus College funding. No additional funding was provided by the 2000 Session.

No supplemental funding has been provided for Off-Campus Centers.

Cost:

	2001-02	2002-03
Multi-Campus Colleges – Provide additional operating support sufficient to provide student services and instructional supplies and materials:	$4,840,597	$4,840,597
Off-Campus Centers – Provide initial funding to those Centers that meet the State Board's ten criteria of viability, and base it upon additional personnel costs of center operations:	$4,330,343	$4,330,343
ESTIMATED COST:	**$9,170,940**	**$9,170,940**

Multi-Campus Funding: Development of Budget Request for 2001-03

College	Campus	A 2000 Allocation Sub-total	B 1999-2000 FTE	C Amount Calculated to be Funded B * 1158	D College Level Based Upon Size State Board Policy	E Maximum Allowable State Board Policy	F Amount Currently Funded A	Amount to Be Funded E - F
Caldwell Community College & Technical Institute	Watauga County	$ 105,882	628	$ 727,224	2	$ 500,000	$ 105,882	$ 394,118
Central Carolina Community College								
	Chatham County	$ 105,882	296	$ 342,768	1	$ 450,000	$ 105,882	$ 236,886
	Harnett County	$ 105,882	519	$ 601,002	1	$ 500,000	$ 105,882	$ 394,118
Central Piedmont Community College								
	North Campus	$ 105,882	318	$ 368,244	1	$ 450,000	$ 105,882	$ 262,362
	South Campus	$ 105,882	1125	$ 1,302,750	3	$ 550,000	$ 105,882	$ 444,118
	Southwest Campus	$ 105,882	264	$ 305,712	1	$ 450,000	$ 105,882	$ 199,830
	West Campus	$ 61,765			1	$ 450,000	$ 61,765	$ 105,882
College of the Albermarle	Dare County	$ 105,882	305	$ 353,190	1	$ 450,000	$ 105,882	$ 247,308
Edgecombe Community College	Rocky Mount	$ 105,882	560	$ 648,480	2	$ 500,000	$ 105,882	$ 394,118
Gaston College	Lincoln County	$ 105,882	284	$ 328,872	1	$ 450,000	$ 105,882	$ 222,990
Guilford Technical Commmunity College	Greensboro	$ 105,882	515	$ 596,370	1	$ 450,000	$ 105,882	$ 344,118
Rowan-Cabarrus Community College	Cabarrus County	$ 105,882	1174	$ 1,359,492	3	$ 550,000	$ 105,882	$ 444,118
South Piedmont Community College	Union	$ 105,882	411	$ 475,938	1	$ 450,000	$ 105,882	$ 344,118
Vance-Cranville Community College								
	Franklin County	$ 105,882	333	$ 385,614	1	$ 450,000	$ 105,882	$ 279,732
	Granville County	$ 105,882	206	$ 238,548	1	$ 450,000	$ 105,882	$ 132,666
Wake Technical Community College	AHEC Campus	$ 105,882	703	$ 814,074	2	$ 500,000	$ 105,885	$ 394,115
	TOTALS	**$ 1,650,000**						**$ 4,840,597**

Column D: The College Size Levels are Level 1 (< 500 fte); Level 2 (500 - 799 fte); Level 3 (=> 800 fte)

Column E: The maximum is based upon Level 1 ($450,000); Level 2 ($500,000); and Level 3 ($550,000)

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Funding for Off-Campus Centers

Colleges and Centers	1999-2000 Center FTE		Level 0	Level 1	Level 2		Level 1 Funding	Level 2 Funding	Total Funding
Alamance CC									
Glenhope School Ctr.	6.3		6.3						
Front Street Ctr.	0.0		0.0						
Glen Raven Ctr.	110.1			110.1			$ 69,596		$ 69,596
Asheville-Buncombe TCC									
Madison Cty. Ctr.	61.6			61.6			13,433		13,433
Bladen CC									
Kelly/East Arcadia Ctr.	98.3			98.3			55,931		55,931
Blue Ridge CC									
Transylvania Cty. Ctr.	221.1				221.1			198,134	198,134
Brunswick CC									
Job Link Ctr.	0.0		0.0						
Leland Ctr.	20.0		20.0						
Southport Ctr.	61.1			61.1			12,854		12,854
Caldwell CC & TI									
Admin. Support/Basic Skills Ctr.	0.0		0.0						
Watauga Cty. Business Ctr.	67.5			67.5			20,265		20,265
Cape Fear CC									
Hampstead Ctr.	134.0			134.0			97,272		97,272
Burgaw Ctr.	50.2			50.2			232		232
Catawba Valley CC									
Alexander Center	0.0		0.0						
Central Carolina CC									
School of Telecommunications	114.5			114.5			74,691		74,691
Siler City Ctr. (Chatham Cty.)	72.4			72.4			25,939		25,939
Central Piedmont CC									
West Center	42.2		42.2						
College of The Albemarle									
Chowan Cty. Ctr.	113.8			113.8			73,880		73,880
Riverside Ext. Ctr.	2.2		2.2						
Craven CC									
Havelock/Cherry Point Ctr.	225.9				225.9			203,692	203,692
Davidson County CC									
Davie Cty. Ctr.	137.2			137.2			100,978		100,978
Durham TCC									
Northern Durham Ctr.	207.5				207.5			182,385	182,385
Fayetteville TCC									
Firefighting Facility Ctr.	30.9		30.9						
Fort Bragg Ctr.	1,028.6				1,028.6			300,000	300,000
Forsyth TCC									
Carver Road Ctr.	197.7			197.7			171,037		171,037
Kernersville Ctr.	141.8			141.8			106,304		106,304
West Ctr.	444.9				444.9			300,000	300,000
Gaston College									
Lincoln Cty. Ctr.	283.9				283.9			270,856	270,856

Funding for Off-Campus Centers

Colleges and Centers	1999-2000 Center FTE		Level 0	Level 1	Level 2		Level 1 Funding	Level 2 Funding	Total Funding
Guilford TCC									
Aviation Ctr.	176.5			176.5			146,487		146,487
High Point Ctr.	279.8				279.8			266,108	266,108
Small Business Ctr.	14.6		14.6						
Haywood CC									
Continuing Ed. Ctr.	127.0			127.0			89,166		89,166
High Tech Ctr.	79.8			79.8			34,508		34,508
Human Resource Devel. Ctr.	0.0		0.0						
Isothermal CC									
Polk Cty.Ctr.	41.4		41.4						
Lenoir CC									
Aviation Ctr.	11.5		11.5						
Greene Cty. Ctr.	84.5			84.5			39,951		39,951
Jones Cty. Ctr.	32.6		32.6						
Walstonburg Ctr.	3.0		3.0						
West Boundary Street Ctr.	0.0		0.0						
Martin CC									
Bertie Cty. Ctr.	65.9			65.9			18,412		18,412
Mayland CC									
Avery Cty. Ctr.	32.0		32.0						
Yancey Cty. Ctr.	12.3		12.3						
McDowell TCC									
Marion Ctr.	36.3		36.3						
Mitchell CC									
Mooresville Ctr.	124.3			124.3			86,039		86,039
Pamlico CC									
New site	0.0								
Piedmont CC									
Caswell Cty. Ctr.	175.0			175.0			144,750		144,750
Randolph CC									
Archdale Ctr.	76.1			76.1			30,224		30,224
Richmond CC									
Continuing Education Ctr.	143.3			143.3			108,041		108,041
James Nursing Building	1.3		1.3						
Scotland Cty. Ctr.	105.2			105.2			63,922		63,922
Robeson CC									
Emergency Training Ctr.	75.1			75.1			29,066		29,066
Lumberton Extension Ctr.	60.4			60.4			12,043		12,043
Pembroke Extension Ctr.	104.1			104.1			62,648		62,648
Rowan-Cabbarrus CC									
Corban Ctr.	0.0		0.0						
Sandhills CC									
Hoke Cty. Ctr.	87.8			87.8			43,772		43,772

Funding for Off-Campus Centers

Colleges and Centers	1999-2000 Center FTE		Level 0	Level 1	Level 2		Level 1 Funding	Level 2 Funding	Total Funding
South Piedmont CC - East Campus (Anson)									
Ansonville Ctr.	13.5		13.5						
Wadesboro Ctr.	32.2		32.2						
Union Cty.	410.9				410.9			300,000	300,000
Southwestern CC									
Macon Cty. Ctr.	34.6		34.6						
Swain Cty. Ctr.	42.6		42.6						
Stanly CC									
Western Stanly Ctr.	0.0		0.0						
Surry CC									
Yadkin Cty. Ctr.	18.3		18.3						
Tri-County CC									
Graham Cty. Ctr.	113.0			113.0			72,954		72,954
Vance-Granville CC									
Warren Cty. Ctr.	151.6			151.6			117,653		117,653
Wake TCC									
Adult Education Ctr.	216.5				216.5			192,807	192,807
Wayne CC									
Aviation Ctr.	36.8		36.8						
Western Piedmont CC									
North King/West Meeting St. Ctr.	0.0		0.0						
Wilkes CC									
Alleghany Cty. Ctr.	59.3			59.3			10,769		10,769
Ashe Cty. Ctr.	205.4				205.4			179,953	179,953
Wilson TCC									
Police Academy Ctr.	53.1			53.1			3,590		3,590
TOTAL	**7,211.3**		**464.6**	**3,222.2**	**3,524.5**		**$ 1,936,408**	**$ 2,393,936**	**$ 4,330,343**

SECTION VI

FEEDING THE ENTREPRENEURIAL SPIRIT: BUSINESS & INDUSTRY SERVICES

FEEDING THE ENTREPRENEURIAL SPIRIT: BUSINESS & INDUSTRY SERVICES

Description:

In communities throughout North Carolina, the need to create and sustain businesses, both large and small, is vital for economic prosperity. Small Business Centers (SBC), the Focused Industrial Training Centers (FIT), and the Center for Applied Textile Technology (CATT) are all focal points within community colleges for this activity. Approximately 97 percent of North Carolina companies are small businesses with less than 100 employees. Many small businesses in North Carolina have started with training and counseling assistance from community college Small Business Centers. All 58 community colleges' Small Business Centers are funded at the same funding level, approximately $66,000 per center, which is barely adequate for even the smallest college service area. FIT funding increases will support the 18 most rural colleges that currently do not have FIT centers and, therefore, do not have dedicated customized training staff to support manufacturing modernization and economic development efforts in the most rural areas of our state. Funds are requested to enhance and improve Small Business Centers based upon service area size, economic prosperity, and center productivity; to expand and enhance the number and quality of FIT centers in rural areas and across the system, and to improve instructional opportunities at the CATT.

Historical Funding Notes:

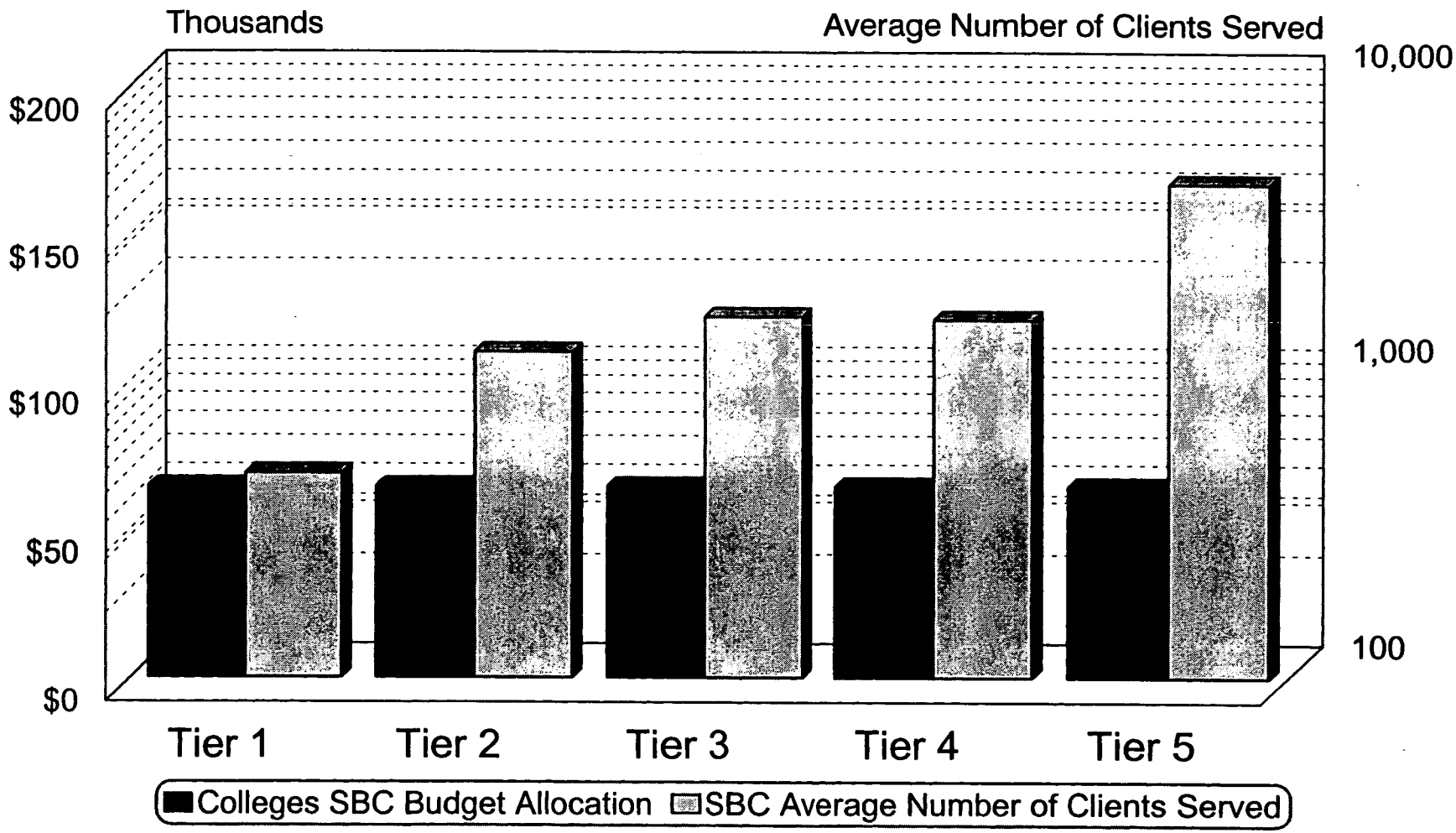
No increases have been provided in this area since all 58 SBCs were established. In fact, all SBCs receive the same funding without regard to either Center needs or the size of the Center's program.

Cost:

	2001-02	2002-03
Provide $2.0 million to better meet the service and productivity needs of small businesses at each of the 58 **Small Business Centers**.	$2,000,000	$2,000,000
Focused Industrial Training – provide additional $1.0 million to add FIT Centers in rural areas, and enhance existing centers.	$ 1,000,000	$ 1,000,000
Center for Applied Textile Technology – provide funds for new building operations, additional faculty, and the deployment of new technology.	$302,276	$227,276
ESTIMATED COST:	**$3,302,276**	**$3,227,276**

(Revised)

North Carolina Community College System
Small Business Center Network
Budget Allocation and Number of Clients Served ~ 1999-2000



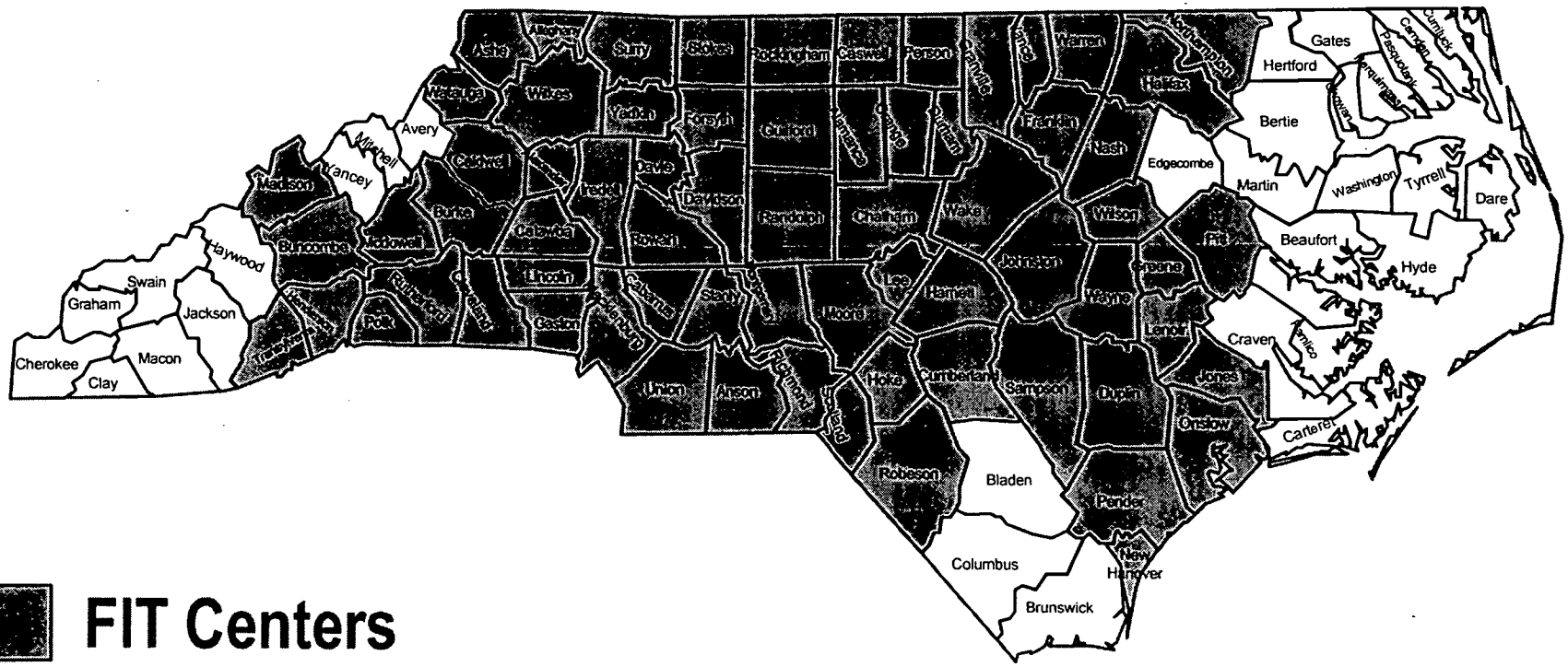
Tiers based on college Annualized Average Annual Full-time Equivalent (FTE), FY 1998-99

Tier 1	Tier 2	Tier 3	Tier 4	Tier 5
< 1000	1000 - 1999	2000 - 2999	3000 - 5000	> 5000

North Carolina Community College System

Focused Industrial Training (FIT) Centers, by County

September 2000



FIT Centers

Note: Currently, there are 40 FIT Centers; however, most of the Centers serve two or more counties.

SECTION VII

THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM OFFICE: PROVIDING NEEDED SUPPORT AND TECHNICAL ASSISTANCE TO A RESPONSIVE LEARNING ENVIRONMENT

THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM OFFICE: PROVIDING NEEDED SUPPORT AND TECHNICAL ASSISTANCE TO A RESPONSIVE LEARNING ENVIRONMENT

Description:

The State Board has employed such staff as are necessary to provide consultation and assistance to a diverse system of community colleges. On a daily basis, the five divisions work with local colleges to enable them to be the centers of learning and training necessary to sustain and grow a strong economy in North Carolina. As such, the System Office has identified fiscal needs that are important to continue the supportive role intended by the State Board. In 1988-89, the System Office had 251 staff members serving 121,106 FTE. Today, there are approximately 183 positions authorized serving 150,884 FTE. This makes quality service more difficult.

In order to meet the increasing demands for technical assistance and support, each Division within the System Office assessed its operational needs, both in terms of staffing and support costs. The following highlights each Division's needs:

Academic and Student Services

Five additional positions are needed. Three of these positions will provide Educational Consulting in program services (grant writing and program coordination), in the Proprietary Schools Licensing area (enforcement of Article 8 of 115D), and in the school-to-work program. In addition, two positions will provide office support. ($319,479)

Administration

Funds are needed to carry out survey research to support accountability and performance budgeting. ($125,000)

Business & Finance

Two additional positions are needed. An Accounting Technician position is needed in the construction area, subject to passage of the bond referendum, to process constructions reimbursements. A Construction Supervisor is needed, subject to passage of the bond referendum, to assist colleges, where appropriate, with the oversight of construction responsibilities. ($100,214)

Economic & Workforce Development

Funds are needed to move two employees from federal to state funds, and to hire one new employee. The two federally funded positions are assigned to the Workforce Initiatives Section, and will have expanded roles in welfare reform activities. The new position will serve as a Data Management Technician to monitor four economic information systems. Finally, additional operating funds are needed to support economic development activities related to college training needs. ($157,786)

Executive Division

Two additional positions are needed, along with additional operating support. An Accountant position is needed to work with the Community College Foundation, and a Paralegal is needed to work with the System Office Attorney. In addition, operating support is needed for the State Board, and for the Office of External Affairs. ($219,018)

Historical Funding Notes:

The 2000 Session provided $225,000 for SPA staff salary adjustments.

Cost:

	2001-02	2002-03
System Office	$921,497	$921,497
ESTIMATED COST:	**$921,497**	**$921,497**

SECTION VIII

2001-03 Expansion Budget Request Total

STATE BOARD OF COMMUNITY COLLEGES

2001-03 Expansion Budget Request Total

Item	2001-02	2002-03
Meeting Educational Expectations: A Demand-Driven and Accomplished Model for Economic Prosperity	$53,547,519	$74,837,201
Occupational Continuing Education: Supplying the Job Market With Skilled Employees	$12,112,987	$12,112,987
Nourishing a Responsive Learning Environment	$43,017,357	$70,265,588
From Libraries to Learning Resource Centers: Strengthening Centers of Learning And Repositories of Information	$6,578,206	$6,578,206
Multiple Locations and Access: The Opportunity to Make Teaching and Learning Available to all North Carolinians	$9,170,940	$9,170,940
Feeding the Entrepreneurial Spirit: Business & Industry Services	$3,302,276	$3,302,276
The North Carolina Community College System Office: Providing Needed Support and Technical Assistance to a Responsive Learning Environment	$921,497	$921,497
TOTAL REQUEST:	**$128,650,782**	**$177,188,695**

MINUTES

JOINT APPROPRIATIONS SUB COMMITTEE ON EDUCATION

February 28, 2001 8:30 A.M.

Co-Chairman Representative Douglas Yongue called the meeting to order. House members in attendance were Representatives Yongue, Russell, Smith, Barnhart, McLawhorn, Bonner, Rogers, Boyd-McIntyre Michaux, and Preston. Representatives Carpenter, Warner and Teague had excused absences. Senate members present were Senators Carter, Garrou, Cunningham, Dalton, Garwood and Hartsell. Senator Lucas was absent.

Philip Price of the Fiscal Research staff discussed schedule of departmental presentations to the committee. **(See Attachment 1 for that schedule.)**

Jim Newlin of the Fiscal Research Staff then gave an overview of the education budget. **(See Attachment 2 PS 12 – 17 for details.)** Mr. Newlin referred the committee to a previous handout for public instruction, **PS1-2**, in order for them to put things in perspective with reference to today's presentation. He stated that **PS 12** gives the budget funding per pupil for North Carolina and that these figures are averages. After presentation by Mr. Newlin of several charts and graphs, **(See PS 13-17),** discussion ensued. The main statement of these discussions was determining how education fit into the overall picture of the economy of the State of North Carolina.

Philip Price was called upon for a presentation on how public schools are funded. **(See Attachment 2, PS 18 – 27 for a detailed information.)** The presentation consisted mostly of charts and graphs that are self-explanatory.

The next order of business was a description of public schools student population growth presented by Jim Newlin of the Fiscal Research staff. **(See attachment 2, PS 28 – 36 for detailed information.)** Senator Dalton asked staff and members to consider a way to identify LED needs.

The meeting was then adjourned.

Respectfully submitted,

Rep. Douglas Y. Yongue, Co-Chairman

Jenny Umstead, Committee Assistant_

Joint Appropriations on Education Committee

Agenda

Wednesday, February 28, 2001, 8:30 a.m.
Room 421, Legislative Office Building

Representative Doug Yongue, Chairing

Review of the Presentation Schedule ..... **Philip Price**
Fiscal Research

Review/Overview of Education Budget ..... **Jim Newlin**
Fiscal Research

How Are Public Schools Funded ..... **Philip Price**
Fiscal Research

Description of Public Schools Student Population Growth ... **Jim Newlin**
Fiscal Research

Adjournment

House Appropriations Subcommittee on Education
Rep. Boyd-McIntyre (Chair)
Rep. Rogers (Chair)
Rep. Yongue (Chair)
Rep. Barnhart, Rep. Bell, Rep. Bonner, Rep. Carpenter
Rep. Holmes, Rep. McLawhorn, Rep. Michaux,
Rep. Morgan, Rep. Preston, Rep. Russell, Rep. Smith,
Rep. Teague, Rep. Warner

Senate Appropriations on Education/Higher Education
Sen. Lucas (Chair)
Sen. Garrou (Chair)
Sen. Dalton (Chair)
Sen. Carter, Sen. Cunningham, Sen. Garwood, Sen. Hartsell,
Sen. Wellons

Fiscal Research Division (g:\Fiscal\Education Team\2001 Agenda)

VISITOR REGISTRATION SHEET

APPROPRIATIONS/Subcommittee on Education — **February 28, 2001**

Name of Committee — Date

VISITORS: PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Sam Lee	OSBPM
Sam Jones	OSBPM
Jim Johnson	NCAE
Abby Williford	Z. Smith Reynolds Foundation
Audrey Galloway	NCAE
David Brown	OSBPM
Betsy Jenkins	AC S
Marilyn Edwards	MAIO
JACK POLIDORI	NCAE
Melissa Scott	JLF
A. Jami Craig	Lancaster, Craig & Asso.
Eddie CALDWELL	Education: Everybody's Business Coalition

VISITOR REGISTRATION SHEET

APPROPRIATIONS/Subcommittee on Education — **February 28, 2001**

Name of Committee — Date

VISITORS: PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Susan Harrison	WCPSS
Ann Bellamy	Bellamy Associates
Clifton R. Metcalf	ARC
Linda Dwyer	NCASA
JB Buxton	SBE
MARY MARTIN	DPI
David Nance	DPI
Nancy Wilson	DPI
Ben Matthews	DPI
[illegible]	NCICU
[illegible]	PST
Gene Causby	NCSFSA
Jennifer Bennett	NC DPI
Fern Shaheen	NCGA
Steve Hoffman	NCSBA
Ed Regan	N.C.A.C.C.

Joint Appropriations on Education Committee
Schedule
April 2001

Monday	Tuesday	Wednesday	Thursday	Friday
2	3	4	5	6
	Universities, cont. Agriculture, Health Science *Chair: Rep. Yongue*	**Universities**, cont. Economic Development, Research priorities *Chair: Sen. Dalton*	**Universities**, cont. Accountability *Chair: Rep. Boyd-McIntyre*	
9	10	11	12	13
	Community Colleges Overview *Chair: Sen. Garrou*	**Community Colleges** Formula, Tuition *Chair: Rep. Rogers*	**Community Colleges** Faculty/Staff Salaries *Chair: Sen. Lucas*	
16	17	18	19	20
	Community Colleges Programs (NEIT, FIT, Small Business, etc.) *Chair: Rep. Yongue*	**Community Colleges** Distance Education, Performance Budgeting *Chair: Sen. Dalton*	**Community Colleges** Summer Term *Chair: Rep. Boyd-McIntyre*	
23	24	25	26	27
	Senate Subcommittee Actions *Chair: Sen. Garrou*	**Senate Subcommittee Actions** *Chair: Sen. Lucas*	**Senate Subcommittee Actions** *Chair: Sen. Dalton*	
30				30

Joint Appropriations Education Committee
Schedule
March 2001

Monday	Tuesday	Wednesday	Thursday	Friday
		Feb. 28	March 1	2
		Public Schools, Overview *Chair: Rep. Yongue*	**Molly Broad** - UNC **Public Schools**, DPI Budget *Chair: Sen. Lucas*	
5	6	7	8	9
	Public Schools, cont. Administration, Instruction, Targeted *Chair: Rep. Boyd-McIntyre*	**Public Schools**, cont. Administration, Instruction, Targeted *Chair: Sen. Dalton*	**Public Schools**, cont. Administration, Instruction, Targeted *Chair: Rep. Boyd-McIntyre*	
12	13	14	15	16
	Public Schools, cont. Administration, Instruction, Targeted *Chair: Sen. Garrou*	**Public Schools**, cont. Administration, Instruction, Targeted *Chair: Rep. Rogers*	**Public Schools**, cont. Administration, Instruction, Targeted *Chair: Sen. Lucas*	
19	20	21	22	23
	Public Schools, cont. Administration, Instruction, Targeted *Chair: Rep. Yongue*	**Public Schools** Non-Profits *Chair: Sen. Dalton*	**Universities** Overview, Tuition Policy *Chair: Rep. Boyd-McIntyre*	
26	27	28	29	30
	Universities, cont. Budget Flexibility, Enrollment, Distance Education *Chair: Sen. Garrou*	**Universities**, cont. Access, Academic Affairs *Chair: Rep. Rogers*	**Universities**, cont. K-16 Priorities and Programs *Chair: Sen. Lucas*	

ATT. 1

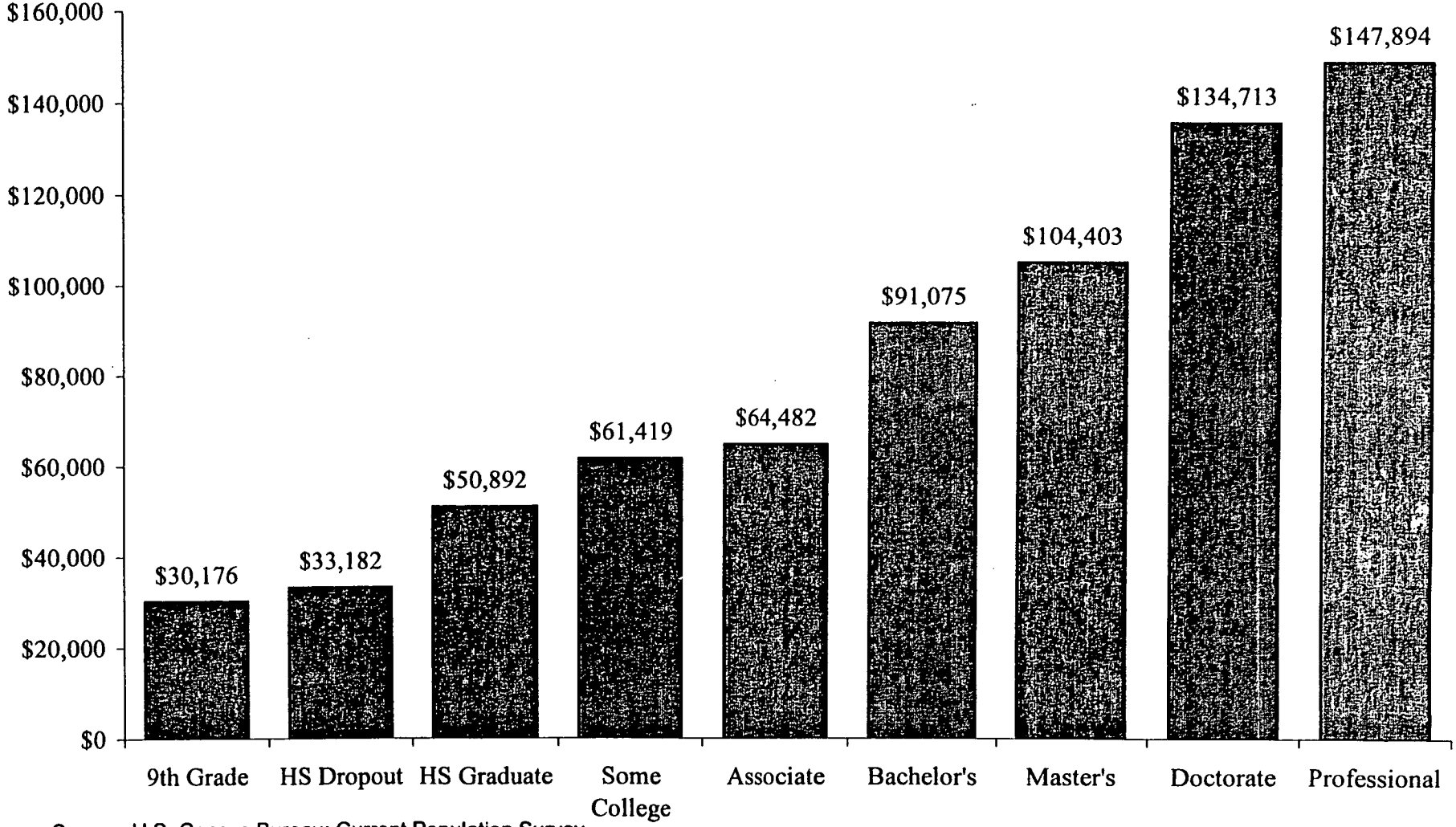
Budgeted Funding per Pupil: North Carolina Education
2000-01 (estimated)

	Public Schools K-12	Community Colleges			UNC @		NC Private College Students
		Curriculum	Occupational	Basic Skills	In-State	Out-of-State	
State	**$4,511**	**$3,931**	**$3,382**	**$3,974**	**$9,722**	**$2,592**	**$2,900**
Local *	$1,375	$768	$768	$768			
Federal *	$245			$520			
Tuition/ Instructional Fees	-	$761	$687		$1,595	$8,725	
% Total Pd. By Student		13.9%	14.2%		14.1%	77.1%	
Total	**$6,131**	**$5,460**	**$4,837**	**$5,262**	**$11,317**	**$11,317**	**$2,900**

* Local and federal amounts for K-12 estimated by Fiscal Research Division.
@ UNC excludes NCSU Vet School, ECU Medical School, & UNC-CH Division of Health Affairs
State funding per pupil for K-12 ranges from $3,631 to $7,275 by district; local funding varies over a range of approximately $2,550.

PS-12

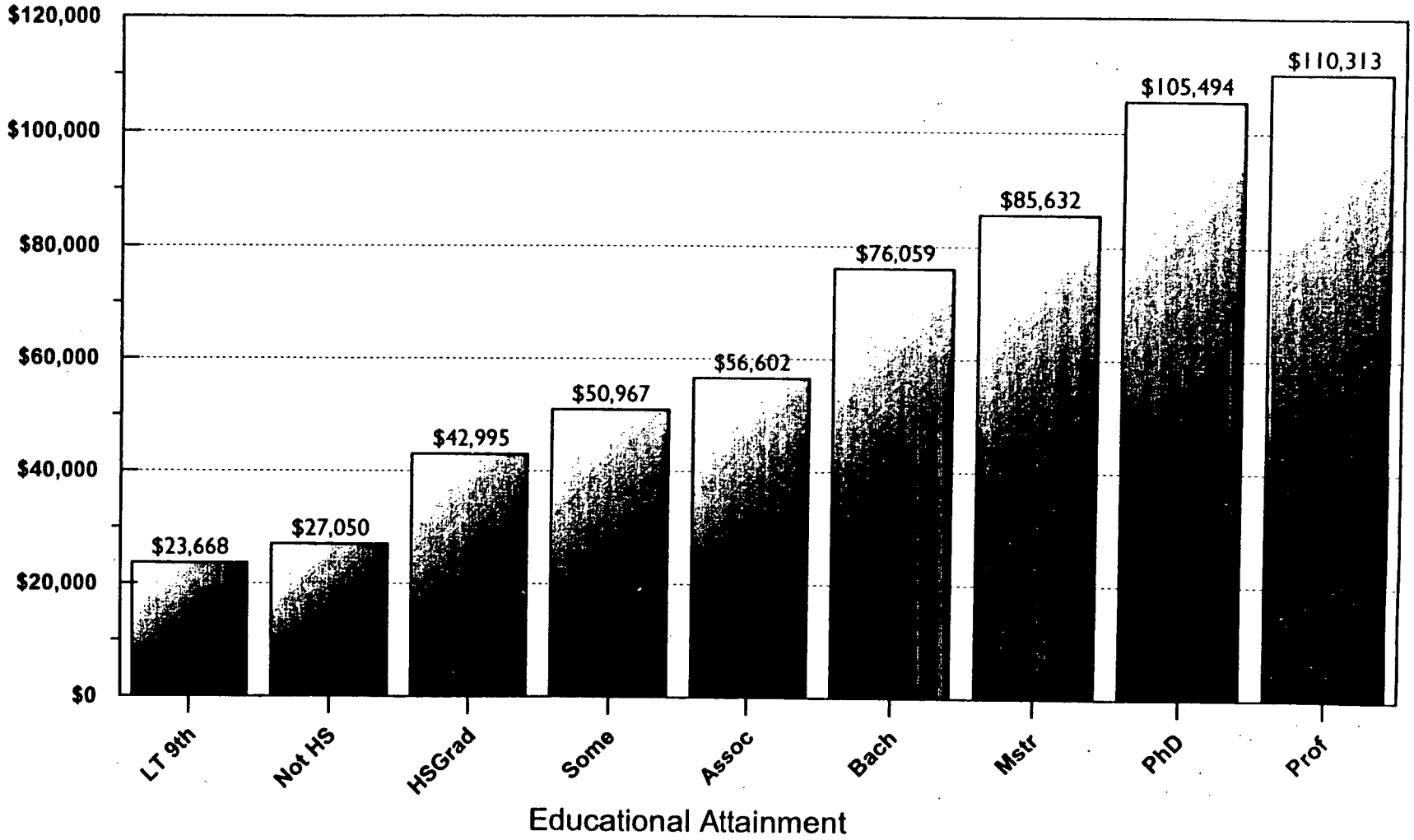
Average US Family Income by Educational Attainment: Head of Household, 1999



Source: U.S. Census Bureau: Current Population Survey

PS-13

Median Family Income
by Educational Attainment of Householder
1999

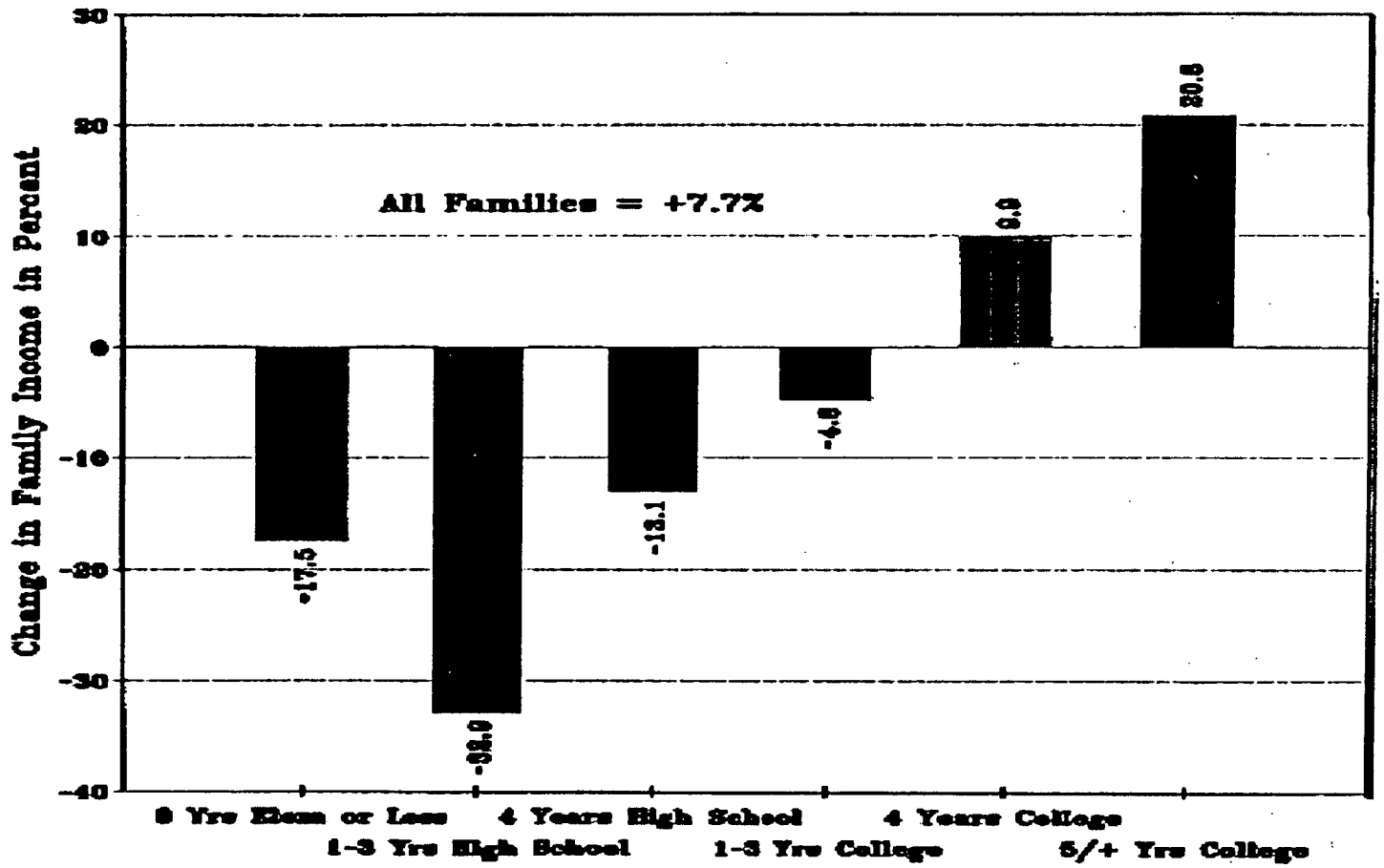


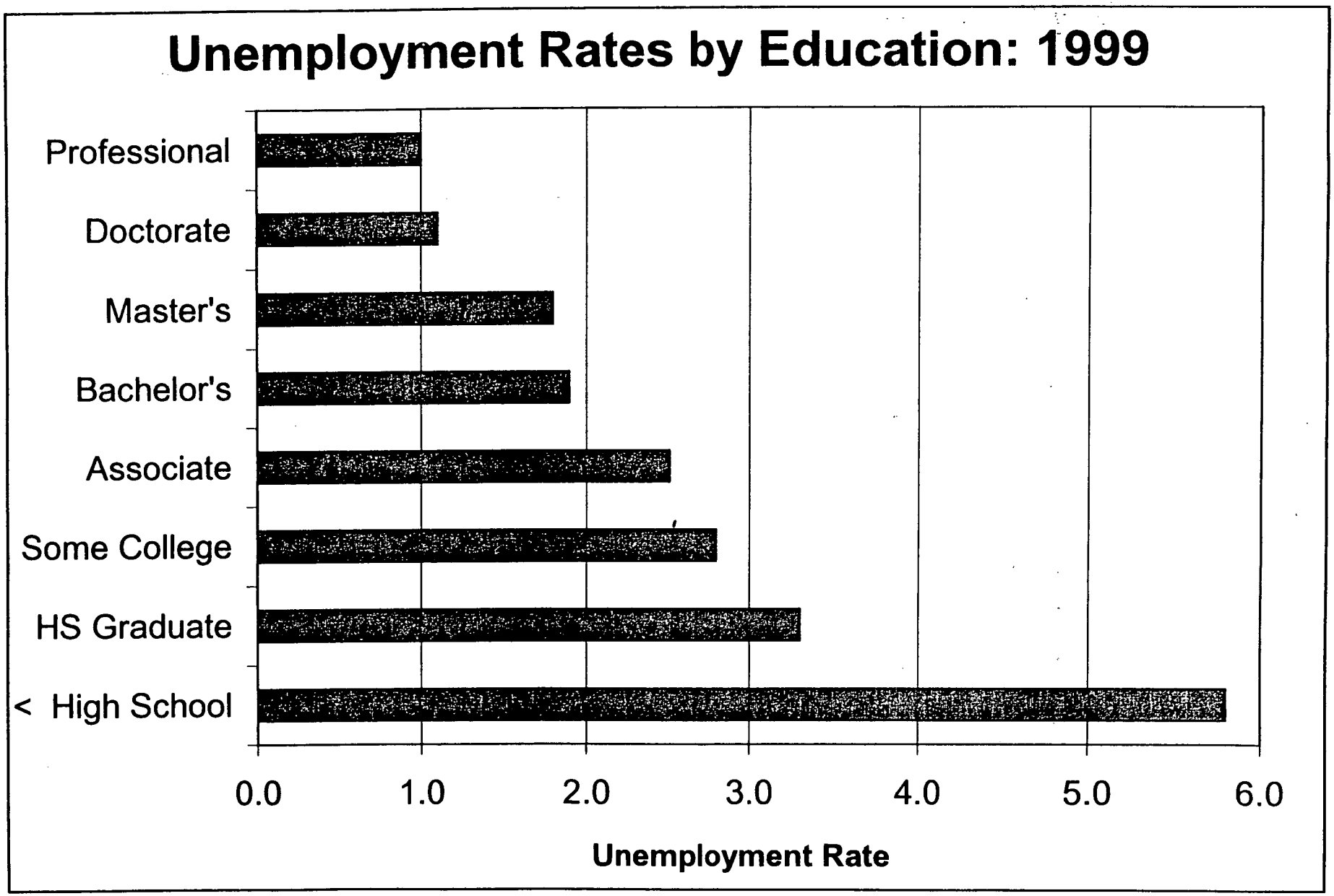
Source: Postsecondary Education OPPORTUNITY (December 2000)

PS-14

Fiscal Resear
Education
January

Change in Median Family Income by Educational Attainment of Householder Between 1973 and 1999

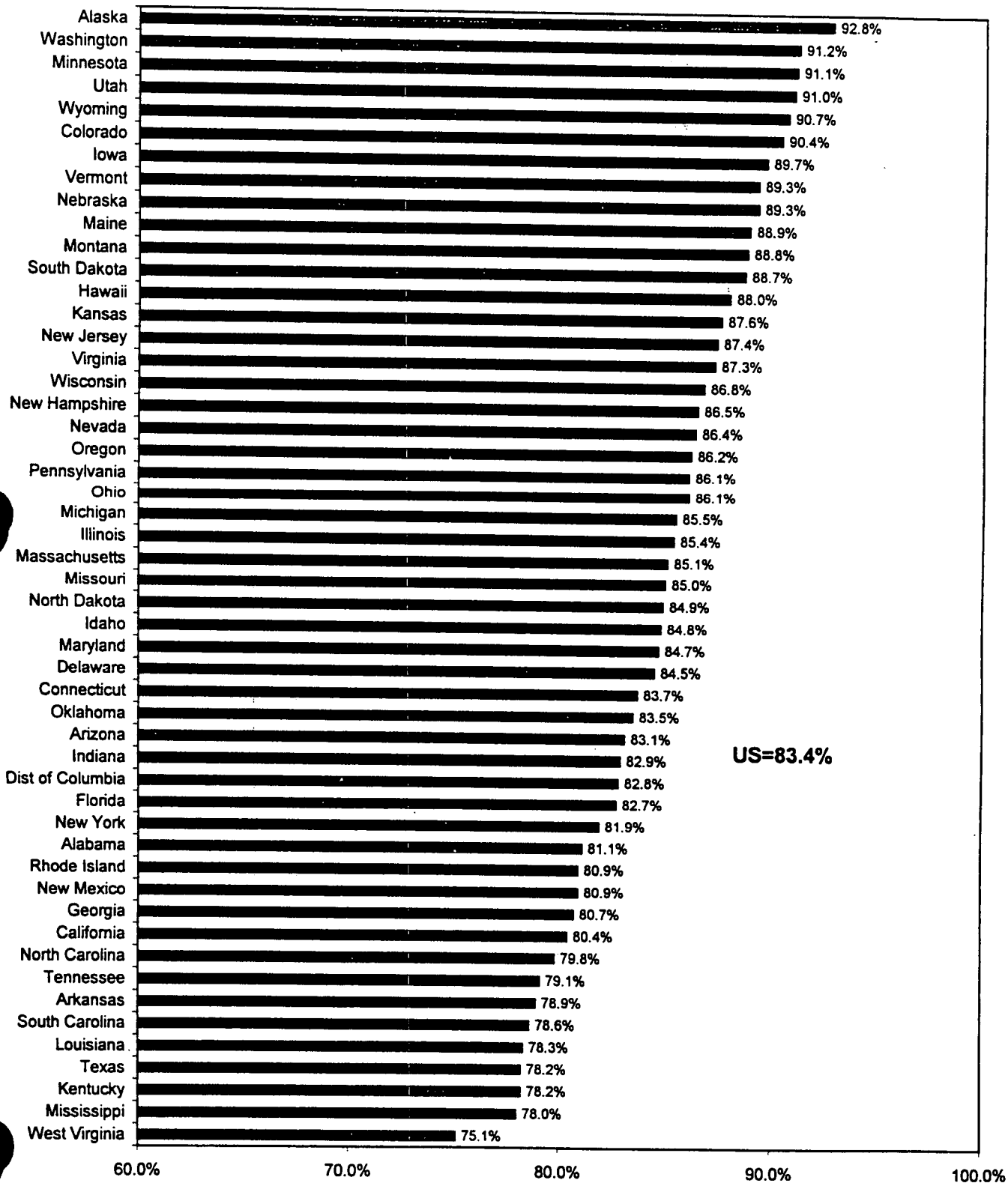




Fiscal Research Division 2/27/01
Source: Postsecondary Education Opportunity

PS-16

High School Graduates by State Among Those 25 and Over: 1999



Source: Postsecondary Education Opportunity, October, 2000

PS-17

North Carolina's Funding for Public Schools
FY 2000-2001 Appropriated Funds (Note 1)

	Budgeted Positions	Budgeted Funds	Percent of Total
I. State Aid - Local Education Agencies			
General Administration			
Central Office Administration		$103,156,170	1.75%
Instructional Personnel and Related Services			
Classroom Teachers	58,260.90	2,179,314,954	36.92%
Teacher Assistants		341,566,995	5.79%
Instructional Support	6,545.50	265,706,511	4.50%
School Building Administration	3,912.50	228,508,074	3.87%
ABC Incentive Award (+ carryover $120,000,000) *		0	0.00%
Classroom Materials/Instructional Supplies/Equipment		57,057,466	0.97%
Textbooks		67,089,021	1.14%
Annual Leave		18,034,003	0.31%
Compensation Bonus		31,363,091	0.53%
Mentor Pay		14,235,124	0.24%
Forfeited Vacation Days		7,750,000	0.13%
Estimated Matching Benefits (Note 2)		611,211,398	10.35%
Subtotal		3,821,836,637	64.75%
Support			
Noninstructional Support Personnel		279,331,036	4.73%
Categorical Programs			
Academically & Intellectually Gifted		44,560,087	0.75%
At Risk Student Services/Alternative Schools (+ carryover $19,850,681) *		186,317,909	3.16%
Charter Schools (Initial Reserve)		2,628,065	0.04%
Children with Disabilities		468,723,545	7.94%
Driver Education		28,572,273	0.48%
Improving Student Accountability		39,449,915	0.67%
Intervention/Assistance Teams		2,694,513	0.05%
Limited English Proficiency		17,301,521	0.29%
Low Wealth Supplemental Funding		85,090,546	1.44%
Regional Ed. & Technical Assistance Funding (+ carryover $831,421) *		6,727,600	0.11%
Safety Assistance Teams		500,000	0.01%
School Technology ($10 million recurring)		15,000,000	0.25%
Small County Supplemental Funding		27,972,416	0.47%
Staff Development (+ carryover $2,418,605) *		11,623,105	0.20%
Transportation		222,330,807	3.77%
Vocational Education	5,765.70	292,033,189	4.95%
Subtotal		1,451,525,491	24.58%
Subtotal State Aid - Local Education Agencies		**$5,655,849,334**	95.81%
II. Miscellaneous			
ADM Contingency Reserve		6,000,000	0.10%
AVID Pilot Project		150,000	0.00%
School Leadership Pilot		240,000	0.00%
Contracts-Finance Officer Staff Development		64,560	0.00%
Miscellaneous (A+ Schools, TQE, ExplorNet, etc.)		5,887,414	0.10%
(A+ Schools $400,000, TQE $400,000, ExplorNet $2,500,000, Cities in Schools $750,000, NC Network $350,000, Teacher Cadet $150,000, Geographic Alliance $50,000, Public School Forum $420,564, Cued Speech Center $73,750, Schools Attuned $643,100, Global Curriculum $150,000)			
NBPTS (covers $2,300 program fee)		3,274,500	0.06%
Other Insurance		48,944	0.00%
Personnel Services		101,381,829	1.72%
(Longevity $75,320,972, Short Term Disability $6,073,782, Worker's Comp $17,646,145., & Unemployment Comp. $2,340,930)			
School Breakfast		2,700,000	0.05%
School Bus Replacement ($35,156,638 recurring)		55,494,095	0.94%
Testing ($6,297,266 in DPI's Budget - $11,307,404 total)		5,010,138	0.08%
Textbooks - Freight		111,000	0.00%
Tort Claims (Department of Justice)		3,774,000	0.06%
UERS (appropriated $15,018,927) *		16,079,674	0.27%
Subtotal		$200,216,154	3.38%
III. DPI (See Note 3) $74,286,000 including receipts		$47,479,000	0.80%
Grand Total		**$5,903,544,488**	100.0%

* carryover funds from FY 1999-00 are not included.

Note 1: Based on the State Public School Funds budget as of November 30, 2001 (BD701). Carryover from FY 1999-2000 of $144,061,454 is included.

Note 2: Social Security (7.65%), Retirement (7.13%), and Hospitalization ($2,256). Benefits are included in the dollar allotments, such as Central Office Administration. Benefits for position/month of employment allotments (Teachers, Instructional Support, and School Bldg Adm) are shown here.

Note 3: Funds for DPI do not include receipts, which include funds received from federal grants, workshop registrations, licensure fees, and other sales and services provided by DPI for a fee ($26,807,000 in FY 2000-2001).

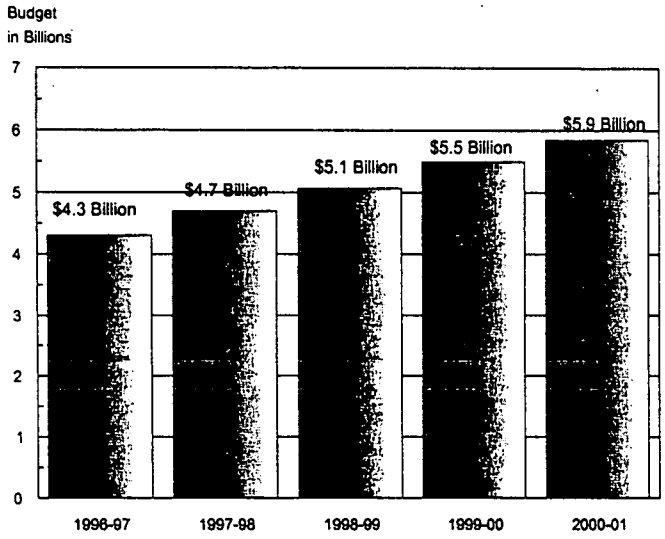
Fiscal Research/02/27/01 (F:\Mydocument\budget 2000-2001\Approp2001 no carryo

PS-18

36%

Public Schools General Fund

Appropriations



This chart outlines the North Carolina General Fund Operating Appropriations for Public Schools since 1996-97.

In total, education is a substantial percentage of the General Fund. The percentage has not fluctuated significantly over this period. In FY 2000-01, the percentage of the General Fund for each education agency is:

Public Schools	*42.45%*
Community Colleges	*4.73%*
Universities	*12.86%*
Total	*60.04%*

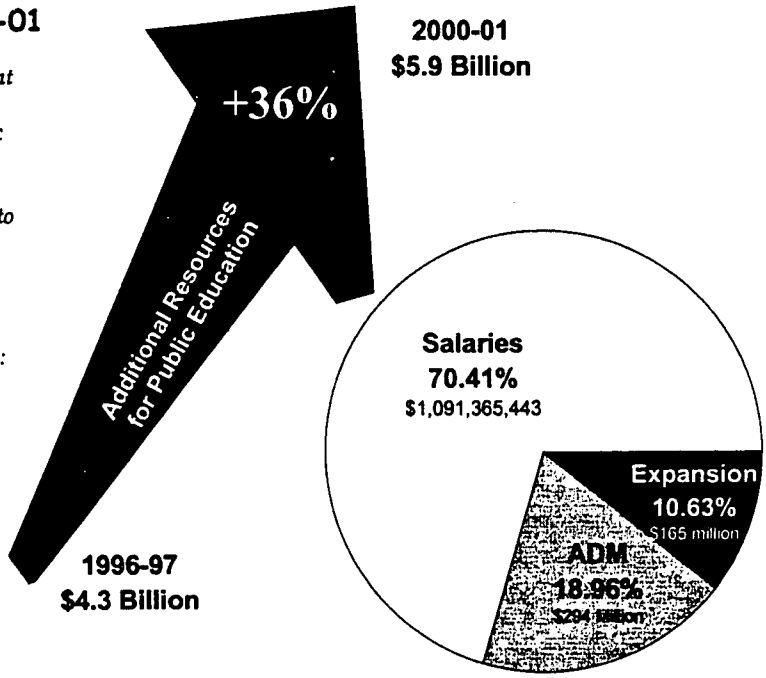
Changes in the State Public School Fund

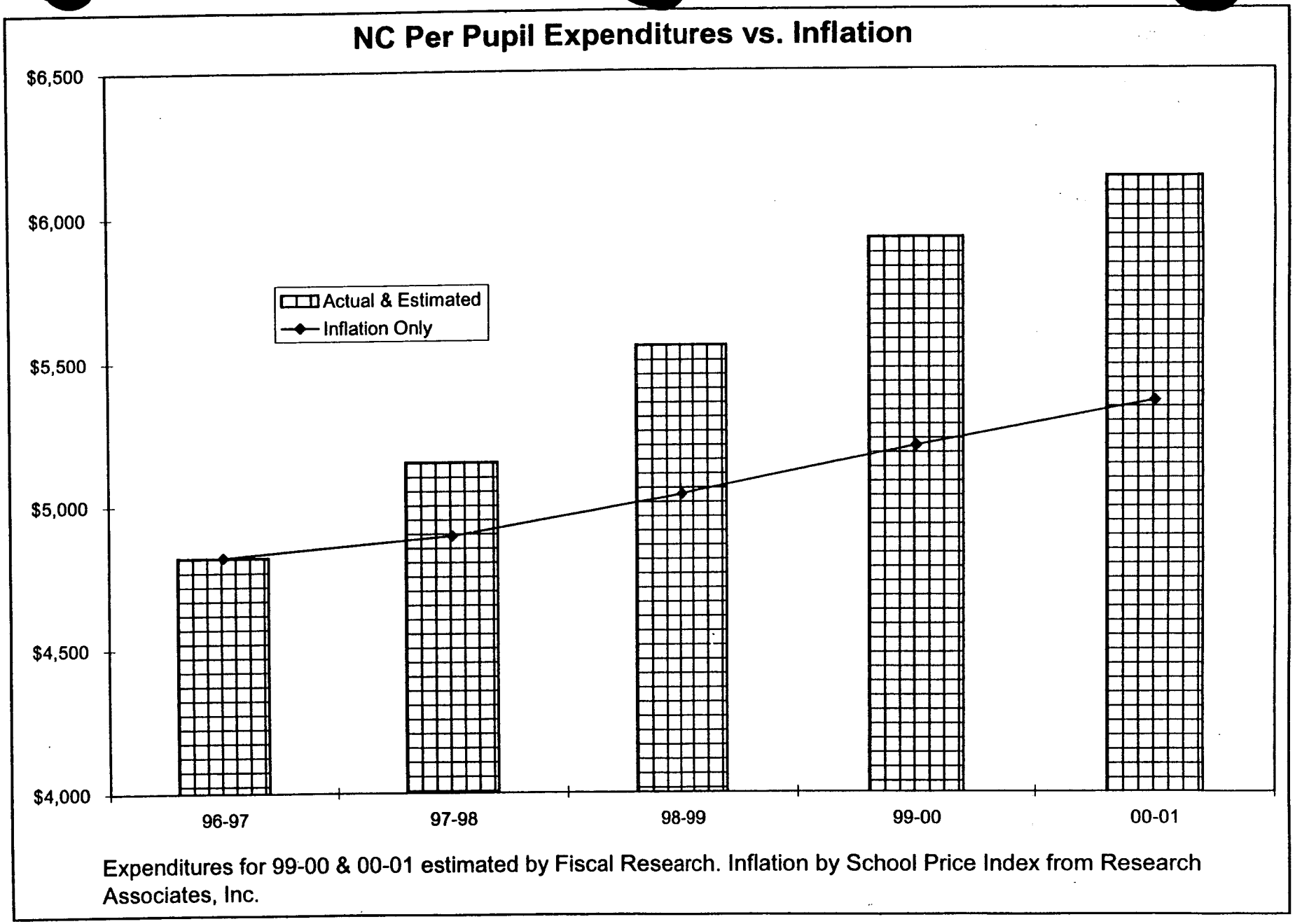
1996-97 to 2000-01

Increases in salaries account for the majority of the increase in the State Public School Fund. In addition, the General Assembly has added significant funding to cover growth in Average Daily Membership and several other major initiatives since 1996-97

. Expansion Items include:

- *Improving Student Accountability*
  $39.5 million
- *Supplemental Funding*
  $46.0 million
- *Exceptional Children*
  $8 million
- *LEP $13.7 million*
- *Mentor Pay $14 million*




NC Per Pupil Expenditures vs. Inflation
$6,500
$6,000
$5,500
$5,000
$4,500
$4,000
Actual & Estimated
Inflation Only
96-97
97-98
98-99
99-00
00-01
Expenditures for 99-00 & 00-01 estimated by Fiscal Research. Inflation by School Price Index from Research Associates, Inc.

PS-20

Funding North Carolina's Public School Children

Based of FY 1999-2000 State Funding levels

Students in Kindergarten through 3rd Grade

Funding for Different Students		Student Example 1	Student Example 2	Student Example 3	Student Example 4
		$4,116.52	$7,490.44	$6,997.58	$3,683.07
Every Student (note)	*$3,337.26*	X	X	X	X
Student from a Low Income Family	*$286.40*	X	X	X	
Special Learning Issues (IEP's)	*$2,612.30*		X	X	
Small County	*$426.82*	X	X		
Not performing at grade level	*$219.80*		X	X	
Low Wealth County	*$66.04*	X	X		
Limited English Proficiency	*$541.82*		X	X	
Intellectually and Academically Gifted	*$345.81*				X
Vocational Education	*$0.00*				

Every student includes: Teachers (total divided by ADM; not by grade span allotment), teacher assistants (K-3), instructional support, some at-risk (ADM portion), textbooks, classroom materials/supplies (PSAT test in 9-12), school technology, and transportation.

Funding North Carolina's Public School Children

Based of FY 1999-2000 State Funding levels

Students in Grade 4 through 8th Grade

Funding for Different Students		Student Example 1	Student Example 2	Student Example 3	Student Example 4
		$3,310.79	$6,684.71	$6,191.85	$2,877.34
Every Student (note)	*$2,531.53*	X	X	X	X
Student from a Low Income Family	*$286.40*	X	X	X	
Special Learning Issues (IEP's)	*$2,612.30*		X	X	
Small County	*$426.82*	X	X		
Not performing at grade level	*$219.80*		X	X	
Low Wealth County	*$66.04*	X	X		
Limited English Proficiency	*$541.82*		X	X	
Intellectually and Academically Gifted	*$345.81*				X
Vocational Education	*$0.00*				

Every student includes: Teachers (total divided by ADM; not by grade span allotment), teacher assistants (K-3), instructional support, some at-risk (ADM portion), textbooks, classroom materials/supplies (PSAT test in 9-12), school technology, and transportation.

Funding North Carolina's Public School Children

Based of FY 1999-2000 State Funding levels

Students in Grade 9 through 12th Grade

Funding for Different Students		Student Example 1	Student Example 2	Student Example 3	Student Example 4
		$3,313.48	$6,910.26	$5,974.74	$2,880.03
Every Student (note)	*$2,534.22*	X	X	X	X
Student from a Low Income Family	*$286.40*	X	X	X	
Special Learning Issues (IEP's)	*$2,612.30*		X	X	
Small County	*$426.82*	X	X		
Not performing at grade level	*$0.00*		X	X	
Low Wealth County	*$66.04*	X	X		
Limited English Proficiency	*$541.82*		X	X	
Intellectually and Academically Gifted	*$345.81*				X
Vocational Education	*$442.66*		X		

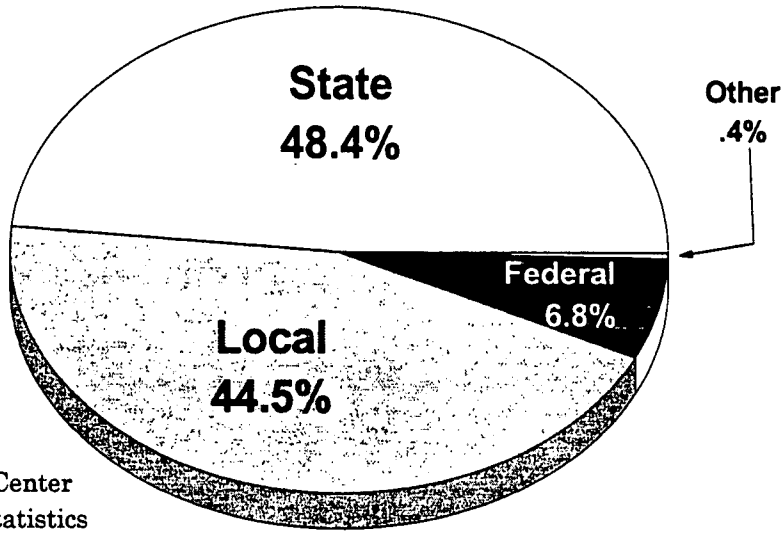
Every student includes: Teachers (total divided by ADM; not by grade span allotment), teacher assistants (K-3), instructional support, some at-risk (ADM portion), textbooks, classroom materials/supplies (PSAT test in 9-12), school technology, and transportation.

Funding not included: Central office administration, school building administration, incentive awards, noninstructional support personnel, driver education, assistance teams, staff development, annual leave, longevity, mentor pay, and school bus purchases. These cost total approximately $975 per ADM.

Source of Revenue

Public Education Funding - 1997-98
Child Nutrition Included

United States
$288 Billion

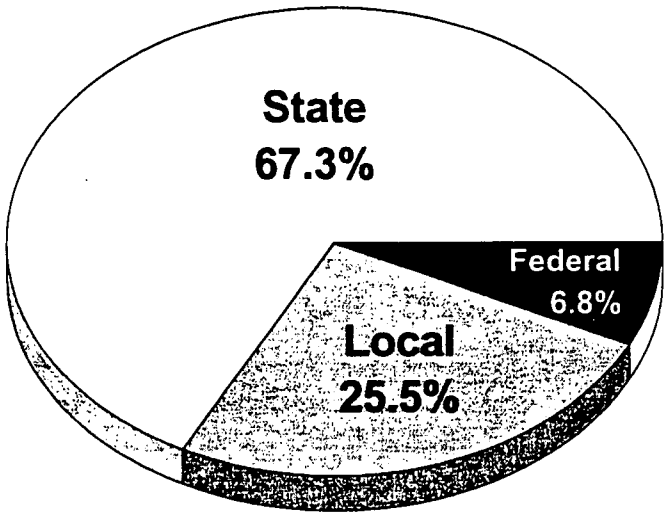


Source: National Center for Educational Statistics

Source of Revenue

Public Education Funding - 1997-98
Child Nutrition Included

North Carolina
$6.15 Billion



Source: National Center for Educational Statistics

What Drives the Budget

Average Daily Membership

$100 + million per year

and

Salaries

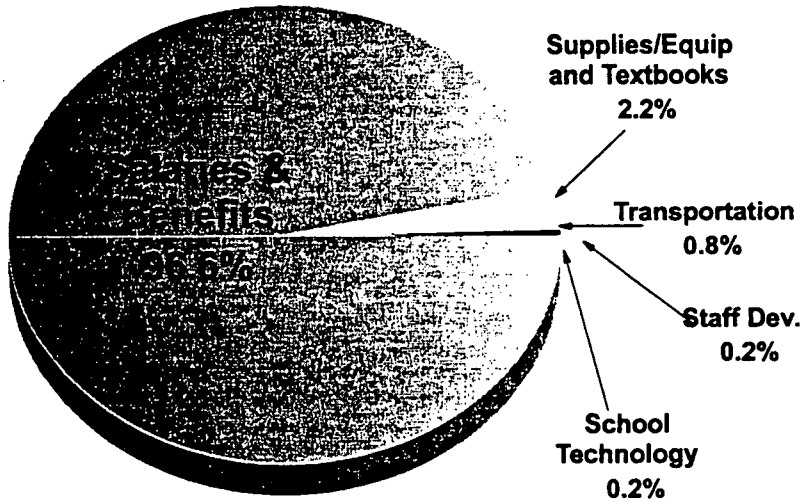
$36 million for a 1% salary increase for teachers and instructional support

Distribution of State Funds

Fiscal Year 2000-01

Of the **$5.9 billion** *State Public School Fund, all but 3.4% may be used for salaries and benefits.*

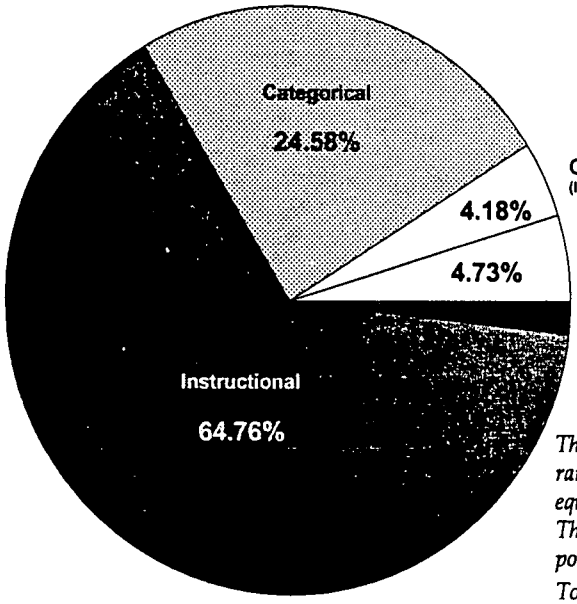
Funds for Transportation and Staff Development may also be used for salaries and benefits if an ABC financial transfer is enacted. Only 2.4% of the entire budget, therefore, can NOT be used for salaries/benefits.



Source: North Carolina Department of Public Instruction

State Allotments

FY 2000-2001

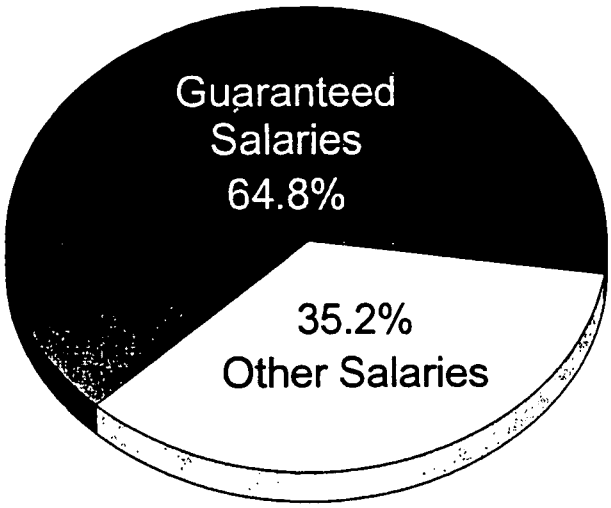


The State allocates resources for teacher student ratios, instructional support positions, supplies, equipment, transportation, etc. for all students. These allotment groups are often classified as position and dollar allotments.

To supplement funding for specific student populations, the State allocates targeted resources. These supplemental resources are referred to as categorical allotments.

Type of Allotted Salaries

Fiscal Year 2000-01



North Carolina funds salaries with two types of allotments.

- <u>Position allotments</u>: *The State allots positions to a local school system for a specific purpose. The local school system pays whatever is required to hire certified personnel based on the State Salary Schedule. These are guaranteed salaries.*

- <u>Dollar and Categorical Allotments:</u> *Local school systems can hire employees out of these funds, but must operate within the allotted dollar amount.*

Source: North Carolina Department of Public Instruction

Examples of Flexibility:

For every month a school does not have a Principal, LEAs have access to:
$6,507 for a teacher position
or for
supplies/equipment *or for*
staff development.

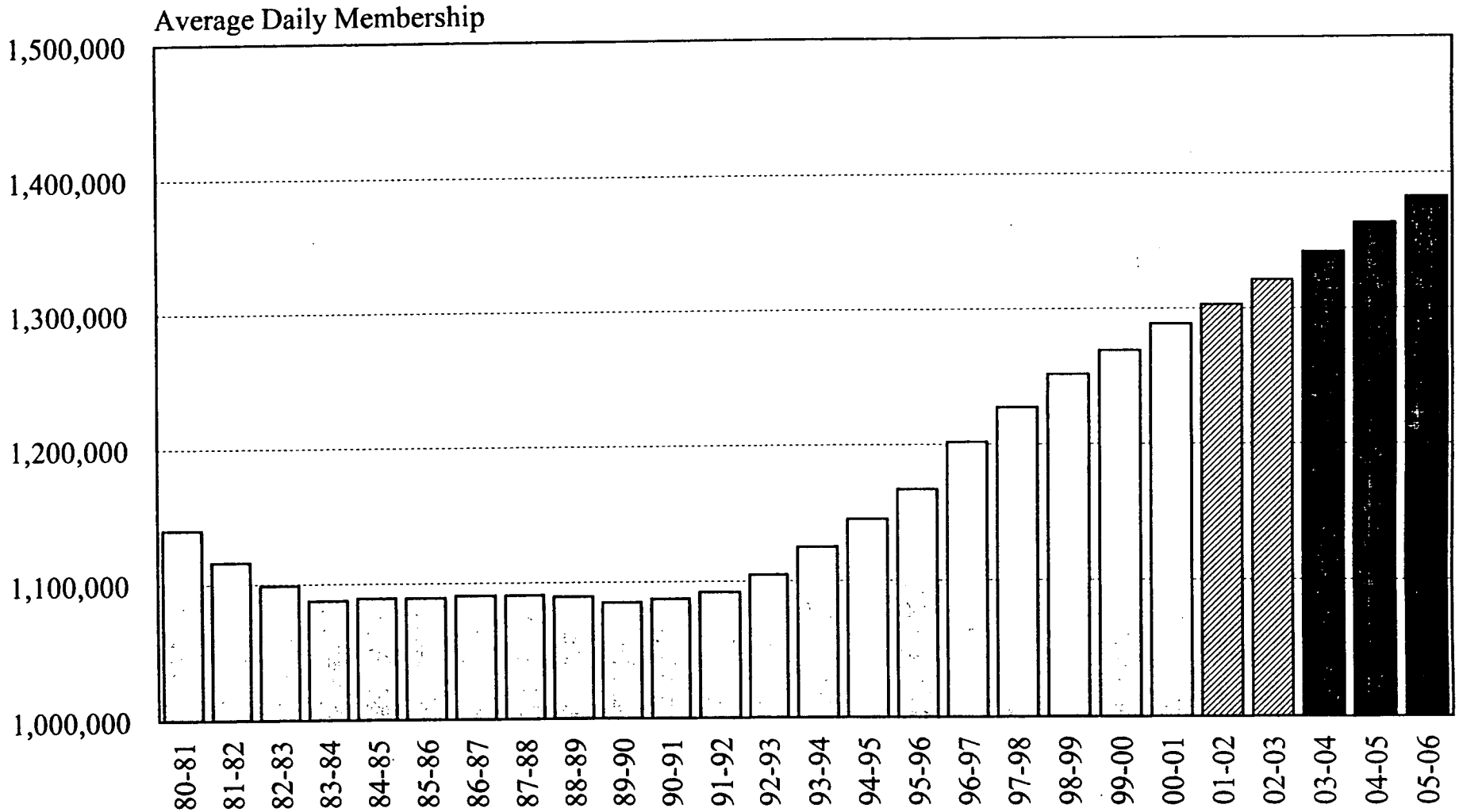
For every month a school has a vacant Teacher position, an LEA has access to:
$4,503 for supplies/equipment
or for textbooks.

Examples of Flexibility:

Vacant Teacher Assistant positions can be transferred to employ teachers in grades K-3 if
included in the Schoo's Improvement Plan

Instructional Support Personnel positions can be converted to dollars and transferred for any purpose. These positions can be used for teachers without being transferred.
If transferred the conversion rate is $4,974 per month.

North Carolina Public Schools
Average Daily Membership
1981 - 2006



Fiscal Research 2/12/01

PS-28

Public School, Average Daily Membership

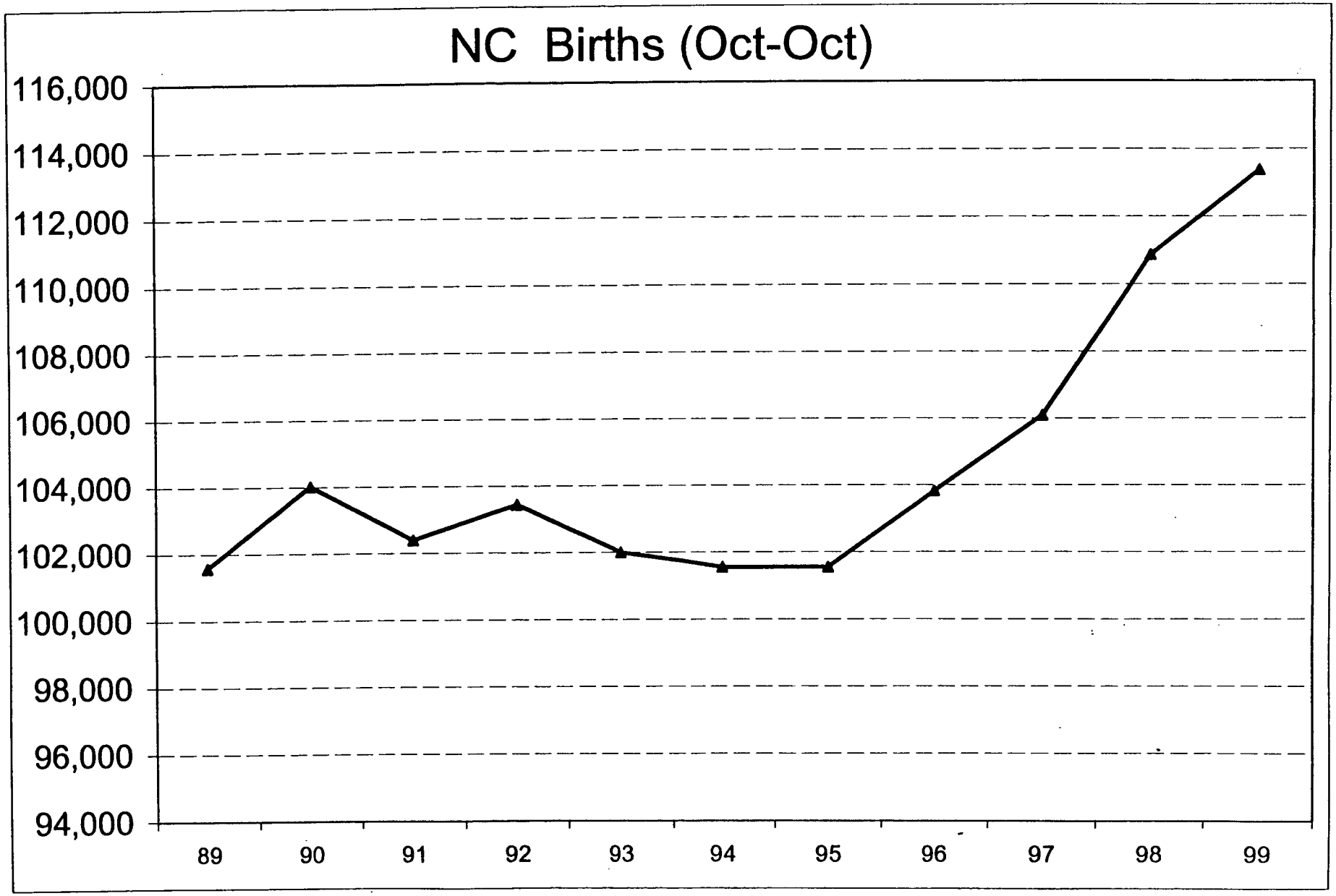
- FY1998-99 Average Daily Membership: 1,251,287

- FY1999-00 Average Daily Membership: 1,268,870
  An increase of 17,583 students.

- FY2000-01 Average Daily Membership: 1,288,556
  An increase of 20,658 students.

- FY2001-02 Average Daily Membership: 1,305,223
  An increase of 16,667 students.

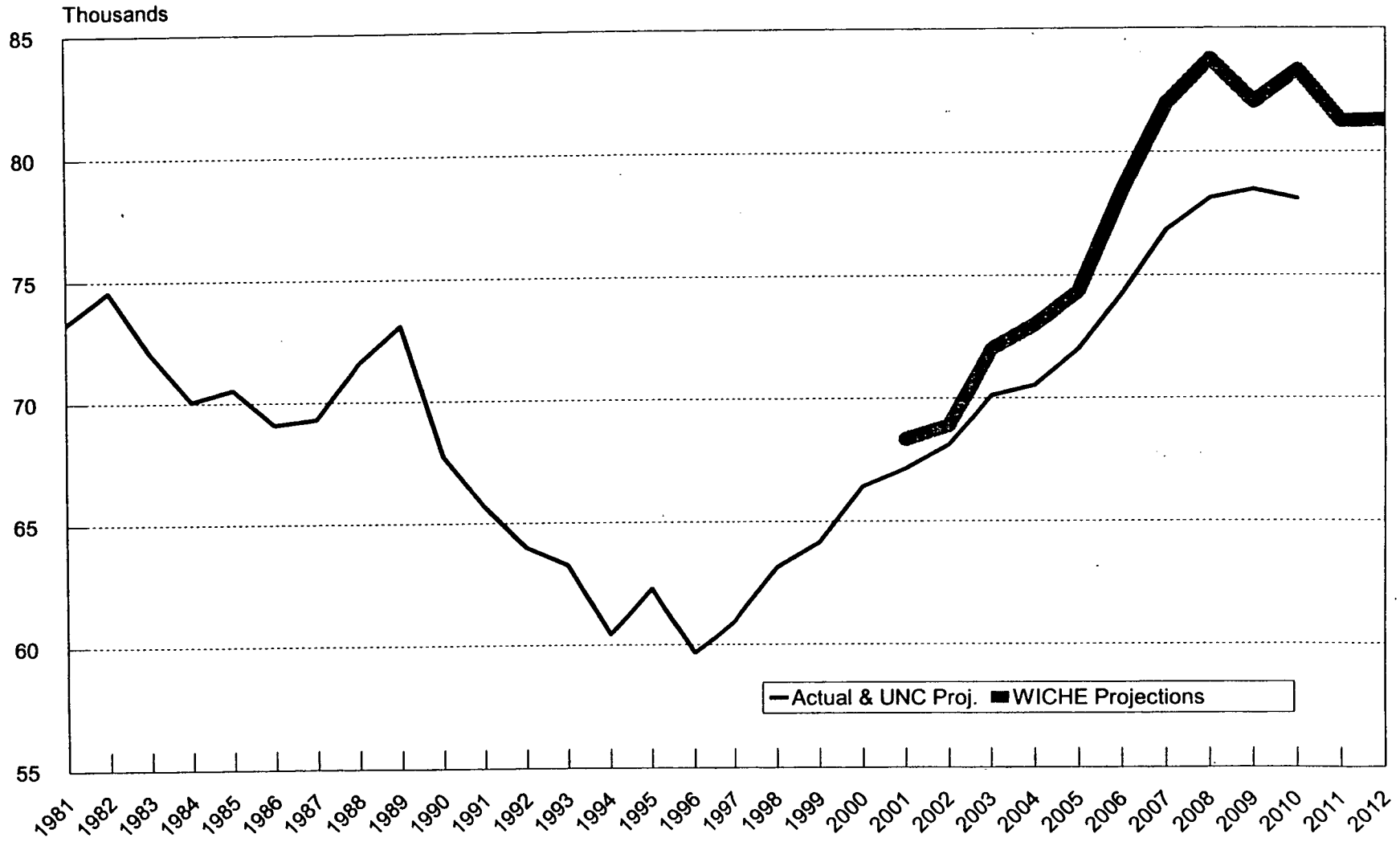
- FY2002-03 Average Daily Membership: 1,321,104
  An increase of 15,881students.


NC Births (Oct-Oct)
116,000
114,000
112,000
110,000
108,000
106,000
104,000
102,000
100,000
98,000
96,000
94,000
89
90
91
92
93
94
95
96
97
98
99

PS-30

NC HIGH SCHOOL GRADUATES

1981-2000 AND PROJECTED TO 2012



Source: UNC-General Administration & department of Public Instruction;
Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity: 1996-2012 by WICHE, February, 1998.
Fiscal Research Division 2//6/01

PS-31

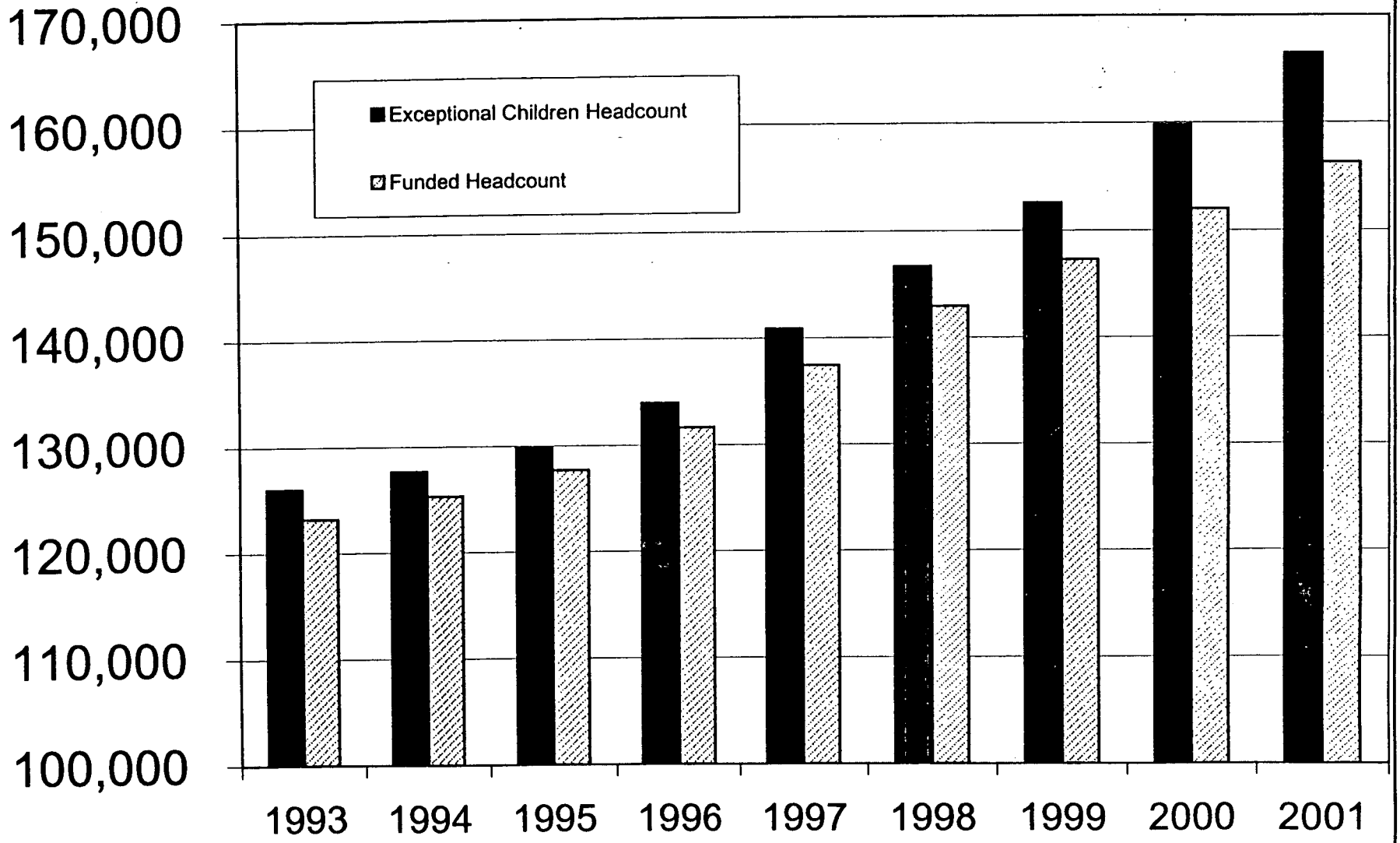
Public Schools: Average Daily Membership

- FY2000-01 Average Daily Membership: 1,288,556

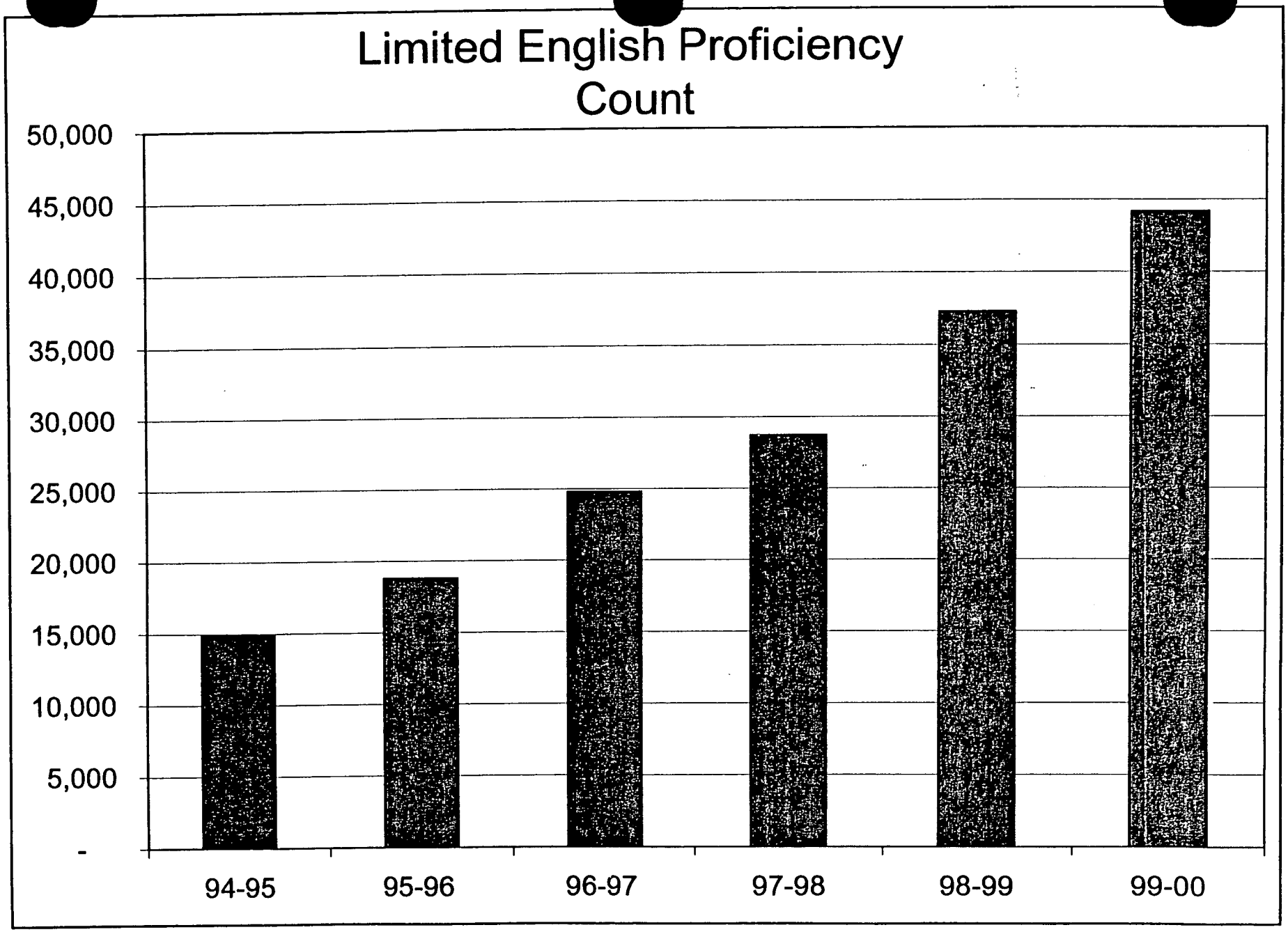
- FY2001-02 Average Daily Membership: 1,305,223. An increase of 16,667 students.

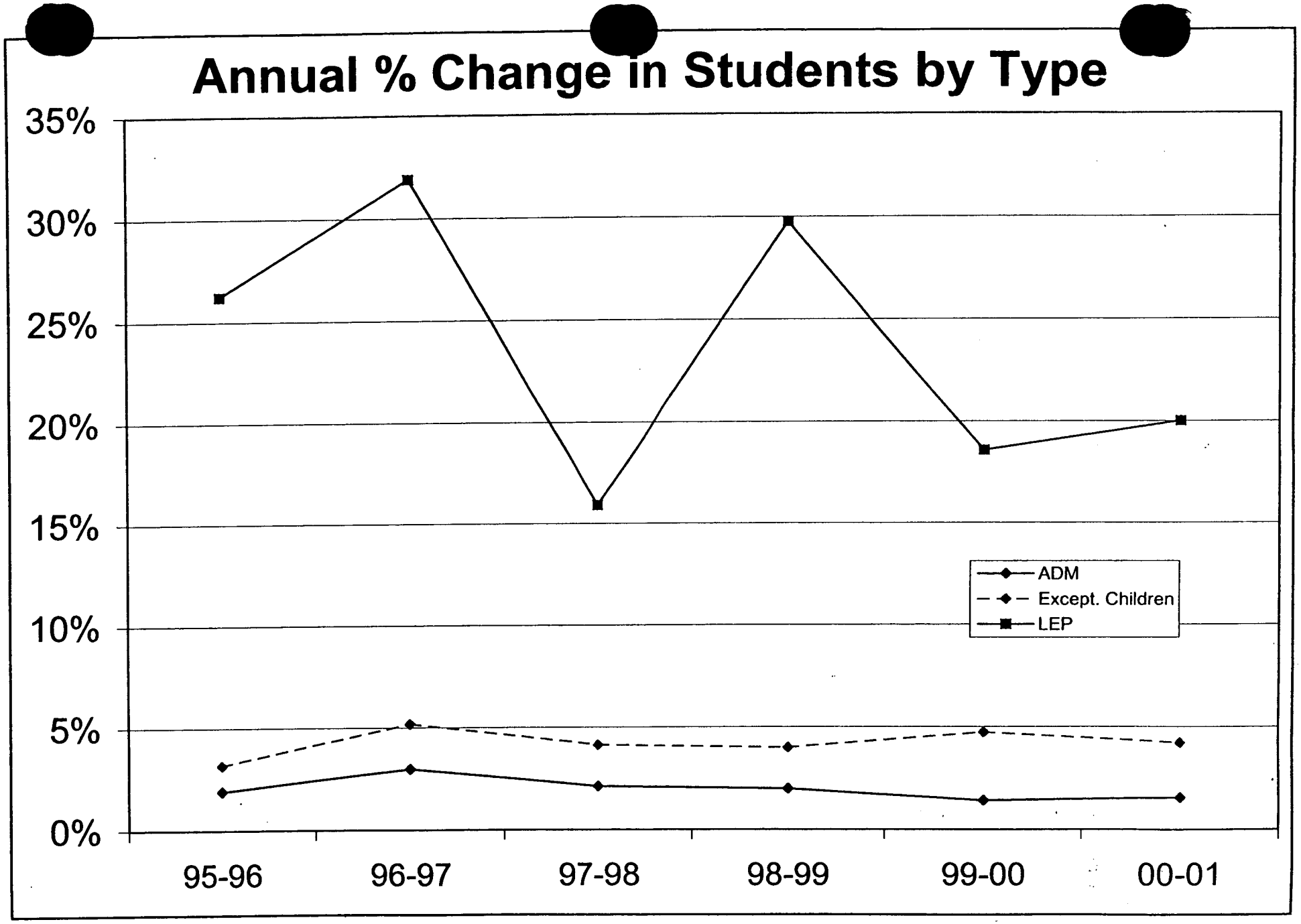
- FY2002-03 Average Daily Membership: 1,321,104. An increase of 15,881 students.

Exceptional Children Headcounts



Number of Students are as of April 1 in previous fiscal year


Limited English Proficiency
Count
50,000
45,000
40,000
35,000
30,000
25,000
20,000
15,000
10,000
5,000
-
94-95
95-96
96-97
97-98
98-99
99-00


Annual % Change in Students by Type
35%
30%
25%
20%
15%
10%
5%
0%
95-96
96-97
97-98
98-99
99-00
00-01
ADM
Except. Children
LEP

ADM Calculations

Projections Accumulated
for the first two months of school:

- Grade by grade
- School by School
- LEA by LEA

- Budget is based on **projected** ADM for school district <u>*or*</u> **best 1 of 2 months** from current year, *whichever is higher*.

- Benefits
  - Hold harmless for non-growth areas
  - Additional resources allow LEA's to hire staff and organize schools prior to beginning of school year
  - LEA's rarely need to request additional resources from ADM contingency reserve

- Costs
  - LEA's receive resources for more students than are actually enrolled or in attendance
  - Resources are not withdrawn if LEA is under-enrolled to avoid mid-year disruptions

Joint Appropriations on Education Committee

Agenda

Thursday, March 1, 2001, 8:30 a.m.
Room 421, Legislative Office Building

Senator Jeanne Lucas, Chairing

Presentation of the University of North Carolina's Budget Request for FY 2001-03 ..... **Molly Broad**
President of the University of North Carolina

Review/Overview of the Department of Public Instruction Budget ..... **Brad Sneeden**
Deputy State Superintendent

Adjournment

House Appropriations Subcommittee on Education
Rep. Boyd-McIntyre (Chair)
Rep. Rogers (Chair)
Rep. Yongue (Chair)
Rep. Barnhart, Rep. Bell, Rep. Bonner, Rep. Carpenter
Rep. Holmes, Rep. McLawhorn, Rep. Michaux,
Rep. Morgan, Rep. Preston, Rep. Russell, Rep. Smith,
Rep. Teague, Rep. Warner

Senate Appropriations on Education/Higher Education
Sen. Lucas (Chair)
Sen. Garrou (Chair)
Sen. Dalton (Chair)
Sen. Carter, Sen. Cunningham, Sen. Garwood, Sen. Hartsell,
Sen. Wellons

Fiscal Research Division (g:\Fiscal\Education Team\2001 Agenda)

JOINT APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER EDUCATION

Minutes
March 1, 2001

The Joint Appropriations Subcommittee on Education/Higher Education met on Thursday, March 1, 2001 in Room 421 of the Legislative Office Building. Senator Jeanne Lucas, Co-Chair, presided. There were 8 senators present and the following House members: Flossie Boyd-McIntyre, Gene Rogers, Douglas Yongue, Donald Bonner, Marian McLawhorn, Mickey Michaux, Ronnie Smith, Alex Warner, Marge Carpenter, George Holmes and Jean Preston. Senator Lucas introduced the House Page: Dixon Sandler of Buncombe County sponsored by Representative Cansler and the Senate Pages: Jackson Autry, grandson of Raz Autry, and Jake Stockwell of Wake County sponsored by Senator Reeves.

Senator Lucas introduced Molly Broad, President of the University of North Carolina, who gave an overview of the budget goals and requests of the University System. (See attachment #1.) She outlined the strategic directions of the University: Access, intellectual capital formation, K-16 partnerships, knowledge creation/transfer, and harnessing information technology. The three major portions of the budget are: continuing operations, increase in academic salaries and expansions and improvements. The bond issue will bring new facilities on line that will need to be taken into consideration in the budget, according to President Broad. The total request for 2001-2002 is $2.087 billion. (See attachment #2.) In the question and answer period, members expressed concern about measuring the number of college attendees, duplication of coursework, information technology, distance learning, increasing operating budgets of smaller institutions in the University system, progress on the bond issue projects, equity in salaries in the different institutions, retention of college students, graduation rates, marine resource education, and networking and collaboration among the community colleges, high schools and the University.

Representative Carpenter asked for a breakdown of the percentage of in-state students and out-of-state students enrolled in the University system. President Broad said she would get that information to Ms. Carpenter. The Board of Governors limits the number of out-of-state students to 18%, according to Ms. Broad. Senator Lucas directed the staff to follow through on the number of students in graduate programs that are from out-of-state. In answer to Senator Lucas's question, Ms. Broad said that the highest priority is access, the enrollment growth and the need-based student aid to make that happen. The second priority is faculty salaries that are competitive.

Brad Sneeden, Deputy State Superintendent of the Department of Public Instruction, summarized the mission, organization and budget of the department. There are 5 priorities, called ABC+, that guides the department: high student performance; quality professionals; safe, orderly and caring schools; effective and efficient in all operations

and strong family, business and community support. (See attachment # 3) He explained the organization chart and introduced some of his colleagues in the department: Hank Hurd, Associate Superintendent for Finance and Business; Bob Bellamy, Associate Superintendent for Information and Technology Services; and Henry Johnson, Associate Superintendent for Instructional and Accountability Services.

During the period in which the members asked Mr. Sneeden questions, the following concerns were raised: shift of program costs from the department to the LEAs, reduction in services, and not readily available services.

Due to the press of time, Mr. Sneeden will return on Tuesday, March 6, 2001 to continue his presentation. Senator Lucas thanked the presenters for their service to the subcommittee. The meeting was adjourned.

Jeanne Lucas

Senator Jeanne Lucas, Co-Chair

Barbara R. Hocutt

Barbara R. Hocutt, Committee Assistant

VISITOR REGISTRATION SHEET

JOINT APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER ED.
THURSDAY, MARCH 1, 2001

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
[illegible]	[illegible] Co
David Brown	OSBPM
[illegible]	OSBPM
[illegible]	OSBPM
[illegible]	OSBPM
Peter Keber	UNC BOG
Jeff Davis	UNC
Joni Worthington	UNC
[illegible]	UNC
[illegible]	NCASA
Elizabeth Grovenstein	OSBPM

VISITOR REGISTRATION SHEET

JOINT APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER ED.
THURSDAY, MARCH 1, 2001

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
David Meredith	NC State Grange
Kevin Howell	Gov's Office
Lucy Boden	citizen
Amy Fullwright	Hunton & Williams
Susan Hassan	WCPSS

VISITOR REGISTRATION SHEET

APPROPRIATIONS/Subcommittee on Education March 1, **2001**

Name of Committee Date

VISITORS: PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Brad Sawyer	DPI
Mark Ibrao	DPI
Becky Mccatry	DPI
JB Buxton	DPI
Earle Harper	DPI
Sam Lee	OSBPM
Fern Shubert	NCGA
Mark Fleming	NCSU
Eugene S. Sheppard	UNC
Hal Miller	NCACCT
Andrew Holloway	NCAE
Jail Calhoun	NCAE
Steve Hoffman	NCSBE

attachment II 1

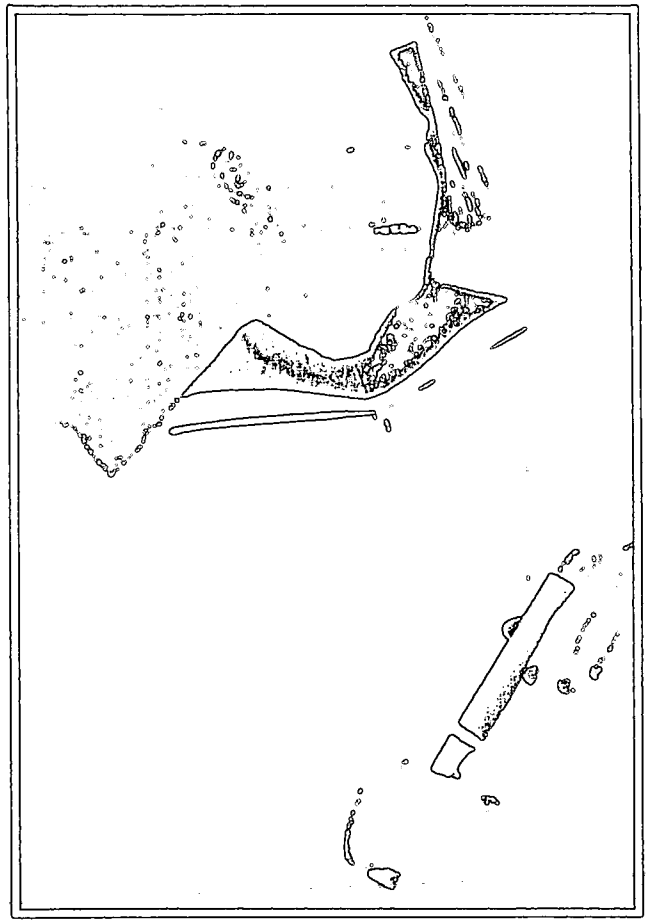
Joint Appropriations Subcommittee on Education

March 1, 2001

Molly Corbett Broad - President

The University of North Carolina

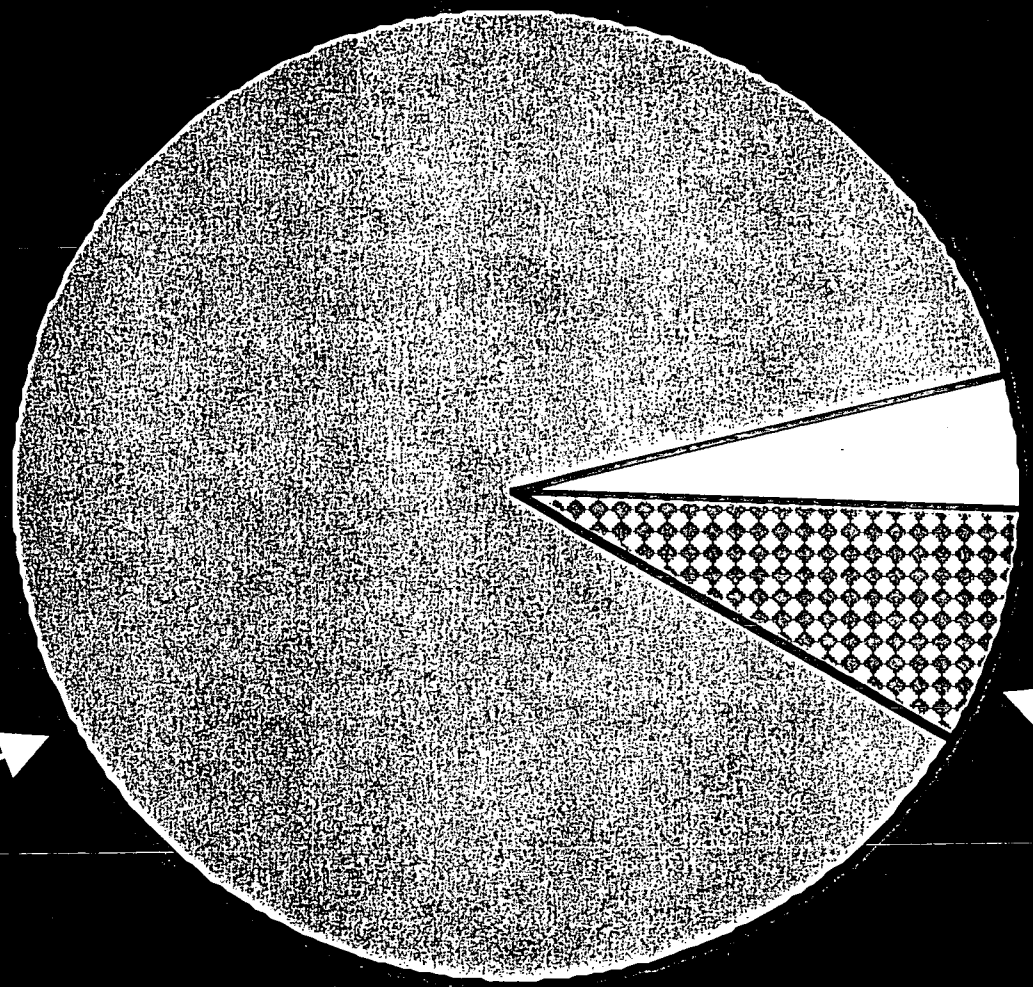
The University of North Carolina is guided by a set of Strategic Directions:



- Access
- Intellectual Capital Formation
- K-16 Partnerships
- Knowledge Creation/Transfer
- Harnessing Information Technology

Current Operations Request, 2001-02

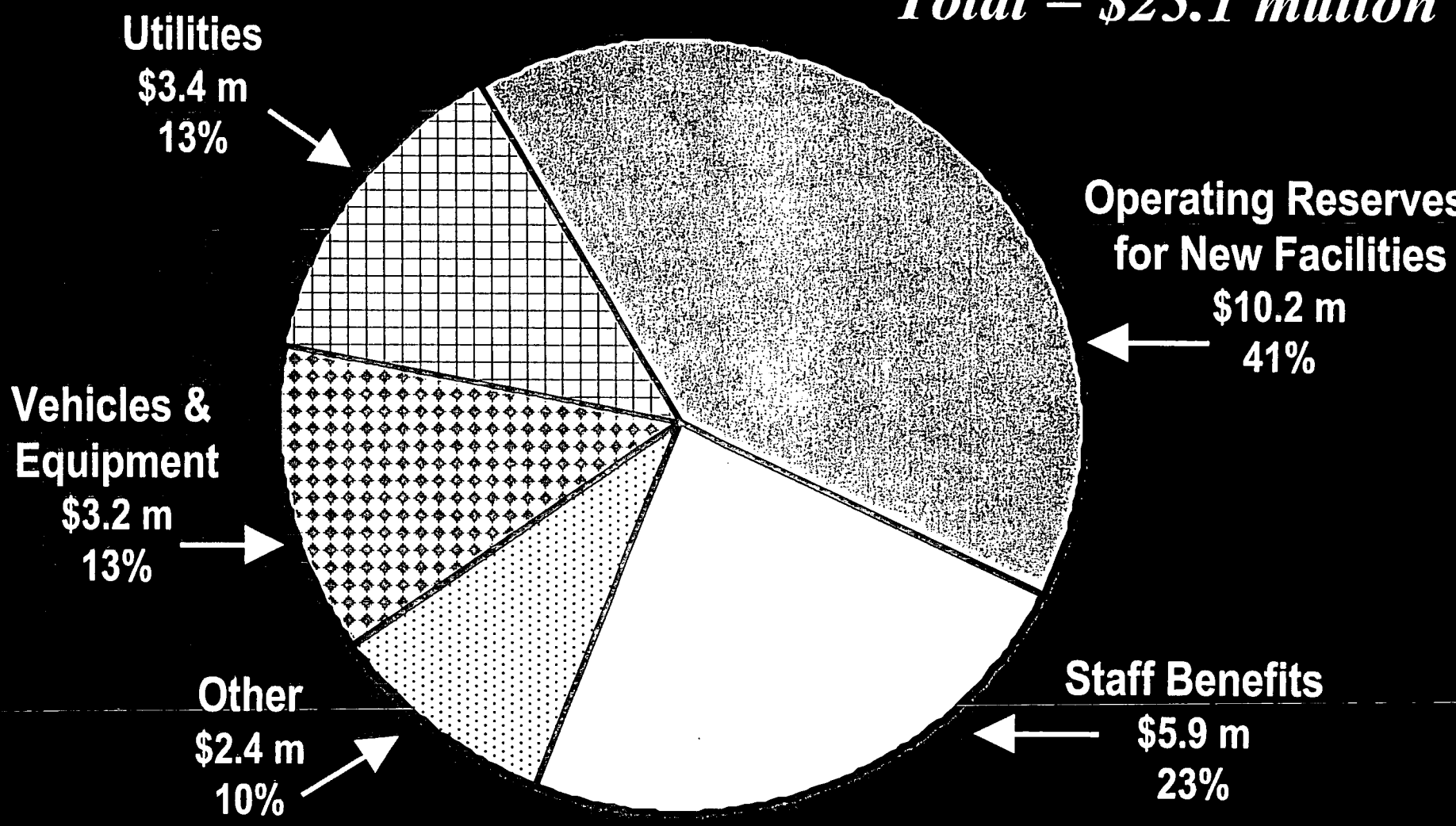
Total = $2.087 billion



The University of North Carolina

Increases in Continuing Budgets, 2001-02

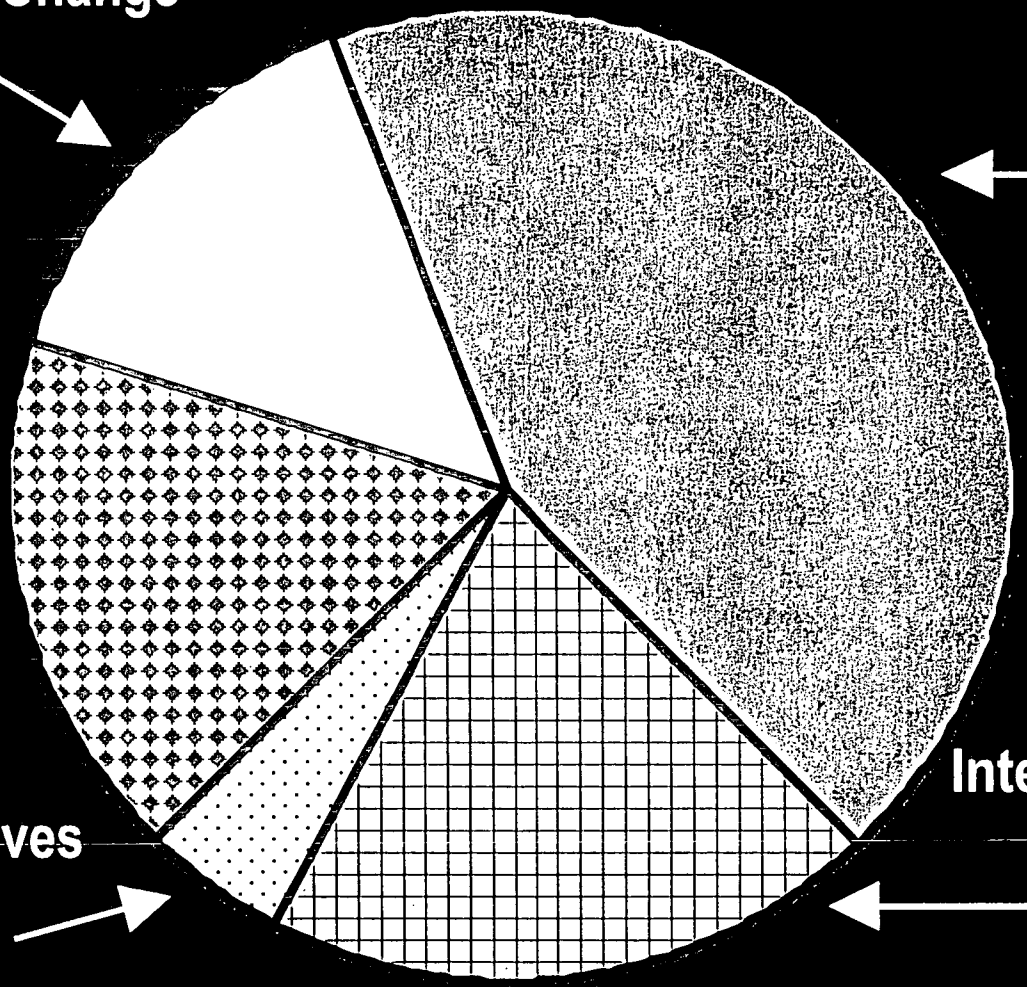
Total = $25.1 million



The University of North Carolina

Schedule of Priorities, 2001-02

Total = $148.9 million



The University of North Carolina

Request for Academic Salary Increases

2001-02

6% Increase for Faculty	$64,570,739
Competitive Faculty Salaries	$28,486,588

- Derived from study called for in 1999 special provision
- Addresses verified competitive funding gap between UNC campuses and peer institutions
- Disparities in benefits exacerbate UNC's faculty recruitment challenge

The University of North Carolina
Major Themes – Current Operations
2001-2002

SCHEDULE OF PRIORITIES

ACCESS	
Enrollment increases	$40,536,963
Need-Based Student Financial Aid – funding can be phased-in	26,000,000
"Year-round University" Pilots – Summer Term Appropriations	2,077,043
INTELLECTUAL CAPITAL FORMATION	
Libraries	15,000,000
Distinguished Professors Endowment Trust Fund	7,500,000
K-16 EDUCATION	
High Priority Initiatives	4,225,000
CREATION AND TRANSFER OF KNOWLEDGE	
Major Research Initiatives	
Biotechnology/Genomics	11,901,718
Environment and Marine Sciences	4,723,191
Optoelectronics and Optical Communication	1,090,002
TRANSFORMATION AND CHANGE	
Information Technology	19,824,000
Improvements in Smaller Universities	1,683,689
TOTAL	$134,561,606

ACADEMIC SALARY INCREASES

6% Salary Increase for Faculty	64,570,739
Competitive Faculty Salaries	28,486,588
TOTAL	$93,057,327

Attachment 2

2001-03 BUDGET REQUEST

The Board of Governors
of
The University of North Carolina

November 10, 2000

– SUMMARY –

THE REQUEST OF THE BOARD OF GOVERNORS OF THE UNIVERSITY OF NORTH CAROLINA
TO THE GOVERNOR, THE ADVISORY BUDGET COMMISSION AND THE GENERAL ASSEMBLY
FOR GENERAL FUND APPROPRIATIONS FOR THE 2001-03 BIENNIUM

PART I – UNIVERSITY OPERATIONS

Funds for the Continuing Operation of Each Constituent Institution

Budget Code	For Appropriation to:	2001-02	2002-03
16080	Appalachian State University	$ 89,137,932	$ 89,057,417
16065	East Carolina University, Academic	124,850,183	126,130,818
16066	East Carolina University, Health	47,297,219	47,235,088
16086	Elizabeth City State University	21,792,577	21,821,726
16088	Fayetteville State University	30,975,288	30,975,288
16070	North Carolina A & T State University	60,477,528	60,489,530
16090	North Carolina Central University	45,742,370	45,459,860
16092	North Carolina School of the Arts	17,470,918	17,620,034
16030	North Carolina State University	273,369,966	275,071,209
16055	UNC Asheville	26,911,681	26,915,362
16020	UNC-Chapel Hill, Academic	209,505,167	209,916,232
16021	UNC-Chapel Hill, Health	159,389,849	161,766,987
16022	UNC-Chapel Hill, AHEC	46,250,808	46,250,808
16050	UNC Charlotte	98,405,587	98,685,959
16040	UNC Greensboro	96,872,658	97,929,225
16082	UNC Pembroke	24,937,077	25,036,232
16060	UNC Wilmington	62,271,692	62,832,483
16075	Western Carolina University	53,215,873	53,561,898
16084	Winston-Salem State University	28,565,708	28,746,283
16010	UNC-GA, Operating	51,373,818	51,467,541
16011	UNC-GA, Institutional Programs	14,730,656	14,730,656
	Total	1,583,544,555	1,591,700,636

Funds for Salary Increases for Employees Exempt from the State Personnel Act

	For Appropriation to:		
	The Board of Governors		
16011	UNC–GA, Institutional Programs	93,057,327	164,741,472

Funds Requested without Reference to Constituent Institutions, Itemized as to Priority and covering such areas as New Programs and Activities, Expansions of Programs and Activities, Increases in Enrollments, Increases to Accommodate Internal Shifts and Categories of Persons Served, Improvements in Levels of Operation and Increases to Remedy Deficiencies (Expansions and Improvements)

	For Appropriation to:		
	The Board of Governors		
16011	UNC–GA, Institutional Programs		
	Current Operations	148,939,676	230,747,663
	Capital Improvements	168,000,000	
	TOTAL – UNIVERSITY OPERATIONS	**1,993,541,558**	**1,987,189,771**

(Continued on next page)

– SUMMARY –

THE REQUEST OF THE BOARD OF GOVERNORS OF THE UNIVERSITY OF NORTH CAROLINA TO THE GOVERNOR, THE ADVISORY BUDGET COMMISSION AND THE GENERAL ASSEMBLY FOR GENERAL FUND APPROPRIATIONS FOR THE 2001-03 BIENNIUM

PART II – AGRICULTURAL PROGRAMS

	For Appropriation to:	2001-02	2002-03
	North Carolina State University		
	Continuing Operations		
16031	Agricultural Research Service	$ 49,520,762	$ 48,963,437
16032	Cooperative Extension Service	39,074,704	38,945,871
	Total	88,595,466	87,909,308
	Funds for Salary Increases for Employees Exempt from the State Personnel Act	2,988,432	6,128,238
	Expansions and Improvements Current Operations	8,525,000	8,525,000
	TOTAL – AGRICULTURAL PROGRAMS	**100,108,898**	**102,562,546**

PART III – UNIVERSITY OF NORTH CAROLINA HOSPITALS AT CHAPEL HILL

	For Appropriation to:		
16095	UNC Hospitals at Chapel Hill Continuing Operations	41,718,005	42,993,147
	Funds for Salary Increases for Employees Exempt from the State Personnel Act	250,128	513,720
	TOTAL – UNC HOSPITALS	**41,968,133**	**43,506,867**

PART IV – RELATED EDUCATIONAL PROGRAMS

	For Appropriation to:		
	The Board of Governors		
16012	Related Educational Programs Continuing Operations	103,392,604	103,761,050
	Expansions and Improvements Current Operations	1,670,050	1,670,050
	TOTAL – RELATED ED PROGRAMS	**105,062,654**	**105,431,100**

PART V – NORTH CAROLINA SCHOOL OF SCIENCE AND MATHEMATICS

	For Appropriation to:		
16094	N. C. School of Science & Mathematics Continuing Operations	11,692,784	11,720,289
	Funds for Salary Increases for Employees Exempt from the State Personnel Act	312,649	644,056
	Expansions and Improvements Current Operations	2,215,313	2,215,313
	Capital Improvements	included in 2001 university-wide facilities plan	
	TOTAL – NCSSM	**14,220,746**	**14,579,658**
	TOTAL GENERAL FUND APPROPRIATIONS REQUESTED	**2,254,901,989 ***	**2,253,269,942**

* *Includes 2001-03 requests for capital improvements of $168,000,000 and 2001-02 requests for current operations of $2,086,901,989.*

2001-03 BUDGET REQUEST – Board of Governors of The University of North Carolina

REQUESTS FOR APPROPRIATIONS FOR CURRENT OPERATIONS

	Authorized	For Continuing Operations		For Academic Salary Increases		For Expansions and Improvements		TOTAL CURRENT OPERATIONS	
	2000-01	2001-02	2002-03	2001-02	2002-03	2001-02	2002-03	2001-02	2002-03
University Operations	1,558,464,433	1,583,544,555	1,591,700,636	93,057,327	164,741,472	148,939,676*	230,747,663*	1,825,541,558	1,987,189,771
Agricultural Programs	86,895,704	88,595,466	87,909,308	2,988,432	6,128,238	8,525,000	8,525,000	100,108,898	102,562,546
UNC Hospitals	40,587,322	41,718,005	42,993,147	250,128	513,720			41,968,133	43,506,867
Related Ed. Programs	100,411,702	103,392,604	103,761,050			1,670,050	1,670,050	105,062,654	105,431,100
NCSSM	11,349,828	11,692,784	11,720,289	312,649	644,056	2,215,313	2,215,313	14,220,746	14,579,658
TOTAL	**1,797,708,989**	**1,828,943,414**	**1,838,084,430**	**96,608,536**	**172,027,486**	**161,350,039**	**243,158,026**	**2,086,901,989**	**2,253,269,942**

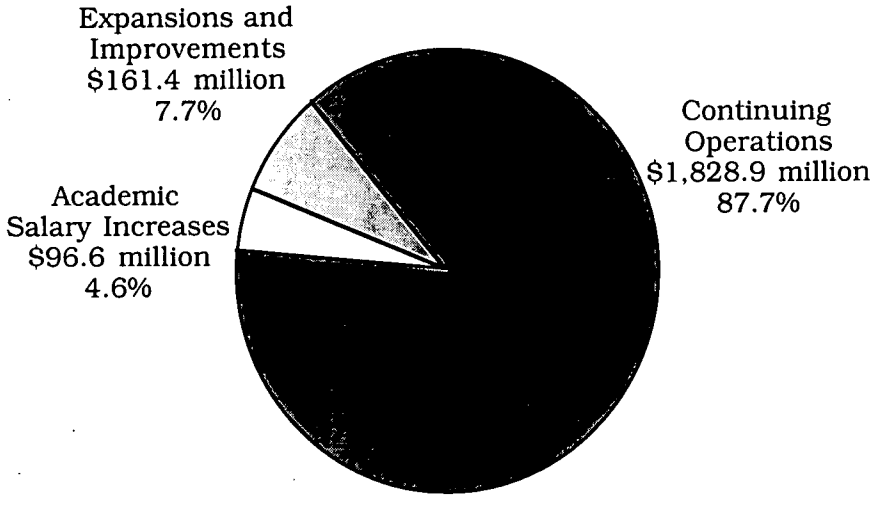
ANNUAL INCREASES:

2001-02 AMOUNT (over 2000-01)		**31,234,425**		**96,608,536**		**161,350,039**		**289,193,000**	
PERCENTAGE		**1.74%**		**5.37%**		**8.98%**		**16.09%**	
2002-03 AMOUNT (over 2001-02)			**9,141,016**		**75,418,950**		**81,807,987**		**166,367,953**
PERCENTAGE			**0.44%**		**3.61%**		**3.92%**		**7.97%**

** Total amounts reflect the application of $8,139,297 (2001-02) and $8,415,777 (2002-03) in additional revenues from tuition rate increases.*

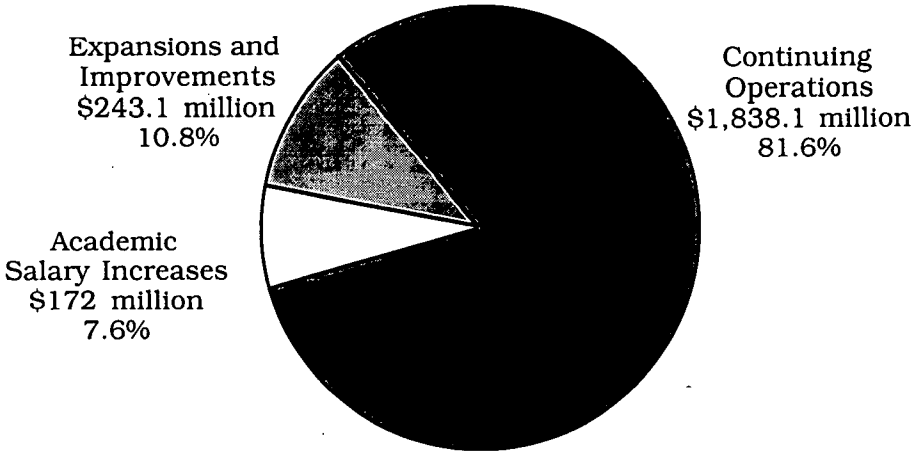
Requests for Appropriations for Current Operations 2001-02

$2,086,901,989



Requests for Appropriations for Current Operations 2002-03

$2,253,269,942



– SUMMARY –

2001-03 BUDGET REQUEST – Board of Governors of The University of North Carolina

The Board of Governors' recommendations to the Governor, the Advisory Budget Commission, and the General Assembly for financial support of public senior higher education in the next biennium are presented in a *2001-03 Budget Request* consisting of five parts. These are: (I) requests for University Operations; (II) requests for Agricultural Programs; (III) requests on behalf of the University of North Carolina Hospitals at Chapel Hill; (IV) recommendations for Related Educational Programs for which the Board of Governors is responsible; and (V) requests for the North Carolina School of Science and Mathematics as transmitted to the Board of Governors by the Board of Trustees of the School.

UNIVERSITY OPERATIONS

The recommendations for University Operations cover the basic educational programs carried out by the 16 constituent institutions and the General Administration of the University. Recommendations are forwarded in three parts for support of: (i) the continuing costs of maintaining the institutions, Continuing Operations; (ii) salary increases for employees exempt from the State Personnel Act, Academic Salary Increases; and (iii) other expansions and improvements in current operations, Expansions and Improvements.

The requests for funds for Continuing Operations provide for regular session enrollments at currently budgeted levels and for continuation of related institutional activities at present levels of service. The amounts proposed for appropriation to the institutions for Continuing Operations are $1 billion, 583 million for 2001-02; and $1 billion, 591 million for 2002-03.

The Continuing Operations requests are $25.1 million and $33.2 million more, in successive years of the biennium, than continuing appropriations budgeted for the current fiscal year. The requested increases were developed by the constituent institutions in response to guidelines established by the Office of State Budget, Planning and Management. The following schedule provides a summary of the increases requested.

2001-03 BUDGET REQUEST – Board of Governors of The University of North Carolina

UNIVERSITY OPERATIONS

Item	2001-02	2002-03
Operating reserves for new facilities	$10,243,519	$19,116,110
Leased space	302,230	302,230
Utilities	3,381,551	4,361,844
Capital outlay	580,591	108,480
Required staff benefits and continuing personnel costs	5,864,835	5,991,002
Replacement of motor vehicles and equipment	3,184,374	2,163,002
Current services	318,704	296,298
Accreditation fees	841,600	439,659
Other adjustments (net)	362,718	457,578
Total	**25,080,122**	**33,236,203**

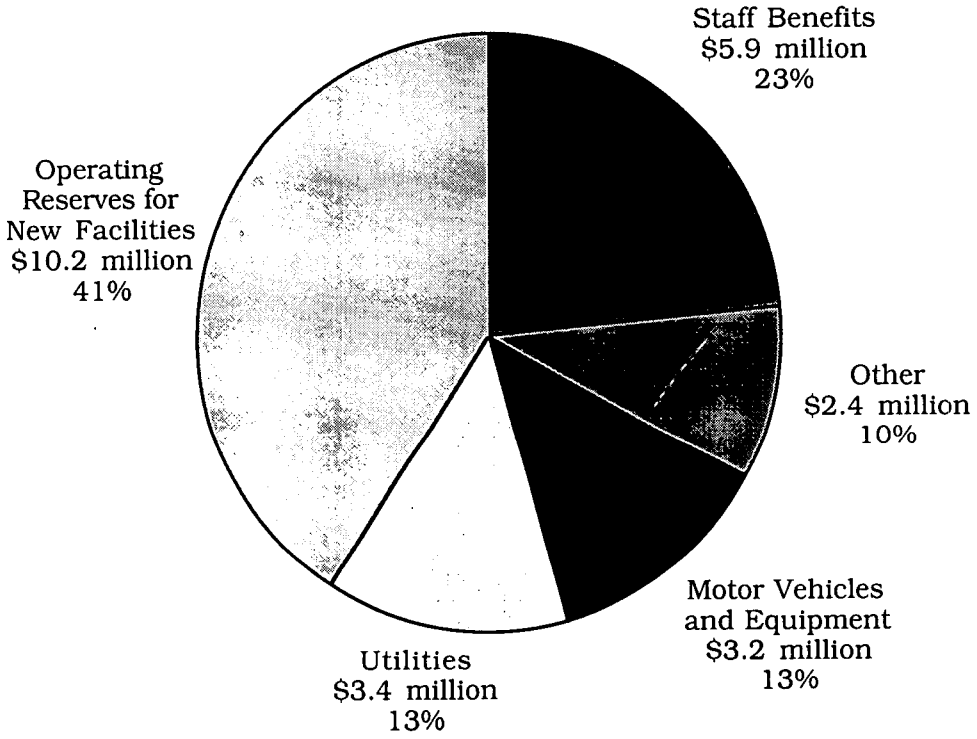
The requests for Academic Salary Increases are for a six percent increase for 2001-02 and an additional six percent for 2002-03; additionally, $28.5 million is included to address the continuing need for maintaining and improving the competitive position of the University in the recruitment and retention of its faculty. The recommended appropriations for this purpose are $93.1 million for 2001-02 and $164.7 million for 2002-03.

The requests for all other changes in the levels of support (Expansions and Improvements) for educational activities, University-wide, total $148.9 million and $230.7 million for the two years respectively for current operations.

These recommendations, as summarized on page 39 in the **Schedule of Priorities – Current Operations**, present to the Governor, the Advisory Budget Commission, and the General Assembly a comprehensive expenditure plan for the constituent institutions of the University of North Carolina.

UNIVERSITY OPERATIONS

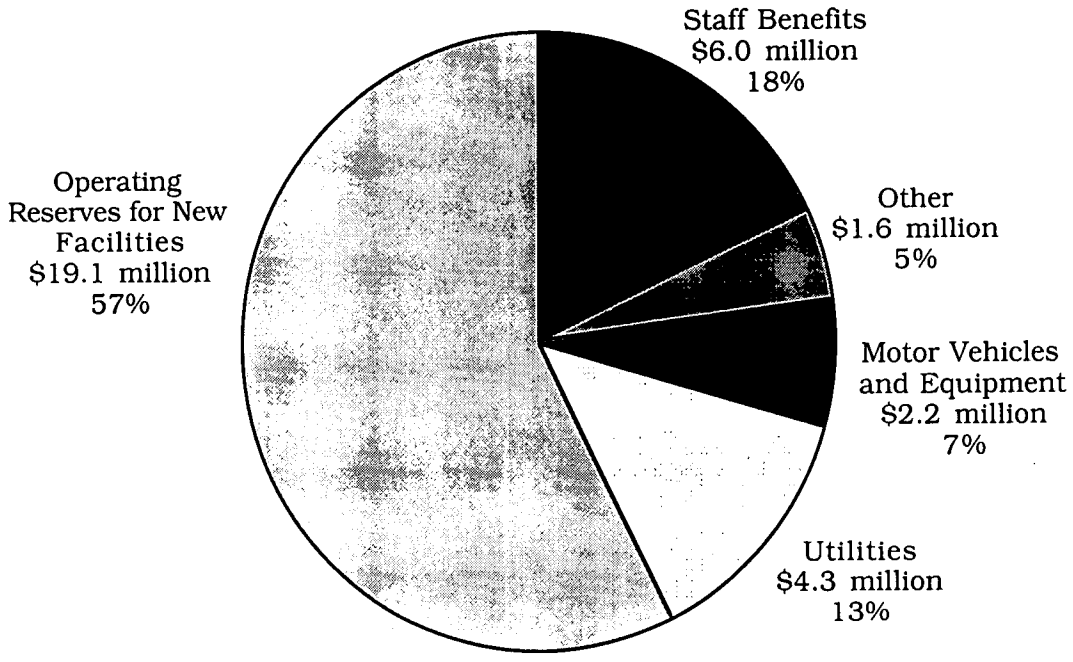
Increases in Continuing Budgets
2001-02 – $25.1 million



2001-03 BUDGET REQUEST – Board of Governors of The University of North Carolina

UNIVERSITY OPERATIONS

Increases in Continuing Budgets
2002-03 - $33.2 million



– SUMMARY –

2001-03 BUDGET REQUEST – Board of Governors of The University of North Carolina

UNIVERSITY OPERATIONS

SCHEDULE OF PRIORITIES

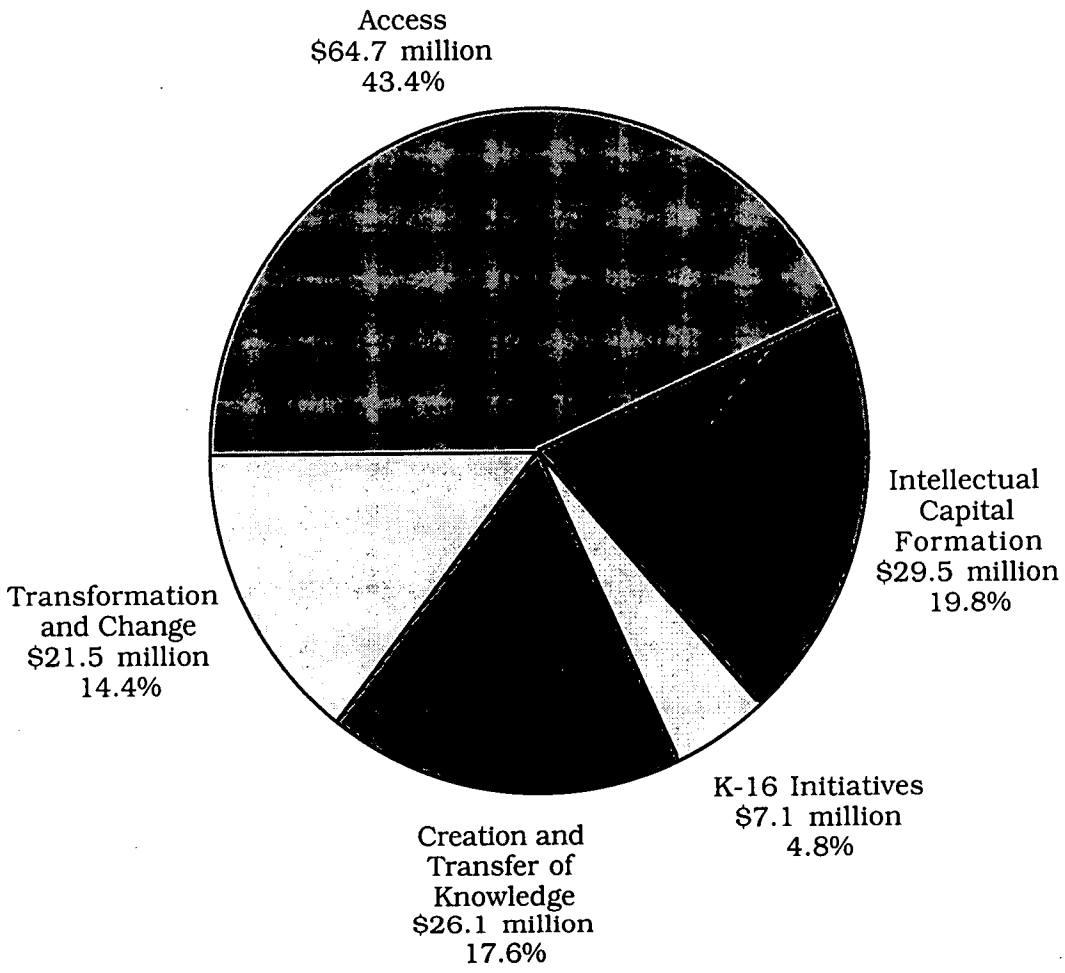
Line	Budget Request for General Fund Appropriations for Current Operations	2001-02	2002-03 *
1.	**Access**		
	a. Enrollment Changes	$40,536,963	$78,347,620
	b. Need-based Student Financial Aid Plan	26,000,000	28,000,000
	Less: Additional Tuition Receipts	8,139,297	8,415,777
	Net Appropriation	17,860,703	19,584,223
	c. NCSA High School Access Initiative	1,069,802	1,069,802
	d. "Year-round University" Pilots – Summer Term Appropriations	2,077,043	3,154,242
	e. Focused Growth Institutions – Special Needs	3,121,534	3,121,534
	Access – Total	**64,666,045**	**105,277,421**
2.	**Intellectual Capital Formation**		
	a. Libraries	15,000,000	19,000,000
	b. Distinguished Professors Endowment Trust Funds – State Matching Funds	7,500,000	4,500,000
	c. Distinguished Graduate Fellowship Program – State Matching Funds	–	2,500,000
	d. New Degree Program Funds – Revolving Fund	200,000	400,000
	e. Transition of ECU to Doctoral/Research Intensive Status	1,460,000	1,460,000
	f. Transition of UNCC to Doctoral/Research Intensive Status	4,000,000	7,344,317
	g. Professional Development	1,000,000	2,000,000
	h. Diversity and Internationalization	337,112	516,436
	Intellectual Capital Formation – Total	**29,497,112**	**37,720,753**
3.	**K-16 Initiatives**	**7,145,000**	**10,945,000**
4.	**Creation and Transfer of Knowledge**		
	a. Major Research Initiatives	17,853,794	20,185,030
	b. Area Health Education Centers	4,011,000	3,852,000
	c. Public Service	4,259,036	5,833,770
	Creation and Transfer of Knowledge – Total	**26,123,830**	**29,870,800**
5.	**Transformation and Change**		
	a. Information Technology	19,824,000	45,250,000
	b. Improvements in Smaller Universities	1,683,689	1,683,689
	Transformation and Change – Total	**21,507,689**	**46,933,689**
	TOTAL	**148,939,676**	**230,747,663**

** Cumulative biennial amounts – 2002-03 amounts include 2001-02 continuing amounts.*

2001-03 BUDGET REQUEST – Board of Governors of The University of North Carolina

UNIVERSITY OPERATIONS

Schedule of Priorities
2001-02 – $148.9 million

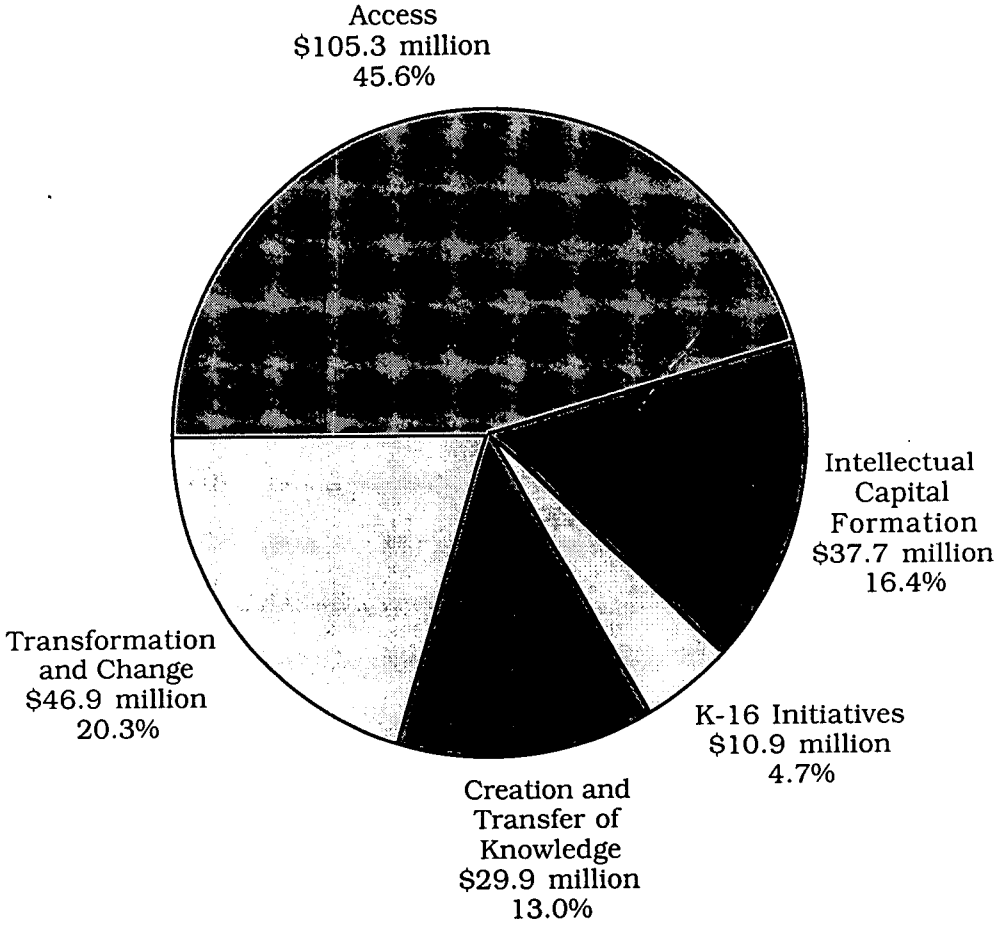


– SUMMARY –

2001-03 BUDGET REQUEST – Board of Governors of The University of North Carolina

UNIVERSITY OPERATIONS

Schedule of Priorities
2002-03 – $230.7 million



UNIVERSITY OPERATIONS

The Board of Governors' budget and planning processes are linked closely to enable the University to carry out its mission. The requests contained in the proposed Schedule of Priorities have been shaped primarily by Board planning. Accordingly, the Schedule of Priorities requests are linked directly to the strategic directions identified in the Board's long-range plan for the five-year period, 2000-05. These requests also reflect mandates and interests expressed in recent legislation. (Document reference pages 34 – 38)

The first request in the Schedule of Priorities for current operations is **Access**, which is presented in six parts: (a) Enrollment Changes; (b) Need-based Student Financial Aid Plan; (c) NCSA High School Access Initiative; (d) "Year-round University" Pilots – Summer Term Appropriations; (e) Focused Growth Institutions – Special Needs.

a. **Access – Enrollment Changes** – ($40.5 million for 2001-02 and $78.3 million for 2002-03). Funds are requested to provide for the projected changes in enrollment during the 2001-03 biennium. As shown in the table below, the change anticipated for the first year of the 2001-03 biennium represents an increase of 1.8 percent in total student credit hours over the student credit hour-funded enrollments of the 2000-01 base year. The second year of the biennium will see an increase of an additional 2.9 percent over the projected total enrollments of the first year. The full-time equivalent enrollments are also shown for those academic units remaining in the FTE funding model.

	Actual 1999-2000	Budgeted 2000-01	Projected 2001-02	Projected 2002-03
Fundable SCHs				
Undergraduate	3,299,586	3,383,697	3,423,226	3,510,181
Graduate	381,956	388,725	417,588	442,856
Total Fundable SCHs	3,681,542	3,772,422	3,840,814	3,953,037
Fundable FTEs				
Undergraduate	1,050	1,071	1,077	1,077
Graduate	5,013	4,981	5,097	5,127
Total Fundable FTEs	6,063	6,052	6,174	6,204

Strict application of the funding model to SCH projections results in a loss of funds at three institutions (ECU, FSU, and NCCU) in the first year of the biennium and one institution (FSU) for the second year. It is requested that the General Assembly consider "holding harmless" these three institutions. This would increase the requested appropriation for 2001-02 by $1,689,371, for a total of $40,536,963. While the request for 2002-03 would be increased to hold FSU harmless for that year, the corresponding reduction from the 2001-02 increase would, on a net basis, reduce the incremental request for 2002-03 to $37,810,657.
(Document reference pages 42 – 47)

UNIVERSITY OPERATIONS

b. **Access – Need-based Student Financial Aid Plan** ($17.9 million for 2001-02 and $19.6 million for 2002-03). The University of North Carolina continues to have significant amounts of unmet need for student financial aid among its in-state students, and therefore requests full funding for a system-wide UNC Grant Program. State funding is requested in the amount of $17.9 million in 2001-02 and $19.6 million in 2002-03.

A Task Force on Student Financial Aid estimated that the aggregate amount of unmet need for UNC resident students in 1997-98 was at least $143 million and recommended funding for a new UNC Grant Program to help students with financial need. The program was partially funded with an appropriation of $5 million in 2000-01, which when combined with $1.3 million appropriated in 1999-2000, is currently being used to make grants only to qualifying in-state first-time freshmen during the 2000-01 year, and not to all eligible undergraduate and master's level students. Full funding will enable University's 16 institutions to fund all students according to the program's stated criteria. In order to assure that funds are used with maximum efficiency and effectiveness, it is requested that they not revert at the end of each fiscal year, but instead remain available until expended for program awards.

By design, the program makes careful use of state funds by requiring that eligibility requirements for the new grants include a "self-help" expectation of at least $4,000 per student and that federal Pell grants and tax credits be used first to meet students' needs. The program is intended to help the poorest half of UNC students and to limit the amount of college loans that they must take to complete their degrees. Once the program is fully funded, its formula for making awards will permit students and their families to estimate their eligibility for Pell grants, federal tax credits and the new UNC Grant–the foundation upon which their final financial aid package will be built. This program is a cornerstone in the University's program for expanding access to a college education for North Carolina residents.

The *Report of the Task Force on Tuition Policy*, adopted by the Board of Governors on November 13, 1998, recognized the need to set tuition rates in the fall of each year to ensure that students had sufficient time to plan for increases in tuition as well as to ensure that the estimated revenues resulting from the new rates could be reflected in the Board's Budget Request. In accordance with the policy, an advisory committee was established to recommend Board-initiated tuition increases for the 2001-02 academic year. The Board's policy recommends that tuition be set after consideration of General Fund availability, institutional efforts to manage and control costs, impact of increases on student access and indebtedness, indices of ability to pay, and the effects of any campus-initiated increases that have been adopted. The committee reviewed these factors and recommended an across-the-board increase in in-state tuition rates of four percent. This increase applies to undergraduate and graduate students, but graduate students will experience an additional increase due to the continuation of a phased program that was started two years earlier. The

committee recommended that tuition rates for out-of-state students be increased by the same dollar amount as the in-state tuition rates. The tuition rates for UNC Charlotte are further increased to reflect UNCC's move to the Doctoral/Research Intensive level.

The tuition increases provide $8,139,297 in 2001-02 and $8,415,777 in 2002-03. The Board requests that those funds be applied towards its request for increased funding for the need-based student financial aid program. (Document reference pages 48 – 56)

c. **Access – NCSA High School Access Initiative** ($1.1 million for each year of the biennium). The North Carolina School of the Arts provides opportunities and access to professional arts training to talented students at both the secondary and post-secondary levels. Each year approximately 250 students attend high school at this residential campus, the majority from North Carolina. The tuition for this program is modest, but, combined with the cost of room and board, incoming students have an annual cost of about $7,000. The North Carolina School of the Arts requests parity with the School of Science and Mathematics with this request that funds be provided to defray the costs for students from North Carolina who attend this high school. (Document reference pages 57 – 58)

d. **Access – "Year-round University" Pilots – Summer Term Appropriations** ($2.1 million for 2001-02 and $3.2 million for 2002-03). Currently instruction offered by UNC institutions during the summer receives minimal state support. Essentially the summer sessions must be self-supporting, resulting in conditions that make the summer terms quite different from fully-funded regular-term semesters and hence less attractive to both students and faculty. If campuses are to maximize use of their facilities as they struggle to accommodate the surge in student enrollments, one alternative is to explore the potential of a "third semester" during the summer.

This request seeks support for three pilot projects (each to be funded for three years) that would test two possible approaches to year-round instructional use of facilities. Two of the proposed pilots (to be undertaken at UNC Charlotte and UNC Wilmington) would focus on a specific program area where there is a severe shortage of graduates—teacher education. The intent would be to accelerate and increase the production of teachers by reducing the time required for licensure or the degree. The third pilot, to be undertaken by North Carolina State University, would address the entire summer population. The NCSU pilot would take incremental steps toward the establishment of a third semester by addressing issues identified by a faculty task force as key to a successful third semester. The success of each pilot will be evaluated near the end of the third year and a decision made as to whether to request continued funding and extension to other UNC campuses. (Document reference pages 59 – 64)

UNIVERSITY OPERATIONS

e. **Access – Focused Growth Institutions–Special Needs** ($3.1 million for each year of the biennium). As a part of the Board of Governors' ten-year enrollment plan, seven UNC institutions (ECSU, FSU, NCA&TSU, NCCU, UNCP, WCU, and WSSU) were asked to develop strategies that would enable them to grow by 20 percent by fall 2003 and by up to 50 percent over the coming decade. As a part of a legislative appropriation to assist these campuses in meeting their enrollment targets, the campuses were instructed to develop enrollment growth plans and the Board of Governors was directed to report "any additional needs identified by the plans." To accomplish this, a sum of $310,000 in recurring funds is requested for each of the seven campuses, for a total request of $2,170,000. Although the amounts requested for each are the same, the uses to which they will be put vary according to the individual needs identified in their respective enrollment plans. Two other areas of need addressed in this request are funds to support the establishment of new academic programs ($830,000) and funds to support the addition of a Director of Advancement Services to carry out university-wide advancement/development activities that would include on-going advancement assistance for the smaller campuses. (Document reference pages 65 – 69)

The second request, **Intellectual Capital Formation**, is presented in eight parts: (a) Libraries; (b) Distinguished Professors Endowment Trust Funds – State Matching Funds; (c) Distinguished Graduate Fellowship Program – State Matching Funds; (d) New Degree Program Funds – Revolving Fund; (e) Transition of ECU to Doctoral/Research Intensive Status; (f) Transition of UNCC to Doctoral/Research Intensive Status; (g) Professional Development; and (h) Diversity and Internationalization.

a. **Intellectual Capital Formation – Libraries** ($15.0 million for 2001-02 and $19.0 million for 2002-03). Working with the University Library Advisory Council, we have identified specific needs and partnerships that will enhance our ability to meet student and faculty needs for research materials. Each campus has agreed to pool a portion of their budget allocation to provide subsets of shared data for the libraries. In addition, they have agreed to pool 5% to provide a statewide physical delivery system—24-hour service to every county in the state of North Carolina—in support of distance education. These initiatives are critical to the changes we are seeing in the kinds of library resources that are necessary and the service needs of our constituents.

   One of the most successful partnerships has been the three-year contract among UNC, the Community College system and the State Library to support NC-LIVE to bring resources to all sectors of higher education. That contract expires this year and the costs, not unexpectedly, are going up. UNC's share of this increase is $500,000. As a model for integrating library resources, we cannot afford to miss this opportunity to continue the project.

UNIVERSITY OPERATIONS

At the heart of our sixteen campuses are the academic resources that support instruction and research. But these entities are changing in response to the electronic age. Our libraries must incorporate digital databases while still maintaining the traditional resources of books and journals with their skyrocketing prices. At the system level, we need to provide coordination and funding to ensure that digital resources are purchased at the best rates and available to all campuses. Much of the coordination in support of system-wide initiatives for distance education and purchasing requires that the Academic Affairs division work closely with the professional staff at the libraries to provide services in support of teaching and research as well as distance education.
(Document reference pages 70 – 75)

b. **Intellectual Capital Formation – Distinguished Professors Endowment Trust Funds – State Matching Funds** ($7.5 million for 2001-02 and $4.5 million for 2002-03). Since 1985, state appropriations and interest earnings have provided over $39 million for the Trust Fund. As of September 30, 2000, $39,078,000 has been paid to the institutions or placed in escrow to match private gifts and pledges of $77,922,000 for the creation of 178 endowed professorships totaling $117,000,000. The addition of funds committed by the C. D. Spangler Foundation have provided further impetus for private giving. There is currently a backlog of requests that are going unmet because of the lack of availability of matching funds, and the budget request addresses the existing and anticipated needs for the next two years. This program is a great investment for the state and provides the opportunity for our campuses to recruit the best faculty in their disciplines. (Document reference pages 76 – 78)

c. **Intellectual Capital Formation – Distinguished Graduate Fellowship Program – State Matching Funds** (funding to begin with the second year of the biennium – $2.5 million for 2002-03). The competition for the best graduate students frequently results in those campuses with fellowships rather than assistantships to offer getting the best graduate students. This proposal requires private funds of $200,000 to be matched by $100,000 of state funds to result in a return on $300,000 of $15,000/year to award to outstanding graduate students. This strategy will enable UNC to be competitive with other public and private universities that offer fellowship programs to attract graduate students. This initiative provides another means of leveraging private funds to support higher education in North Carolina. (Document reference pages 79 – 80)

d. **Intellectual Capital Formation – New Degree Program Funds – Revolving Fund** ($200,000 for 2001-02 and $400,000 for 2002-03). This request proposes a cost effective approach to the funding of new academic degree programs that will provide start-up support for a greater number of programs that have been supported in the past, while maximizing the use (and recycling) of state appropriations for this purpose. The requested appropriation would provide a permanent fund to provide start-up funds for new programs, to be allocated to the institution(s) for no more than three

years, after which the program would be expected to be "self-supporting" through the realization of enrollment growth funds. At the end of the period, the funds would become available for reallocation to other institutions. (Document reference pages 81 – 82)

e. **Intellectual Capital Formation – Transition of ECU to Doctoral/ Research Intensive Status** ($1.5 million for each year of the biennium). In 1997-98, East Carolina University met the Carnegie requirements to be classified as a Doctoral II Institution (recently changed to Doctoral Research Intensive Status). The change was recognized by the Board of Governors in April 1998. The Board authorized the development of a proposal to appropriately fund East Carolina University to carry out its Doctoral II mission. The process resulted in a requested increase in state appropriations of $5,960,000. Of this amount, $4,500,000 has been allocated over the last three years with the final phase-in increase of state appropriation of $1,460,000 to be made in 2001-02.
(Document reference page 83)

f. **Intellectual Capital Formation – Transition of UNCC to Doctoral/ Research Intensive Status** ($4.0 million for 2001-02 and $7.3 million for 2002-03). The University of North Carolina at Charlotte, began to implement doctoral programs in January 1994 to meet its goal to achieve Doctoral II status (now Doctoral/Research Intensive) under the Carnegie requirements. During the 1999-2000 academic year, the University met and exceeded these requirements, and the Board of Governors recognized the attainment of Doctoral status at its meeting of August 11, 2000. Consistent with the UNC funding methodology, the Board authorized a request for additional funding to allow UNC Charlotte to carry out its new mission. The funding increase of $7.3 million is to be requested over a two-year period: $4 million in 2001-02 and an additional $3.3 million in 2002-03. The faculty-student ratio and the average faculty teaching salary have been established at the mid-point between the average for comprehensive universities and the University of North Carolina at Greensboro, which is a Doctoral I institution under the old Carnegie classification and represents the appropriate benchmark for adjusting the academic operating, libraries and general institutional support base budgets for UNC Charlotte as it becomes a doctoral institution. All of the new funding will be used to support the doctoral mission of the University.
(Document reference pages 84 – 85)

g. **Intellectual Capital Formation – Professional Development** ($1.0 million in 2001-02 and $2.0 million for 2002-03). The Professional Development Advisory Committee appointed by the President made several important recommendations about the need for professional development of faculty, staff, and administrators. During the last biennium, a part of the Board's request related to professional development in the use of technology was funded, and workshops and collaboratives dedicated to this use have successfully transformed the teaching of many faculty. What remain are additional needs for professional development of administrators, librarians,

faculty, and staff. The only campus without a Center for Teaching and Learning is North Carolina School of the Arts, and this request includes funds to establish this program there. The remainder of the request is divided between providing funds for existing centers and programs on each campus and providing system-wide training for specific groups such as department chairs, librarians, and specialized faculty and staff administrators. (Document reference pages 86 – 91)

h. **Intellectual Capital Formation – Diversity and Internationalization** ($.3 million in 2001-02 and $.5 million in 2002-03). Our students will be entering workplaces and a world that is increasingly diverse, multi-lingual, and challenging. Research has demonstrated that business wants to hire employees who can work within this new context, and we know that the teachers in the public schools must be prepared to teach students with diverse backgrounds and different learning styles. UNC is fortunate in that we have established the North Carolina Center for International Understanding (NCCIU) and the UNC Exchange Program (UNC-EP) system-wide, and our campuses have an extensive network of centers and programs that focus on a global environment. Each year, campuses and the Office of the President host delegations of international educators and NCCIU provides opportunities for legislators, teachers, and other opinion leaders to learn more about our world partners. This proposal addresses specific initiatives such as providing more opportunities for minority students to participate in international exchange programs as well as system-wide initiatives that address the changing demographics in the state and on our campuses. Our commitment to access is tied closely with our commitment to diversity, and programs such as Pathways address this issue for students as young as junior high. To address the shortage of minority faculty, UNC is proposing to participate in the SREB Doctoral Scholars Program. In the coming biennium, we need to ensure that UNC's commitment to providing a broad-based education is inclusive of the larger issues facing our society.
(Document reference pages 92 – 97)

The third request in the Schedule of Priorities for current operations is for **K-16 Initiatives.**

The evidence is very clear and growing that the quality of the teaching force matters and matters significantly in student achievement in reading, mathematics, science, and logically in all other subjects as well. Another fact is very clear – there is a critical shortage of teachers in North Carolina. The shortage is actually worse than is apparent given the number of out-of-field teachers providing instruction in academic areas for which they have no major or minor in the subject they are teaching. North Carolina is approaching a "system-breakdown" across the entire span of recruitment, preparation, induction, retention, and the professional development of a high quality professional teaching core. The projected need for 80,000 new teachers over the next ten years will only deepen the crisis that is upon us now.

UNIVERSITY OPERATIONS

While UNC clearly needs to maintain and expand the current programs for preparing, supporting, and developing teachers, we must quickly put into place some new venues for attracting more prospective teachers, preparing them better (especially the hundreds of underprepared lateral entry teachers in North Carolina), providing much more supportive mentoring programs, and making far more accessible high-quality professional development that all of our Universities can and do provide as well as expanding the delivery mode of the outstanding programs in the UNC Center for School Leadership Development, such as the Principals' Executive Program, the NC Center for the Advancement of Teaching, the NC Teacher Academy, the Mathematics and Science Education Network, NC TEACH, and the NC Model Teacher Education Consortium.

There is an increasing need for alternatives to conventional classroom instruction that may not conform to traditional fixed academic schedules. Preservice students and public school employees are already seeking education and professional development that is better shaped to meet their needs. The simultaneous development of the Internet, advanced computer systems and networks has created new opportunities for student practitioners to essentially learn anytime, anywhere. This reality, if appropriately utilized, can increase the potential for recruitment, preparation, support, and development of teachers and principals. The power of the Internet provides an entirely new setting for the delivery of courses, course modules, training, and licensure programs as well as online support for mentors and new teachers and principals.

The following table provides a summary of budget requests for K-16 Initiatives:

Line 3 – K-16 Initiatives	**2001-02**	**2002-03**
E-Learning Initiative	$1,225,000	$1,345,000
N. C. Model Teacher Education Consortium	2,500,000	3,500,000
Mathematics & Science Education Center at ECSU	200,000	200,000
Mathematics & Science Education Pre-College Center at ECU	100,000	100,000
NC TEACH	–	1,250,000
Principals' Executive Program	170,000	1,250,000
Principal Fellows Program	800,000	800,000
Executive Leadership Academy	200,000	300,000
Summer Ventures in Science & Mathematics	200,000	200,000
N. C. Education Research Council	500,000	500,000
N. C. Teacher Academy	1,000,000	1,250,000
N. C. Center for the Advancement of Teaching	250,000	250,000
Total – K-16 Initiatives	**7,145,000**	**10,945,000**

(Document reference pages 98 – 111)

UNIVERSITY OPERATIONS

The fourth request for **Creation and Transfer of Knowledge** is presented in three parts: (a) Major Research Initiatives; (b) Area Health Education Centers; and (c) Public Service.

a. **Creation and Transfer of Knowledge – Major Research Initiatives** ($17.9 million for 2001-02 and $20.2 million for 2002-03. The Board recommends that the research competitiveness of the constituent universities be enhanced in three major thrust areas: 1) Biotechnology/Genomics, 2) Environment and Marine Sciences, and 3) Optoelectronics and Optical Communication. The individual programmatic requests within the three thrust areas are described in Part I of the *2001-03 Budget Request*. These thrust areas were designed to meet the specific requirements of multidisciplinary and inter-institutional collaborations that will aid in knowledge creation and critical technology skills of faculty, students, industries and the North Carolina public.

   The programmatic requests for Biotechnology/Genomics initiatives are $12.0 million in 2001-02 and $15.0 million in 2002-03.
   (Document reference pages 114 – 125)

   The programmatic requests for Environment and Marine Sciences initiatives are $4.7 million in 2001-02 and $4.1 million in 2002-03.
   (Document reference pages 126 – 140)

   The request for Optoelectronics and Optical Communication is $1.1 million for both years of the biennium.
   (Document reference pages 141 – 143)

b. **Creation and Transfer of Knowledge – Area Health Education Centers** ($4 million for 2001-02 and $3.9 million for 2002-03). The North Carolina Area Health Education Centers (AHEC) Program proposes to build on existing initiatives and develop new educational efforts to meet its mandate of preparing a healthcare workforce to improve the quality of healthcare for all of the people of North Carolina. This request addresses several key program areas that will strengthen AHEC's historic role in training primary care physicians and other healthcare providers for the state. In addition, funds are requested to expand AHEC's capability in information technology, in order to improve access to a full array of educational programs and services, and to support the undergraduate and graduate programs of the campuses of the University of North Carolina. The AHEC infrastructure has demonstrated its effectiveness in supporting community-based rotations of students to rural and underserved areas, as well as in supporting practitioners who wish to earn an undergraduate or graduate degree in their home community. Additional resources are needed within the AHEC system to respond to the dramatic increase in demand for these types of community-based programs. Finally, funds are requested to expand AHEC's efforts to recruit more underrepresented groups into health careers and to address specific, chronic healthcare workforce issues, particularly in the nursing and mental health fields.

UNIVERSITY OPERATIONS

Line 4b – AHEC	**2001-02**	**2002-03**
Information Technology	$1,129,000	$ 970,000
Primary Care Residency Training	1,594,000	1,594,000
Health Careers and Workforce Diversity	300,000	300,000
Community-Based Student Training	391,000	391,000
Special Initiatives to Address Health Workforce Shortages	192,000	192,000
Increased Operating Costs in AHECs	405,000	405,000
Total	**4,011,000**	**3,852,000**

(Document reference pages 145 – 150)

c. **Creation and Transfer of Knowledge – Public Service** ($4.3 million for 2001-02 and $5.8 million for 2002-03). This request is for support of cooperative programs and activities involving public service and outreach. Through such programs the knowledge resources of institutions are extended to populations that may not otherwise be served by the University in order to respond to regional or statewide needs. While most of these programs and activities are administered by a single institution through an institute or center, many are collaborations involving multiple institutions and their partners from business and government. Many involve funding arrangements in which state funds leverage significant amounts of non-state funds, or in which state funds serve as "seed" funding for programs and activities that offer substantial public benefits. Included in the public service requests below are programs and activities to: (1) support educational, cultural and economic development; (2) strengthen the planning and delivery of health care services; (3) offer training and technical assistance to local government and human service agencies; (4) disseminate and translate research findings that promise to improve the quality of life; (5) provide outreach services to minority populations and; (6) permit UNC-TV to expand its educational offerings, statewide productions, and other viewer services.

UNIVERSITY OPERATIONS

The specific activities and programs for which General Fund appropriations are requested are:

Line 4c – Public Service	**2001-02**	**2002-03**
Piedmont Triad Center for Advanced Manufacturing (NCA&T)	$ 300,000	$ 300,000
The Small Business and Technology Development Center	250,000	500,000
N. C. Manufacturing Extension Partnership (NCSU)	585,000	585,000
The North Carolina Arboretum	225,875	457,829
UNC Press (UNC-CH)	–	300,000
Millennial Campus at Western Carolina University	250,000	234,000
Cecil G. Sheps Center for Health Services Research at UNC-Chapel Hill	–	139,999
Center for Health Promotion and Disease Prevention at UNC-Chapel Hill	–	246,843
The North Carolina Center for Nursing	–	130,050
Institute of Government (UNC-CH)	842,994	781,916
The Institute on Aging – Expansion of Outreach Programs (UNC-CH)	276,996	234,996
Jordan Institute for Families (UNC-CH)	–	202,186
Frank Porter Graham Child Development Center	184,500	184,500
Center for New North Carolinians (UNCG)	75,000	75,000
Center for Student Leadership and Community Involvement (WSSU)	262,342	262,342
UNC Center for Public Television:		
Extending Public TV to Deaf and Hard-of-Hearing Citizens	476,999	569,779
Digital Distance Learning Channel	300,000	400,000
Statewide Events Production	229,330	229,330
Total – Public Service	**4,259,036**	**5,833,770**

(Document reference pages 151 – 161)

The fifth request, **Transformation and Change**, is presented in two parts: (a) Information Technology; (b) Improvements in Smaller Universities.

a. **Transformation and Change – Information Technology** ($19.8 million for 2001-02 and $45.3 million for 2002-03). In September 1999, the General Assembly provided $10 million in recurring dollars for programs focused on information technology services, collaboration and teaching and learning with technology. This 2001-03 budget request includes planned growth of programs already begun with the initial $10 million as well as expansion into other priority areas such as user support. Consistent with the UNC IT Strategy and the Board's strategic priorities for this biennium, the Board's request for Information Technology totals $19.8 million in 2001-02 and $45.3 million in 2002-03, of which ninety-four percent will be distributed directly to the campuses. (Document reference pages 162 – 173)

UNIVERSITY OPERATIONS

b. **Transformation and Change – Improvements in Smaller Universities** ($1.7 million for each year of the biennium). Lacking economies of scale, smaller institutions have less budget flexibility than larger universities and hence less ability to meet pressing needs within existing resources. Of the five constituent institutions with enrollments under 3,000, three (ECSU, UNCP, and WSSU) have received assistance through special appropriations for "focused-growth institutions." However, the special needs of two small campuses (North Carolina School of the Arts and the University of North Carolina at Asheville) remain unmet. This request addresses those needs. In the case of NCSA, these needs are related to the School of Filmmaking, salary levels of campus security officers, and support for the Development Office. The UNCA request focuses on the need for additional faculty and staff positions, support for the career center, and expansion of service-learning programs. (Document reference pages 174 – 175)

The **Schedule of Priorities – Capital Improvements** presents the capital improvements requests of the Board of Governors for the 16 constituent institutions of the University and the UNC Center for Public Television and Agricultural Programs. The request for the biennium is $168,000,000.

Line	Schedule of Priorities Request for General Fund Appropriations for Capital Improvements	2001-03
1.	Repairs and Renovations	$ 168,000,000
	Total	**168,000,000**

Line 1, Repairs and Renovations, identifies high priority projects that the University proposes to fund from the statutory-defined Reserve for Repairs and Renovations. As defined, the Reserve may be used to finance twelve different categories of projects. The Line documents institutional six-year plans for repairs and renovations that total $504.6 million and requests $168 million for these projects for the biennium. (Document reference pages 177 – 221)

For information, the 2001 University-Wide Facilities Plan, a comprehensive $2.5 billion plan for technology infrastructure, new buildings, major renovations to existing buildings, and land acquisition, is presented. This plan is ambitious and necessary if the University is to provide for projected enrollment growth and conduct its teaching, research, and public service missions effectively in the 21st century. The projects within the Plan constitute the basis for the projects included in Senate Bill 912, the Michael K. Hooker Higher Education Facilities Financing Act, authorizing $2.5 billion for University capital projects approved by a majority of registered voters on November 7, 2000.
(Document reference pages 222 – 270)

AGRICULTURAL PROGRAMS

The Board recommendations for the Agricultural Programs, conducted by North Carolina State University and North Carolina A & T State University in cooperation with the US Department of Agriculture and the State Department of Agriculture, are described in Part II of the *2001-03 Budget Request*. The recommendations are composed of three parts: 1) Continuing Operations, 2) Academic Salary Increases, and 3) Expansions and Improvements. The requests are designed to meet the requirements of both the North Carolina Agricultural Research Service and the North Carolina Cooperative Extension Service and North Carolina A & T State University.

The requests for funds for Continuing Operations are $88.6 million in 2001-02 and $87.9 in 2002-03. (Document reference pages 272 – 275)

The requests for Academic Salary Increases are based on a six percent increase for each year of the 2001-03 biennium and would require appropriations of $3 million for 2001-02 and $6.1 million for 2002-03.
(Document reference page 276)

The Board of Governors requests appropriations of $8.5 million for each year of the biennium for current operation Expansions and Improvements in the Agricultural Programs carried out by the North Carolina Agricultural Research Service, the North Carolina Cooperative Extension Service and North Carolina A & T State University. (Document reference pages 277 – 285)

UNIVERSITY OF NORTH CAROLINA HOSPITALS AT CHAPEL HILL

The Board recommendations for the University of North Carolina Hospitals at Chapel Hill, the primary clinical teaching facility of the School of Medicine of the University of North Carolina at Chapel Hill, are described in Part III of the *2001-03 Budget Request*. The recommendations propose appropriations support for Continuing Operations, and Academic Salary Increases.

The recommendations for funds for Continuing Operations are $41.7 million for 2001-02 and $43 million for 2002-03. (Document reference pages 286 – 287)

The recommendations for Academic Salary Increases based on a six percent increase for each year of the 2001-03 biennium would require appropriations of $250,128 and $513,720. It is noted that over 90 percent of Hospital salaries are supported from receipts. (Document reference page 287)

RELATED EDUCATIONAL PROGRAMS

The Board recommendations for support of Related Educational Programs constitutes Part IV of the *2001-03 Budget Request.* These programs are operated primarily through institutions and agencies external to the University of North Carolina. Although these programs are not a part of the University's operating budget, the Board of Governors, as the contracting authority for the state, has certain responsibilities for the administration of these programs. The appropriation request for Continuing Operations total $103.4 million for 2001-02 and $103.8 million for 2002-03.

	2001-02	**2002-03**
Regional Education Programs	$ 1,010,100	$ 1,059,750
Private Medical School Aid	2,824,000	2,824,000
Aid to Private Colleges	32,873,500	32,873,500
Legislative Tuition Grants	45,045,790	45,045,790
Medical Scholarships	1,511,165	1,812,407
Incentive Grants Program	7,877,844	7,877,844
Dental Scholarships	511,854	529,408
Incentive Scholarship & Grant Program for Native Americans	745,200	745,200
Need-Based Loan Program	853,351	853,351
Nurse Scholars Program	3,553,800	3,553,800
Nurse Education Scholarship Loan Program	900,000	900,000
Strengthen Teacher Education - Private Colleges	66,000	66,000
Distinguished Professors Endowment Fund	2,000,000	2,000,000
Principal Fellows Program	3,620,000	3,620,000
Total	103,392,604	103,761,050

Note: Funds to provide for further implementation of the Principal Fellows Program, Distinguished Professor Endowment Fund, and Need Based Student Financial Aid are respectively included in the Board's Schedule of Priorities; Line 3, K-16 Initiatives; Line 2, Intellectual Capital Formation; and Line 1, Access. Additionally, new program funding is requested for a Distinguished Graduate Fellowship program and a Doctoral Scholars program in the Board's Schedule of Priorities, Line 2, Intellectual Capital Formation. Each program will exist in the University's Related Educational Program budget code.

(Document reference pages 288 – 290)

RELATED EDUCATIONAL PROGRAMS

The Board of Governors requests appropriation of $1,670,050 in 2001-02 and 2002-03 for Expansions and Improvements in Related Educational Programs. The request contains the following components:

1. For the Board of Governors' Medical Scholarships program an increase of $160,000 in 2001-02 and 2002-03 is requested to increase the annual stipend from $5,000 to $7,000 per year. The stipend allowance has not been adjusted for inflation since 1986.

2. For the Board of Governors' Dental Scholarships program an increase of $64,000 in 2001-02 and 2002-03 is requested to increase the annual stipend from $5,000 to $7,000 per year. The stipend allowance has not been adjusted for inflation since 1986.

3. For the Incentive Scholarship and Grant Program for Native Americans program an increase of $67,800 in 2001-02 and 2002-03 is requested for program conversion from a combined Need-Based/Merit-Based Awards to a Needs-Based Awards program. Program definition changes along with revised financial aid award application regulations justify increased state appropriation support.

4. For the Special Leveraging Educational Assistance Partnership program (SLEAP) an increase of $1,378,250 in 2001-02 and 2002-03 is requested to fund 3.5% state matching requirements for administrative costs, 2:1 state matching requirements on federal grant awards, and the required independent audit for compliance testing. The University expects to receive a $650,000 federal grant for this program in the fall of 2000.

(Document reference page 291)

NORTH CAROLINA SCHOOL OF SCIENCE AND MATHEMATICS

The requests for the North Carolina School of Science and Mathematics, as approved by the Board of Trustees of the School and transmitted to the Board of Governors, are described in Part V of the *2001-03 Budget Request*. The requests are composed of three parts: Continuing Operations, Academic Salary Increases, and Expansions and Improvements.

The requests for funds for Continuing Operations are $11.7 million for 2001-02 and $11.7 million for 2002-03. The annual requests are $342,956 and $370,461 more than appropriations available for the current year.
(Document reference pages 292 – 294)

The recommendations for Academic Salary Increases are based on a six percent increase for each year of the biennium and would require appropriations of $312,649 for 2001-02 and $644,056 for 2002-03.
(Document reference page 295)

The requests for Expansions and Improvements are $2.2 million for each year of the 2001-03 biennium for current operations.

The Expansions and Improvements current operations requests include funds to improve coordinated growth of outreach, residential, and support services; to implement a student leadership development program with Israel; to improve the residential program; and to implement a salary plan.
(Document reference pages 296 – 299)

The capital improvements requests consists of two projects, which are included in the University-wide Facilities Plan (Bonds).

Comprehensive Renovation of Bryan Center	$3,172,600
Comprehensive Renovation of Royall Outreach Center	1,990,400
TOTAL	**5,163,000**

attachment #3
March 1, 2001

Department of Public Instruction

Overview of Agency
Mission, Organization, Budget

March 1, 2001

Prepared by: NCDPI

DPI-1

SBE and DPI Mission

North Carolina's public schools will create a system that will be customer driven with local flexibility to achieve mastery of core skills with high levels of accountability in areas of student achievement.

adopted NC State Board of Education - April 10, 1996

DPI-2

PUBLIC SCHOOLS OF NORTH CAROLINA

Department of Public Instruction

February 5, 2001

Phil Kirk

State Superintendent
Mike Ward

State Board of Education Staff

Communications and Information Division

Prof. Teach. Standards Comm.

NC Standards Board

Office of Legal Affairs

Human Resource Management Division
Licensure
School Personnel Support
Teacher Education

Deputy State Superintendent
Brad Sneeden

Personnel Relations Division

Financial & Business Services Area
Hank Hurd

Information & Technology Services Area
Bob Bellamy

Instructional & Accountability Services Area
Henry Johnson

Financial Services Division
General Accounting
Cash Management
Accounts Payable/Child Nutrition
Federal Programs
Purchasing & Agency Services

Office of Charter Schools

School Business Division
Compliance/Auditing
Budget & Allotments
Reporting & Analysis
Statistical Research/Student Data

School Support Division
Child Nutrition
Insurance
Plant Operation
School Planning
Transportation
Textbooks

Application Technologies Division
Business Systems Dev. & Testing Section
Business Systems Consulting & Design Section
Production Systems Support

Instructional Technology Programs Division
Educational Resources Evaluation Services
Student Information & Accountability Systems
Technology Planning & Support

Infrastructure Technologies Division
Implementation Services
Emerging Technologies
Monitoring and Performance Mgt. Services
Customer Response Center

Accountability Services Division
Evaluation
Reporting
Testing

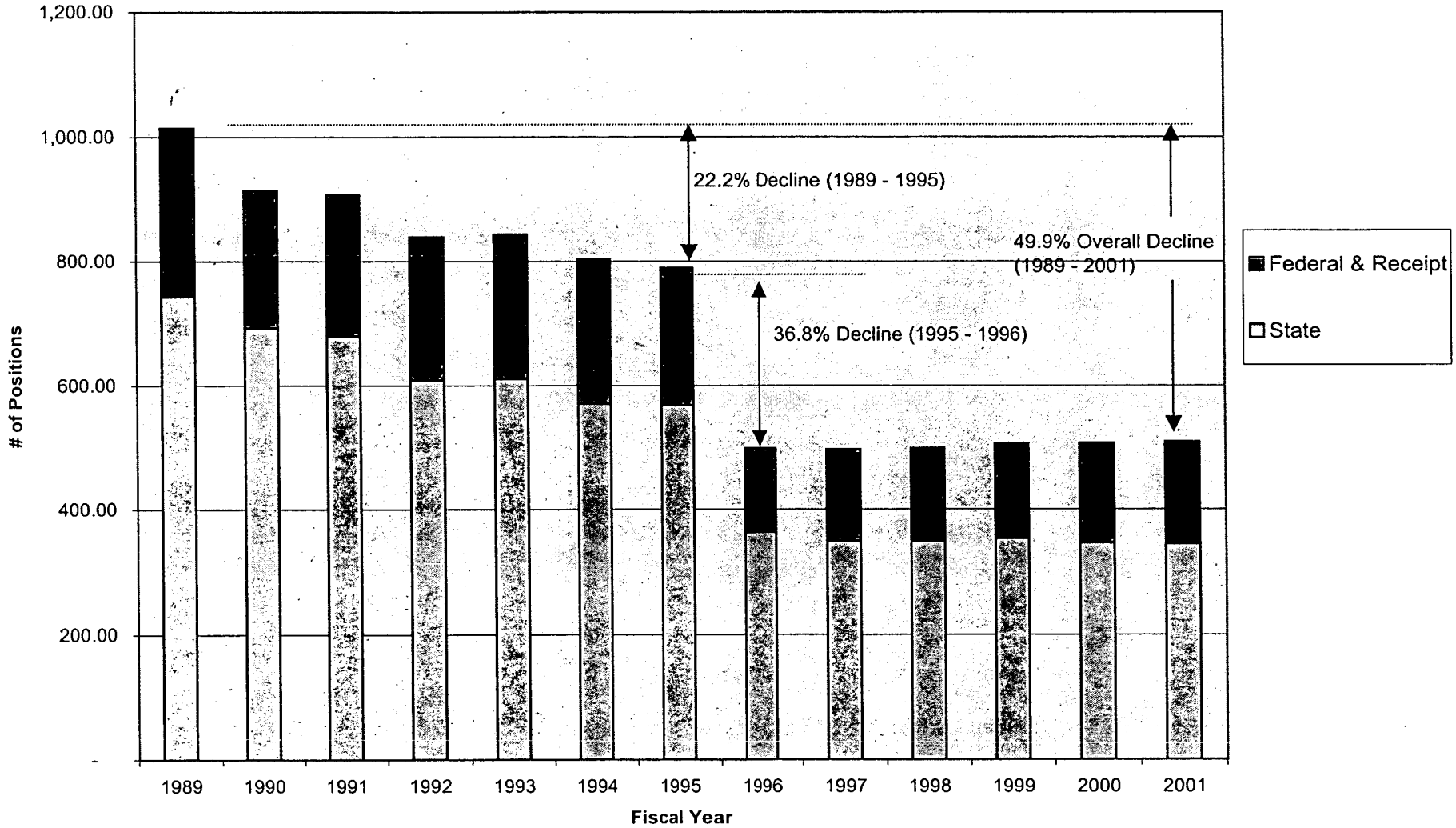
Exceptional Children Division
Areas of Exceptionality
Policy Monitoring and Audit
Special Programs
Willie M

Instructional Services Division
Arts Education & Healthful Living
Biotechnology, Healthcare & Career Development
Business & Marketing
Early Childhood
English Language Arts & Social Studies
Industrial Technology & Human Services
Math & Science
Second Language, ESL, Info. & Computer Skills
Work Force Development

School Improvement Division
Compensatory Education
Effective Practices
Instructional Support/Safe Schools
School Technical Services
Staff Development Coordination
Closing the Achievement Gap

DPI-3

Department of Public Instruction
Position Analysis (1989 - 2001)



Prepared by:
NCDPI - Division of School Business

February 27, 2001

DPI-4

Some of the New Initiatives

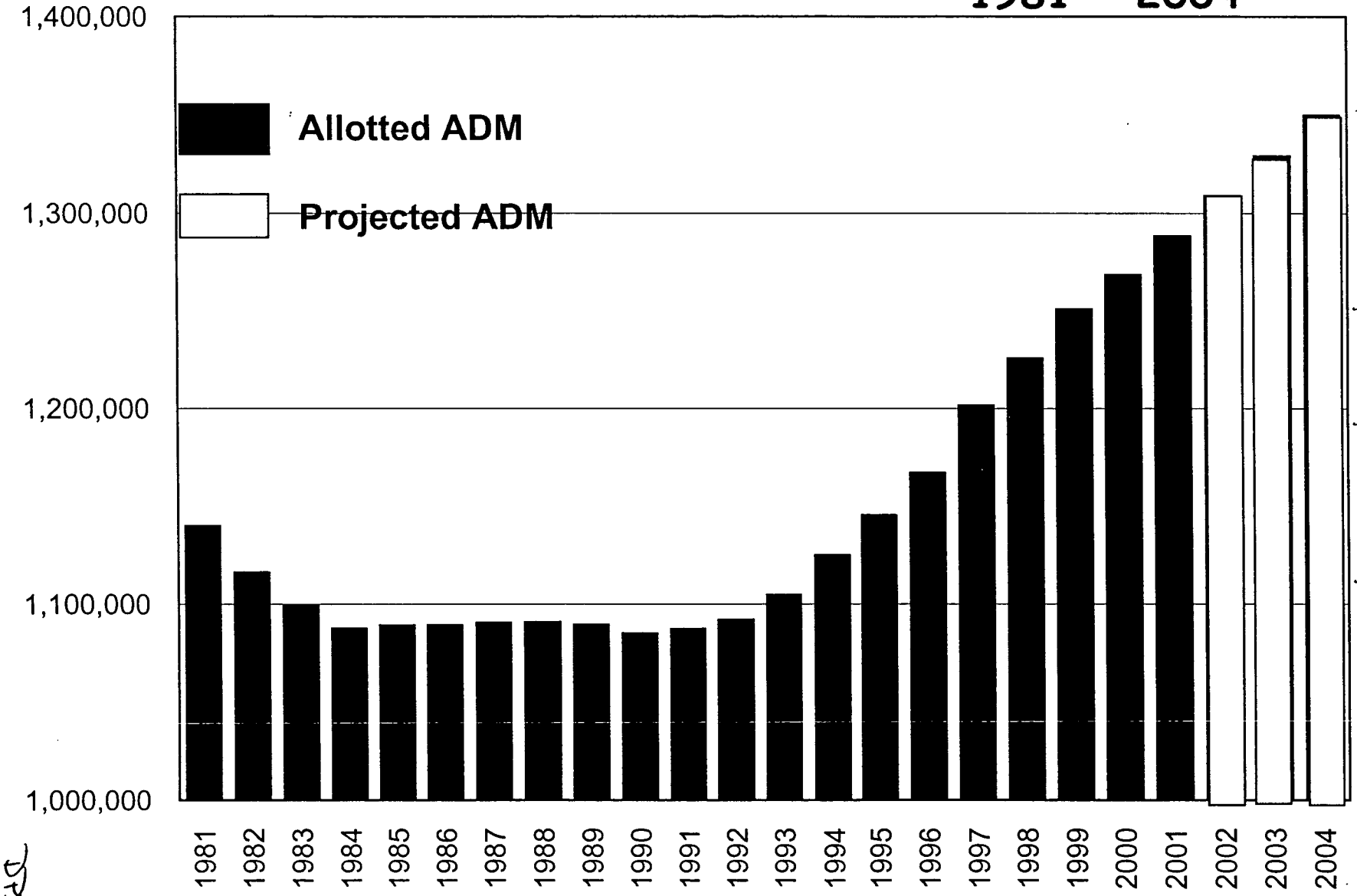
- ABC's of Education
- Excellent School's Act
- Accountability Standards
  - Increased Testing/Promotion Standards
  - Assistance Teams to Low-Performing Schools
- Charter Schools
- Safety Assistance Teams
- Closing the Gap

March 1, 2001 Prepared by: NCDPI

DPI-5

Average Daily **Membership**

1981 - 2004



Allotted Average Daily Membership (ADM) is based on the higher of

(a) actual ADM from the prior year, or

(b) projected ADM for the current year.

The cost to fund increases in ADM for FY 1999-00 is $174 million.

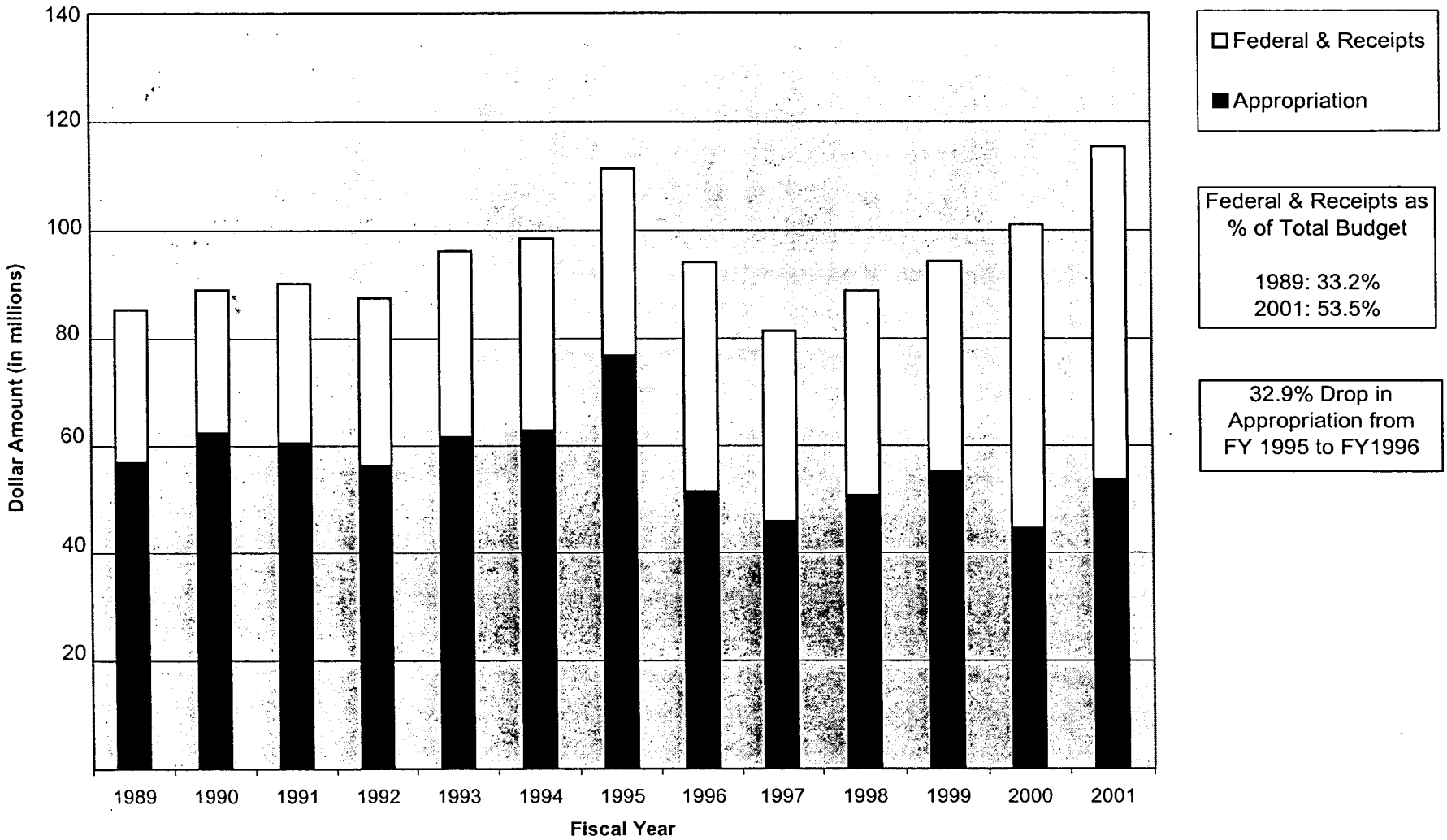
Prepared by NCDPI

Agency Budget

- Agency operating funding is comprised of state appropriations, federal administration funds, and receipts.
- In 1995-96 the reorganization of agency saw state appropriations decrease 32.9%.
- Federal/Receipt funds were 32.2% of agency budget in 1989; now comprise 53.5% of the agency budget.

DPI-7

Department of Public Instruction
Agency Budget (1989 - 2001)



Prepared by:
NCDPI - Division of School Business

Dollar amounts have been adjusted to FY2000 dollars

February 27, 2001

PI-8

DPI - Agency Budget

- Agency Budget = .95% of State Public School Fund (SPSF)
- Agency Budget includes $13.5 million of "pass-through" funds which are distributed, by DPI, per legislation, to various educational non-profit corporations. These funds are not used to support any DPI programs or staff.

DPI-9

Public Schools of North Carolina

North Carolina Department of Public Instruction

Comparative Data - Authorized Budget 1988-89 through 2000-01

(in thousands)

Description		1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00 (Note 2)	2000-01 as of 12/31/00
DPI Operations	Appropriation (Note 1)	$ 49,177	$ 54,036	$ 54,318	$ 51,884	$ 57,506	$ 59,263	$ 72,284	$ 50,810	$ 45,203	$ 50,179	$ 54,830	$ 44,584	$ 53,512
	Federal & Receipts	20,595	20,310	23,603	25,561	29,214	30,860	30,813	39,101	33,352	36,348	38,080	56,490	63,206
	Total	69,772	74,346	77,921	77,445	86,721	90,122	103,097	89,910	78,555	86,527	92,911	101,074	116,718
State Aid to Public Schools	Appropriation	2,881,467	3,080,393	3,274,854	3,241,816	3,378,128	3,574,793	3,968,675	3,948,169	4,256,424	4,647,714	5,013,805	5,452,492	5,738,762
	Federal & Receipts	504,838	526,898	606,501	623,258	649,764	666,677	695,333	845,464	855,485	954,266	1,114,891	1,174,611	714,159 (Note 3)
	Total	3,386,305	3,607,290	3,881,354	3,865,074	4,027,892	4,241,471	4,664,008	4,793,633	5,111,908	5,601,980	6,128,696	6,627,102	6,452,921
Total DPI General Fund Budget		$ 3,456,076	$ 3,681,636	$ 3,959,275	$ 3,942,519	$ 4,114,612	$ 4,331,593	$ 4,767,106	$ 4,883,543	$ 5,190,463	$ 5,688,507	$ 6,221,606	$ 6,728,177	$ 6,569,638
DPI Budget as a Percentage of State Appropriations		1.68%	1.72%	1.63%	1.58%	1.67%	1.63%	1.79%	1.27%	1.05%	1.07%	1.08%	0.81%	0.92%
DPI Budget as a Percentage of Total Budget		2.02%	2.02%	1.97%	1.96%	2.11%	2.08%	2.16%	1.84%	1.51%	1.52%	1.49%	1.50%	1.78%

Note 1: Agency Appropriations and Receipts include appropriations made to DPI for distribution to Non-profit Organizations. These funds are not used to support any DPI programs or staff. They average $5 million since 1998.

Note 2: Agency Appropriations decreased and Receipts increased in 1999-2000 due to legislation requiring DPI to transfer funds that had accumulated in Special Funds to the General Fund to support current year programs.

Receipt Sources were (in thousands):

Teaching Fellows Program	$ 8,500
Literary Fund	2,500
Children's Trust Fund	1,300
Unemployment Fund	850
Prospective Teacher Scholarship Loan	500
Textbooks Fund	500
	$ 14,150

Note 3: Prior to 2000-2001 NCDPI was allowed to carryover funds for 11th and 12th installment payments to certified LEA personnel as well as funds for the ABC Bonus/Incentive Awards. These carryover funds are classified as "receipts" on the State's financial reports. Since these funds were not allowed to be carried forward from 1999-2000 to 2000-2001, receipts decreased.

8901YearEndAuthBudget.xls
Prepared by: Planning & Budget Section
2/28/2001

DH-10

Public Schools of North Carolina
North Carolina Department of Public Instruction

Analysis of Flow Though Funds

	1993	1994	1995	1996	1997	1998	1999	2000	2001
Health Adventure	49,362	49,362	49,362						
Cued Speech	23,750	118,750	118,750	23,750	23,750	73,750	73,750	73,750	73,750
Public School Forum	345,564	420,564	420,564	420,564	420,564	420,564	420,564	420,564	420,564
Teaching Fellows Program	7,760,000	7,760,000	7,760,000	7,760,000	7,760,000	7,760,000	10,160,000	10,160,000	7,660,000
Real Enterprise	150,000	-	-						
Academic Support			117,000						
A+ Schools				500,000	500,000	500,000	400,000	400,000	400,000
Teacher Quality Education				400,000	450,000	450,000	450,000	400,000	400,000
Cities/Communities in Schools					500,000	850,000	1,450,000	1,200,000	750,000
Schools Attuned						643,100	643,100	643,100	643,100
Global Curriculum							150,000	150,000	150,000
Explornet								2,500,000	2,500,000
Teacher Cadet Program								100,000	150,000
NC Network								250,000	350,000
Geographic Alliance								50,000	50,000
Technology Funds Pilot								1,000,000	
Total Flow Thru Funds	$ 8,328,676	$8,348,676	$8,465,676	$9,104,314	$9,654,314	$ 10,697,414	$13,747,414	$17,347,414	$13,547,414
				Year DPI was Downsized					

Average Flow Thru Funds since 1993 $ 11,026,812
Average Flow Thru Funds since 1998 $ 13,834,914

Note: Information not readily available prior to 1993

Prepared by School Business Division
8901YearEndAuthBudget.xls2/28/2001

DPI-11

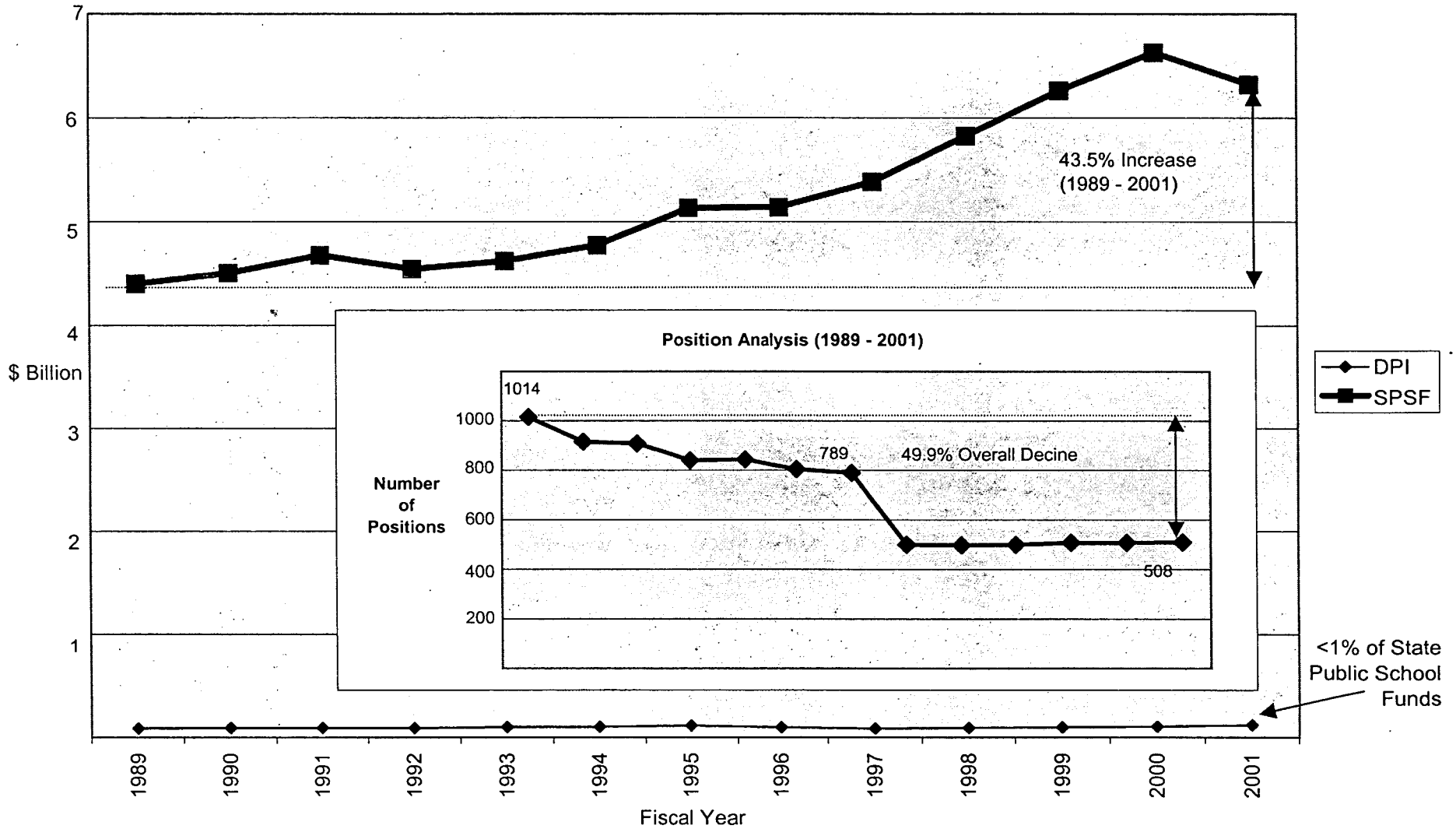
Public Schools of North Carolina
North Carolina Department of Public Instruction
Agency Budget as of 12/31/00

Area/Division	State Funds	Federal Funds	Receipts	Total	Comments
EDUCATION MANAGEMENT AREA 1000					
State Board of Education	$ 838,628	$ 1,272,734	$ 1,293,354	$ 3,404,716	*7 positions support SBE in establishing policy & providing leadership for public ed; funding provided for SBE travel*
State Superintendent & Communications	1,716,065	39,764	1,883,484	3,639,313	*25 positions include State Supt who is the chief operating officer for DPI; communications provides publications & duplicating services to outside agencies*
Deputy Superintendent & Personnel	939,910	-	-	939,910	*12 positions support DPI daily operations & employees*
Human Resource Management Division	2,040,874	4,412,040	1,388,374	7,841,288	*41 positions support LEA teacher recruitment, education and licensing*
Stds Board for Public School Admin	267,397	-	20,000	287,397	*2 positions housed at DPI but not part of DPI org*
Professional Teaching Stds Commission	232,670	-	36,040	268,710	*2 positions housed at DPI but not part of DPI org*
TOTAL EDUCATION MANAGEMENT AREA 1000	6,035,544	5,724,538	4,621,252	16,381,334	
FINANCIAL AND BUSINESS SERVICES AREA 1300	7,086,026	2,327,782	2,885,147	12,298,955	*159 positions link financial & business services to LEAs and Charter Schools*
INFORMATION & TECHNOLOGY SVCS AREA 1500	8,185,200	635,225	1,208,024	10,028,449	*78.75 positions coordinate technological resources between DPI and LEAs*
INSTRUCTIONAL & ACCOUNTABILITY SVCS AREA 1600	15,157,040	26,860,299	1,252,388	43,269,727	*182 positions design curriculum, provide assistance & instruction and oversee testing in LEAs and Charters*
Total Agency Budget	$ 36,463,810	$ 35,547,844	$ 9,966,811	$ 81,978,465	

Prepared by Division of School Business
2/28/2001

SPI-18

Department of Public Instruction
Education Funding (1989 - 2001)



Prepared by:
NCDPI - Division of School Business

Dollar amounts have been adjusted to current year value

February 26, 2001

JRI-13

Joint Appropriations on Education Committee

Agenda

Tuesday, March 6, 2001, 8:30 a.m.
Room 421, Legislative Office Building

Representative Flossie Boyd-McIntyre, Chairing

Review/Overview of the Department of Public Instruction

Budget ..... **Brad Sneeden**
Deputy State Superintendent

Central Office Administration ..... **Jim Newlin**
Fiscal Research

School Building Administration ..... **Philip Price**
Fiscal Research

UERS, Regional Education and Technical Assistance,

Safety Assistance Teams ..... **Philip Price**
Fiscal Research

Transportation ..... **Jim Newlin**
Fiscal Research

Adjournment

House Appropriations Subcommittee on Education
Rep. Boyd-McIntyre (Chair)
Rep. Rogers (Chair)
Rep. Yongue (Chair)
Rep. Barnhart, Rep. Bell, Rep. Bonner, Rep. Carpenter
Rep. Holmes, Rep. McLawhorn, Rep. Michaux,
Rep. Morgan, Rep. Preston, Rep. Russell, Rep. Smith,
Rep. Teague, Rep. Warner

Senate Appropriations on Education/Higher Education
Sen. Lucas (Chair)
Sen. Garrou (Chair)
Sen. Dalton (Chair)
Sen. Carter, Sen. Cunningham, Sen. Garwood, Sen. Hartsell,
Sen. Wellons

Fiscal Research Division (g:\Fiscal\Education Team\2001 Agenda)

JOINT APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER EDUCATION

Minutes
March 6, 2001

The Joint Appropriations Subcommittee on Education/Higher Education met on Thursday, March 6, 2001 in Room 421 of the Legislative Office Building. In the absence of Representative Boyd-McIntyre, Senator Jeanne Lucas, Co-Chair, presided. There were 6 senators present and the following House members: Donald Bonner, Marian McLawhorn, Mickey Michaux, Ronnie Smith, Alex Warner, Jeff Barnhardt, Marge Carpenter, George Holmes, Carolyn Russell and W.B. Teague, Jr. Senator Lucas introduced the House Pages: Jane Adams of Wake County sponsored by Representative Ellis and Lindsay Fisher of Wake County sponsored by Rick Eddins, and the Senate Page: Jessica Buie of Wake County sponsored by Senator Lee.

Brad Sneeden, Deputy State Superintendent of the Department of Public Instruction, continued with the presentation he began on March 1 concerning the DPI budget. (See attachment.) He pointed out to the members the 50% decrease in personnel since 1989 and the consequent shifting of costs for services to the LEAs. Deputy Sneeden touched on 6 new initiatives that validate student progress: ABC's of Education, Excellent School's Act, Accountability Standards, Charter Schools, School Technology and Closing the Gap. Teacher salaries have advanced from 42nd in the nation to above 27th. North Carolina has the 4th fastest growing number of public school students in the nation. The growth of 20,000 students per year represents the addition of an LEA every year and with this comes an increase in DPI budget needs, according to Deputy Sneeden. The department is going to use the modified zero-based budgeting model to justify positions and programs, examine travel, use of communication devices, purchase of furniture and contracted services.

Mr. Sneeden told Representative Michaux that he had only "ballpark" figures on the cost of the consequences of the promotion standards for students that don't pass. He said he would call on his staff to provide the cost of helping students who were retained. Senator Lucas asked the Superintendent to follow-up on this question. Senator Cunningham asked if there was any way to quantify data that shows the increase in the expenditure of local money due to loss of state services. Deputy Sneeden said there is supporting data that he will make available to the committee. Senator Dalton asked for the cost of travel, cell phone usage and outsourcing costs; and Mr. Sneeden said he would get that figure. Representative Russell asked him to include information on the local cost of providing engineering services the state previously provided, and she asked for an explanation of the Flow Through Funds on page 46 of the presentation. Jim Newlin said that would be the subject of a separate presentation to be given later. In answer to Ms. Russell's question about textbook grade level, Deputy Sneeden described the efforts of the Textbook Commission to address the grade level standards of textbooks and errors in textbooks.

Senator Lucas thanked Deputy Superintendent Sneeden for his presentation to the committee.

Jim Newlin of the Fiscal staff gave an overview of the process of covering the Central Office Administration budget. (See attachment.) The topics consisted of: Who is included, Historic Funding, Current Funding Formula, and Allotments to LEAs and Charter Schools. There were questions about the transfer of Central Administration funds, funding of finance officers, and Charter School administration.

Philip Price, Fiscal staff, covered the School Building Administration, explaining how superintendents and principals are funded. (See attachment.) Representative Russell asked what the national average of principals' salaries is, and Mr. Price said he would get that information if possible. Also, he will get together the projection of principals' salaries over the next 10 years that show the impact of the cumulative percentage increases the principals have access to since the Excellent Schools Act. Other questions asked by members included: cumulative salary increases and teacher bonuses,

Senator Dalton announced that the Appropriation Subcommittee on Education/Higher Education would probably meet tomorrow, March 7 after session to complete its agenda.

The meeting was adjourned.

Jeanne Lucas

Senator Jeanne Lucas, Co-Chair

Barbara R. Hocutt

Barbara R. Hocutt, Committee Assistant

March 1-6, 2001

Department of Public Instruction

Overview of Agency

Mission, Organization, Budget

March 1, 2001

Prepared by: NCDPI

SBE and DPI Mission

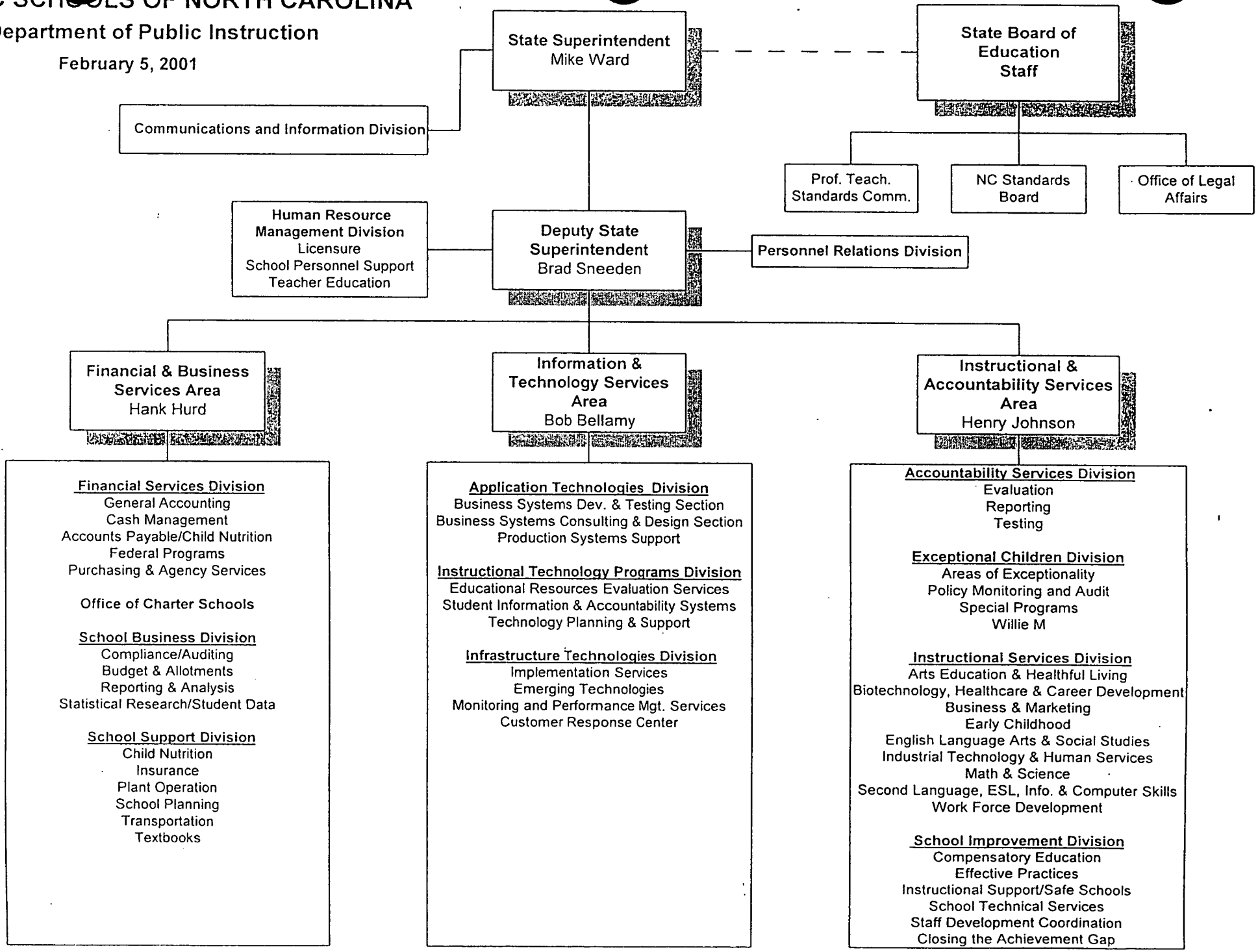
North Carolina's public schools will create a system that will be customer driven with local flexibility to achieve mastery of core skills with high levels of accountability in areas of student achievement.

adopted NC State Board of Education - April 10, 1996

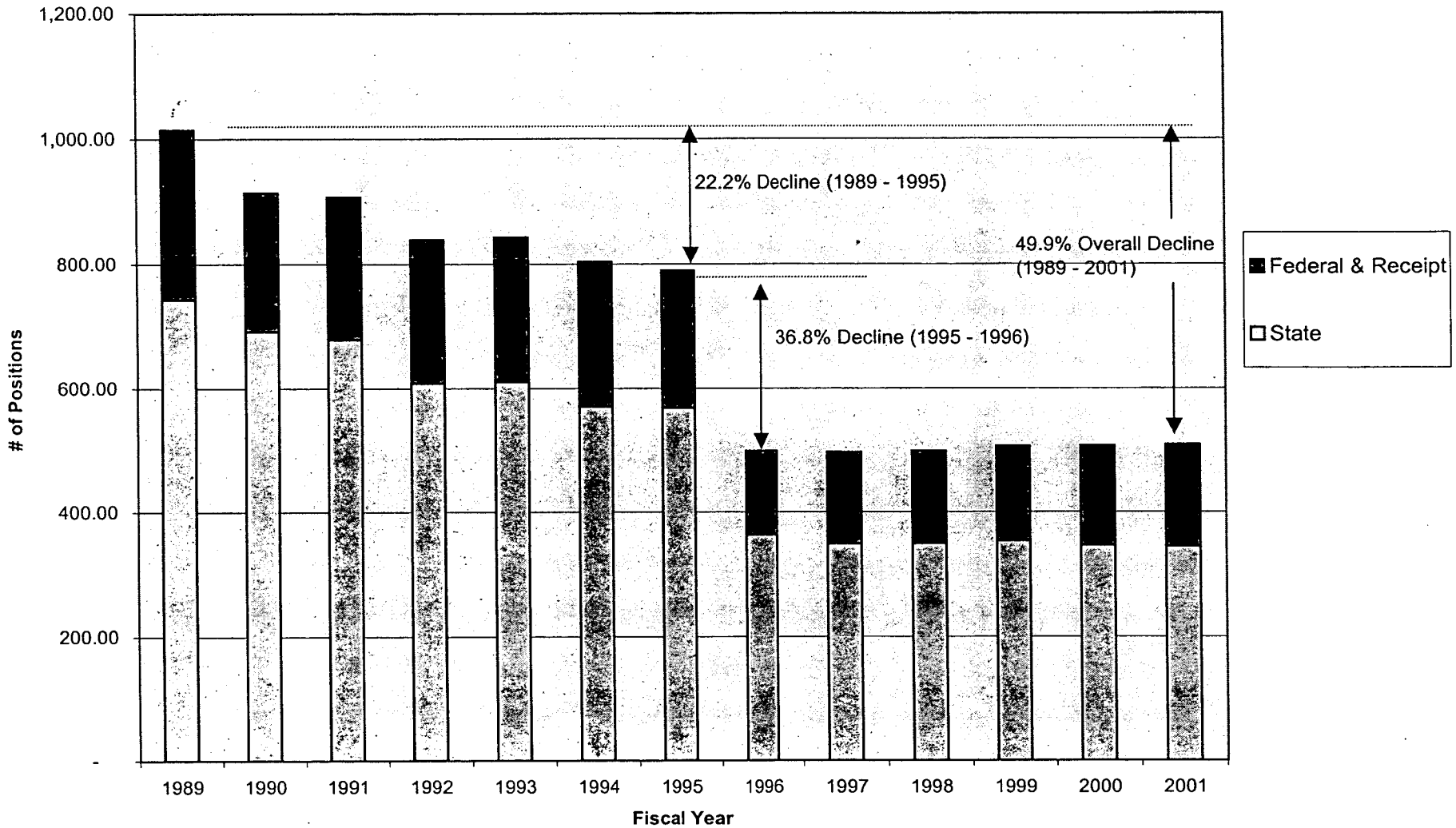
PUBLIC SCHOOLS OF NORTH CAROLINA

Department of Public Instruction

February 5, 2001



Department of Public Instruction
Position Analysis (1989 - 2001)



Prepared by:
NCDPI - Division of School Business

February 27, 2001

Some of the New Initiatives

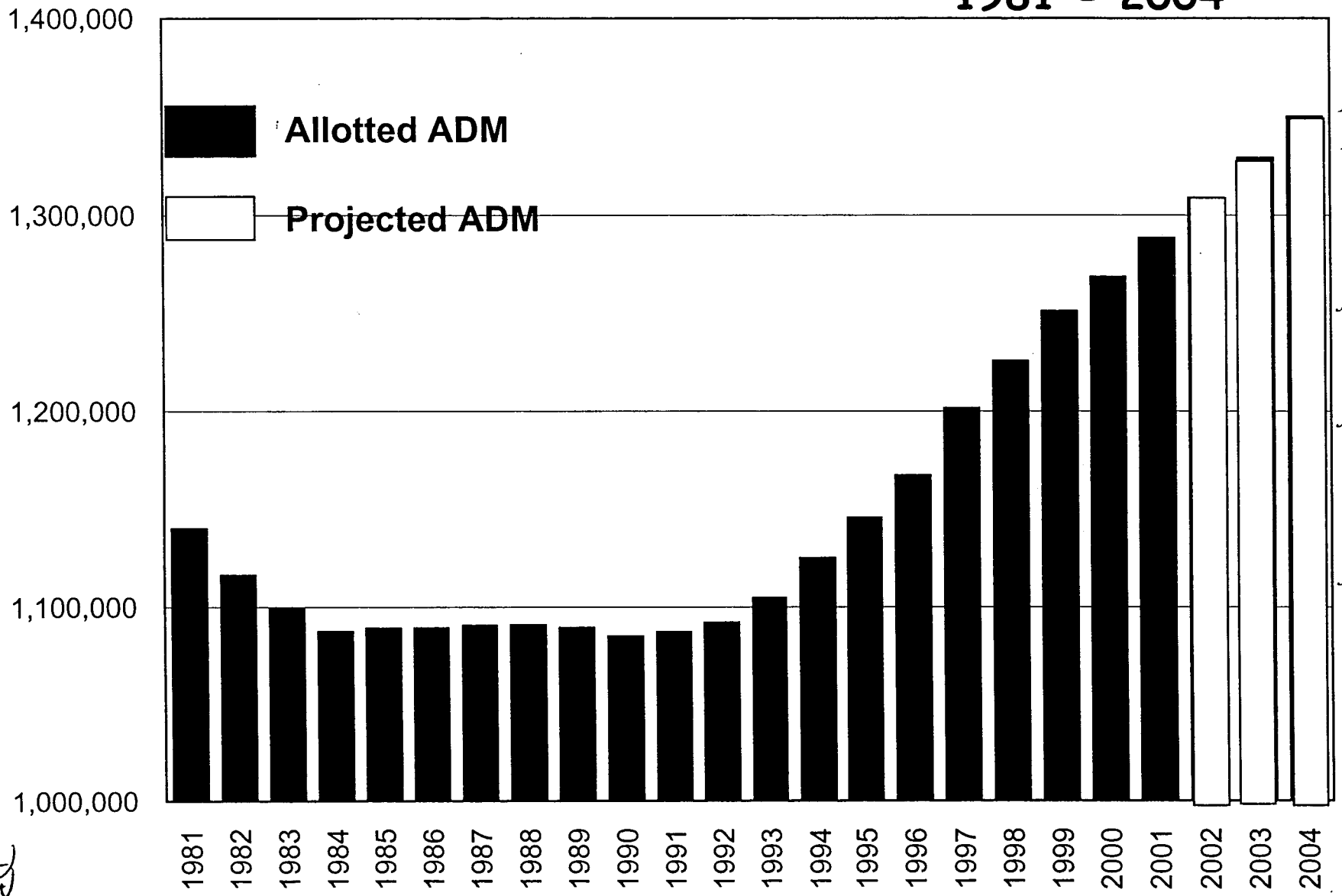
- ABC's of Education
- Excellent School's Act
- Accountability Standards
  - Increased Testing/Promotion Standards
  - Assistance Teams to Low-Performing Schools
- Charter Schools
- Safety Assistance Teams
- Closing the Gap

March 1, 2001 Prepared by: NCDPI

PPH-5

Average Daily **Membership**

1981 - 2004



Allotted Average Daily Membership (ADM) is based on the higher of

(a) actual ADM from the prior year, or

(b) projected ADM for the current year.

The cost to fund increases in ADM for FY 1999-00 is $174 million.

March 1, 2001

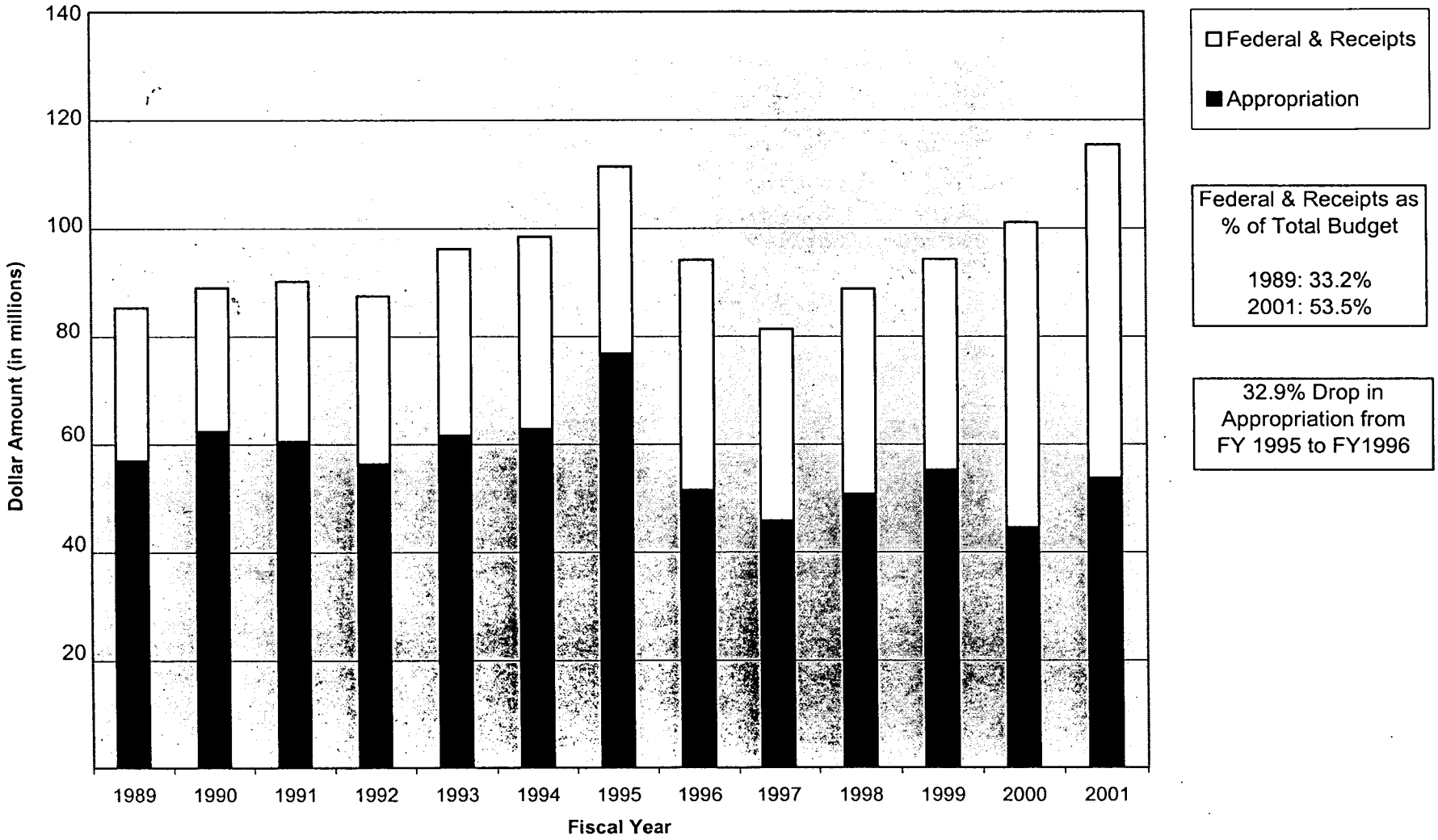
Prepared by NCDPI

Agency Budget

- Agency operating funding is comprised of state appropriations, federal administration funds, and receipts.
- In 1995-96 the reorganization of agency saw state appropriations decrease 32.9%.
- Federal/Receipt funds were 32.2% of agency budget in 1989; now comprise 53.5% of the agency budget.

DPI-7

Department of Public Instruction
Agency Budget (1989 - 2001)



Prepared by:
NCDPI - Division of School Business

Dollar amounts have been adjusted to FY2000 dollars

February 27, 2001

PPI-8

DPI - Agency Budget

- Agency Budget = .95% of State Public School Fund (SPSF)
- Agency Budget includes $13.5 million of "pass-through" funds which are distributed, by DPI, per legislation, to various educational non-profit corporations. These funds are not used to support any DPI programs or staff.

DPI-9

Public Schools of North Carolina

North Carolina Department of Public Instruction

Comparative Data - Authorized Budget 1988-89 through 2000-01

(in thousands)

Description		1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00 *(Note 2)*	2000-01 *as of 12/31/00*
DPI Operations	Appropriation *(Note 1)*	$ 49,177	$ 54,036	$ 54,318	$ 51,884	$ 57,506	$ 59,263	$ 72,284	$ 50,810	$ 45,203	$ 50,179	$ 54,830	$ 44,584	$ 53,512
	Federal & Receipts	20,595	20,310	23,603	25,561	29,214	30,860	30,813	39,101	33,352	36,348	38,080	56,490	63,206
	Total	69,772	74,346	77,921	77,445	86,721	90,122	103,097	89,910	78,555	86,527	92,911	101,074	116,718
State Aid to Public Schools	Appropriation	2,881,467	3,080,393	3,274,854	3,241,816	3,378,128	3,574,793	3,968,675	3,948,169	4,256,424	4,647,714	5,013,805	5,452,492	5,738,762
	Federal & Receipts	504,838	526,898	606,501	623,258	649,764	666,677	695,333	845,464	855,485	954,266	1,114,891	1,174,611	714,159 *(Note 3)*
	Total	3,386,305	3,607,290	3,881,354	3,865,074	4,027,892	4,241,471	4,664,008	4,793,633	5,111,908	5,601,980	6,128,696	6,627,102	6,452,921
Total DPI General Fund Budget		$ 3,456,076	$ 3,681,636	$ 3,959,275	$ 3,942,519	$ 4,114,612	$ 4,331,593	$ 4,767,106	$ 4,883,543	$ 5,190,463	$ 5,688,507	$ 6,221,606	$ 6,728,177	$ 6,569,638
DPI Budget as a Percentage of State Appropriations		1.68%	1.72%	1.63%	1.58%	1.67%	1.63%	1.79%	1.27%	1.05%	1.07%	1.08%	0.81%	0.92%
DPI Budget as a Percentage of Total Budget		2.02%	2.02%	1.97%	1.96%	2.11%	2.08%	2.16%	1.84%	1.51%	1.52%	1.49%	1.50%	1.78%

Note 1: Agency Appropriations and Receipts include appropriations made to DPI for distribution to Non-profit Organizations. These funds are not used to support any DPI programs or staff. They average $5 million since 1998.

Note 2: Agency Appropriations decreased and Receipts increased in 1999-2000 due to legislation requiring DPI to transfer funds that had accumulated in Special Funds to the General Fund to support current year programs.

Receipt Sources were (in thousands):

Teaching Fellows Program	$ 8,500
Literary Fund	2,500
Children's Trust Fund	1,300
Unemployment Fund	850
Prospective Teacher Scholarship Loan	500
Textbooks Fund	500
	$ 14,150

Note 3: Prior to 2000-2001 NCDPI was allowed to carryover funds for 11th and 12th installment payments to certified LEA personnel as well as funds for the ABC Bonus/Incentive Awards. These carryover funds are classified as "receipts" on the State's financial reports. Since these funds were not allowed to be carried forward from 1999-2000 to 2000-2001, receipts decreased.

8901YearEndAuthBudget.xls
Prepared by: Planning & Budget Section
2/28/2001

DH-10

Public Schools of North Carolina
North Carolina Department of Public Instruction

Analysis of Flow Though Funds

	1993	1994	1995	1996	1997	1998	1999	2000	2001
Health Adventure	49,362	49,362	49,362						
Cued Speech	23,750	118,750	118,750	23,750	23,750	73,750	73,750	73,750	73,750
Public School Forum	345,564	420,564	420,564	420,564	420,564	420,564	420,564	420,564	420,564
Teaching Fellows Program	7,760,000	7,760,000	7,760,000	7,760,000	7,760,000	7,760,000	10,160,000	10,160,000	7,660,000
Real Enterprise	150,000	-	-						
Academic Support			117,000						
A+ Schools				500,000	500,000	500,000	400,000	400,000	400,000
Teacher Quality Education				400,000	450,000	450,000	450,000	400,000	400,000
Cities/Communities in Schools					500,000	850,000	1,450,000	1,200,000	750,000
Schools Attuned						643,100	643,100	643,100	643,100
Global Curriculum							150,000	150,000	150,000
Explornet								2,500,000	2,500,000
Teacher Cadet Program								100,000	150,000
NC Network								250,000	350,000
Geographic Alliance								50,000	50,000
Technology Funds Pilot								1,000,000	
Total Flow Thru Funds	$ 8,328,676	$8,348,676	$8,465,676	$9,104,314	$ 9,654,314	$ 10,697,414	$13,747,414	$17,347,414	$13,547,414
				Year DPI was Downsized					

Average Flow Thru Funds since 1993 $ 11,026,812
Average Flow Thru Funds since 1998 $ 13,834,914

Note: Information not readily available prior to 1993

Prepared by School Business Division
8901YearEndAuthBudget.xls2/28/2001

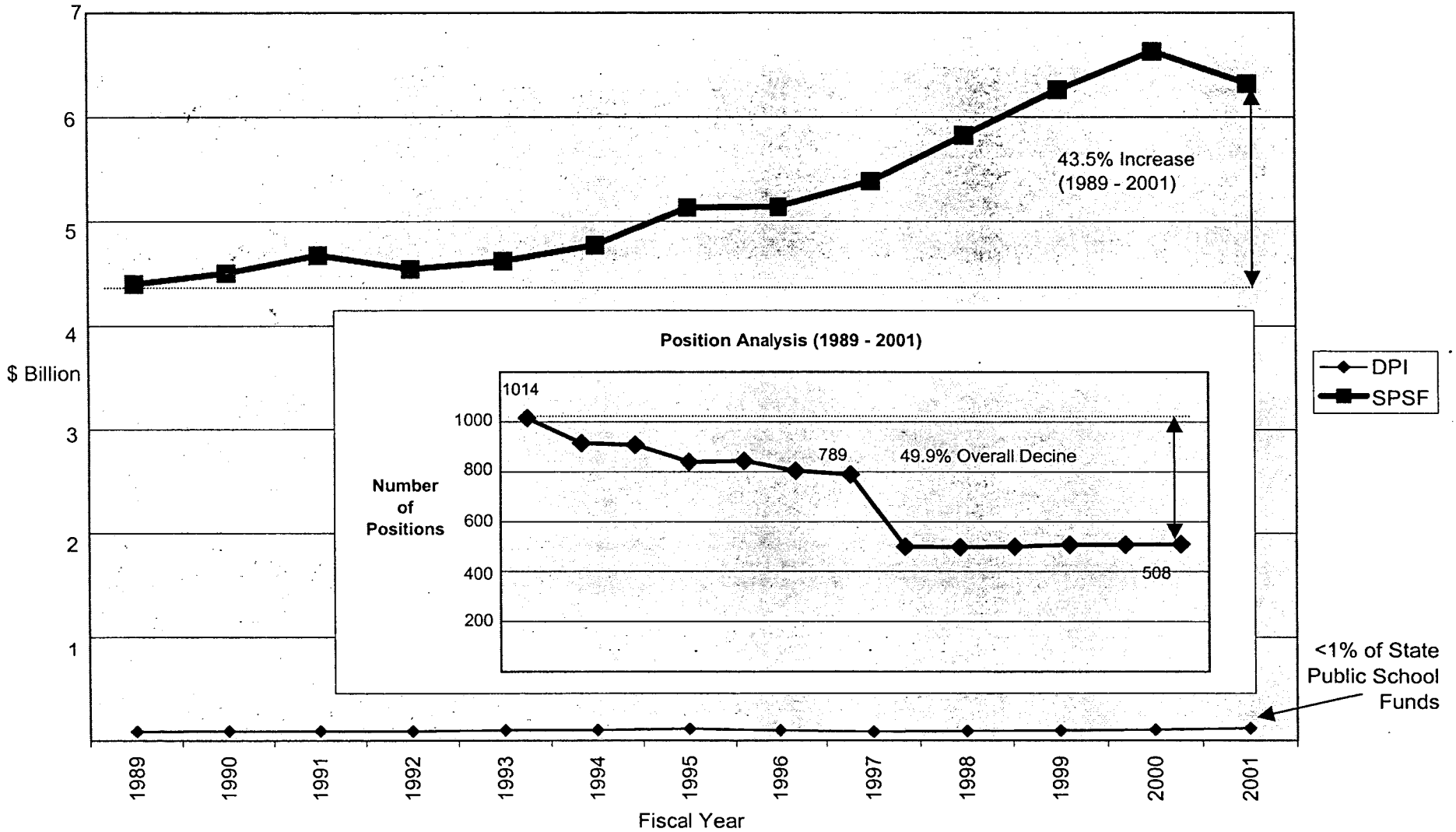
PH-11

Public Schools of North Carolina
North Carolina Department of Public Instruction
Agency Budget as of 12/31/00

Area/Division	State Funds	Federal Funds	Receipts	Total	Comments
EDUCATION MANAGEMENT AREA 1000					
State Board of Education	$ 838,628	$ 1,272,734	$ 1,293,354	$ 3,404,716	*7 positions support SBE in establishing policy & providing leadership for public ed; funding provided for SBE travel*
State Superintendent & Communications	1,716,065	39,764	1,883,484	3,639,313	*25 positions include State Supt who is the chief operating officer for DPI; communications provides publications & duplicating services to outside agencies*
Deputy Superintendent & Personnel	939,910	-	-	939,910	*12 positions support DPI daily operations & employees*
Human Resource Management Division	2,040,874	4,412,040	1,388,374	7,841,288	*41 positions support LEA teacher recruitment, education and licensing*
Stds Board for Public School Admin	267,397	-	20,000	287,397	*2 positions housed at DPI but not part of DPI org*
Professional Teaching Stds Commission	232,670	-	36,040	268,710	*2 positions housed at DPI but not part of DPI org*
TOTAL EDUCATION MANAGEMENT AREA 1000	6,035,544	5,724,538	4,621,252	16,381,334	
FINANCIAL AND BUSINESS SERVICES AREA 1300	7,086,026	2,327,782	2,885,147	12,298,955	*159 positions link financial & business services to LEAs and Charter Schools*
INFORMATION & TECHNOLOGY SVCS AREA 1500	8,185,200	635,225	1,208,024	10,028,449	*78.75 positions coordinate technological resources between DPI and LEAs*
INSTRUCTIONAL & ACCOUNTABILITY SVCS AREA 1600	15,157,040	26,860,299	1,252,388	43,269,727	*182 positions design curriculum, provide assistance & instruction and oversee testing in LEAs and Charters*
Total Agency Budget	$ 36,463,810	$ 35,547,844	$ 9,966,811	$ 81,978,465	

Prepared by Division of School Business
2/28/2001

Department of Public Instruction
Education Funding (1989 - 2001)



Prepared by:
NCDPI - Division of School Business

Dollar amounts have been adjusted to current year value

February 26, 2001

DPI-13

March 6, 2001

Department of Public Instruction

PS - 36(b)

Overview of Agency

Mission, Organization, Budget

March 1, 2001

Prepared by: NCDPI

SBE and DPI Mission

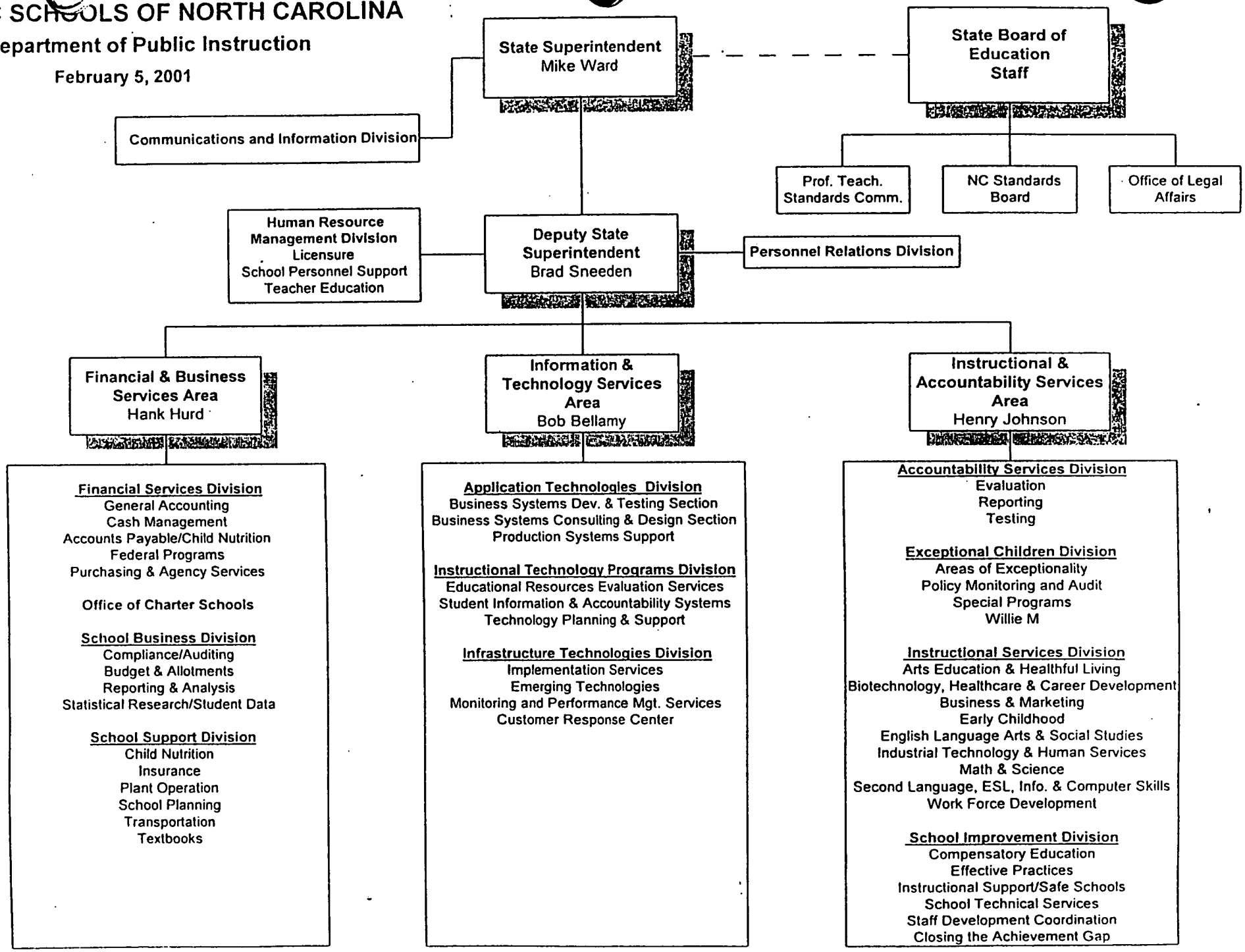
North Carolina's public schools will create a system that will be customer driven with local flexibility to achieve mastery of core skills with high levels of accountability in areas of student achievement.

adopted NC State Board of Education - April 10, 1996

PUBLIC SCHOOLS OF NORTH CAROLINA

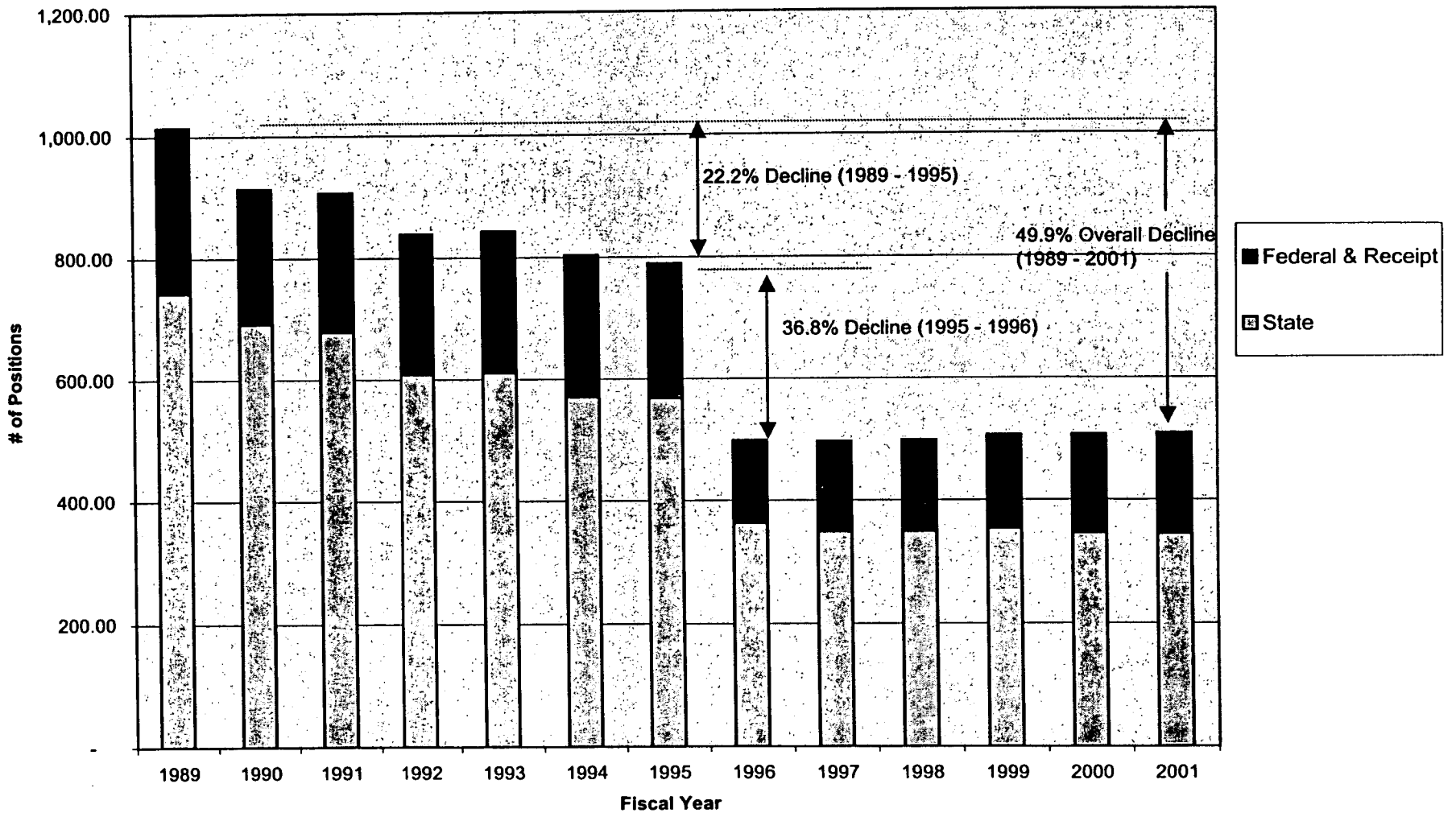
Department of Public Instruction

February 5, 2001



PS-38

Department of Public Instruction
Position Analysis (1989 - 2001)



Prepared by:
NCDPI - Division of School Business

February 27, 2001

PS - 39

Some of the New Initiatives

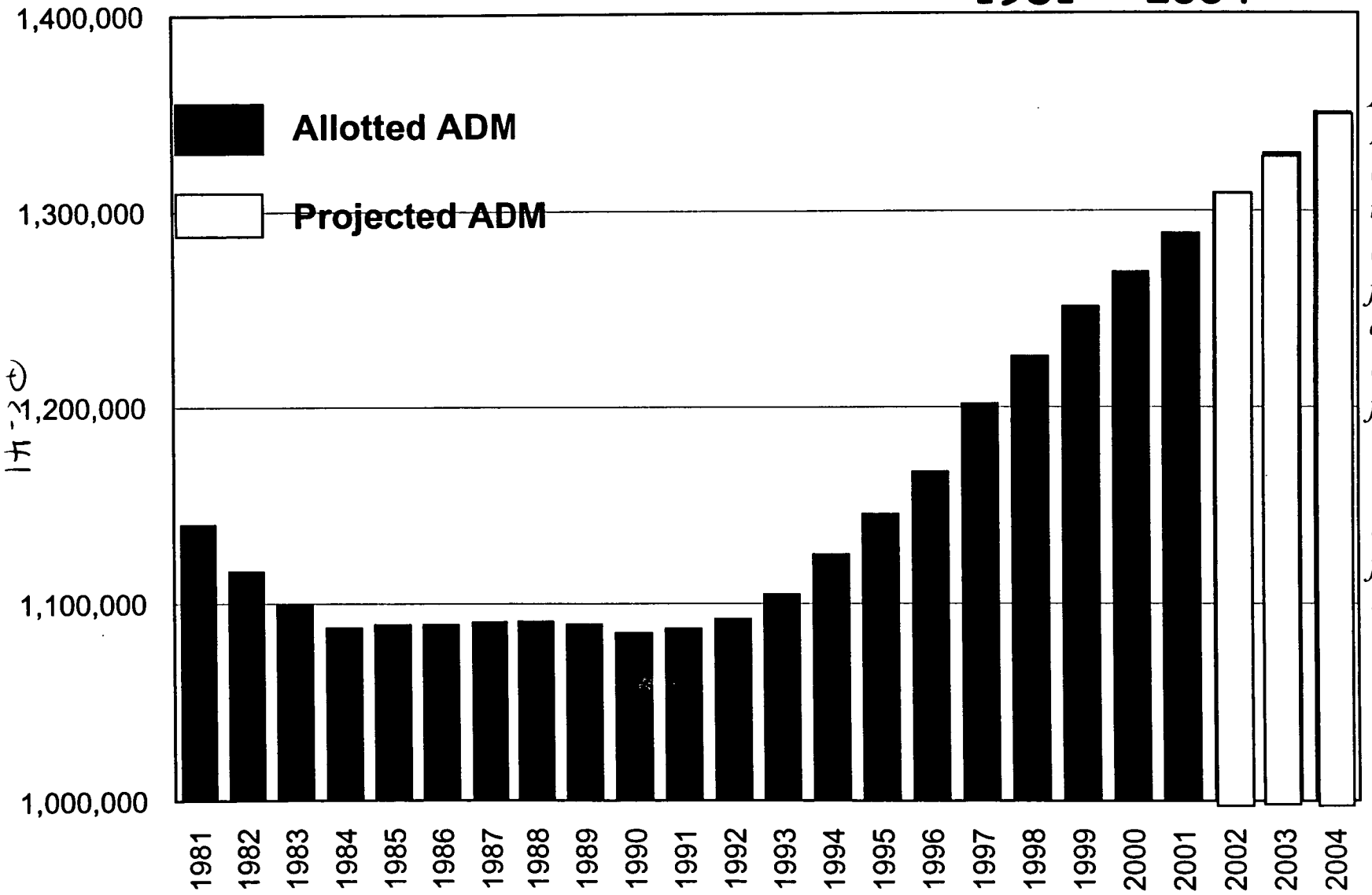
- ABC's of Education
- Excellent School's Act
- Accountability Standards
  - Increased Testing/Promotion Standards
  - Assistance Teams to Low-Performing Schools
- Charter Schools
- School Technology
- Closing the Gap

March 1, 2001 Prepared by: NCDPI

PS-40

Average Daily **Membership**

1981 - 2004



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The cost to fund increases in ADM for FY 1999-00 is $174 million.

Agency Budget

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- In 1995-96 the reorganization of agency saw state appropriations decrease 32.9%.
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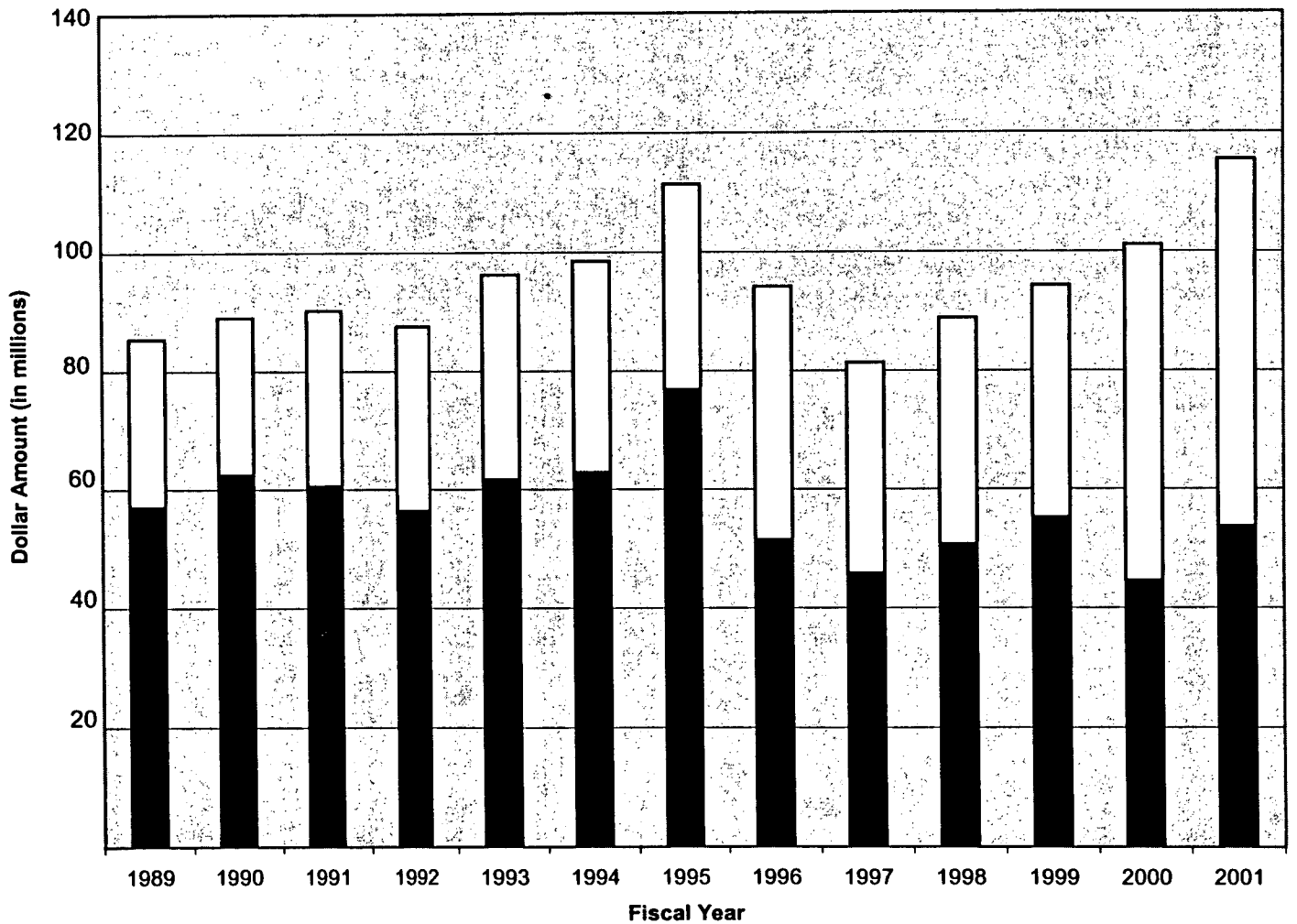
PS-42

Department of Public Instruction
Agency Budget (1989 - 2001)



Federal & Receipts

Appropriation

Federal & Receipts as % of Total Budget

1989: 33.2%
2001: 53.5%

32.9% Drop in Appropriation from FY 1995 to FY1996

Prepared by:
NCDPI - Division of School Business

Dollar amounts have been adjusted to FY2000 dollars

February 27, 2001

PS-43

DPI - Agency Budget

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PS-44

Public Schools of North Carolina
North Carolina Department of Public Instruction

Authorized Budget 1988-89 through 2000-01 Adjusted to FY 2000 Dollars

(in thousands)

Description		1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00 (Note 2)	2000-01 as of 12/31/00
DPI Operations	Appropriation (Note 1)	$ 57,030	$ 62,479	$ 60,610	$ 56,408	$ 61,688	$ 62,893	$ 76,854	$ 51,543	$ 45,832	$ 50,761	$ 55,235	$ 44,584	$ 53,705
	Federal & Receipts	28,368	26,549	29,614	31,135	34,532	35,594	34,544	42,593	35,519	38,101	39,057	56,490	61,724
	Total	85,398	89,028	90,225	87,542	96,221	98,487	111,398	94,137	81,350	88,862	94,292	101,074	115,429
State Aid to Public Schools	Appropriation	3,706,524	3,815,079	3,915,150	3,783,105	3,853,250	4,005,217	4,354,806	4,218,571	4,473,748	4,823,586	5,113,044	5,452,492	5,620,605
	Federal & Receipts	695,369	688,755	760,980	759,145	768,042	768,947	779,522	920,985	911,059	1,000,279	1,143,478	1,174,611	697,421 (Note 3)
	Total	4,401,892	4,503,834	4,676,130	4,542,250	4,621,292	4,774,164	5,134,327	5,139,556	5,384,807	5,823,865	6,256,522	6,627,102	6,318,026
Total DPI General Fund Budget		$ 4,487,290	$ 4,592,862	$ 4,766,355	$ 4,629,792	$ 4,717,513	$ 4,872,652	$ 5,245,725	$ 5,233,693	$ 5,466,157	$ 5,912,727	$ 6,350,813	$ 6,728,177	$ 6,433,455
DPI Budget as a Percentage of State Appropriations		1.52%	1.61%	1.52%	1.47%	1.58%	1.55%	1.73%	1.21%	1.01%	1.04%	1.07%	0.81%	0.95%
DPI Budget as a Percentage of Total Budget		1.90%	1.94%	1.89%	1.89%	2.04%	2.02%	2.12%	1.80%	1.49%	1.50%	1.48%	1.50%	1.79%

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Prepared by: Planning & Budget Section
3/5/2001

Public Schools of North Carolina
North Carolina Department of Public Instruction

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				Year DPI was Downsized					

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Note: Information not readily available prior to 1993

Prepared by School Business Division
8901YearEndAuthBudget.xls3/5/2001

97-98

Public Schools of North Carolina
North Carolina Department of Public Instruction
Agency Budget as of 12/31/00

Area/Division	State Funds	Federal Funds	Receipts	Total	Comments
EDUCATION MANAGEMENT AREA 1000					
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Total Agency Budget	$ 36,463,810	$ 35,547,844	$ 9,966,811	$ 81,978,465	Fed & r Rcpts

Prepared by Division of School Business
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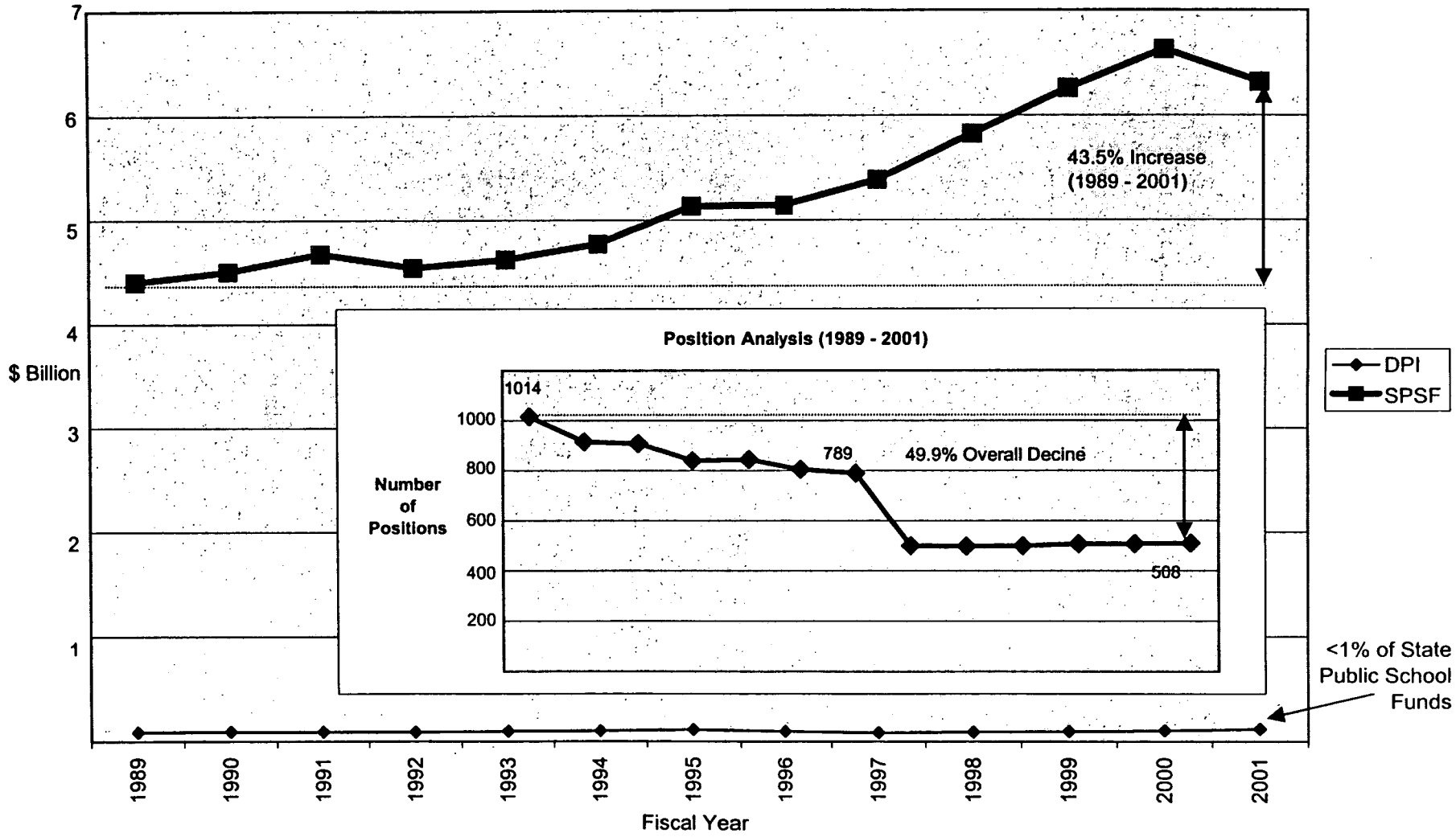
45-47

Department of Public Instruction
Education Funding (1989 - 2001)



Prepared by:
NCDPI - Division of School Business

Dollar amounts have been adjusted to current year value

February 26, 2001

DS-48

Funding Public Schools
Agenda

- Overview
- **Administration**
- Instruction
- Targeted
- Non-Profits

Administration $666.3 million

- ✓ Department of Public Instruction
  State appropriations $47,479,000
- ✓ Central Office Administration
  State appropriations $103 million
- ✓ School Building Administration
  State appropriations $271.1 million
- ✓ Technical Assistance Centers
  State appropriations $6.7 million
- ✓ Safety Assistance Teams
  State appropriations $500,000
- ✓ UERS
  State appropriations $15 million
- ✓ Transportation
  State appropriations $222.3 million

Central Office Administration

Overview of Current Funding Process

March 6, 2001
Joint Appropriations on Education Committee

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Fiscal Research
Education Team

Central Office Administration

- Who is included in this category?
- Historical look at funding central office personnel.
- Current funding formula.
- Allotments to local education agencies and charter schools.

Central Office Administration Who's Included?

- ✓ Superintendent
- ✓ Associate and Assistant Superintendent
- ✓ Finance Officer
- ✓ Child Nutrition Supervisor and Managers
- ✓ Community Schools Coordinator
- ✓ Maintenance Supervisor
- ✓ All Directors
  - Voc. Educ.
  - Transportation
  - Special Educ.
  - Math/Science
  - etc.

Central Office Administration

Prior to 1992:

- Superintendent, Associate/Assistant Superintendent, Directors, Supervisors, and Coordinators were guaranteed positions.
- All positions, except Superintendent, could also be paid from other State categorical allotments.
- Federal funds could also be used to pay for Associate/Assistant Superintendent, Directors, Supervisors, and Coordinators.

Central Office Administration History

In FY 1991-92:

- Associate/Assistant Superintendent, Directors, Supervisors, and Coordinators were converted to a dollar allotment (titled School Administrators). Prior to combining, the funding for Assistant/Associate Superintendents was reduced 30% and Directors, etc. was reduced 25%.
- All positions, except Superintendent, could also be paid from other State categorical allotments.
- Federal funds could also be used to pay for Associate/Assistant Superintendent, Directors, Supervisors, and Coordinators.

Central Office Administration History

In FY 1995-96:

- 8 allotment categories were combined into a new allotment titled Central Office Administration.
  - *Superintendent ($7.4 million) - was guaranteed.*
  - *School Administrators ($21.8 million)*
  - *Finance Officer ($4 million)*
  - *Child Nutrition Supervisor ($12.9 million)*
  - *Community Schools ($3.4 million)*
  - *Sports Medicine ($165,000)*
  - *Health Education ($2.4 million)*
  - *Maintenance Supervisor ($5 million).*

Central Office Administration History

In FY 1995-96 (cont.):

- Matching employee benefits were also combined into this category ($3.7 million).
- Funding (based on what was actually expended) was transferred from all State categorical allotments ($21 million) to the newly created Central Office allotment.

Central Office Administration History

In 1995-96 (cont.):

- Central Office Administrators could only be paid from this category (not from Voc. Ed., exceptional children, or transportation).
- The combined allotment was then reduced 3.12% ($2.7 million).
- Federal funds could also be used to pay for Associate/Assistant Superintendent, Directors, Supervisors, and Coordinators.

State Allotments

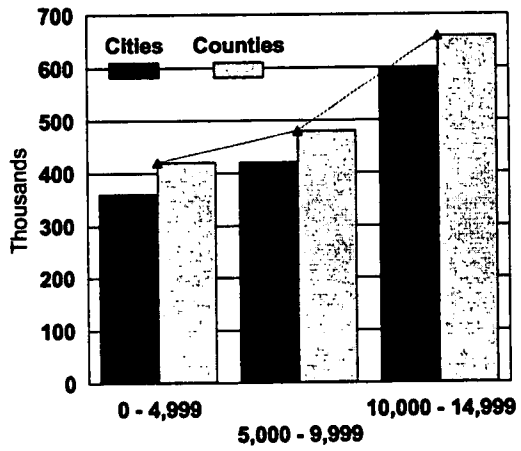
FY 2000-01

Central Office Administration $102.9 million

Formula: State Board of Education

✓ Each LEA receives a base allotment which is graduated based on ADM (Minimum city: $360,000, county: $420,000).

✓ Additional funds are distributed based on ADM to LEAs with ADM higher than 1,500 ($19.02 per ADM).

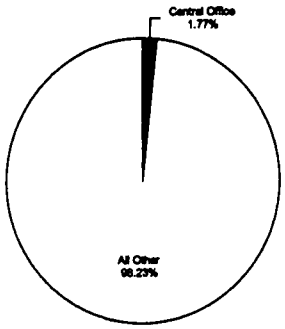


State Allotments

FY 2000-2001

Central Office Administration $102.9 million

- ✓ No LEA will receive less Central Office Administration funding than in FY 1999-00, increased for legislated salary increases, unless they are an LEA which is losing its hold harmless provision due to merger.
- ✓ The formula will be phased in as merged LEAs lose their special two-year hold harmless provision and as additional funds are appropriated.



State Allotments

FY 2000-2001

Central Office Administration: $102.9 million

- ✓ The 2000 Session appropriated $3.355 million for the hold harmless LEA's, to allow formula funding for those LEA's whose allotments are reduced to pay for the hold harmless cost.
- ✓ Because the hold harmless LEA's have salary increases added to their allotments and shifting ADM, the General Assembly faces another decision regarding continued funding the hold harmless policy of the State Board of Education or penalizing LEA's with growing numbers of students.

Central Office Administration
2000-2001 (See Note)

LEA Name	Total Allotment
Alamance County	$1,279,633
Alexander County	660,159
Alleghany County	512,039
Anson County	599,600
Ashe County	606,566
Avery County	619,556
Beaufort County	879,195
Bertie County	697,098
Bladen County	863,450
Brunswick County	893,396
Buncombe County	1,437,774
Asheville City	518,804
Burke County	1,062,446
Cabarrus County	1,198,515
Kannapolis City	519,632
Caldwell County	967,197
Camden County	505,444
Carteret County	809,481
Caswell County	643,028
Catawba County	1,091,934
Hickory City	524,953
Newton City	478,366
Chatham County	718,080
Cherokee County	599,647
Chowan County	641,320
Clay County	515,539
Cleveland County	845,573
Kings Mountain District	535,641
Shelby City	501,640
Columbus County	742,326
Whiteville City	479,769
Craven County	1,068,921
Cumberland County	2,408,216
Currituck County	563,285
Dare County	648,365
Davidson County	1,228,406
Lexington City	485,758
Thomasville City	458,120
Davie County	633,795
Duplin County	807,167

LEA Name	Total Allotment
Durham County	$1,624,103
Edgecombe County	801,174
Forsyth County	2,071,039
Franklin County	786,734
Gaston County	1,672,812
Gates County	608,698
Graham County	520,427
Granville County	765,039
Greene County	566,046
Guilford County	2,744,435
Halifax County	701,100
Roanoke Rapids City	496,497
Weldon City	433,316
Harnett County	1,119,351
Haywood County	829,315
Henderson County	939,371
Hertford County	654,792
Hoke County	680,101
Hyde County	492,862
Iredell County	1,117,264
Mooresville City	504,854
Jackson County	614,850
Johnston County	1,253,468
Jones County	555,763
Lee County	824,175
Lenoir County	956,268
Lincoln County	906,942
Macon County	583,946
Madison County	644,541
Martin County	618,443
McDowell County	853,005
Mecklenburg County	4,061,062
Mitchell County	551,508
Montgomery County	626,054
Moore County	971,881
Nash County	1,197,804
New Hanover County	1,296,360
Northampton County	628,526
Onslow County	1,285,165
Orange County	719,113

LEA Name	Total Allotment
Chapel Hill-Carrboro	$752,407
Pamlico County	649,621
Pasquotank County	781,435
Pender County	692,732
Perquimans County	550,803
Person County	660,853
Pitt County	1,273,959
Polk County	534,419
Randolph County	1,117,538
Asheboro City	519,337
Richmond County	821,289
Robeson County	1,429,503
Rockingham County	1,069,879
Rowan County	1,249,581
Rutherford County	893,117
Sampson County	767,889
Clinton City	478,640
Scotland County	751,880
Stanly County	915,392
Stokes County	735,263
Surry County	789,439
Elkin City	397,242
Mount Airy City	463,081
Swain County	597,422
Transylvania County	653,703
Tyrrell County	500,245
Union County	1,320,750
Vance County	858,194
Wake County	3,899,669
Warren County	590,027
Washington County	661,515
Watauga County	614,869
Wayne County	1,240,376
Wilkes County	932,033
Wilson County	959,873
Yadkin County	657,173
Yancey County	557,202
Trsfs-Charter Schools	289,782
Total	$103,156,170

Note: The allotted amount is based on the Initial Allotments.

Fiscal Researchs
Education Team, March 1, 2001 (F:\My Documents\Allotments\Central2001.123)

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2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

010 - Alamance/Burlington

ADM 21,191

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	3.00	0.00	0.00	3.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	12.25	9.50	0.25	22.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**17.25**	**9.50**	**0.25**	**27.00**
Per 1,000 ADM	*0.81*	*0.45*	*0.01*	*1.27*

020 - Alexander County

ADM 5,576

	State	Local	Federal	Total
Superintendent	0.97	0.03	0.00	1.00
Associate Superintendent	0.95	0.05	0.00	1.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.00	3.00	0.00	8.00
Other Assignment	0.00	0.18	0.00	0.18
Total	**7.92**	**3.26**	**0.00**	**11.18**
Per 1,000 ADM	*1.42*	*0.59*	*0.00*	*2.01*

030 - Alleghany County

ADM 1,429

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.80	0.25	0.39	6.44
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.80**	**0.25**	**0.39**	**8.44**
Per 1,000 ADM	*5.46*	*0.17*	*0.27*	*5.91*

040 - Anson County

ADM 4,492

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.50	0.00	0.00	1.50
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.96	0.00	0.50	5.46
Other Assignment	0.00	0.00	0.00	0.00
Total	**8.46**	**0.00**	**0.50**	**8.96**
Per 1,000 ADM	*1.88*	*0.00*	*0.11*	*1.99*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

050 - Ashe County

ADM 3,211

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	0.00	0.00	0.00	0.00
Supervisor, Director, Coordinator	4.10	3.40	1.00	8.50
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.10**	**3.40**	**1.00**	**11.50**
Per 1,000 ADM	*2.21*	*1.06*	*0.31*	*3.58*

060 - Avery County

ADM 2,350

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.60	1.00	1.10	6.70
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.60**	**1.00**	**1.10**	**9.70**
Per 1,000 ADM	*3.23*	*0.43*	*0.47*	*4.13*

070 - Beaufort County

ADM 7,324

	State	Local	Federal	Total
Superintendent	0.86	0.00	0.00	0.86
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	9.27	2.00	1.90	13.17
Other Assignment	0.00	0.00	0.00	0.00
Total	**12.13**	**2.00**	**1.90**	**16.03**
Per 1,000 ADM	*1.66*	*0.27*	*0.26*	*2.19*

080 - Bertie County

ADM 3,621

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	0.70	0.30	0.00	1.00
Supervisor, Director, Coordinator	6.45	4.27	1.28	12.00
Other Assignment	0.00	2.00	0.00	2.00
Total	**10.15**	**6.57**	**1.28**	**18.00**
Per 1,000 ADM	*2.80*	*1.81*	*0.35*	*4.97*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

090 - Bladen County

ADM 5,713

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	1.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	8.50	8.00	0.00	16.50
Other Assignment	0.00	0.00	0.00	0.00
Total	**11.50**	**8.00**	**1.00**	**20.50**
Per 1,000 ADM	*2.01*	*1.40*	*0.18*	*3.59*

100 - Brunswick County

ADM 10,294

	State	Local	Federal	Total
Superintendent	0.87	0.00	0.00	0.87
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	1.00	0.00	3.00
Finance Officer	0.00	0.00	0.00	0.00
Supervisor, Director, Coordinator	7.00	8.00	1.75	16.75
Other Assignment	0.00	0.00	0.00	0.00
Total	**9.87**	**9.00**	**1.75**	**20.62**
Per 1,000 ADM	*0.96*	*0.87*	*0.17*	*2.00*

110 - Buncombe County

ADM 24,905

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	14.00	3.52	2.00	19.52
Other Assignment	0.00	0.00	0.00	0.00
Total	**18.00**	**3.52**	**2.00**	**23.52**
Per 1,000 ADM	*0.72*	*0.14*	*0.08*	*0.94*

111 - Asheville City

ADM 4,028

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	0.14	0.86	0.00	1.00
Supervisor, Director, Coordinator	4.40	11.25	0.60	16.25
Other Assignment	0.00	1.00	0.00	1.00
Total	**6.54**	**13.11**	**0.60**	**20.25**
Per 1,000 ADM	*1.62*	*3.25*	*0.15*	*5.03*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

120 - Burke County

ADM 14,818

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	0.00	0.00	0.00	0.00
Supervisor, Director, Coordinator	10.50	2.00	0.50	13.00
Other Assignment	0.00	1.00	0.00	1.00
Total	**12.50**	**3.00**	**0.50**	**16.00**
Per 1,000 ADM	*0.84*	*0.20*	*0.03*	*1.08*

130 - Cabarrus County

ADM 19,813

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	3.00	0.00	0.00	3.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	8.00	5.01	2.75	15.76
Other Assignment	0.00	1.00	0.00	1.00
Total	**13.00**	**6.01**	**2.75**	**21.76**
Per 1,000 ADM	*0.66*	*0.30*	*0.14*	*1.10*

132 - Kannapolis City

ADM 4,368

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.60	0.00	0.40	1.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.00	2.00	0.00	7.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.60**	**2.00**	**0.40**	**10.00**
Per 1,000 ADM	*1.74*	*0.46*	*0.09*	*2.29*

140 - Caldwell County

ADM 12,798

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	8.00	3.50	1.00	12.50
Other Assignment	0.00	1.00	0.00	1.00
Total	**11.00**	**4.50**	**1.00**	**16.50**
Per 1,000 ADM	*0.86*	*0.35*	*0.08*	*1.29*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

150 - Camden County

ADM 1,288

	State	Local	Federal	Total
Superintendent	0.00	0.00	0.00	0.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	6.00	1.00	0.00	7.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.00**	**1.00**	**0.00**	**8.00**
Per 1,000 ADM	*5.43*	*0.78*	*0.00*	*6.21*

160 - Carteret County

ADM 8,271

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.75	0.00	0.00	1.75
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	6.00	4.97	0.25	11.22
Other Assignment	0.00	0.00	0.00	0.00
Total	**9.75**	**4.97**	**0.25**	**14.97**
Per 1,000 ADM	*1.18*	*0.60*	*0.03*	*1.81*

170 - Caswell County

ADM 3,574

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.79	0.21	0.00	3.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.00	2.00	0.00	7.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**9.79**	**2.21**	**0.00**	**12.00**
Per 1,000 ADM	*2.74*	*0.62*	*0.00*	*3.36*

180 - Catawba County

ADM 16,493

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	0.00	1.00	0.00	1.00
Finance Officer	0.71	0.00	0.00	0.71
Supervisor, Director, Coordinator	11.20	4.50	0.30	16.00
Other Assignment	0.00	1.29	0.00	1.29
Total	**13.91**	**6.79**	**0.30**	**21.00**
Per 1,000 ADM	*0.84*	*0.41*	*0.02*	*1.27*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

181 - Hickory City

ADM 4,657

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.69	0.00	0.00	1.69
Finance Officer	0.00	0.00	0.00	0.00
Supervisor, Director, Coordinator	3.82	1.00	0.31	5.13
Other Assignment	0.00	1.00	0.00	1.00
Total	**6.51**	**2.00**	**0.31**	**8.82**
Per 1,000 ADM	*1.40*	*0.43*	*0.07*	*1.89*

182 - Newton-Conover

ADM 2,783

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.21	5.04	0.75	10.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.21**	**5.04**	**0.75**	**13.00**
Per 1,000 ADM	*2.59*	*1.81*	*0.27*	*4.67*

190 - Chatham County

ADM 7,106

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.67	0.00	0.00	2.67
Finance Officer	1.00	0.36	0.00	1.36
Supervisor, Director, Coordinator	3.04	6.59	1.05	10.68
Other Assignment	0.00	2.90	0.00	2.90
Total	**7.70**	**9.85**	**1.05**	**18.60**
Per 1,000 ADM	*1.08*	*1.39*	*0.15*	*2.62*

200 - Cherokee County

ADM 3,609

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.00	0.00	0.00	4.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.00**	**0.00**	**0.00**	**7.00**
Per 1,000 ADM	*1.94*	*0.00*	*0.00*	*1.94*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

210 - Edenton/Chowan

ADM 2,479

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.97	1.33	0.70	7.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**8.97**	**1.33**	**0.70**	**11.00**
Per 1,000 ADM	*3.62*	*0.54*	*0.28*	*4.44*

220 - Clay County

ADM 1,264

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	0.00	0.00	0.00	0.00
Supervisor, Director, Coordinator	4.00	0.00	0.00	4.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**6.00**	**0.00**	**0.00**	**6.00**
Per 1,000 ADM	*4.75*	*0.00*	*0.00*	*4.75*

230 - Cleveland County

ADM 9,717

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.88	0.00	0.88
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	9.00	4.00	0.00	13.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**11.00**	**4.88**	**0.00**	**15.88**
Per 1,000 ADM	*1.13*	*0.50*	*0.00*	*1.63*

231 - Kings Mountain District

ADM 4,448

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	3.67	3.00	0.25	6.92
Other Assignment	0.00	0.00	0.00	0.00
Total	**6.67**	**3.00**	**0.25**	**9.92**
Per 1,000 ADM	*1.50*	*0.67*	*0.06*	*2.23*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

232 - Shelby City

ADM 3,200

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.20	4.50	0.60	9.30
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.20**	**4.50**	**0.60**	**12.30**
Per 1,000 ADM	*2.25*	*1.41*	*0.19*	*3.84*

240 - Columbus County

ADM 7,343

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	6.55	4.00	1.64	12.19
Other Assignment	0.00	0.00	0.00	0.00
Total	**9.55**	**4.00**	**1.64**	**15.19**
Per 1,000 ADM	*1.30*	*0.54*	*0.22*	*2.07*

241 - Whiteville City

ADM 2,754

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	2.61	2.22	0.17	5.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**5.61**	**2.22**	**0.17**	**8.00**
Per 1,000 ADM	*2.04*	*0.81*	*0.06*	*2.90*

250 - Craven County

ADM 14,779

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	10.35	1.50	3.15	15.00
Other Assignment	0.00	1.00	0.00	1.00
Total	**14.35**	**2.50**	**3.15**	**20.00**
Per 1,000 ADM	*0.97*	*0.17*	*0.21*	*1.35*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

260 - Cumberland County

ADM 51,243

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	5.00	0.00	0.00	5.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	21.25	20.04	8.30	49.59
Other Assignment	0.00	0.00	0.00	0.00
Total	**28.25**	**20.04**	**8.30**	**56.59**
Per 1,000 ADM	*0.55*	*0.39*	*0.16*	*1.10*

270 - Currituck County

ADM 3,248

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	6.42	2.00	0.00	8.42
Other Assignment	0.00	0.00	0.00	0.00
Total	**9.42**	**2.00**	**0.00**	**11.42**
Per 1,000 ADM	*2.90*	*0.62*	*0.00*	*3.52*

280 - Dare County

ADM 4,744

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	0.00	0.00	0.00	0.00
Supervisor, Director, Coordinator	4.95	2.30	0.00	7.25
Other Assignment	0.00	0.00	0.00	0.00
Total	**6.95**	**2.30**	**0.00**	**9.25**
Per 1,000 ADM	*1.47*	*0.48*	*0.00*	*1.95*

290 - Davidson County

ADM 19,335

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	11.00	2.50	1.38	14.88
Other Assignment	0.00	3.00	0.00	3.00
Total	**15.00**	**5.50**	**1.38**	**21.88**
Per 1,000 ADM	*0.78*	*0.28*	*0.07*	*1.13*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

291 - Lexington City

ADM 3,297

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	2.25	1.00	1.25	4.50
Other Assignment	0.00	0.00	0.00	0.00
Total	**5.25**	**1.00**	**1.25**	**7.50**
Per 1,000 ADM	*1.59*	*0.30*	*0.38*	*2.27*

292 - Thomasville City

ADM 2,463

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	0.96	0.00	0.00	0.96
Supervisor, Director, Coordinator	5.45	2.00	0.00	7.45
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.41**	**2.00**	**0.00**	**9.41**
Per 1,000 ADM	*3.01*	*0.81*	*0.00*	*3.82*

300 - Davie County

ADM 5,911

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	0.00	1.00	0.00	1.00
Supervisor, Director, Coordinator	6.90	2.84	0.10	9.84
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.90**	**3.84**	**0.10**	**11.84**
Per 1,000 ADM	*1.34*	*0.65*	*0.02*	*2.00*

310 - Duplin County

ADM 8,654

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	0.00	0.00	0.00	0.00
Supervisor, Director, Coordinator	7.04	3.49	1.60	12.12
Other Assignment	0.00	1.00	0.00	1.00
Total	**10.04**	**4.49**	**1.60**	**16.12**
Per 1,000 ADM	*1.16*	*0.52*	*0.18*	*1.86*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

320 - Durham County

ADM 29,854

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	5.00	0.00	0.00	5.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	16.18	14.10	3.00	33.28
Other Assignment	0.00	4.00	0.00	4.00
Total	**23.18**	**18.10**	**3.00**	**44.28**
Per 1,000 ADM	*0.78*	*0.61*	*0.10*	*1.48*

330 - Edgecombe County

ADM 7,575

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	2.00	0.00	0.00	2.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	6.00	14.62	2.25	22.87
Other Assignment	0.00	1.00	0.00	1.00
Total	**10.00**	**15.62**	**2.25**	**27.87**
Per 1,000 ADM	*1.32*	*2.06*	*0.30*	*3.68*

340 - Forsyth County

ADM 45,289

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	6.00	2.00	0.00	8.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	14.97	8.19	3.00	26.15
Other Assignment	0.00	14.00	0.00	14.00
Total	**22.97**	**24.19**	**3.00**	**50.15**
Per 1,000 ADM	*0.51*	*0.53*	*0.07*	*1.11*

350 - Franklin County

ADM 7,770

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	3.00	0.00	0.00	3.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	6.50	6.00	0.50	13.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**11.50**	**6.00**	**0.50**	**18.00**
Per 1,000 ADM	*1.48*	*0.77*	*0.06*	*2.32*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

360 - Gaston County

ADM 30,331

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	2.00	1.00	0.00	3.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	16.50	19.00	2.08	37.58
Other Assignment	0.00	5.00	0.00	5.00
Total	**20.50**	**25.00**	**2.08**	**47.58**
Per 1,000 ADM	*0.68*	*0.82*	*0.07*	*1.57*

370 - Gates County

ADM 2,033

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.48	3.47	0.45	8.40
Other Assignment	0.00	1.00	0.00	1.00
Total	**7.48**	**4.47**	**0.45**	**12.40**
Per 1,000 ADM	*3.68*	*2.20*	*0.22*	*6.10*

380 - Graham County

ADM 1,234

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.75	0.00	0.25	5.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.75**	**0.00**	**0.25**	**8.00**
Per 1,000 ADM	*6.28*	*0.00*	*0.20*	*6.48*

390 - Granville County

ADM 8,253

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	3.00	0.00	0.00	3.00
Finance Officer	0.00	0.00	0.00	0.00
Supervisor, Director, Coordinator	7.75	3.42	0.25	11.42
Other Assignment	0.00	5.00	0.00	5.00
Total	**11.75**	**8.42**	**0.25**	**20.42**
Per 1,000 ADM	*1.42*	*1.02*	*0.03*	*2.47*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

400 - Greene County

ADM 3,091

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.60	0.28	1.53	7.41
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.60**	**0.28**	**1.53**	**9.41**
Per 1,000 ADM	*2.46*	*0.09*	*0.50*	*3.04*

410 - Guilford County

ADM 63,491

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	4.68	0.00	0.00	4.68
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	23.02	24.12	2.93	50.07
Other Assignment	0.00	15.00	0.00	15.00
Total	**29.70**	**39.12**	**2.93**	**71.75**
Per 1,000 ADM	*0.47*	*0.62*	*0.05*	*1.13*

420 - Halifax County

ADM 6,037

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.50	0.50	0.00	1.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.23	6.32	2.38	13.92
Other Assignment	0.00	8.00	0.00	8.00
Total	**8.73**	**14.82**	**2.38**	**25.92**
Per 1,000 ADM	*1.45*	*2.45*	*0.39*	*4.29*

421 - Roanoke Rapids City

ADM 3,065

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	3.15	2.85	0.00	6.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.15**	**2.85**	**0.00**	**10.00**
Per 1,000 ADM	*2.33*	*0.93*	*0.00*	*3.26*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

422 - Weldon City

ADM 1,147

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.55	0.00	0.00	0.55
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.00	1.00	0.45	6.45
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.55**	**1.00**	**0.45**	**9.00**
Per 1,000 ADM	*6.58*	*0.87*	*0.39*	*7.85*

430 - Harnett County

ADM 16,722

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.85	0.00	0.00	1.85
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	10.50	2.00	2.50	15.00
Other Assignment	0.00	0.91	0.00	0.91
Total	**14.35**	**2.91**	**2.50**	**19.76**
Per 1,000 ADM	*0.86*	*0.17*	*0.15*	*1.18*

440 - Haywood County

ADM 7,825

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	0.45	0.00	0.00	0.45
Finance Officer	0.55	0.00	0.00	0.55
Supervisor, Director, Coordinator	6.75	2.95	1.30	11.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**9.75**	**2.95**	**1.30**	**14.00**
Per 1,000 ADM	*1.25*	*0.38*	*0.17*	*1.79*

450 - Henderson County

ADM 11,786

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	1.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	13.21	4.04	0.79	18.04
Other Assignment	0.00	0.00	0.00	0.00
Total	**16.21**	**5.04**	**0.79**	**22.04**
Per 1,000 ADM	*1.38*	*0.43*	*0.07*	*1.87*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

460 - Hertford County

ADM 3,925

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.84	0.00	0.00	0.84
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.25	4.75	0.90	9.90
Other Assignment	0.00	1.00	0.00	1.00
Total	**9.09**	**5.75**	**0.90**	**15.74**
Per 1,000 ADM	*2.32*	*1.46*	*0.23*	*4.01*

470 - Hoke County

ADM 6,287

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	8.48	2.00	1.52	12.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**11.48**	**2.00**	**1.52**	**15.00**
Per 1,000 ADM	*1.83*	*0.32*	*0.24*	*2.39*

480 - Hyde County

ADM 686

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.75	1.25	0.00	7.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.75**	**1.25**	**0.00**	**9.00**
Per 1,000 ADM	*11.30*	*1.82*	*0.00*	*13.12*

490 - Iredell-Statesville Schools

ADM 17,826

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	3.00	0.00	0.00	3.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	0.00	0.00	0.00	0.00
Supervisor, Director, Coordinator	8.86	9.69	0.50	19.05
Other Assignment	0.00	0.00	0.00	0.00
Total	**12.86**	**9.69**	**0.50**	**23.05**
Per 1,000 ADM	*0.72*	*0.54*	*0.03*	*1.29*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

491 - Mooresville City

ADM 4,179

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	2.00	0.00	0.00	2.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.60	2.00	0.00	6.60
Other Assignment	0.00	0.00	0.00	0.00
Total	**8.60**	**2.00**	**0.00**	**10.60**
Per 1,000 ADM	*2.06*	*0.48*	*0.00*	*2.54*

500 - Jackson County

ADM 3,567

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	6.02	1.48	0.00	7.50
Other Assignment	0.00	0.00	0.00	0.00
Total	**9.02**	**1.48**	**0.00**	**10.50**
Per 1,000 ADM	*2.53*	*0.41*	*0.00*	*2.94*

510 - Johnston County

ADM 22,396

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	1.15	0.00	0.10	1.25
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	11.00	8.30	2.20	21.50
Other Assignment	0.00	10.00	0.00	10.00
Total	**15.15**	**18.30**	**2.30**	**35.75**
Per 1,000 ADM	*0.68*	*0.82*	*0.10*	*1.60*

520 - Jones County

ADM 1,459

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.50	2.00	0.50	8.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.50**	**2.00**	**0.50**	**10.00**
Per 1,000 ADM	*5.14*	*1.37*	*0.34*	*6.85*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

530 - Lee County

ADM 8,927

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	7.25	4.00	0.75	12.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**11.25**	**4.00**	**0.75**	**16.00**
Per 1,000 ADM	*1.26*	*0.45*	*0.08*	*1.79*

540 - Lenoir County

ADM 10,204

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	11.00	3.84	1.00	15.84
Other Assignment	0.00	0.00	0.00	0.00
Total	**15.00**	**3.84**	**1.00**	**19.84**
Per 1,000 ADM	*1.47*	*0.38*	*0.10*	*1.94*

550 - Lincoln County

ADM 11,048

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.03	5.92	1.05	12.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**10.03**	**5.92**	**1.05**	**17.00**
Per 1,000 ADM	*0.91*	*0.54*	*0.10*	*1.54*

560 - Macon County

ADM 4,044

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.87	0.00	0.00	4.87
Other Assignment	0.00	0.00	0.00	0.00
Total	**8.87**	**0.00**	**0.00**	**8.87**
Per 1,000 ADM	*2.19*	*0.00*	*0.00*	*2.19*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

570 - Madison County

ADM 2,548

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.92	1.41	1.09	8.42
Other Assignment	0.00	0.00	0.00	0.00
Total	**8.92**	**1.41**	**1.09**	**11.42**
Per 1,000 ADM	*3.50*	*0.55*	*0.43*	*4.48*

580 - Martin County

ADM 4,778

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	7.50	2.00	0.00	9.50
Other Assignment	0.00	0.00	0.00	0.00
Total	**9.50**	**2.00**	**0.00**	**11.50**
Per 1,000 ADM	*1.99*	*0.42*	*0.00*	*2.41*

590 - McDowell County

ADM 6,487

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.50	0.00	0.50	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	8.00	1.00	0.00	9.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**11.50**	**1.00**	**0.50**	**13.00**
Per 1,000 ADM	*1.77*	*0.15*	*0.08*	*2.00*

600 - Charlotte-Mecklenburg

ADM 106,410

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	2.02	0.00	3.02
Assistant Superintendent	7.00	3.50	0.00	10.50
Finance Officer	0.98	0.00	0.00	0.98
Supervisor, Director, Coordinator	28.98	108.51	9.47	146.96
Other Assignment	0.00	0.00	0.00	0.00
Total	**38.96**	**114.03**	**9.47**	**162.46**
Per 1,000 ADM	*0.37*	*1.07*	*0.09*	*1.53*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

610 - Mitchell County

ADM 2,382

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.30	0.00	0.40	2.70
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	3.58	0.00	0.00	3.58
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.88**	**0.00**	**0.40**	**8.28**
Per 1,000 ADM	*3.31*	*0.00*	*0.17*	*3.48*

620 - Montgomery County

ADM 4,528

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	7.35	1.00	0.68	9.03
Other Assignment	0.00	2.00	0.00	2.00
Total	**10.35**	**3.00**	**0.68**	**14.03**
Per 1,000 ADM	*2.29*	*0.66*	*0.15*	*3.10*

630 - Moore County

ADM 11,311

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	1.00	0.00	2.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.00	15.62	1.75	22.37
Other Assignment	0.00	0.00	0.00	0.00
Total	**10.00**	**16.62**	**1.75**	**28.37**
Per 1,000 ADM	*0.88*	*1.47*	*0.15*	*2.51*

640 - Nash-Rocky Mount

ADM 18,082

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	0.00	1.00	0.00	1.00
Supervisor, Director, Coordinator	14.38	7.09	1.00	22.47
Other Assignment	0.00	2.00	0.00	2.00
Total	**15.38**	**10.09**	**1.00**	**26.47**
Per 1,000 ADM	*0.85*	*0.56*	*0.06*	*1.46*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

650 - New Hanover County

ADM 21,596

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	2.00	1.00	0.00	3.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	9.91	18.86	2.00	30.77
Other Assignment	0.00	0.00	0.00	0.00
Total	**14.91**	**19.86**	**2.00**	**36.77**
Per 1,000 ADM	*0.69*	*0.92*	*0.09*	*1.70*

660 - Northampton County

ADM 3,615

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.92	1.00	1.70	8.62
Other Assignment	1.00	0.00	0.00	1.00
Total	**9.92**	**1.00**	**1.70**	**12.62**
Per 1,000 ADM	*2.74*	*0.28*	*0.47*	*3.49*

670 - Onslow County

ADM 20,841

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	3.00	0.00	0.00	3.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	9.15	9.16	1.85	20.16
Other Assignment	0.00	0.00	0.00	0.00
Total	**14.15**	**9.16**	**1.85**	**25.16**
Per 1,000 ADM	*0.68*	*0.44*	*0.09*	*1.21*

680 - Orange County

ADM 6,337

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	2.00	0.00	0.00	2.00
Supervisor, Director, Coordinator	4.81	9.50	0.00	14.31
Other Assignment	0.00	2.00	0.00	2.00
Total	**9.81**	**11.50**	**0.00**	**21.31**
Per 1,000 ADM	*1.55*	*1.81*	*0.00*	*3.36*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

681 - Chapel Hill-Carrboro

ADM 10,117

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	3.00	0.00	0.00	3.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	7.00	13.05	0.50	20.55
Other Assignment	0.00	0.00	0.00	0.00
Total	**12.00**	**13.05**	**0.50**	**25.55**
Per 1,000 ADM	*1.19*	*1.29*	*0.05*	*2.53*

690 - Pamlico County

ADM 1,771

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	6.00	0.00	0.00	6.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**10.00**	**0.00**	**0.00**	**10.00**
Per 1,000 ADM	*5.65*	*0.00*	*0.00*	*5.65*

700 - Pasquotank County

ADM 5,969

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.59	3.92	1.48	10.99
Other Assignment	0.00	2.00	0.00	2.00
Total	**9.59**	**5.92**	**1.48**	**16.99**
Per 1,000 ADM	*1.61*	*0.99*	*0.25*	*2.85*

710 - Pender County

ADM 6,680

	State	Local	Federal	Total
Superintendent	0.78	0.22	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.71	0.29	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	7.74	6.36	0.90	15.00
Other Assignment	0.00	1.00	0.00	1.00
Total	**10.23**	**7.87**	**0.90**	**19.00**
Per 1,000 ADM	*1.53*	*1.18*	*0.13*	*2.84*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

720 - Perquimans County

ADM 1,787

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	6.00	0.84	0.00	6.84
Other Assignment	0.00	0.00	0.00	0.00
Total	**8.00**	**0.84**	**0.00**	**8.84**
Per 1,000 ADM	*4.48*	*0.47*	*0.00*	*4.95*

730 - Person County

ADM 5,812

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.85	0.00	0.00	0.85
Assistant Superintendent	1.00	1.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.73	1.30	1.70	8.73
Other Assignment	0.00	0.00	0.00	0.00
Total	**9.58**	**2.30**	**1.70**	**13.58**
Per 1,000 ADM	*1.65*	*0.40*	*0.29*	*2.34*

740 - Pitt County

ADM 19,884

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	3.00	0.00	0.00	3.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	12.95	2.70	1.35	17.00
Other Assignment	0.00	1.00	0.00	1.00
Total	**17.95**	**3.70**	**1.35**	**23.00**
Per 1,000 ADM	*0.90*	*0.19*	*0.07*	*1.16*

750 - Polk County

ADM 2,502

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.25	0.71	0.00	4.96
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.25**	**0.71**	**0.00**	**7.96**
Per 1,000 ADM	*2.90*	*0.28*	*0.00*	*3.18*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

760 - Randolph County

ADM 17,666

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	12.65	4.50	0.28	17.43
Other Assignment	0.00	0.00	0.00	0.00
Total	**16.65**	**4.50**	**0.28**	**21.43**
Per 1,000 ADM	*0.94*	*0.25*	*0.02*	*1.21*

761 - Asheboro City

ADM 4,321

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	2.75	4.50	1.25	8.50
Other Assignment	0.00	0.00	0.00	0.00
Total	**6.75**	**4.50**	**1.25**	**12.50**
Per 1,000 ADM	*1.56*	*1.04*	*0.29*	*2.89*

770 - Richmond County

ADM 8,344

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	7.12	1.00	3.00	11.12
Other Assignment	0.00	0.00	0.00	0.00
Total	**12.12**	**1.00**	**3.00**	**16.12**
Per 1,000 ADM	*1.45*	*0.12*	*0.36*	*1.93*

780 - Robeson County

ADM 23,920

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	2.00	0.00	0.00	2.00
Assistant Superintendent	0.86	0.00	0.00	0.86
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	14.31	11.14	4.50	29.95
Other Assignment	0.00	1.00	0.00	1.00
Total	**19.17**	**12.14**	**4.50**	**35.81**
Per 1,000 ADM	*0.80*	*0.51*	*0.19*	*1.50*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

790 - Rockingham County

ADM 14,584

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	2.00	0.00	3.00
Supervisor, Director, Coordinator	8.21	7.45	3.20	18.85
Other Assignment	0.00	0.00	0.00	0.00
Total	**12.21**	**9.45**	**3.20**	**24.85**
Per 1,000 ADM	*0.84*	*0.65*	*0.22*	*1.70*

800 - Rowan-Salisbury

ADM 20,591

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	7.94	1.45	1.00	10.39
Other Assignment	0.00	8.45	0.00	8.45
Total	**12.94**	**9.90**	**1.00**	**23.84**
Per 1,000 ADM	*0.63*	*0.48*	*0.05*	*1.16*

810 - Rutherford County

ADM 10,069

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	7.60	5.50	0.90	14.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**11.60**	**5.50**	**0.90**	**18.00**
Per 1,000 ADM	*1.15*	*0.55*	*0.09*	*1.79*

820 - Sampson County

ADM 8,013

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	1.80	0.00	2.80
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	6.00	3.59	0.95	10.54
Other Assignment	0.00	0.00	0.00	0.00
Total	**9.00**	**5.39**	**0.95**	**15.34**
Per 1,000 ADM	*1.12*	*0.67*	*0.12*	*1.91*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

821 - Clinton City

ADM 2,673

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.75	0.00	0.25	1.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	1.83	0.17	0.00	2.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**5.58**	**0.17**	**0.25**	**6.00**
Per 1,000 ADM	*2.09*	*0.06*	*0.09*	*2.24*

830 - Scotland County

ADM 7,020

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.93	0.00	0.00	1.93
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	0.00	1.00	0.00	1.00
Supervisor, Director, Coordinator	6.50	2.00	2.41	10.91
Other Assignment	0.00	1.00	0.00	1.00
Total	**9.43**	**4.00**	**2.41**	**15.84**
Per 1,000 ADM	*1.34*	*0.57*	*0.34*	*2.26*

840 - Stanly County

ADM 10,124

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	2.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	10.00	2.00	1.00	13.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**12.00**	**4.00**	**1.00**	**17.00**
Per 1,000 ADM	*1.19*	*0.40*	*0.10*	*1.68*

850 - Stokes County

ADM 7,390

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	6.60	2.00	0.00	8.60
Other Assignment	0.00	6.00	0.00	6.00
Total	**9.60**	**8.00**	**0.00**	**17.60**
Per 1,000 ADM	*1.30*	*1.08*	*0.00*	*2.38*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

860 - Surry County

ADM 8,470

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	0.70	0.30	0.00	1.00
Supervisor, Director, Coordinator	6.26	3.74	1.00	11.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**9.96**	**4.04**	**1.00**	**15.00**
Per 1,000 ADM	*1.18*	*0.48*	*0.12*	*1.77*

861 - Elkin City

ADM 1,160

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	3.50	1.00	0.00	4.50
Other Assignment	0.00	0.00	0.00	0.00
Total	**5.50**	**1.00**	**0.00**	**6.50**
Per 1,000 ADM	*4.74*	*0.86*	*0.00*	*5.60*

862 - Mount Airy City

ADM 1,905

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	3.35	3.00	0.15	6.50
Other Assignment	0.00	0.00	0.00	0.00
Total	**5.35**	**3.00**	**0.15**	**8.50**
Per 1,000 ADM	*2.81*	*1.57*	*0.08*	*4.46*

870 - Swain County

ADM 1,791

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	6.00	0.00	0.50	6.50
Other Assignment	1.00	0.00	0.00	1.00
Total	**11.00**	**0.00**	**0.50**	**11.50**
Per 1,000 ADM	*6.14*	*0.00*	*0.28*	*6.42*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

880 - Transylvania County

ADM 3,893

	State	Local	Federal	Total
Superintendent	0.92	0.08	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	7.43	1.50	0.41	9.34
Other Assignment	0.00	1.00	0.00	1.00
Total	**9.35**	**2.58**	**0.41**	**12.34**
Per 1,000 ADM	*2.40*	*0.66*	*0.10*	*3.17*

890 - Tyrrell County

ADM 727

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.87	0.00	0.00	4.87
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.87**	**0.00**	**0.00**	**7.87**
Per 1,000 ADM	*10.83*	*0.00*	*0.00*	*10.83*

900 - Union County

ADM 23,695

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	0.00	1.00	0.00	1.00
Supervisor, Director, Coordinator	1.00	18.85	1.00	20.85
Other Assignment	0.00	0.00	0.00	0.00
Total	**5.00**	**19.85**	**1.00**	**25.85**
Per 1,000 ADM	*0.21*	*0.84*	*0.04*	*1.09*

910 - Vance County

ADM 8,272

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	9.96	7.00	1.00	17.96
Other Assignment	0.00	0.00	0.00	0.00
Total	**11.96**	**7.00**	**1.00**	**19.96**
Per 1,000 ADM	*1.45*	*0.85*	*0.12*	*2.41*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

920 - Wake County

ADM 100,525

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	2.00	2.00	0.00	4.00
Assistant Superintendent	7.00	4.00	0.00	11.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	36.78	144.34	5.50	186.62
Other Assignment	0.00	29.80	0.00	29.80
Total	**47.78**	**180.13**	**5.50**	**233.41**
Per 1,000 ADM	*0.48*	*1.79*	*0.05*	*2.32*

930 - Warren County

ADM 3,179

	State	Local	Federal	Total
Superintendent	0.98	0.00	0.00	0.98
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.55	3.45	0.00	8.00
Other Assignment	0.88	1.00	0.00	1.88
Total	**8.41**	**4.45**	**0.00**	**12.86**
Per 1,000 ADM	*2.65*	*1.40*	*0.00*	*4.05*

940 - Washington County

ADM 2,286

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	0.00	0.00	0.00	0.00
Supervisor, Director, Coordinator	7.00	1.00	0.11	8.11
Other Assignment	0.00	0.00	0.00	0.00
Total	**9.00**	**1.00**	**0.11**	**10.11**
Per 1,000 ADM	*3.94*	*0.44*	*0.05*	*4.42*

950 - Watauga County

ADM 4,934

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.51	0.40	0.30	5.21
Other Assignment	0.00	2.80	0.00	2.80
Total	**8.51**	**3.20**	**0.30**	**12.01**
Per 1,000 ADM	*1.72*	*0.65*	*0.06*	*2.43*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

960 - Wayne County

ADM 19,265

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	12.20	4.65	2.80	19.65
Other Assignment	0.00	0.00	0.00	0.00
Total	**16.20**	**4.65**	**2.80**	**23.65**
Per 1,000 ADM	*0.84*	*0.24*	*0.15*	*1.23*

970 - Wilkes County

ADM 10,446

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	8.60	3.00	1.01	12.61
Other Assignment	0.00	0.00	0.00	0.00
Total	**12.60**	**3.00**	**1.01**	**16.61**
Per 1,000 ADM	*1.21*	*0.29*	*0.10*	*1.59*

980 - Wilson County

ADM 12,276

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	3.00	0.00	0.00	3.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	7.00	2.00	0.75	9.75
Other Assignment	0.00	0.00	0.00	0.00
Total	**12.00**	**2.00**	**0.75**	**14.75**
Per 1,000 ADM	*0.98*	*0.16*	*0.06*	*1.20*

990 - Yadkin County

ADM 5,902

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.13	0.00	0.13
Assistant Superintendent	0.87	0.00	0.00	0.87
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	6.29	2.72	0.91	9.92
Other Assignment	0.53	1.00	0.00	1.53
Total	**9.69**	**3.85**	**0.91**	**14.45**
Per 1,000 ADM	*1.64*	*0.65*	*0.15*	*2.45*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

995 - Yancey County

ADM 2,579

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.00	1.00	0.25	5.25
Other Assignment	0.00	0.00	0.00	0.00
Total	**8.00**	**1.00**	**0.25**	**9.25**
Per 1,000 ADM	*3.10*	*0.39*	*0.10*	*3.59*

Statewide

ADM 1,288,099

	State	Local	Federal	Total
Superintendent	115.37	0.33	0.00	115.70
Associate Superintendent	57.11	7.57	0.65	65.33
Assistant Superintendent	148.64	18.79	2.00	169.43
Finance Officer	101.74	7.82	0.00	109.55
Supervisor, Director, Coordinator	894.46	769.97	128.53	1,792.96
Other Assignment	3.41	169.98	0.00	173.40
Total	**1,320.72**	**974.47**	**131.18**	**2,426.37**
Per 1,000 ADM	*1.03*	*0.76*	*0.10*	*1.88*

Notes:

1) All staffing numbers are in terms of FTE (full-time equivalent) employees. Contractors are not included in these counts.
2) FTEs are based on December 2000 UERS payroll input from the local education agencies.
3) ADM (Average Daily Membership) is for the 2000-2001 school year.
4) Superintendents are object code 111, Associate Superintendents are 112, Assistant Superintendents are 118 Finance Officers are 115, Supervisors, etc. are 113 and Others are 119.
5) Information was adjusted to reflect actual ftes exclusive of supplements.

School Building Administrators

$271.1 million ($228.5 million without benefits)

Allotment

1 Principal for 12 months if:

- the school has 100 students or
- the school has 7 State-paid teachers

  2,135 budgeted for FY 2000-2001.

Assistant Principals

- 1 month of employment for every 72.64 students.
- Local systems determine the length of employment (10 to 12 months) and school location.

  1,777 10 month positions budgeted for FY 2000-2001

Salary

(Guaranteed positions)

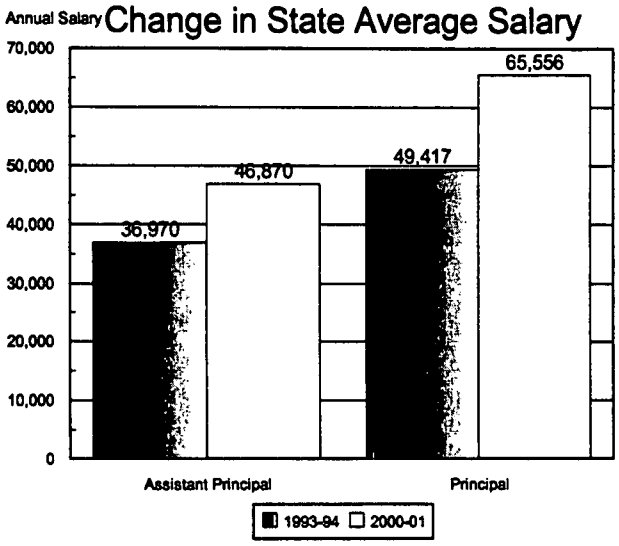
Principal:

- Based on the number of certified personnel assigned to the school.
- Placed based on the individual's years of experience as a teacher, assistant principal, and principal.
- For every 3 years as a principal, an additional year is added for placement.
- An additional 1% salary if the school meets or exceeds the ABCs.
- An additional 1% salary if the employee meets the school system's safe school requirements.
- A 1% bonus for meeting ABCs and a 1% bonus for safe school recognition.
- $750 for meeting ABCs expectations or $1,500 for exceeding.

Assistant Principal:

- Placed based on the individual's years of experience as a teacher and assistant principal.
- An additional 1% salary if the school meets or exceeds the ABCs.
- An additional 1% salary if the employee meets the school system's safe school requirements.
- A 1% bonus for meeting ABCs and a 1% bonus for safe school recognition.
- $750 for meeting ABCs expectations or $1,500 for exceeding.

School Building Administrators



Since 1993-94, the average assistant principal's State salary has increased 26.8%. The State average salaries for principals has increased 32.7% since 1993-94.

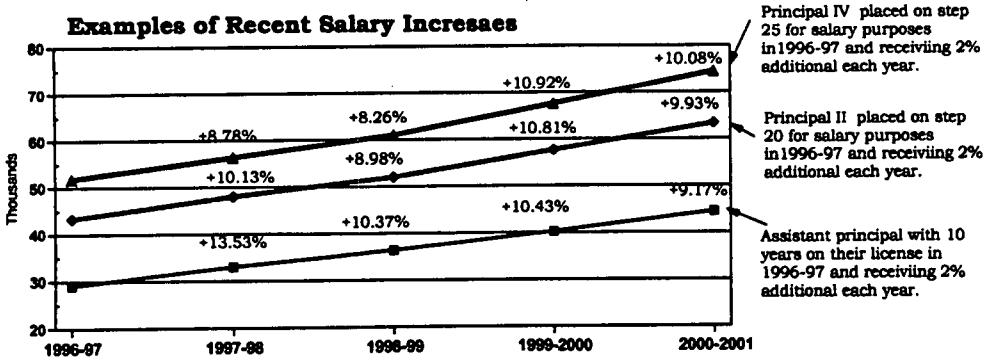
Average annual local supplements for school building administrators in FY 1999-2000 were:

Assistant Principals: *$4,082*
(range $0 in eight LEAS to $10,937 in Guilford).

Principals: *$7,203*
(range $0 in four LEAS to $18,765 in Wake).

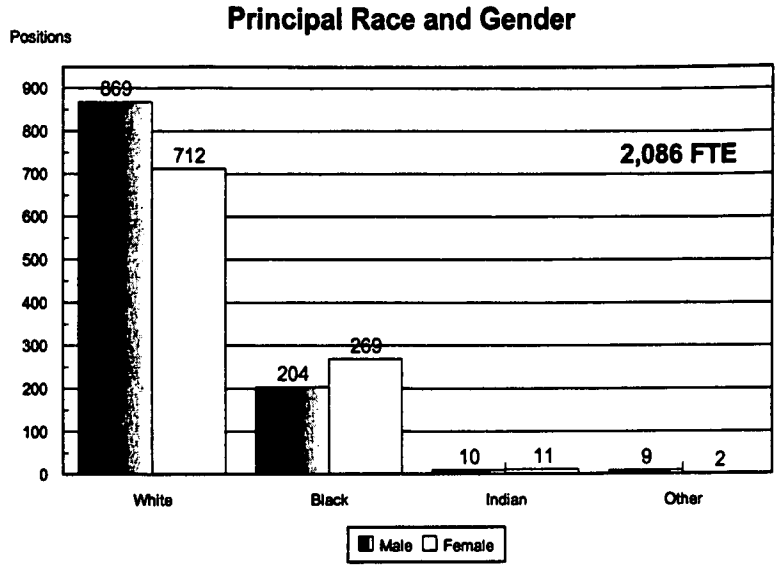
More Principal Salary Information

- Schools meeting expected or exemplary growth
  - FY 1997-98 83.61% 1% salary increase for FY 1998-99 and a 1% bonus for FY 1997-98.
  - FY 1998-99 81.20% 1% salary increase for FY 1999-00 and a 1% bonus for FY 1998-99.
  - FY 1999-00 69.60% 1% salary increase for FY 2000-01 and a 1% bonus for FY 1999-00.
- Schools Classified as Meeting Local Safe School Requirements
  - FY 1997-98 99.11% 1% salary increase for FY 1998-99 and a 1% bonus for FY 1997-98
  - FY 1998-99 98.79% 1% salary increase for FY 1999-00 and a 1% bonus for FY 1998-99.
  - FY 1999-00 99.33% 1% salary increase for FY 2000-01 and a 1% bonus for FY 1999-00.



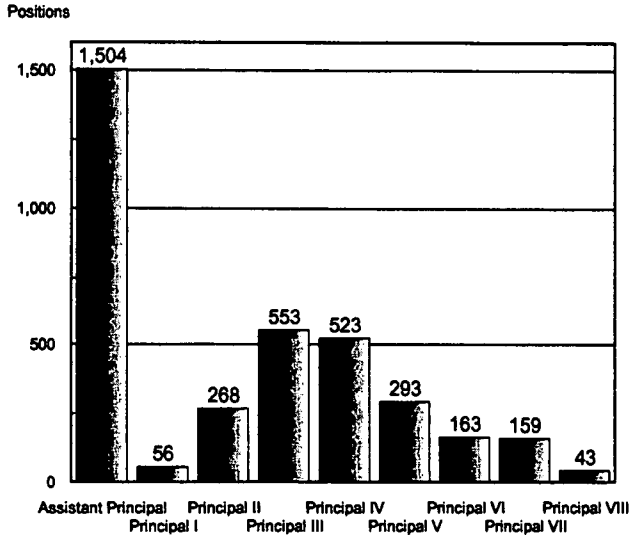
School Building Administrators

December 1999



School Building Administrators

December 2000

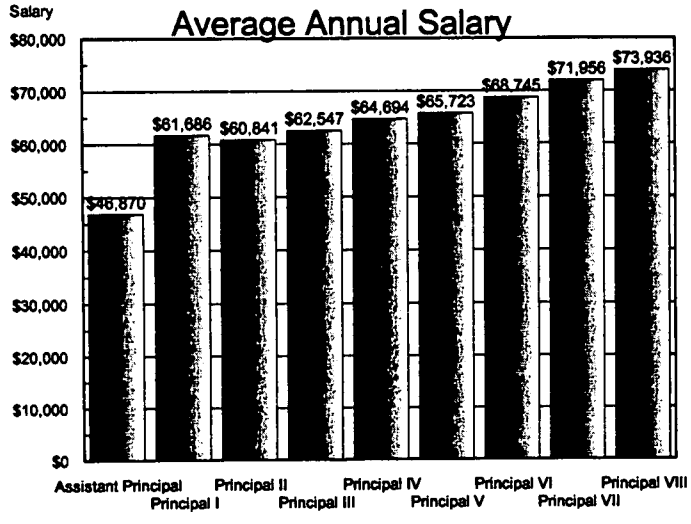


This chart outlines the Assistant Principals and Principals employed as of December 2000 (FY 2000-01) Principals are paid on various salary schedules based on the size of the school (not the type of school ... elementary, middle, or high).

Principal I	*0 to 10 teachers*
Principal II	*11 to 21 teachers*
Principal III	*22 to 32 teachers*
Principal IV	*33 to 43 teachers*
Principal V	*44 to 54 teachers*
Principal VI	*55 to 65 teachers*
Principal VII	*66 to 100 teachers*
Principal VIII	*> 100 teachers*

School Building Administrators

December 2000

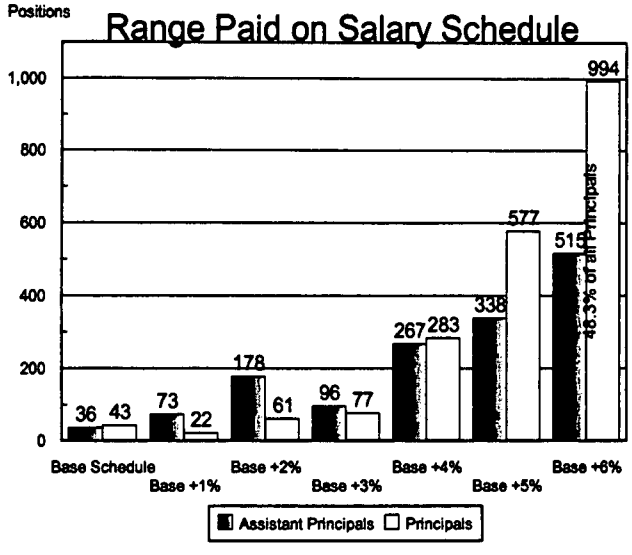


This chart estimates the average salary paid per salary schedule. The FY 2000-01 average salary for principals as of December 2000 was $65,556 (without benefits), $78,084 with benefits).

Principal I	*0 to 10 teachers*
Principal II	*11 to 21 teachers*
Principal III	*22 to 32 teachers*
Principal IV	*33 to 43 teachers*
Principal V	*44 to 54 teachers*
Principal VI	*55 to 65 teachers*
Principal VII	*66 to 100 teachers*
Principal VIII	*> 100 teachers*

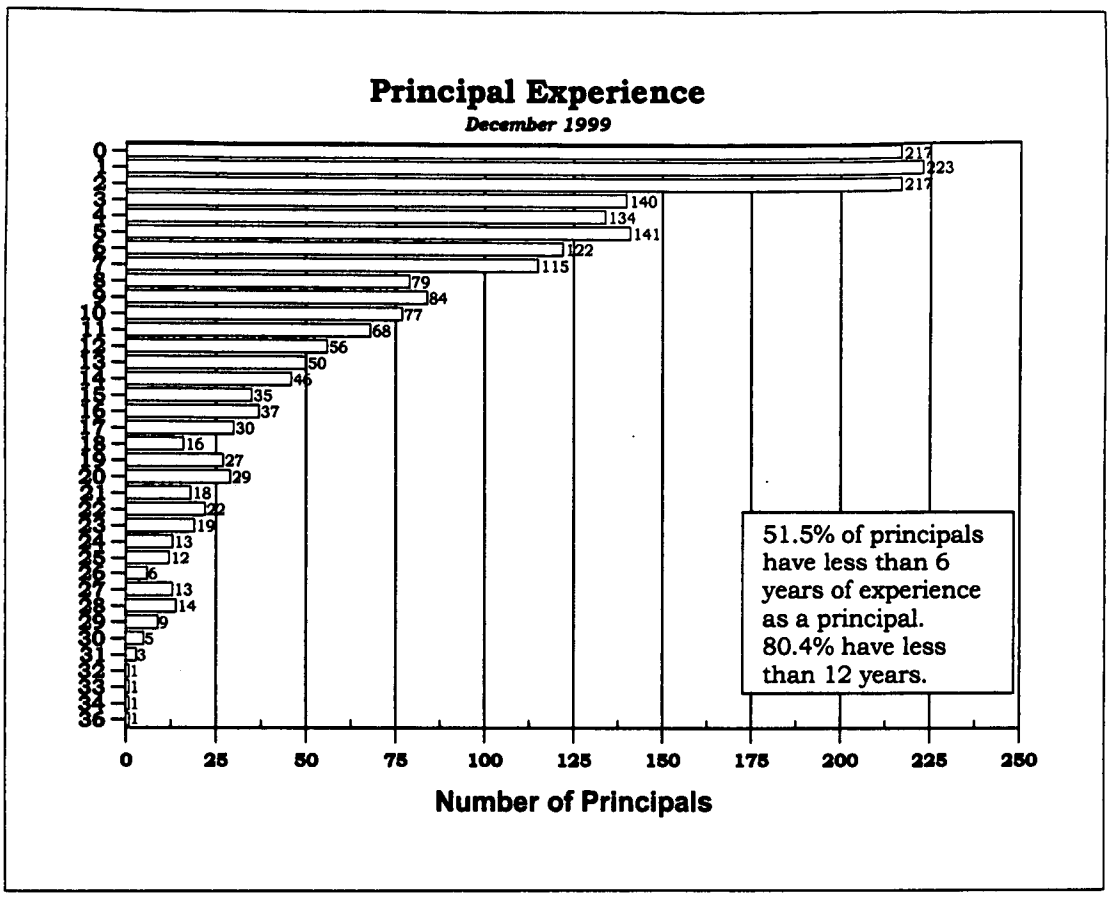
School Building Administrators

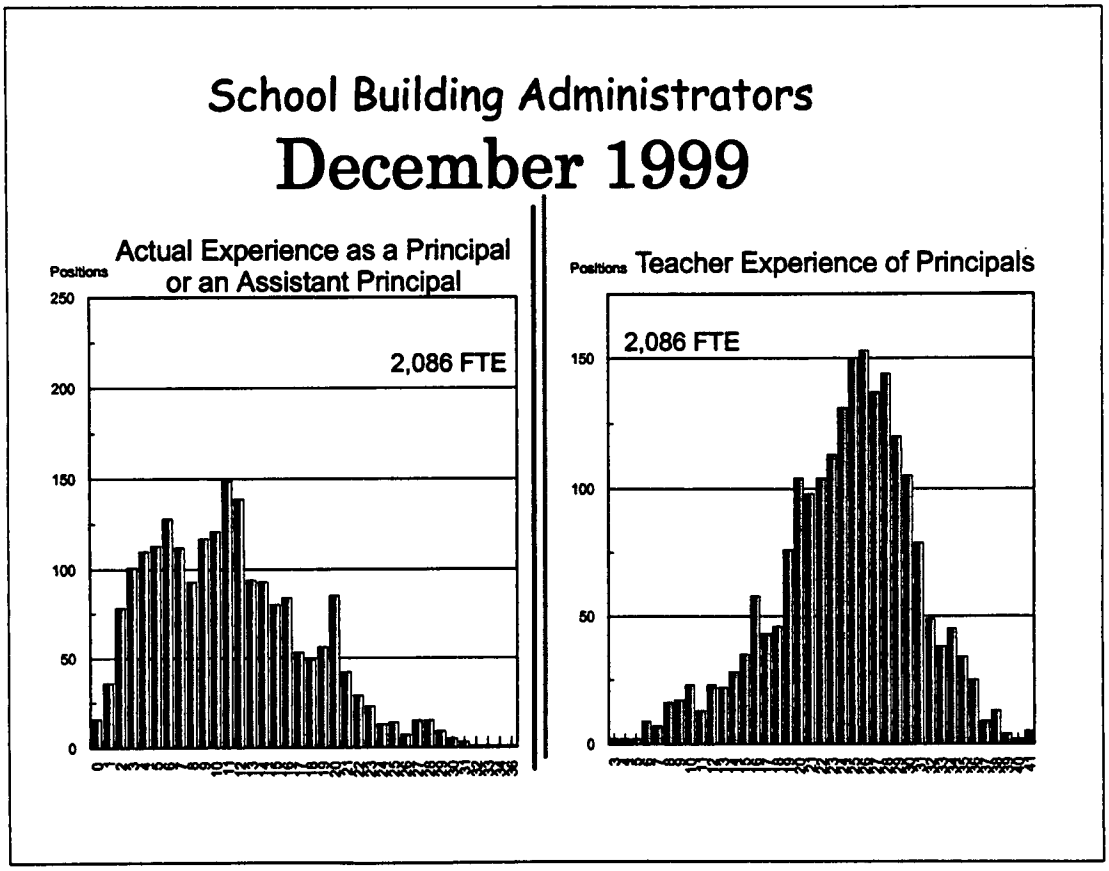
December 2000



Assistant Principals and Principals are paid on various salary schedules based on the number of years their school has been determined safe and or met or exceeded ABC expectations. Salary is based on the schedule, school size, and experience:

Asst. Principal	*$3,195 to $5,505*
Principal I	*$3,645 to $5,615*
Principal II	*$3,808 to $5,958*
Principal III	*$3,975 to $6,235*
Principal IV	*$4,095 to $6,578*
Principal V	*$4,218 to $6,844*
Principal VI	*$4,412 to $7,263*
Principal VII	*$4,620 to $7,708*
Principal VIII	*$4,763 to 7,862*


Principal Experience
December 1999
0 217
1 223
2 217
3 140
4 134
5 141
6 122
7 115
8 79
9 84
10 77
11 68
12 56
13 50
14 46
15 35
16 37
17 30
18 16
19 27
20 29
21 18
22 22
23 19
24 13
25 12
26 6
27 13
28 14
29 9
30 5
31 3
32 1
33 1
34 1
35 1
36 1
0 25 50 75 100 125 150 175 200 225 250
Number of Principals
51.5% of principals have less than 6 years of experience as a principal. 80.4% have less than 12 years.


School Building Administrators
December 1999
Actual Experience as a Principal or an Assistant Principal
Positions
250
200
150
100
50
0
2,086 FTE
Teacher Experience of Principals
Positions
150
100
50
0
2,086 FTE

An Example of Principal Pay - FY 2000-01

A principal in a school of 35 State paid teachers who worked 10 years as a teacher, 3 years as an assistant principal, and 10 years as a principal. The principal's assigned schools' have always met or exceeded expectations (last year they exceeded) and the schools' have always met the local system's safe school criteria.

Base State Salary	$59,892
A principal IV at level 26	
Additional 6%	3,588
1% each year for ABCs and 1% each year for safe schools	
Local Supplement	7,203
1999-2000 State average (lowest LEA average $0, highest LEA average $18,725)	
Longevity	2,297
Based on 3.25% (20 to 24 years)	
1% Bonus for ABCs (based on prior year's salary)	577
1% Bonus for Safe Schools (prior year's salary)	577
ABC Dollar Bonus	1,500
Total	**$75,634**

$77,195 with an advanced principal license (AP).
$78,769 with AP and a doctorate degree.

Same Example, Comparing Salaries:

Stayed an Assistant Principal
10 months
1999-2000 local supplement range was $0 to $10,937

Remained a Teacher *

	Principal		Bachelor	Master Degree	Master + NBPTS
Base State Salary	$59,892	$45,500	$40,950	$45,050	$50,450
Additional 6%	3,588	2,730	0	0	0
Mentor Pay	0	4,082	2,166	2,166	2,166
Local Supplement	7,203	0	1,100	1,100	1,100
Longevity	2,297	1,700	1,401	1,535	1,710
1% Bonus for ABCs	577	437	0	0	0
1% Bonus for Safe Schools	577	437	0	0	0
ABC Dollar Bonus	1,500	1,500	1,500	1,500	1,500
Total	$75,634	$56,386	$47,117	$51,351	$56,926
Advanced Degree Advanced & Doctorate	$77,195 $78,769	$57,947 $59,521	$48,678 $50,252	$52,912 $54,486	$58,487 $60,061

* A NBPTS certified teacher with a bachelor degree earns 12% more. 1999-2000 average Local supplements range from $0 to $4,485 and are usually calculated as a percentage of salary.

Calculating a Principal's State Paid Monthly Pay

- The number of State-funded teachers, instructional support personnel, and assistant principals at their assigned school.
- The total number of years-of-experience on their teaching license, plus one year of credit for every three years on their principal's license.
- Achievements in the ABCs.
- Achievements for maintaining a safe and orderly school.
- Their education level
  - + $126 per month for an advanced degree
  - + 253 per month for a doctorate.

Calculating a Principal's State Paid Annual Bonuses

- Longevity
  - 10 to 14 years of service 1.50%
  - 15 to 19 years of service 2.25%
  - 20 to 24 years of service 3.25%
  - 25+ 4.50%
- ABCs Bonus
  - $1,500 if their school exceeds ABCs projections **or**
  - $750 if their school meets ABCs projections.
- A 1% lump-sum payment of their prior year annual salary if their school meets or exceeds ABCs projections.
- A 1% lump-sum payment of their prior year annual salary if they maintain a safe and orderly school.

Examples of Flexibility:

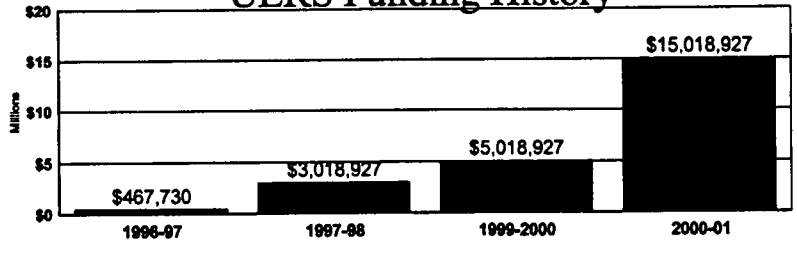
For every month a school does not have a Principal, LEAs have access to:
$6,507 for a teacher position
or for
supplies/equipment *or for*
staff development.

For every month a school has a vacant Assistant Principal position, an LEA has access to:
$5,647 for a teacher position
or for
supplies/equipment *or for*
staff development.

Uniform Education and Reporting System (UERS)

Special Provision Wording ... Funds appropriated for UERS shall be used for the maintenance, enhancement, or purchase of financial, personnel, or student information software, in order to support the State Board of Education's responsibilities under G.S. 115C-12(18).

UERS Funding History



Regional Education and Technical Assistance

Special Provision Wording (HB 229, 1995 Session)...
Effective July 1, 1996, the State Board of Education shall reallocate the funds from the Technical Assistance Centers to local school systems in accordance with a formula to be adopted by the board. After July 1, 1996, technical assistance centers shall be supported solely from receipts. The State Board shall establish a management structure for the Technical Assistance Centers that enables superintendents, principals, and teachers to have input into the operation of the centers.

Regional Education and Technical Assistance

Formula ($6,727,600):

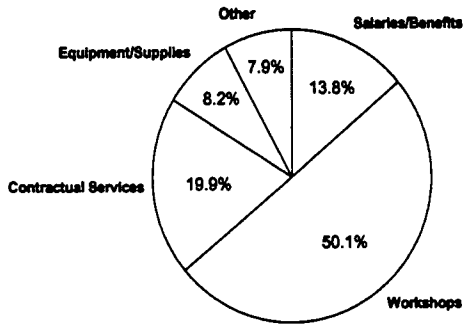
- Established by State Board
- 80% of the total original funding for the specific TAC (prior to the 1995 legislation) is distributed equally to all LEAs originally assigned to the TAC. Base ranges from $39,991 in the previous Northwestern TAC to $51,510 in the previous Western TAC.
- 20% is distributed based on the average daily membership (ADM) for the LEAs previously assigned to the TAC. The dollars per ADM range from $0.63 in the previous Raleigh TAC to $2.52 in the previous Northeastern TAC.
- Unexpended funds as of June 30 carry over into the next fiscal year until December 31.

Regional Education and Technical Assistance

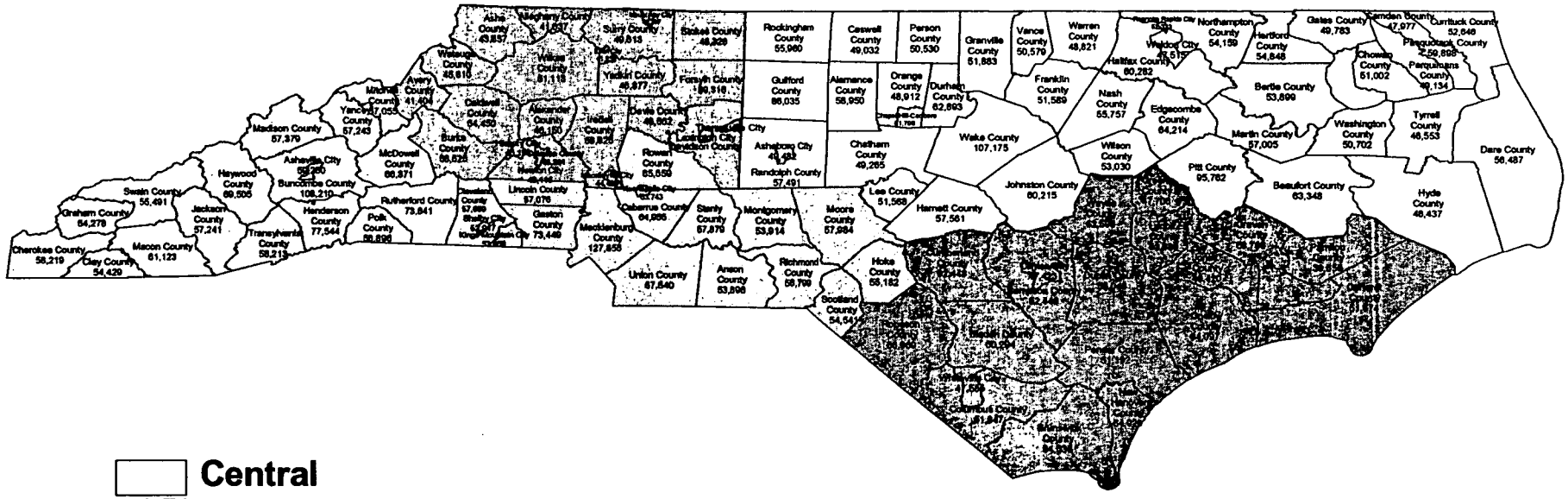
Use of Funds:

- LEAs can use the funds for any purpose.
  - Only one region has the DPI directly send funding to an LEA that serves as the Fiscal Agent for a TAC (Southwest TAC). These LEAs send 25% of their allotment to Union County.

How the LEAs reported spending the funds in FY 1999-2000. ($6.8 million)



Regional TACS



- Central
- Northeast
- Northwest
- Southeast
- Southwest
- Western

March 6, 2001
F:\Mydocuments\Funding per ADM\Chart3.wk4

Fiscal Research
Education Team

95-98

Safety Assistance Teams

- In 1997-98, the General Assembly appropriated $500,000 to establish school assistance teams for LEAs. The goal of the teams is to assist local schools in establishing a safe orderly learning environment.
- How Are Funds Used?
  - Two teams (an East and a West team)
  - 5 team members
  - Team members remain at their home LEA.
  - Salary $420,325
  - Support Cost of $15,935 per member ($79,675)

Safety Assistance Teams

- Example Responsibilities of Team Members:
  - Conduct safety audits w/ follow up to low-performing schools that are assigned assistance teams
  - Review application packets for the Safe Schools Recognition Program (Triple "S" Schools - Super Safe Schools)
  - Make on site visits to schools that are selected to receive recognition as Triple "S" Schools
  - Conducting safety audits at the request of LEAs or individual schools
  - Providing staff development for schools (Crises Plans, Safe Schools Plans, Classroom Management and Discipline Strategies)

School Transportation

- Current Budget:
  - Operations $222.3 million (includes $7 million in nonrecurring fuel funding)
  - Bus Replacement $ 55.5 million
- Major changes
  - Increases in bus drivers salaries
  - Minimum one day of leave for bus drivers
  - Increases in fleet and fuel

Efficiency Formula

- Based on study; implemented beginning in 1991-92
- Fully implemented in 1997-98
- Funding is provided to LEAs on block grant basis, allowing for flexibility in local implementation
- Formula based on:
  - Compares each county with all other counties using
    - Number of buses
    - Total eligible expenditures based on pupils transported and efficiency ratings
  - Efficiency ratings are based on
    - Costs (efficiency of expenditures) and
    - Buses (efficiency of fleet size)
    - Site characteristics (low density, etc.)
    - Buffer of 10% added for special conditions not covered by formula

Efficiency Formula
(Continued)

- Funding adjusted for enrollment (ADM) and salary increases
- Formula restudied and validated in 1995-96, with some recommended changes implemented in calculation of ratings

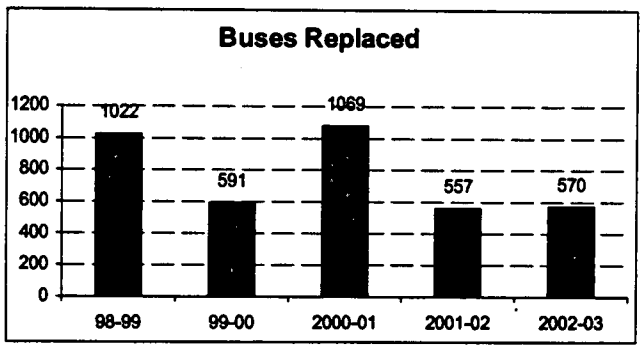
Bus Operations
Current Budget: $222.3 million

- Number of buses: 13,100
- Pupils transported: 700,000 (est.)
- Gallons of fuel used: 23 million
- Personnel costs: $175 million (80% of total)
- Oil, Tires and Parts Used 99-00: $17.7 million
- Non-fuel inventory 6/30/00: $11 million
- Anticipated fuel cost budgeted 2001-02: $1.05/gallon (diesel without State fuel taxes)

Bus Replacement

Current Budget: $55.5 million

- Additions to bus fleet are originally purchased by LEAs
- Replacement buses are purchased by State on Statewide inventory basis



Bus Replacement

(continued)

- Current budget of $55.5 million includes $20.3 million in nonrecurring funds
- Recurring funds for 2001-02: $35.2 million
- Bus replacements based on mileage:
  - **Pre-1993 buses replaced at 165,000 miles**
  - **1993 and younger buses replaced at 200,000 miles**
  - **Buses 14 years and older will increase over next biennium because of longer useful life**
- Estimated cost per bus 2000-01: $49,660 (includes $1,000 Highway Use Tax)

VISITOR REGISTRATION SHEET

APPROPRIATIONS/Subcommittee on Education March 6, **2001**

Name of Committee Date

VISITORS: PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Elizabeth Grossenstein	OSBPM
Ginger Jones	OSBPM
Dan Gerrity	OSBPM
Bonnie Moore	ExplorNet
Jeanne Nunnin	NCSBA
Sara Byers	House Intern
Ann Berlam	Berlam Associates
Sage Adams	OSBM
Linda Auger	NCASA
Carol Lauer	ECHS
Robin Briggs	NCASA
Steve Hoffman	NCSBA
David Ferrell	Hoffa Caldwell & Ferrell
George Carsley	NCSFSA
Rob Nelson	UNC

VISITOR REGISTRATION SHEET

APPROPRIATIONS/Subcommittee on Education March 6, **2001**

Name of Committee Date

VISITORS: PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Kennon Briggs	NCCCS
Audrey L. Halloway	NCAE
[illegible]	[illegible]
Harriet Baker	NCAE
Jennifer Bennett	NCDPI
Mark Hugo	DPI
Becky McCoskey	DPI
J. Earle Hayes	DPI
[illegible]	SOE
[illegible] Brown	OSBPM
Amy Lenz	OSBPM
Hal Miller	NCACCT
[illegible]	NCGA
[illegible]	NCAG
Beckie Stroud	PTA

Joint Appropriations on Education Committee

Agenda

Wednesday, March 7, 2001, 8:30 a.m.
Room 421, Legislative Office Building

Senator Walter Dalton, Chairing

School Building Administration (cont.) ..... **Philip Price**
Fiscal Research

UERS, Regional Education and Technical Assistance, Safety Assistance Teams ..... **Philip Price**
Fiscal Research

Transportation ..... **Jim Newlin**
Fiscal Research

How One Becomes a Teacher ..... **Dr. Shirley Iorio**
Research Division

Teacher Allotments and Class Size ..... **Philip Price**
Fiscal Research

Impact of the Excellent Schools Act on Teacher Pay ..... **Philip Price**
Fiscal Research

What Makes-up Teacher Pay and How NC Compares Regionally and Nationally ..... **Jim Newlin**
Fiscal Research

Adjournment

House Appropriations Subcommittee on Education
Rep. Boyd-McIntyre (Chair)
Rep. Rogers (Chair)
Rep. Yongue (Chair)
Rep. Barnhart, Rep. Bell, Rep. Bonner, Rep. Carpenter
Rep. Holmes, Rep. McLawhorn, Rep. Michaux,
Rep. Morgan, Rep. Preston, Rep. Russell, Rep. Smith,
Rep. Teague, Rep. Warner

Senate Appropriations on Education/Higher Education
Sen. Lucas (Chair)
Sen. Garrou (Chair)
Sen. Dalton (Chair)
Sen. Carter, Sen. Cunningham, Sen. Garwood, Sen. Hartsell,
Sen. Wellons

Fiscal Research Division (g:\Fiscal\Education Team\2001 Agenda)

JOINT APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER EDUCATION

Minutes
March 7 2001

The Joint Appropriations Subcommittee on Education/Higher Education met on Thursday, March 7, 2001 in Room 421 of the Legislative Office Building. Senator Dalton presided. There were 6 senators present and the following House members: Representatives Barnhardt, Teague, Preston, Carpenter, Bonner, Russell, Bell, Warner, McLawhorn, Boyd-McIntyre, Michaux, and Smith. Senator Dalton introduced the Pages: Senate Page, Ali Prince from Orange sponsored by Senator Basnight; House Pages: Jane Adams of Wake County sponsored by Representative Ellis and Lindsay Fisher of Wake County sponsored by Rick Eddins. Senator Dalton announced that there would be a 2 p.m. meeting of the subcommittee this afternoon.

Philip Price of Fiscal Staff continued with his presentation on School Building Administrators. He explained the funds from which the principal's salary is drawn. (See attachment #1.) He said that the average experience of principals is less than 12 years; however, principals have a great deal of experience as educators. Mr. Price used 1997-98 figures plus 4% inflation rate to calculate the average principal's salary in response to members' questions. The national average is $72,726 for Elementary level, $77, 324 for Middle School principals and $83,667 for High School Principals. The average principal's salary in North Carolina in 2000-2001 is $72,759. That is comparable to the national average for Elementary school principals. In answer to the question, about the cost of principals' salaries 10 years from now if all factors stayed the same, Mr. Price calculated the additional costs 8 years from now as $50 million, a 36% increase. He explained the flexibility in the use of money from unfilled positions.

Members had questions about principals' base pay and state costs of the funding for safe schools. Representative Barnhardt asked for these figures in writing and explanations of the parameters Mr. Price used in his calculations to arrive at these state averages.

Mr. Price continued his presentation with the topic, Uniform Education and Reporting System. The department is in the process of replacing the SIMS program with NC Wise to collect student information. They expect that the new system will be more effective and efficient. DPI will explain in more detail later when they report to the subcommittee.

He explained the changes in the Regional Education Technical Assistant reorganization. The money, formally allocated to the Regional Centers, was changed to a school allotment of $6.7 million over which the schools have discretion in using to get these services. He showed a chart that explained how the schools are using the money.

According to Mr. Price, the Safety Assistance Teams conduct safety audits, review school safety programs, present awards, and present staff development programs in

schools. Two teams of 5 members each operate in the east and west for a cost of $500,000.

Senator Lucas said that she was told that the Safety Assistance Teams have requests for more support than they can handle. She asked if the staff development portion could be handled by the Regional Centers without having to increase staffing of the Safety Assistance Teams. Mr. Buxton said he would look into that and report to the subcommittee. Representative Barnhardt asked if there had been a formal evaluation of the Safety Assistance Teams, and Mr. Buxton said he would get that information. Senator Dalton asked what qualifies these people as experts, and Mr. Buxton said he would get the answer to that question. Senator Lucas wanted to know if there are proven outcomes as to the effectiveness of the Safety Assistance Teams that indicate that we should continue to fund them; that is, what is the rationale for the continuation of Safety Assistance Teams. Senator Dalton was told that the information on what percentage of middle schools has safety officers would be a part of the at-risk student services presentation. Representative Boyd-McIntyre pointed out there were a number of significant questions about the Safety Assistance Teams and asked for a report on this subject that will provide the committee with more details. Mr. Buxton indicated it would be forthcoming. Representative Preston asked what the physical locations are of the 8 Regional Technical Assistance Centers, and Mr. Price said he would get those to her. Representative Warner asked about overlap of services in the safety area and if this issue shouldn't be flagged. Members also asked questions about salaries of Safety Assistants, to whom they report, use of experience from other crisis events, and term of operation.

Jim Newlin of the Fiscal Staff presented information on the school transportation system. (See attachment #1.) There are 2 parts to the current school transportation budget: operations, $222.3 million, and bus replacement, $55.5 million. He pointed out there have been 3 major changes over the past 10 years: increase in bus drivers salaries, minimum of one day of leave for bus drivers and increases in fleet and fuel costs. He explained the efficiency formula determining how the transportation money goes out to the LEAs as block grants and the benefits of the block grant approach. According to Mr. Newlin, there are 13,100 buses operating per year, transporting 700,000 students. There is a projected increase of 10,000 students over the next 2 years. He said that the inventories of bus replacement parts and fuel would probably be a subject of discussion as a possible one-time source of funds for the subcommittee to consider. DMV is requiring a new physical exam and dexterity test that may require an additional expenditure of about $500,000. This includes substitutes and drivers of special activity buses. Highway use tax amounts to $1,000 per bus.

Members asked questions about the full use of operations funds, coordinating public school transportation with the public transportation system, amount of federal funds used, need for inventory funds, cost of transporting the estimated student increase and the Highway Use Tax. Representative Michaux asked for the figures on the actual cost of operating of a school bus, and Mr. Newlin said he would get that answer for him.

Representative Carpenter asked that staff look into the special transportation problems of the mountain counties including the consequences of the length of the trips for the students and the drivers. The part time drivers can't take other jobs because of the amount of time the trips take, and they have no benefits, according to Representative Carpenter. Mr. Newlin said he would look into the problems.

Dr. Shirley Iorio gave a summary of the 4 primary ways a person becomes a teacher: completion of a state approved education program in an accredited college or university, reciprocity, alternative entry and lateral entry. (See attachment #2.) In answer to Senator Lucas's question about activating retired teachers, Dr. Iorio said she would get a clarification on the "break in service" requirements. Senator Lucas asked for a breakout of the requirements for reactivating retired teachers. Dr. Iorio said she would ask the department to respond. Senator Dalton asked the staff to find out about the stringency of NC testing, the difference in Praxis from other states and how to address whether INCAT can be more of a clearinghouse to accomplish more free-flowing reciprocity. Representative Carpenter said that lateral entry was a red flag for her due to lack of training in the methodology of teaching. Representative Barnhardt's question about efforts to employ people in business, industry and the military for coursework in high schools on a part time basis was referred to the department for a response. Senator Dalton asked for department input on accommodating interest in part time teaching.

The meeting was adjourned to continue at 2 p.m.

Senator Dalton, Senior Chair

Barbara R. Hocutt, Committee Assistant

Attachment

JOINT APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER EDUCATION

Minutes
March 7 2001

The Joint Appropriations Subcommittee on Education/Higher Education met on Thursday afternoon at 2 p.m., March 7, 2001 in Room 421 of the Legislative Office Building. Senator Dalton presided. There were 3 senators present and the following House members: Representatives Barnhardt, Teague, Carpenter, Bonner, Russell, Bell, Warner, McLawhorn, and Smith. Senator Dalton introduced the Pages: Senate Page, Ali Prince from Orange sponsored by Senator Basnight; House Pages: Jane Adams of Wake County sponsored by Representative Ellis and Lindsay Fisher of Wake County sponsored by Rick Eddins

Philip Price gave a presentation on Teacher Allotments and class size. (See attachment #2.) He gave an overview of teaching allocations, various allocations in the grade span, and recent trend in salary increases. He stated that classroom teachers make up 44.6% of entire state public school budget. There were 58,261 state teaching positions allocated this year with an average salary allotment of $35,988. A 1% pay increase in classroom teachers' salaries amounts to $32.2 million, according to Mr. Price. The formula for teaching position allotment is based on legislation.

Members were concerned about notifying schools of the waiver process on class size, overburdening teachers, Governor's proposed decrease in K-3 class size, teacher assistants funding, and actual class size.

In answer to Senator Warner's question, Mr. Price said he would ask the department for information about the number of schools that are non-compliant on class size, whether they were notified of exceptions in a timely fashion in response and if the department is investigating increasing requirements. Senator Carter asked if there was any information about the 50 non-compliant schools indicating common factors that would facilitate addressing the problem. Mr. Price said he would look into that. Senator Lucas asked about the implications of the Governor's proposal to decrease K-3 class size in terms of money, teachers, classrooms, teacher assistants, etc. Mr. Price said he would bring a chart showing that information. He said there would be a presentation on assistant teachers. Representative Barnhardt was told that Dr. Iorio was preparing an evaluation or analysis of the relationship of actual class size to student performance.

Mr. Price continued and gave a presentation on the Excellent Schools Act and the impact on teachers' salaries. The North Carolina teacher salary rank has risen in the national average from 43 to 17 as projected for the year 2000. The cumulative total of the appropriations to achieve that goal amounted to $1.4 billion, that included non-recurring money also.

Senator Dalton announced that Mr. Newlin would continue with the presentation of the Excellent School Act at the next meeting tomorrow at 8:30 a.m. The meeting was adjourned.

Senator Dalton, Senior Chairman

Barbara R. Hocutt, Committee Assistant

Attachment

Joint Appropriations on Education Committee

Agenda

Wednesday, March 7, 2001, 8:30 a.m.
Room 421, Legislative Office Building

Senator Walter Dalton, Chairing

School Building Administration (cont.) ..... **Philip Price**
Fiscal Research

UERS, Regional Education and Technical Assistance, Safety Assistance Teams ..... **Philip Price**
Fiscal Research

Transportation ..... **Jim Newlin**
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Fiscal Research

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House Appropriations Subcommittee on Education
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Rep. Rogers (Chair)
Rep. Yongue (Chair)
Rep. Barnhart, Rep. Bell, Rep. Bonner, Rep. Carpenter
Rep. Holmes, Rep. McLawhorn, Rep. Michaux,
Rep. Morgan, Rep. Preston, Rep. Russell, Rep. Smith,
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Senate Appropriations on Education/Higher Education
Sen. Lucas (Chair)
Sen. Garrou (Chair)
Sen. Dalton (Chair)
Sen. Carter, Sen. Cunningham, Sen. Garwood, Sen. Hartsell,
Sen. Wellons

Fiscal Research Division (g:\Fiscal\Education Team\2001 Agenda)

VISITOR REGISTRATION SHEET

JOINT APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER ED.
WEDNESDAY, MARCH 7, 2001

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Leanne Winner	NCSBA
Perry Clancy	EGHS
Gene Causby	NCSFSA
Ed Regan	N.C.A.C.C.

VISITOR REGISTRATION SHEET

JOINT APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER ED.
WEDNESDAY, MARCH 7, 2001

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
LINDA SUGGS	NCASA
[illegible]	UNC
[illegible]	OSBPM
Ann Bulam	Bulam Associates
Anita W. Alperfeld	PIO - Moore County Schools Ed.D. student - UNC-CH
[illegible]	NCASA
Susan Harrison	WCPSS
Jack Polidori	NCAG
Harold Baker	NCAG
[illegible]	VP
[illegible]	NCICU

VISITOR REGISTRATION SHEET

JOINT APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER ED.
WEDNESDAY, MARCH 7, 2001

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
David Brown	OSBPM
Jennifer Bennett	NCDPI
Becky McCarty	NCDPI
Lydia W. Prude	NCDPI
[illegible]	SBE
Hal Miller	NCACCT
Fern H Shubert	NCGA
Audrey L. Galloway	NCAE
Carol Shaver	EGHS
Mark Edwards	DPI

VISITOR REGISTRATION SHEET
JOINT HOUSE & SENATE

APPROPRIATIONS/Subcommittee on Education — March 7, 2001

Name of Committee — **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Ed Regan	N.C.A.C.C.
Tim McDowell	NCICU
Ann Bedsaw	Bedsaw Assoc.
Ken Harrell	Gov's Office
Fran H Shabert	NC Coal
Mary Martin	DPI
Harriet Bolin	NCAE

VISITOR REGISTRATION SHEET
JOINT HOUSE & SENATE

APPROPRIATIONS/Subcommittee on Education — March 7, 2001

Name of Committee — **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Audrey H. Galloway	NCAE
Allen Suggs	DPI
Lydia W. Prude	DPI
Becky McCartney	DPI
Jennifer Bennett	DPI
Robin Blake	NCASA
Anita W. Alperstein	Pio-Moore Co. Schools Ed.D. Student - UNC-CH
Brock Murray	Licensure Section DPI
Kathy Sullivan	DPI HRM
[illegible]	SBE
Susan Harmon	WCPSS

VISITOR REGISTRATION SHEET

JOINT APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER ED.
WEDNESDAY, MARCH 7, 2001

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Brian Schmidt	NC Justice Center
P Pulley	NCCCS

School Building Administrators

$271.1 million ($228.5 million without benefits)

Allotment

1 Principal for 12 months if:

- the school has 100 students or
- the school has 7 State-paid teachers

2,135 budgeted for FY 2000-2001.

Assistant Principals

- 1 month of employment for every 72.64 students.
- Local systems determine the length of employment (10 to 12 months) and school location.

1,777 10 month positions budgeted for FY 2000-2001

Salary

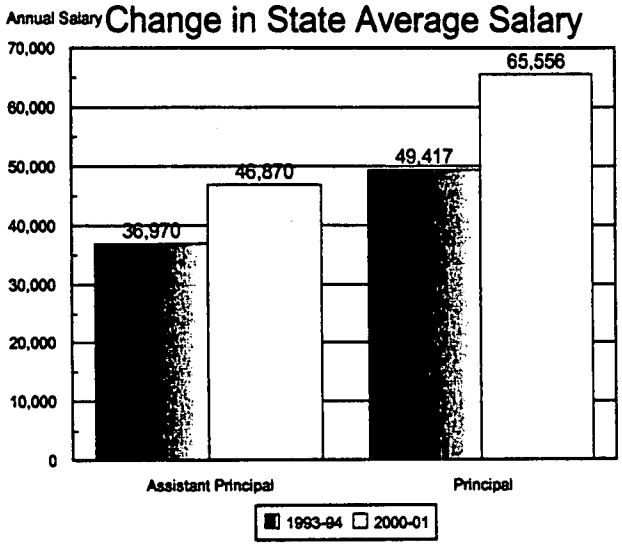
Principal: (Guaranteed positions)

- Based on the number of certified personnel assigned to the school.
- Placed based on the individual's years of experience as a teacher, assistant principal, and principal.
- For every 3 years as a principal, an additional year is added for placement.
- An additional 1% salary if the school meets or exceeds the ABCs.
- An additional 1% salary if the employee meets the school system's safe school requirements.
- A 1% bonus for meeting ABCs and a 1% bonus for safe school recognition.
- $750 for meeting ABCs expectations or $1,500 for exceeding.

Assistant Principal:

- Placed based on the individual's years of experience as a teacher and assistant principal.
- An additional 1% salary if the school meets or exceeds the ABCs.
- An additional 1% salary if the employee meets the school system's safe school requirements.
- A 1% bonus for meeting ABCs and a 1% bonus for safe school recognition.
- $750 for meeting ABCs expectations or $1,500 for exceeding.

School Building Administrators



Since 1993-94, the average assistant principal's State salary has increased 26.8%. The State average salaries for principals has increased 32.7% since 1993-94.

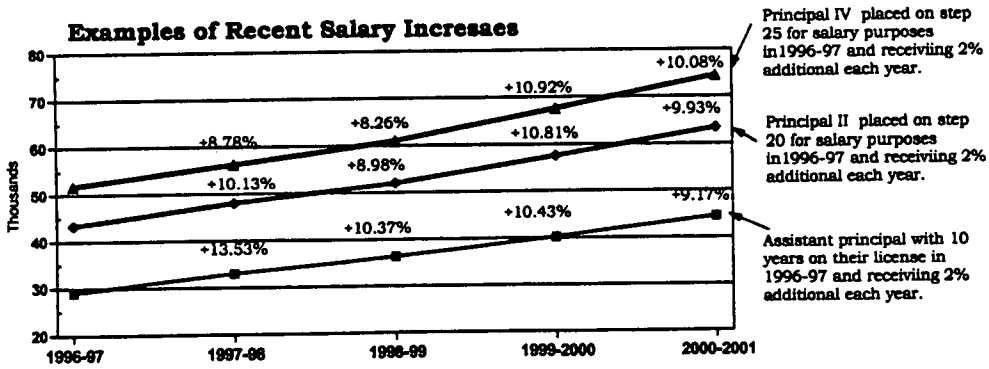
Average annual local supplements for school building administrators in FY 1999-2000 were:

Assistant Principals: *$4,082*
(range $0 in eight LEAS to $10,937 in Guilford).

Principals: *$7,203*
(range $0 in four LEAS to $18,765 in Wake).

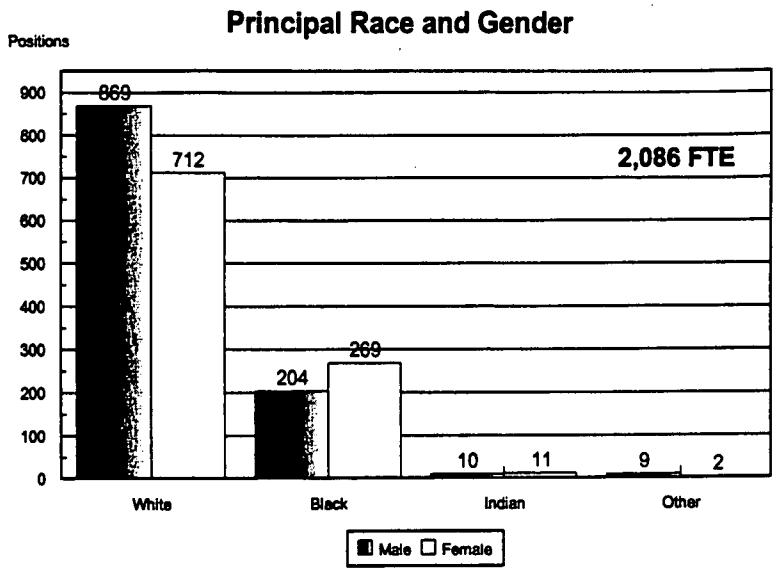
More Principal Salary Information

- Schools meeting expected or exemplary growth
  - FY 1997-98 83.61% 1% salary increase for FY 1998-99 and a 1% bonus for FY 1997-98.
  - FY 1998-99 81.20% 1% salary increase for FY 1999-00 and a 1% bonus for FY 1998-99.
  - FY 1999-00 69.60% 1% salary increase for FY 2000-01 and a 1% bonus for FY 1999-00.
- Schools Classified as Meeting Local Safe School Requirements
  - FY 1997-98 99.11% 1% salary increase for FY 1998-99 and a 1% bonus for FY 1997-98
  - FY 1998-99 98.79% 1% salary increase for FY 1999-00 and a 1% bonus for FY 1998-99.
  - FY 1999-00 99.33% 1% salary increase for FY 2000-01 and a 1% bonus for FY 1999-00.



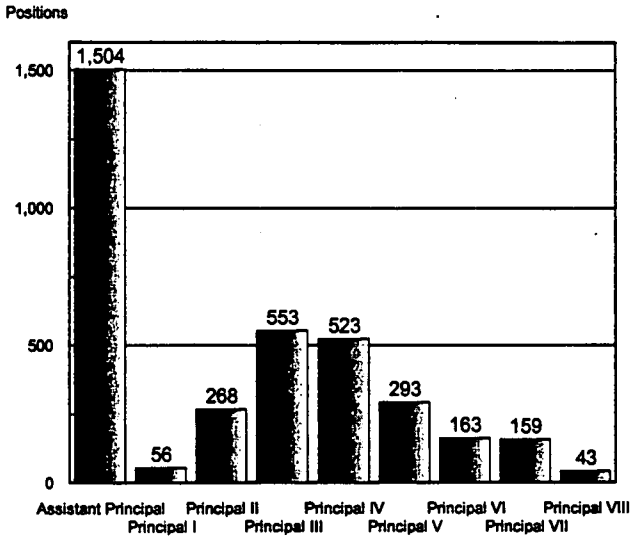
School Building Administrators

December 1999



School Building Administrators

December 2000



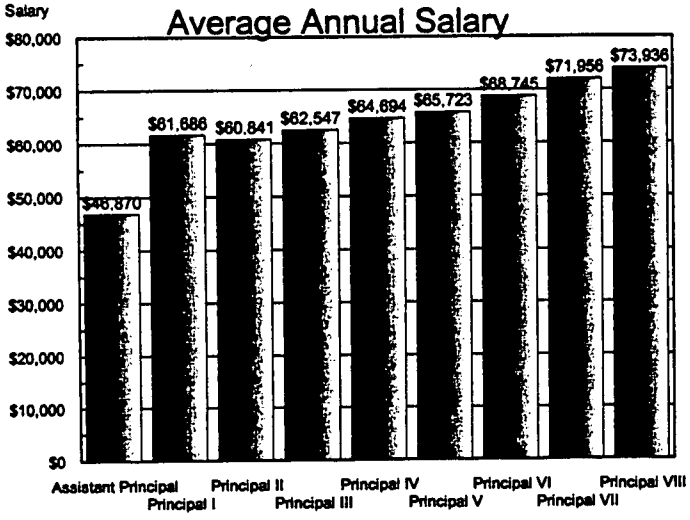
This chart outlines the Assistant Principals and Principals employed as of December 2000 (FY 2000-01)

Principals are paid on various salary schedules based on the size of the school (not the type of school ... elementary, middle, or high).

Principal I	*0 to 10 teachers*
Principal II	*11 to 21 teachers*
Principal III	*22 to 32 teachers*
Principal IV	*33 to 43 teachers*
Principal V	*44 to 54 teachers*
Principal VI	*55 to 65 teachers*
Principal VII	*66 to 100 teachers*
Principal VIII	*> 100 teachers*

School Building Administrators

December 2000

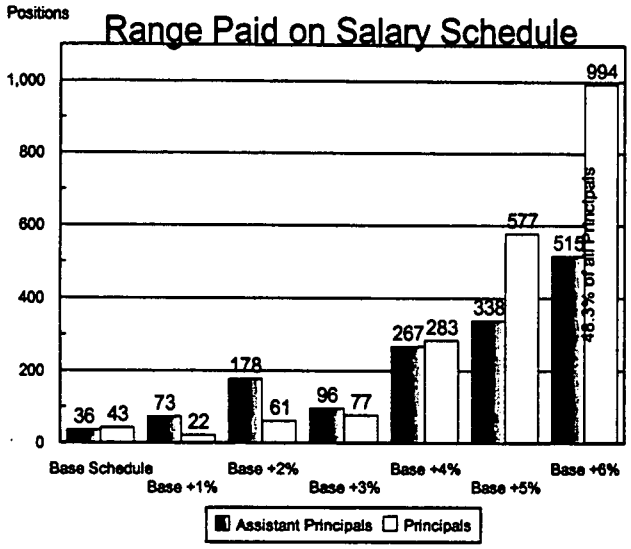


This chart estimates the average salary paid per salary schedule. The FY 2000-01 average salary for principals as of December 2000 was $65,556 (without benefits), $78,084 with benefits).

Principal I	*0 to 10 teachers*
Principal II	*11 to 21 teachers*
Principal III	*22 to 32 teachers*
Principal IV	*33 to 43 teachers*
Principal V	*44 to 54 teachers*
Principal VI	*55 to 65 teachers*
Principal VII	*66 to 100 teachers*
Principal VIII	*> 100 teachers*

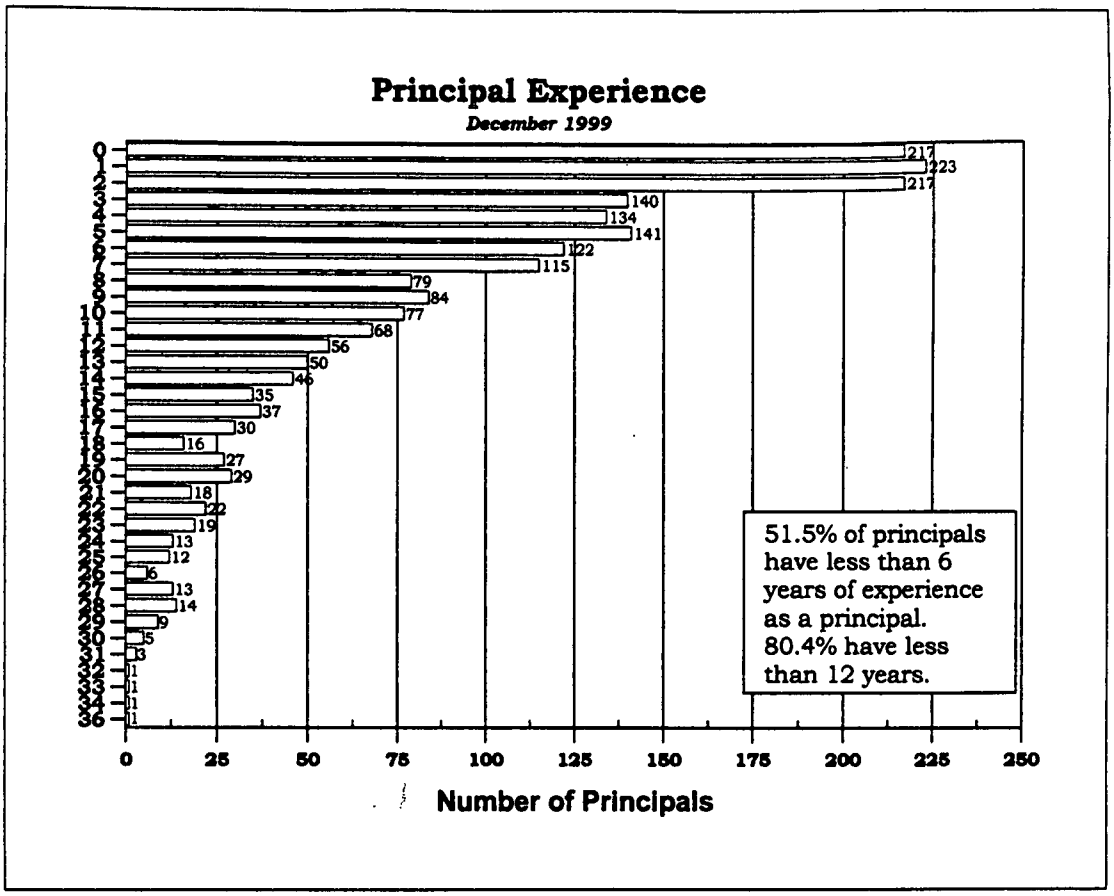
School Building Administrators

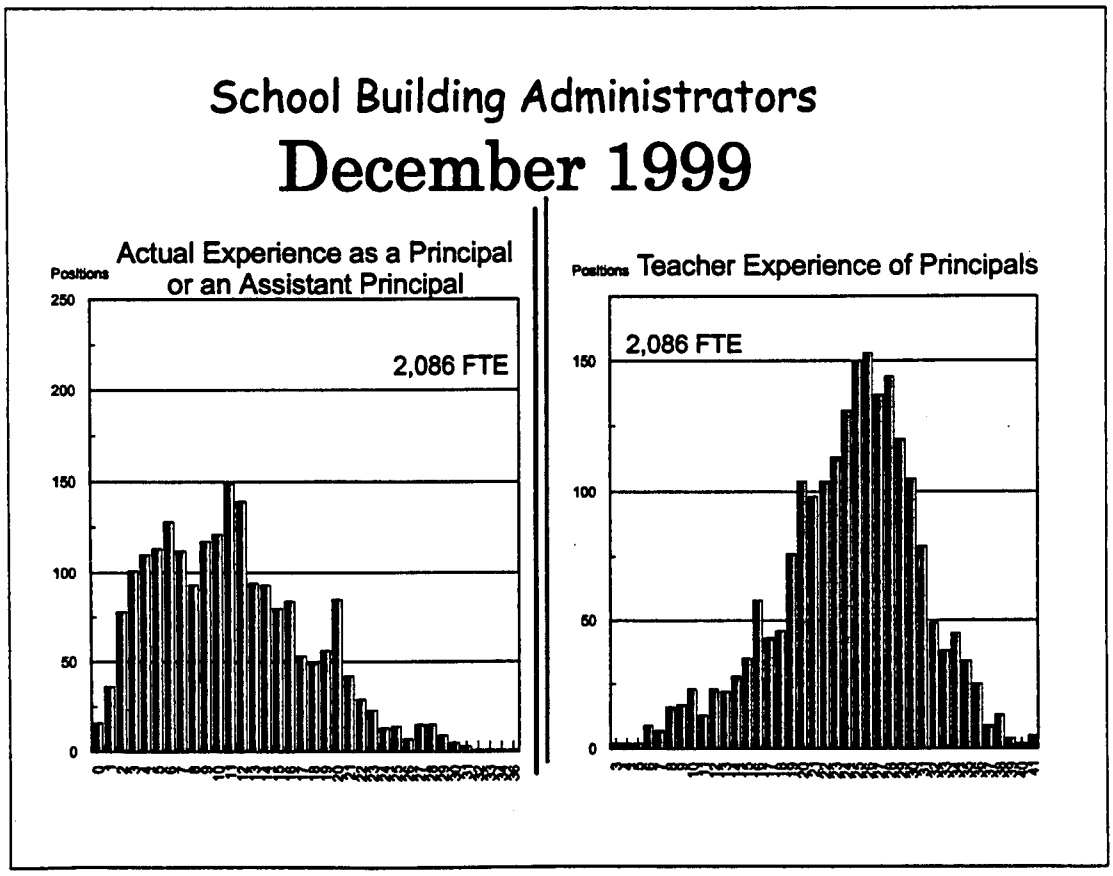
December 2000



Assistant Principals and Principals are paid on various salary schedules based on the number of years their school has been determined safe and or met or exceeded ABC expectations. Salary is based on the schedule, school size, and experience:

Asst. Principal	*$3,195 to $5,505*
Principal I	*$3,645 to $5,615*
Principal II	*$3,808 to $5,958*
Principal III	*$3,975 to $6,235*
Principal IV	*$4,095 to $6,578*
Principal V	*$4,218 to $6,844*
Principal VI	*$4,412 to $7,263*
Principal VII	*$4,620 to $7,708*
Principal VIII	*$4,763 to 7,862*


Principal Experience
December 1999
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36
217 223 217 140 134 141 122 115 79 84 77 68 56 50 46 35 37 30 16 27 29 18 22 19 13 12 6 13 14 9 5 3 1 1 1 1
0 25 50 75 100 125 150 175 200 225 250
Number of Principals
51.5% of principals have less than 6 years of experience as a principal. 80.4% have less than 12 years.


School Building Administrators
December 1999
Actual Experience as a Principal or an Assistant Principal
Positions
250
200
150
100
50
0
2,086 FTE
Teacher Experience of Principals
Positions
150
100
50
0
2,086 FTE

An Example of Principal Pay - FY 2000-01

A principal in a school of 35 State paid teachers who worked 10 years as a teacher, 3 years as an assistant principal, and 10 years as a principal. The principal's assigned schools' have always met or exceeded expectations (last year they exceeded) and the schools' have always met the local system's safe school criteria.

Base State Salary	$59,892
A principal IV at level 26	
Additional 6%	3,588
1% each year for ABCs and 1% each year for safe schools	
Local Supplement	7,203
1999-2000 State average (lowest LEA average $0, highest LEA average $18,725)	
Longevity	2,297
Based on 3.25% (20 to 24 years)	
1% Bonus for ABCs (based on prior year's salary)	577
1% Bonus for Safe Schools (prior year's salary)	577
ABC Dollar Bonus	1,500
Total	**$75,634**

$77,195 with an advanced principal license (AP).
$78,769 with AP and a doctorate degree.

Same Example, Comparing Salaries:

Stayed an Assistant Principal
10 months
1999-2000 local supplement range was $0 to $10,937

Remained a Teacher *

	Principal		*Bachelor*	*Master Degree*	*Master + NBPTS*
Base State Salary	$59,892	$45,500	$40,950	$45,050	$50,450
Additional 6%	3,588	2,730	0	0	0
Mentor Pay	0	4,082	2,166	2,166	2,166
Local Supplement	7,203	0	1,100	1,100	1,100
Longevity	2,297	1,700	1,401	1,535	1,710
1% Bonus for ABCs	577	437	0	0	0
1% Bonus for Safe Schools	577	437	0	0	0
ABC Dollar Bonus	1,500	1,500	1,500	1,500	1,500
Total	$75,634	$56,386	$47,117	$51,351	$56,926
Advanced Degree Advanced & Doctorate	$77,195 $78,769	$57,947 $59,521	$48,678 $50,252	$52,912 $54,486	$58,487 $60,061

* A NBPTS certified teacher with a bachelor degree earns 12% more. 1999-2000 average Local supplements range from $0 to $4,485 and are usually calculated as a percentage of salary.

Calculating a Principal's State Paid Monthly Pay

- The number of State-funded teachers, instructional support personnel, and assistant principals at their assigned school.
- The total number of years-of-experience on their teaching license, plus one year of credit for every three years on their principal's license.
- Achievements in the ABCs.
- Achievements for maintaining a safe and orderly school.
- Their education level
  - $126 per month for an advanced degree
  - 253 per month for a doctorate.

Calculating a Principal's State Paid Annual Bonuses

- Longevity
  - 10 to 14 years of service 1.50%
  - 15 to 19 years of service 2.25%
  - 20 to 24 years of service 3.25%
  - 25+ 4.50%
- ABCs Bonus
  - $1,500 if their school exceeds ABCs projections **or**
  - $750 if their school meets ABCs projections.
- A 1% lump-sum payment of their prior year annual salary if their school meets or exceeds ABCs projections.
- A 1% lump-sum payment of their prior year annual salary if they maintain a safe and orderly school.

Examples of Flexibility:

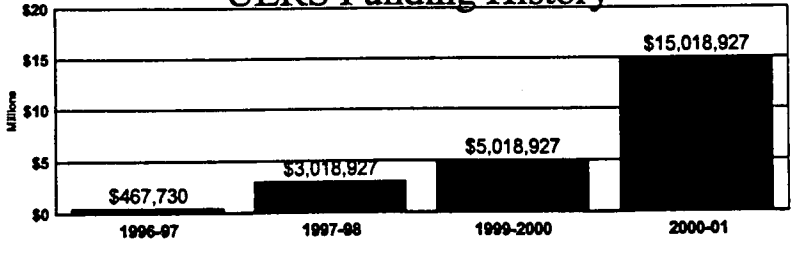
For every month a school does not have a Principal, LEAs have access to:
$6,507 for a teacher position
or for
supplies/equipment *or for*
staff development.

For every month a school has a vacant Assistant Principal position, an LEA has access to:
$5,647 for a teacher position
or for
supplies/equipment *or for*
staff development.

Uniform Education and Reporting System (UERS)

Special Provision Wording ... Funds appropriated for UERS shall be used for the maintenance, enhancement, or purchase of financial, personnel, or student information software, in order to support the State Board of Education's responsibilities under G.S. 115C-12(18).

UERS Funding History



Regional Education and Technical Assistance

Special Provision Wording (HB 229, 1995 Session)...
Effective July 1, 1996, the State Board of Education shall reallocate the funds from the Technical Assistance Centers to local school systems in accordance with a formula to be adopted by the board. After July 1, 1996, technical assistance centers shall be supported solely from receipts. The State Board shall establish a management structure for the Technical Assistance Centers that enables superintendents, principals, and teachers to have input into the operation of the centers.

Regional Education and Technical Assistance

Formula ($6,727,600):

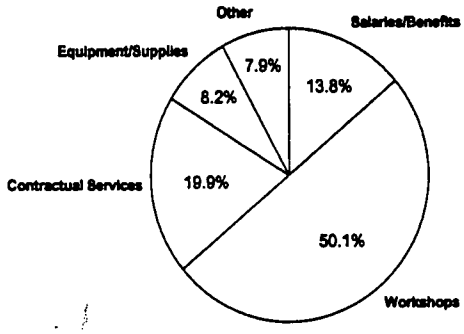
- Established by State Board
- 80% of the total original funding for the specific TAC (prior to the 1995 legislation) is distributed equally to all LEAs originally assigned to the TAC. Base ranges from $39,991 in the previous Northwestern TAC to $51,510 in the previous Western TAC.
- 20% is distributed based on the average daily membership (ADM) for the LEAs previously assigned to the TAC. The dollars per ADM range from $0.63 in the previous Raleigh TAC to $2.52 in the previous Northeastern TAC.
- Unexpended funds as of June 30 carry over into the next fiscal year until December 31.

Regional Education and Technical Assistance

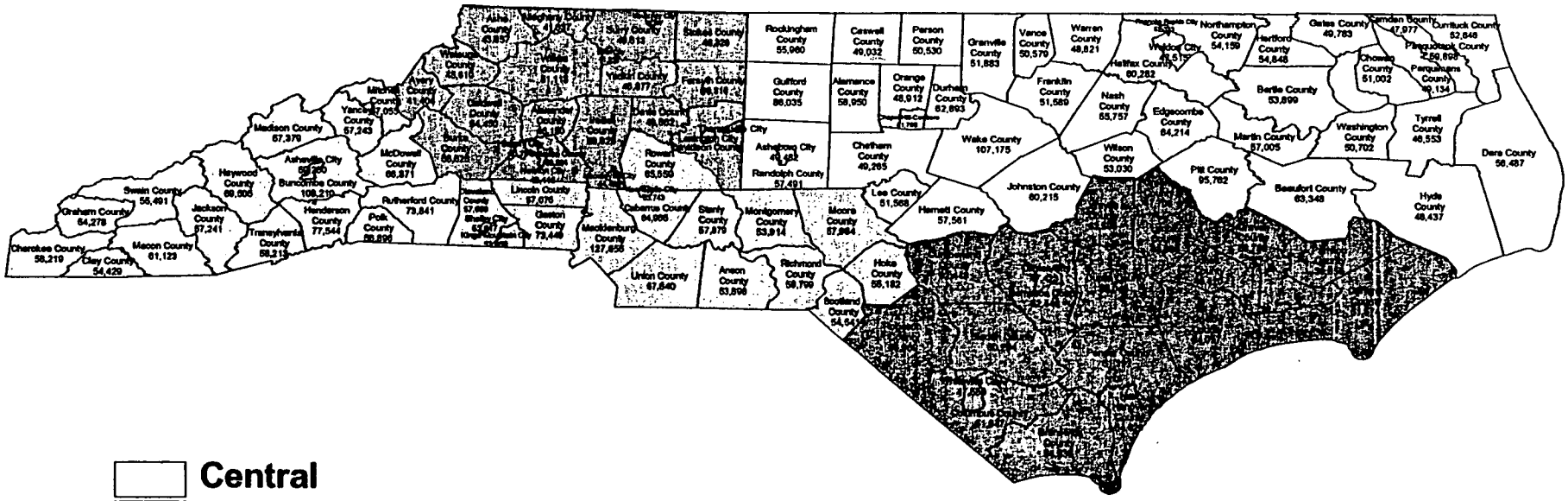
Use of Funds:

- LEAs can use the funds for any purpose.
  - Only one region has the DPI directly send funding to an LEA that serves as the Fiscal Agent for a TAC (Southwest TAC). These LEAs send 25% of their allotment to Union County.

How the LEAs reported spending the funds in FY 1999-2000. ($6.8 million)



Regional TACS



- Central
- Northeast
- Northwest
- Southeast
- Southwest
- Western

March 6, 2001
F:\Mydocuments\Funding per ADM\Chart3.wk4

Fiscal Research
Education Team

PS-98

Safety Assistance Teams

- In 1997-98, the General Assembly appropriated $500,000 to establish school assistance teams for LEAs. The goal of the teams is to assist local schools in establishing a safe orderly learning environment.
- How Are Funds Used?
  - Two teams (an East and a West team)
  - 5 team members
  - Team members remain at their home LEA.
  - Salary $420,325
  - Support Cost of $15,935 per member ($79,675)

Safety Assistance Teams

- Example Responsibilities of Team Members:
  - Conduct safety audits w/ follow up to low-performing schools that are assigned assistance teams
  - Review application packets for the Safe Schools Recognition Program (Triple "S" Schools - Super Safe Schools)
  - Make on site visits to schools that are selected to receive recognition as Triple "S" Schools
  - Conducting safety audits at the request of LEAs or individual schools
  - Providing staff development for schools (Crises Plans, Safe Schools Plans, Classroom Management and Discipline Strategies)

School Transportation

- Current Budget:
  - Operations $222.3 million (includes $7 million in nonrecurring fuel funding)
  - Bus Replacement $ 55.5 million
- Major changes
  - Increases in bus drivers salaries
  - Minimum one day of leave for bus drivers
  - Increases in fleet and fuel

Efficiency Formula

- Based on study; implemented beginning in 1991-92
- Fully implemented in 1997-98
- Funding is provided to LEAs on block grant basis, allowing for flexibility in local implementation
- Formula based on:
  - Compares each county with all other counties using
    - Number of buses
    - Total eligible expenditures based on pupils transported and efficiency ratings
  - Efficiency ratings are based on
    - Costs (efficiency of expenditures) and
    - Buses (efficiency of fleet size)
    - Site characteristics (low density, etc.)
    - Buffer of 10% added for special conditions not covered by formula

Efficiency Formula
(Continued)

- Funding adjusted for enrollment (ADM) and salary increases
- Formula restudied and validated in 1995-96, with some recommended changes implemented in calculation of ratings

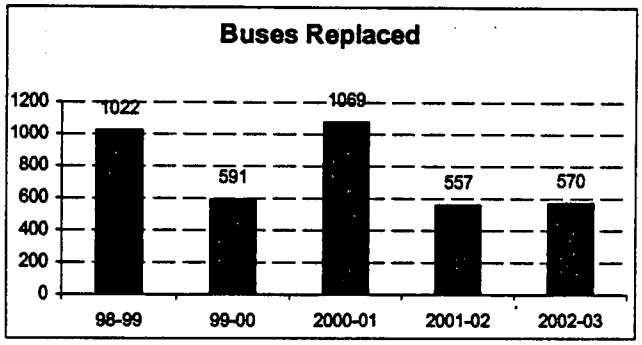
Bus Operations
Current Budget: $222.3 million

- Number of buses: 13,100
- Pupils transported: 700,000 (est.)
- Gallons of fuel used: 23 million
- Personnel costs: $175 million (80% of total)
- Oil, Tires and Parts Used 99-00: $17.7 million
- Non-fuel inventory 6/30/00: $11 million
- Anticipated fuel cost budgeted 2001-02: $1.05/gallon (diesel without State fuel taxes)

Bus Replacement

Current Budget: $55.5 million

- Additions to bus fleet are originally purchased by LEAs
- Replacement buses are purchased by State on Statewide inventory basis



Bus Replacement

(continued)

- Current budget of $55.5 million includes $20.3 million in nonrecurring funds
- Recurring funds for 2001-02: $35.2 million
- Bus replacements based on mileage:
  - **Pre-1993 buses replaced at 165,000 miles**
  - **1993 and younger buses replaced at 200,000 miles**
  - **Buses 14 years and older will increase over next biennium because of longer useful life**
- Estimated cost per bus 2000-01: $49,660 (includes $1,000 Highway Use Tax)

PS- 102

March 7, 2001
attachment #2

Becoming a Certified Teacher in North Carolina

- Completion of a State approved education program in an accredited college or university
- Reciprocity
- Alternative Entry
- Lateral Entry

25-103

Approved Education Program

- LEA evaluates and verifies success of student teaching
- IHE sends complete application packet to Licensure Section of DPI
  - Application
  - IHE verification of program completion
  - Original transcripts
  - Praxis scores

PS-104

Reciprocity

- Applies to the extent that out-of-state education programs are equivalent to NC's standards and guidelines for approved education programs
- Requirements specific to NC, such as Praxis tests, are not covered and must be met before a clear license can be issued

Alternative Entry (Expires September 1, 2002)

- Local board determines there is or will be a shortage of qualified teachers for specific subjects or grade levels
- Local Board develops a plan to determine the individual's competence as a teacher
- Local board may employ an individual for up to one year under a provisional license if the person
  - Has at least a bachelors degree,
  - Is eligible for reemployment by prior employer, and

Alternative Entry

- Has a valid out-of-state teaching license with a minimum of one year of relevant classroom teaching experience, or
- Has at least one year of relevant classroom teaching experience as a professor or instructor at a university or community college, or
- Three years of other relevant experience and postsecondary education.

Alternative Entry

- If the local board reemploys the individual with the out-of-state license, they are deemed to have met all requirements and are issued a license.
- If the local board reemploys an individual in the other categories, and that person has taken and passed the Praxis within a year, they are issued a license.
- If the individual does not take and pass the Praxis within a year of initial employment, then upon reemployment the individual shall continue to hold a provisional license.

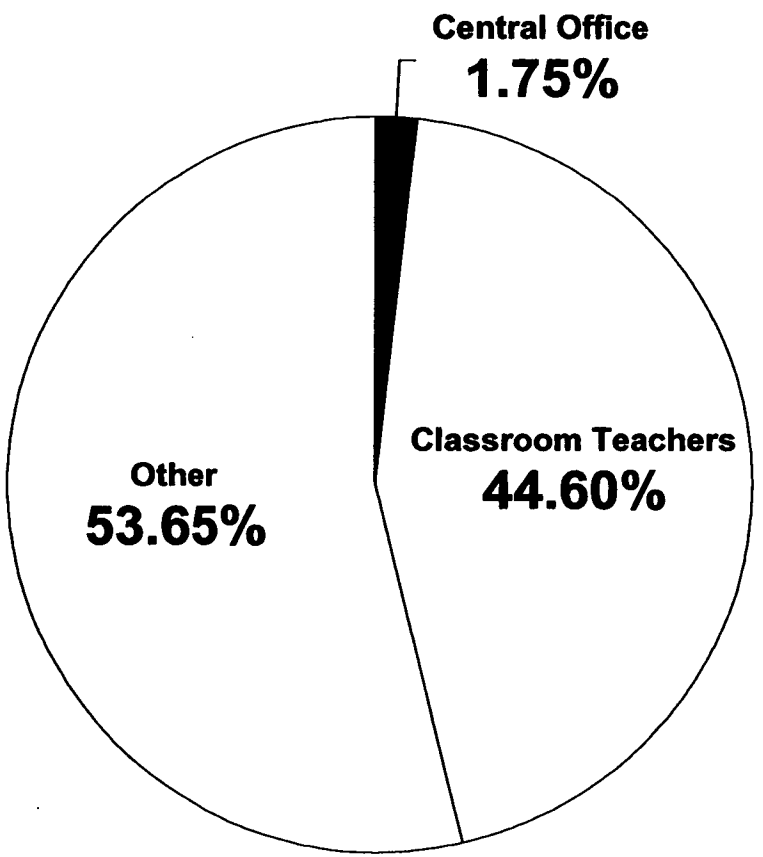
Lateral Entry

- Hold a bachelor's degree from a regionally accredited college or university
- Have a minimum GPA of 2.5
- Be selected for employment by a NC school system
- Licensure Section issues a provisional license in an area that corresponds to the individual's academic preparation
- Must meet program and testing requirements within 5 years.

FY 2000-2001

Classroom Teachers $2.6 billion

$2.18 billion without matching benefits



Guaranteed Allotment

58,261 teacher positions are allocated to local education agencies to specifically meet the class size targets established by the General Assembly.

Local school systems employ additional teachers from State, federal, and local resources to supplement the basic class size allocation.

The FY 2000-01 sixth pay period (December 2000) State allotted average teacher salary is $36,988 ($45,037 with benefits).

A 1% salary increase for teachers cost $32.2 million with benefits.

Classroom Teachers

Legislated Formula (the State Board of Education does have some discretion).

Allotment

- Position allotments are calculated based on the allotted ADM for a specific grade or grade span.
- Positions are allotted to an LEA in total and LEAs determine where to place teacher positions.
- The General Assembly has established maximum class sizes; however, LEAs can obtain a waiver.

Compliance

- Information about each teacher's class is included in the State's SIMS system (being replaced by NC WISE).
- This data is monitored by DPI to assure compliance with required class sizes or verification that a waiver is in place.
- Grades K-3 can only have a class size exception if approved by the State Board of Education.

Class Size Verification

Verification 1

- The average class size for each grade span within a LEA shall at no time exceed the following class size ratios:
  - K-2 1:23*
  - 3-9 1:26
  - 10-12 1:28.425

* A special provision allows an LEA class size average in K-2 to be 26.

- An LEA cannot waive this verification.

Verification 2

- At the end of the second month of school and for the remainder of the school year, the size of an individual class shall not exceed the class size ratio by more than three students.
  - K-2 1:26
  - 3-9 1:29
  - 10-12 1:32
- Schools can obtain waivers for grades 4-12. Exceptions in K-3 must be approved by the State Board.

38-112

Classroom Teachers

Kindergarten through Second Grade

1 teacher for every 20 students.

FY 2001-02 K-2 ADM: 316,489
Estimated Positions: 15,824

LEA Class Size Average must be: <= 26
Individual Class Max.: 26

A "typical" K-2 class is defined as a self-contained class in which a teacher spends the majority of the day with the same students teaching a complete curriculum. Courses classified as special education are not included. Courses related to Arts Education and Physical Education are also excluded. By removing these classes from the class size calculation, the reported average should reflect the current class sizes experienced by most kindergarten through second grade students attending North Carolina's public schools (charter schools are not included).

FY 1999-2000 Information:

	Typical Classes	Typical Class Size		All Classes	All Classes Class Size
K	4,559	21		22,158	20
1st	4,689	21		24,845	17
2nd	`4,656	21		24,510	18
Total	13,813			71,513	

656 classes were reported over 26 students. The State Board granted waivers to 33 classes.

PS-113

Classroom Teachers

Third Grade

1 teacher for every 22.23 students.

A "typical" third grade class is defined as a self-contained class in which a teacher spends the majority of the day with the same students teaching a complete curriculum. Courses classified as special education are not included. Courses related to Arts Education and Physical Education are also excluded. By removing these classes from the class size calculation, the reported average should reflect the current class sizes experienced by most students in the third grade attending North Carolina's public schools (charter schools are not included).

FY 2001-02 Third Grade ADM: 105,919
Estimated Positions: 4,765

LEA Class Size Average must be: <= 26
Individual Class Max.: 29

FY 1999-2000 Information:

	Typical Classes	Typical Class Size		All Classes	All Classes Class Size
3rd	4,335	22		25,858	18

50 classes reported a class size of more than 29 students. The State Board granted no waivers.

BS-114

Classroom Teachers

Fourth through Sixth Grade

1 teacher for every 22 students.

FY 2001-02 4-6 ADM: 320,603
Estimated Positions: 14,573

LEA Class Size Average must be: <= 26
Individual Class Max.: 29

A "typical" 4-6 grade class is defined as any class related to English/Language Arts, Math, Science, or Social Studies. Courses classified as special education are not included. Courses related to Arts Education, Vocational Education, and Physical Education are also excluded. By removing these classes from the class size calculation, the reported average should reflect the current class sizes experienced by most students in grades 4-6 attending North Carolina's public schools (charter schools are not included).

FY 1999-2000 Information:

For class size compliance verification, the grade span of 4-9 is used. Although the allotment ratios are different, the legislated class size maximum is the same (26) for grades 4-9.

Classroom Teachers

Seventh through Eighth Grade

1 teacher for every 21 students.

FY 2001-02 7-8 ADM: 208,630
Estimated Positions: 9,935

LEA Class Size Average must be: <= 26
Individual Class Max.: 29

A "typical" 7-8 grade class is defined as any class related to English/Language Arts, Math, Science, or Social Studies. Courses classified as special education are not included. Courses related to Arts Education, Vocational Education, and Physical Education are also excluded. By removing these classes from the class size calculation, the reported average should reflect the current class sizes experienced by most students in grades 7-8 attending North Carolina's public schools (charter schools are not included).

FY 1999-2000 Information:

For class size compliance verification, the grade span of 4-9 is used. Although the allotment ratios are different, the legislated class size maximum is the same (26) for grades 4-9.

Classroom Teachers

Ninth Grade

1 teacher for every 24.5 students.

FY 2001-02 9th grade ADM: 114,316
Estimated Positions: 4,666

LEA Class Size Average must be: <= 26
Individual Class Max.: 29

A "typical" 9th grade class is defined as any class related to English/Language Arts, Math, Science, or Social Studies. Courses classified as special education are not included. Courses related to Arts Education, Vocational Education, and Physical Education are also excluded. By removing these classes from the class size calculation, the reported average should reflect the current class sizes experienced by most 9th grade students attending North Carolina's public schools (charter schools are not included).

FY 1999-2000 Information:

	Typical Classes	Typical Class Size		All Classes	All Classes Class Size
4th - 9th	80,448	21		186,562	18

Teachers Allotted:

4th-6th:	14,573
7th-8th:	9,935
9Th:	4,666
Total:	29,174

5,329 classes reported a class size of more than 29 students.

05-117

Classroom Teachers

Tenth through Twelth Grade

1 teacher for every 26.64 students.

FY 2001-02 10 - 12th grade ADM: 239,266
Estimated Positions: 8,981

LEA Class Size Average must be: <= 29
Individual Class Max.: 32

A "typical" class in grades 10-12 is defined as any class related to English/Language Arts, Math, Science, or Social Studies. Courses classified as special education are not included. Courses related to Arts Education, Vocational Education, and Physical Education are also excluded. By removing these classes from the class size calculation, the reported average should reflect the current class sizes experienced by most 9th grade students attending North Carolina's public schools (charter schools are not included).

FY 1999-2000 Information:

	Typical Classes	Typical Class Size		All Classes	All Classes Class Size
10th-12th	25,007	19		72,010	14

571 classes reported a class size of more than 32 students.

Excellent Schools Act

Update on Fiscal Impact and Teacher Salaries

March 6, 2000
Fiscal Research Division

Estimated State Cost of the Excellent Schools Act
1997-98, 1998-99, 1999-2000, 2000-01

	1996-97	1997-98	1998-99	1999-2000	2000-01 (Budget)
Salary Schedule (increase)	NA	$170,760,018	$193,745,460	$240,305,837	$222,730,457
Longevity (increase)	NA	$12,350,739	$13,234,870	$13,941,777	$20,317,926
Mentor Pay (total budget)	NA	$6,988,414	$10,869,027	$10,869,027	$12,768,618
New Teacher Orientation (total)	NA	$922,952	$1,242,915	$1,309,302	$1,309,302
Forfeiting Vacation Days (total)	NA	$2,030,844	$3,682,358	$9,000,000	$7,664,414
Total Salary Costs	NA	$193,052,966	$222,774,630	$275,425,943	$264,790,717
NBPTS Fee and Leave (total)		$1,629,270	$2,509,573	$3,274,500	$3,274,500
Extra Pay for Extra Duties (NC HELPS)			$3,890,893	$3,848,774	$0
ABC Bonuses to teachers instructional support and teacher assistants (total)	$25,648,842	$117,029,173	$123,522,683	$101,282,183	$120,000,000 (2)
Total	$25,648,842	$311,711,409	$352,697,779	$383,831,400	$388,065,217
					$ 1,461,954,647

Notes:

1) All numbers are included in the school year for which the item applies.

2) ABC bonuses and Forfeited Vacation Days are paid in the fiscal year following the school year listed in the table.
For example, ABC bonuses for school year 1997-98 ($117,029,173) were paid from 1998-99 funds. FY 2000-01 funding has not been budgeted. $120 million is anticipated.

3) Benefits have been included in these numbers. The rates are: 1997-98, 18.11%; 1998-99, 17.75%; 1999-2000, 16.48%, 2000-01, 14.78%.

4) Salary amounts are from appropriated budgets for increases to the teacher salary schedule.

5) Longevity amount is based on 25+ year service educators' longevity rate increasing from 2.5% to 4.5% and other % increases in FY 2000-01.

6) Mentor pay, New Teacher Orientation, and Forfeited Vacation Days, and ABC bonuses are based on actual state costs, unless noted.

7) NBPTS for 1999-2000 and 2000-01 is budgeted amount.

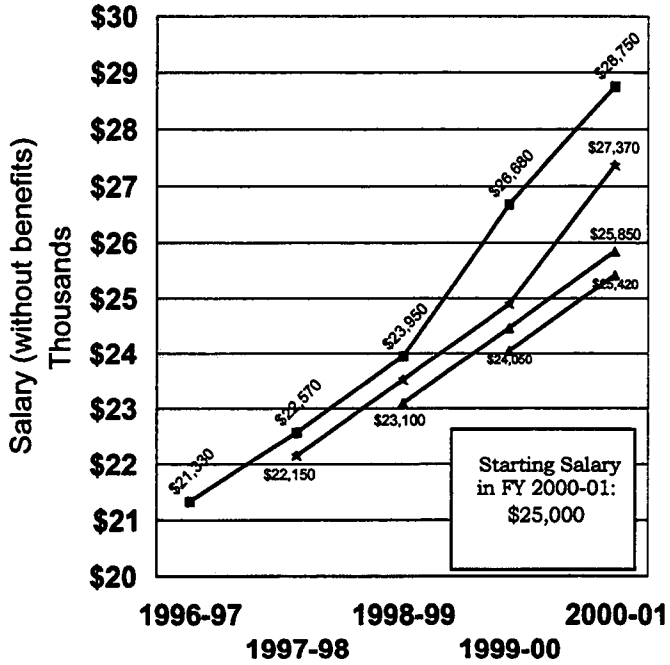
80 NC HELPS expenditures for 1999-2000 are from 1998-99 carryforwards.

Source: Department of Public Instruction
3/6/2001

esa[illegible]2000jn

The Excellent Schools Act
Teacher Pay Increases

A teacher with a Bachelor's Degree starting in various years with no experience



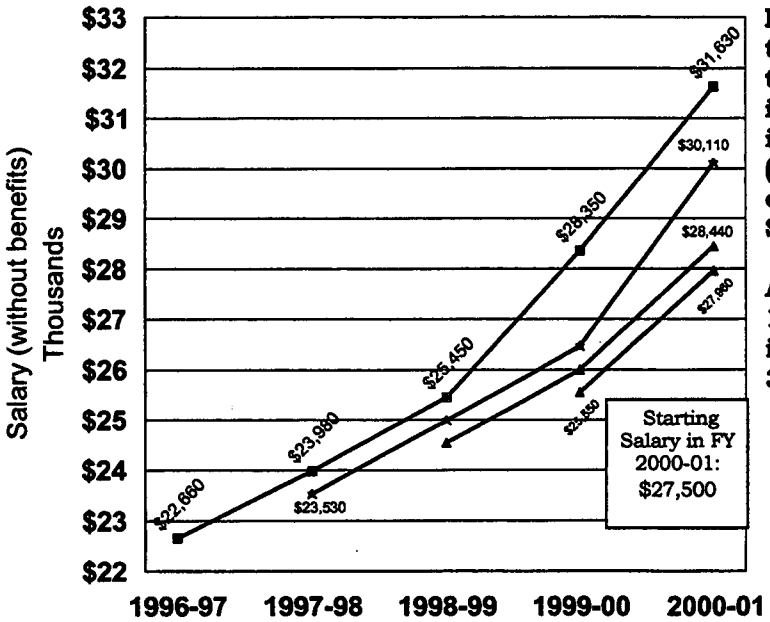
If a Bachelor's Degree teacher's first year of teaching was the year indicated, this chart identifies the annual (10 month) salary based on the Excellent Schools Act.

A teacher starting in 1996-97 will have an increase in pay of 31.08% as of 2000-01.

- **If starting in 1997-98, a 21.98% salary increase.**
- **If starting in 1998-99, a 11.57% salary increase.**

The Excellent Schools Act
Teacher Pay Increases

A teacher with a Master's Degree starting in various years with no experience



If a Master's Degree teacher's first year of teaching was the year indicated, this chart identifies the annual (10 month) salary based on the Excellent Schools Act.

A teacher starting in 1996-97 will have an increase in pay of 34.9% as of 2000-01.

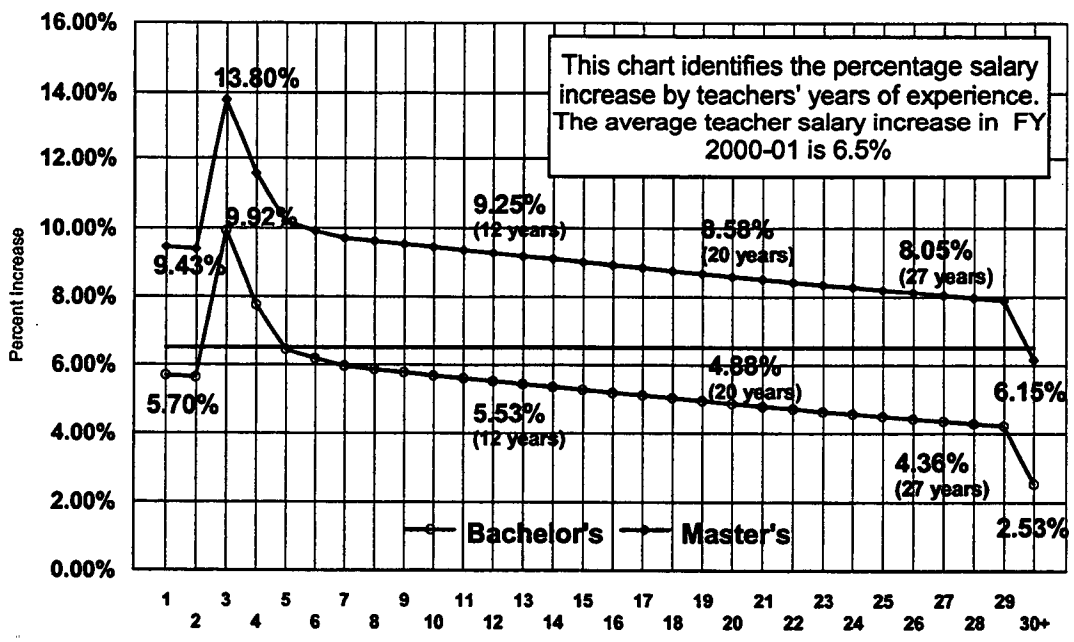
- **If starting in 1997-98, a 25.86% salary increase.**
- **If starting in 1998-99, a 15.3% salary increase.**

Excellent Schools Act
Year 4 - FY 2000-2001

- Master's schedule is 10% higher than the Bachelor's schedule (up from 6.25%).
- NBPTS adds 12% for teachers with more than 3 years of experience.
- Estimated Teacher Salary National Rank: 21 (FY 2000-2001). In FY 1996-97, our State rank was 43. The national average rank is around 17.
- In FY 1995-96, N.C. was paying 80.7% of the national average salary. In 1999-2000, we project to be around 94.5% of the national average.
- State Components of Teacher Salary:
  - Salary Schedule plus longevity
  - Mentor Pay (and new teacher orientation)
  - Forfeited Vacation
  - Incentive Pay
  - Extra Pay for Extra Duties
- Through FY 1999-2000, an additional $1,071,958,405 in State resources has been added to teacher pay.
- Local and federal supplements and other pay to teachers are included in the State average salary calculation.

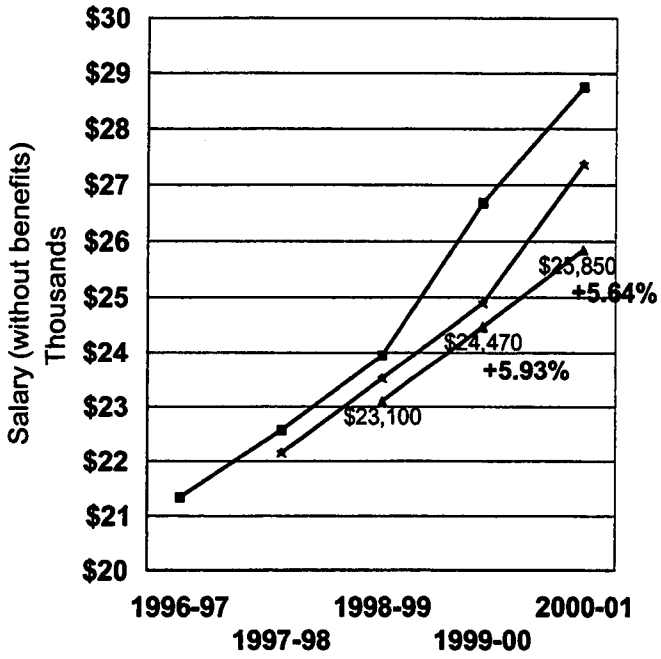
The Excellent Schools Act
Teacher Pay Increases

Year 4 - FY 2000-01



The Excellent Schools Act
Teacher Pay Increases

A teacher with a Bachelor's Degree starting in FY 1998-99 with no experience

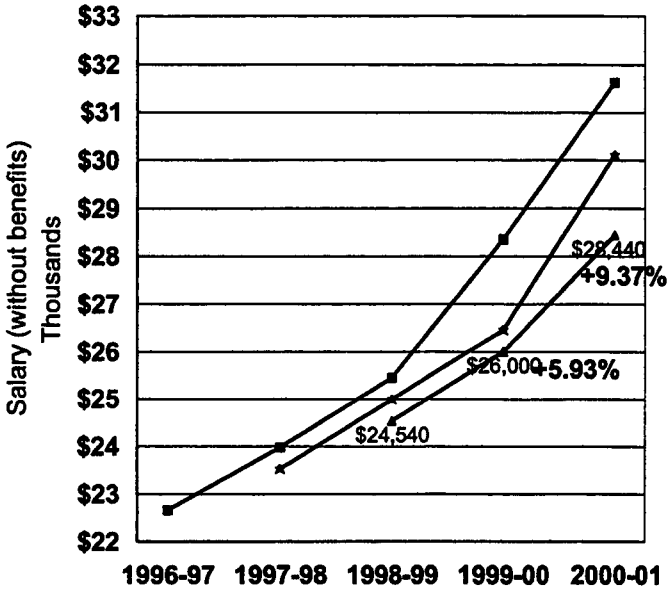


If a Bachelor's Degree teacher's first year of teaching was 1998-99, this chart identifies the annual percent increase in salary based on the Excellent Schools Act.

FY 2000-2001 has not been funded.

The Excellent Schools Act
Teacher Pay Increases

A teacher with a Master's Degree starting in FY 1998-99 with no experience



If a Master's Degree teacher's first year of teaching was 1998-99, this chart identifies the annual percent increase in salary based on the Excellent Schools Act.

FY 2000-2001 has not been funded.

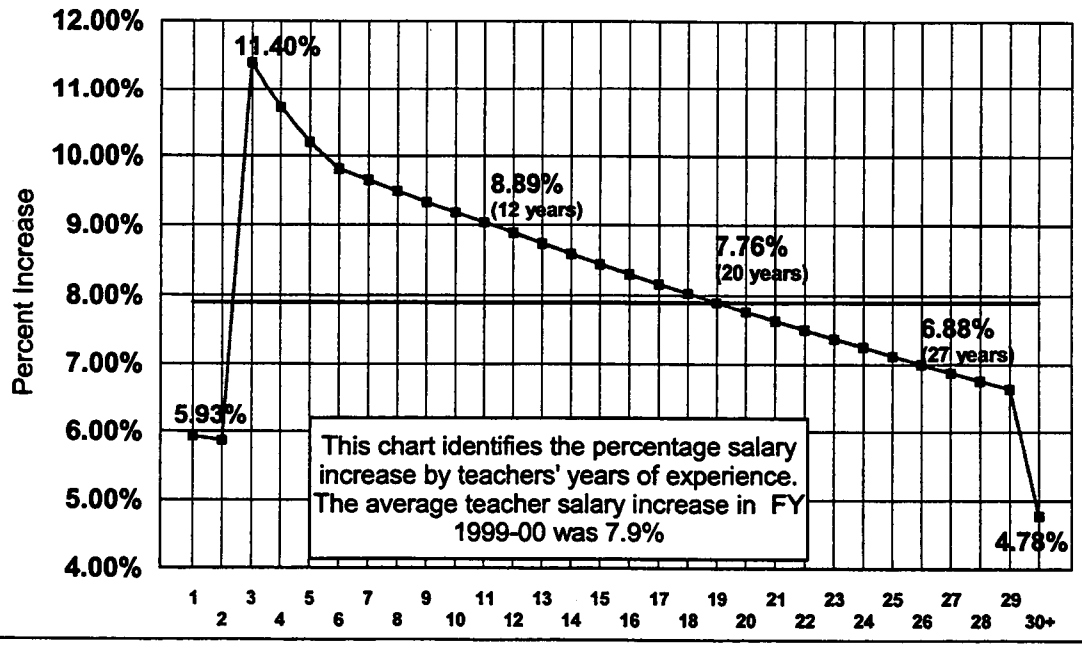
Excellent Schools Act
Year 3 - FY 1999-2000

- Master's schedule was 6.25% higher than the Bachelor's schedule.
- NBPTS adds 12% for teachers with more than 3 years of experience.
- Estimated Teacher Salary National Rank: 24.

The Excellent Schools Act
Teacher Pay Increases

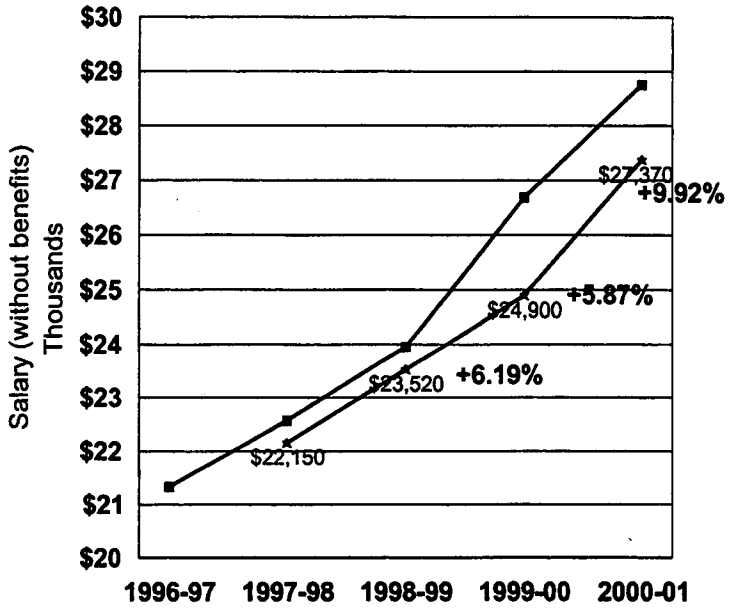
A teacher with a Bachelor or a Master's Degree

Year 3 - FY 1999-00



The Excellent Schools Act
Teacher Pay Increases

A teacher with a Bachelor's Degree starting in FY 1997-98 with no experience

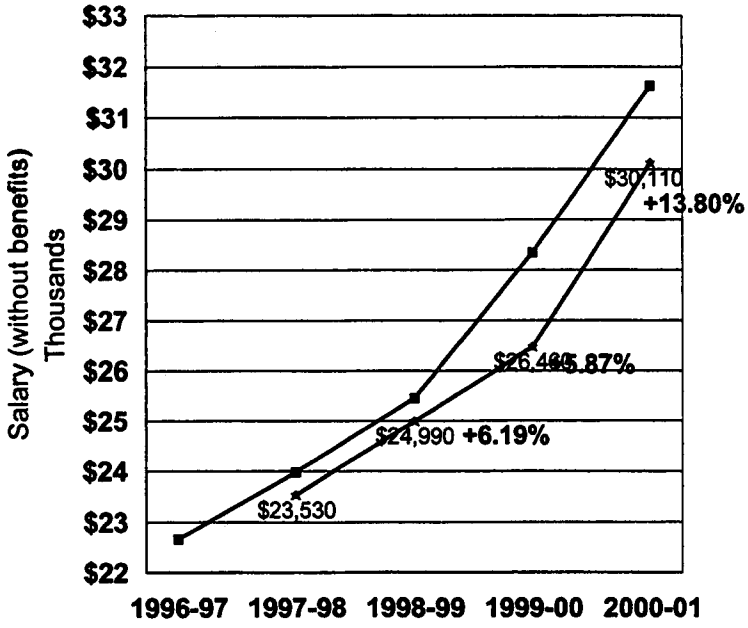


If a Bachelor's Degree teacher's first year of teaching was 1997-98, this chart identifies the annual percent increase in salary based on the Excellent Schools Act.

FY 2000-2001 has not been funded.

The Excellent Schools Act
Teacher Pay Increases

A teacher with a Master's Degree starting in FY 1997-98 with no experience



If a Master's Degree teacher's first year of teaching was 1997-98, this chart identifies the annual percent increase in salary based on the Excellent Schools Act.

FY 2000-2001 has not been funded.

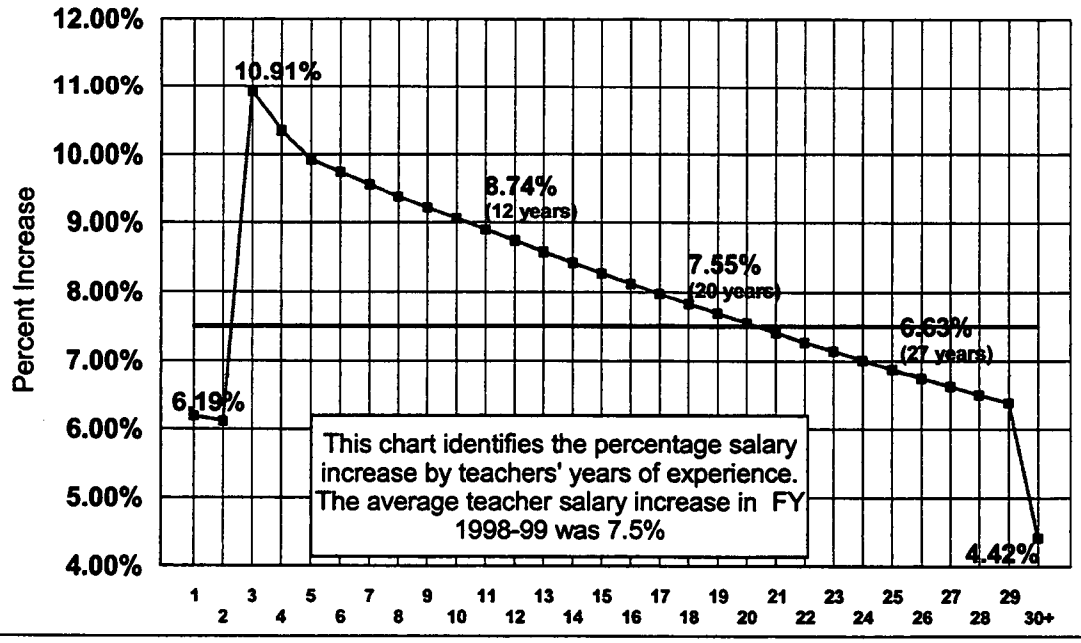
Excellent Schools Act
Year 2 - FY 1998-99

- Average years of experience of teachers: 12.39.
- Master's schedule was 6.25% higher than the Bachelor's schedule.
- NBPTS adds 12% for teachers with more than 3 years of experience.
- Teacher Salary National Rank: 29.

The Excellent Schools Act
Teacher Pay Increases

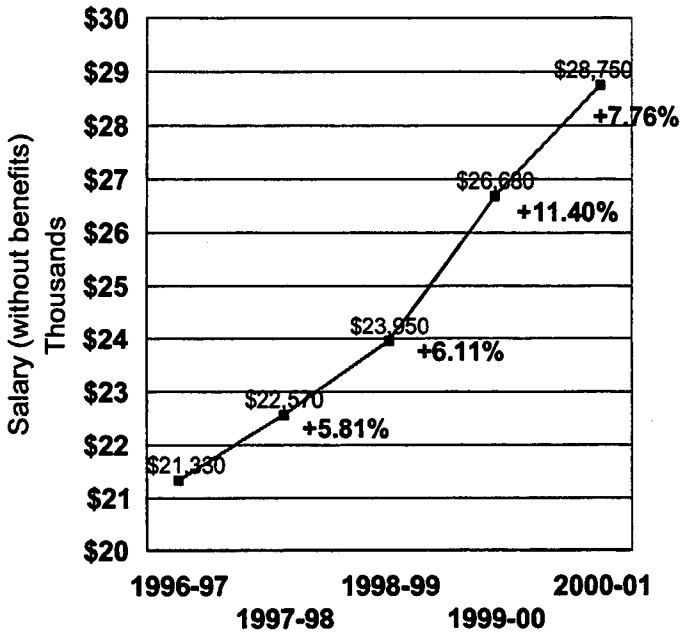
A teacher with a Bachelor or a Master's Degree

Year 2 - FY 1998-99



The Excellent Schools Act
Teacher Pay Increases

A teacher with a Bachelor's Degree starting in FY 1996-97 with no experience

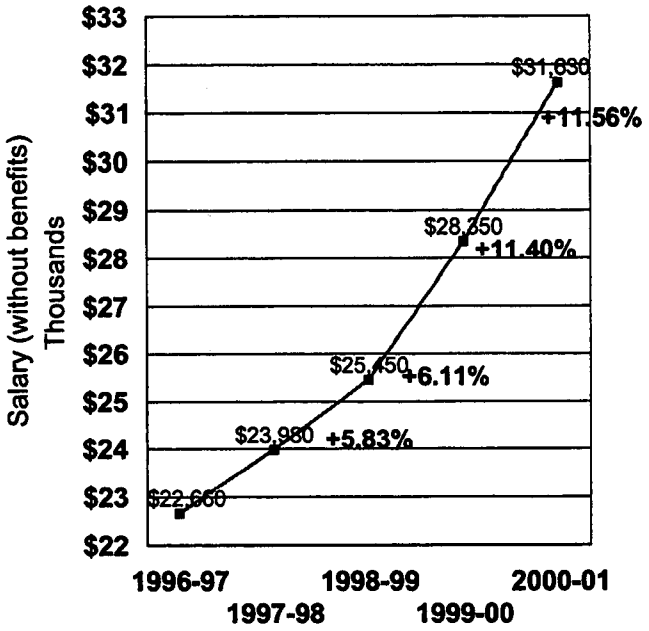


If a Bachelor's Degree teacher's first year of teaching was 1996-97, this chart identifies the annual percent increase in salary based on the Excellent Schools Act.

FY 2000-2001 has not been funded.

The Excellent Schools Act
Teacher Pay Increases

A teacher with a Master's Degree starting in FY 1996-97 with no experience



If a Master's Degree teacher's first year of teaching was 1996-97, this chart identifies the annual percent increase in salary based on the Excellent Schools Act.

FY 2000-2001 has not been funded.

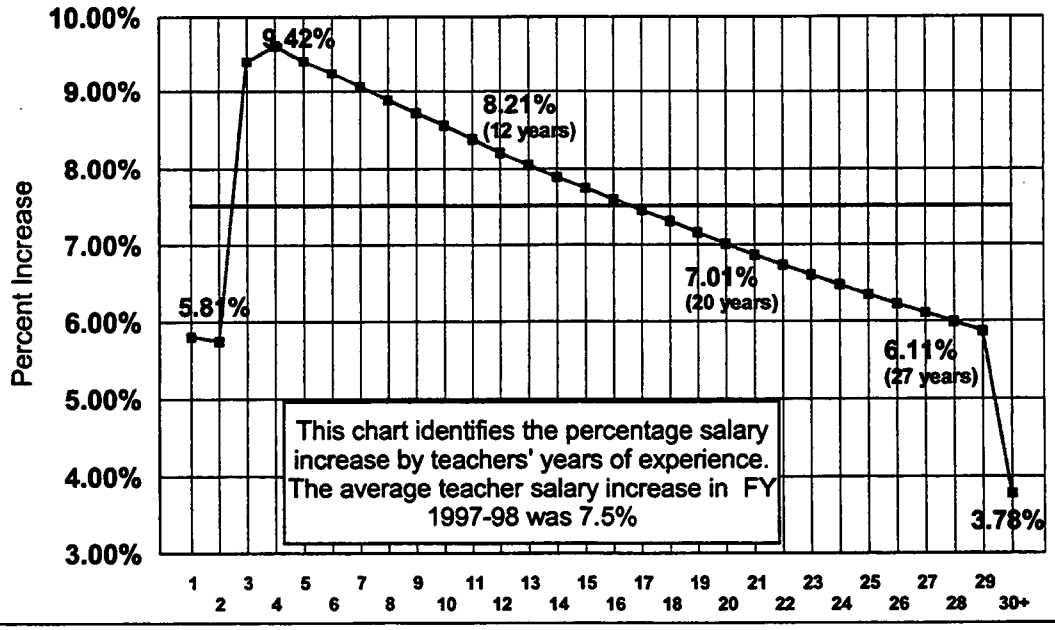
Excellent Schools Act
Year 1 - FY 1997-98

- Average years of experience of teachers: 12.55 (1996-97); 12.33 (1997-98).
- Master's schedule was 6.25% higher than the Bachelor's schedule.
- NBPTS adds 12% for teachers with more than 3 years of experience.
- N.C. Teacher Salary's Rank Among States:
  - FY 1996-97: 43
  - FY 1997-98: 38.

The Excellent Schools Act
Teacher Pay Increases

A teacher with a Bachelor or a Master's Degree

Year 1 - FY 1997-98



N. C. Average Teacher Salary

Components	1999-00	2000-01 (est.)
Salary Schedule	$35,246	$36,881
Local Supplements	$1,944	$2,137
ABC Bonuses	$1,049	$879
Other	$1,180	$1,282
Total	**$39,419**	**$41,179**

Average State Funded Teacher Salary by District: 2000-01

	LEA Avg. Salary		LEA Avg. Salary
Alamance County	$35,148	Davie County	$38,500
Alexander County	$36,090	Duplin County	$37,459
Alleghany County	$41,916	Durham Public	$37,983
Anson County	$37,837	Edgecombe County	$36,789
Ashe County	$39,989	Forsyth County	$38,499
Avery County	$40,625	Franklin County	$36,324
Beaufort County	$39,354	Gaston County	$37,574
Bertie County	$35,662	Gates County	$39,867
Bladen County	$40,105	Graham County	$39,894
Brunswick County	$38,035	Granville County	$35,873
Buncombe County	$38,225	Greene County	$36,395
Asheville City	$41,541	Guilford County	$37,456
Burke County	$36,990	Halifax County	$36,688
Cabarrus County	$36,321	Roanoke Rapids City	$37,098
Kannapolis City	$35,392	Weldon City (1)	$35,159
Caldwell County	$38,082	Harnett County	$35,878
Camden County	$37,610	Haywood County	$40,903
Carteret County	$39,656	Henderson County	$39,662
Caswell County	$40,381	Hertford County	$34,780
Catawba County	$37,504	Hoke County	$34,720
Hickory City	$36,876	Hyde County	$40,127
Newton City (1)	$35,805	Iredell County	$37,172
Chatham County	$37,109	Mooresville City	$36,481
Cherokee County	$40,461	Jackson County	$41,067
Chowan County	$39,027	Johnston County	$36,255
Clay County	$40,373	Jones County	$36,570
Cleveland County	$39,016	Lee County	$38,081
King Mountain City	$36,429	Lenoir County	$38,028
Shelby City	$38,697	Lincoln County	$37,439
Columbus County	$38,921	Macon County	$39,463
Whiteville City (1)	$38,686	Madison County	$38,411
Craven County	$37,720	Martin County	$39,848
Cumberland County	$36,390	McDowell County	$38,082
Currituck County	$37,056	Mecklenburg County	$35,745
Dare County	$38,789	Mitchell County	$38,004
Davidson County	$36,379	Montgomery County	$38,158
Lexington City	$36,528	Moore County	$38,550
Thomasville City (1)	$38,813	Nash County	$37,456
Davie County	$38,500	New Hanover County	$37,330
Duplin County	$37,459	Northampton County	$36,708
Durham Public	$37,983	Onslow County	$34,968
Edgecombe County	$36,789	Orange County	$37,729

Average State Funded Teacher Salary by District: 2000-01

Chapel Hill City	$39,351	Stokes County	$38,361
Pamlico County	$38,211	Surry County	$38,170
Pasquotank County	$38,240	Elkin City (1)	$41,368
Pender County	$35,476	Mount Airy City (1)	$37,261
Perquimans County	$39,104	Swain County	$39,858
Person County	$37,121	Transylvania County	$38,634
Pitt County	$37,682	Tyrrell County	$40,166
Polk County	$39,969	Union County	$35,762
Randolph County	$35,788	Vance County	$36,672
Asheboro City	$37,844	Wake County	$36,050
Richmond County	$38,210	Warren County	$36,048
Robeson County	$36,931	Washington County	$39,121
Rockingham County	$38,808	Watauga County	$40,718
Rowan County	$36,676	Wayne County	$37,070
Rutherford County	$39,561	Wilkes County	$38,227
Sampson County	$36,617	Wilson County	$37,102
Clinton City (1)	$37,913	Yadkin County	$36,278
Scotland County	$38,624	Yancey County	$38,783
Stanly County	$37,338		

Public Schools of North Carolina

Average Teacher Salary Supplement

1999-2000

Local Education Agency	Teacher No. of Pos.	Teacher No. Rec. Supplmt.	Teacher Average Supplmt.
WAKE COUNTY	6,363	6,363	4,485
CHARLOTTE-MECKLENBURG	7,205	7,205	4,458
CHAPEL HILL-CARRBORO	794	794	4,418
DURHAM PUBLIC	2,338	2,338	4,009
ORANGE COUNTY	458	458	3,872
GUILFORD COUNTY	4,653	4,602	3,001
CUMBERLAND COUNTY	3,332	3,332	2,978
ASHEVILLE CITY	371	371	2,848
BUNCOMBE COUNTY	1,685	1,685	2,827
FORSYTH COUNTY	3,108	3,108	2,809
NEW HANOVER COUNTY	1,518	1,518	2,535
CATAWBA COUNTY	1,047	1,035	2,428
NEWTON CONOVER CITY	208	208	2,403
HICKORY CITY	317	317	2,395
DARE COUNTY	319	310	2,216
PENDER COUNTY	451	446	2,121
PERSON COUNTY	432	432	2,097
VANCE COUNTY	532	532	2,000
GRANVILLE COUNTY	562	562	1,980
ROWAN-SALISBURY	1,366	1,366	1,913
CLINTON CITY	171	171	1,903
GASTON COUNTY	2,006	1,972	1,900
IREDELL-STATESVILLE	1,054	1,054	1,836
STANLY COUNTY	688	685	1,803
JOHNSTON COUNTY	1,456	1,456	1,798
HENDERSON COUNTY	788	788	1,796
MOORE COUNTY	693	693	1,765
WILSON COUNTY	869	869	1,765
LEE COUNTY	541	541	1,756
LEXINGTON CITY	242	242	1,738
CABARRUS COUNTY	1,270	1,270	1,697
BRUNSWICK COUNTY	715	715	1,689
MOORESVILLE CITY	252	252	1,599
ROCKINGHAM COUNTY	1,045	1,045	1,570
NASH-ROCKY MOUNT	1,256	1,256	1,564
WILKES COUNTY	731	731	1,534
KANNAPOLIS CITY	287	287	1,507
THOMASVILLE CITY	162	162	1,469
ASHEBORO CITY	299	299	1,421
TRANSYLVANIA COUNTY	266	266	1,378
MOUNT AIRY CITY	168	168	1,373
UNION COUNTY PUBLIC	1,416	1,416	1,369
EDGECOMBE COUNTY	569	569	1,364
PITT COUNTY	1,431	1,431	1,361
CHATHAM COUNTY	503	503	1,349
POLK COUNTY	188	188	1,345
CARTERET COUNTY	706	706	1,340

Public Schools of North Carolina

Average Teacher Salary Supplement

1999-2000

Local Education Agency	Teacher No. of Pos.	Teacher No. Rec. Supplmt.	Teacher Average Supplmt.
BURKE COUNTY	1,066	1,063	1,334
CURRITUCK COUNTY	291	291	1,325
DAVIE COUNTY	409	409	1,284
HARNETT COUNTY	1,076	1,076	1,270
ROBESON COUNTY	1,514	1,514	1,250
ELKIN CITY	78	76	1,230
DAVIDSON COUNTY	1,242	1,216	1,202
BERTIE COUNTY	318	318	1,156
WAYNE COUNTY PUBLIC	1,259	1,259	1,154
ROANOKE RAPIDS CITY	227	227	1,132
ALAMANCE-BURLINGTON	1,399	1,391	1,080
HERTFORD COUNTY	253	253	1,073
SURRY COUNTY	606	596	1,068
PASQUOTANK COUNTY	432	432	1,064
LINCOLN COUNTY	703	703	1,063
YADKIN COUNTY	373	373	1,051
KINGS MOUNTAIN DISTR	308	308	1,047
AVERY COUNTY	206	206	1,043
STOKES COUNTY	542	542	1,018
CRAVEN COUNTY	1,005	1,005	1,000
FRANKLIN COUNTY	507	507	1,000
WARREN COUNTY	205	205	1,000
ONSLOW COUNTY	1,508	1,508	978
NORTHAMPTON COUNTY	267	267	949
WATAUGA COUNTY	381	381	925
LENOIR COUNTY	767	767	912
SCOTLAND COUNTY	550	550	875
CAMDEN COUNTY	93	93	874
SHELBY CITY	264	264	810
CASWELL COUNTY	262	262	789
ALEXANDER COUNTY	314	294	734
BLADEN COUNTY	444	444	725
MCDOWELL COUNTY	353	353	700
TYRRELL COUNTY	60	60	700
SAMPSON COUNTY	513	513	690
PERQUIMANS COUNTY	141	140	687
RICHMOND COUNTY	592	592	644
HYDE COUNTY	72	72	628
CALDWELL COUNTY	847	847	614
CLEVELAND COUNTY	599	599	611
EDENTON/CHOWAN	188	188	609
GREENE COUNTY	211	211	600
MONTGOMERY COUNTY	324	324	600
PAMLICO COUNTY	156	156	600
HAYWOOD COUNTY	509	509	596
GATES COUNTY	168	168	550
RUTHERFORD COUNTY	711	586	541

Public Schools of North Carolina

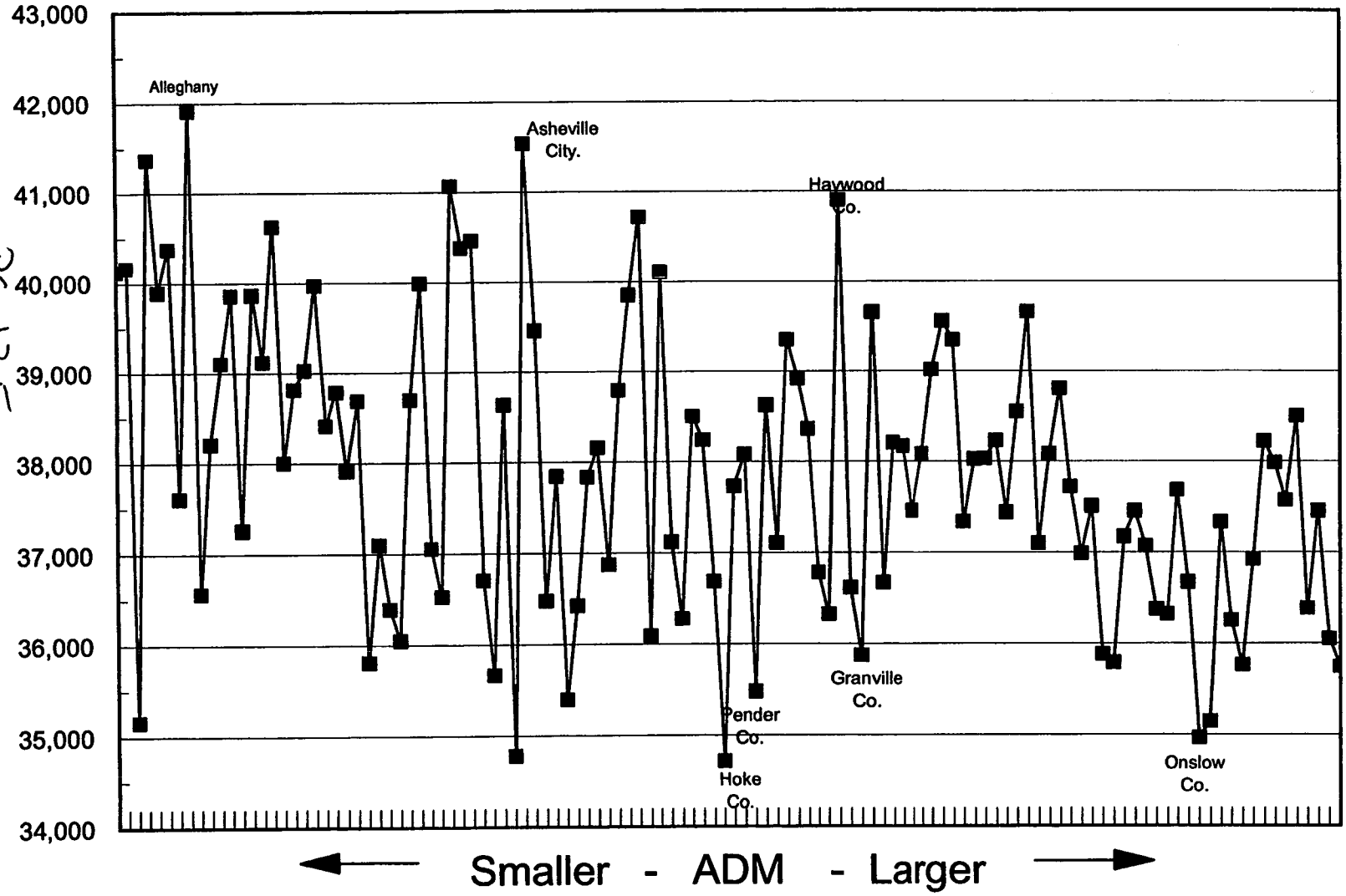
Average Teacher Salary Supplement

1999-2000

	Teacher		
Local Education Agency	No. of Pos.	No. Rec. Supplmt.	Average Supplmt.
WHITEVILLE CITY	205	205	525
ANSON COUNTY	313	313	509
RANDOLPH COUNTY	1,119	1,119	499
HALIFAX COUNTY	374	374	450
WASHINGTON COUNTY	198	198	446
BEAUFORT COUNTY	554	554	440
MARTIN COUNTY	384	384	400
HOKE COUNTY	409	409	397
DUPLIN COUNTY	523	523	350
COLUMBUS COUNTY	487	487	326
WELDON CITY	90	90	314
JONES COUNTY	132	132	200
ASHE COUNTY	253	253	150
MITCHELL COUNTY	166	166	100
ALLEGHANY COUNTY	126	0	0
CHEROKEE COUNTY	275	0	0
CLAY COUNTY	98	0	0
GRAHAM COUNTY	99	0	0
JACKSON COUNTY	268	0	0
MACON COUNTY	284	0	0
MADISON COUNTY	170	0	0
SWAIN COUNTY	138	0	0
YANCEY COUNTY	182	0	0
STATE TOTAL	87,991	86,042	2,166

LEA Average State Salary

By LEA Size - Teachers Only



The size of the LEA does not have a direct correlation to the average state salary of teachers. This data is based on 2000-01 allotment data and only includes State salaries. Local supplements are not included. Matching benefits are not included.

March 7, 2001
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Fiscal Research
Education Team

Update on North Carolina's Teacher Salaries

Comparison to the National Average

Revised: March 6, 2001

National data are projected and updated several times during the year. FY 2000-2001, is the fourth and final funding installment of the Excellent Schools Act. Final information on whether we reached the national average will not be finalized until sometime in late 2001 or early 2002.

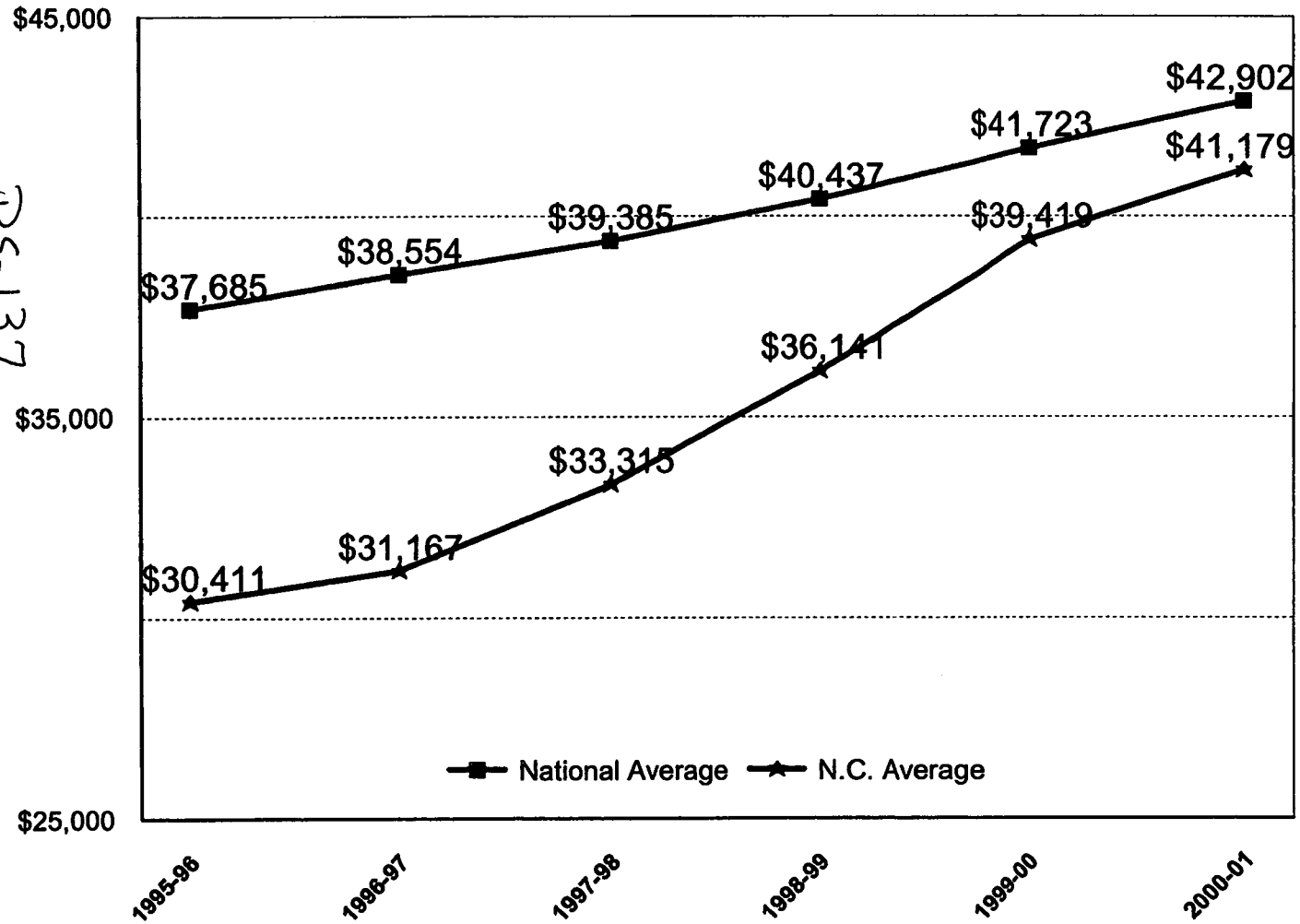
	1996-97	1997-98	1998-99	1999-2000	2000-2001*
North Carolina	$31,167	$33,129	$36,883	$39,419	$41,179
US Average	$38,554	$39,454	$40,582	$41,723	$42,902
NC as a % of US	80.8%	84.0%	90.9%	94.5%	96%
NC Rank Among States	43	38	26	22	21

* Projected NC DPI calculation of average salary. NEA (National Education Association) information is based on unpublished data from the soon to be published "Rankings of the States".

North Carolina vs National Average

Comparison of Average Teacher Salaries

Average salaires include local supplements, workshop stipends, ABC bonuses, etc.



The Governor and General Assembly supported an initiative to raise teacher salaries to the national average by 2000-01.

North Carolina's average salary rank has increased from 43rd in 1995-96 to an estimated 21st in 2000-01.

The national average teacher salary in 1999-00 was $41,723. North Carolina's average teacher salary was $39,419 (94.5% of the national average).

March 7, 2001
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Fiscal Research
Education Team

Teacher Salaries for Selected Years-of-Experience

An Example LEA

Teacher with a Master's Degree and an Advanced Degree

Years of Experience	State Ten Month Salary FY 2000-01 (Without benefits)	Local Supplement of 11.00%	If Teacher Serves as a Mentor Up to 1,100	ABCs Incentive Awards		Longevity	Total Assuming Teacher Is a Mentor		
				Meet Expectations	Exceed Expectations		No ABCs	Meet ABCs	Exceed ABCs
0	$28,760	$3,164	n/a	$750	$1,500	n/a	$31,924	$32,674	$33,424
29	50,680	5,575	1,100	750	1,500	2,531	59,886	60,636	61,386

Teacher with a Master's Degree, an Advanced Degree, and National Board Certification (NBPTS)

Years of Experience	State Ten Month Salary FY 2000-01 (Without benefits)	Local Supplement of 11.00%	If Teacher Serves as a Mentor Up to 1,100	ABCs Incentive Awards		Longevity	Total Assuming Teacher Is a Mentor		
				Meet Expectations	Exceed Expectations		No ABCs	Meet ABCs	Exceed ABCs
0	$28,760	$3,164	n/a	$750	$1,500	n/a	$31,924	$32,674	$33,424
29	56,610	6,227	1,100	750	1,500	2,828	66,765	67,515	68,265

Teacher with a Master's Degree, an Advanced Degree, and a Doctorate Degree

Years of Experience	State Ten Month Salary FY 2000-01 (Without benefits)	Local Supplement of 11.00%	If Teacher Serves as a Mentor Up to 1,100	ABCs Incentive Awards		Longevity	Total Assuming Teacher Is a Mentor		
				Meet Expectations	Exceed Expectations		No ABCs	Meet ABCs	Exceed ABCs
0	$30,030	$3,303	n/a	$750	$1,500	n/a	$33,333	$34,083	$34,833
29	51,950	5,715	1,100	750	1,500	2,595	61,360	62,110	62,860

Teacher with a Master's Degree, an Advanced Degree, a Doctorate Degree, and NBPTS

Years of Experience	State Ten Month Salary FY 2000-01 (Without benefits)	Local Supplement of 11.00%	If Teacher Serves as a Mentor Up to 1,100	ABCs Incentive Awards		Longevity	Total Assuming Teacher Is a Mentor		
				Meet Expectations	Exceed Expectations		No ABCs	Meet ABCs	Exceed ABCs
0	$30,030	$3,303	n/a	$750	$1,500	n/a	$33,333	$34,083	$34,833
29	57,880	6,367	1,100	750	1,500	2,891	68,238	68,988	69,738

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Teacher Salaries for Selected Years-of-Experience

An Example LEA

Teacher with a Bachelor's Degree

Years of Experience	State Ten Month Salary FY 2000-01 (Without benefits)	Local Supplement of 11.00%	If Teacher Serves as a Mentor Up to 1,100	ABCs Incentive Awards		Longevity	Total Assuming Teacher is a Mentor		
				Meet Expectations	Exceed Expectations		No ABCs	Meet ABCs	Exceed ABCs
0	$25,000	$2,750	n/a	$750	$1,500	n/a	$27,750	$28,500	$29,250
29	44,930	4,942	1,100	750	1,500	2,244	53,216	53,966	54,716

Teacher with a Bachelor's Degree and National Board Certification (NBPTS)

Years of Experience	State Ten Month Salary FY 2000-01 (Without benefits)	Local Supplement of 11.00%	If Teacher Serves as a Mentor Up to 1,100	ABCs Incentive Awards		Longevity	Total Assuming Teacher is a Mentor		
				Meet Expectations	Exceed Expectations		No ABCs	Meet ABCs	Exceed ABCs
0	$25,000	$2,750	n/a	$750	$1,500	n/a	$27,750	$28,500	$29,250
29	50,320	5,535	1,100	750	1,500	2,513	59,468	60,218	60,968

Teacher with a Master's Degree

Years of Experience	State Ten Month Salary FY 2000-01 (Without benefits)	Local Supplement of 11.00%	If Teacher Serves as a Mentor Up to 1,100	ABCs Incentive Awards		Longevity	Total Assuming Teacher is a Mentor		
				Meet Expectations	Exceed Expectations		No ABCs	Meet ABCs	Exceed ABCs
0	$27,500	$3,025	n/a	$750	$1,500	n/a	$30,525	$31,275	$32,025
29	49,420	5,436	1,100	750	1,500	2,469	58,425	59,175	59,925

Teacher with a Master's Degree and National Board Certification (NBPTS)

Years of Experience	State Ten Month Salary FY 2000-01 (Without benefits)	Local Supplement of 11.00%	If Teacher Serves as a Mentor Up to 1,100	ABCs Incentive Awards		Longevity	Total Assuming Teacher is a Mentor		
				Meet Expectations	Exceed Expectations		No ABCs	Meet ABCs	Exceed ABCs
0	$27,500	$3,025	n/a	$750	$1,500	n/a	$30,525	$31,275	$32,025
29	55,350	6,089	1,100	750	1,500	2,765	65,304	66,054	66,804

March 7, 2001
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Fiscal Research
Education Team

Department of Public Instruction

PS - 36(b)

Overview of Agency

Mission, Organization, Budget

March 1, 2001

Prepared by: NCDPI

SBE and DPI Mission

North Carolina's public schools will create a system that will be customer driven with local flexibility to achieve mastery of core skills with high levels of accountability in areas of student achievement.

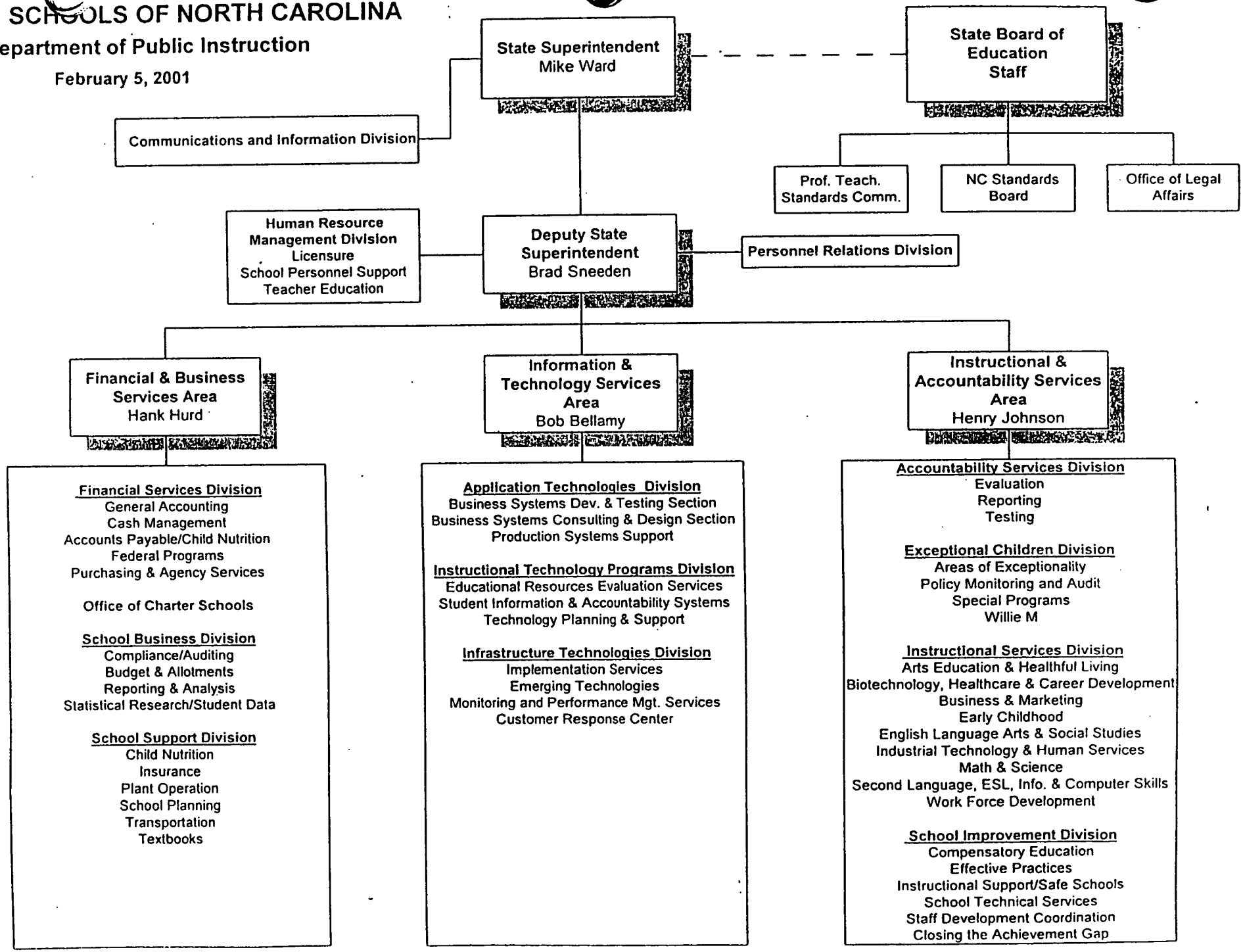
adopted NC State Board of Education - April 10, 1996

PS - 37

PUBLIC SCHOOLS OF NORTH CAROLINA

Department of Public Instruction

February 5, 2001



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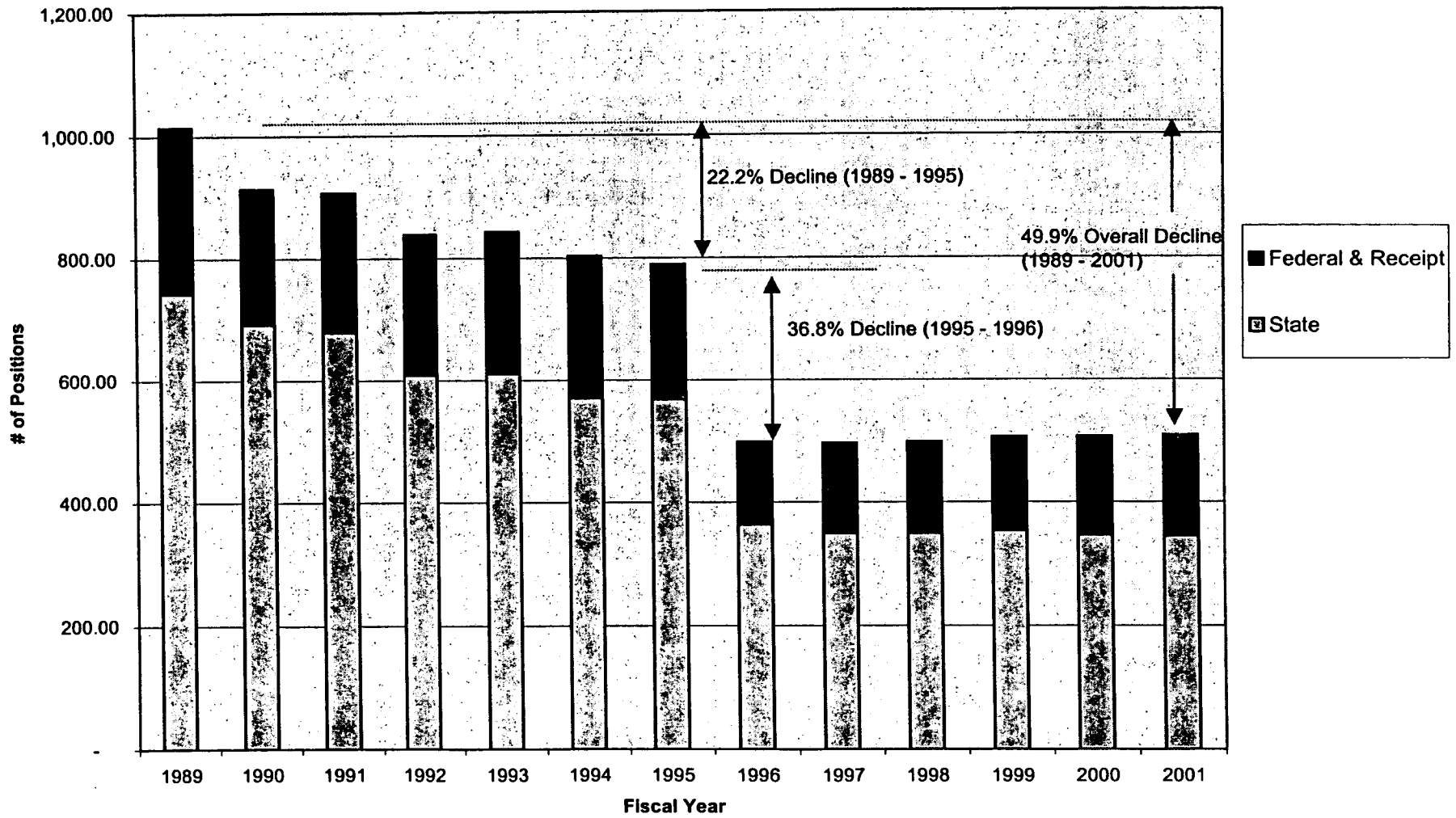
Department of Public Instruction
Position Analysis (1989 - 2001)



Prepared by:
NCDPI - Division of School Business

February 27, 2001

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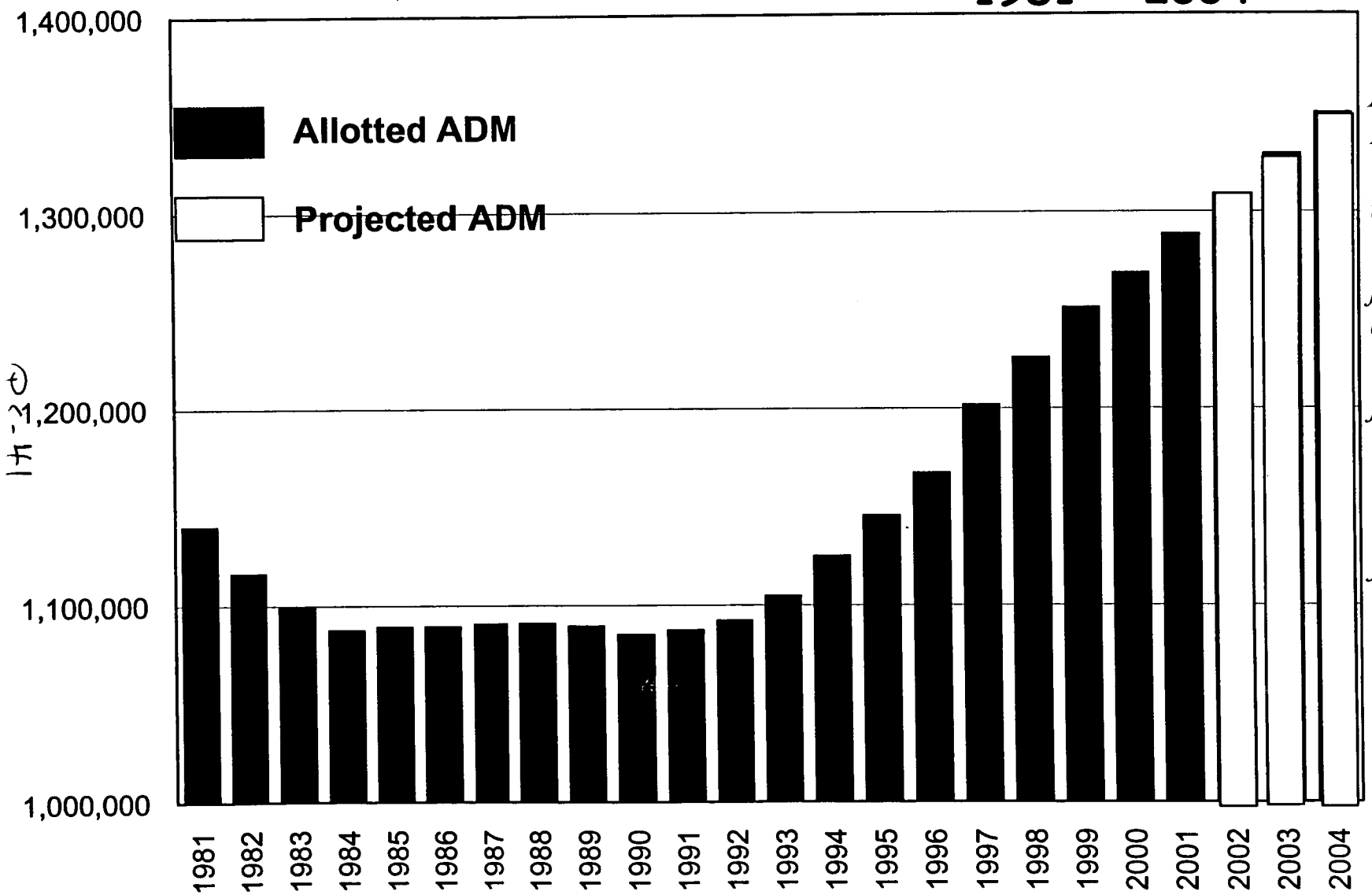
Some of the New Initiatives

- ABC's of Education
- Excellent School's Act
- Accountability Standards
  - Increased Testing/Promotion Standards
  - Assistance Teams to Low-Performing Schools
- Charter Schools
- School Technology
- Closing the Gap

Average Daily **Membership**

1981 - 2004



Allotted Average Daily Membership (ADM) is based on the higher of

(a) actual ADM from the prior year, or

(b) projected ADM for the current year.

The cost to fund increases in ADM for FY 1999-00 is $174 million.

Agency Budget

- Agency operating funding is comprised of state appropriations, federal administration funds, and receipts.
- In 1995-96 the reorganization of agency saw state appropriations decrease 32.9%.
- Federal/Receipt funds were 32.2% of agency budget in 1989; now comprise 53.5% of the agency budget.

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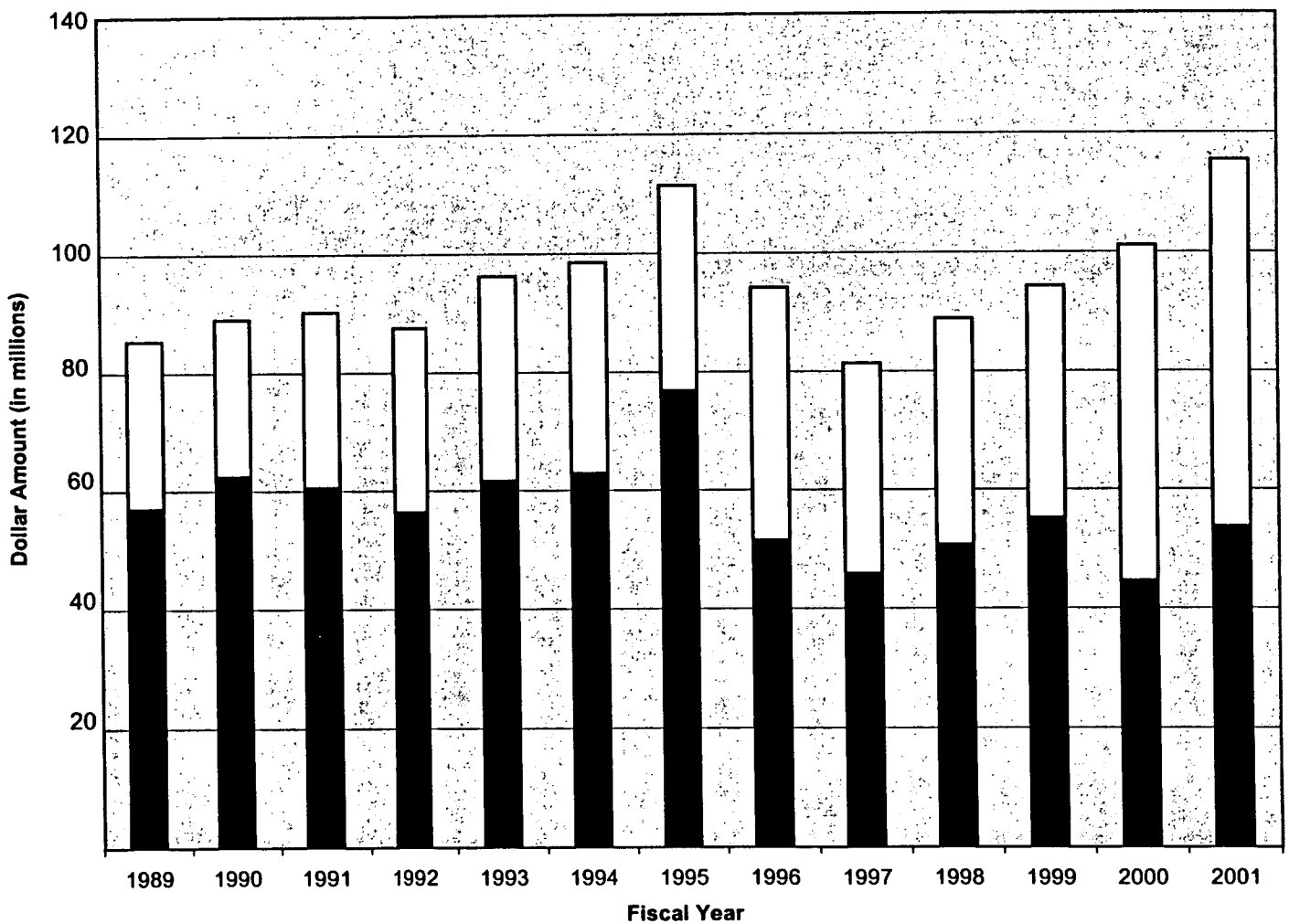
Department of Public Instruction
Agency Budget (1989 - 2001)



□ Federal & Receipts

■ Appropriation

Federal & Receipts as % of Total Budget

1989: 33.2%
2001: 53.5%

32.9% Drop in Appropriation from FY 1995 to FY1996

Prepared by:
NCDPI - Division of School Business

Dollar amounts have been adjusted to FY2000 dollars

February 27, 2001

DPI - Agency Budget

- Agency Budget = .95% of State Public School Fund (SPSF)
- Agency Budget includes $13.5 million of "pass-through" funds which are distributed, by DPI, per legislation, to various educational non-profit corporations. These funds are not used to support any DPI programs or staff.

PS-44

Public Schools of North Carolina
North Carolina Department of Public Instruction

Authorized Budget 1988-89 through 2000-01 Adjusted to FY 2000 Dollars

(in thousands)

Description		1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00 (Note 2)	2000-01 as of 12/31/00
DPI Operations	Appropriation (Note 1)	$ 57,030	$ 62,479	$ 60,610	$ 56,408	$ 61,688	$ 62,893	$ 76,854	$ 51,543	$ 45,832	$ 50,761	$ 55,235	$ 44,584	$ 53,705
	Federal & Receipts	28,368	26,549	29,614	31,135	34,532	35,594	34,544	42,593	35,519	38,101	39,057	56,490	61,724
	Total	85,398	89,028	90,225	87,542	96,221	98,487	111,398	94,137	81,350	88,862	94,292	101,074	115,429
State Aid to Public Schools	Appropriation	3,706,524	3,815,079	3,915,150	3,783,105	3,853,250	4,005,217	4,354,806	4,218,571	4,473,748	4,823,586	5,113,044	5,452,492	5,620,605
	Federal & Receipts	695,369	688,755	760,980	759,145	768,042	768,947	779,522	920,985	911,059	1,000,279	1,143,478	1,174,611	697,421 (Note 3)
	Total	4,401,892	4,503,834	4,676,130	4,542,250	4,621,292	4,774,164	5,134,327	5,139,556	5,384,807	5,823,865	6,256,522	6,627,102	6,318,026
Total DPI General Fund Budget		$ 4,487,290	$ 4,592,862	$ 4,766,355	$ 4,629,792	$ 4,717,513	$ 4,872,652	$ 5,245,725	$ 5,233,693	$ 5,466,157	$ 5,912,727	$ 6,350,813	$ 6,728,177	$ 6,433,455
DPI Budget as a Percentage of State Appropriations		1.52%	1.61%	1.52%	1.47%	1.58%	1.55%	1.73%	1.21%	1.01%	1.04%	1.07%	0.81%	0.95%
DPI Budget as a Percentage of Total Budget		1.90%	1.94%	1.89%	1.89%	2.04%	2.02%	2.12%	1.80%	1.49%	1.50%	1.48%	1.50%	1.79%

Note 1: Agency Appropriations and Receipts include appropriations made to DPI for distribution to Non-profit Organizations. These funds are not used to support any DPI programs or staff. They average $5 million since 1998.

Note 2: Agency Appropriations decreased and Receipts increased in 1999-2000 due to legislation requiring DPI to transfer funds that had accumulated in Special Funds to the General Fund to support current year programs.

Receipt Sources were (in thousands):

Teaching Fellows Program	$ 8,500
Literary Fund	2,500
Children's Trust Fund	1,300
Unemployment Fund	850
Prospective Teacher Scholarship Loan	500
Textbooks Fund	500
	$ 14,150

Note 3: Prior to 2000-2001 NCDPI was allowed to carryover funds for 11th and 12th installment payments to certified LEA personnel as well as funds for the ABC Bonus/Incentive Awards. These carryover funds are classified as "receipts" on the State's financial reports. Since these funds were not allowed to be carried forward from 1999-2000 to 2000-2001, receipts decreased.

Public Schools of North Carolina
North Carolina Department of Public Instruction

Analysis of Flow Though Funds

	1993	1994	1995	1996	1997	1998	1999	2000	2001
Health Adventure	49,362	49,362	49,362						
Cued Speech	23,750	118,750	118,750	23,750	23,750	73,750	73,750	73,750	73,750
Public School Forum	345,564	420,564	420,564	420,564	420,564	420,564	420,564	420,564	420,564
Teaching Fellows Program	7,760,000	7,760,000	7,760,000	7,760,000	7,760,000	7,760,000	10,160,000	10,160,000	7,660,000
Real Enterprise	150,000	-	-						
Academic Support			117,000						
A+ Schools				500,000	500,000	500,000	400,000	400,000	400,000
Teacher Quality Education				400,000	450,000	450,000	450,000	400,000	400,000
Cities/Communities in Schools					500,000	850,000	1,450,000	1,200,000	750,000
Schools Attuned						643,100	643,100	643,100	643,100
Global Curriculum							150,000	150,000	150,000
Explornet								2,500,000	2,500,000
Teacher Cadet Program								100,000	150,000
NC Network								250,000	350,000
Geographic Alliance								50,000	50,000
Technology Funds Pilot								1,000,000	
Total Flow Thru Funds	$ 8,328,676	$8,348,676	$8,465,676	$9,104,314	$9,654,314	$ 10,697,414	$13,747,414	$17,347,414	$13,547,414
				Year DPI was Downsized					

Average Flow Thru Funds since 1993 $ 11,026,812
Average Flow Thru Funds since 1998 $ 13,834,914

Note: Information not readily available prior to 1993

Prepared by School Business Division
8901YearEndAuthBudget.xls3/5/2001

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Public Schools of North Carolina
North Carolina Department of Public Instruction
Agency Budget as of 12/31/00

Area/Division	State Funds	Federal Funds	Receipts	Total	Comments
EDUCATION MANAGEMENT AREA 1000					
State Board of Education	$ 838,628	$ 1,272,734	$ 1,293,354	$ 3,404,716	*7 positions support SBE in establishing policy & providing leadership for public ed; funding provided for SBE travel*
State Superintendent & Communications	1,716,065	39,764	1,883,484	3,639,313	*25 positions include State Supt who is the chief operating officer for DPI; communications provides publications & duplicating services to outside agencies*
Deputy Superintendent & Personnel	939,910	-	-	939,910	*12 positions support DPI daily operations & employees*
Human Resource Management Division	2,040,874	4,412,040	1,388,374	7,841,288	*41 positions support LEA teacher recruitment, education and licensing*
Stds Board for Public School Admin	267,397	-	20,000	287,397	*2 positions housed at DPI but not part of DPI org*
Professional Teaching Stds Commission	232,670	-	36,040	268,710	*2 positions housed at DPI but not part of DPI org*
TOTAL EDUCATION MANAGEMENT AREA 1000	6,035,544	5,724,538	4,621,252	16,381,334	
FINANCIAL AND BUSINESS SERVICES AREA 1300	7,086,026	2,327,782	2,885,147	12,298,955	*159 positions link financial & business services to LEAs and Charter Schools*
INFORMATION & TECHNOLOGY SVCS AREA 1500	8,185,200	635,225	1,208,024	10,028,449	*78.75 positions coordinate technological resources between DPI and LEAs*
INSTRUCTIONAL & ACCOUNTABILITY SVCS AREA 1600	15,157,040	26,860,299	1,252,388	43,269,727	*182 positions design curriculum, provide assistance & instruction and oversee testing in LEAs and Charters*
Total Agency Budget	$ 36,463,810	$ 35,547,844	$ 9,966,811	$ 81,978,465	

Prepared by Division of School Business
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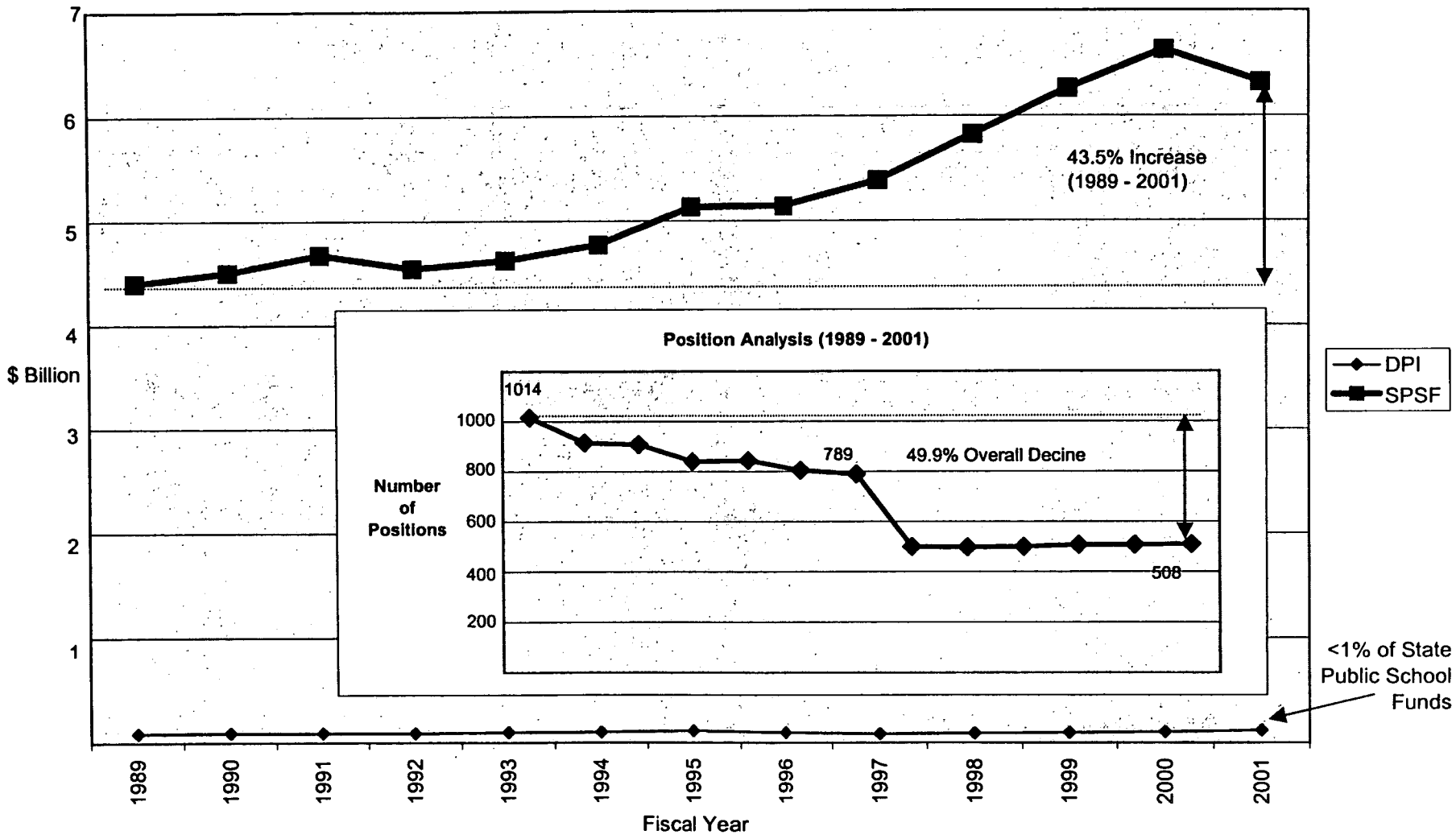
Department of Public Instruction
Education Funding (1989 - 2001)



Prepared by:
NCDPI - Division of School Business

Dollar amounts have been adjusted to current year value

February 26, 2001

DS-48

Funding Public Schools Agenda

- Overview
- **Administration**
- Instruction
- Targeted
- Non-Profits

Administration $666.3 million

- ✓ Department of Public Instruction
  State appropriations $47,479,000
- ✓ Central Office Administration
  State appropriations $103 million
- ✓ School Building Administration
  State appropriations $271.1 million
- ✓ Technical Assistance Centers
  State appropriations $6.7 million
- ✓ Safety Assistance Teams
  State appropriations $500,000
- ✓ UERS
  State appropriations $15 million
- ✓ Transportation
  State appropriations $222.3 million

35-44

Central Office Administration

Overview of Current Funding Process

March 6, 2001
Joint Appropriations on Education Committee

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Fiscal Research
Education Team

Central Office Administration

- Who is included in this category?
- Historical look at funding central office personnel.
- Current funding formula.
- Allotments to local education agencies and charter schools.

Central Office Administration Who's Included?

- ✓ Superintendent
- ✓ Associate and Assistant Superintendent
- ✓ Finance Officer
- ✓ Child Nutrition Supervisor and Managers
- ✓ Community Schools Coordinator
- ✓ Maintenance Supervisor
- ✓ All Directors
  - Voc. Educ.
  - Transportation
  - Special Educ.
  - Math/Science
  - etc.

Central Office Administration

Prior to 1992:

- Superintendent, Associate/Assistant Superintendent, Directors, Supervisors, and Coordinators were guaranteed positions.
- All positions, except Superintendent, could also be paid from other State categorical allotments.
- Federal funds could also be used to pay for Associate/Assistant Superintendent, Directors, Supervisors, and Coordinators.

Central Office Administration History

In FY 1991-92:

- Associate/Assistant Superintendent, Directors, Supervisors, and Coordinators were converted to a dollar allotment (titled School Administrators). Prior to combining, the funding for Assistant/Associate Superintendents was reduced 30% and Directors, etc. was reduced 25%.
- All positions, except Superintendent, could also be paid from other State categorical allotments.
- Federal funds could also be used to pay for Associate/Assistant Superintendent, Directors, Supervisors, and Coordinators.

Central Office Administration History

In FY 1995-96:

- 8 allotment categories were combined into a new allotment titled Central Office Administration.
  - *Superintendent ($7.4 million) - was guaranteed.*
  - *School Administrators ($21.8 million)*
  - *Finance Officer ($4 million)*
  - *Child Nutrition Supervisor ($12.9 million)*
  - *Community Schools ($3.4 million)*
  - *Sports Medicine ($165,000)*
  - *Health Education ($2.4 million)*
  - *Maintenance Supervisor ($5 million).*

Central Office Administration History

In FY 1995-96 (cont.):

- Matching employee benefits were also combined into this category ($3.7 million).
- Funding (based on what was actually expended) was transferred from all State categorical allotments ($21 million) to the newly created Central Office allotment.

Central Office Administration History

In 1995-96 (cont.):

- Central Office Administrators could only be paid from this category (not from Voc. Ed., exceptional children, or transportation).
- The combined allotment was then reduced 3.12% ($2.7 million).
- Federal funds could also be used to pay for Associate/Assistant Superintendent, Directors, Supervisors, and Coordinators.

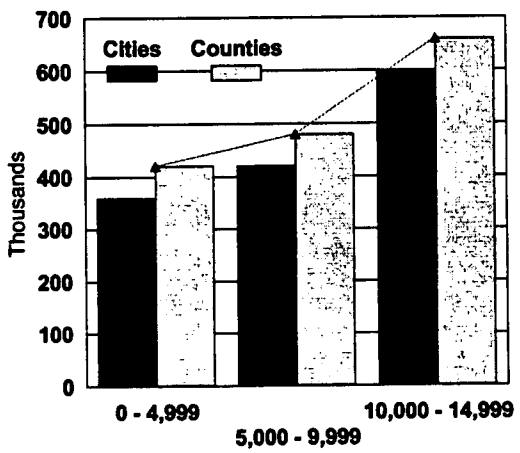
State Allotments

FY 2000-01

Central Office Administration $102.9 million

Formula: State Board of Education

- ✓ Each LEA receives a base allotment which is graduated based on ADM (Minimum city: $360,000, county: $420,000).
- ✓ Additional funds are distributed based on ADM to LEAs with ADM higher than 1,500 ($19.02 per ADM).

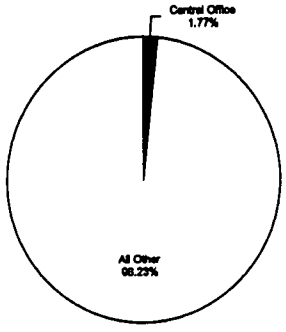


State Allotments

FY 2000-2001

Central Office Administration $102.9 million

- ✓ No LEA will receive less Central Office Administration funding than in FY 1999-00, increased for legislated salary increases, unless they are an LEA which is losing its hold harmless provision due to merger.
- ✓ The formula will be phased in as merged LEAs lose their special two-year hold harmless provision and as additional funds are appropriated.



State Allotments

FY 2000-2001

Central Office Administration: $102.9 million

- ✓ The 2000 Session appropriated $3.355 million for the hold harmless LEA's, to allow formula funding for those LEA's whose allotments are reduced to pay for the hold harmless cost.
- ✓ Because the hold harmless LEA's have salary increases added to their allotments and shifting ADM, the General Assembly faces another decision regarding continued funding the hold harmless policy of the State Board of Education or penalizing LEA's with growing numbers of students.

Central Office Administration
2000-2001 (See Note)

LEA Name	Total Allotment
Alamance County	$1,279,633
Alexander County	660,159
Alleghany County	512,039
Anson County	599,600
Ashe County	606,566
Avery County	619,556
Beaufort County	879,195
Bertie County	697,098
Bladen County	863,450
Brunswick County	893,396
Buncombe County	1,437,774
Asheville City	518,804
Burke County	1,062,446
Cabarrus County	1,198,515
Kannapolis City	519,632
Caldwell County	967,197
Camden County	505,444
Carteret County	809,481
Caswell County	643,028
Catawba County	1,091,934
Hickory City	524,953
Newton City	478,366
Chatham County	718,080
Cherokee County	599,647
Chowan County	641,320
Clay County	515,539
Cleveland County	845,573
Kings Mountain District	535,641
Shelby City	501,640
Columbus County	742,326
Whiteville City	479,769
Craven County	1,068,921
Cumberland County	2,408,216
Currituck County	563,285
Dare County	648,365
Davidson County	1,228,406
Lexington City	485,758
Thomasville City	458,120
Davie County	633,795
Duplin County	807,167

LEA Name	Total Allotment
Durham County	$1,624,103
Edgecombe County	801,174
Forsyth County	2,071,039
Franklin County	786,734
Gaston County	1,672,812
Gates County	608,698
Graham County	520,427
Granville County	765,039
Greene County	566,046
Guilford County	2,744,435
Halifax County	701,100
Roanoke Rapids City	496,497
Weldon City	433,316
Harnett County	1,119,351
Haywood County	829,315
Henderson County	939,371
Hertford County	654,792
Hoke County	680,101
Hyde County	492,862
Iredell County	1,117,264
Mooresville City	504,854
Jackson County	614,850
Johnston County	1,253,468
Jones County	555,763
Lee County	824,175
Lenoir County	956,268
Lincoln County	906,942
Macon County	583,946
Madison County	644,541
Martin County	618,443
McDowell County	853,005
Mecklenburg County	4,061,062
Mitchell County	551,508
Montgomery County	626,054
Moore County	971,881
Nash County	1,197,804
New Hanover County	1,296,360
Northampton County	628,526
Onslow County	1,285,165
Orange County	719,113

LEA Name	Total Allotment
Chapel Hill-Carrboro	$752,407
Pamlico County	649,621
Pasquotank County	781,435
Pender County	692,732
Perquimans County	550,803
Person County	660,853
Pitt County	1,273,959
Polk County	534,419
Randolph County	1,117,538
Asheboro City	519,337
Richmond County	821,289
Robeson County	1,429,503
Rockingham County	1,069,879
Rowan County	1,249,581
Rutherford County	893,117
Sampson County	767,889
Clinton City	478,640
Scotland County	751,880
Stanly County	915,392
Stokes County	735,263
Surry County	789,439
Elkin City	397,242
Mount Airy City	463,081
Swain County	597,422
Transylvania County	653,703
Tyrrell County	500,245
Union County	1,320,750
Vance County	858,194
Wake County	3,899,669
Warren County	590,027
Washington County	661,515
Watauga County	614,869
Wayne County	1,240,376
Wilkes County	932,033
Wilson County	959,873
Yadkin County	657,173
Yancey County	557,202
Trsfs-Charter Schools	289,782
Total	$103,156,170

Note: The allotted amount is based on the Initial Allotments.

Fiscal Researchs
Education Team, March 1, 2001 (P:\My Documents\Allotments\Central\2001.123)

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2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

010 - Alamance/Burlington

ADM 21,191

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	3.00	0.00	0.00	3.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	12.25	9.50	0.25	22.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**17.25**	**9.50**	**0.25**	**27.00**
Per 1,000 ADM	*0.81*	*0.45*	*0.01*	*1.27*

020 - Alexander County

ADM 5,576

	State	Local	Federal	Total
Superintendent	0.97	0.03	0.00	1.00
Associate Superintendent	0.95	0.05	0.00	1.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.00	3.00	0.00	8.00
Other Assignment	0.00	0.18	0.00	0.18
Total	**7.92**	**3.26**	**0.00**	**11.18**
Per 1,000 ADM	*1.42*	*0.59*	*0.00*	*2.01*

030 - Alleghany County

ADM 1,429

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.80	0.25	0.39	6.44
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.80**	**0.25**	**0.39**	**8.44**
Per 1,000 ADM	*5.46*	*0.17*	*0.27*	*5.91*

040 - Anson County

ADM 4,492

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.50	0.00	0.00	1.50
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.96	0.00	0.50	5.46
Other Assignment	0.00	0.00	0.00	0.00
Total	**8.46**	**0.00**	**0.50**	**8.96**
Per 1,000 ADM	*1.88*	*0.00*	*0.11*	*1.99*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

050 - Ashe County

ADM 3,211

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	0.00	0.00	0.00	0.00
Supervisor, Director, Coordinator	4.10	3.40	1.00	8.50
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.10**	**3.40**	**1.00**	**11.50**
Per 1,000 ADM	*2.21*	*1.06*	*0.31*	*3.58*

060 - Avery County

ADM 2,350

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.60	1.00	1.10	6.70
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.60**	**1.00**	**1.10**	**9.70**
Per 1,000 ADM	*3.23*	*0.43*	*0.47*	*4.13*

070 - Beaufort County

ADM 7,324

	State	Local	Federal	Total
Superintendent	0.86	0.00	0.00	0.86
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	9.27	2.00	1.90	13.17
Other Assignment	0.00	0.00	0.00	0.00
Total	**12.13**	**2.00**	**1.90**	**16.03**
Per 1,000 ADM	*1.66*	*0.27*	*0.26*	*2.19*

080 - Bertie County

ADM 3,621

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	0.70	0.30	0.00	1.00
Supervisor, Director, Coordinator	6.45	4.27	1.28	12.00
Other Assignment	0.00	2.00	0.00	2.00
Total	**10.15**	**6.57**	**1.28**	**18.00**
Per 1,000 ADM	*2.80*	*1.81*	*0.35*	*4.97*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

090 - Bladen County

ADM 5,713

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	1.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	8.50	8.00	0.00	16.50
Other Assignment	0.00	0.00	0.00	0.00
Total	**11.50**	**8.00**	**1.00**	**20.50**
Per 1,000 ADM	*2.01*	*1.40*	*0.18*	*3.59*

100 - Brunswick County

ADM 10,294

	State	Local	Federal	Total
Superintendent	0.87	0.00	0.00	0.87
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	1.00	0.00	3.00
Finance Officer	0.00	0.00	0.00	0.00
Supervisor, Director, Coordinator	7.00	8.00	1.75	16.75
Other Assignment	0.00	0.00	0.00	0.00
Total	**9.87**	**9.00**	**1.75**	**20.62**
Per 1,000 ADM	*0.96*	*0.87*	*0.17*	*2.00*

110 - Buncombe County

ADM 24,905

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	14.00	3.52	2.00	19.52
Other Assignment	0.00	0.00	0.00	0.00
Total	**18.00**	**3.52**	**2.00**	**23.52**
Per 1,000 ADM	*0.72*	*0.14*	*0.08*	*0.94*

111 - Asheville City

ADM 4,028

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	0.14	0.86	0.00	1.00
Supervisor, Director, Coordinator	4.40	11.25	0.60	16.25
Other Assignment	0.00	1.00	0.00	1.00
Total	**6.54**	**13.11**	**0.60**	**20.25**
Per 1,000 ADM	*1.62*	*3.25*	*0.15*	*5.03*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

120 - Burke County

ADM 14,818

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	0.00	0.00	0.00	0.00
Supervisor, Director, Coordinator	10.50	2.00	0.50	13.00
Other Assignment	0.00	1.00	0.00	1.00
Total	**12.50**	**3.00**	**0.50**	**16.00**
Per 1,000 ADM	*0.84*	*0.20*	*0.03*	*1.08*

130 - Cabarrus County

ADM 19,813

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	3.00	0.00	0.00	3.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	8.00	5.01	2.75	15.76
Other Assignment	0.00	1.00	0.00	1.00
Total	**13.00**	**6.01**	**2.75**	**21.76**
Per 1,000 ADM	*0.66*	*0.30*	*0.14*	*1.10*

132 - Kannapolis City

ADM 4,368

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.60	0.00	0.40	1.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.00	2.00	0.00	7.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.60**	**2.00**	**0.40**	**10.00**
Per 1,000 ADM	*1.74*	*0.46*	*0.09*	*2.29*

140 - Caldwell County

ADM 12,798

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	8.00	3.50	1.00	12.50
Other Assignment	0.00	1.00	0.00	1.00
Total	**11.00**	**4.50**	**1.00**	**16.50**
Per 1,000 ADM	*0.86*	*0.35*	*0.08*	*1.29*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

150 - Camden County

ADM 1,288

	State	Local	Federal	Total
Superintendent	0.00	0.00	0.00	0.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	6.00	1.00	0.00	7.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.00**	**1.00**	**0.00**	**8.00**
Per 1,000 ADM	*5.43*	*0.78*	*0.00*	*6.21*

160 - Carteret County

ADM 8,271

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.75	0.00	0.00	1.75
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	6.00	4.97	0.25	11.22
Other Assignment	0.00	0.00	0.00	0.00
Total	**9.75**	**4.97**	**0.25**	**14.97**
Per 1,000 ADM	*1.18*	*0.60*	*0.03*	*1.81*

170 - Caswell County

ADM 3,574

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.79	0.21	0.00	3.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.00	2.00	0.00	7.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**9.79**	**2.21**	**0.00**	**12.00**
Per 1,000 ADM	*2.74*	*0.62*	*0.00*	*3.36*

180 - Catawba County

ADM 16,493

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	0.00	1.00	0.00	1.00
Finance Officer	0.71	0.00	0.00	0.71
Supervisor, Director, Coordinator	11.20	4.50	0.30	16.00
Other Assignment	0.00	1.29	0.00	1.29
Total	**13.91**	**6.79**	**0.30**	**21.00**
Per 1,000 ADM	*0.84*	*0.41*	*0.02*	*1.27*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

181 - Hickory City

ADM 4,657

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.69	0.00	0.00	1.69
Finance Officer	0.00	0.00	0.00	0.00
Supervisor, Director, Coordinator	3.82	1.00	0.31	5.13
Other Assignment	0.00	1.00	0.00	1.00
Total	**6.51**	**2.00**	**0.31**	**8.82**
Per 1,000 ADM	*1.40*	*0.43*	*0.07*	*1.89*

182 - Newton-Conover

ADM 2,783

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.21	5.04	0.75	10.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.21**	**5.04**	**0.75**	**13.00**
Per 1,000 ADM	*2.59*	*1.81*	*0.27*	*4.67*

190 - Chatham County

ADM 7,106

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.67	0.00	0.00	2.67
Finance Officer	1.00	0.36	0.00	1.36
Supervisor, Director, Coordinator	3.04	6.59	1.05	10.68
Other Assignment	0.00	2.90	0.00	2.90
Total	**7.70**	**9.85**	**1.05**	**18.60**
Per 1,000 ADM	*1.08*	*1.39*	*0.15*	*2.62*

200 - Cherokee County

ADM 3,609

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.00	0.00	0.00	4.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.00**	**0.00**	**0.00**	**7.00**
Per 1,000 ADM	*1.94*	*0.00*	*0.00*	*1.94*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

210 - Edenton/Chowan

ADM 2,479

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.97	1.33	0.70	7.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**8.97**	**1.33**	**0.70**	**11.00**
Per 1,000 ADM	*3.62*	*0.54*	*0.28*	*4.44*

220 - Clay County

ADM 1,264

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	0.00	0.00	0.00	0.00
Supervisor, Director, Coordinator	4.00	0.00	0.00	4.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**6.00**	**0.00**	**0.00**	**6.00**
Per 1,000 ADM	*4.75*	*0.00*	*0.00*	*4.75*

230 - Cleveland County

ADM 9,717

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.88	0.00	0.88
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	9.00	4.00	0.00	13.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**11.00**	**4.88**	**0.00**	**15.88**
Per 1,000 ADM	*1.13*	*0.50*	*0.00*	*1.63*

231 - Kings Mountain District

ADM 4,448

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	3.67	3.00	0.25	6.92
Other Assignment	0.00	0.00	0.00	0.00
Total	**6.67**	**3.00**	**0.25**	**9.92**
Per 1,000 ADM	*1.50*	*0.67*	*0.06*	*2.23*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

232 - Shelby City

ADM 3,200

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.20	4.50	0.60	9.30
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.20**	**4.50**	**0.60**	**12.30**
Per 1,000 ADM	*2.25*	*1.41*	*0.19*	*3.84*

240 - Columbus County

ADM 7,343

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	6.55	4.00	1.64	12.19
Other Assignment	0.00	0.00	0.00	0.00
Total	**9.55**	**4.00**	**1.64**	**15.19**
Per 1,000 ADM	*1.30*	*0.54*	*0.22*	*2.07*

241 - Whiteville City

ADM 2,754

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	2.61	2.22	0.17	5.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**5.61**	**2.22**	**0.17**	**8.00**
Per 1,000 ADM	*2.04*	*0.81*	*0.06*	*2.90*

250 - Craven County

ADM 14,779

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	10.35	1.50	3.15	15.00
Other Assignment	0.00	1.00	0.00	1.00
Total	**14.35**	**2.50**	**3.15**	**20.00**
Per 1,000 ADM	*0.97*	*0.17*	*0.21*	*1.35*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

260 - Cumberland County

ADM 51,243

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	5.00	0.00	0.00	5.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	21.25	20.04	8.30	49.59
Other Assignment	0.00	0.00	0.00	0.00
Total	**28.25**	**20.04**	**8.30**	**56.59**
Per 1,000 ADM	*0.55*	*0.39*	*0.16*	*1.10*

270 - Currituck County

ADM 3,248

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	6.42	2.00	0.00	8.42
Other Assignment	0.00	0.00	0.00	0.00
Total	**9.42**	**2.00**	**0.00**	**11.42**
Per 1,000 ADM	*2.90*	*0.62*	*0.00*	*3.52*

280 - Dare County

ADM 4,744

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	0.00	0.00	0.00	0.00
Supervisor, Director, Coordinator	4.95	2.30	0.00	7.25
Other Assignment	0.00	0.00	0.00	0.00
Total	**6.95**	**2.30**	**0.00**	**9.25**
Per 1,000 ADM	*1.47*	*0.48*	*0.00*	*1.95*

290 - Davidson County

ADM 19,335

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	11.00	2.50	1.38	14.88
Other Assignment	0.00	3.00	0.00	3.00
Total	**15.00**	**5.50**	**1.38**	**21.88**
Per 1,000 ADM	*0.78*	*0.28*	*0.07*	*1.13*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

291 - Lexington City

ADM 3,297

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	2.25	1.00	1.25	4.50
Other Assignment	0.00	0.00	0.00	0.00
Total	**5.25**	**1.00**	**1.25**	**7.50**
Per 1,000 ADM	*1.59*	*0.30*	*0.38*	*2.27*

292 - Thomasville City

ADM 2,463

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	0.96	0.00	0.00	0.96
Supervisor, Director, Coordinator	5.45	2.00	0.00	7.45
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.41**	**2.00**	**0.00**	**9.41**
Per 1,000 ADM	*3.01*	*0.81*	*0.00*	*3.82*

300 - Davie County

ADM 5,911

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	0.00	1.00	0.00	1.00
Supervisor, Director, Coordinator	6.90	2.84	0.10	9.84
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.90**	**3.84**	**0.10**	**11.84**
Per 1,000 ADM	*1.34*	*0.65*	*0.02*	*2.00*

310 - Duplin County

ADM 8,654

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	0.00	0.00	0.00	0.00
Supervisor, Director, Coordinator	7.04	3.49	1.60	12.12
Other Assignment	0.00	1.00	0.00	1.00
Total	**10.04**	**4.49**	**1.60**	**16.12**
Per 1,000 ADM	*1.16*	*0.52*	*0.18*	*1.86*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

320 - Durham County

ADM 29,854

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	5.00	0.00	0.00	5.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	16.18	14.10	3.00	33.28
Other Assignment	0.00	4.00	0.00	4.00
Total	**23.18**	**18.10**	**3.00**	**44.28**
Per 1,000 ADM	*0.78*	*0.61*	*0.10*	*1.48*

330 - Edgecombe County

ADM 7,575

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	2.00	0.00	0.00	2.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	6.00	14.62	2.25	22.87
Other Assignment	0.00	1.00	0.00	1.00
Total	**10.00**	**15.62**	**2.25**	**27.87**
Per 1,000 ADM	*1.32*	*2.06*	*0.30*	*3.68*

340 - Forsyth County

ADM 45,289

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	6.00	2.00	0.00	8.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	14.97	8.19	3.00	26.15
Other Assignment	0.00	14.00	0.00	14.00
Total	**22.97**	**24.19**	**3.00**	**50.15**
Per 1,000 ADM	*0.51*	*0.53*	*0.07*	*1.11*

350 - Franklin County

ADM 7,770

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	3.00	0.00	0.00	3.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	6.50	6.00	0.50	13.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**11.50**	**6.00**	**0.50**	**18.00**
Per 1,000 ADM	*1.48*	*0.77*	*0.06*	*2.32*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

360 - Gaston County

ADM 30,331

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	2.00	1.00	0.00	3.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	16.50	19.00	2.08	37.58
Other Assignment	0.00	5.00	0.00	5.00
Total	**20.50**	**25.00**	**2.08**	**47.58**
Per 1,000 ADM	*0.68*	*0.82*	*0.07*	*1.57*

370 - Gates County

ADM 2,033

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.48	3.47	0.45	8.40
Other Assignment	0.00	1.00	0.00	1.00
Total	**7.48**	**4.47**	**0.45**	**12.40**
Per 1,000 ADM	*3.68*	*2.20*	*0.22*	*6.10*

380 - Graham County

ADM 1,234

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.75	0.00	0.25	5.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.75**	**0.00**	**0.25**	**8.00**
Per 1,000 ADM	*6.28*	*0.00*	*0.20*	*6.48*

390 - Granville County

ADM 8,253

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	3.00	0.00	0.00	3.00
Finance Officer	0.00	0.00	0.00	0.00
Supervisor, Director, Coordinator	7.75	3.42	0.25	11.42
Other Assignment	0.00	5.00	0.00	5.00
Total	**11.75**	**8.42**	**0.25**	**20.42**
Per 1,000 ADM	*1.42*	*1.02*	*0.03*	*2.47*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

400 - Greene County

ADM 3,091

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.60	0.28	1.53	7.41
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.60**	**0.28**	**1.53**	**9.41**
Per 1,000 ADM	*2.46*	*0.09*	*0.50*	*3.04*

410 - Guilford County

ADM 63,491

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	4.68	0.00	0.00	4.68
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	23.02	24.12	2.93	50.07
Other Assignment	0.00	15.00	0.00	15.00
Total	**29.70**	**39.12**	**2.93**	**71.75**
Per 1,000 ADM	*0.47*	*0.62*	*0.05*	*1.13*

420 - Halifax County

ADM 6,037

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.50	0.50	0.00	1.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.23	6.32	2.38	13.92
Other Assignment	0.00	8.00	0.00	8.00
Total	**8.73**	**14.82**	**2.38**	**25.92**
Per 1,000 ADM	*1.45*	*2.45*	*0.39*	*4.29*

421 - Roanoke Rapids City

ADM 3,065

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	3.15	2.85	0.00	6.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.15**	**2.85**	**0.00**	**10.00**
Per 1,000 ADM	*2.33*	*0.93*	*0.00*	*3.26*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

422 - Weldon City

ADM 1,147

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.55	0.00	0.00	0.55
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.00	1.00	0.45	6.45
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.55**	**1.00**	**0.45**	**9.00**
Per 1,000 ADM	*6.58*	*0.87*	*0.39*	*7.85*

430 - Harnett County

ADM 16,722

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.85	0.00	0.00	1.85
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	10.50	2.00	2.50	15.00
Other Assignment	0.00	0.91	0.00	0.91
Total	**14.35**	**2.91**	**2.50**	**19.76**
Per 1,000 ADM	*0.86*	*0.17*	*0.15*	*1.18*

440 - Haywood County

ADM 7,825

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	0.45	0.00	0.00	0.45
Finance Officer	0.55	0.00	0.00	0.55
Supervisor, Director, Coordinator	6.75	2.95	1.30	11.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**9.75**	**2.95**	**1.30**	**14.00**
Per 1,000 ADM	*1.25*	*0.38*	*0.17*	*1.79*

450 - Henderson County

ADM 11,786

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	1.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	13.21	4.04	0.79	18.04
Other Assignment	0.00	0.00	0.00	0.00
Total	**16.21**	**5.04**	**0.79**	**22.04**
Per 1,000 ADM	*1.38*	*0.43*	*0.07*	*1.87*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

460 - Hertford County

ADM 3,925

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.84	0.00	0.00	0.84
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.25	4.75	0.90	9.90
Other Assignment	0.00	1.00	0.00	1.00
Total	**9.09**	**5.75**	**0.90**	**15.74**
Per 1,000 ADM	*2.32*	*1.46*	*0.23*	*4.01*

470 - Hoke County

ADM 6,287

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	8.48	2.00	1.52	12.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**11.48**	**2.00**	**1.52**	**15.00**
Per 1,000 ADM	*1.83*	*0.32*	*0.24*	*2.39*

480 - Hyde County

ADM 686

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.75	1.25	0.00	7.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.75**	**1.25**	**0.00**	**9.00**
Per 1,000 ADM	*11.30*	*1.82*	*0.00*	*13.12*

490 - Iredell-Statesville Schools

ADM 17,826

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	3.00	0.00	0.00	3.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	0.00	0.00	0.00	0.00
Supervisor, Director, Coordinator	8.86	9.69	0.50	19.05
Other Assignment	0.00	0.00	0.00	0.00
Total	**12.86**	**9.69**	**0.50**	**23.05**
Per 1,000 ADM	*0.72*	*0.54*	*0.03*	*1.29*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

491 - Mooresville City

ADM 4,179

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	2.00	0.00	0.00	2.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.60	2.00	0.00	6.60
Other Assignment	0.00	0.00	0.00	0.00
Total	**8.60**	**2.00**	**0.00**	**10.60**
Per 1,000 ADM	*2.06*	*0.48*	*0.00*	*2.54*

500 - Jackson County

ADM 3,567

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	6.02	1.48	0.00	7.50
Other Assignment	0.00	0.00	0.00	0.00
Total	**9.02**	**1.48**	**0.00**	**10.50**
Per 1,000 ADM	*2.53*	*0.41*	*0.00*	*2.94*

510 - Johnston County

ADM 22,396

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	1.15	0.00	0.10	1.25
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	11.00	8.30	2.20	21.50
Other Assignment	0.00	10.00	0.00	10.00
Total	**15.15**	**18.30**	**2.30**	**35.75**
Per 1,000 ADM	*0.68*	*0.82*	*0.10*	*1.60*

520 - Jones County

ADM 1,459

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.50	2.00	0.50	8.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.50**	**2.00**	**0.50**	**10.00**
Per 1,000 ADM	*5.14*	*1.37*	*0.34*	*6.85*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

530 - Lee County

ADM 8,927

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	7.25	4.00	0.75	12.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**11.25**	**4.00**	**0.75**	**16.00**
Per 1,000 ADM	*1.26*	*0.45*	*0.08*	*1.79*

540 - Lenoir County

ADM 10,204

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	11.00	3.84	1.00	15.84
Other Assignment	0.00	0.00	0.00	0.00
Total	**15.00**	**3.84**	**1.00**	**19.84**
Per 1,000 ADM	*1.47*	*0.38*	*0.10*	*1.94*

550 - Lincoln County

ADM 11,048

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.03	5.92	1.05	12.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**10.03**	**5.92**	**1.05**	**17.00**
Per 1,000 ADM	*0.91*	*0.54*	*0.10*	*1.54*

560 - Macon County

ADM 4,044

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.87	0.00	0.00	4.87
Other Assignment	0.00	0.00	0.00	0.00
Total	**8.87**	**0.00**	**0.00**	**8.87**
Per 1,000 ADM	*2.19*	*0.00*	*0.00*	*2.19*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

570 - Madison County

ADM 2,548

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.92	1.41	1.09	8.42
Other Assignment	0.00	0.00	0.00	0.00
Total	**8.92**	**1.41**	**1.09**	**11.42**
Per 1,000 ADM	*3.50*	*0.55*	*0.43*	*4.48*

580 - Martin County

ADM 4,778

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	7.50	2.00	0.00	9.50
Other Assignment	0.00	0.00	0.00	0.00
Total	**9.50**	**2.00**	**0.00**	**11.50**
Per 1,000 ADM	*1.99*	*0.42*	*0.00*	*2.41*

590 - McDowell County

ADM 6,487

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.50	0.00	0.50	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	8.00	1.00	0.00	9.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**11.50**	**1.00**	**0.50**	**13.00**
Per 1,000 ADM	*1.77*	*0.15*	*0.08*	*2.00*

600 - Charlotte-Mecklenburg

ADM 106,410

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	2.02	0.00	3.02
Assistant Superintendent	7.00	3.50	0.00	10.50
Finance Officer	0.98	0.00	0.00	0.98
Supervisor, Director, Coordinator	28.98	108.51	9.47	146.96
Other Assignment	0.00	0.00	0.00	0.00
Total	**38.96**	**114.03**	**9.47**	**162.46**
Per 1,000 ADM	*0.37*	*1.07*	*0.09*	*1.53*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

610 - Mitchell County

ADM 2,382

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.30	0.00	0.40	2.70
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	3.58	0.00	0.00	3.58
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.88**	**0.00**	**0.40**	**8.28**
Per 1,000 ADM	*3.31*	*0.00*	*0.17*	*3.48*

620 - Montgomery County

ADM 4,528

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	7.35	1.00	0.68	9.03
Other Assignment	0.00	2.00	0.00	2.00
Total	**10.35**	**3.00**	**0.68**	**14.03**
Per 1,000 ADM	*2.29*	*0.66*	*0.15*	*3.10*

630 - Moore County

ADM 11,311

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	1.00	0.00	2.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.00	15.62	1.75	22.37
Other Assignment	0.00	0.00	0.00	0.00
Total	**10.00**	**16.62**	**1.75**	**28.37**
Per 1,000 ADM	*0.88*	*1.47*	*0.15*	*2.51*

640 - Nash-Rocky Mount

ADM 18,082

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	0.00	1.00	0.00	1.00
Supervisor, Director, Coordinator	14.38	7.09	1.00	22.47
Other Assignment	0.00	2.00	0.00	2.00
Total	**15.38**	**10.09**	**1.00**	**26.47**
Per 1,000 ADM	*0.85*	*0.56*	*0.06*	*1.46*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

650 - New Hanover County

ADM 21,596

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	2.00	1.00	0.00	3.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	9.91	18.86	2.00	30.77
Other Assignment	0.00	0.00	0.00	0.00
Total	**14.91**	**19.86**	**2.00**	**36.77**
Per 1,000 ADM	*0.69*	*0.92*	*0.09*	*1.70*

660 - Northampton County

ADM 3,615

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.92	1.00	1.70	8.62
Other Assignment	1.00	0.00	0.00	1.00
Total	**9.92**	**1.00**	**1.70**	**12.62**
Per 1,000 ADM	*2.74*	*0.28*	*0.47*	*3.49*

670 - Onslow County

ADM 20,841

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	3.00	0.00	0.00	3.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	9.15	9.16	1.85	20.16
Other Assignment	0.00	0.00	0.00	0.00
Total	**14.15**	**9.16**	**1.85**	**25.16**
Per 1,000 ADM	*0.68*	*0.44*	*0.09*	*1.21*

680 - Orange County

ADM 6,337

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	2.00	0.00	0.00	2.00
Supervisor, Director, Coordinator	4.81	9.50	0.00	14.31
Other Assignment	0.00	2.00	0.00	2.00
Total	**9.81**	**11.50**	**0.00**	**21.31**
Per 1,000 ADM	*1.55*	*1.81*	*0.00*	*3.36*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

681 - Chapel Hill-Carrboro

ADM 10,117

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	3.00	0.00	0.00	3.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	7.00	13.05	0.50	20.55
Other Assignment	0.00	0.00	0.00	0.00
Total	**12.00**	**13.05**	**0.50**	**25.55**
Per 1,000 ADM	*1.19*	*1.29*	*0.05*	*2.53*

690 - Pamlico County

ADM 1,771

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	6.00	0.00	0.00	6.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**10.00**	**0.00**	**0.00**	**10.00**
Per 1,000 ADM	*5.65*	*0.00*	*0.00*	*5.65*

700 - Pasquotank County

ADM 5,969

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.59	3.92	1.48	10.99
Other Assignment	0.00	2.00	0.00	2.00
Total	**9.59**	**5.92**	**1.48**	**16.99**
Per 1,000 ADM	*1.61*	*0.99*	*0.25*	*2.85*

710 - Pender County

ADM 6,680

	State	Local	Federal	Total
Superintendent	0.78	0.22	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.71	0.29	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	7.74	6.36	0.90	15.00
Other Assignment	0.00	1.00	0.00	1.00
Total	**10.23**	**7.87**	**0.90**	**19.00**
Per 1,000 ADM	*1.53*	*1.18*	*0.13*	*2.84*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

720 - Perquimans County

ADM 1,787

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	6.00	0.84	0.00	6.84
Other Assignment	0.00	0.00	0.00	0.00
Total	**8.00**	**0.84**	**0.00**	**8.84**
Per 1,000 ADM	*4.48*	*0.47*	*0.00*	*4.95*

730 - Person County

ADM 5,812

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.85	0.00	0.00	0.85
Assistant Superintendent	1.00	1.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.73	1.30	1.70	8.73
Other Assignment	0.00	0.00	0.00	0.00
Total	**9.58**	**2.30**	**1.70**	**13.58**
Per 1,000 ADM	*1.65*	*0.40*	*0.29*	*2.34*

740 - Pitt County

ADM 19,884

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	3.00	0.00	0.00	3.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	12.95	2.70	1.35	17.00
Other Assignment	0.00	1.00	0.00	1.00
Total	**17.95**	**3.70**	**1.35**	**23.00**
Per 1,000 ADM	*0.90*	*0.19*	*0.07*	*1.16*

750 - Polk County

ADM 2,502

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.25	0.71	0.00	4.96
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.25**	**0.71**	**0.00**	**7.96**
Per 1,000 ADM	*2.90*	*0.28*	*0.00*	*3.18*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

760 - Randolph County

ADM 17,666

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	12.65	4.50	0.28	17.43
Other Assignment	0.00	0.00	0.00	0.00
Total	**16.65**	**4.50**	**0.28**	**21.43**
Per 1,000 ADM	*0.94*	*0.25*	*0.02*	*1.21*

761 - Asheboro City

ADM 4,321

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	2.75	4.50	1.25	8.50
Other Assignment	0.00	0.00	0.00	0.00
Total	**6.75**	**4.50**	**1.25**	**12.50**
Per 1,000 ADM	*1.56*	*1.04*	*0.29*	*2.89*

770 - Richmond County

ADM 8,344

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	7.12	1.00	3.00	11.12
Other Assignment	0.00	0.00	0.00	0.00
Total	**12.12**	**1.00**	**3.00**	**16.12**
Per 1,000 ADM	*1.45*	*0.12*	*0.36*	*1.93*

780 - Robeson County

ADM 23,920

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	2.00	0.00	0.00	2.00
Assistant Superintendent	0.86	0.00	0.00	0.86
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	14.31	11.14	4.50	29.95
Other Assignment	0.00	1.00	0.00	1.00
Total	**19.17**	**12.14**	**4.50**	**35.81**
Per 1,000 ADM	*0.80*	*0.51*	*0.19*	*1.50*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

790 - Rockingham County

ADM 14,584

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	2.00	0.00	3.00
Supervisor, Director, Coordinator	8.21	7.45	3.20	18.85
Other Assignment	0.00	0.00	0.00	0.00
Total	**12.21**	**9.45**	**3.20**	**24.85**
Per 1,000 ADM	*0.84*	*0.65*	*0.22*	*1.70*

800 - Rowan-Salisbury

ADM 20,591

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	7.94	1.45	1.00	10.39
Other Assignment	0.00	8.45	0.00	8.45
Total	**12.94**	**9.90**	**1.00**	**23.84**
Per 1,000 ADM	*0.63*	*0.48*	*0.05*	*1.16*

810 - Rutherford County

ADM 10,069

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	7.60	5.50	0.90	14.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**11.60**	**5.50**	**0.90**	**18.00**
Per 1,000 ADM	*1.15*	*0.55*	*0.09*	*1.79*

820 - Sampson County

ADM 8,013

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	1.80	0.00	2.80
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	6.00	3.59	0.95	10.54
Other Assignment	0.00	0.00	0.00	0.00
Total	**9.00**	**5.39**	**0.95**	**15.34**
Per 1,000 ADM	*1.12*	*0.67*	*0.12*	*1.91*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

821 - Clinton City

ADM 2,673

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.75	0.00	0.25	1.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	1.83	0.17	0.00	2.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**5.58**	**0.17**	**0.25**	**6.00**
Per 1,000 ADM	*2.09*	*0.06*	*0.09*	*2.24*

830 - Scotland County

ADM 7,020

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.93	0.00	0.00	1.93
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	0.00	1.00	0.00	1.00
Supervisor, Director, Coordinator	6.50	2.00	2.41	10.91
Other Assignment	0.00	1.00	0.00	1.00
Total	**9.43**	**4.00**	**2.41**	**15.84**
Per 1,000 ADM	*1.34*	*0.57*	*0.34*	*2.26*

840 - Stanly County

ADM 10,124

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	2.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	10.00	2.00	1.00	13.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**12.00**	**4.00**	**1.00**	**17.00**
Per 1,000 ADM	*1.19*	*0.40*	*0.10*	*1.68*

850 - Stokes County

ADM 7,390

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	6.60	2.00	0.00	8.60
Other Assignment	0.00	6.00	0.00	6.00
Total	**9.60**	**8.00**	**0.00**	**17.60**
Per 1,000 ADM	*1.30*	*1.08*	*0.00*	*2.38*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

860 - Surry County

ADM 8,470

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	0.70	0.30	0.00	1.00
Supervisor, Director, Coordinator	6.26	3.74	1.00	11.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**9.96**	**4.04**	**1.00**	**15.00**
Per 1,000 ADM	*1.18*	*0.48*	*0.12*	*1.77*

861 - Elkin City

ADM 1,160

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	3.50	1.00	0.00	4.50
Other Assignment	0.00	0.00	0.00	0.00
Total	**5.50**	**1.00**	**0.00**	**6.50**
Per 1,000 ADM	*4.74*	*0.86*	*0.00*	*5.60*

862 - Mount Airy City

ADM 1,905

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	3.35	3.00	0.15	6.50
Other Assignment	0.00	0.00	0.00	0.00
Total	**5.35**	**3.00**	**0.15**	**8.50**
Per 1,000 ADM	*2.81*	*1.57*	*0.08*	*4.46*

870 - Swain County

ADM 1,791

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	6.00	0.00	0.50	6.50
Other Assignment	1.00	0.00	0.00	1.00
Total	**11.00**	**0.00**	**0.50**	**11.50**
Per 1,000 ADM	*6.14*	*0.00*	*0.28*	*6.42*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

880 - Transylvania County

ADM 3,893

	State	Local	Federal	Total
Superintendent	0.92	0.08	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	7.43	1.50	0.41	9.34
Other Assignment	0.00	1.00	0.00	1.00
Total	**9.35**	**2.58**	**0.41**	**12.34**
Per 1,000 ADM	*2.40*	*0.66*	*0.10*	*3.17*

890 - Tyrrell County

ADM 727

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.87	0.00	0.00	4.87
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.87**	**0.00**	**0.00**	**7.87**
Per 1,000 ADM	*10.83*	*0.00*	*0.00*	*10.83*

900 - Union County

ADM 23,695

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	0.00	1.00	0.00	1.00
Supervisor, Director, Coordinator	1.00	18.85	1.00	20.85
Other Assignment	0.00	0.00	0.00	0.00
Total	**5.00**	**19.85**	**1.00**	**25.85**
Per 1,000 ADM	*0.21*	*0.84*	*0.04*	*1.09*

910 - Vance County

ADM 8,272

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	9.96	7.00	1.00	17.96
Other Assignment	0.00	0.00	0.00	0.00
Total	**11.96**	**7.00**	**1.00**	**19.96**
Per 1,000 ADM	*1.45*	*0.85*	*0.12*	*2.41*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

920 - Wake County

ADM 100,525

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	2.00	2.00	0.00	4.00
Assistant Superintendent	7.00	4.00	0.00	11.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	36.78	144.34	5.50	186.62
Other Assignment	0.00	29.80	0.00	29.80
Total	**47.78**	**180.13**	**5.50**	**233.41**
Per 1,000 ADM	*0.48*	*1.79*	*0.05*	*2.32*

930 - Warren County

ADM 3,179

	State	Local	Federal	Total
Superintendent	0.98	0.00	0.00	0.98
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.55	3.45	0.00	8.00
Other Assignment	0.88	1.00	0.00	1.88
Total	**8.41**	**4.45**	**0.00**	**12.86**
Per 1,000 ADM	*2.65*	*1.40*	*0.00*	*4.05*

940 - Washington County

ADM 2,286

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	0.00	0.00	0.00	0.00
Supervisor, Director, Coordinator	7.00	1.00	0.11	8.11
Other Assignment	0.00	0.00	0.00	0.00
Total	**9.00**	**1.00**	**0.11**	**10.11**
Per 1,000 ADM	*3.94*	*0.44*	*0.05*	*4.42*

950 - Watauga County

ADM 4,934

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.51	0.40	0.30	5.21
Other Assignment	0.00	2.80	0.00	2.80
Total	**8.51**	**3.20**	**0.30**	**12.01**
Per 1,000 ADM	*1.72*	*0.65*	*0.06*	*2.43*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

960 - Wayne County

ADM 19,265

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	12.20	4.65	2.80	19.65
Other Assignment	0.00	0.00	0.00	0.00
Total	**16.20**	**4.65**	**2.80**	**23.65**
Per 1,000 ADM	*0.84*	*0.24*	*0.15*	*1.23*

970 - Wilkes County

ADM 10,446

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	8.60	3.00	1.01	12.61
Other Assignment	0.00	0.00	0.00	0.00
Total	**12.60**	**3.00**	**1.01**	**16.61**
Per 1,000 ADM	*1.21*	*0.29*	*0.10*	*1.59*

980 - Wilson County

ADM 12,276

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	3.00	0.00	0.00	3.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	7.00	2.00	0.75	9.75
Other Assignment	0.00	0.00	0.00	0.00
Total	**12.00**	**2.00**	**0.75**	**14.75**
Per 1,000 ADM	*0.98*	*0.16*	*0.06*	*1.20*

990 - Yadkin County

ADM 5,902

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.13	0.00	0.13
Assistant Superintendent	0.87	0.00	0.00	0.87
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	6.29	2.72	0.91	9.92
Other Assignment	0.53	1.00	0.00	1.53
Total	**9.69**	**3.85**	**0.91**	**14.45**
Per 1,000 ADM	*1.64*	*0.65*	*0.15*	*2.45*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

995 - Yancey County

ADM 2,579

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.00	1.00	0.25	5.25
Other Assignment	0.00	0.00	0.00	0.00
Total	**8.00**	**1.00**	**0.25**	**9.25**
Per 1,000 ADM	*3.10*	*0.39*	*0.10*	*3.59*

Statewide

ADM 1,288,099

	State	Local	Federal	Total
Superintendent	115.37	0.33	0.00	115.70
Associate Superintendent	57.11	7.57	0.65	65.33
Assistant Superintendent	148.64	18.79	2.00	169.43
Finance Officer	101.74	7.82	0.00	109.55
Supervisor, Director, Coordinator	894.46	769.97	128.53	1,792.96
Other Assignment	3.41	169.98	0.00	173.40
Total	**1,320.72**	**974.47**	**131.18**	**2,426.37**
Per 1,000 ADM	*1.03*	*0.76*	*0.10*	*1.88*

Notes:

1) All staffing numbers are in terms of FTE (full-time equivalent) employees. Contractors are not included in these counts.
2) FTEs are based on December 2000 UERS payroll input from the local education agencies.
3) ADM (Average Daily Membership) is for the 2000-2001 school year.
4) Superintendents are object code 111, Associate Superintendents are 112, Assistant Superintendents are 118 Finance Officers are 115, Supervisors, etc. are 113 and Others are 119.
5) Information was adjusted to reflect actual ftes exclusive of supplements.

School Building Administrators

$271.1 million ($228.5 million without benefits)

Allotment

1 Principal for 12 months if:

- the school has 100 students or
- the school has 7 State-paid teachers

2,135 budgeted for FY 2000-2001.

Assistant Principals

- 1 month of employment for every 72.64 students.
- Local systems determine the length of employment (10 to 12 months) and school location.

1,777 10 month positions budgeted for FY 2000-2001

Salary

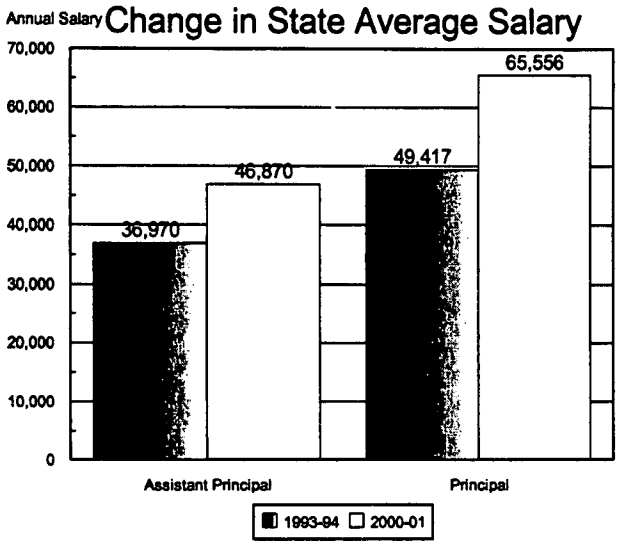
Principal: (Guaranteed positions)

- Based on the number of certified personnel assigned to the school.
- Placed based on the individual's years of experience as a teacher, assistant principal, and principal.
- For every 3 years as a principal, an additional year is added for placement.
- An additional 1% salary if the school meets or exceeds the ABCs.
- An additional 1% salary if the employee meets the school system's safe school requirements.
- A 1% bonus for meeting ABCs and a 1% bonus for safe school recognition.
- $750 for meeting ABCs expectations or $1,500 for exceeding.

Assistant Principal:

- Placed based on the individual's years of experience as a teacher and assistant principal.
- An additional 1% salary if the school meets or exceeds the ABCs.
- An additional 1% salary if the employee meets the school system's safe school requirements.
- A 1% bonus for meeting ABCs and a 1% bonus for safe school recognition.
- $750 for meeting ABCs expectations or $1,500 for exceeding.

School Building Administrators



Since 1993-94, the average assistant principal's State salary has increased 26.8%. The State average salaries for principals has increased 32.7% since 1993-94.

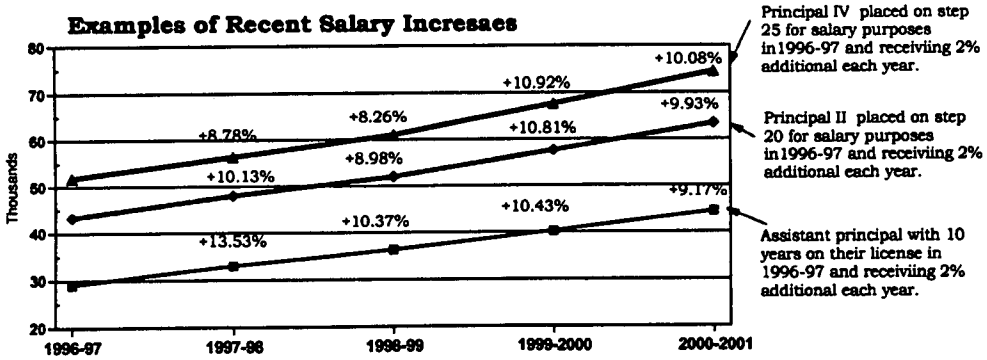
Average annual local supplements for school building administrators in FY 1999-2000 were:

Assistant Principals: *$4,082*
(range $0 in eight LEAS to $10,937 in Guilford).

Principals: *$7,203*
(range $0 in four LEAS to $18,765 in Wake).

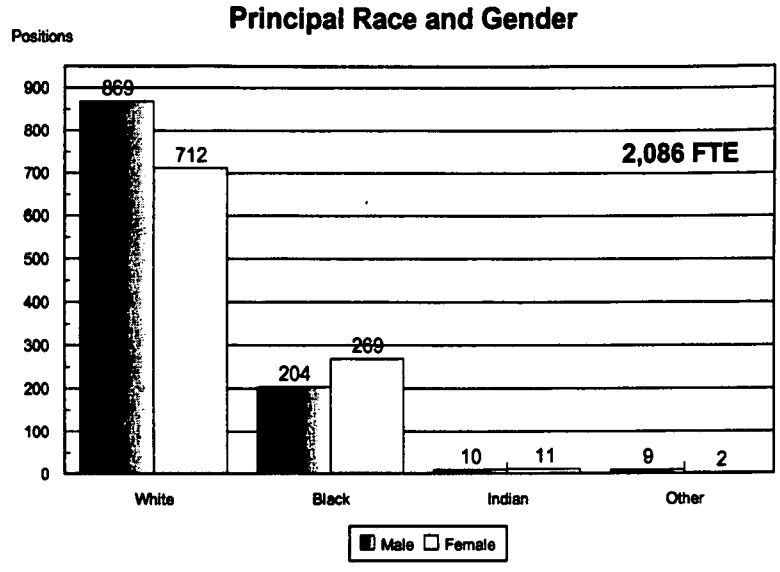
More Principal Salary Information

- Schools meeting expected or exemplary growth
  - FY 1997-98 83.61% 1% salary increase for FY 1998-99 and a 1% bonus for FY 1997-98.
  - FY 1998-99 81.20% 1% salary increase for FY 1999-00 and a 1% bonus for FY 1998-99.
  - FY 1999-00 69.60% 1% salary increase for FY 2000-01 and a 1% bonus for FY 1999-00.
- Schools Classified as Meeting Local Safe School Requirements
  - FY 1997-98 99.11% 1% salary increase for FY 1998-99 and a 1% bonus for FY 1997-98
  - FY 1998-99 98.79% 1% salary increase for FY 1999-00 and a 1% bonus for FY 1998-99.
  - FY 1999-00 99.33% 1% salary increase for FY 2000-01 and a 1% bonus for FY 1999-00.



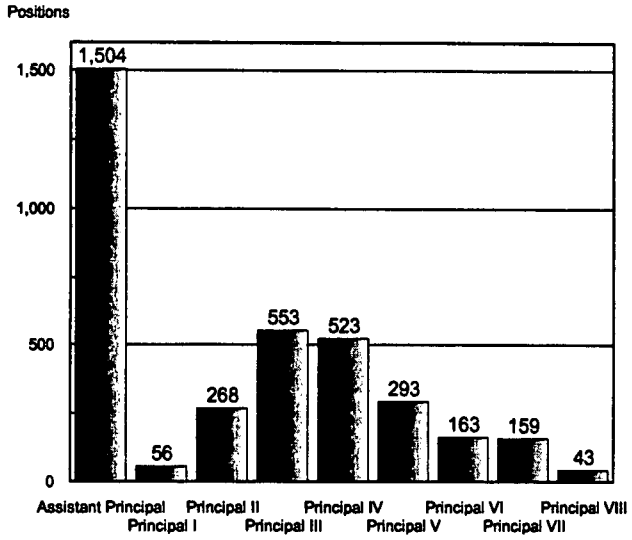
School Building Administrators

December 1999



School Building Administrators

December 2000



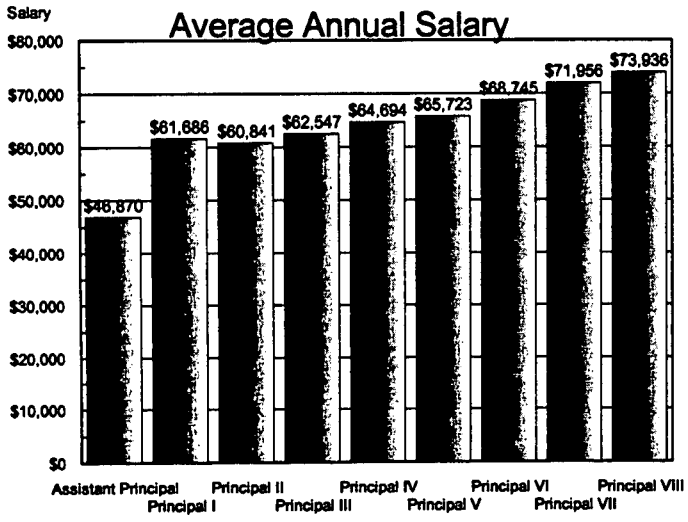
This chart outlines the Assistant Principals and Principals employed as of December 2000 (FY 2000-01)

Principals are paid on various salary schedules based on the size of the school (not the type of school ... elementary, middle, or high).

Principal I	*0 to 10 teachers*
Principal II	*11 to 21 teachers*
Principal III	*22 to 32 teachers*
Principal IV	*33 to 43 teachers*
Principal V	*44 to 54 teachers*
Principal VI	*55 to 65 teachers*
Principal VII	*66 to 100 teachers*
Principal VIII	*> 100 teachers*

School Building Administrators

December 2000

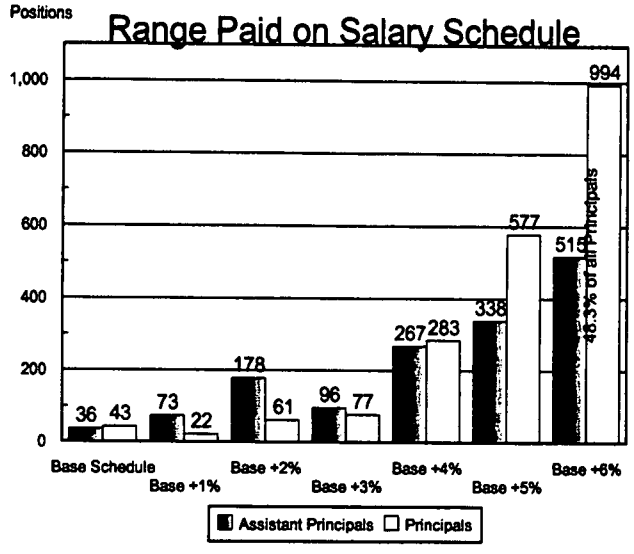


This chart estimates the average salary paid per salary schedule. The FY 2000-01 average salary for principals as of December 2000 was $65,556 (without benefits), $78,084 with benefits).

Principal I	*0 to 10 teachers*
Principal II	*11 to 21 teachers*
Principal III	*22 to 32 teachers*
Principal IV	*33 to 43 teachers*
Principal V	*44 to 54 teachers*
Principal VI	*55 to 65 teachers*
Principal VII	*66 to 100 teachers*
Principal VIII	*> 100 teachers*

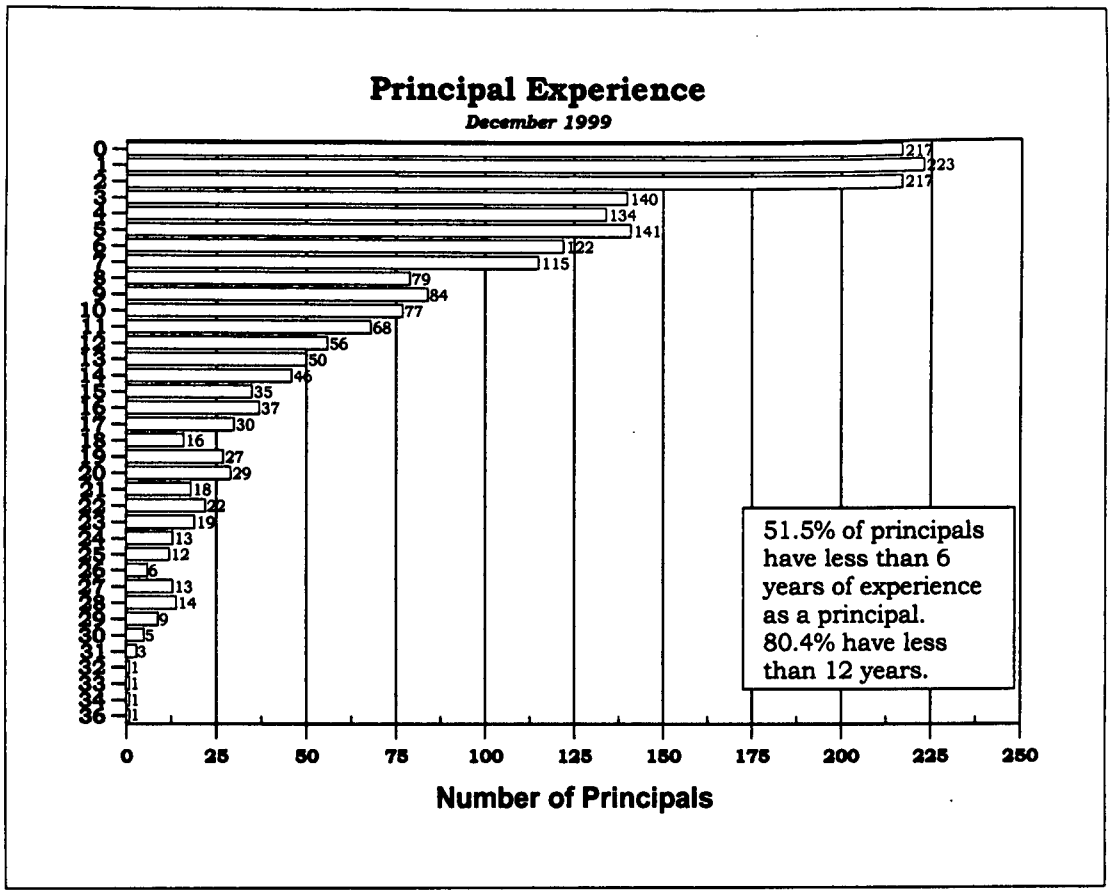
School Building Administrators

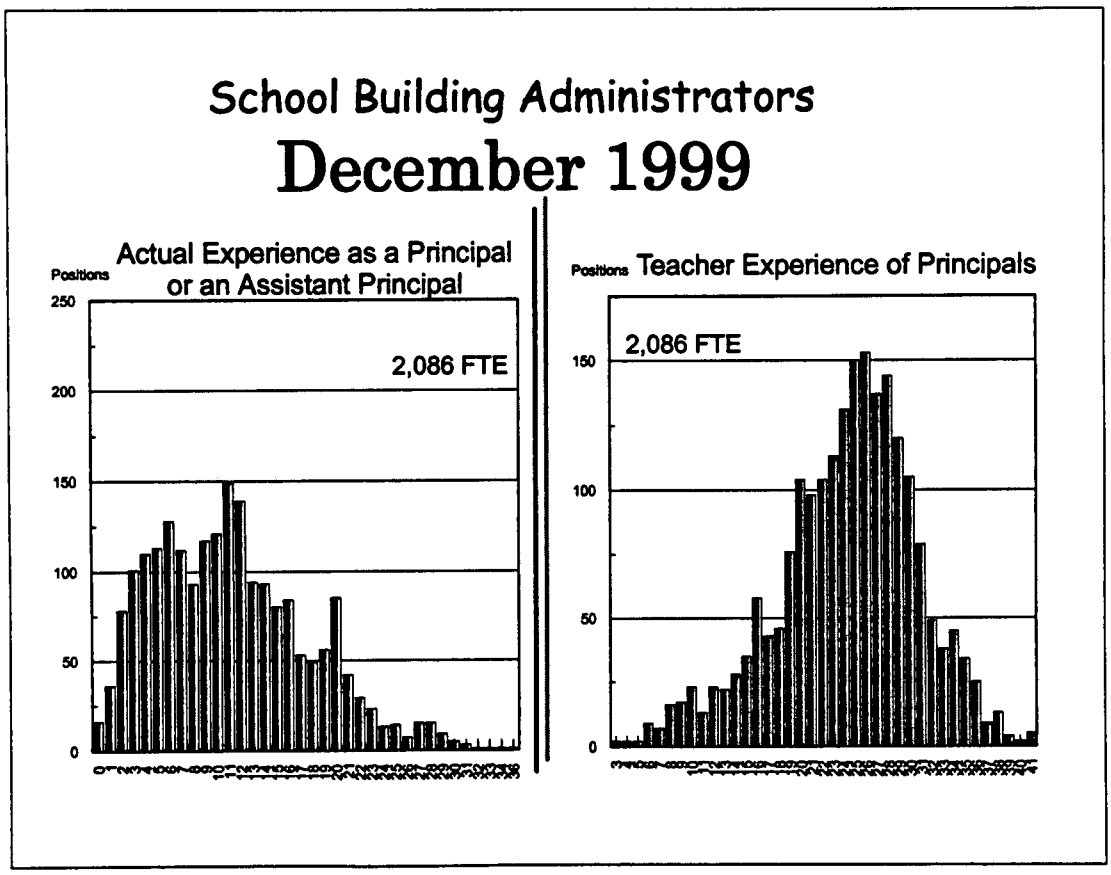
December 2000



Assistant Principals and Principals are paid on various salary schedules based on the number of years their school has been determined safe and or met or exceeded ABC expectations. Salary is based on the schedule, school size, and experience:

Asst. Principal	*$3,195 to $5,505*
Principal I	*$3,645 to $5,615*
Principal II	*$3,808 to $5,958*
Principal III	*$3,975 to $6,235*
Principal IV	*$4,095 to $6,578*
Principal V	*$4,218 to $6,844*
Principal VI	*$4,412 to $7,263*
Principal VII	*$4,620 to $7,708*
Principal VIII	*$4,763 to 7,862*


Principal Experience
December 1999
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 36
217 223 217 140 134 141 122 115 79 84 77 68 56 50 46 35 37 30 16 27 29 18 22 19 13 12 6 13 14 9 5 3 1 1 1 1
0 25 50 75 100 125 150 175 200 225 250
Number of Principals
51.5% of principals have less than 6 years of experience as a principal. 80.4% have less than 12 years.


School Building Administrators
December 1999
Actual Experience as a Principal or an Assistant Principal
Positions
250
200
150
100
50
0
2,086 FTE
Teacher Experience of Principals
Positions
150
100
50
0
2,086 FTE

An Example of Principal Pay - FY 2000-01

A principal in a school of 35 State paid teachers who worked 10 years as a teacher, 3 years as an assistant principal, and 10 years as a principal. The principal's assigned schools' have always met or exceeded expectations (last year they exceeded) and the schools' have always met the local system's safe school criteria.

Base State Salary	$59,892
A principal IV at level 26	
Additional 6%	3,588
1% each year for ABCs and 1% each year for safe schools	
Local Supplement	7,203
1999-2000 State average (lowest LEA average $0, highest LEA average $18,725)	
Longevity	2,297
Based on 3.25% (20 to 24 years)	
1% Bonus for ABCs (based on prior year's salary)	577
1% Bonus for Safe Schools (prior year's salary)	577
ABC Dollar Bonus	1,500
Total	**$75,634**

$77,195 with an advanced principal license (AP).
$78,769 with AP and a doctorate degree.

Same Example, Comparing Salaries:

Stayed an Assistant Principal
10 months
1999-2000 local supplement range was $0 to $10,937

Remained a Teacher *

	Principal		*Bachelor*	*Master Degree*	*Master + NBPTS*
Base State Salary	$59,892	$45,500	$40,950	$45,050	$50,450
Additional 6%	3,588	2,730	0	0	0
Mentor Pay	0	4,082	2,166	2,166	2,166
Local Supplement	7,203	0	1,100	1,100	1,100
Longevity	2,297	1,700	1,401	1,535	1,710
1% Bonus for ABCs	577	437	0	0	0
1% Bonus for Safe Schools	577	437	0	0	0
ABC Dollar Bonus	1,500	1,500	1,500	1,500	1,500
Total	$75,634	$56,386	$47,117	$51,351	$56,926
Advanced Degree Advanced & Doctorate	$77,195 $78,769	$57,947 $59,521	$48,678 $50,252	$52,912 $54,486	$58,487 $60,061

* A NBPTS certified teacher with a bachelor degree earns 12% more. 1999-2000 average Local supplements range from $0 to $4,485 and are usually calculated as a percentage of salary.

Calculating a Principal's State Paid Monthly Pay

- The number of State-funded teachers, instructional support personnel, and assistant principals at their assigned school.
- The total number of years-of-experience on their teaching license, plus one year of credit for every three years on their principal's license.
- Achievements in the ABCs.
- Achievements for maintaining a safe and orderly school.
- Their education level
  - + $126 per month for an advanced degree
  - + 253 per month for a doctorate.

Calculating a Principal's State Paid Annual Bonuses

- Longevity
  - 10 to 14 years of service 1.50%
  - 15 to 19 years of service 2.25%
  - 20 to 24 years of service 3.25%
  - 25+ 4.50%
- ABCs Bonus
  - $1,500 if their school exceeds ABCs projections **or**
  - $750 if their school meets ABCs projections.
- A 1% lump-sum payment of their prior year annual salary if their school meets or exceeds ABCs projections.
- A 1% lump-sum payment of their prior year annual salary if they maintain a safe and orderly school.

Examples of Flexibility:

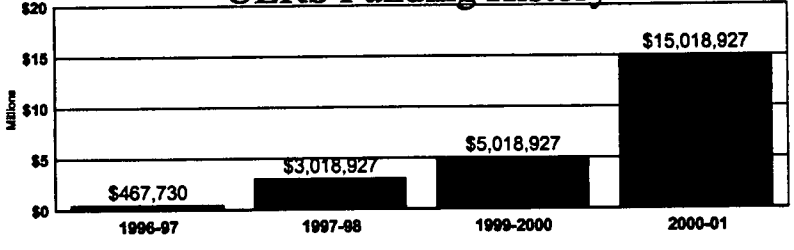
For every month a school does not have a Principal, LEAs have access to:
$6,507 for a teacher position
or for
supplies/equipment *or for*
staff development.

For every month a school has a vacant Assistant Principal position, an LEA has access to:
$5,647 for a teacher position
or for
supplies/equipment *or for*
staff development.

Uniform Education and Reporting System (UERS)

Special Provision Wording ... Funds appropriated for UERS shall be used for the maintenance, enhancement, or purchase of financial, personnel, or student information software, in order to support the State Board of Education's responsibilities under G.S. 115C-12(18).

UERS Funding History



Regional Education and Technical Assistance

Special Provision Wording (HB 229, 1995 Session)...
Effective July 1, 1996, the State Board of Education shall reallocate the funds from the Technical Assistance Centers to local school systems in accordance with a formula to be adopted by the board. After July 1, 1996, technical assistance centers shall be supported solely from receipts. The State Board shall establish a management structure for the Technical Assistance Centers that enables superintendents, principals, and teachers to have input into the operation of the centers.

Regional Education and Technical Assistance

Formula ($6,727,600):

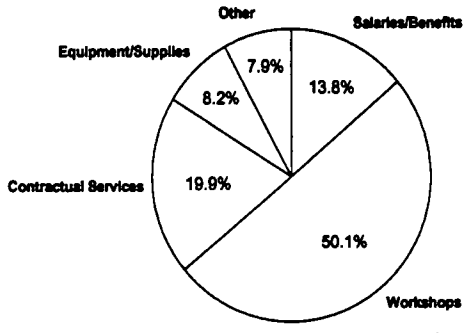
- Established by State Board
- 80% of the total original funding for the specific TAC (prior to the 1995 legislation) is distributed equally to all LEAs originally assigned to the TAC. Base ranges from $39,991 in the previous Northwestern TAC to $51,510 in the previous Western TAC.
- 20% is distributed based on the average daily membership (ADM) for the LEAs previously assigned to the TAC. The dollars per ADM range from $0.63 in the previous Raleigh TAC to $2.52 in the previous Northeastern TAC.
- Unexpended funds as of June 30 carry over into the next fiscal year until December 31.

Regional Education and Technical Assistance

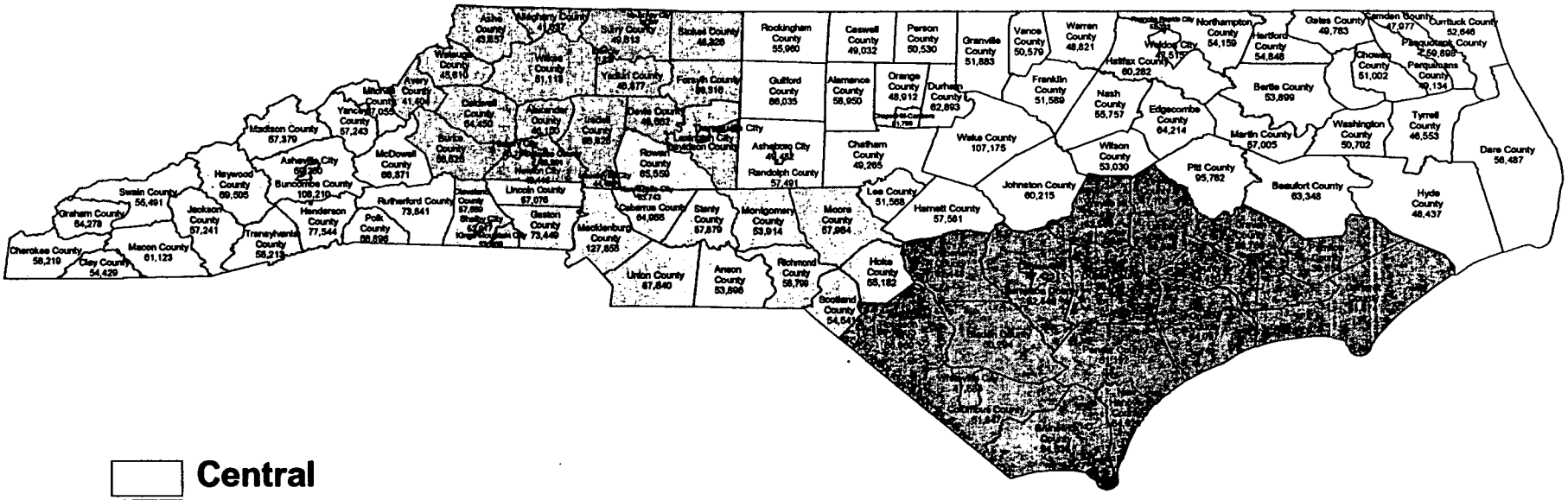
Use of Funds:

- LEAs can use the funds for any purpose.
  - Only one region has the DPI directly send funding to an LEA that serves as the Fiscal Agent for a TAC (Southwest TAC). These LEAs send 25% of their allotment to Union County.

How the LEAs reported spending the funds in FY 1999-2000. ($6.8 million)



Regional TACS



March 6, 2001
F:\Mydocuments\Funding per ADM\Chart3.wk4

Fiscal Research
Education Team

PS-98

Safety Assistance Teams

- In 1997-98, the General Assembly appropriated $500,000 to establish school assistance teams for LEAs. The goal of the teams is to assist local schools in establishing a safe orderly learning environment.
- How Are Funds Used?
  - Two teams (an East and a West team)
  - 5 team members
  - Team members remain at their home LEA.
  - Salary $420,325
  - Support Cost of $15,935 per member ($79,675)

Safety Assistance Teams

- Example Responsibilities of Team Members:
  - Conduct safety audits w/ follow up to low-performing schools that are assigned assistance teams
  - Review application packets for the Safe Schools Recognition Program (Triple "S" Schools - Super Safe Schools)
  - Make on site visits to schools that are selected to receive recognition as Triple "S" Schools
  - Conducting safety audits at the request of LEAs or individual schools
  - Providing staff development for schools (Crises Plans, Safe Schools Plans, Classroom Management and Discipline Strategies)

School Transportation

- Current Budget:
  - Operations $222.3 million (includes $7 million in nonrecurring fuel funding)
  - Bus Replacement $ 55.5 million
- Major changes
  - Increases in bus drivers salaries
  - Minimum one day of leave for bus drivers
  - Increases in fleet and fuel

Efficiency Formula

- Based on study; implemented beginning in 1991-92
- Fully implemented in 1997-98
- Funding is provided to LEAs on block grant basis, allowing for flexibility in local implementation
- Formula based on:
  - Compares each county with all other counties using
    - Number of buses
    - Total eligible expenditures based on pupils transported and efficiency ratings
  - Efficiency ratings are based on
    - Costs (efficiency of expenditures) and
    - Buses (efficiency of fleet size)
    - Site characteristics (low density, etc.)
    - Buffer of 10% added for special conditions not covered by formula

Efficiency Formula
(Continued)

- Funding adjusted for enrollment (ADM) and salary increases
- Formula restudied and validated in 1995-96, with some recommended changes implemented in calculation of ratings

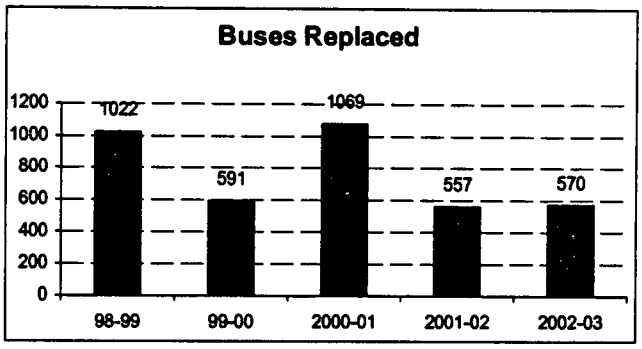
Bus Operations
Current Budget: $222.3 million

- Number of buses: 13,100
- Pupils transported: 700,000 (est.)
- Gallons of fuel used: 23 million
- Personnel costs: $175 million (80% of total)
- Oil, Tires and Parts Used 99-00: $17.7 million
- Non-fuel inventory 6/30/00: $11 million
- Anticipated fuel cost budgeted 2001-02: $1.05/gallon (diesel without State fuel taxes)

Bus Replacement

Current Budget: $55.5 million

- Additions to bus fleet are originally purchased by LEAs
- Replacement buses are purchased by State on Statewide inventory basis



Bus Replacement

(continued)

- Current budget of $55.5 million includes $20.3 million in nonrecurring funds
- Recurring funds for 2001-02: $35.2 million
- Bus replacements based on mileage:
  - **Pre-1993 buses replaced at 165,000 miles**
  - **1993 and younger buses replaced at 200,000 miles**
  - **Buses 14 years and older will increase over next biennium because of longer useful life**
- Estimated cost per bus 2000-01: $49,660 (includes $1,000 Highway Use Tax)

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

010 - Alamance/Burlington

ADM 20,583

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	3.00	0.00	0.00	3.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	12.25	9.50	0.25	22.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**17.25**	**9.50**	**0.25**	**27.00**
Per 1,000 ADM	*0.84*	*0.46*	*0.01*	*1.31*

020 - Alexander County

ADM 5,395

	State	Local	Federal	Total
Superintendent	0.97	0.03	0.00	1.00
Associate Superintendent	0.95	0.05	0.00	1.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.00	3.00	0.00	8.00
Other Assignment	0.00	0.18	0.00	0.18
Total	**7.92**	**3.26**	**0.00**	**11.18**
Per 1,000 ADM	*1.47*	*0.60*	*0.00*	*2.07*

030 - Alleghany County

ADM 1,442

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.80	0.25	0.39	6.44
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.80**	**0.25**	**0.39**	**8.44**
Per 1,000 ADM	*5.41*	*0.17*	*0.27*	*5.85*

040 - Anson County

ADM 4,553

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.50	0.00	0.00	1.50
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.96	0.00	0.50	5.46
Other Assignment	0.00	0.00	0.00	0.00
Total	**8.46**	**0.00**	**0.50**	**8.96**
Per 1,000 ADM	*1.86*	*0.00*	*0.11*	*1.97*

PS-57 REV.

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

050 - Ashe County

ADM 3,211

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	0.00	0.00	0.00	0.00
Supervisor, Director, Coordinator	4.10	3.40	1.00	8.50
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.10**	**3.40**	**1.00**	**11.50**
Per 1,000 ADM	*2.21*	*1.06*	*0.31*	*3.58*

060 - Avery County

ADM 2,415

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.60	1.00	1.10	6.70
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.60**	**1.00**	**1.10**	**9.70**
Per 1,000 ADM	*3.15*	*0.41*	*0.46*	*4.02*

070 - Beaufort County

ADM 7,428

	State	Local	Federal	Total
Superintendent	0.86	0.00	0.00	0.86
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	9.27	2.00	1.90	13.17
Other Assignment	0.00	0.00	0.00	0.00
Total	**12.13**	**2.00**	**1.90**	**16.03**
Per 1,000 ADM	*1.63*	*0.27*	*0.26*	*2.16*

080 - Bertie County

ADM 3,686

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	0.70	0.30	0.00	1.00
Supervisor, Director, Coordinator	6.45	4.27	1.28	12.00
Other Assignment	0.00	2.00	0.00	2.00
Total	**10.15**	**6.57**	**1.28**	**18.00**
Per 1,000 ADM	*2.75*	*1.78*	*0.35*	*4.88*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

090 - Bladen County

ADM 5,699

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	1.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	8.50	8.00	0.00	16.50
Other Assignment	0.00	0.00	0.00	0.00
Total	**11.50**	**8.00**	**1.00**	**20.50**
Per 1,000 ADM	*2.02*	*1.40*	*0.18*	*3.60*

100 - Brunswick County

ADM 10,275

	State	Local	Federal	Total
Superintendent	0.87	0.00	0.00	0.87
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	1.00	0.00	3.00
Finance Officer	0.00	0.00	0.00	0.00
Supervisor, Director, Coordinator	7.00	8.00	1.75	16.75
Other Assignment	0.00	0.00	0.00	0.00
Total	**9.87**	**9.00**	**1.75**	**20.62**
Per 1,000 ADM	*0.96*	*0.88*	*0.17*	*2.01*

110 - Buncombe County

ADM 24,875

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	14.00	3.52	2.00	19.52
Other Assignment	0.00	0.00	0.00	0.00
Total	**18.00**	**3.52**	**2.00**	**23.52**
Per 1,000 ADM	*0.72*	*0.14*	*0.08*	*0.95*

111 - Asheville City

ADM 4,088

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	0.14	0.86	0.00	1.00
Supervisor, Director, Coordinator	4.40	11.25	0.60	16.25
Other Assignment	0.00	1.00	0.00	1.00
Total	**6.54**	**13.11**	**0.60**	**20.25**
Per 1,000 ADM	*1.60*	*3.21*	*0.15*	*4.95*

PS - 59 REV.

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

120 - Burke County

ADM 14,571

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	0.00	0.00	0.00	0.00
Supervisor, Director, Coordinator	10.50	2.00	0.50	13.00
Other Assignment	0.00	1.00	0.00	1.00
Total	**12.50**	**3.00**	**0.50**	**16.00**
Per 1,000 ADM	*0.86*	*0.21*	*0.03*	*1.10*

130 - Cabarrus County

ADM 19,092

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	3.00	0.00	0.00	3.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	8.00	5.01	2.75	15.76
Other Assignment	0.00	1.00	0.00	1.00
Total	**13.00**	**6.01**	**2.75**	**21.76**
Per 1,000 ADM	*0.68*	*0.31*	*0.14*	*1.14*

132 - Kannapolis City

ADM 4,352

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.60	0.00	0.40	1.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.00	2.00	0.00	7.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.60**	**2.00**	**0.40**	**10.00**
Per 1,000 ADM	*1.75*	*0.46*	*0.09*	*2.30*

140 - Caldwell County

ADM 12,666

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	8.00	3.50	1.00	12.50
Other Assignment	0.00	1.00	0.00	1.00
Total	**11.00**	**4.50**	**1.00**	**16.50**
Per 1,000 ADM	*0.87*	*0.36*	*0.08*	*1.30*

PS-60 REV.

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

150 - Camden County

ADM 1,341

	State	Local	Federal	Total
Superintendent	0.00	0.00	0.00	0.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	6.00	1.00	0.00	7.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.00**	**1.00**	**0.00**	**8.00**
Per 1,000 ADM	*5.22*	*0.75*	*0.00*	*5.97*

160 - Carteret County

ADM 8,374

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.75	0.00	0.00	1.75
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	6.00	4.97	0.25	11.22
Other Assignment	0.00	0.00	0.00	0.00
Total	**9.75**	**4.97**	**0.25**	**14.97**
Per 1,000 ADM	*1.16*	*0.59*	*0.03*	*1.79*

170 - Caswell County

ADM 3,598

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.79	0.21	0.00	3.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.00	2.00	0.00	7.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**9.79**	**2.21**	**0.00**	**12.00**
Per 1,000 ADM	*2.72*	*0.61*	*0.00*	*3.34*

180 - Catawba County

ADM 16,363

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	0.00	1.00	0.00	1.00
Finance Officer	0.71	0.00	0.00	0.71
Supervisor, Director, Coordinator	11.20	4.50	0.30	16.00
Other Assignment	0.00	1.29	0.00	1.29
Total	**13.91**	**6.79**	**0.30**	**21.00**
Per 1,000 ADM	*0.85*	*0.41*	*0.02*	*1.28*

PS - 61 REV.

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

181 - Hickory City

ADM 4,557

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.69	0.00	0.00	1.69
Finance Officer	0.00	0.00	0.00	0.00
Supervisor, Director, Coordinator	3.82	1.00	0.31	5.13
Other Assignment	0.00	1.00	0.00	1.00
Total	**6.51**	**2.00**	**0.31**	**8.82**
Per 1,000 ADM	*1.43*	*0.44*	*0.07*	*1.94*

182 - Newton-Conover

ADM 2,737

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.21	5.04	0.75	10.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.21**	**5.04**	**0.75**	**13.00**
Per 1,000 ADM	*2.63*	*1.84*	*0.27*	*4.75*

190 - Chatham County

ADM 7,029

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.67	0.00	0.00	2.67
Finance Officer	1.00	0.36	0.00	1.36
Supervisor, Director, Coordinator	3.04	6.59	1.05	10.68
Other Assignment	0.00	2.90	0.00	2.90
Total	**7.70**	**9.85**	**1.05**	**18.60**
Per 1,000 ADM	*1.10*	*1.40*	*0.15*	*2.65*

200 - Cherokee County

ADM 3,530

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.00	0.00	0.00	4.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.00**	**0.00**	**0.00**	**7.00**
Per 1,000 ADM	*1.98*	*0.00*	*0.00*	*1.98*

PS-62 REV.

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

210 - Edenton/Chowan

ADM 2,539

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.97	1.33	0.70	7.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**8.97**	**1.33**	**0.70**	**11.00**
Per 1,000 ADM	*3.53*	*0.52*	*0.28*	*4.33*

220 - Clay County

ADM 1,270

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	0.00	0.00	0.00	0.00
Supervisor, Director, Coordinator	4.00	0.00	0.00	4.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**6.00**	**0.00**	**0.00**	**6.00**
Per 1,000 ADM	*4.72*	*0.00*	*0.00*	*4.72*

230 - Cleveland County

ADM 9,513

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.88	0.00	0.88
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	9.00	4.00	0.00	13.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**11.00**	**4.88**	**0.00**	**15.88**
Per 1,000 ADM	*1.16*	*0.51*	*0.00*	*1.67*

231 - Kings Mountain District

ADM 4,517

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	3.67	3.00	0.25	6.92
Other Assignment	0.00	0.00	0.00	0.00
Total	**6.67**	**3.00**	**0.25**	**9.92**
Per 1,000 ADM	*1.48*	*0.66*	*0.06*	*2.20*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

232 - Shelby City

ADM 3,266

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.20	4.50	0.60	9.30
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.20**	**4.50**	**0.60**	**12.30**
Per 1,000 ADM	*2.20*	*1.38*	*0.18*	*3.77*

240 - Columbus County

ADM 7,375

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	6.55	4.00	1.64	12.19
Other Assignment	0.00	0.00	0.00	0.00
Total	**9.55**	**4.00**	**1.64**	**15.19**
Per 1,000 ADM	*1.29*	*0.54*	*0.22*	*2.06*

241 - Whiteville City

ADM 2,777

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	2.61	2.22	0.17	5.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**5.61**	**2.22**	**0.17**	**8.00**
Per 1,000 ADM	*2.02*	*0.80*	*0.06*	*2.88*

250 - Craven County

ADM 14,840

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	10.35	1.50	3.15	15.00
Other Assignment	0.00	1.00	0.00	1.00
Total	**14.35**	**2.50**	**3.15**	**20.00**
Per 1,000 ADM	*0.97*	*0.17*	*0.21*	*1.35*

PS-64 REV.

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

260 - Cumberland County

ADM 51,363

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	5.00	0.00	0.00	5.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	21.25	20.04	8.30	49.59
Other Assignment	0.00	0.00	0.00	0.00
Total	**28.25**	**20.04**	**8.30**	**56.59**
Per 1,000 ADM	*0.55*	*0.39*	*0.16*	*1.10*

270 - Currituck County

ADM 3,190

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	6.42	2.00	0.00	8.42
Other Assignment	0.00	0.00	0.00	0.00
Total	**9.42**	**2.00**	**0.00**	**11.42**
Per 1,000 ADM	*2.95*	*0.63*	*0.00*	*3.58*

280 - Dare County

ADM 4,711

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	0.00	0.00	0.00	0.00
Supervisor, Director, Coordinator	4.95	2.30	0.00	7.25
Other Assignment	0.00	0.00	0.00	0.00
Total	**6.95**	**2.30**	**0.00**	**9.25**
Per 1,000 ADM	*1.48*	*0.49*	*0.00*	*1.96*

290 - Davidson County

ADM 19,055

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	11.00	2.50	1.38	14.88
Other Assignment	0.00	3.00	0.00	3.00
Total	**15.00**	**5.50**	**1.38**	**21.88**
Per 1,000 ADM	*0.79*	*0.29*	*0.07*	*1.15*

PS-65 REV.

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

291 - Lexington City

ADM 3,241

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	2.25	1.00	1.25	4.50
Other Assignment	0.00	0.00	0.00	0.00
Total	**5.25**	**1.00**	**1.25**	**7.50**
Per 1,000 ADM	*1.62*	*0.31*	*0.39*	*2.31*

292 - Thomasville City

ADM 2,342

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	0.96	0.00	0.00	0.96
Supervisor, Director, Coordinator	5.45	2.00	0.00	7.45
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.41**	**2.00**	**0.00**	**9.41**
Per 1,000 ADM	*3.16*	*0.85*	*0.00*	*4.02*

300 - Davie County

ADM 5,756

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	0.00	1.00	0.00	1.00
Supervisor, Director, Coordinator	6.90	2.84	0.10	9.84
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.90**	**3.84**	**0.10**	**11.84**
Per 1,000 ADM	*1.37*	*0.67*	*0.02*	*2.06*

310 - Duplin County

ADM 8,668

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	0.00	0.00	0.00	0.00
Supervisor, Director, Coordinator	7.04	3.49	1.60	12.12
Other Assignment	0.00	1.00	0.00	1.00
Total	**10.04**	**4.49**	**1.60**	**16.12**
Per 1,000 ADM	*1.16*	*0.52*	*0.18*	*1.86*

PS-66 REV.

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

320 - Durham County

ADM 29,033

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	5.00	0.00	0.00	5.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	16.18	14.10	3.00	33.28
Other Assignment	0.00	4.00	0.00	4.00
Total	**23.18**	**18.10**	**3.00**	**44.28**
Per 1,000 ADM	*0.80*	*0.62*	*0.10*	*1.53*

330 - Edgecombe County

ADM 7,771

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	2.00	0.00	0.00	2.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	6.00	14.62	2.25	22.87
Other Assignment	0.00	1.00	0.00	1.00
Total	**10.00**	**15.62**	**2.25**	**27.87**
Per 1,000 ADM	*1.29*	*2.01*	*0.29*	*3.59*

340 - Forsyth County

ADM 44,341

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	6.00	2.00	0.00	8.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	14.97	8.19	3.00	26.15
Other Assignment	0.00	14.00	0.00	14.00
Total	**22.97**	**24.19**	**3.00**	**50.15**
Per 1,000 ADM	*0.52*	*0.55*	*0.07*	*1.13*

350 - Franklin County

ADM 7,672

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	3.00	0.00	0.00	3.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	6.50	6.00	0.50	13.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**11.50**	**6.00**	**0.50**	**18.00**
Per 1,000 ADM	*1.50*	*0.78*	*0.07*	*2.35*

PS-67 REV.

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

360 - Gaston County

ADM 30,431

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	2.00	1.00	0.00	3.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	16.50	19.00	2.08	37.58
Other Assignment	0.00	5.00	0.00	5.00
Total	**20.50**	**25.00**	**2.08**	**47.58**
Per 1,000 ADM	*0.67*	*0.82*	*0.07*	*1.56*

370 - Gates County

ADM 2,056

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.48	3.47	0.45	8.40
Other Assignment	0.00	1.00	0.00	1.00
Total	**7.48**	**4.47**	**0.45**	**12.40**
Per 1,000 ADM	*3.64*	*2.17*	*0.22*	*6.03*

380 - Graham County

ADM 1,204

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.75	0.00	0.25	5.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.75**	**0.00**	**0.25**	**8.00**
Per 1,000 ADM	*6.44*	*0.00*	*0.21*	*6.64*

390 - Granville County

ADM 8,140

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	3.00	0.00	0.00	3.00
Finance Officer	0.00	0.00	0.00	0.00
Supervisor, Director, Coordinator	7.75	3.42	0.25	11.42
Other Assignment	0.00	5.00	0.00	5.00
Total	**11.75**	**8.42**	**0.25**	**20.42**
Per 1,000 ADM	*1.44*	*1.03*	*0.03*	*2.51*

PS-68 REV.

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

400 - Greene County

ADM 2,907

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.60	0.28	1.53	7.41
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.60**	**0.28**	**1.53**	**9.41**
Per 1,000 ADM	*2.61*	*0.09*	*0.53*	*3.24*

410 - Guilford County

ADM 63,152

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	4.68	0.00	0.00	4.68
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	23.02	24.12	2.93	50.07
Other Assignment	0.00	15.00	0.00	15.00
Total	**29.70**	**39.12**	**2.93**	**71.75**
Per 1,000 ADM	*0.47*	*0.62*	*0.05*	*1.14*

420 - Halifax County

ADM 6,214

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.50	0.50	0.00	1.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.23	6.32	2.38	13.92
Other Assignment	0.00	8.00	0.00	8.00
Total	**8.73**	**14.82**	**2.38**	**25.92**
Per 1,000 ADM	*1.40*	*2.38*	*0.38*	*4.17*

421 - Roanoke Rapids City

ADM 3,066

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	3.15	2.85	0.00	6.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.15**	**2.85**	**0.00**	**10.00**
Per 1,000 ADM	*2.33*	*0.93*	*0.00*	*3.26*

PS-69 REV.

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

422 - Weldon City

ADM 1,158

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.55	0.00	0.00	0.55
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.00	1.00	0.45	6.45
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.55**	**1.00**	**0.45**	**9.00**
Per 1,000 ADM	*6.52*	*0.86*	*0.39*	*7.77*

430 - Harnett County

ADM 17,595

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.85	0.00	0.00	1.85
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	10.50	2.00	2.50	15.00
Other Assignment	0.00	0.91	0.00	0.91
Total	**14.35**	**2.91**	**2.50**	**19.76**
Per 1,000 ADM	*0.82*	*0.17*	*0.14*	*1.12*

440 - Haywood County

ADM 7,828

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	0.45	0.00	0.00	0.45
Finance Officer	0.55	0.00	0.00	0.55
Supervisor, Director, Coordinator	6.75	2.95	1.30	11.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**9.75**	**2.95**	**1.30**	**14.00**
Per 1,000 ADM	*1.25*	*0.38*	*0.17*	*1.79*

450 - Henderson County

ADM 11,578

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	1.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	13.21	4.04	0.79	18.04
Other Assignment	0.00	0.00	0.00	0.00
Total	**16.21**	**5.04**	**0.79**	**22.04**
Per 1,000 ADM	*1.40*	*0.43*	*0.07*	*1.90*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

460 - Hertford County

ADM 4,062

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.84	0.00	0.00	0.84
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.25	4.75	0.90	9.90
Other Assignment	0.00	1.00	0.00	1.00
Total	**9.09**	**5.75**	**0.90**	**15.74**
Per 1,000 ADM	*2.24*	*1.42*	*0.22*	*3.87*

470 - Hoke County

ADM 6,243

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	8.48	2.00	1.52	12.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**11.48**	**2.00**	**1.52**	**15.00**
Per 1,000 ADM	*1.84*	*0.32*	*0.24*	*2.40*

480 - Hyde County

ADM 731

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.75	1.25	0.00	7.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.75**	**1.25**	**0.00**	**9.00**
Per 1,000 ADM	*10.60*	*1.71*	*0.00*	*12.31*

490 - Iredell-Statesville Schools

ADM 17,263

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	3.00	0.00	0.00	3.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	0.00	0.00	0.00	0.00
Supervisor, Director, Coordinator	8.86	9.69	0.50	19.05
Other Assignment	0.00	0.00	0.00	0.00
Total	**12.86**	**9.69**	**0.50**	**23.05**
Per 1,000 ADM	*0.74*	*0.56*	*0.03*	*1.33*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

491 - Mooresville City

ADM 3,885

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	2.00	0.00	0.00	2.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.60	2.00	0.00	6.60
Other Assignment	0.00	0.00	0.00	0.00
Total	**8.60**	**2.00**	**0.00**	**10.60**
Per 1,000 ADM	*2.21*	*0.51*	*0.00*	*2.73*

500 - Jackson County

ADM 3,547

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	6.02	1.48	0.00	7.50
Other Assignment	0.00	0.00	0.00	0.00
Total	**9.02**	**1.48**	**0.00**	**10.50**
Per 1,000 ADM	*2.54*	*0.42*	*0.00*	*2.96*

510 - Johnston County

ADM 21,411

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	1.15	0.00	0.10	1.25
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	11.00	8.30	2.20	21.50
Other Assignment	0.00	10.00	0.00	10.00
Total	**15.15**	**18.30**	**2.30**	**35.75**
Per 1,000 ADM	*0.71*	*0.85*	*0.11*	*1.67*

520 - Jones County

ADM 1,520

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.50	2.00	0.50	8.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.50**	**2.00**	**0.50**	**10.00**
Per 1,000 ADM	*4.93*	*1.32*	*0.33*	*6.58*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

530 - Lee County

ADM 8,717

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	7.25	4.00	0.75	12.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**11.25**	**4.00**	**0.75**	**16.00**
Per 1,000 ADM	*1.29*	*0.46*	*0.09*	*1.84*

540 - Lenoir County

ADM 10,302

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	11.00	3.84	1.00	15.84
Other Assignment	0.00	0.00	0.00	0.00
Total	**15.00**	**3.84**	**1.00**	**19.84**
Per 1,000 ADM	*1.46*	*0.37*	*0.10*	*1.93*

550 - Lincoln County

ADM 10,704

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.03	5.92	1.05	12.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**10.03**	**5.92**	**1.05**	**17.00**
Per 1,000 ADM	*0.94*	*0.55*	*0.10*	*1.59*

560 - Macon County

ADM 4,182

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.87	0.00	0.00	4.87
Other Assignment	0.00	0.00	0.00	0.00
Total	**8.87**	**0.00**	**0.00**	**8.87**
Per 1,000 ADM	*2.12*	*0.00*	*0.00*	*2.12*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

570 - Madison County

ADM 2,553

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.92	1.41	1.09	8.42
Other Assignment	0.00	0.00	0.00	0.00
Total	**8.92**	**1.41**	**1.09**	**11.42**
Per 1,000 ADM	*3.49*	*0.55*	*0.43*	*4.47*

580 - Martin County

ADM 4,916

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	7.50	2.00	0.00	9.50
Other Assignment	0.00	0.00	0.00	0.00
Total	**9.50**	**2.00**	**0.00**	**11.50**
Per 1,000 ADM	*1.93*	*0.41*	*0.00*	*2.34*

590 - McDowell County

ADM 6,465

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.50	0.00	0.50	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	8.00	1.00	0.00	9.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**11.50**	**1.00**	**0.50**	**13.00**
Per 1,000 ADM	*1.78*	*0.15*	*0.08*	*2.01*

600 - Charlotte-Mecklenburg

ADM 102,535

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	2.02	0.00	3.02
Assistant Superintendent	7.00	3.50	0.00	10.50
Finance Officer	0.98	0.00	0.00	0.98
Supervisor, Director, Coordinator	28.98	108.51	9.47	146.96
Other Assignment	0.00	0.00	0.00	0.00
Total	**38.96**	**114.03**	**9.47**	**162.46**
Per 1,000 ADM	*0.38*	*1.11*	*0.09*	*1.58*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

610 - Mitchell County

ADM 2,412

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.30	0.00	0.40	2.70
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	3.58	0.00	0.00	3.58
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.88**	**0.00**	**0.40**	**8.28**
Per 1,000 ADM	*3.27*	*0.00*	*0.17*	*3.43*

620 - Montgomery County

ADM 4,577

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	7.35	1.00	0.68	9.03
Other Assignment	0.00	2.00	0.00	2.00
Total	**10.35**	**3.00**	**0.68**	**14.03**
Per 1,000 ADM	*2.26*	*0.66*	*0.15*	*3.07*

630 - Moore County

ADM 11,138

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	1.00	0.00	2.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.00	15.62	1.75	22.37
Other Assignment	0.00	0.00	0.00	0.00
Total	**10.00**	**16.62**	**1.75**	**28.37**
Per 1,000 ADM	*0.90*	*1.49*	*0.16*	*2.55*

640 - Nash-Rocky Mount

ADM 17,822

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	0.00	1.00	0.00	1.00
Supervisor, Director, Coordinator	14.38	7.09	1.00	22.47
Other Assignment	0.00	2.00	0.00	2.00
Total	**15.38**	**10.09**	**1.00**	**26.47**
Per 1,000 ADM	*0.86*	*0.57*	*0.06*	*1.49*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

650 - New Hanover County

ADM 21,488

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	2.00	1.00	0.00	3.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	9.91	18.86	2.00	30.77
Other Assignment	0.00	0.00	0.00	0.00
Total	**14.91**	**19.86**	**2.00**	**36.77**
Per 1,000 ADM	*0.69*	*0.92*	*0.09*	*1.71*

660 - Northampton County

ADM 3,789

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.92	1.00	1.70	8.62
Other Assignment	1.00	0.00	0.00	1.00
Total	**9.92**	**1.00**	**1.70**	**12.62**
Per 1,000 ADM	*2.62*	*0.26*	*0.45*	*3.33*

670 - Onslow County

ADM 21,040

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	3.00	0.00	0.00	3.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	9.15	9.16	1.85	20.16
Other Assignment	0.00	0.00	0.00	0.00
Total	**14.15**	**9.16**	**1.85**	**25.16**
Per 1,000 ADM	*0.67*	*0.44*	*0.09*	*1.20*

680 - Orange County

ADM 6,373

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	2.00	0.00	0.00	2.00
Supervisor, Director, Coordinator	4.81	9.50	0.00	14.31
Other Assignment	0.00	2.00	0.00	2.00
Total	**9.81**	**11.50**	**0.00**	**21.31**
Per 1,000 ADM	*1.54*	*1.80*	*0.00*	*3.34*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

681 - Chapel Hill-Carrboro

ADM 9,381

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	3.00	0.00	0.00	3.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	7.00	13.05	0.50	20.55
Other Assignment	0.00	0.00	0.00	0.00
Total	**12.00**	**13.05**	**0.50**	**25.55**
Per 1,000 ADM	*1.28*	*1.39*	*0.05*	*2.72*

690 - Pamlico County

ADM 1,838

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	6.00	0.00	0.00	6.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**10.00**	**0.00**	**0.00**	**10.00**
Per 1,000 ADM	*5.44*	*0.00*	*0.00*	*5.44*

700 - Pasquotank County

ADM 6,062

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.59	3.92	1.48	10.99
Other Assignment	0.00	2.00	0.00	2.00
Total	**9.59**	**5.92**	**1.48**	**16.99**
Per 1,000 ADM	*1.58*	*0.98*	*0.24*	*2.80*

710 - Pender County

ADM 6,668

	State	Local	Federal	Total
Superintendent	0.78	0.22	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.71	0.29	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	7.74	6.36	0.90	15.00
Other Assignment	0.00	1.00	0.00	1.00
Total	**10.23**	**7.87**	**0.90**	**19.00**
Per 1,000 ADM	*1.53*	*1.18*	*0.13*	*2.85*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

720 - Perquimans County

ADM 1,799

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	6.00	0.84	0.00	6.84
Other Assignment	0.00	0.00	0.00	0.00
Total	**8.00**	**0.84**	**0.00**	**8.84**
Per 1,000 ADM	*4.45*	*0.47*	*0.00*	*4.92*

730 - Person County

ADM 5,985

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.85	0.00	0.00	0.85
Assistant Superintendent	1.00	1.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.73	1.30	1.70	8.73
Other Assignment	0.00	0.00	0.00	0.00
Total	**9.58**	**2.30**	**1.70**	**13.58**
Per 1,000 ADM	*1.60*	*0.38*	*0.28*	*2.27*

740 - Pitt County

ADM 20,407

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	3.00	0.00	0.00	3.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	12.95	2.70	1.35	17.00
Other Assignment	0.00	1.00	0.00	1.00
Total	**17.95**	**3.70**	**1.35**	**23.00**
Per 1,000 ADM	*0.88*	*0.18*	*0.07*	*1.13*

750 - Polk County

ADM 2,343

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.25	0.71	0.00	4.96
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.25**	**0.71**	**0.00**	**7.96**
Per 1,000 ADM	*3.10*	*0.30*	*0.00*	*3.40*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

760 - Randolph County

ADM 17,072

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	12.65	4.50	0.28	17.43
Other Assignment	0.00	0.00	0.00	0.00
Total	**16.65**	**4.50**	**0.28**	**21.43**
Per 1,000 ADM	*0.98*	*0.26*	*0.02*	*1.26*

761 - Asheboro City

ADM 4,315

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	2.75	4.50	1.25	8.50
Other Assignment	0.00	0.00	0.00	0.00
Total	**6.75**	**4.50**	**1.25**	**12.50**
Per 1,000 ADM	*1.56*	*1.04*	*0.29*	*2.90*

770 - Richmond County

ADM 8,370

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	7.12	1.00	3.00	11.12
Other Assignment	0.00	0.00	0.00	0.00
Total	**12.12**	**1.00**	**3.00**	**16.12**
Per 1,000 ADM	*1.45*	*0.12*	*0.36*	*1.93*

780 - Robeson County

ADM 23,912

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	2.00	0.00	0.00	2.00
Assistant Superintendent	0.86	0.00	0.00	0.86
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	14.31	11.14	4.50	29.95
Other Assignment	0.00	1.00	0.00	1.00
Total	**19.17**	**12.14**	**4.50**	**35.81**
Per 1,000 ADM	*0.80*	*0.51*	*0.19*	*1.50*

PS-79 REV.

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

790 - Rockingham County

ADM 14,633

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	2.00	0.00	3.00
Supervisor, Director, Coordinator	8.21	7.45	3.20	18.85
Other Assignment	0.00	0.00	0.00	0.00
Total	**12.21**	**9.45**	**3.20**	**24.85**
Per 1,000 ADM	*0.83*	*0.65*	*0.22*	*1.70*

800 - Rowan-Salisbury

ADM 20,245

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	7.94	1.45	1.00	10.39
Other Assignment	0.00	8.45	0.00	8.45
Total	**12.94**	**9.90**	**1.00**	**23.84**
Per 1,000 ADM	*0.64*	*0.49*	*0.05*	*1.18*

810 - Rutherford County

ADM 10,088

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	7.60	5.50	0.90	14.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**11.60**	**5.50**	**0.90**	**18.00**
Per 1,000 ADM	*1.15*	*0.55*	*0.09*	*1.78*

820 - Sampson County

ADM 8,023

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	1.80	0.00	2.80
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	6.00	3.59	0.95	10.54
Other Assignment	0.00	0.00	0.00	0.00
Total	**9.00**	**5.39**	**0.95**	**15.34**
Per 1,000 ADM	*1.12*	*0.67*	*0.12*	*1.91*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

821 - Clinton City

ADM 2,602

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.75	0.00	0.25	1.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	1.83	0.17	0.00	2.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**5.58**	**0.17**	**0.25**	**6.00**
Per 1,000 ADM	*2.15*	*0.06*	*0.10*	*2.31*

830 - Scotland County

ADM 6,993

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.93	0.00	0.00	1.93
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	0.00	1.00	0.00	1.00
Supervisor, Director, Coordinator	6.50	2.00	2.41	10.91
Other Assignment	0.00	1.00	0.00	1.00
Total	**9.43**	**4.00**	**2.41**	**15.84**
Per 1,000 ADM	*1.35*	*0.57*	*0.34*	*2.26*

840 - Stanly County

ADM 10,264

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	2.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	10.00	2.00	1.00	13.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**12.00**	**4.00**	**1.00**	**17.00**
Per 1,000 ADM	*1.17*	*0.39*	*0.10*	*1.66*

850 - Stokes County

ADM 7,301

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	6.60	2.00	0.00	8.60
Other Assignment	0.00	6.00	0.00	6.00
Total	**9.60**	**8.00**	**0.00**	**17.60**
Per 1,000 ADM	*1.31*	*1.10*	*0.00*	*2.41*

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2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

860 - Surry County

ADM 8,429

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	0.70	0.30	0.00	1.00
Supervisor, Director, Coordinator	6.26	3.74	1.00	11.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**9.96**	**4.04**	**1.00**	**15.00**
Per 1,000 ADM	*1.18*	*0.48*	*0.12*	*1.78*

861 - Elkin City

ADM 1,090

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	3.50	1.00	0.00	4.50
Other Assignment	0.00	0.00	0.00	0.00
Total	**5.50**	**1.00**	**0.00**	**6.50**
Per 1,000 ADM	*5.05*	*0.92*	*0.00*	*5.96*

862 - Mount Airy City

ADM 2,020

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	3.35	3.00	0.15	6.50
Other Assignment	0.00	0.00	0.00	0.00
Total	**5.35**	**3.00**	**0.15**	**8.50**
Per 1,000 ADM	*2.65*	*1.49*	*0.07*	*4.21*

870 - Swain County

ADM 1,732

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	6.00	0.00	0.50	6.50
Other Assignment	1.00	0.00	0.00	1.00
Total	**11.00**	**0.00**	**0.50**	**11.50**
Per 1,000 ADM	*6.35*	*0.00*	*0.29*	*6.64*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

880 - Transylvania County

ADM 3,912

	State	Local	Federal	Total
Superintendent	0.92	0.08	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	7.43	1.50	0.41	9.34
Other Assignment	0.00	1.00	0.00	1.00
Total	**9.35**	**2.58**	**0.41**	**12.34**
Per 1,000 ADM	*2.39*	*0.66*	*0.10*	*3.15*

890 - Tyrrell County

ADM 777

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.87	0.00	0.00	4.87
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.87**	**0.00**	**0.00**	**7.87**
Per 1,000 ADM	*10.13*	*0.00*	*0.00*	*10.13*

900 - Union County

ADM 22,886

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	0.00	1.00	0.00	1.00
Supervisor, Director, Coordinator	1.00	18.85	1.00	20.85
Other Assignment	0.00	0.00	0.00	0.00
Total	**5.00**	**19.85**	**1.00**	**25.85**
Per 1,000 ADM	*0.22*	*0.87*	*0.04*	*1.13*

910 - Vance County

ADM 7,983

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	9.96	7.00	1.00	17.96
Other Assignment	0.00	0.00	0.00	0.00
Total	**11.96**	**7.00**	**1.00**	**19.96**
Per 1,000 ADM	*1.50*	*0.88*	*0.13*	*2.50*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

920 - Wake County

ADM 98,010

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	2.00	2.00	0.00	4.00
Assistant Superintendent	7.00	4.00	0.00	11.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	36.78	144.34	5.50	186.62
Other Assignment	0.00	29.80	0.00	29.80
Total	**47.78**	**180.13**	**5.50**	**233.41**
Per 1,000 ADM	*0.49*	*1.84*	*0.06*	*2.38*

930 - Warren County

ADM 3,262

	State	Local	Federal	Total
Superintendent	0.98	0.00	0.00	0.98
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.55	3.45	0.00	8.00
Other Assignment	0.88	1.00	0.00	1.88
Total	**8.41**	**4.45**	**0.00**	**12.86**
Per 1,000 ADM	*2.58*	*1.36*	*0.00*	*3.94*

940 - Washington County

ADM 2,420

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	0.00	0.00	0.00	0.00
Supervisor, Director, Coordinator	7.00	1.00	0.11	8.11
Other Assignment	0.00	0.00	0.00	0.00
Total	**9.00**	**1.00**	**0.11**	**10.11**
Per 1,000 ADM	*3.72*	*0.41*	*0.04*	*4.18*

950 - Watauga County

ADM 4,922

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.51	0.40	0.30	5.21
Other Assignment	0.00	2.80	0.00	2.80
Total	**8.51**	**3.20**	**0.30**	**12.01**
Per 1,000 ADM	*1.73*	*0.65*	*0.06*	*2.44*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

960 - Wayne County

ADM 19,533

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	12.20	4.65	2.80	19.65
Other Assignment	0.00	0.00	0.00	0.00
Total	**16.20**	**4.65**	**2.80**	**23.65**
Per 1,000 ADM	*0.83*	*0.24*	*0.14*	*1.21*

970 - Wilkes County

ADM 10,165

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	8.60	3.00	1.01	12.61
Other Assignment	0.00	0.00	0.00	0.00
Total	**12.60**	**3.00**	**1.01**	**16.61**
Per 1,000 ADM	*1.24*	*0.30*	*0.10*	*1.63*

980 - Wilson County

ADM 12,254

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	3.00	0.00	0.00	3.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	7.00	2.00	0.75	9.75
Other Assignment	0.00	0.00	0.00	0.00
Total	**12.00**	**2.00**	**0.75**	**14.75**
Per 1,000 ADM	*0.98*	*0.16*	*0.06*	*1.20*

990 - Yadkin County

ADM 6,032

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.13	0.00	0.13
Assistant Superintendent	0.87	0.00	0.00	0.87
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	6.29	2.72	0.91	9.92
Other Assignment	0.53	1.00	0.00	1.53
Total	**9.69**	**3.85**	**0.91**	**14.45**
Per 1,000 ADM	*1.61*	*0.64*	*0.15*	*2.40*

PS-85 REV.

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

995 - Yancey County

ADM 2,494

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.00	1.00	0.25	5.25
Other Assignment	0.00	0.00	0.00	0.00
Total	**8.00**	**1.00**	**0.25**	**9.25**
Per 1,000 ADM	*3.21*	*0.40*	*0.10*	*3.71*

Statewide

ADM 1,274,326

	State	Local	Federal	Total
Superintendent	115.37	0.33	0.00	115.70
Associate Superintendent	57.11	7.57	0.65	65.33
Assistant Superintendent	148.64	18.79	2.00	169.43
Finance Officer	101.74	7.82	0.00	109.55
Supervisor, Director, Coordinator	894.46	769.97	128.53	1,792.96
Other Assignment	3.41	169.98	0.00	173.40
Total	**1,320.72**	**974.47**	**131.18**	**2,426.37**
Per 1,000 ADM	*1.04*	*0.76*	*0.10*	*1.90*

Notes:

1) All staffing numbers are in terms of FTE (full-time equivalent) employees. Contractors are not included in these counts.
2) FTEs are based on December 2000 UERS payroll input from the local education agencies.
3) ADM (Average Daily Membership) is for the 2000-2001 school year.
4) Superintendents are object code 111, Associate Superintendents are 112, Assistant Superintendents are 118 Finance Officers are 115, Supervisors, etc. are 113 and Others are 119.
5) Information was adjusted to reflect actual ftes exclusive of supplements.

PS-86 REV.

March 7, 2001

Becoming a Certified Teacher in North Carolina

- Completion of a State approved education program in an accredited college or university
- Reciprocity
- Alternative Entry
- Lateral Entry

E-103

Approved Education Program

- LEA evaluates and verifies success of student teaching
- IHE sends complete application packet to Licensure Section of DPI
  - Application
  - IHE verification of program completion
  - Original transcripts
  - Praxis scores

Reciprocity

- Applies to the extent that out-of-state education programs are equivalent to NC's standards and guidelines for approved education programs
- Requirements specific to NC, such as Praxis tests, are not covered and must be met before a clear license can be issued

Ex-105

Alternative Entry (Expires September 1, 2002)

- Local board determines there is or will be a shortage of qualified teachers for specific subjects or grade levels
- Local Board develops a plan to determine the individual's competence as a teacher
- Local board may employ an individual for up to one year under a provisional license if the person
  - Has at least a bachelors degree,
  - Is eligible for reemployment by prior employer, and

Alternative Entry

- Has a valid out-of-state teaching license with a minimum of one year of relevant classroom teaching experience, or
- Has at least one year of relevant classroom teaching experience as a professor or instructor at a university or community college, or
- Three years of other relevant experience and postsecondary education.

Alternative Entry

- If the local board reemploys the individual with the out-of-state license, they are deemed to have met all requirements and are issued a license.
- If the local board reemploys an individual in the other categories, and that person has taken and passed the Praxis within a year, they are issued a license.
- If the individual does not take and pass the Praxis within a year of initial employment, then upon reemployment the individual shall continue to hold a provisional license.

801-SC

Lateral Entry

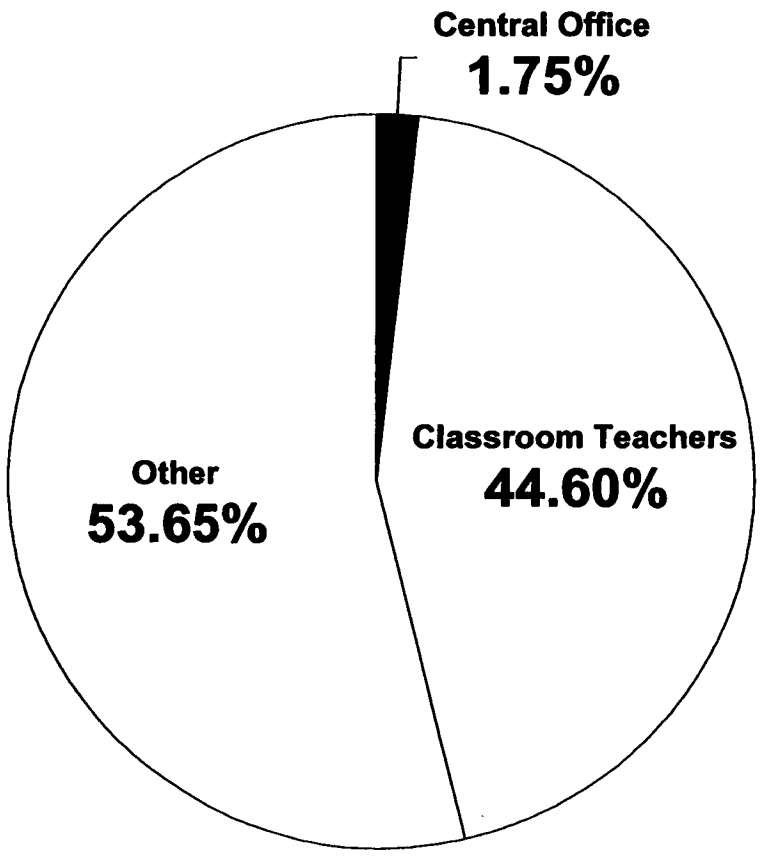
- Hold a bachelor's degree from a regionally accredited college or university
- Have a minimum GPA of 2.5
- Be selected for employment by a NC school system
- Licensure Section issues a provisional license in an area that corresponds to the individual's academic preparation
- Must meet program and testing requirements within 5 years.

35-109

FY 2000-2001

Classroom Teachers $2.6 billion

$2.18 billion without matching benefits



Guaranteed Allotment

58,261 teacher positions are allocated to local education agencies to specifically meet the class size targets established by the General Assembly.

Local school systems employ additional teachers from State, federal, and local resources to supplement the basic class size allocation.

The FY 2000-01 sixth pay period (December 2000) State allotted average teacher salary is $36,988 ($45,037 with benefits).

A 1% salary increase for teachers cost $32.2 million with benefits.

Classroom Teachers

Legislated Formula (the State Board of Education does have some discretion).

Allotment

- Position allotments are calculated based on the allotted ADM for a specific grade or grade span.
- Positions are allotted to an LEA in total and LEAs determine where to place teacher positions.
- The General Assembly has established maximum class sizes; however, LEAs can obtain a waiver.

Compliance

- Information about each teacher's class is included in the State's SIMS system (being replaced by NC WISE).
- This data is monitored by DPI to assure compliance with required class sizes or verification that a waiver is in place.
- Grades K-3 can only have a class size exception if approved by the State Board of Education.

Class Size Verification

Verification 1

- The average class size for each grade span within a LEA shall at no time exceed the following class size ratios:
  - K-2 1:23*
  - 3-9 1:26
  - 10-12 1:28.425

* A special provision allows an LEA class size average in K-2 to be 26.

- An LEA cannot waive this verification.

Verification 2

- At the end of the second month of school and for the remainder of the school year, the size of an individual class shall not exceed the class size ratio by more than three students.
  - K-2 1:26
  - 3-9 1:29
  - 10-12 1:32
- Schools can obtain waivers for grades 4-12. Exceptions in K-3 must be approved by the State Board.

B-112

Classroom Teachers

Kindergarten through Second Grade

1 teacher for every 20 students.

FY 2001-02 K-2 ADM: 316,489
Estimated Positions: 15,824

LEA Class Size Average must be: <= 26
Individual Class Max.: 26

A "typical" K-2 class is defined as a self-contained class in which a teacher spends the majority of the day with the same students teaching a complete curriculum. Courses classified as special education are not included. Courses related to Arts Education and Physical Education are also excluded. By removing these classes from the class size calculation, the reported average should reflect the current class sizes experienced by most kindergarten through second grade students attending North Carolina's public schools (charter schools are not included).

FY 1999-2000 Information:

	Typical Classes	Typical Class Size		All Classes	All Classes Class Size
K	4,559	21		22,158	20
1st	4,689	21		24,845	17
2nd	`4,656	21		24,510	18
Total	13,813			71,513	

656 classes were reported over 26 students. The State Board granted waivers to 33 classes.

Classroom Teachers

Third Grade

1 teacher for every 22.23 students.

FY 2001-02 Third Grade ADM: 105,919
Estimated Positions: 4,765

LEA Class Size Average must be: <= 26
Individual Class Max.: 29

A "typical" third grade class is defined as a self-contained class in which a teacher spends the majority of the day with the same students teaching a complete curriculum. Courses classified as special education are not included. Courses related to Arts Education and Physical Education are also excluded. By removing these classes from the class size calculation, the reported average should reflect the current class sizes experienced by most students in the third grade attending North Carolina's public schools (charter schools are not included).

FY 1999-2000 Information:

	Typical Classes	Typical Class Size	All Classes	All Classes Class Size
3rd	4,335	22	25,858	18

50 classes reported a class size of more than 29 students. The State Board granted no waivers.

Classroom Teachers

Fourth through Sixth Grade

1 teacher for every 22 students.

FY 2001-02 4-6 ADM: 320,603
Estimated Positions: 14,573

LEA Class Size Average must be: <= 26
Individual Class Max.: 29

A "typical" 4-6 grade class is defined as any class related to English/Language Arts, Math, Science, or Social Studies. Courses classified as special education are not included. Courses related to Arts Education, Vocational Education, and Physical Education are also excluded. By removing these classes from the class size calculation, the reported average should reflect the current class sizes experienced by most students in grades 4-6 attending North Carolina's public schools (charter schools are not included).

FY 1999-2000 Information:

For class size compliance verification, the grade span of 4-9 is used. Although the allotment ratios are different, the legislated class size maximum is the same (26) for grades 4-9.

Classroom Teachers

Seventh through Eighth Grade

1 teacher for every 21 students.

FY 2001-02 7-8 ADM: 208,630
Estimated Positions: 9,935

LEA Class Size Average must be: <= 26
Individual Class Max.: 29

A "typical" 7-8 grade class is defined as any class related to English/Language Arts, Math, Science, or Social Studies. Courses classified as special education are not included. Courses related to Arts Education, Vocational Education, and Physical Education are also excluded. By removing these classes from the class size calculation, the reported average should reflect the current class sizes experienced by most students in grades 7-8 attending North Carolina's public schools (charter schools are not included).

FY 1999-2000 Information:

For class size compliance verification, the grade span of 4-9 is used. Although the allotment ratios are different, the legislated class size maximum is the same (26) for grades 4-9.

Classroom Teachers

Ninth Grade

1 teacher for every 24.5 students.

FY 2001-02 9th grade ADM: 114,316
Estimated Positions: 4,666

LEA Class Size Average must be: <= 26
Individual Class Max.: 29

A "typical" 9th grade class is defined as any class related to English/Language Arts, Math, Science, or Social Studies. Courses classified as special education are not included. Courses related to Arts Education, Vocational Education, and Physical Education are also excluded. By removing these classes from the class size calculation, the reported average should reflect the current class sizes experienced by most 9th grade students attending North Carolina's public schools (charter schools are not included).

FY 1999-2000 Information:

	Typical Classes	Typical Class Size		All Classes	All Classes Class Size
4th - 9th	80,448	21		186,562	18

Teachers Allotted:

4th-6th:	14,573
7th-8th:	9,935
9Th:	4,666
Total:	29,174

5,329 classes reported a class size of more than 29 students.

Q5-117

Classroom Teachers

Tenth through Twelth Grade

1 teacher for every 26.64 students.

FY 2001-02 10 - 12th grade ADM: 239,266
Estimated Positions: 8,981

LEA Class Size Average must be: <= 29
Individual Class Max.: 32

A "typical" class in grades 10-12 is defined as any class related to English/Language Arts, Math, Science, or Social Studies. Courses classified as special education are not included. Courses related to Arts Education, Vocational Education, and Physical Education are also excluded. By removing these classes from the class size calculation, the reported average should reflect the current class sizes experienced by most 9th grade students attending North Carolina's public schools (charter schools are not included).

FY 1999-2000 Information:

	Typical Classes	Typical Class Size		All Classes	All Classes Class Size
10th-12th	25,007	19		72,010	14

571 classes reported a class size of more than 32 students.

Excellent Schools Act

Update on Fiscal Impact and Teacher Salaries

March 6, 2000
Fiscal Research Division

Estimated State Cost of the Excellent Schools Act
1997-98, 1998-99, 1999-2000, 2000-01

	1996-97	1997-98	1998-99	1999-2000	2000-01 (Budget)
Salary Schedule (increase)	NA	$170,760,018	$193,745,460	$240,305,837	$222,730,457
Longevity (increase)	NA	$12,350,739	$13,234,870	$13,941,777	$20,317,926
Mentor Pay (total budget)	NA	$6,988,414	$10,869,027	$10,869,027	$12,768,618
New Teacher Orientation (total)	NA	$922,952	$1,242,915	$1,309,302	$1,309,302
Forfeiting Vacation Days (total)	NA	$2,030,844	$3,682,358	$9,000,000	$7,664,414
Total Salary Costs	NA	$193,052,966	$222,774,630	$275,425,943	$264,790,717
NBPTS Fee and Leave (total)		$1,629,270	$2,509,573	$3,274,500	$3,274,500
Extra Pay for Extra Duties (NC HELPS)			$3,890,893	$3,848,774	$0
ABC Bonuses to teachers instructional support and teacher assistants (total)	$25,648,842	$117,029,173	$123,522,683	$101,282,183	$120,000,000 (2)
Total	$25,648,842	$311,711,409	$352,697,779	$383,831,400	$388,065,217
					$ 1,461,954,647

Notes:

1) All numbers are included in the school year for which the item applies.

2) ABC bonuses and Forfeited Vacation Days are paid in the fiscal year following the school year listed in the table.
For example, ABC bonuses for school year 1997-98 ($117,029,173) were paid from 1998-99 funds. FY 2000-01 funding has not been budgeted. $120 million is anticipated.

3) Benefits have been included in these numbers. The rates are: 1997-98, 18.11%; 1998-99, 17.75%; 1999-2000, 16.48%, 2000-01, 14.78%.

4) Salary amounts are from appropriated budgets for increases to the teacher salary schedule.

5) Longevity amount is based on 25+ year service educators' longevity rate increasing from 2.5% to 4.5% and other % increases in FY 2000-01.

6) Mentor pay, New Teacher Orientation, and Forfeited Vacation Days, and ABC bonuses are based on actual state costs, unless noted.

7) NBPTS for 1999-2000 and 2000-01 is budgeted amount.

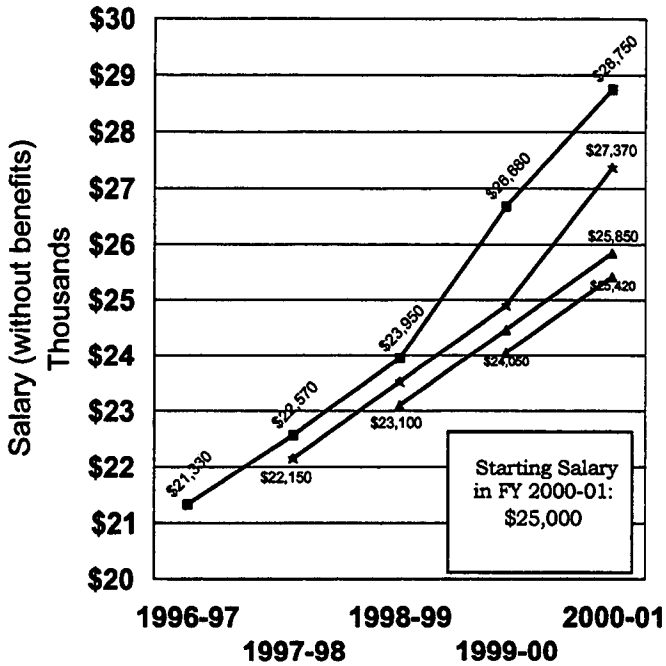
80 NC HELPS expenditures for 1999-2000 are from 1998-99 carryforwards.

Source: Department of Public Instruction
3/6/2001

es[illegible]2000jn

The Excellent Schools Act
Teacher Pay Increases

A teacher with a Bachelor's Degree starting in various years with no experience



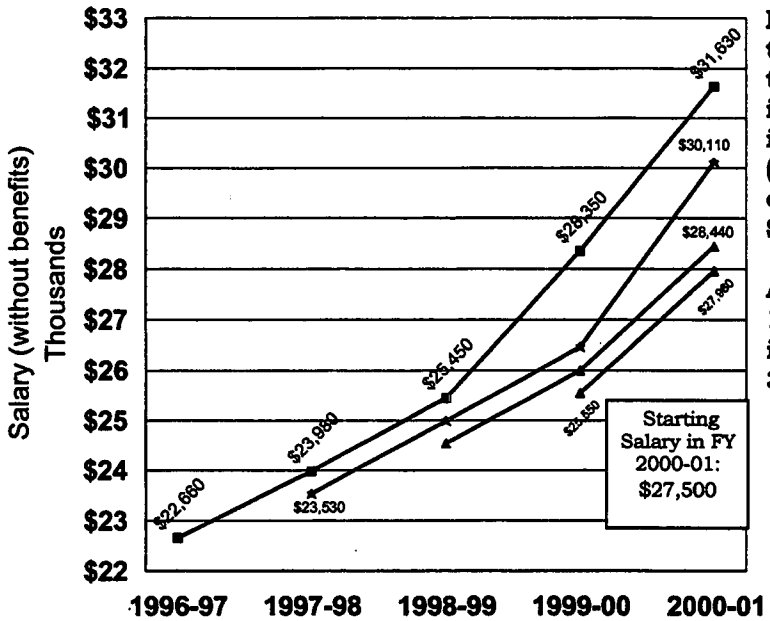
If a Bachelor's Degree teacher's first year of teaching was the year indicated, this chart identifies the annual (10 month) salary based on the Excellent Schools Act.

A teacher starting in 1996-97 will have an increase in pay of 31.08% as of 2000-01.

- **If starting in 1997-98, a 21.98% salary increase.**
- **If starting in 1998-99, a 11.57% salary increase.**

The Excellent Schools Act
Teacher Pay Increases

A teacher with a Master's Degree starting in various years with no experience



If a Master's Degree teacher's first year of teaching was the year indicated, this chart identifies the annual (10 month) salary based on the Excellent Schools Act.

A teacher starting in 1996-97 will have an increase in pay of 34.9% as of 2000-01.

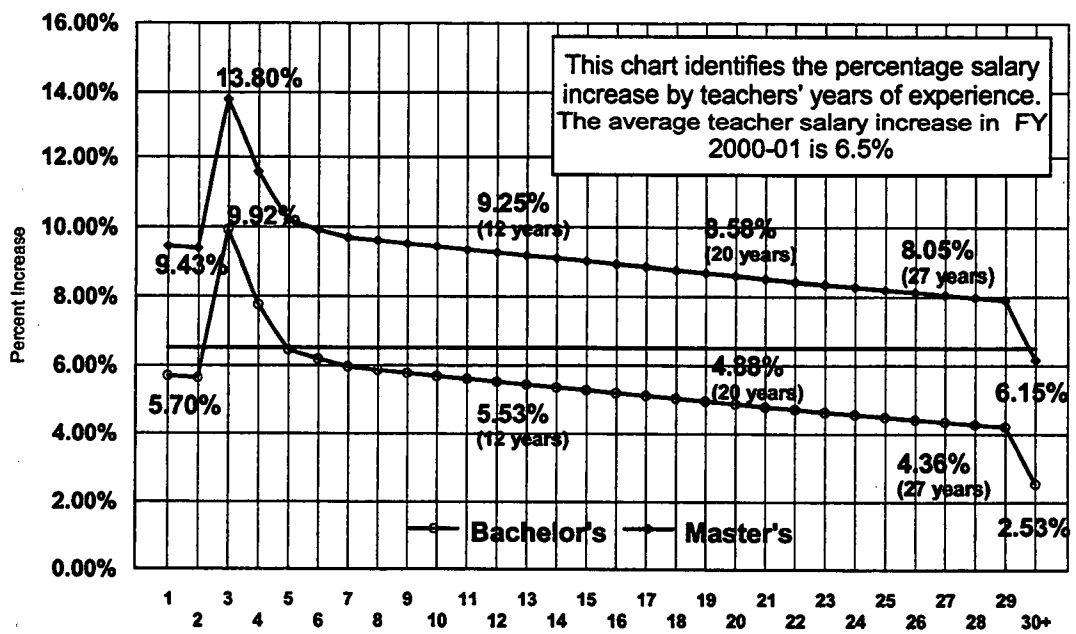
- **If starting in 1997-98, a 25.86% salary increase.**
- **If starting in 1998-99, a 15.3% salary increase.**

Excellent Schools Act
Year 4 - FY 2000-2001

- Master's schedule is 10% higher than the Bachelor's schedule (up from 6.25%).
- NBPTS adds 12% for teachers with more than 3 years of experience.
- Estimated Teacher Salary National Rank: 21 (FY 2000-2001). In FY 1996-97, our State rank was 43. The national average rank is around 17.
- In FY 1995-96, N.C. was paying 80.7% of the national average salary. In 1999-2000, we project to be around 94.5% of the national average.
- State Components of Teacher Salary:
  - Salary Schedule plus longevity
  - Mentor Pay (and new teacher orientation)
  - Forfeited Vacation
  - Incentive Pay
  - Extra Pay for Extra Duties
- Through FY 1999-2000, an additional $1,071,958,405 in State resources has been added to teacher pay.
- Local and federal supplements and other pay to teachers are included in the State average salary calculation.

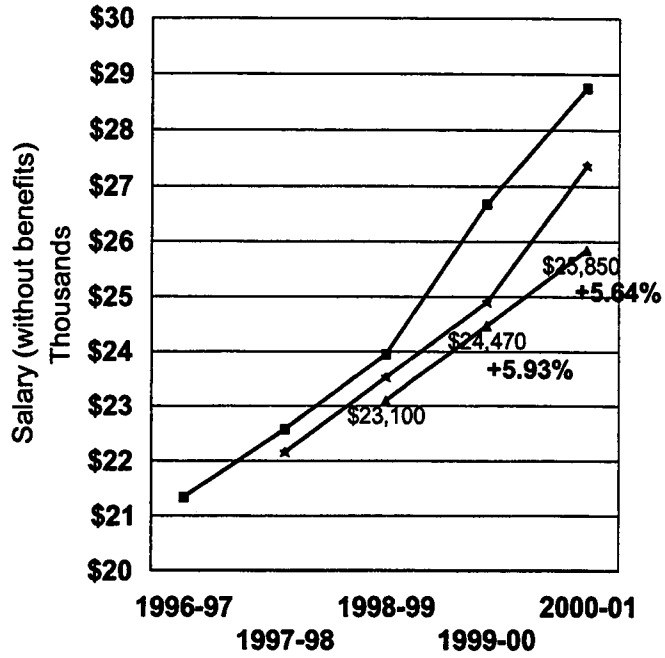
The Excellent Schools Act
Teacher Pay Increases

Year 4 - FY 2000-01



The Excellent Schools Act
Teacher Pay Increases

A teacher with a Bachelor's Degree starting in FY 1998-99 with no experience

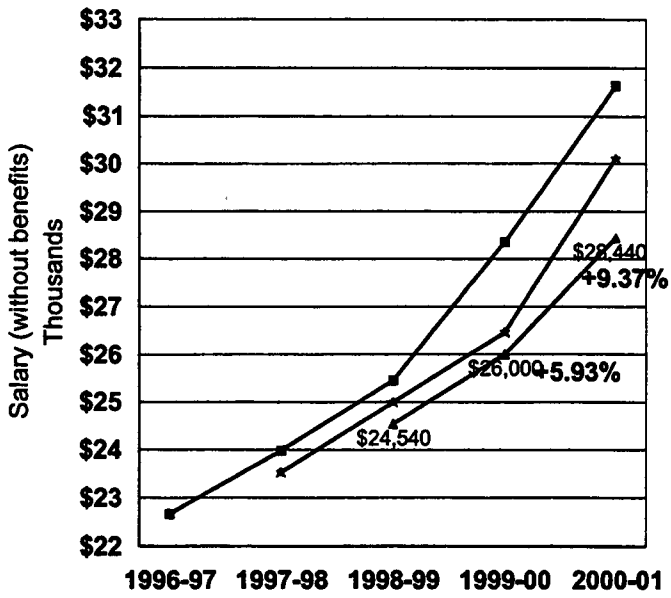


If a Bachelor's Degree teacher's first year of teaching was 1998-99, this chart identifies the annual percent increase in salary based on the Excellent Schools Act.

FY 2000-2001 has not been funded.

The Excellent Schools Act
Teacher Pay Increases

A teacher with a Master's Degree starting in FY 1998-99 with no experience



If a Master's Degree teacher's first year of teaching was 1998-99, this chart identifies the annual percent increase in salary based on the Excellent Schools Act.

FY 2000-2001 has not been funded.

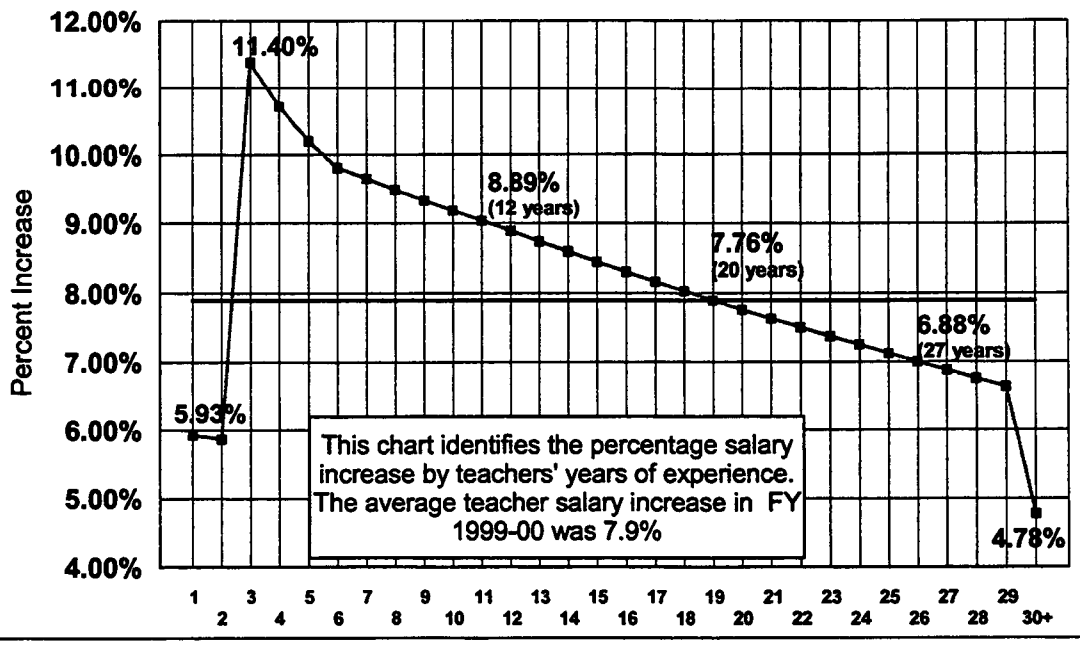
Excellent Schools Act
Year 3 - FY 1999-2000

- Master's schedule was 6.25% higher than the Bachelor's schedule.
- NBPTS adds 12% for teachers with more than 3 years of experience.
- Estimated Teacher Salary National Rank: 24.

The Excellent Schools Act
Teacher Pay Increases

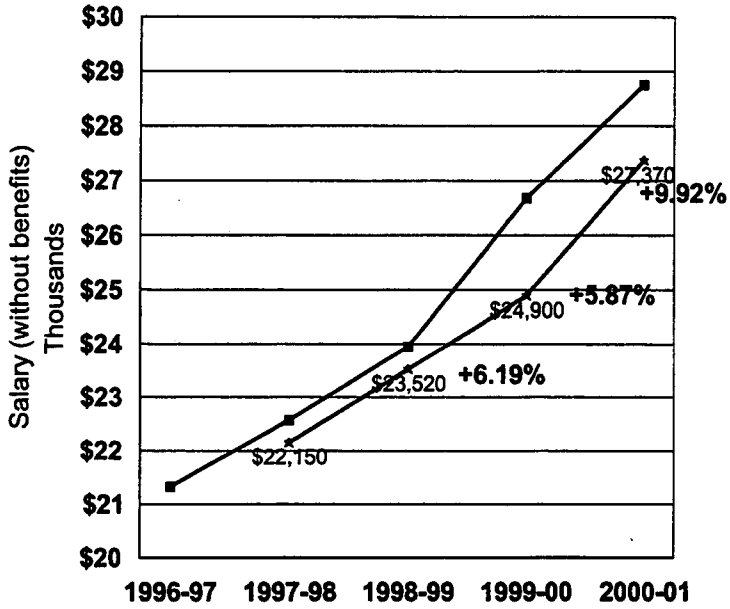
A teacher with a Bachelor or a Master's Degree

Year 3 - FY 1999-00



The Excellent Schools Act
Teacher Pay Increases

A teacher with a Bachelor's Degree starting in FY 1997-98 with no experience

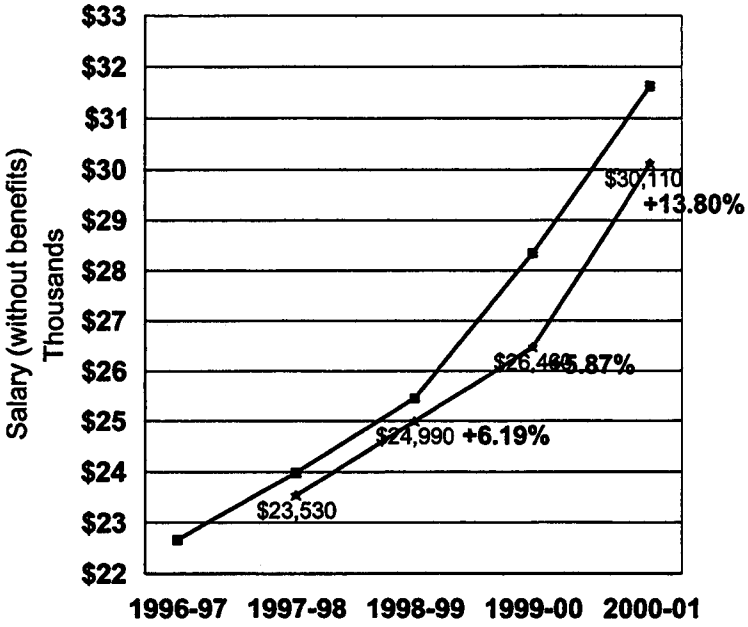


If a Bachelor's Degree teacher's first year of teaching was 1997-98, this chart identifies the annual percent increase in salary based on the Excellent Schools Act.

FY 2000-2001 has not been funded.

The Excellent Schools Act
Teacher Pay Increases

A teacher with a Master's Degree starting in FY 1997-98 with no experience



If a Master's Degree teacher's first year of teaching was 1997-98, this chart identifies the annual percent increase in salary based on the Excellent Schools Act.

FY 2000-2001 has not been funded.

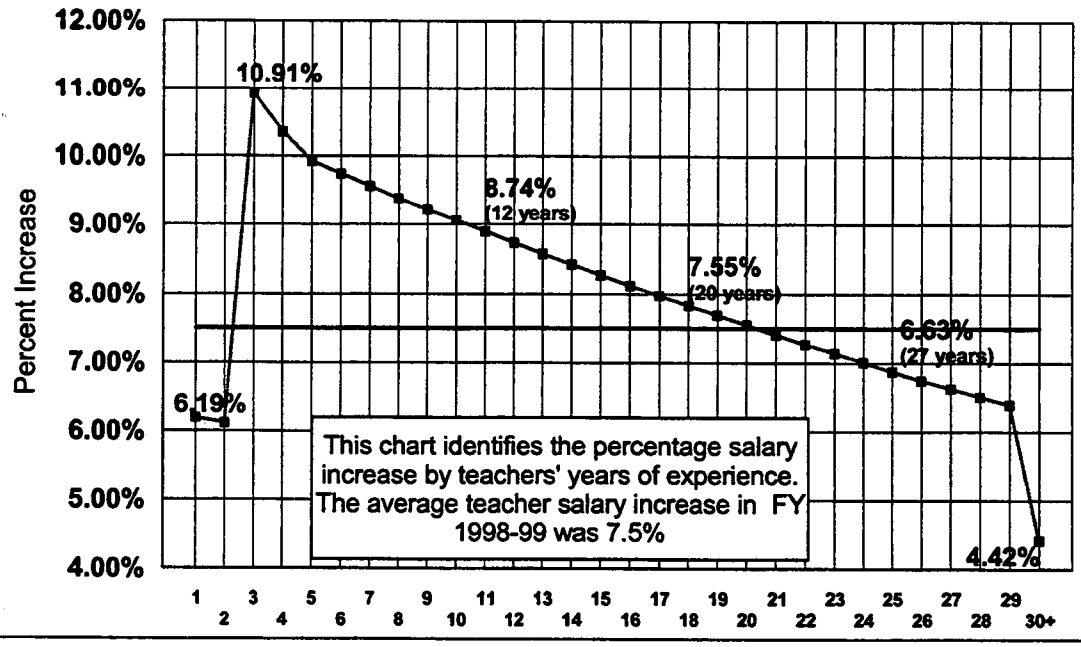
Excellent Schools Act
Year 2 - FY 1998-99

- Average years of experience of teachers: 12.39.
- Master's schedule was 6.25% higher than the Bachelor's schedule.
- NBPTS adds 12% for teachers with more than 3 years of experience.
- Teacher Salary National Rank: 29.

The Excellent Schools Act
Teacher Pay Increases

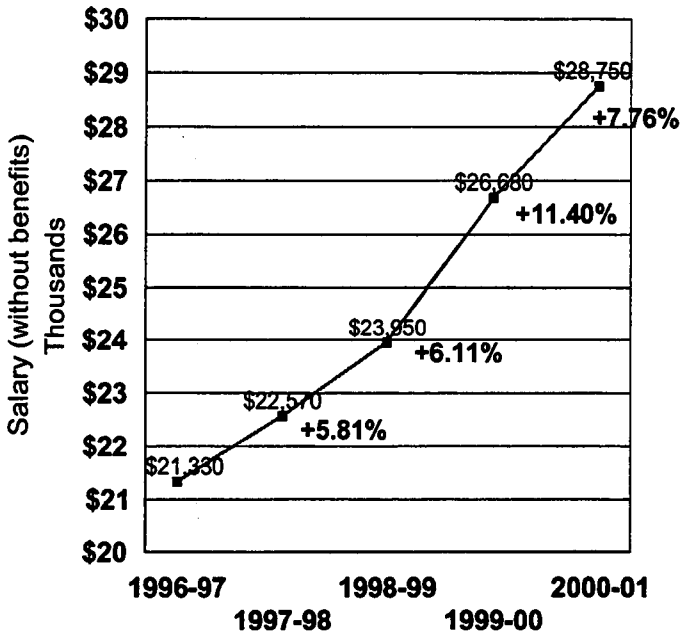
A teacher with a Bachelor or a Master's Degree

Year 2 - FY 1998-99



The Excellent Schools Act
Teacher Pay Increases

A teacher with a Bachelor's Degree starting in FY 1996-97 with no experience

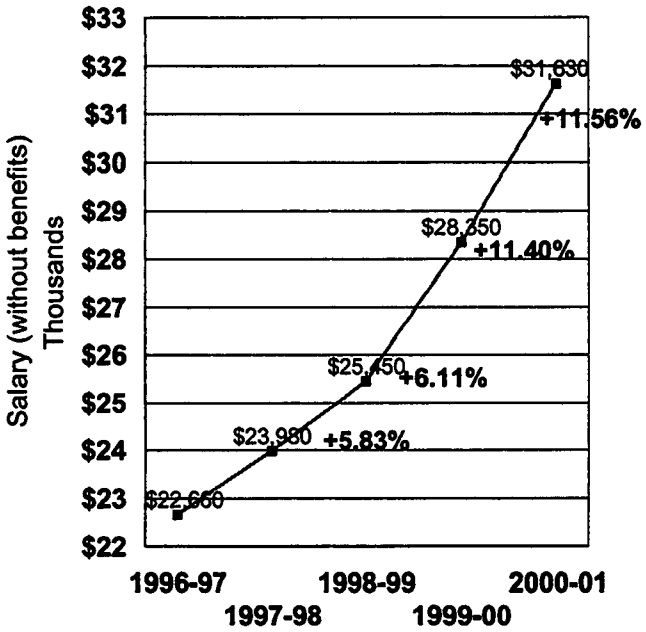


If a Bachelor's Degree teacher's first year of teaching was 1996-97, this chart identifies the annual percent increase in salary based on the Excellent Schools Act.

FY 2000-2001 has not been funded.

The Excellent Schools Act
Teacher Pay Increases

A teacher with a Master's Degree starting in FY 1996-97 with no experience



If a Master's Degree teacher's first year of teaching was 1996-97, this chart identifies the annual percent increase in salary based on the Excellent Schools Act.

FY 2000-2001 has not been funded.

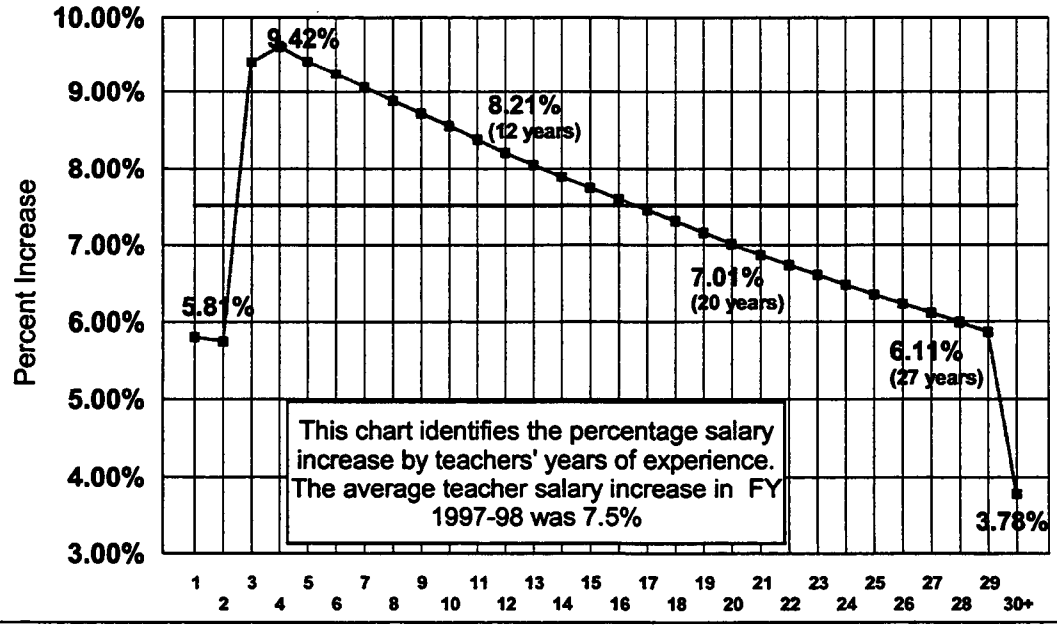
Excellent Schools Act
Year 1 - FY 1997-98

- Average years of experience of teachers: 12.55 (1996-97); 12.33 (1997-98).
- Master's schedule was 6.25% higher than the Bachelor's schedule.
- NBPTS adds 12% for teachers with more than 3 years of experience.
- N.C. Teacher Salary's Rank Among States:
  - FY 1996-97: 43
  - FY 1997-98: 38.

The Excellent Schools Act
Teacher Pay Increases

A teacher with a Bachelor or a Master's Degree

Year 1 - FY 1997-98



N. C. Average Teacher Salary

Components	1999-00	2000-01 (est.)
Salary Schedule	$35,246	$36,881
Local Supplements	$1,944	$2,137
ABC Bonuses	$1,049	$879
Other	$1,180	$1,282
Total	**$39,419**	**$41,179**

Average State Funded Teacher Salary by District: 2000-01

	LEA Avg. Salary		LEA Avg. Salary
Alamance County	$35,148	Davie County	$38,500
Alexander County	$36,090	Duplin County	$37,459
Alleghany County	$41,916	Durham Public	$37,983
Anson County	$37,837	Edgecombe County	$36,789
Ashe County	$39,989	Forsyth County	$38,499
Avery County	$40,625	Franklin County	$36,324
Beaufort County	$39,354	Gaston County	$37,574
Bertie County	$35,662	Gates County	$39,867
Bladen County	$40,105	Graham County	$39,894
Brunswick County	$38,035	Granville County	$35,873
Buncombe County	$38,225	Greene County	$36,395
Asheville City	$41,541	Guilford County	$37,456
Burke County	$36,990	Halifax County	$36,688
Cabarrus County	$36,321	Roanoke Rapids City	$37,098
Kannapolis City	$35,392	Weldon City (1)	$35,159
Caldwell County	$38,082	Harnett County	$35,878
Camden County	$37,610	Haywood County	$40,903
Carteret County	$39,656	Henderson County	$39,662
Caswell County	$40,381	Hertford County	$34,780
Catawba County	$37,504	Hoke County	$34,720
Hickory City	$36,876	Hyde County	$40,127
Newton City (1)	$35,805	Iredell County	$37,172
Chatham County	$37,109	Mooresville City	$36,481
Cherokee County	$40,461	Jackson County	$41,067
Chowan County	$39,027	Johnston County	$36,255
Clay County	$40,373	Jones County	$36,570
Cleveland County	$39,016	Lee County	$38,081
King Mountain City	$36,429	Lenoir County	$38,028
Shelby City	$38,697	Lincoln County	$37,439
Columbus County	$38,921	Macon County	$39,463
Whiteville City (1)	$38,686	Madison County	$38,411
Craven County	$37,720	Martin County	$39,848
Cumberland County	$36,390	McDowell County	$38,082
Currituck County	$37,056	Mecklenburg County	$35,745
Dare County	$38,789	Mitchell County	$38,004
Davidson County	$36,379	Montgomery County	$38,158
Lexington City	$36,528	Moore County	$38,550
Thomasville City (1)	$38,813	Nash County	$37,456
Davie County	$38,500	New Hanover County	$37,330
Duplin County	$37,459	Northampton County	$36,708
Durham Public	$37,983	Onslow County	$34,968
Edgecombe County	$36,789	Orange County	$37,729

Average State Funded Teacher Salary by District: 2000-01

Chapel Hill City	$39,351	Stokes County	$38,361
Pamlico County	$38,211	Surry County	$38,170
Pasquotank County	$38,240	Elkin City (1)	$41,368
Pender County	$35,476	Mount Airy City (1)	$37,261
Perquimans County	$39,104	Swain County	$39,858
Person County	$37,121	Transylvania County	$38,634
Pitt County	$37,682	Tyrrell County	$40,166
Polk County	$39,969	Union County	$35,762
Randolph County	$35,788	Vance County	$36,672
Asheboro City	$37,844	Wake County	$36,050
Richmond County	$38,210	Warren County	$36,048
Robeson County	$36,931	Washington County	$39,121
Rockingham County	$38,808	Watauga County	$40,718
Rowan County	$36,676	Wayne County	$37,070
Rutherford County	$39,561	Wilkes County	$38,227
Sampson County	$36,617	Wilson County	$37,102
Clinton City (1)	$37,913	Yadkin County	$36,278
Scotland County	$38,624	Yancey County	$38,783
Stanly County	$37,338		

Public Schools of North Carolina

Average Teacher Salary Supplement

1999-2000

Local Education Agency	Teacher No. of Pos.	Teacher No. Rec. Supplmt.	Teacher Average Supplmt.
WAKE COUNTY	6,363	6,363	4,485
CHARLOTTE-MECKLENBURG	7,205	7,205	4,458
CHAPEL HILL-CARRBORO	794	794	4,418
DURHAM PUBLIC	2,338	2,338	4,009
ORANGE COUNTY	458	458	3,872
GUILFORD COUNTY	4,653	4,602	3,001
CUMBERLAND COUNTY	3,332	3,332	2,978
ASHEVILLE CITY	371	371	2,848
BUNCOMBE COUNTY	1,685	1,685	2,827
FORSYTH COUNTY	3,108	3,108	2,809
NEW HANOVER COUNTY	1,518	1,518	2,535
CATAWBA COUNTY	1,047	1,035	2,428
NEWTON CONOVER CITY	208	208	2,403
HICKORY CITY	317	317	2,395
DARE COUNTY	319	310	2,216
PENDER COUNTY	451	446	2,121
PERSON COUNTY	432	432	2,097
VANCE COUNTY	532	532	2,000
GRANVILLE COUNTY	562	562	1,980
ROWAN-SALISBURY	1,366	1,366	1,913
CLINTON CITY	171	171	1,903
GASTON COUNTY	2,006	1,972	1,900
IREDELL-STATESVILLE	1,054	1,054	1,836
STANLY COUNTY	688	685	1,803
JOHNSTON COUNTY	1,456	1,456	1,798
HENDERSON COUNTY	788	788	1,796
MOORE COUNTY	693	693	1,765
WILSON COUNTY	869	869	1,765
LEE COUNTY	541	541	1,756
LEXINGTON CITY	242	242	1,738
CABARRUS COUNTY	1,270	1,270	1,697
BRUNSWICK COUNTY	715	715	1,689
MOORESVILLE CITY	252	252	1,599
ROCKINGHAM COUNTY	1,045	1,045	1,570
NASH-ROCKY MOUNT	1,256	1,256	1,564
WILKES COUNTY	731	731	1,534
KANNAPOLIS CITY	287	287	1,507
THOMASVILLE CITY	162	162	1,469
ASHEBORO CITY	299	299	1,421
TRANSYLVANIA COUNTY	266	266	1,378
MOUNT AIRY CITY	168	168	1,373
UNION COUNTY PUBLIC	1,416	1,416	1,369
EDGECOMBE COUNTY	569	569	1,364
PITT COUNTY	1,431	1,431	1,361
CHATHAM COUNTY	503	503	1,349
POLK COUNTY	188	188	1,345
CARTERET COUNTY	706	706	1,340

Public Schools of North Carolina

Average Teacher Salary Supplement

1999-2000

Local Education Agency	Teacher No. of Pos.	Teacher No. Rec. Supplmt.	Teacher Average Supplmt.
BURKE COUNTY	1,066	1,063	1,334
CURRITUCK COUNTY	291	291	1,325
DAVIE COUNTY	409	409	1,284
HARNETT COUNTY	1,076	1,076	1,270
ROBESON COUNTY	1,514	1,514	1,250
ELKIN CITY	78	76	1,230
DAVIDSON COUNTY	1,242	1,216	1,202
BERTIE COUNTY	318	318	1,156
WAYNE COUNTY PUBLIC	1,259	1,259	1,154
ROANOKE RAPIDS CITY	227	227	1,132
ALAMANCE-BURLINGTON	1,399	1,391	1,080
HERTFORD COUNTY	253	253	1,073
SURRY COUNTY	606	596	1,068
PASQUOTANK COUNTY	432	432	1,064
LINCOLN COUNTY	703	703	1,063
YADKIN COUNTY	373	373	1,051
KINGS MOUNTAIN DISTR	308	308	1,047
AVERY COUNTY	206	206	1,043
STOKES COUNTY	542	542	1,018
CRAVEN COUNTY	1,005	1,005	1,000
FRANKLIN COUNTY	507	507	1,000
WARREN COUNTY	205	205	1,000
ONSLOW COUNTY	1,508	1,508	978
NORTHAMPTON COUNTY	267	267	949
WATAUGA COUNTY	381	381	925
LENOIR COUNTY	767	767	912
SCOTLAND COUNTY	550	550	875
CAMDEN COUNTY	93	93	874
SHELBY CITY	264	264	810
CASWELL COUNTY	262	262	789
ALEXANDER COUNTY	314	294	734
BLADEN COUNTY	444	444	725
MCDOWELL COUNTY	353	353	700
TYRRELL COUNTY	60	60	700
SAMPSON COUNTY	513	513	690
PERQUIMANS COUNTY	141	140	687
RICHMOND COUNTY	592	592	644
HYDE COUNTY	72	72	628
CALDWELL COUNTY	847	847	614
CLEVELAND COUNTY	599	599	611
EDENTON/CHOWAN	188	188	609
GREENE COUNTY	211	211	600
MONTGOMERY COUNTY	324	324	600
PAMLICO COUNTY	156	156	600
HAYWOOD COUNTY	509	509	596
GATES COUNTY	168	168	550
RUTHERFORD COUNTY	711	586	541

Public Schools of North Carolina

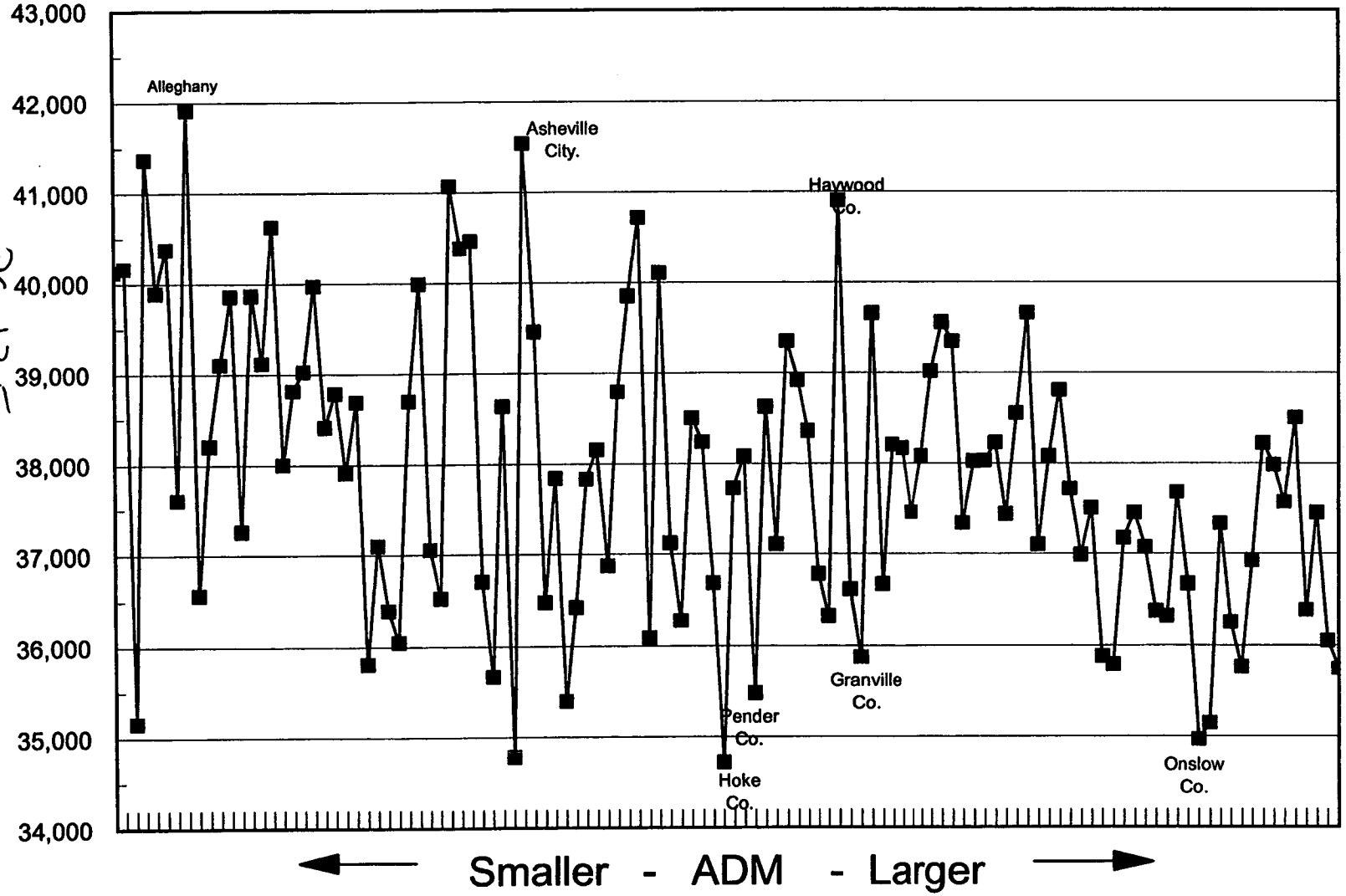
Average Teacher Salary Supplement

1999-2000

	Teacher		
Local Education Agency	No. of Pos.	No. Rec. Supplmt.	Average Supplmt.
WHITEVILLE CITY	205	205	525
ANSON COUNTY	313	313	509
RANDOLPH COUNTY	1,119	1,119	499
HALIFAX COUNTY	374	374	450
WASHINGTON COUNTY	198	198	446
BEAUFORT COUNTY	554	554	440
MARTIN COUNTY	384	384	400
HOKE COUNTY	409	409	397
DUPLIN COUNTY	523	523	350
COLUMBUS COUNTY	487	487	326
WELDON CITY	90	90	314
JONES COUNTY	132	132	200
ASHE COUNTY	253	253	150
MITCHELL COUNTY	166	166	100
ALLEGHANY COUNTY	126	0	0
CHEROKEE COUNTY	275	0	0
CLAY COUNTY	98	0	0
GRAHAM COUNTY	99	0	0
JACKSON COUNTY	268	0	0
MACON COUNTY	284	0	0
MADISON COUNTY	170	0	0
SWAIN COUNTY	138	0	0
YANCEY COUNTY	182	0	0
STATE TOTAL	87,991	86,042	2,166

LEA Average State Salary

By LEA Size - Teachers Only



The size of the LEA does not have a direct correlation to the average state salary of teachers. This data is based on 2000-01 allotment data and only includes State salaries. Local supplements are not included. Matching benefits are not included.

March 7, 2001
F:\Mydocuments\Funding per ADM\Chart3.wk4

Fiscal Research
Education Team

Update on North Carolina's Teacher Salaries

Comparison to the National Average

Revised: March 6, 2001

National data are projected and updated several times during the year. FY 2000-2001, is the fourth and final funding installment of the Excellent Schools Act. Final information on whether we reached the national average will not be finalized until sometime in late 2001 or early 2002.

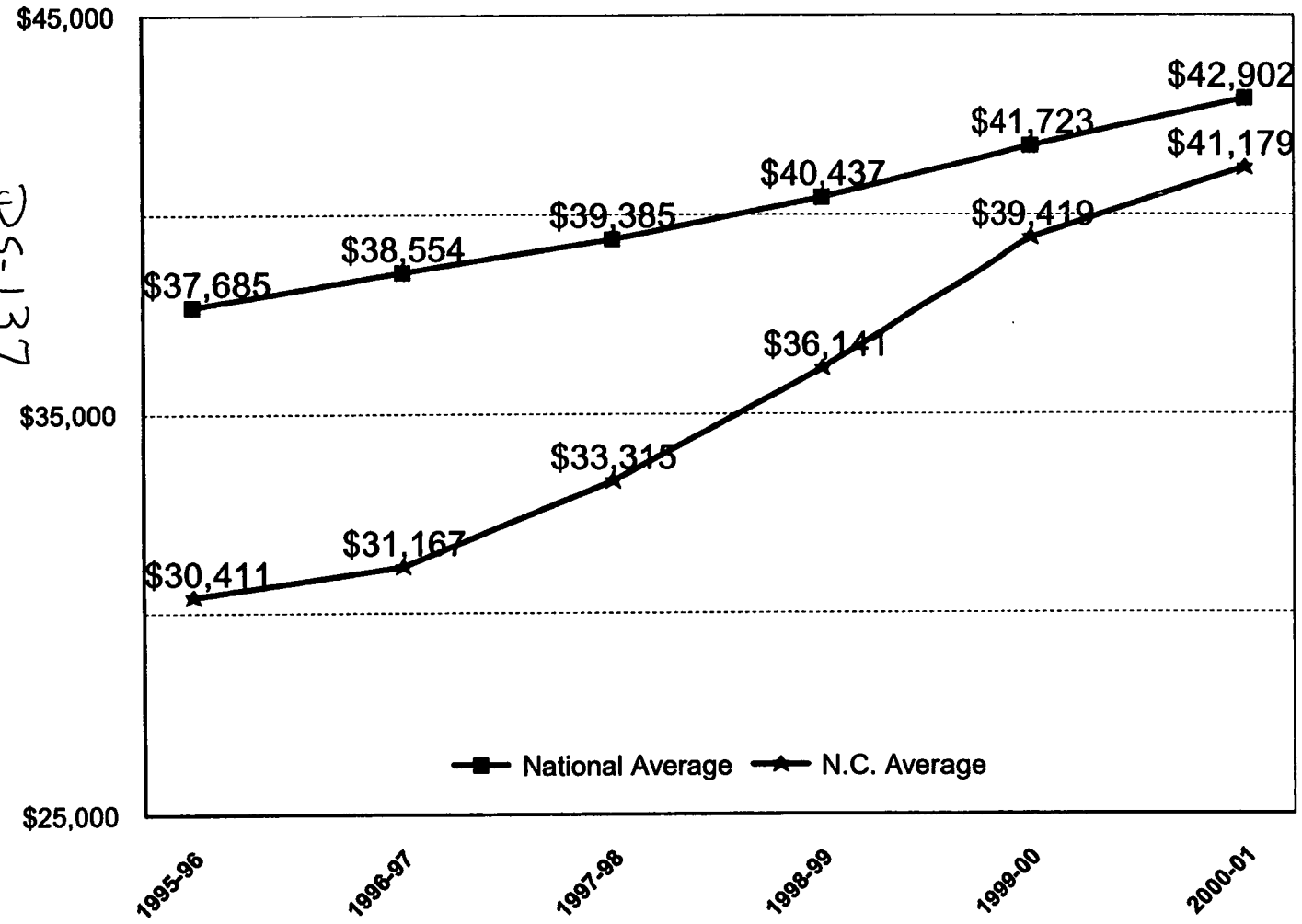
	1996-97	1997-98	1998-99	1999-2000	2000-2001*
North Carolina	$31,167	$33,129	$36,883	$39,419	$41,179
US Average	$38,554	$39,454	$40,582	$41,723	$42,902
NC as a % of US	80.8%	84.0%	90.9%	94.5%	96%
NC Rank Among States	43	38	26	22	21

* Projected NC DPI calculation of average salary. NEA (National Education Association) information is based on unpublished data from the soon to be published "Rankings of the States".

North Carolina vs National Average

Comparison of Average Teacher Salaries

Average salaires include local supplements, workshop stipends, ABC bonuses, etc.



The Governor and General Assembly supported an initiative to raise teacher salaries to the national average by 2000-01.

North Carolina's average salary rank has increased from 43rd in 1995-96 to an estimated 21st in 2000-01.

The national average teacher salary in 1999-00 was $41,723. North Carolina's average teacher salary was $39,419 (94.5% of the national average).

March 7, 2001
F:\Mydocuments\Funding per ADM\Chart3.wk4

Fiscal Research
Education Team

Teacher Salaries for Selected Years-of-Experience

An Example LEA

Teacher with a Master's Degree and an Advanced Degree

Years of Experience	State Ten Month Salary FY 2000-01 (Without benefits)	Local Supplement of 11.00%	If Teacher Serves as a Mentor Up to 1,100	ABCs Incentive Awards: Meet Expectations	ABCs Incentive Awards: Exceed Expectations	Longevity	Total Assuming Teacher Is a Mentor: No ABCs	Total Assuming Teacher Is a Mentor: Meet ABCs	Total Assuming Teacher Is a Mentor: Exceed ABCs
0	$28,760	$3,164	n/a	$750	$1,500	n/a	$31,924	$32,674	$33,424
29	50,680	5,575	1,100	750	1,500	2,531	59,886	60,636	61,386

Teacher with a Master's Degree, an Advanced Degree, and National Board Certification (NBPTS)

Years of Experience	State Ten Month Salary FY 2000-01 (Without benefits)	Local Supplement of 11.00%	If Teacher Serves as a Mentor Up to 1,100	ABCs Incentive Awards: Meet Expectations	ABCs Incentive Awards: Exceed Expectations	Longevity	Total Assuming Teacher Is a Mentor: No ABCs	Total Assuming Teacher Is a Mentor: Meet ABCs	Total Assuming Teacher Is a Mentor: Exceed ABCs
0	$28,760	$3,164	n/a	$750	$1,500	n/a	$31,924	$32,674	$33,424
29	56,610	6,227	1,100	750	1,500	2,828	66,765	67,515	68,265

Teacher with a Master's Degree, an Advanced Degree, and a Doctorate Degree

Years of Experience	State Ten Month Salary FY 2000-01 (Without benefits)	Local Supplement of 11.00%	If Teacher Serves as a Mentor Up to 1,100	ABCs Incentive Awards: Meet Expectations	ABCs Incentive Awards: Exceed Expectations	Longevity	Total Assuming Teacher Is a Mentor: No ABCs	Total Assuming Teacher Is a Mentor: Meet ABCs	Total Assuming Teacher Is a Mentor: Exceed ABCs
0	$30,030	$3,303	n/a	$750	$1,500	n/a	$33,333	$34,083	$34,833
29	51,950	5,715	1,100	750	1,500	2,595	61,360	62,110	62,860

Teacher with a Master's Degree, an Advanced Degree, a Doctorate Degree, and NBPTS

Years of Experience	State Ten Month Salary FY 2000-01 (Without benefits)	Local Supplement of 11.00%	If Teacher Serves as a Mentor Up to 1,100	ABCs Incentive Awards: Meet Expectations	ABCs Incentive Awards: Exceed Expectations	Longevity	Total Assuming Teacher Is a Mentor: No ABCs	Total Assuming Teacher Is a Mentor: Meet ABCs	Total Assuming Teacher Is a Mentor: Exceed ABCs
0	$30,030	$3,303	n/a	$750	$1,500	n/a	$33,333	$34,083	$34,833
29	57,880	6,367	1,100	750	1,500	2,891	68,238	68,988	69,738

PS-138

Teacher Salaries for Selected Years-of-Experience

An Example LEA

Teacher with a Bachelor's Degree

Years of Experience	State Ten Month Salary FY 2000-01 (Without benefits)	Local Supplement of 11.00%	If Teacher Serves as a Mentor Up to 1,100	ABCs Incentive Awards: Meet Expectations	ABCs Incentive Awards: Exceed Expectations	Longevity	Total Assuming Teacher is a Mentor: No ABCs	Total Assuming Teacher is a Mentor: Meet ABCs	Total Assuming Teacher is a Mentor: Exceed ABCs
0	$25,000	$2,750	n/a	$750	$1,500	n/a	$27,750	$28,500	$29,250
29	44,930	4,942	1,100	750	1,500	2,244	53,216	53,966	54,716

Teacher with a Bachelor's Degree and National Board Certification (NBPTS)

Years of Experience	State Ten Month Salary FY 2000-01 (Without benefits)	Local Supplement of 11.00%	If Teacher Serves as a Mentor Up to 1,100	ABCs Incentive Awards: Meet Expectations	ABCs Incentive Awards: Exceed Expectations	Longevity	Total Assuming Teacher is a Mentor: No ABCs	Total Assuming Teacher is a Mentor: Meet ABCs	Total Assuming Teacher is a Mentor: Exceed ABCs
0	$25,000	$2,750	n/a	$750	$1,500	n/a	$27,750	$28,500	$29,250
29	50,320	5,535	1,100	750	1,500	2,513	59,468	60,218	60,968

Teacher with a Master's Degree

Years of Experience	State Ten Month Salary FY 2000-01 (Without benefits)	Local Supplement of 11.00%	If Teacher Serves as a Mentor Up to 1,100	ABCs Incentive Awards: Meet Expectations	ABCs Incentive Awards: Exceed Expectations	Longevity	Total Assuming Teacher is a Mentor: No ABCs	Total Assuming Teacher is a Mentor: Meet ABCs	Total Assuming Teacher is a Mentor: Exceed ABCs
0	$27,500	$3,025	n/a	$750	$1,500	n/a	$30,525	$31,275	$32,025
29	49,420	5,436	1,100	750	1,500	2,469	58,425	59,175	59,925

Teacher with a Master's Degree and National Board Certification (NBPTS)

Years of Experience	State Ten Month Salary FY 2000-01 (Without benefits)	Local Supplement of 11.00%	If Teacher Serves as a Mentor Up to 1,100	ABCs Incentive Awards: Meet Expectations	ABCs Incentive Awards: Exceed Expectations	Longevity	Total Assuming Teacher is a Mentor: No ABCs	Total Assuming Teacher is a Mentor: Meet ABCs	Total Assuming Teacher is a Mentor: Exceed ABCs
0	$27,500	$3,025	n/a	$750	$1,500	n/a	$30,525	$31,275	$32,025
29	55,350	6,089	1,100	750	1,500	2,765	65,304	66,054	66,804

MINUTES
JOINT APPROPRIATIONS/Subcommittee on Education

March 14, 2001
8:30 a.m.

The Joint Appropriations/Subcommittee on Education met Wednesday, March 14, 201 at 8:30 a.m. in Room 421 of the Legislative Office Building with Rep. Gene Rogers, Chair presiding. House members present were Chairs Rep. Rogers, Rep. Yongue, Rep. Boyd-McIntyre and Representatives Barnhart, Bell, Carpenter, McLawhorn, Michaux, Russell, Smith, Teague and Warner. Seven Senate members were present. Fiscal Staff present were Kristine Leggett, Jim Newlin, Philip Price and Charlotte Todd. Thirty-five visitors attended.

Rep. Rogers, Chair called the meeting to order and introduced pages Rafael Penn from Mecklenburg County, sponsored by Rep. Cunningham and Cali Jenkins also from Mecklenburg County sponsored by Senator Odom. The Chair then called on Jim Newlin, Fiscal Research to discuss "What Makes up Teacher Pay and How North Carolina Compares Regionally and Nationally". Beginning on ***page 129*** of handout, ***(Attachment 1),*** is a calculation of North Carolina average teachers salaries. These are used to submit to the National Education association for comparison. On ***pages 130-131*** are LEA State funded teachers. These are position allotments based on ADM's. Variances in levels are shown on Salary Schedule card ***(Attachment 2).*** On ***page 132*** of ***(Attachment 1),*** are local supplements for prior year, ranked in order of highest average supplement down to the lowest. State wide average is $2,166. Low wealth money can be used for supplements even if there is no local supplement from local tax resources. ***Page 135*** shows a graph ranking local Education agencies from smallest to the largest counties and the average state teacher salaries. ***Page 136*** is the latest estimates obtained from the office of State Budget with assistance of the NCAE on North Carolina's ranking nationally. ***Page 137*** is a graphic illustration of the information on page 136. . The graphs on ***page 139*** are simply meant to be illustrative of the types of teacher pay and the different components that go into it. ***Page 140, (Attachment 3)*** shows data on state minimum salary schedules for teachers with Bachelor's Degrees, gathered by SREB in Atlanta, of which North Carolina is a member state. ***Page 141*** is a comparable comparison that shows state minimum salary schedules for teachers with Master's Degrees. Rep. Smith raised the

question as to "why don't we do something to attract teachers from other states". Mr. Newlin responded that the Department has already taken steps to do that with the help of the Governor's office and the Legislature. Rep. Russell questioned Mr. Newlin regarding ranking nationally on page 139. His response was that it had not been calculated in a couple of years but it was between 20 & 30 percent.

Rep. Rogers, Chair introduced Philip Price, Fiscal Research for his presentation on "Teacher Benefits and the Cost to Reduce Class Size", ***(Attachment 3). Pages 142 & 143*** shows charts on Public School instructional and targeted funding. The main portion of his presentation began on ***Page 144,*** which dealt with teacher salaries & benefits. Other areas added by the Excellent Schools Act included mentors and forfeited vacations. Rep. Rogers questioned Mr. Price about shared leave. He referred to Gordon Millspaugh from DPI to address the question. Mr. Millspaugh stated that volunteer shared leave allows for local school systems to set up committees where teachers have to submit documentation of financial hardship and if they meet this criteria, they can apply for the number of days needed to apply for disability coverage. He said that each school system has voluntarily shared leave provisions available to them. Mr. Price resumed his presentation on ***Page 147,*** mentor pay. Mr. Price addressed questions raised by members. The Chair asked Mr. Price to explain recurring & non-recurring money. He stated that recurring means that it is in the continuation budget. Non-recurring means it is only funded for one year. Most of the state public school funds are predominately recurring, but bonus pay and incentive awards are non-recurring. Rep. Michaux questioned Mr. Price about how much was actually spent of the $14.2 million but he did not have the information available but told Rep. Michaux he would get it for him. Next item Mr. Price discussed was forfeited vacation, ***Page148***. Forfeited vacation allows teachers that accumulate more than 30 days as

MINUTES
Appropriations/Subcommittee on Education
March 14, 2001, 8:30 a.m.

of June 30th, they can have six of those days paid for. Any days over 30 at end of school term rolls over into sick leave to be used for retirement benefits. He also discussed employing retired teachers, ***Page 149. Page 150*** is a chart indicating the number and where the retired teachers have been re-employed in North Carolina. Mr. Price addressed questions raised by members. The Chair then introduced Sue Adams to resume discussion on the Governor's Budget for Public Schools which is a follow-up from the previous days meeting. ***(Attachment 4).*** After reviewing the recommended general fund budget, Ms. Adams introduced David Brown to cover the Governor's recommendations on the continuation budget, beginning on ***page 21 of Attachment 4,*** Consensus Base Line Adjustments. Mr. Brown referred to ***(Attachment #5, GB-PS-01)*** which shows ADM's for this year and the projected ADM's for the next fiscal year. After some discussion, Mr. Brown referred back to ***page 22 of Attachment 4,*** to discuss recommended reductions. Rep. Rogers announced that Senator Garrou would be chairing the afternoon session. There being no further business, the meeting adjourned at 9:50 a.m.

Respectfully Submitted,

Representative Gene Rogers
Chair

Sally Gillis
Committee Assistant

Joint Appropriations on Education Committee

Agenda

Wednesday, March 14, 2001, 8:30 a.m.
Room 421, Legislative Office Building

Representative Gene Rogers, Chairing

8:30 – 9:15

What Makes-up Teacher Pay and How NC Compares Regionally and Nationally ..... Jim Newlin
Fiscal Research

Teacher Benefits and the Cost to Reduce Class Size ..... Philip Price
Fiscal Research

Other Allotments to Public Schools ..... Philip Price and Jim Newlin
Fiscal Research

9:15 – 9:45

Governor's Budget for Public Schools ..... Sue Adams
and
David Brown
Office of State Budget and Management

9:50

Adjournment

House Appropriations Subcommittee on Education
Rep. Boyd-McIntyre (Chair)
Rep. Rogers (Chair)
Rep. Yongue (Chair)
Rep. Barnhart, Rep. Bell, Rep. Bonner, Rep. Carpenter
Rep. Holmes, Rep. McLawhorn, Rep. Michaux,
Rep. Morgan, Rep. Preston, Rep. Russell, Rep. Smith,
Rep. Teague, Rep. Warner

Senate Appropriations on Education/Higher Education
Sen. Lucas (Chair)
Sen. Garrou (Chair)
Sen. Dalton (Chair)
Sen. Carter, Sen. Cunningham, Sen. Garwood, Sen. Hartsell,
Sen. Wellons

Fiscal Research Division (g:\Fiscal\Education Team\2001 Agenda)

Becoming a Certified Teacher in North Carolina

- Completion of a State approved education program in an accredited college or university
- Reciprocity
- Alternative Entry
- Lateral Entry

Approved Education Program

- LEA evaluates and verifies success of student teaching
- IHE sends complete application packet to Licensure Section of DPI
  - Application
  - IHE verification of program completion
  - Original transcripts
  - Praxis scores

Reciprocity

- Applies to the extent that out-of-state education programs are equivalent to NC's standards and guidelines for approved education programs
- Requirements specific to NC, such as Praxis tests, are not covered and must be met before a clear license can be issued

B-105

Alternative Entry (Expires September 1, 2002)

- Local board determines there is or will be a shortage of qualified teachers for specific subjects or grade levels
- Local Board develops a plan to determine the individual's competence as a teacher
- Local board may employ an individual for up to one year under a provisional license if the person
  - Has at least a bachelors degree,
  - Is eligible for reemployment by prior employer, and

BS-106

Alternative Entry

- Has a valid out-of-state teaching license with a minimum of one year of relevant classroom teaching experience, or
- Has at least one year of relevant classroom teaching experience as a professor or instructor at a university or community college, or
- Three years of other relevant experience and postsecondary education.

Alternative Entry

- If the local board reemploys the individual with the out-of-state license, they are deemed to have met all requirements and are issued a license.
- If the local board reemploys an individual in the other categories, and that person has taken and passed the Praxis within a year, they are issued a license.
- If the individual does not take and pass the Praxis within a year of initial employment, then upon reemployment the individual shall continue to hold a provisional license.

801-SC

Lateral Entry

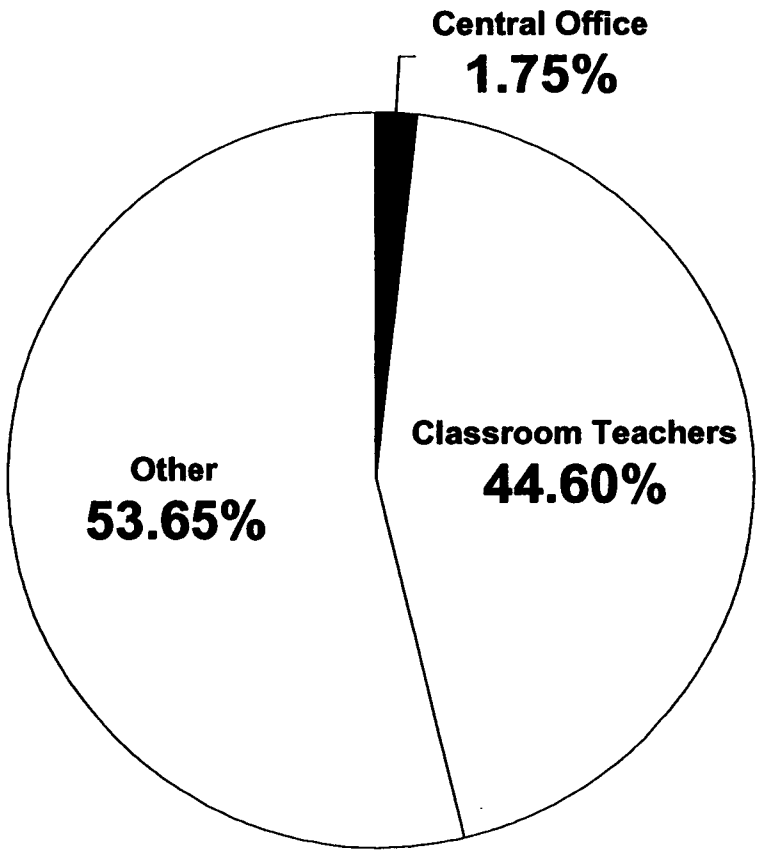
- Hold a bachelor's degree from a regionally accredited college or university
- Have a minimum GPA of 2.5
- Be selected for employment by a NC school system
- Licensure Section issues a provisional license in an area that corresponds to the individual's academic preparation
- Must meet program and testing requirements within 5 years.

35-109

FY 2000-2001

Classroom Teachers $2.6 billion

$2.18 billion without matching benefits



Guaranteed Allotment

58,261 teacher positions are allocated to local education agencies to specifically meet the class size targets established by the General Assembly.

Local school systems employ additional teachers from State, federal, and local resources to supplement the basic class size allocation.

The FY 2000-01 sixth pay period (December 2000) State allotted average teacher salary is $36,988 ($45,037 with benefits).

A 1% salary increase for teachers cost $32.2 million with benefits.

Classroom Teachers

Legislated Formula (the State Board of Education does have some discretion).

Allotment

- Position allotments are calculated based on the allotted ADM for a specific grade or grade span.
- Positions are allotted to an LEA in total and LEAs determine where to place teacher positions.
- The General Assembly has established maximum class sizes; however, LEAs can obtain a waiver.

Compliance

- Information about each teacher's class is included in the State's SIMS system (being replaced by NC WISE).
- This data is monitored by DPI to assure compliance with required class sizes or verification that a waiver is in place.
- Grades K-3 can only have a class size exception if approved by the State Board of Education.

Class Size Verification

Verification 1

- The average class size for each grade span within a LEA shall at no time exceed the following class size ratios:
  - K-2 1:23*
  - 3-9 1:26
  - 10-12 1:28.425

* A special provision allows an LEA class size average in K-2 to be 26.

- An LEA cannot waive this verification.

Verification 2

- At the end of the second month of school and for the remainder of the school year, the size of an individual class shall not exceed the class size ratio by more than three students.
  - K-2 1:26
  - 3-9 1:29
  - 10-12 1:32
- Schools can obtain waivers for grades 4-12. Exceptions in K-3 must be approved by the State Board.

B-112

Classroom Teachers

Kindergarten through Second Grade

1 teacher for every 20 students.

FY 2001-02 K-2 ADM: 316,489
Estimated Positions: 15,824

LEA Class Size Average must be: <= 26
Individual Class Max.: 26

A "typical" K-2 class is defined as a self-contained class in which a teacher spends the majority of the day with the same students teaching a complete curriculum. Courses classified as special education are not included. Courses related to Arts Education and Physical Education are also excluded. By removing these classes from the class size calculation, the reported average should reflect the current class sizes experienced by most kindergarten through second grade students attending North Carolina's public schools (charter schools are not included).

FY 1999-2000 Information:

	Typical Classes	Typical Class Size		All Classes	All Classes Class Size
K	4,559	21		22,158	20
1st	4,689	21		24,845	17
2nd	`4,656	21		24,510	18
Total	13,813			71,513	

656 classes were reported over 26 students. The State Board granted waivers to 33 classes.

Classroom Teachers

Third Grade

1 teacher for every 22.23 students.

A "typical" third grade class is defined as a self-contained class in which a teacher spends the majority of the day with the same students teaching a complete curriculum. Courses classified as special education are not included. Courses related to Arts Education and Physical Education are also excluded. By removing these classes from the class size calculation, the reported average should reflect the current class sizes experienced by most students in the third grade attending North Carolina's public schools (charter schools are not included).

FY 2001-02 Third Grade ADM: 105,919
Estimated Positions: 4,765

LEA Class Size Average must be: <= 26
Individual Class Max.: 29

FY 1999-2000 Information:

	Typical Classes	Typical Class Size		All Classes	All Classes Class Size
3rd	4,335	22		25,858	18

50 classes reported a class size of more than 29 students. The State Board granted no waivers.

PS-114

Classroom Teachers

Fourth through Sixth Grade

1 teacher for every 22 students.

FY 2001-02 4-6 ADM: 320,603
Estimated Positions: 14,573

LEA Class Size Average must be: <= 26
Individual Class Max.: 29

A "typical" 4-6 grade class is defined as any class related to English/Language Arts, Math, Science, or Social Studies. Courses classified as special education are not included. Courses related to Arts Education, Vocational Education, and Physical Education are also excluded. By removing these classes from the class size calculation, the reported average should reflect the current class sizes experienced by most students in grades 4-6 attending North Carolina's public schools (charter schools are not included).

FY 1999-2000 Information:

For class size compliance verification, the grade span of 4-9 is used. Although the allotment ratios are different, the legislated class size maximum is the same (26) for grades 4-9.

Classroom Teachers

Seventh through Eighth Grade

1 teacher for every 21 students.

FY 2001-02 7-8 ADM: 208,630
Estimated Positions: 9,935

LEA Class Size Average must be: <= 26
Individual Class Max.: 29

A "typical" 7-8 grade class is defined as any class related to English/Language Arts, Math, Science, or Social Studies. Courses classified as special education are not included. Courses related to Arts Education, Vocational Education, and Physical Education are also excluded. By removing these classes from the class size calculation, the reported average should reflect the current class sizes experienced by most students in grades 7-8 attending North Carolina's public schools (charter schools are not included).

FY 1999-2000 Information:

For class size compliance verification, the grade span of 4-9 is used. Although the allotment ratios are different, the legislated class size maximum is the same (26) for grades 4-9.

Classroom Teachers

Ninth Grade

1 teacher for every 24.5 students.

FY 2001-02 9th grade ADM: 114,316
Estimated Positions: 4,666

LEA Class Size Average must be: <= 26
Individual Class Max.: 29

A "typical" 9th grade class is defined as any class related to English/Language Arts, Math, Science, or Social Studies. Courses classified as special education are not included. Courses related to Arts Education, Vocational Education, and Physical Education are also excluded. By removing these classes from the class size calculation, the reported average should reflect the current class sizes experienced by most 9th grade students attending North Carolina's public schools (charter schools are not included).

FY 1999-2000 Information:

	Typical Classes	Typical Class Size		All Classes	All Classes Class Size
4th - 9th	80,448	21		186,562	18

Teachers Allotted:

4th-6th:	14,573
7th-8th:	9,935
9Th:	4,666
Total:	29,174

5,329 classes reported a class size of more than 29 students.

QS-117

Classroom Teachers

Tenth through Twelth Grade

1 teacher for every 26.64 students.

FY 2001-02 10 - 12th grade ADM: 239,266
Estimated Positions: 8,981

LEA Class Size Average must be: <= 29
Individual Class Max.: 32

A "typical" class in grades 10-12 is defined as any class related to English/Language Arts, Math, Science, or Social Studies. Courses classified as special education are not included. Courses related to Arts Education, Vocational Education, and Physical Education are also excluded. By removing these classes from the class size calculation, the reported average should reflect the current class sizes experienced by most 9th grade students attending North Carolina's public schools (charter schools are not included).

FY 1999-2000 Information:

	Typical Classes	Typical Class Size		All Classes	All Classes Class Size
10th-12th	25,007	19		72,010	14

571 classes reported a class size of more than 32 students.

Excellent Schools Act

Update on Fiscal Impact and Teacher Salaries

March 6, 2000
Fiscal Research Division

Estimated State Cost of the Excellent Schools Act
1997-98, 1998-99, 1999-2000, 2000-01

	1996-97	1997-98	1998-99	1999-2000	2000-01 (Budget)
Salary Schedule (increase)	NA	$170,760,018	$193,745,460	$240,305,837	$222,730,457
Longevity (increase)	NA	$12,350,739	$13,234,870	$13,941,777	$20,317,926
Mentor Pay (total budget)	NA	$6,988,414	$10,869,027	$10,869,027	$12,768,618
New Teacher Orientation (total)	NA	$922,952	$1,242,915	$1,309,302	$1,309,302
Forfeiting Vacation Days (total)	NA	$2,030,844	$3,682,358	$9,000,000	$7,664,414
Total Salary Costs	NA	$193,052,966	$222,774,630	$275,425,943	$264,790,717
NBPTS Fee and Leave (total)		$1,629,270	$2,509,573	$3,274,500	$3,274,500
Extra Pay for Extra Duties (NC HELPS)			$3,890,893	$3,848,774	$0
ABC Bonuses to teachers instructional support and teacher assistants (total)	$25,648,842	$117,029,173	$123,522,683	$101,282,183	$120,000,000 (2)
Total	$25,648,842	$311,711,409	$352,697,779	$383,831,400	$388,065,217
					$ 1,461,954,647

Notes:

1) All numbers are included in the school year for which the item applies.

2) ABC bonuses and Forfeited Vacation Days are paid in the fiscal year following the school year listed in the table.
For example, ABC bonuses for school year 1997-98 ($117,029,173) were paid from 1998-99 funds. FY 2000-01 funding has not been budgeted. $120 million is anticipated.

3) Benefits have been included in these numbers. The rates are: 1997-98, 18.11%; 1998-99, 17.75%; 1999-2000, 16.48%, 2000-01, 14.78%.

4) Salary amounts are from appropriated budgets for increases to the teacher salary schedule.

5) Longevity amount is based on 25+ year service educators' longevity rate increasing from 2.5% to 4.5% and other % increases in FY 2000-01.

6) Mentor pay, New Teacher Orientation, and Forfeited Vacation Days, and ABC bonuses are based on actual state costs, unless noted.

7) NBPTS for 1999-2000 and 2000-01 is budgeted amount.

80 NC HELPS expenditures for 1999-2000 are from 1998-99 carryforwards.

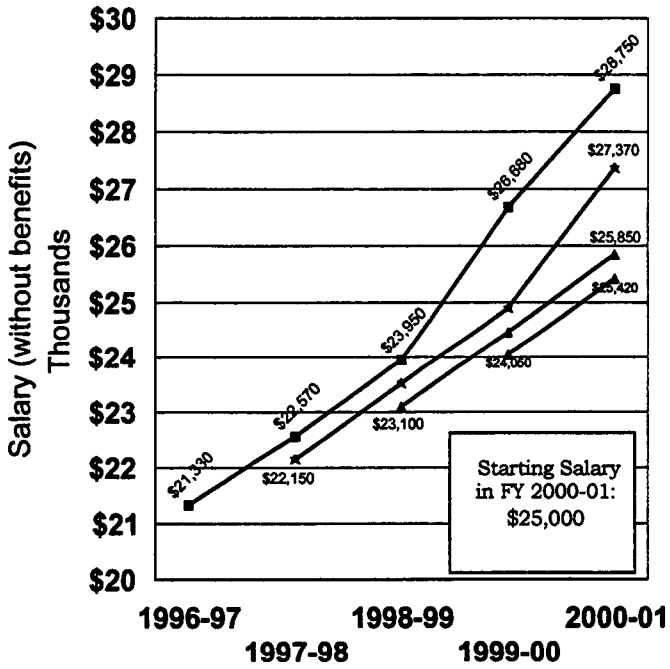
Source: Department of Public Instruction
3/6/2001

esa 2000jn

PS-120

The Excellent Schools Act
Teacher Pay Increases

A teacher with a Bachelor's Degree starting in various years with no experience



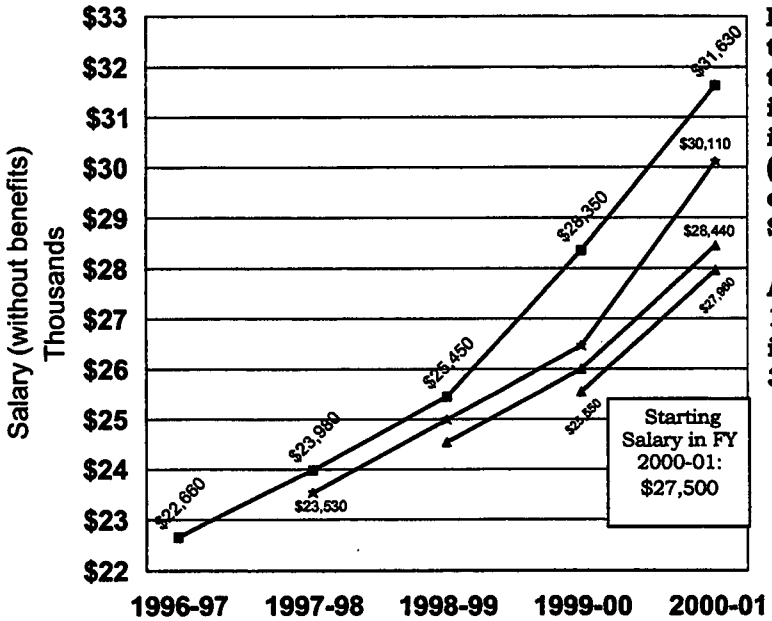
If a Bachelor's Degree teacher's first year of teaching was the year indicated, this chart identifies the annual (10 month) salary based on the Excellent Schools Act.

A teacher starting in 1996-97 will have an increase in pay of 31.08% as of 2000-01.

- **If starting in 1997-98, a 21.98% salary increase.**
- **If starting in 1998-99, a 11.57% salary increase.**

The Excellent Schools Act
Teacher Pay Increases

A teacher with a Master's Degree starting in various years with no experience



If a Master's Degree teacher's first year of teaching was the year indicated, this chart identifies the annual (10 month) salary based on the Excellent Schools Act.

A teacher starting in 1996-97 will have an increase in pay of 34.9% as of 2000-01.

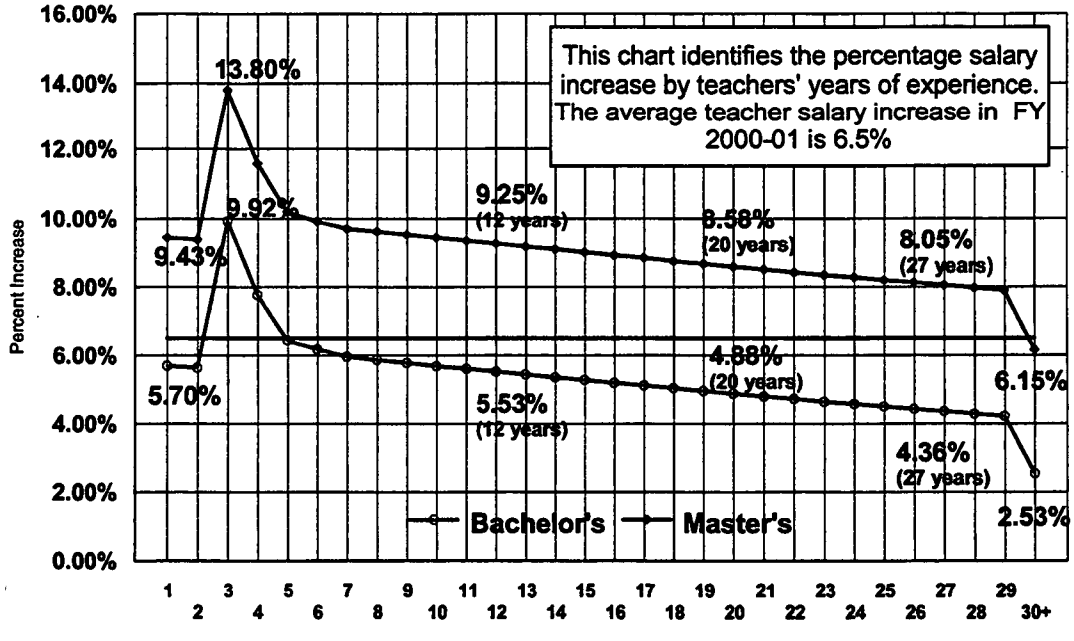
- **If starting in 1997-98, a 25.86% salary increase.**
- **If starting in 1998-99, a 15.3% salary increase.**

Excellent Schools Act
Year 4 - FY 2000-2001

- Master's schedule is 10% higher than the Bachelor's schedule (up from 6.25%).
- NBPTS adds 12% for teachers with more than 3 years of experience.
- Estimated Teacher Salary National Rank: 21 (FY 2000-2001). In FY 1996-97, our State rank was 43. The national average rank is around 17.
- In FY 1995-96, N.C. was paying 80.7% of the national average salary. In 1999-2000, we project to be around 94.5% of the national average.
- State Components of Teacher Salary:
  - Salary Schedule plus longevity
  - Mentor Pay (and new teacher orientation)
  - Forfeited Vacation
  - Incentive Pay
  - Extra Pay for Extra Duties
- Through FY 1999-2000, an additional $1,071,958,405 in State resources has been added to teacher pay.
- Local and federal supplements and other pay to teachers are included in the State average salary calculation.

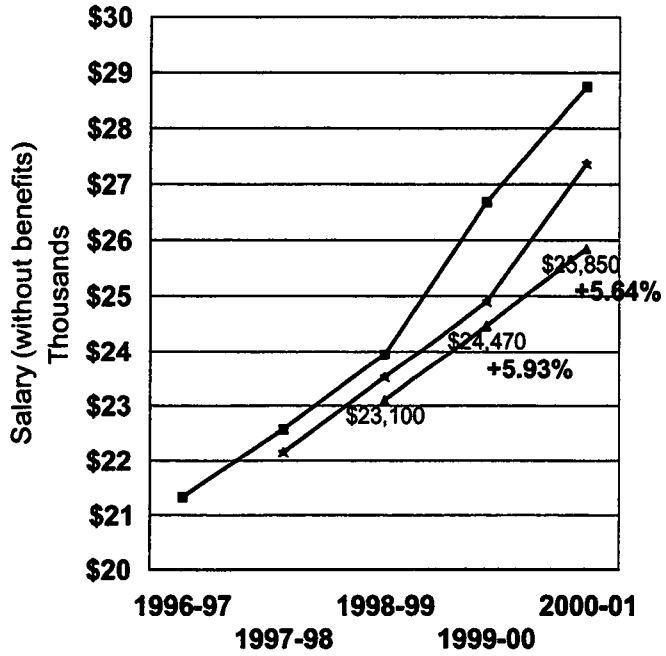
The Excellent Schools Act
Teacher Pay Increases

Year 4 - FY 2000-01



The Excellent Schools Act
Teacher Pay Increases

A teacher with a Bachelor's Degree starting in FY 1998-99 with no experience

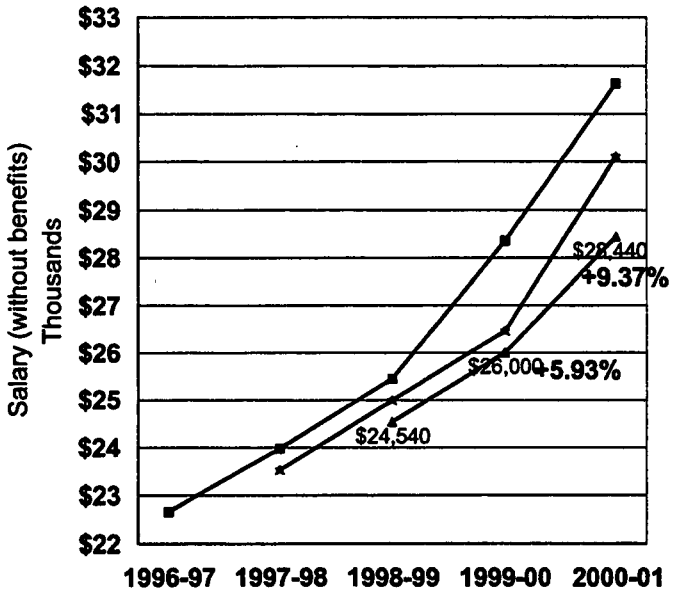


If a Bachelor's Degree teacher's first year of teaching was 1998-99, this chart identifies the annual percent increase in salary based on the Excellent Schools Act.

FY 2000-2001 has not been funded.

The Excellent Schools Act
Teacher Pay Increases

A teacher with a Master's Degree starting in FY 1998-99 with no experience



If a Master's Degree teacher's first year of teaching was 1998-99, this chart identifies the annual percent increase in salary based on the Excellent Schools Act.

FY 2000-2001 has not been funded.

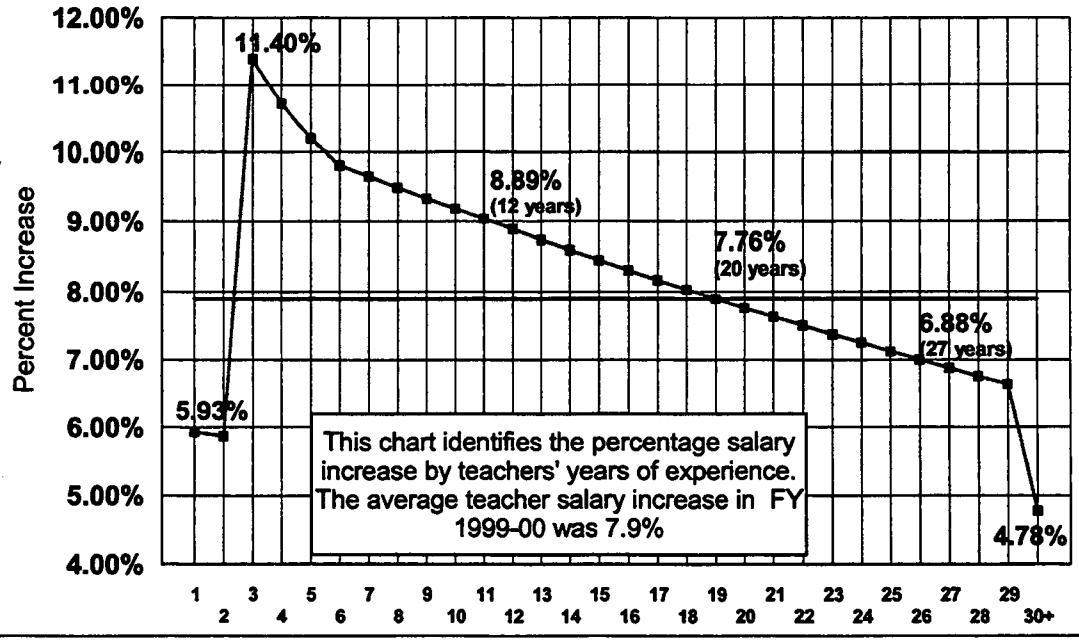
Excellent Schools Act
Year 3 - FY 1999-2000

- Master's schedule was 6.25% higher than the Bachelor's schedule.
- NBPTS adds 12% for teachers with more than 3 years of experience.
- Estimated Teacher Salary National Rank: 24.

The Excellent Schools Act
Teacher Pay Increases

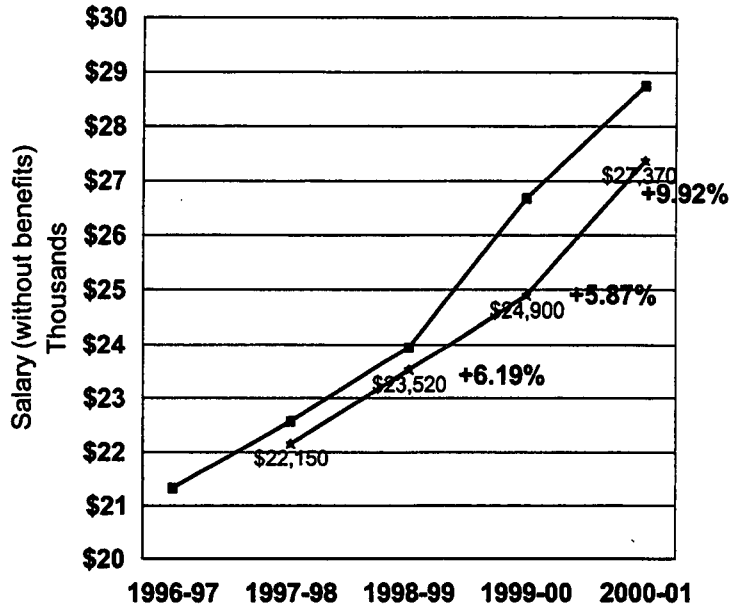
A teacher with a Bachelor or a Master's Degree

Year 3 - FY 1999-00



The Excellent Schools Act
Teacher Pay Increases

A teacher with a Bachelor's Degree starting in FY 1997-98 with no experience

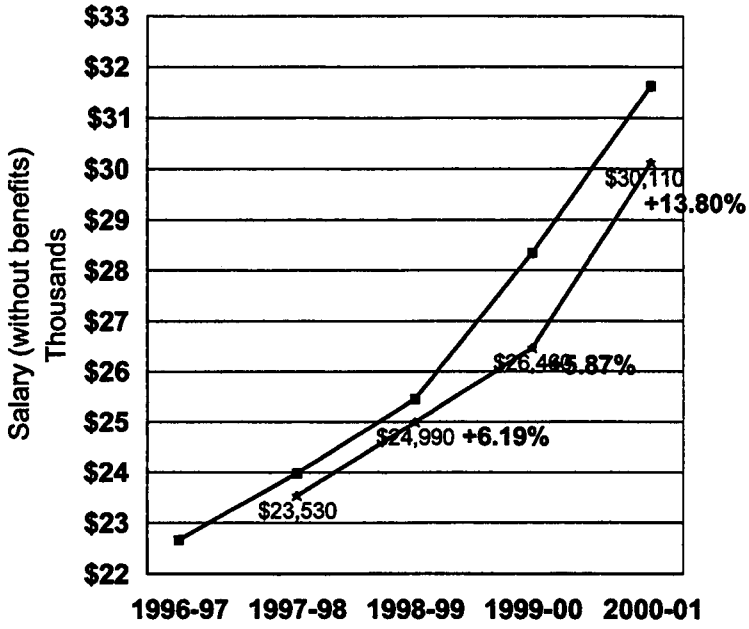


If a Bachelor's Degree teacher's first year of teaching was 1997-98, this chart identifies the annual percent increase in salary based on the Excellent Schools Act.

FY 2000-2001 has not been funded.

The Excellent Schools Act
Teacher Pay Increases

A teacher with a Master's Degree starting in FY 1997-98 with no experience



If a Master's Degree teacher's first year of teaching was 1997-98, this chart identifies the annual percent increase in salary based on the Excellent Schools Act.

FY 2000-2001 has not been funded.

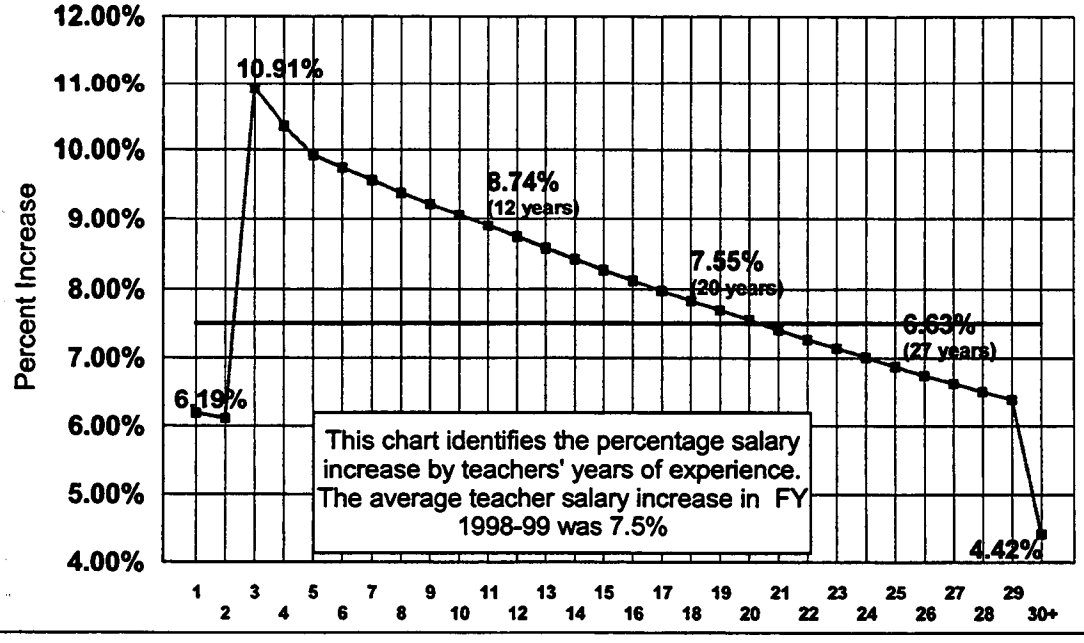
Excellent Schools Act
Year 2 - FY 1998-99

- Average years of experience of teachers: 12.39.
- Master's schedule was 6.25% higher than the Bachelor's schedule.
- NBPTS adds 12% for teachers with more than 3 years of experience.
- Teacher Salary National Rank: 29.

The Excellent Schools Act
Teacher Pay Increases

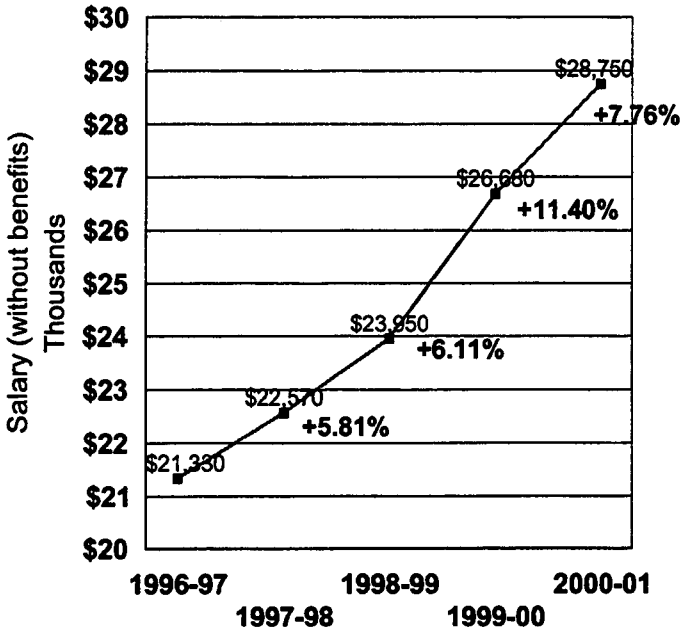
A teacher with a Bachelor or a Master's Degree

Year 2 - FY 1998-99



The Excellent Schools Act
Teacher Pay Increases

A teacher with a Bachelor's Degree starting in FY 1996-97 with no experience

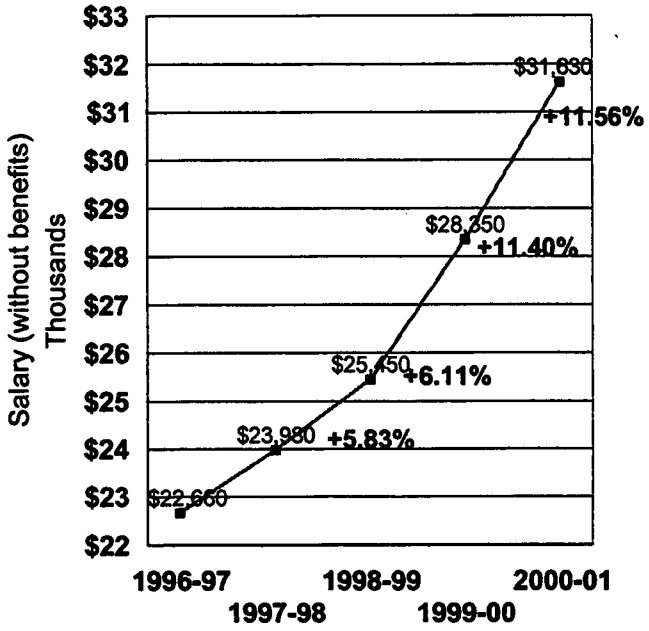


If a Bachelor's Degree teacher's first year of teaching was 1996-97, this chart identifies the annual percent increase in salary based on the Excellent Schools Act.

FY 2000-2001 has not been funded.

The Excellent Schools Act
Teacher Pay Increases

A teacher with a Master's Degree starting in FY 1996-97 with no experience



If a Master's Degree teacher's first year of teaching was 1996-97, this chart identifies the annual percent increase in salary based on the Excellent Schools Act.

FY 2000-2001 has not been funded.

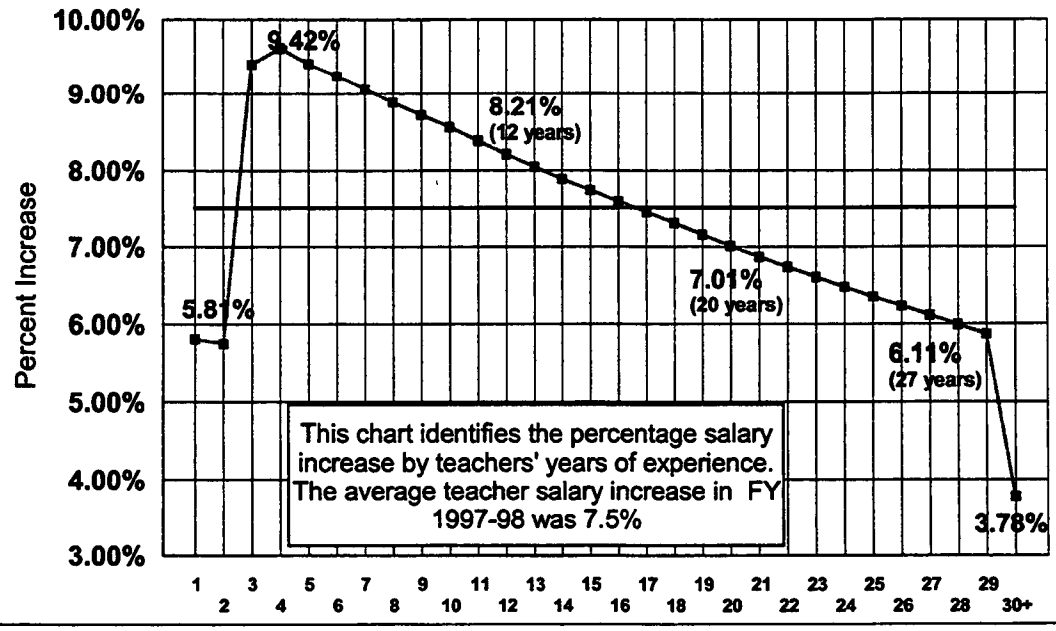
Excellent Schools Act
Year 1 - FY 1997-98

- Average years of experience of teachers: 12.55 (1996-97); 12.33 (1997-98).
- Master's schedule was 6.25% higher than the Bachelor's schedule.
- NBPTS adds 12% for teachers with more than 3 years of experience.
- N.C. Teacher Salary's Rank Among States:
  - FY 1996-97: 43
  - FY 1997-98: 38.

The Excellent Schools Act
Teacher Pay Increases

A teacher with a Bachelor or a Master's Degree

Year 1 - FY 1997-98



N. C. Average Teacher Salary

Components	1999-00	2000-01 (est.)
Salary Schedule	$35,246	$36,881
Local Supplements	$1,944	$2,137
ABC Bonuses	$1,049	$879
Other	$1,180	$1,282
Total	**$39,419**	**$41,179**

Average State Funded Teacher Salary by District: 2000-01

	LEA Avg. Salary		LEA Avg. Salary
Alamance County	$35,148	Davie County	$38,500
Alexander County	$36,090	Duplin County	$37,459
Alleghany County	$41,916	Durham Public	$37,983
Anson County	$37,837	Edgecombe County	$36,789
Ashe County	$39,989	Forsyth County	$38,499
Avery County	$40,625	Franklin County	$36,324
Beaufort County	$39,354	Gaston County	$37,574
Bertie County	$35,662	Gates County	$39,867
Bladen County	$40,105	Graham County	$39,894
Brunswick County	$38,035	Granville County	$35,873
Buncombe County	$38,225	Greene County	$36,395
Asheville City	$41,541	Guilford County	$37,456
Burke County	$36,990	Halifax County	$36,688
Cabarrus County	$36,321	Roanoke Rapids City	$37,098
Kannapolis City	$35,392	Weldon City (1)	$35,159
Caldwell County	$38,082	Harnett County	$35,878
Camden County	$37,610	Haywood County	$40,903
Carteret County	$39,656	Henderson County	$39,662
Caswell County	$40,381	Hertford County	$34,780
Catawba County	$37,504	Hoke County	$34,720
Hickory City	$36,876	Hyde County	$40,127
Newton City (1)	$35,805	Iredell County	$37,172
Chatham County	$37,109	Mooresville City	$36,481
Cherokee County	$40,461	Jackson County	$41,067
Chowan County	$39,027	Johnston County	$36,255
Clay County	$40,373	Jones County	$36,570
Cleveland County	$39,016	Lee County	$38,081
King Mountain City	$36,429	Lenoir County	$38,028
Shelby City	$38,697	Lincoln County	$37,439
Columbus County	$38,921	Macon County	$39,463
Whiteville City (1)	$38,686	Madison County	$38,411
Craven County	$37,720	Martin County	$39,848
Cumberland County	$36,390	McDowell County	$38,082
Currituck County	$37,056	Mecklenburg County	$35,745
Dare County	$38,789	Mitchell County	$38,004
Davidson County	$36,379	Montgomery County	$38,158
Lexington City	$36,528	Moore County	$38,550
Thomasville City (1)	$38,813	Nash County	$37,456
Davie County	$38,500	New Hanover County	$37,330
Duplin County	$37,459	Northampton County	$36,708
Durham Public	$37,983	Onslow County	$34,968
Edgecombe County	$36,789	Orange County	$37,729

Average State Funded Teacher Salary by District: 2000-01

Chapel Hill City	$39,351	Stokes County	$38,361
Pamlico County	$38,211	Surry County	$38,170
Pasquotank County	$38,240	Elkin City (1)	$41,368
Pender County	$35,476	Mount Airy City (1)	$37,261
Perquimans County	$39,104	Swain County	$39,858
Person County	$37,121	Transylvania County	$38,634
Pitt County	$37,682	Tyrrell County	$40,166
Polk County	$39,969	Union County	$35,762
Randolph County	$35,788	Vance County	$36,672
Asheboro City	$37,844	Wake County	$36,050
Richmond County	$38,210	Warren County	$36,048
Robeson County	$36,931	Washington County	$39,121
Rockingham County	$38,808	Watauga County	$40,718
Rowan County	$36,676	Wayne County	$37,070
Rutherford County	$39,561	Wilkes County	$38,227
Sampson County	$36,617	Wilson County	$37,102
Clinton City (1)	$37,913	Yadkin County	$36,278
Scotland County	$38,624	Yancey County	$38,783
Stanly County	$37,338		

Public Schools of North Carolina

Average Teacher Salary Supplement

1999-2000

Local Education Agency	Teacher No. of Pos.	Teacher No. Rec. Supplmt.	Teacher Average Supplmt.
WAKE COUNTY	6,363	6,363	4,485
CHARLOTTE-MECKLENBURG	7,205	7,205	4,458
CHAPEL HILL-CARRBORO	794	794	4,418
DURHAM PUBLIC	2,338	2,338	4,009
ORANGE COUNTY	458	458	3,872
GUILFORD COUNTY	4,653	4,602	3,001
CUMBERLAND COUNTY	3,332	3,332	2,978
ASHEVILLE CITY	371	371	2,848
BUNCOMBE COUNTY	1,685	1,685	2,827
FORSYTH COUNTY	3,108	3,108	2,809
NEW HANOVER COUNTY	1,518	1,518	2,535
CATAWBA COUNTY	1,047	1,035	2,428
NEWTON CONOVER CITY	208	208	2,403
HICKORY CITY	317	317	2,395
DARE COUNTY	319	310	2,216
PENDER COUNTY	451	446	2,121
PERSON COUNTY	432	432	2,097
VANCE COUNTY	532	532	2,000
GRANVILLE COUNTY	562	562	1,980
ROWAN-SALISBURY	1,366	1,366	1,913
CLINTON CITY	171	171	1,903
GASTON COUNTY	2,006	1,972	1,900
IREDELL-STATESVILLE	1,054	1,054	1,836
STANLY COUNTY	688	685	1,803
JOHNSTON COUNTY	1,456	1,456	1,798
HENDERSON COUNTY	788	788	1,796
MOORE COUNTY	693	693	1,765
WILSON COUNTY	869	869	1,765
LEE COUNTY	541	541	1,756
LEXINGTON CITY	242	242	1,738
CABARRUS COUNTY	1,270	1,270	1,697
BRUNSWICK COUNTY	715	715	1,689
MOORESVILLE CITY	252	252	1,599
ROCKINGHAM COUNTY	1,045	1,045	1,570
NASH-ROCKY MOUNT	1,256	1,256	1,564
WILKES COUNTY	731	731	1,534
KANNAPOLIS CITY	287	287	1,507
THOMASVILLE CITY	162	162	1,469
ASHEBORO CITY	299	299	1,421
TRANSYLVANIA COUNTY	266	266	1,378
MOUNT AIRY CITY	168	168	1,373
UNION COUNTY PUBLIC	1,416	1,416	1,369
EDGECOMBE COUNTY	569	569	1,364
PITT COUNTY	1,431	1,431	1,361
CHATHAM COUNTY	503	503	1,349
POLK COUNTY	188	188	1,345
CARTERET COUNTY	706	706	1,340

Public Schools of North Carolina

Average Teacher Salary Supplement

1999-2000

Local Education Agency	Teacher No. of Pos.	Teacher No. Rec. Supplmt.	Teacher Average Supplmt.
BURKE COUNTY	1,066	1,063	1,334
CURRITUCK COUNTY	291	291	1,325
DAVIE COUNTY	409	409	1,284
HARNETT COUNTY	1,076	1,076	1,270
ROBESON COUNTY	1,514	1,514	1,250
ELKIN CITY	78	76	1,230
DAVIDSON COUNTY	1,242	1,216	1,202
BERTIE COUNTY	318	318	1,156
WAYNE COUNTY PUBLIC	1,259	1,259	1,154
ROANOKE RAPIDS CITY	227	227	1,132
ALAMANCE-BURLINGTON	1,399	1,391	1,080
HERTFORD COUNTY	253	253	1,073
SURRY COUNTY	606	596	1,068
PASQUOTANK COUNTY	432	432	1,064
LINCOLN COUNTY	703	703	1,063
YADKIN COUNTY	373	373	1,051
KINGS MOUNTAIN DISTR	308	308	1,047
AVERY COUNTY	206	206	1,043
STOKES COUNTY	542	542	1,018
CRAVEN COUNTY	1,005	1,005	1,000
FRANKLIN COUNTY	507	507	1,000
WARREN COUNTY	205	205	1,000
ONSLOW COUNTY	1,508	1,508	978
NORTHAMPTON COUNTY	267	267	949
WATAUGA COUNTY	381	381	925
LENOIR COUNTY	767	767	912
SCOTLAND COUNTY	550	550	875
CAMDEN COUNTY	93	93	874
SHELBY CITY	264	264	810
CASWELL COUNTY	262	262	789
ALEXANDER COUNTY	314	294	734
BLADEN COUNTY	444	444	725
MCDOWELL COUNTY	353	353	700
TYRRELL COUNTY	60	60	700
SAMPSON COUNTY	513	513	690
PERQUIMANS COUNTY	141	140	687
RICHMOND COUNTY	592	592	644
HYDE COUNTY	72	72	628
CALDWELL COUNTY	847	847	614
CLEVELAND COUNTY	599	599	611
EDENTON/CHOWAN	188	188	609
GREENE COUNTY	211	211	600
MONTGOMERY COUNTY	324	324	600
PAMLICO COUNTY	156	156	600
HAYWOOD COUNTY	509	509	596
GATES COUNTY	168	168	550
RUTHERFORD COUNTY	711	586	541

Public Schools of North Carolina

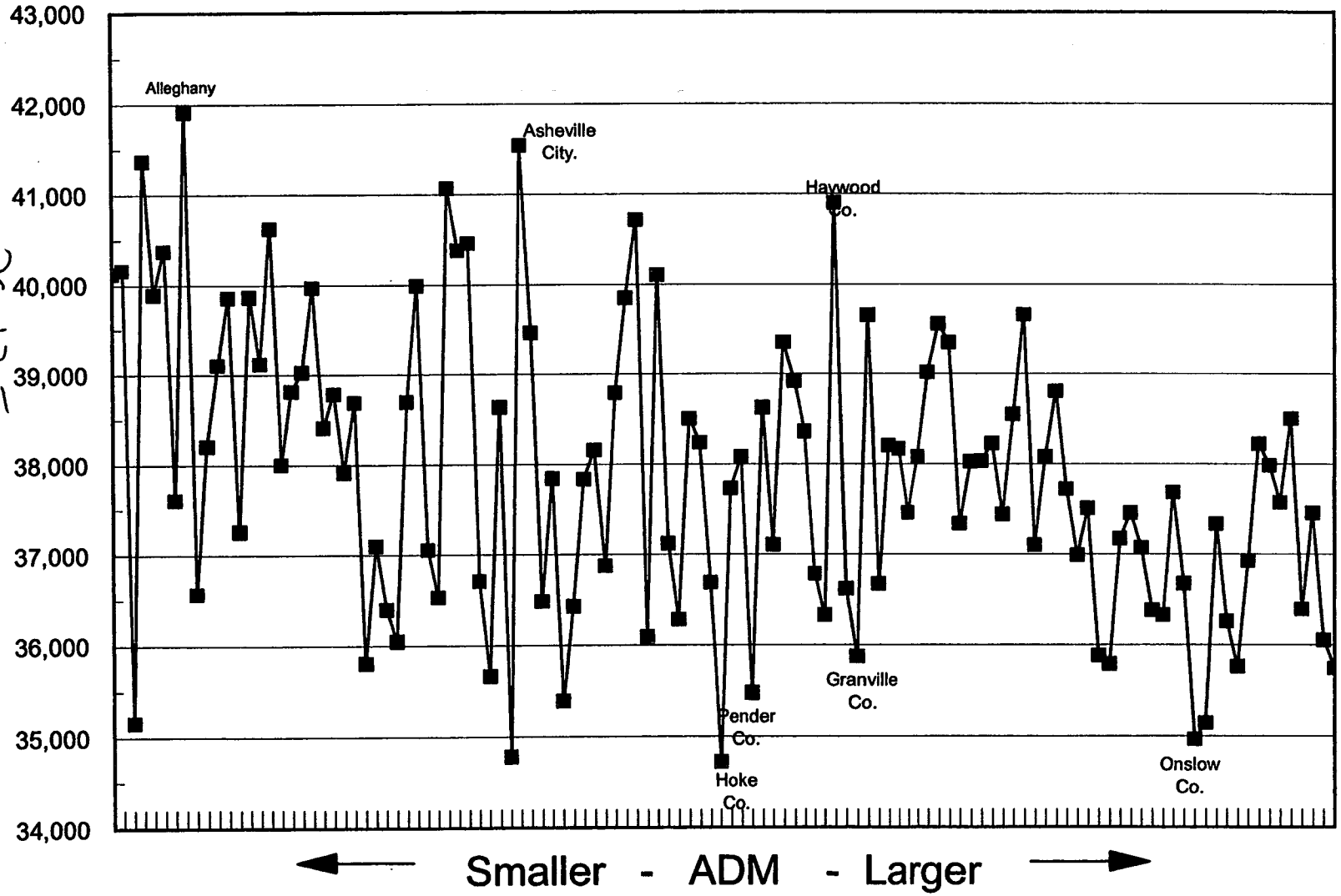
Average Teacher Salary Supplement

1999-2000

Local Education Agency	Teacher No. of Pos.	Teacher No. Rec. Supplmt.	Teacher Average Supplmt.
WHITEVILLE CITY	205	205	525
ANSON COUNTY	313	313	509
RANDOLPH COUNTY	1,119	1,119	499
HALIFAX COUNTY	374	374	450
WASHINGTON COUNTY	198	198	446
BEAUFORT COUNTY	554	554	440
MARTIN COUNTY	384	384	400
HOKE COUNTY	409	409	397
DUPLIN COUNTY	523	523	350
COLUMBUS COUNTY	487	487	326
WELDON CITY	90	90	314
JONES COUNTY	132	132	200
ASHE COUNTY	253	253	150
MITCHELL COUNTY	166	166	100
ALLEGHANY COUNTY	126	0	0
CHEROKEE COUNTY	275	0	0
CLAY COUNTY	98	0	0
GRAHAM COUNTY	99	0	0
JACKSON COUNTY	268	0	0
MACON COUNTY	284	0	0
MADISON COUNTY	170	0	0
SWAIN COUNTY	138	0	0
YANCEY COUNTY	182	0	0
STATE TOTAL	87,991	86,042	2,166

LEA Average State Salary

By LEA Size - Teachers Only



The size of the LEA does not have a direct correlation to the average state salary of teachers. This data is based on 2000-01 allotment data and only includes State salaries. Local supplements are not included. Matching benefits are not included.

March 7, 2001
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Fiscal Research
Education Team

Update on North Carolina's Teacher Salaries

Comparison to the National Average

Revised: March 6, 2001

National data are projected and updated several times during the year. FY 2000-2001, is the fourth and final funding installment of the Excellent Schools Act. Final information on whether we reached the national average will not be finalized until sometime in late 2001 or early 2002.

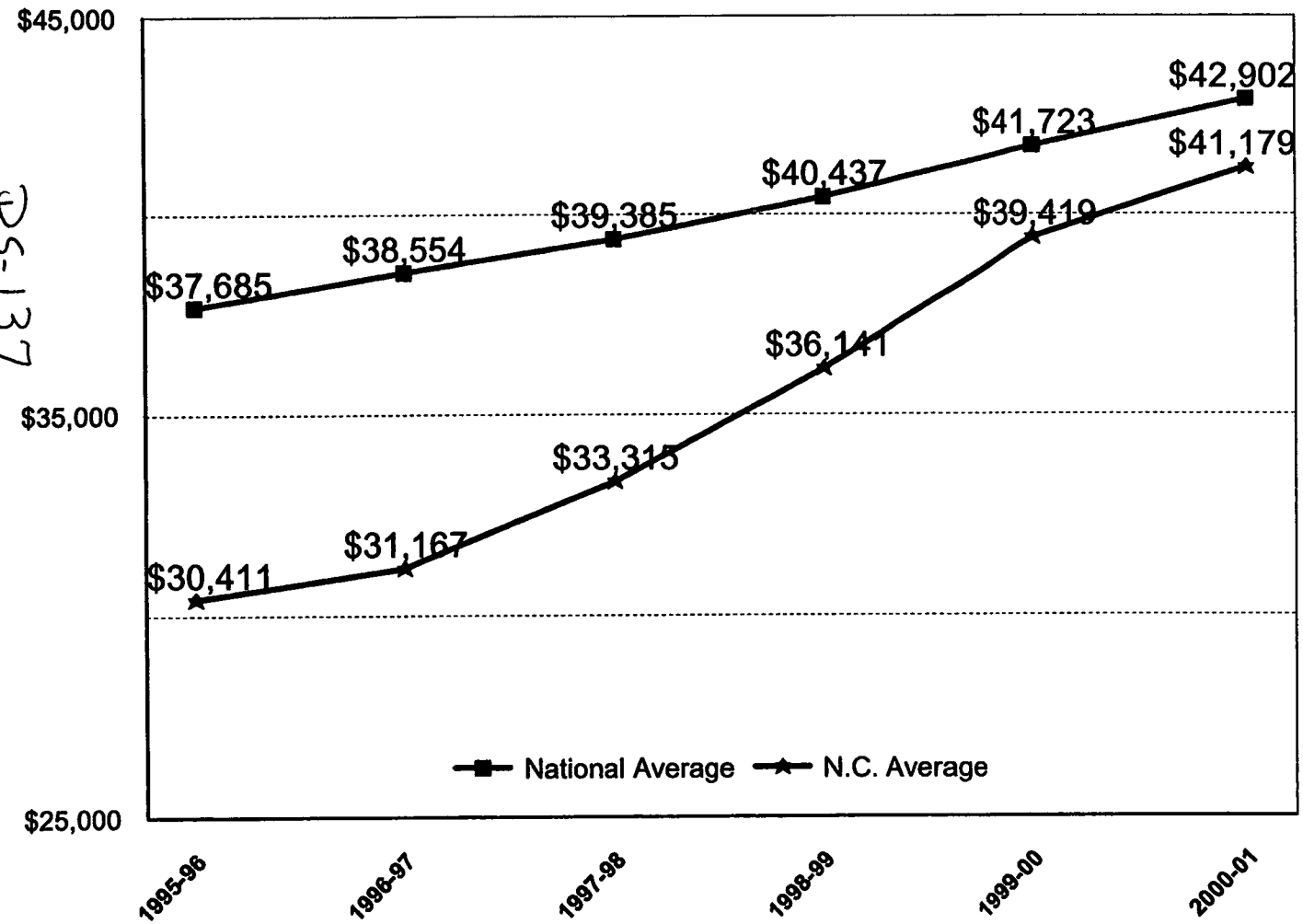
	1996-97	1997-98	1998-99	1999-2000	2000-2001*
North Carolina	$31,167	$33,129	$36,883	$39,419	$41,179
US Average	$38,554	$39,454	$40,582	$41,723	$42,902
NC as a % of US	80.8%	84.0%	90.9%	94.5%	96%
NC Rank Among States	43	38	26	22	21

* Projected NC DPI calculation of average salary. NEA (National Education Association) information is based on unpublished data from the soon to be published "Rankings of the States".

North Carolina vs National Average

Comparison of Average Teacher Salaries

Average salaires include local supplements, workshop stipends, ABC bonuses, etc.



The Governor and General Assembly supported an initiative to raise teacher salaries to the national average by 2000-01.

North Carolina's average salary rank has increased from 43rd in 1995-96 to an estimated 21st in 2000-01.

The national average teacher salary in 1999-00 was $41,723. North Carolina's average teacher salary was $39,419 (94.5% of the national average).

March 7, 2001
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Fiscal Research
Education Team

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Teacher Salaries for Selected Years-of-Experience

An Example LEA

Teacher with a Master's Degree and an Advanced Degree

Years of Experience	State Ten Month Salary FY 2000-01 (Without benefits)	Local Supplement of 11.00%	If Teacher Serves as a Mentor Up to 1,100	ABCs Incentive Awards: Meet Expectations	ABCs Incentive Awards: Exceed Expectations	Longevity	Total Assuming Teacher Is a Mentor: No ABCs	Total Assuming Teacher Is a Mentor: Meet ABCs	Total Assuming Teacher Is a Mentor: Exceed ABCs
0	$28,760	$3,164	n/a	$750	$1,500	n/a	$31,924	$32,674	$33,424
29	50,680	5,575	1,100	750	1,500	2,531	59,886	60,636	61,386

Teacher with a Master's Degree, an Advanced Degree, and National Board Certification (NBPTS)

Years of Experience	State Ten Month Salary FY 2000-01 (Without benefits)	Local Supplement of 11.00%	If Teacher Serves as a Mentor Up to 1,100	ABCs Incentive Awards: Meet Expectations	ABCs Incentive Awards: Exceed Expectations	Longevity	Total Assuming Teacher Is a Mentor: No ABCs	Total Assuming Teacher Is a Mentor: Meet ABCs	Total Assuming Teacher Is a Mentor: Exceed ABCs
0	$28,760	$3,164	n/a	$750	$1,500	n/a	$31,924	$32,674	$33,424
29	56,610	6,227	1,100	750	1,500	2,828	66,765	67,515	68,265

Teacher with a Master's Degree, an Advanced Degree, and a Doctorate Degree

Years of Experience	State Ten Month Salary FY 2000-01 (Without benefits)	Local Supplement of 11.00%	If Teacher Serves as a Mentor Up to 1,100	ABCs Incentive Awards: Meet Expectations	ABCs Incentive Awards: Exceed Expectations	Longevity	Total Assuming Teacher Is a Mentor: No ABCs	Total Assuming Teacher Is a Mentor: Meet ABCs	Total Assuming Teacher Is a Mentor: Exceed ABCs
0	$30,030	$3,303	n/a	$750	$1,500	n/a	$33,333	$34,083	$34,833
29	51,950	5,715	1,100	750	1,500	2,595	61,360	62,110	62,860

Teacher with a Master's Degree, an Advanced Degree, a Doctorate Degree, and NBPTS

Years of Experience	State Ten Month Salary FY 2000-01 (Without benefits)	Local Supplement of 11.00%	If Teacher Serves as a Mentor Up to 1,100	ABCs Incentive Awards: Meet Expectations	ABCs Incentive Awards: Exceed Expectations	Longevity	Total Assuming Teacher Is a Mentor: No ABCs	Total Assuming Teacher Is a Mentor: Meet ABCs	Total Assuming Teacher Is a Mentor: Exceed ABCs
0	$30,030	$3,303	n/a	$750	$1,500	n/a	$33,333	$34,083	$34,833
29	57,880	6,367	1,100	750	1,500	2,891	68,238	68,988	69,738

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Teacher Salaries for Selected Years-of-Experience

An Example LEA

Teacher with a Bachelor's Degree

Years of Experience	State Ten Month Salary FY 2000-01 (Without benefits)	Local Supplement of 11.00%	If Teacher Serves as a Mentor Up to 1,100	ABCs Incentive Awards		Longevity	Total Assuming Teacher is a Mentor		
				Meet Expectations	Exceed Expectations		No ABCs	Meet ABCs	Exceed ABCs
0	$25,000	$2,750	n/a	$750	$1,500	n/a	$27,750	$28,500	$29,250
29	44,930	4,942	1,100	750	1,500	2,244	53,216	53,966	54,716

Teacher with a Bachelor's Degree and National Board Certification (NBPTS)

Years of Experience	State Ten Month Salary FY 2000-01 (Without benefits)	Local Supplement of 11.00%	If Teacher Serves as a Mentor Up to 1,100	ABCs Incentive Awards		Longevity	Total Assuming Teacher is a Mentor		
				Meet Expectations	Exceed Expectations		No ABCs	Meet ABCs	Exceed ABCs
0	$25,000	$2,750	n/a	$750	$1,500	n/a	$27,750	$28,500	$29,250
29	50,320	5,535	1,100	750	1,500	2,513	59,468	60,218	60,968

Teacher with a Master's Degree

Years of Experience	State Ten Month Salary FY 2000-01 (Without benefits)	Local Supplement of 11.00%	If Teacher Serves as a Mentor Up to 1,100	ABCs Incentive Awards		Longevity	Total Assuming Teacher is a Mentor		
				Meet Expectations	Exceed Expectations		No ABCs	Meet ABCs	Exceed ABCs
0	$27,500	$3,025	n/a	$750	$1,500	n/a	$30,525	$31,275	$32,025
29	49,420	5,436	1,100	750	1,500	2,469	58,425	59,175	59,925

Teacher with a Master's Degree and National Board Certification (NBPTS)

Years of Experience	State Ten Month Salary FY 2000-01 (Without benefits)	Local Supplement of 11.00%	If Teacher Serves as a Mentor Up to 1,100	ABCs Incentive Awards		Longevity	Total Assuming Teacher is a Mentor		
				Meet Expectations	Exceed Expectations		No ABCs	Meet ABCs	Exceed ABCs
0	$27,500	$3,025	n/a	$750	$1,500	n/a	$30,525	$31,275	$32,025
29	55,350	6,089	1,100	750	1,500	2,765	65,304	66,054	66,804

March 7, 2001
F:\Mydocuments\Funding per ADM\Chart3.wk4

Fiscal Research
Education Team

(Attachment 2) 3-14-01

Master's Degree Certified Teachers

2000-2001 SALARY SCHEDULE

Years of Exp	Annual Salary (10 months)	10 Month Salary	12 Month Installments	Daily Rate
0	$27,500	$2,750	$2,291.67	$125.00
1	$27,960	$2,796	$2,330.00	$127.09
2	$28,440	$2,844	$2,370.00	$129.27
3	$30,110	$3,011	$2,509.17	$136.86
4	$31,630	$3,163	$2,635.83	$143.77
5	$33,070	$3,307	$2,755.83	$150.32
6	$34,460	$3,446	$2,871.67	$156.64
7	$35,570	$3,557	$2,964.17	$161.68
8	$36,090	$3,609	$3,007.50	$164.05
9	$36,620	$3,662	$3,051.67	$166.45
10	$37,160	$3,716	$3,096.67	$168.91
11	$37,700	$3,770	$3,141.67	$171.36
12	$38,240	$3,824	$3,186.67	$173.82
13	$38,790	$3,879	$3,232.50	$176.32
14	$39,360	$3,936	$3,280.00	$178.91
15	$39,940	$3,994	$3,328.33	$181.55
16	$40,540	$4,054	$3,378.33	$184.27
17	$41,140	$4,114	$3,428.33	$187.00
18	$41,760	$4,176	$3,480.00	$189.82
19	$42,380	$4,238	$3,531.67	$192.64
20	$43,020	$4,302	$3,585.00	$195.55
21	$43,680	$4,368	$3,640.00	$198.55
22	$44,350	$4,435	$3,695.83	$201.59
23	$45,050	$4,505	$3,754.17	$204.77
24	$45,740	$4,574	$3,811.67	$207.91
25	$46,440	$4,644	$3,870.00	$211.09
26	$47,160	$4,716	$3,930.00	$214.36
27	$47,890	$4,789	$3,990.83	$217.68
28	$48,650	$4,865	$4,054.17	$221.14
29	$49,420	$4,942	$4,118.33	$224.64
30+	$49,420	$4,942	$4,118.33	$224.64

Advanced Degree Supplements for Teachers

1. Add $126/month for an advanced teaching license.
2. Add $253/month for an advanced & a doctorate teaching license.

LONGEVITY PAY

Years of Service	Longevity Rate
10-14	01.50%
15-19	02.25%
20-24	03.25%
25+	04.50%

PS - 140

State Minimum Salary Schedules for Teachers with Bachelor's Degrees
SREB States, 2000-01*

	Characteristics			Minimum mandated salary					
	Number of steps	Years of experience for top step	Salary variation from first step to top step	No experience	5 years of experience	10 years of experience	15 years of experience	20 years of experience	Top step of the schedule
Alabama	8	21	24%	$28,678	$31,545	$33,367	$33,943	$35,197	$35,646
Arkansas	16	15	30%	21,860	24,080	26,300	28,520	28,520	28,520
Delaware	10	9	26%	22,560	25,222	28,516	28,516	28,516	28,516
Georgia	13	19	46%	27,118	29,633	34,166	37,334	39,608	39,608
Kentucky	5	20	38%	19,910	22,580	25,950	26,950	27,450	27,450
Louisiana **	26	25	56%	14,631	16,398	18,576	20,298	21,534	22,846
Mississippi	22	21	44%	23,040	25,215	27,390	29,565	31,740	33,175
North Carolina	30	29	80%	25,000	30,060	33,780	36,310	39,110	44,930
Oklahoma	26	25	34%	27,060	29,549	31,209	32,869	34,529	36,189
South Carolina	23	22	54%	24,255	27,457	30,804	34,128	36,536	37,270
Tennessee	16	15	17%	23,375	24,745	26,075	27,455	27,455	27,455
Texas	21	20	68%	24,240	28,380	33,730	37,760	40,800	40,800
West Virginia	14	13	28%	22,186	24,747	27,073	28,468	28,468	28,468

* SREB states without state minimum salary schedules include Florida, Maryland and Virginia.
** In Louisiana, figures are for 1999-2000.

Note: Figures in this table are taken from state minimum salary schedules and do not necessarily reflect actual salaries paid.

Source: State departments of education.

Compiled by SREB, November 2000

(Attachment 3)

State Minimum Salary Schedules for Teachers with Master's Degrees
SREB States, 2000-01*

	Characteristics			Minimum mandated salary					
	Number of steps	Years of experience for top step	Salary variation from first step to top step	No experience	5 years of experience	10 years of experience	15 years of experience	20 years of experience	Top step of the schedule
Alabama	8	21	24%	$32,979	$36,276	$38,373	$39,068	$40,476	$40,994
Arkansas	16	15	30%	25,139	27,689	30,239	32,789	32,789	32,789
Delaware	14	13	43%	25,718	28,087	33,434	36,705	36,705	36,705
Georgia	13	19	46%	31,186	34,079	39,292	42,936	45,551	45,551
Kentucky	5	20	33%	22,580	25,200	28,600	29,610	30,110	30,110
Louisiana **	26	25	61%	14,984	16,930	19,689	21,479	22,787	24,174
Mississippi	26	25	59%	24,090	26,740	29,390	32,040	34,690	38,340
North Carolina	30	29	80%	27,500	33,070	37,160	39,940	43,020	49,420
Oklahoma	26	25	32%	28,166	30,655	32,315	33,975	35,635	37,295
South Carolina	23	22	52%	27,773	31,411	35,048	38,687	41,359	42,190
Tennessee	16	15	18%	25,040	26,545	28,030	29,530	29,530	29,530
Texas						Local decision ***			
West Virginia	17	16	31%	24,629	27,190	29,516	32,306	32,306	32,306

* SREB states without state minimum salary schedules include Florida, Maryland and Virginia.
** In Louisiana, figures are for 1999-2000.
*** The minimum salary schedule in Texas is for bachelor's degrees only. Any amount beyond the minimum is a local decision.

Note: Figures in this table are taken from state minimum salary schedules and do not necessarily reflect actual salaries paid.

Source: State departments of education.

PS-141

Funding Public Schools
Agenda

- Overview
- Administration
- **Instruction**
- Targeted
- Non-Profits

Instruction $3.5 billion

- ✓ Classroom Teachers *($2.2 Billion)*
- ✓ Teacher Assistants *($341.6 million)*
- ✓ Instructional Support *($265.7 million)*
- ✓ Classroom Materials/Supplies/Equip *($57 million)*
- ✓ Textbooks *($67.1 million)*
- ✓ NonInstructional Support *($279.3 million)*
- ✓ Low Wealth Supplemental Funding *($85 million)*
- ✓ Small County Supplemental Funding *($28 million)*
- ✓ School Technology Funds *($10 million)*
- ✓ Staff Development *($11.6 million)*
- ✓ Vocational Education *($292 million)*

PS-142

Funding Public Schools Agenda

- Overview
- Administration
- Instruction
- **Targeted**
- Non-Profits

Targeted $804 million

- ✓ Academically & Intellectually Gifted *($44.6 million)*
- ✓ At-Risk Student Services/Alternative Schools *($186.3 million)*
- ✓ Improving Student Accountability *($39.5 million)*
- ✓ Accountability/Testing *($11.3 million)*
- ✓ Assistance Teams *($2.7 million)*
- ✓ Limited English Proficiency *($17.3 million)*
- ✓ Children with Disabilities *($468.7 million)*
- ✓ Driver Education *($28.6 million)*
- ✓ School Breakfast *($2.7 million)*
- ✓ Charter Schools *($2.6 million)*

B-143

Teacher Salary

Extra Pay in Addition to Salary Schedule

- **Local Supplement**
  - Ranged in FY 1999-2000 from $0 (9 LEAs) to $4,485 (Wake).
  - FY 1999-2000 State average was $2,166
- **Longevity (75.3 million)**
  - 10 to 14 years of service 1.50%
  - 15 to 19 years of service 2.25%
  - 20 to 24 years of service 3.25%
  - 25+ 4.50%
- **ABCs Bonus ($103 million)**
  - $1,500 if their school exceeds ABCs projections **or**
  - $750 if their school meets ABCs projections.
- **Mentor Par ($14.2 million**
  - $100 per month for up to 11 payments.
- **Forfeited Vacation ($7.7 million)**

35-144

Teacher Benefits

- **State Retirement**
  - **State Matching Retirement is 7.13% in FY 2000-01 (scheduled to be 8.01% in FY 2000-02).**
- **State Hospitalization**
  - **State coverage $2,256 per year in FY 2000-01 (anticipated to increase 25% to 30%).**
- **Holidays**
  - **Permanent public school employees receive pay for the same number of legal holidays occurring within the period of employment as those designated by the State Personnel Commission for State employees** (10 to 11 per year)**. Permanent part-time employees are entitled to paid holidays on a pro rata basis. Paid holidays are granted only to employees who are in the position on the day on which the holiday is scheduled. This includes Independence Day for summer employment.**
- **Annual Leave**

	Days of Leave Earned per Month
Less than 2 years	1.00
2 but less than 5 years	1.15
5 but less than 10 years	1.40
10 but less than 15 years	1.65
15 but less than 20 years	1.90
20 years or more	2.15

Leave for a part-time employee is computed on a pro rata basis of the amount earned by a full-time employee in that class of work.

Bus drivers who work less than 20 hours per week and who are not otherwise entitled to earn vacation as described above are entitled to earn one day per year (equal in length to one regular workday for each driver).

Classroom teachers who require a substitute, school media specialists who require a substitute, teacher assistants who require a substitute and bus drivers may not take annual vacation leave at any time that students are scheduled to be in attendance

PS-145

Teacher Benefits

- **Sick Leave**
  - All permanent, full-time employees working or on paid leave (including paid holidays and workers' compensation) for one-half or more of the workdays in any monthly pay period earn one sick day per month or the number of hours worked daily by a full-time employee in that class of work up to a maximum of eight hours.
- **Extended Sick Leave**
  - Permanent full-time or part-time instructional personnel (see Section 01.1.5), excluding teacher assistants, who are absent due to their own personal illness or injury in excess of their accumulated sick leave are allowed extended sick leave of up to 20 workdays throughout the regular term of employment.
- **Personal Leave**
  - Personal leave is earned by classroom teachers and school media specialists classified as permanent employees. Personal leave is earned at the rate of .20 days for each full month of employment not to exceed two days per year. Part-time personnel earn at a pro rata share of the rate for full-time employees. Unused personal leave may be carried forward from one year to another and may be accumulated to a maximum of five days. Thereafter earnings will cease to be accumulated until the leave balance is reduced below five days by employee use.
  - Personal leave may be used only upon the authorization of the immediate supervisor.
  - Unless approved by the principal, a teacher shall not take personal leave on the first day teachers are required to report for the school year, on required teacher workdays, or on the last working day before or the next working day after holidays or annual vacation days scheduled in the calendar.
  - A teacher who requests personal leave at least five days in advance cannot be required to provide a reason.
  - Personal leave may be used on any instructional day or workday except as noted in the above paragraph.

PS-146

Classroom Teachers

Mentor Pay

Who is eligible for funding?

Qualified and well-trained mentors who are assigned to

(a) newly certified teachers that have never taught before,

(b) second year teachers who had a mentor during the 1998-99 school year, and

(c) entry-level instructional support personnel who have not previously been teachers.

How is this funded?

Mentor teachers will receive a stipend of

(i) $100 per month for a maximum of ten months and

(ii) $100 for serving as a mentor for one day prior to the beginning of the school year. Note: the $100 for service before the beginning of the school year is only for mentors who were serving a first-year teacher on that day.

1997-98 $3.5 million Nonrecurring
1998-99 $14.2 million Nonrecurring
1999-2000 $14.2 million Recurring

95-147

Classroom Teachers

Forfeited Vacation

Who is eligible for funding?

A classroom teacher who has accumulated annual leave in excess of 30 days as of June 30 may be eligible for up to six days of pay for forfeiting vacation days.

Determining Eligibility?

Payment for up to six forfeited vacation days can occur when the classroom teacher does not have an opportunity to use annual leave days earned in excess of 30 during the school year.

1997-98 $8.5 million recurring
1998-99 $12.725 million recurring
1999-2000 $7.725 million recurring

PS-148

Classroom Teachers

Employing Retired Teachers

Who is eligible for funding?

The 2000 Appropriations Bill (House Bill 1840) amended G.S. 135-3(8)c to permit teachers retired from the Teachers' and State Employees' Retirement System to be re-employed as teachers without losing retirement benefits. This provision is effective from July 1, 2000 through July 1, 2003.

To be eligible for re-employment under this section, a teacher must:

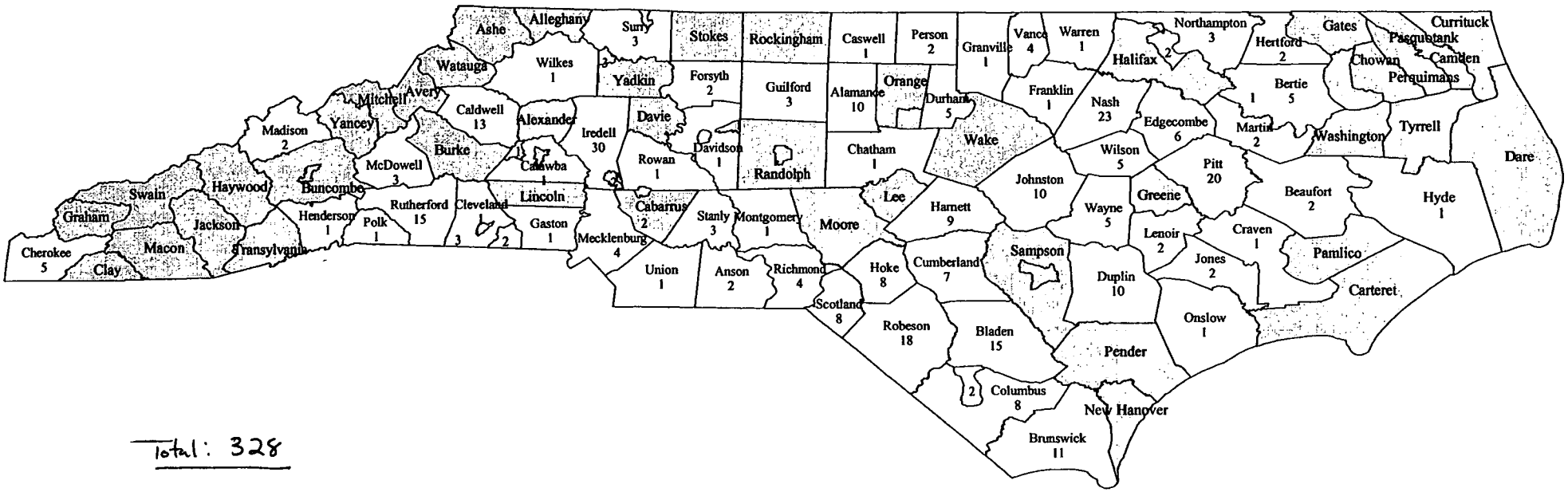
(a) have been retired at least 12 months,

(b) not have been employed in any capacity, except as a substitute teacher, with a public school for at least 12 months immediately preceding the effective date of re-employment, and

(c) have been determined by a local board of education to have had satisfactory performance during the last year of employment by a local board of education.

PS-149

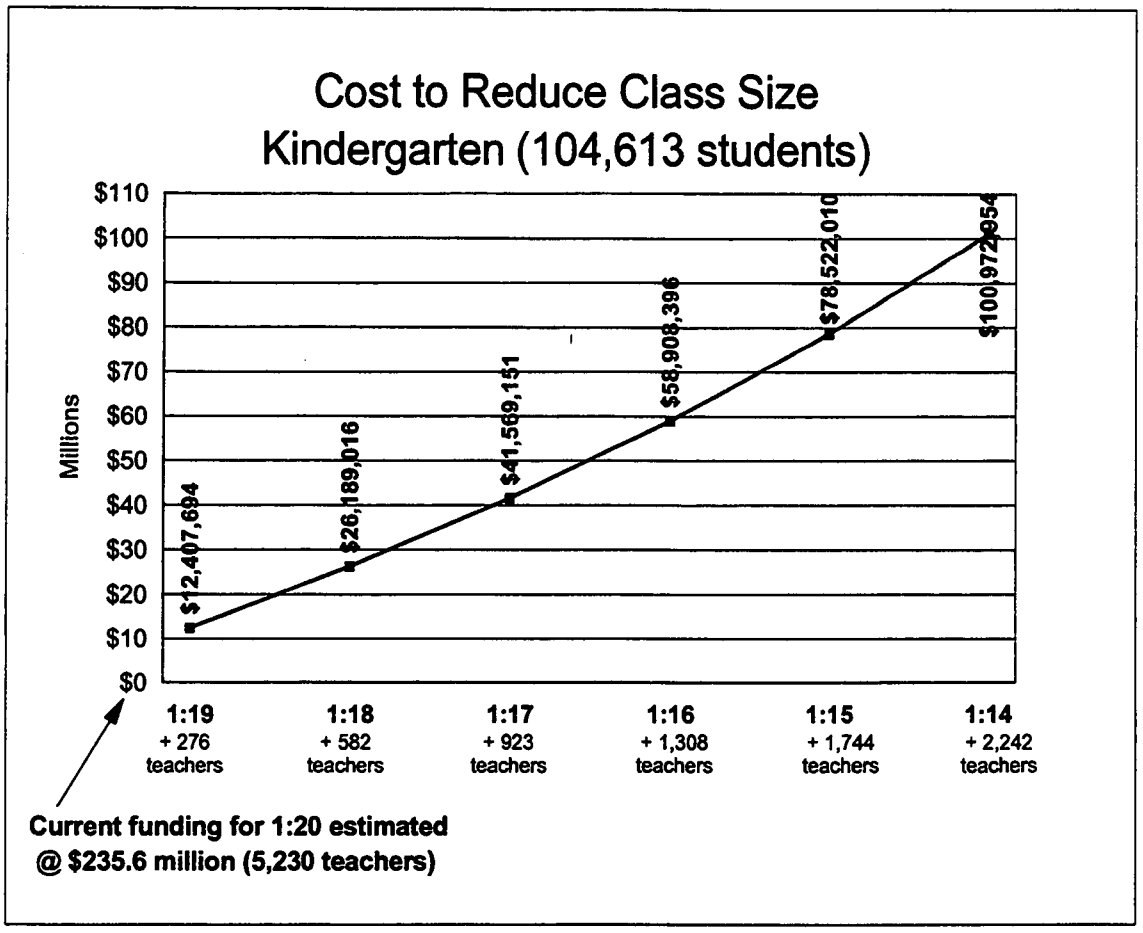
EMPLOYING RETIRED TEACHERS
NORTH CAROLINA PUBLIC SCHOOLS
DECEMBER 2000

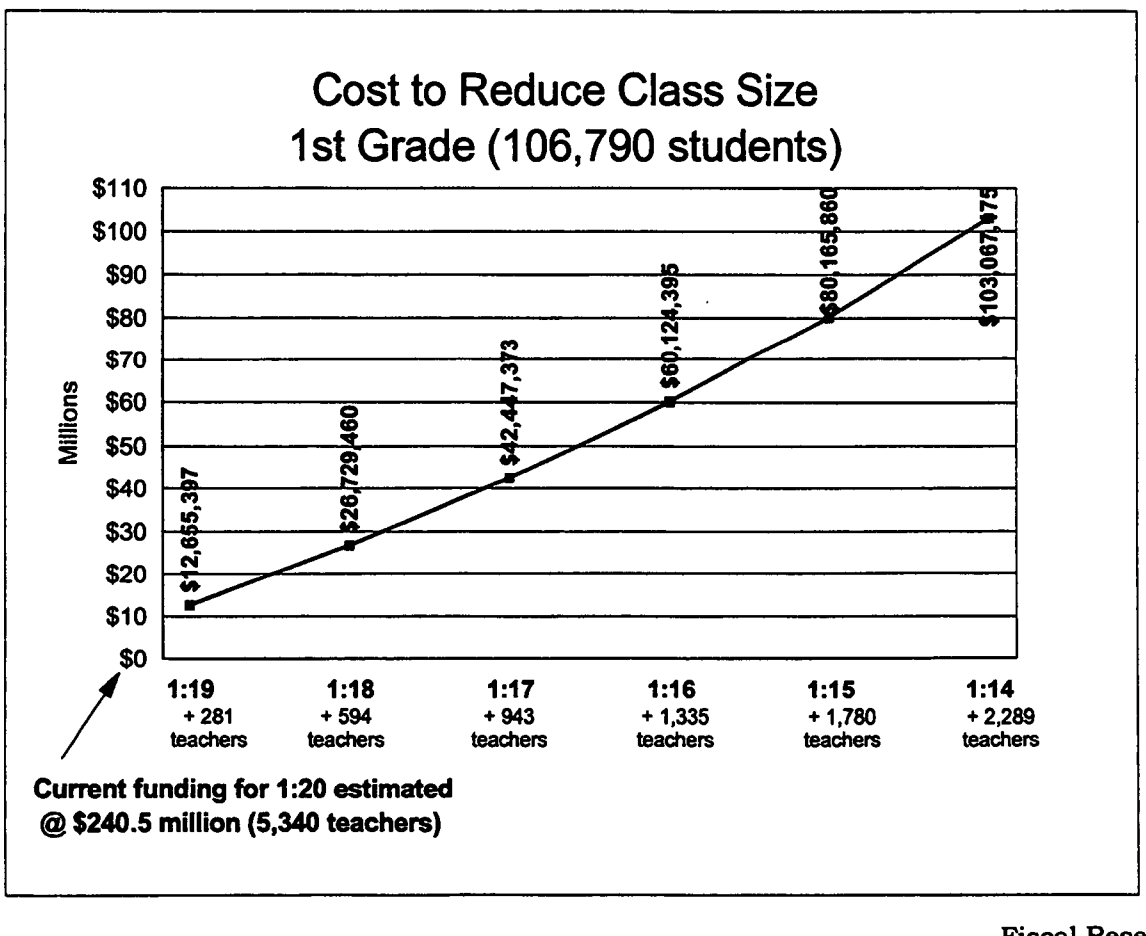


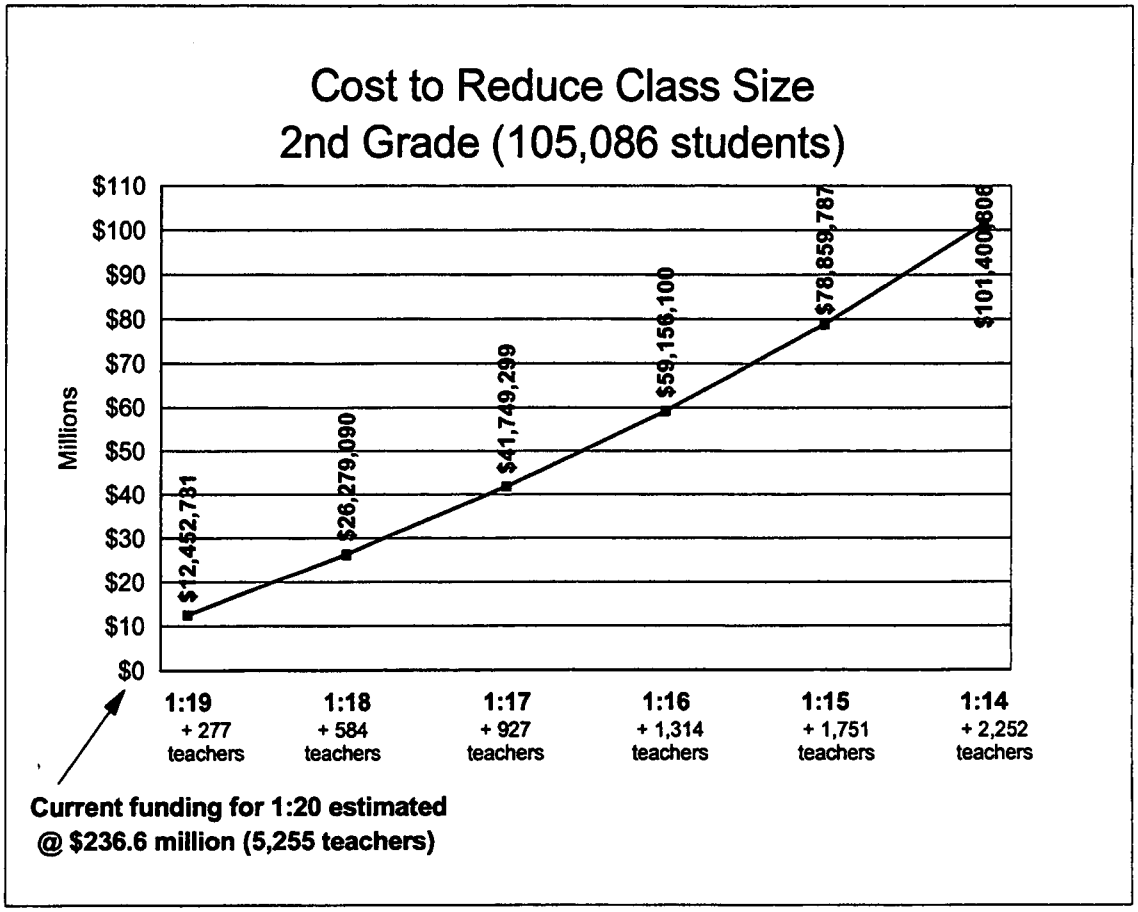
Total: 328

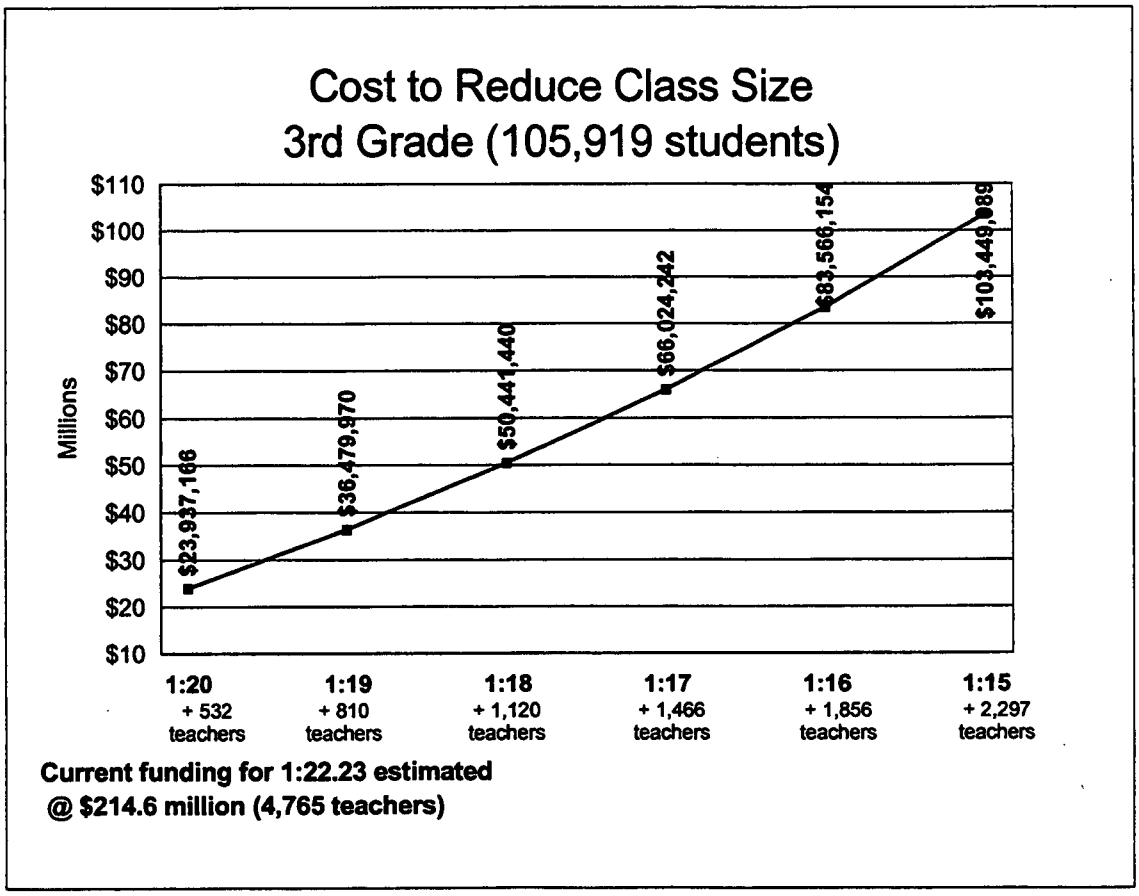
SOURCE: NC Department of Public Instruction
NC General Assembly
Fiscal Research/Education
February 16, 2001

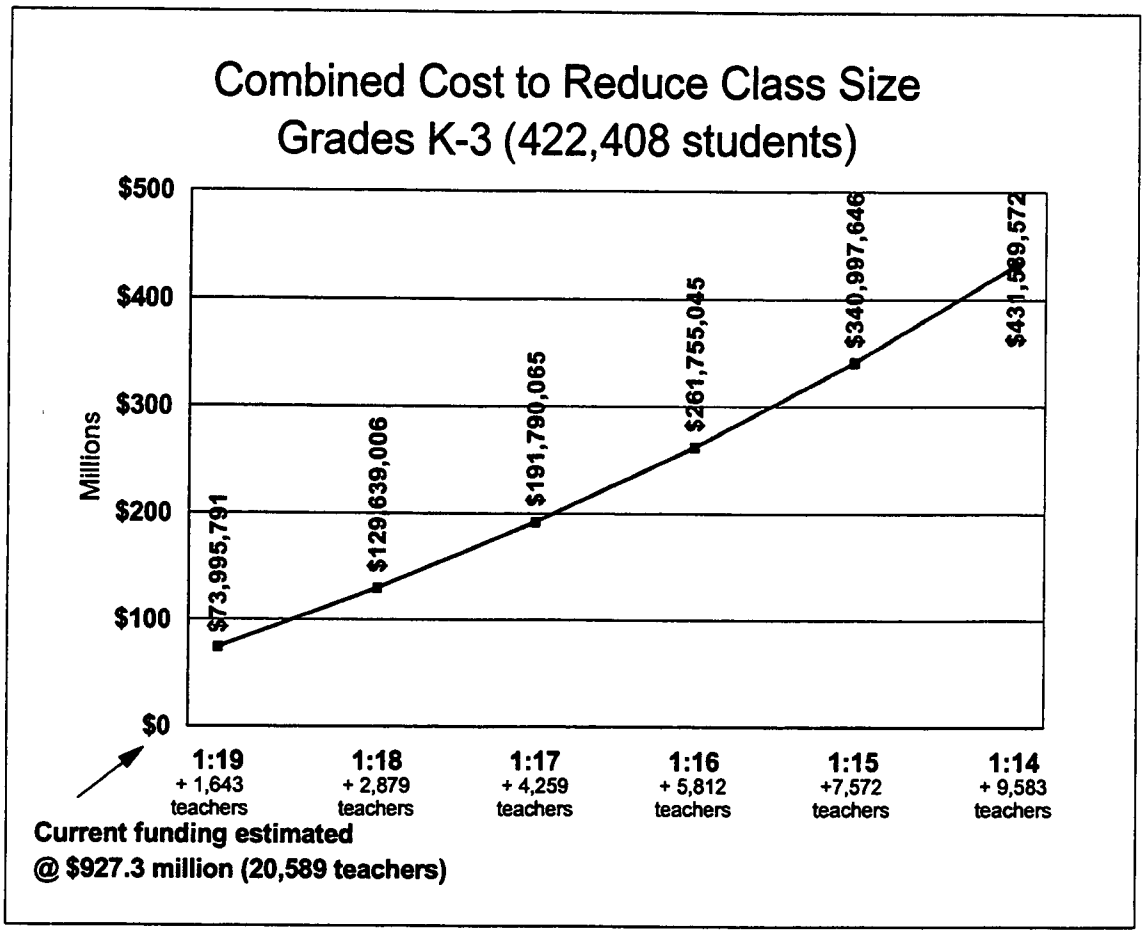
PS-150

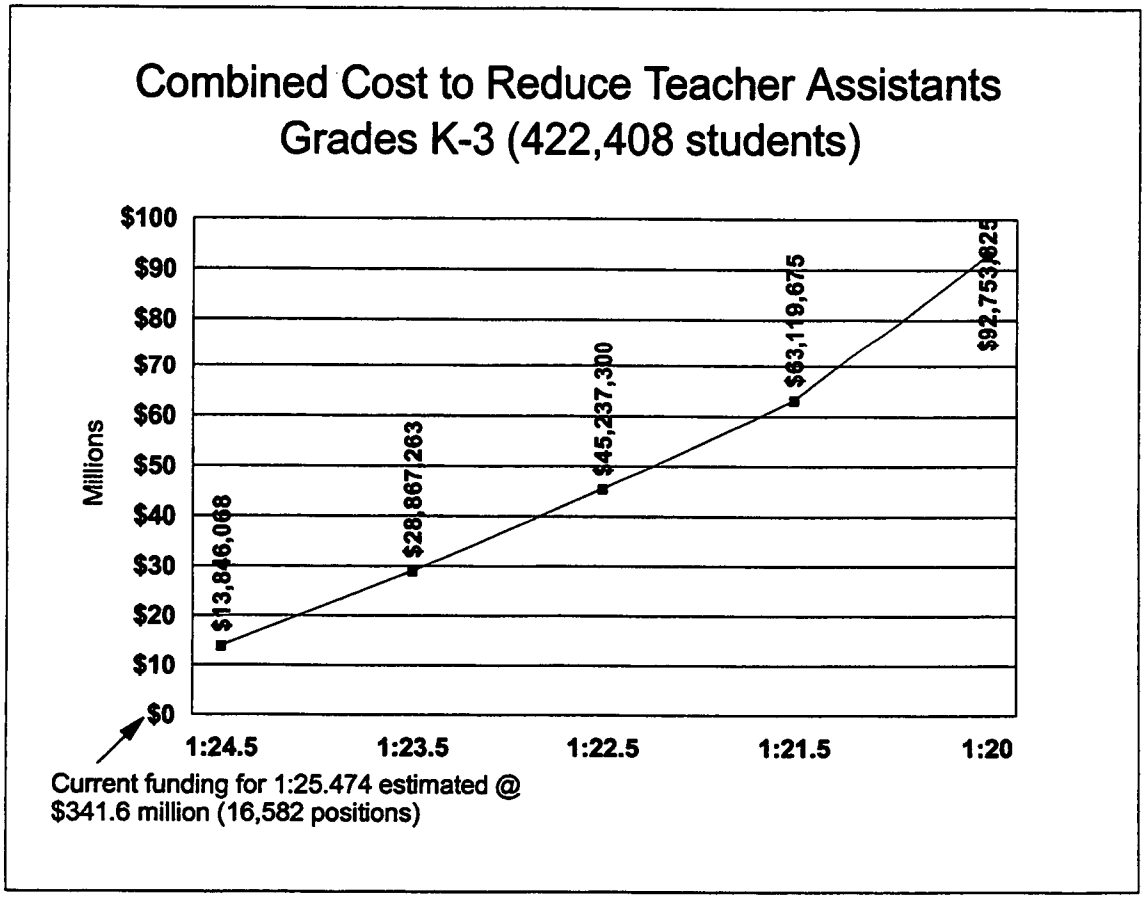

Cost to Reduce Class Size
Kindergarten (104,613 students)
Millions
$110
$100
$90
$80
$70
$60
$50
$40
$30
$20
$10
$0
$12,407,694
$26,189,016
$41,569,151
$58,908,396
$78,522,010
$100,972,954
1:19 + 276 teachers
1:18 + 582 teachers
1:17 + 923 teachers
1:16 + 1,308 teachers
1:15 + 1,744 teachers
1:14 + 2,242 teachers
Current funding for 1:20 estimated
@ $235.6 million (5,230 teachers)


Cost to Reduce Class Size
1st Grade (106,790 students)
Millions
$110
$100
$90
$80
$70
$60
$50
$40
$30
$20
$10
$0
$12,655,397
$26,729,460
$42,447,373
$60,124,395
$80,165,860
$103,067,175
1:19 + 281 teachers
1:18 + 594 teachers
1:17 + 943 teachers
1:16 + 1,335 teachers
1:15 + 1,780 teachers
1:14 + 2,289 teachers
Current funding for 1:20 estimated
@ $240.5 million (5,340 teachers)


Cost to Reduce Class Size
2nd Grade (105,086 students)
Millions
$110
$100
$90
$80
$70
$60
$50
$40
$30
$20
$10
$0
$12,452,731
$26,279,090
$41,749,299
$59,156,100
$78,859,787
$101,400,808
1:19 + 277 teachers
1:18 + 584 teachers
1:17 + 927 teachers
1:16 + 1,314 teachers
1:15 + 1,751 teachers
1:14 + 2,252 teachers
Current funding for 1:20 estimated
@ $236.6 million (5,255 teachers)


Cost to Reduce Class Size
3rd Grade (105,919 students)
Millions
$110
$100
$90
$80
$70
$60
$50
$40
$30
$20
$10
$23,937,166
$36,479,970
$50,441,440
$66,024,242
$83,566,154
$103,449,989
1:20 + 532 teachers
1:19 + 810 teachers
1:18 + 1,120 teachers
1:17 + 1,466 teachers
1:16 + 1,856 teachers
1:15 + 2,297 teachers
Current funding for 1:22.23 estimated
@ $214.6 million (4,765 teachers)


Combined Cost to Reduce Class Size
Grades K-3 (422,408 students)
Millions
$500
$400
$300
$200
$100
$0
$73,995,791
$129,639,006
$191,790,065
$261,755,045
$340,997,646
$431,589,572
1:19 + 1,643 teachers
1:18 + 2,879 teachers
1:17 + 4,259 teachers
1:16 + 5,812 teachers
1:15 +7,572 teachers
1:14 + 9,583 teachers
Current funding estimated
@ $927.3 million (20,589 teachers)


Combined Cost to Reduce Teacher Assistants
Grades K-3 (422,408 students)
Millions
$100
$90
$80
$70
$60
$50
$40
$30
$20
$10
$0
$13,846,068
$28,867,263
$45,237,300
$63,119,675
$92,753,025
1:24.5
1:23.5
1:22.5
1:21.5
1:20
Current funding for 1:25.474 estimated @
$341.6 million (16,582 positions)

NBPTS Facts

National Information:

- First certifications were in 1994.
- Currently there are 19 areas available of certification with 5 more coming on line in December 2001
- Since 1994, 9,527 teachers have been certified nationally (3 teachers in more than one area).
- 4,720 teachers were certified in 2000 (over 49% of the total).
- All 50 States have at least one Nationally Board Certified Teacher (NBCT)

North Carolina Information:

- Budget: $3.3 million pays fee ($2,300) and 3 days for substitutes. Not sufficient, this year we have had 2,000 applicants. Last year we spent $3.6 million … State Budget Office authorizes any excess cost.
- NBCT teacher is paid on a salary schedule that is 12% higher that the schedule for non-nationally certified teachers if they are in the classroom at least 70% of their time.
- Since 1994, 2,407 North Carolina teachers (around 3%) have been nationally certified (25% of the national certified population).
- 1,139 received their certification this year (24% of the national population and 47% of North Carolina's total certified population).
- 116 of the 117 school districts have Nationally certified teachers (Weldon)
- Charlotte/Mecklenburg has 222 NBCT teachers in 61% of their schools.
- 3 LEAs have a NBCT in every school (Chowan, Roanoke Rapids, and Pamlico
- 50% of North Carolina's schools have a NBCT teacher in the classroom. 3 schools have12 nationally certified teachers on staff.
- Average State salary for teachers as September, $37,459 … NBCT teachers, $43,547 (16% higher)
- Right @ 72% of NBCT have 10 or more years of teaching experience.
- 54% have above a bachelor degree.

(Attachment 4)

Table 6A
Fiscal Year 2001-02 Recommended General Fund Budget

Department	Authorized Appropriation 12/31/00	Remove Nonrecurring Appropriations	Restore Nonrecurring Reductions	Building Reserves	Enrollment/ Entitlement Adjustments	Transfers Between Budget Codes	Recurring Baseline Budget	Agency Reductions	Total Recommended Budget	Recommended Expansion	Total General Fund Budget
General Assembly	$ 40,649,367	$ (363,638)	$ 632,119	$ -	$ -	$ (350,000)	$ 40,567,848	$ (614,000)	$ 39,953,848	$ -	$ 39,953,848
Judicial - AOC	314,222,181	(7,632,849)	1,683,533	497,033	-	-	308,769,898	(3,639,472)	305,130,426	-	305,130,426
AOC-Indigent	66,800,796	(280,841)	140,512	-	-	-	66,660,467	-	66,660,467	5,565,313	72,225,780
Gov.Office	5,631,542	(28,545)	30,742	-	-	-	5,633,739	(135,834)	5,497,905	-	5,497,905
OSBM	5,818,759	(57,482)	28,623	-	-	-	5,789,900	(87,000)	5,702,900	-	5,702,900
Flood Mapping & Surveying	1,428,872	(211,627)	15,600	-	-	-	1,232,845	(21,000)	1,211,845	-	1,211,845
NC Housing Finance	8,300,000	(3,000,000)	-	-	-	-	5,300,000	(80,000)	5,220,000	-	5,220,000
OSBM-Res.for Special Approp.	3,700,000	(620,000)	-	-	-	-	3,080,000	-	3,080,000	-	3,080,000
Lt. Governor	685,577	(3,768)	4,499	-	-	-	686,308	(10,000)	676,308	-	676,308
Sec.of State	9,755,907	(2,007,583)	46,684	965,893	-	-	8,760,901	(30,000)	8,730,901	-	8,730,90
Auditor	12,330,883	(241,009)	76,644	-	-	-	12,166,518	(182,000)	11,984,518	-	11,984,518
St. Treasurer	15,085,672	(7,291,140)	24,483	17,992	-	-	7,837,007	(118,000)	7,719,007	-	7,719,007
St. Treasurer-Transfer Ret.Sys.	12,294,780	-	-	-	-	-	12,294,780	-	12,294,780	-	12,294,780
DPI	5,738,761,877	(64,641,082)	37,541,954	-	158,627,932	-	5,870,290,681	(29,915,892)	5,840,374,789	64,774,694	5,905,149,483
DPI - Department	53,512,243	-	-	-	-		53,512,243	(6,465,512)	47,046,731	6,037,414	53,084,145
Justice	76,947,824	(1,246,325)	770,133	-	-	-	76,471,632	(914,295)	75,557,337	-	75,557,337
DACS	59,349,057	(2,973,308)	319,527	-	-	-	56,695,276	(850,000)	55,845,276	-	55,845,276
Labor	17,180,970	(173,677)	109,885	-	-	(500,000)	16,617,178	(249,000)	16,368,178	-	16,368,178
Insurance	23,570,505	(539,483)	361,266	-	-	-	23,392,288	(30,000)	23,362,288	-	23,362,288
Insurance-Direct	4,500,000	-	-	-	-	-	4,500,000	(3,000,000)	1,500,000	-	1,500,000
Juvenile Justice & Delinq. Preventior	147,206,016	(1,285,315)	3,535,344	(1,750,000)	-	-	147,706,045	(3,137,622)	144,568,423	-	144,568,423
DOA	63,402,230	(2,566,976)	243,397	-	-	-	61,078,651	(386,471)	60,692,180	1,225,000	61,917,180
OSC	11,718,683	(57,809)	156,397	-	-	-	11,817,271	(177,000)	11,640,271	-	11,640,271
DOT	17,753,426	-	-	-	-	-	17,753,426	(7,301,544)	10,451,882	-	10,451,882
DENR	163,296,057	(2,035,257)	913,210	2,728,668	-	-	164,902,678	(3,123,836)	161,778,842	-	161,778,842
DENR-Clean Water Mgmt.Trust	30,000,000	-	-	-	-	-	30,000,000	-	30,000,000	-	30,000,000
DHHS-Central Mgmt.	32,469,857	(932,813)	14,781,413	-	-	(668,597)	45,649,860	(4,000,000)	41,649,860	6,456,500	48,106,360
DHHS-Aging	30,078,500	(257,458)	4,407	-	-	-	29,825,449	-	29,825,449	-	29,825,449
DHHS-Child Dev.	70,067,811	(59,977)	31,526	-	-	-	70,039,360	-	70,039,360	-	70,039,360
Smart Start	231,174,321	(500,000)	49,000,000	-	-		279,674,321	(23,500,000)	256,174,321	-	256,174,321
DHHS-Education Services	79,063,179	(2,128,920)	356,160	-	-	-	77,290,419	(1,657,271)	75,633,148	-	75,633,148
DHHS-Health Services	113,387,446	(4,288,915)	3,329,516	-	-	(285,500)	112,142,547	(2,402,628)	109,739,919	-	109,739,919
DHHS-Social Services	189,572,081	(1,169,284)	1,993,469	-	2,224,628	327,220	192,948,114	(2,695,784)	190,252,330	-	190,252,330
DHHS-Medical Assistance	1,520,473,010	(1,111,508)	520,286	-	467,666,075	-	1,987,547,863	(17,031,380)	1,970,516,483	622,000	1,97[illegible]38,483
DHHS-NC Health Choice	24,987,215	(260)	187	-	-	-	24,987,142	-	24,987,142	9,988,386	34,975,528
DHHS-Blind & Deaf/HH	10,610,662	(327,461)	50,948	-	-	-	10,334,149	-	10,334,149	-	10,334,149
DHHS-Mental/DD/SAS	588,301,861	(8,295,154)	2,308,850	-	-	563,634	582,879,191	(3,401,681)	579,477,510	-	579,477,510
DHHS-Facility Services	17,129,757	(612,504)	67,249	-	-	-	16,584,502	(250,000)	16,334,502	-	16,334,502
DHHS-Voc.Rehab.	46,629,722	(4,907,374)	105,378	-	-	-	41,827,726	-	41,827,726	-	41,827,726
Correction	927,971,199	(8,749,538)	12,128,414	-	-	-	931,350,075	(11,300,000)	920,050,075	-	920,050,075
Commerce	48,093,044	(3,276,782)	210,745	-	-	-	45,027,007	(674,063)	44,352,944	3,000,000	47,352,944
Commerce-State Aid	24,446,251	(7,350,000)	-	-	-	(900,000)	16,196,251	(264,943)	15,931,308	1,000,000	16,931,308
Revenue	78,509,890	(2,172,475)	629,869	-	-	-	76,967,284	(1,154,500)	75,812,784	-	75,812,784
Cultural Resources	63,437,052	(3,128,160)	531,804	-	-	-	60,840,696	(813,000)	60,027,696	-	60,027,696
Cultural Resources-Roanoke Isl.	1,907,245	-	-	-	-	-	1,907,245	(29,000)	1,878,245	-	1,878,245
CC & PS	37,693,274	(295,708)	156,582	-	-	-	37,554,148	(470,635)	37,083,513	-	37,083,513
UNC-GA	51,599,643	(172,530)	132,736	2,585,751	-	(3,774,232)	50,371,368	(663,895)	49,707,473	-	49,707,47
UNC Institutional Prog.	7,321,779	(1,850,000)	-	-	-	6,412,717	11,884,496	-	11,884,496	32,682,636	44,567,13
UNC Related Ed.Programs	99,666,502	-	-	-	-	745,200	100,411,702	-	100,411,702	-	100,411,70
UNC-CH Academic	202,847,731	(1,546,410)	1,429,867	268,285	-	3,520,002	206,519,475	(2,721,927)	203,797,548	-	203,797,54
UNC-CH Health Affairs	158,923,421	(914,770)	915,060	-	-	(1,415,000)	157,508,711	(2,075,965)	155,432,746	-	155,432,74
UNC-CH Area Health Educa.	46,556,472	(328,918)	45,496	-	-	-	46,273,050	(304,939)	45,968,111	-	45,968,11
NCSU-Academic	272,378,931	(1,826,863)	1,811,462	387,104	-	(659,187)	272,091,447	(3,586,165)	268,505,282	-	268,505,28

Table 6A
Fiscal Year 2001-02 Recommended General Fund Budget

Department	Authorized Appropriation 12/31/00	Remove Nonrecurring Appropriations	Restore Nonrecurring Reductions	Building Reserves	Enrollment/ Entitlement Adjustments	Transfers Between Budget Codes	Recurring Baseline Budget	Agency Reductions	Total Recommended Budget	Recommended Expansion	Total General Fund Budget
NCSU-Agri.Research Svc.	48,233,487	(401,265)	321,011	76,147	-	-	48,229,380	(635,663)	47,593,717	-	47,593,717
NCSU-Agri. Extension Svc.	38,839,117	(364,457)	267,811	(47,891)	-	-	38,694,580	(509,995)	38,184,585	-	[illegible],184,585
UNC-Greensboro	96,169,238	(741,303)	588,077	174,894	-	(406,285)	95,784,621	(1,262,441)	94,522,180	-	94,522,180
UNC-Charlotte	98,398,080	(804,456)	646,641	25,161	-	(495,212)	97,770,214	(1,288,611)	96,481,603	-	96,481,603
UNC-Asheville	26,105,764	(235,217)	150,952	222,279	-	(241,402)	26,002,376	(342,711)	25,659,665	-	25,659,665
UNC-Wilmington	60,692,155	(526,372)	398,770	537,910	-	(247,888)	60,854,575	(802,063)	60,052,512	-	60,052,512
ECU	123,354,475	(1,156,908)	778,450	580,560	-	(362,480)	123,194,097	(1,623,698)	121,570,399	-	121,570,399
ECU-Health Services	47,084,623	(300,552)	266,670	-	-	-	47,050,741	(620,129)	46,430,612	-	46,430,612
NCA&T	61,224,022	(540,081)	401,843	36,964	-	(288,723)	60,834,025	(801,792)	60,032,233	-	60,032,233
Western Carolina	53,272,012	(459,302)	328,799	54,321	-	(163,664)	53,032,166	(698,964)	52,333,202	-	52,333,202
Appalachian	87,915,063	(760,230)	504,907	(445,272)	-	(254,702)	86,959,766	(1,146,130)	85,813,636	-	85,813,636
UNC-Pembroke	24,701,533	(212,011)	148,178	703,763	-	(258,588)	25,082,875	(330,592)	24,752,283	-	24,752,283
Winston Salem State	28,788,091	(229,421)	176,460	46,373	-	(77,872)	28,703,631	(378,314)	28,325,317	-	28,325,317
Elizabeth City State	22,227,901	(179,371)	130,726	-	-	(104,008)	22,075,248	(290,952)	21,784,296	-	21,784,296
Fayetteville State	31,390,892	(255,107)	210,250	-	-	46,190	31,392,225	(413,750)	30,978,475	-	30,978,475
NCCU	45,981,242	(410,974)	300,377	-	-	(532,695)	45,337,950	(597,554)	44,740,396	-	44,740,396
NC School of Arts	16,220,403	(178,334)	105,600	685,105	-	(42,171)	16,790,603	(221,300)	16,569,303	-	16,569,303
NCSSM	11,487,758	(58,174)	57,572	-	-	-	11,487,156	(36,655)	11,450,501	-	11,450,501
UNC-Hospitals	40,688,939	(213,895)	112,278	-	-	-	40,587,322	(534,941)	40,052,381	-	40,052,381
Total UNC	1,802,069,274	(14,666,921)	10,229,993	5,891,454	-	1,400,000	1,804,923,800	(21,889,147)	1,783,034,653	32,682,636	1,815,717,289
Comm.Colleges	644,032,372	(7,114,433)	11,104,035	-	-	-	648,021,974	(5,184,176)	642,837,798	20,493,151	663,330,949
St. Bd. Of Elections	3,524,060	(259,689)	7,082	-	-	-	3,271,453	(53,000)	3,218,453	-	3,218,453
Office of Admin.Hearings	2,909,296	(18,704)	17,496	-	-	-	2,908,088	(44,000)	2,864,088	-	2,864,088
Rules Review Comm.	381,957	(49,615)	1,743	-	-	-	334,085	(5,000)	329,085	-	329,085
St.Treas.Gen.Debt Service	238,509,550	-	-	-	-	-	238,509,550	-	238,509,550	36,610,840	275,120,390
St.Treas.Federal Debt Service	1,155,948	-	-	-	-	-	1,155,948	-	1,155,948	-	1,155,948
Total Operating Budget	13,732,489,058	(168,931,367)	154,201,704	8,351,040	628,518,635	(413,243)	14,354,215,827	(157,288,686)	14,196,927,141	188,455,934	14,385,383,075
Contingency & Emergency	1,125,000	-	-	-	-	-	1,125,000.00	-	1,125,000	-	1,125,000
Legislative Compensation Res.	18,627,886	(18,627,886)	-	-	-	-	-	-	-	184,538,436	184,538,436
Salary Adjustment Reserve	500,000	-	-	-	-	-	500,000	-	500,000		500,000
Motor Pool Reduction Reserve	-	-	-	-	-	-	-	(1,200,000)	(1,200,000)	-	(1,200,000)
Health Plan Reserve	48,000,000	(48,000,000)	-	-	-	-	-	-	-	150,000,000	150,000,000
Retirement Rate Adj. Reserve		-	-	-	-	-	-	-	-	(181,027,500)	(181,027,500)
Reserve-MS/DD/SA Reform	2,586,757	(3,000,000)	-	-	-	413,243	-	-	-		-
Total G/F Operating Budget	13,803,328,701	(238,559,253)	154,201,704	8,351,040	628,518,635	-	14,355,840,827	(158,488,686)	14,197,352,141	341,966,870	14,539,319,011
Capital Improvement	-	-	-	-	-	-	-	-	-	15,000,000	15,000,000
Total General Fund Budget	$ 13,803,328,701	$ (238,559,253)	$ 154,201,704	$ 8,351,040	$ 628,518,635	$ -	$ 14,355,840,827	$ (158,488,686)	$ 14,197,352,141	$ 356,966,870	$ 14,554,319,011

Table 6B
Fiscal Year 2002-03 Recommended General Fund Budget

Department	Authorized Appropriation 12/31/00	Remove Nonrecurring Appropriations	Restore Nonrecurring Reductions	Building Reserves	Enrollment/ Entitlement Adjustments	Transfers Between Budget Codes	Recurring Baseline Budget	Agency Reductions	Total Recommended Budget	Recommended Expansion	Total General Fund Budget
General Assembly	$ 40,649,367	$ (363,638)	$ 632,119	$ -	$ -	$ (350,000)	$ 40,567,848	$ (614,000)	$ 39,953,848	$ -	$ 39,953,848
Judicial - AOC	314,222,181	(7,632,849)	1,683,533	497,033	-	-	308,769,898	(3,639,472)	305,130,426	-	305,130,426
AOC-Indigent	66,800,796	(280,841)	140,512	-	-	-	66,660,467	-	66,660,467	5,565,313	72,225,780
Gov.Office	5,631,542	(28,545)	30,742	-	-	-	5,633,739	(135,834)	5,497,905	-	5,497,905
OSBM	5,818,759	(57,482)	28,623	-	-	-	5,789,900	(67,000)	5,722,900	-	5,722,900
Flood Mapping & Surveying	1,428,872	(211,627)	15,600	-	-	-	1,232,845	(21,000)	1,211,845	-	1,211,845
NC Housing Finance	8,300,000	(3,000,000)	-	-	-	-	5,300,000	(80,000)	5,220,000	-	5,220,000
OSBM-Res.for Special Approp.	3,700,000	(620,000)	-	-	-	-	3,080,000	-	3,080,000	-	3,080,000
Lt. Governor	685,577	(3,768)	4,499	-	-	-	686,308	(10,000)	676,308	-	676,308
Sec.of State	9,755,907	(2,007,583)	46,684	965,893	-	-	8,760,901	(30,000)	8,730,901	-	8,730,901
Auditor	12,330,883	(241,009)	76,644	-	-	-	12,166,518	(182,000)	11,984,518	-	11,984,518
St. Treasurer	15,085,672	(7,291,140)	24,483	17,992	-	-	7,837,007	(118,000)	7,719,007	-	7,719,007
St. Treasurer-Transfer Ret.Sys.	12,294,780	-	-	-	-	-	12,294,780	-	12,294,780	-	12,294,780
DPI	5,738,761,877	(64,641,082)	37,541,954	-	255,856,157	-	5,967,518,906	18,328,458	5,985,847,364	271,262,687	6,257,110,051
DPI - Department	53,512,243	-	-	-	-		53,512,243	(6,465,512)	47,046,731	6,037,414	53,084,145
Justice	76,947,824	(1,246,325)	770,133	-	-	-	76,471,632	(914,295)	75,557,337	-	75,557,337
DACS	59,349,057	(2,973,308)	319,527	-	-	-	56,695,276	(850,000)	55,845,276	-	55,845,276
Labor	17,180,970	(173,677)	109,885	-	-	(500,000)	16,617,178	(249,000)	16,368,178	-	16,368,178
Insurance	23,570,505	(539,483)	361,266	-	-	-	23,392,288	(30,000)	23,362,288	-	23,362,288
Insurance-Direct	4,500,000	-	-	-	-	-	4,500,000	-	4,500,000	-	4,500,000
Juvenile Justice & Delinq. Preventio	147,206,016	(1,285,315)	3,535,344	-	-	-	149,456,045	(3,137,622)	146,318,423	-	146,318,423
DOA	63,402,230	(2,566,976)	243,397	-	-	-	61,078,651	(386,471)	60,692,180	1,225,000	61,917,180
OSC	11,718,683	(57,809)	156,397	-	-	-	11,817,271	(177,000)	11,640,271	-	11,640,271
DOT	15,455,184	(7,605)	4,303	-	-	-	14,486,443	-	14,486,443	-	14,486,443
DENR	163,296,057	(2,035,257)	913,210	2,728,668	-	-	164,902,678	(3,123,836)	161,778,842	-	161,778,842
DENR-Clean Water Mgmt.Trust	30,000,000	-	-	-	-	-	30,000,000	-	30,000,000	70,000,000	100,000,000
DHHS-Central Mgmt.	32,469,857	(932,813)	14,781,413	-	-	(668,597)	45,649,860	-	45,649,860	34,521,800	80,171,660
DHHS-Aging	30,078,500	(257,458)	4,407	-	-	-	29,825,449	-	29,825,449	-	29,825,449
DHHS-Child Dev.	70,067,811	(59,977)	31,526	-	-	-	70,039,360	-	70,039,360	-	70,039,360
Smart Start	231,174,321	(500,000)	49,000,000	-	-		279,674,321	(23,500,000)	256,174,321	-	256,174,321
DHHS-Education Services	79,063,179	(2,128,920)	356,160	-	-	-	77,290,419	(1,657,271)	75,633,148	-	75,633,148
DHHS-Health Services	113,387,446	(4,288,915)	3,329,516	-	-	(285,500)	112,142,547	(2,402,628)	109,739,919	-	109,739,919
DHHS-Social Services	189,572,081	(1,169,284)	1,993,469	-	9,297,922	327,220	200,021,408	(2,695,784)	197,325,624	-	197,325,624
DHHS-Medical Assistance	1,520,473,010	(1,111,508)	520,286	-	714,166,597	-	2,234,048,385	(21,514,874)	2,212,533,511	1,215,925	2,213,749,436
DHHS-NC Health Choice	24,987,215	(260)	187	-	-	-	24,987,142	-	24,987,142	20,921,414	45,908,556
DHHS-Blind & Deaf/HH	10,610,662	(327,461)	50,948	-	-	-	10,334,149	-	10,334,149	-	10,334,149
DHHS-Mental/DD/SAS	588,301,861	(8,295,154)	2,308,850	-	-	563,634	582,879,191	(3,401,681)	579,477,510	-	579,477,510
DHHS-Facility Services	17,129,757	(612,504)	67,249	-	-	-	16,584,502	(250,000)	16,334,502	-	16,334,502
DHHS-Voc.Rehab.	46,629,722	(4,907,374)	105,378	-	-	-	41,827,726	-	41,827,726	-	41,827,726
Correction	927,971,199	(8,749,538)	12,128,414	-	-	-	931,350,075	(10,729,786)	920,620,289	-	920,620,289
Commerce	48,093,044	(3,276,782)	210,745	-	-	-	45,027,007	(674,063)	44,352,944	3,000,000	47,352,944
Commerce-State Aid	24,446,251	(7,350,000)	-	-	-	(900,000)	16,196,251	(264,943)	15,931,308	1,000,000	16,931,308
Revenue	78,509,890	(2,172,475)	629,869	-	-	-	76,967,284	(1,154,500)	75,812,784	-	75,812,784
Cultural Resources	63,437,052	(3,128,160)	531,804	-	-	-	60,840,696	(813,000)	60,027,696	-	60,027,696
Cultural Resources-Roanoke Isl.	1,907,245	-	-	-	-	-	1,907,245	(29,000)	1,878,245	-	1,878,245
CC & PS	37,693,274	(295,708)	156,582	-	-	-	37,554,148	(470,635)	37,083,513	-	37,083,513
UNC-GA	51,599,643	(172,530)	132,736	3,581,175	-	(3,774,232)	51,366,792	(663,895)	50,702,897	-	50,702,897
UNC Institutional Prog.	7,321,779	(1,850,000)	-	-	-	6,412,717	11,884,496	-	11,884,496	32,682,636	44,567,132
UNC Related Ed.Programs	99,666,502	-	-	-	-	745,200	100,411,702	-	100,411,702	-	100,411,702
UNC-CH Academic	202,847,731	(1,546,410)	1,429,867	777,799	-	3,520,002	207,028,989	(2,721,927)	204,307,062	-	204,307,062
UNC-CH Health Affairs	158,923,421	(914,770)	915,060	1,480,216	-	(1,415,000)	158,983,927	(2,075,965)	156,912,962	-	156,912,962
UNC-CH Area Health Educa.	46,556,472	(328,918)	45,496	-	-	-	46,273,050	(304,939)	45,968,111	-	45,968,111
NCSU-Academic	272,378,931	(1,826,863)	1,811,462	872,056	-	(659,187)	272,576,399	(3,586,165)	268,990,234	-	268,990,234
NCSU-Agri.Research Svc.	48,233,487	(401,265)	321,011	50,031	-	-	48,203,264	(635,663)	47,567,601	-	47,567,601

Table 6B
Fiscal Year 2002-03 Recommended General Fund Budget

Department	Authorized Appropriation 12/31/00	Remove Nonrecurring Appropriations	Restore Nonrecurring Reductions	Building Reserves	Enrollment/ Entitlement Adjustments	Transfers Between Budget Codes	Recurring Baseline Budget	Agency Reductions	Total Recommended Budget	Recommended Expansion	Total General Fund Budget
NCSU-Agri. Extension Svc.	38,839,117	(364,457)	267,811	(47,891)	-	-	38,694,580	(509,995)	38,184,585	-	38,184,585
UNC-Greensboro	96,169,238	(741,303)	588,077	252,218	-	(406,285)	95,861,945	(1,262,441)	94,599,504	-	94,599,504
UNC-Charlotte	98,398,080	(804,456)	646,641	496,387	-	(495,212)	98,241,440	(1,288,611)	96,952,829	-	96,952,829
UNC-Asheville	26,105,764	(235,217)	150,952	378,378	-	(241,402)	26,158,475	(342,711)	25,815,764	-	25,815,764
UNC-Wilmington	60,692,155	(526,372)	398,770	889,292	-	(247,888)	61,205,957	(802,063)	60,403,894	-	60,403,894
ECU	123,354,475	(1,156,908)	778,450	1,843,628	-	(362,480)	124,457,165	(1,623,698)	122,833,467	-	122,833,467
ECU-Health Services	47,084,623	(300,552)	266,670	-	-	-	47,050,741	(620,129)	46,430,612	-	46,430,612
NCA&T	61,224,022	(540,081)	401,843	36,964	-	(288,723)	60,834,025	(801,792)	60,032,233	-	60,032,233
Western Carolina	53,272,012	(459,302)	328,799	322,580	-	(163,664)	53,300,425	(698,964)	52,601,461	-	52,601,461
Appalachian	87,915,063	(760,230)	504,907	(182,272)	-	(254,702)	87,222,766	(1,146,130)	86,076,636	-	86,076,636
UNC-Pembroke	24,701,533	(212,011)	148,178	645,076	-	(258,588)	25,024,188	(330,592)	24,693,596	-	24,693,596
Winston Salem State	28,788,091	(229,421)	176,460	469,962	-	(77,872)	29,127,220	(378,314)	28,748,906	-	28,748,906
Elizabeth City State	22,227,901	(179,371)	130,726	-	-	(104,008)	22,075,248	(290,952)	21,784,296	-	21,784,296
Fayetteville State	31,390,892	(255,107)	210,250	-	-	46,190	31,392,225	(413,750)	30,978,475	-	30,978,475
NCCU	45,981,242	(410,974)	300,377	-	-	(532,695)	45,337,950	(597,554)	44,740,396	-	44,740,396
NC School of Arts	16,220,403	(178,334)	105,600	958,724	-	(42,171)	17,064,222	(221,300)	16,842,922	-	16,842,922
NCSSM	11,487,758	(58,174)	57,572	352,186	-	-	11,839,342	(36,655)	11,802,687	-	11,802,687
UNC-Hospitals	40,688,939	(213,895)	112,278	-	-	-	40,587,322	(534,941)	40,052,381	-	40,052,381
Total UNC	1,802,069,274	(14,666,921)	10,229,993	13,176,509	-	1,400,000	1,812,208,855	(21,889,147)	1,790,319,708	32,682,636	1,823,002,344
Comm.Colleges	644,032,372	(7,114,433)	11,104,035	-	-	-	648,021,974	(5,184,176)	642,837,798	20,493,151	663,330,949
St. Bd. Of Elections	3,524,060	(259,689)	7,082	-	-	-	3,271,453	(53,000)	3,218,453	-	3,218,453
Office of Admin.Hearings	2,909,296	(18,704)	17,496	-	-	-	2,908,088	(44,000)	2,864,088	-	2,864,088
Rules Review Comm.	381,957	(49,615)	1,743	-	-	-	334,085	(5,000)	329,085	-	329,085
St.Treas.Gen.Debt Service	238,509,550	-	-	-	-	-	238,509,550	-	238,509,550	113,757,310	352,266,860
St.Treas.Federal Debt Service	1,155,948	-	-	-	-	-	1,155,948	-	1,155,948	-	1,155,948
Total Operating Budget	13,730,190,816	(168,938,972)	154,206,007	17,386,095	979,320,676	(413,243)	14,710,785,940	(98,636,072)	14,612,149,868	581,682,650	15,193,832,518
Contingency & Emergency	1,125,000	-	-	-	-	-	1,125,000	-	1,125,000	-	1,125,000
Legislative Compensation Reserve	18,627,886	(18,627,886)		-	-	-	-	-	-	184,538,436	184,538,436
Salary Adjustment	500,000	-		-	-	-	500,000	-	500,000	-	500,000
Motor Pool Reduction Reserve	-	-		-	-	-	-	(1,200,000)	(1,200,000)	-	(1,200,000)
Health Plan Reserve	48,000,000	(48,000,000)		-	-	-	-	-	-	200,000,000	200,000,000
Retirement Rate Adj. Reserve	-	-		-	-	-	-	-	-	(181,027,500)	(181,027,500)
Reserve-MS/DD/SA	2,586,757	(3,000,000)	-	-	-	413,243	-	-	-		-
Total General Fund Budget	$ 13,801,030,459	$ (238,566,858)	$ 154,206,007	$ 17,386,095	$ 979,320,676	$ -	$ 14,712,410,940	$ (99,836,072)	$ 14,612,574,868	$ 785,193,586	$ 15,397,768,454

N.C. State Budget, 2001-03: Summary of Recommendations
General Fund - Recommended Adjustments and Expansion Budget

Public Education

Total Recommended Appropriations

		2001-02	2002-03
1.	Base Line Budget (2000-01 Authorized Budget as of 12-31-00)	$5,792,274,120	$5,792,274,120
2.	Consensus Base Line Adjustments (See Footnote)	131,528,804	228,757,029
3.	Revised Base Line Budget	$5,923,802,924	$6,021,031,149
4.	Recommended Reductions	(36,381,404)	11,862,946
5.	Recommended Continuation Budget	$5,887,421,520	$6,032,894,095
6.	Recommended Expansion	169,010,164	375,498,157
7.	RECOMMENDED BUDGET	$6,056,431,684	$6,408,392,252

FOOTNOTE:

Line 2. Consensus Base Line Adjustments include:

- Deletion of Nonrecurring (NR) Appropriations made in the 2000 Session
- Restoration of Nonrecurring (NR) Reductions made in the 2000 Session
- Building Reserves
- Enrollment/Entitlement Increases
- Transfers between budget codes

N.C. State Budget, 2001-03: Summary of Recommendations
General Fund - Recommended Adjustments and Expansion - Continued
Public Education - Continued

David Brown
3-14-01

Consensus Base Line Adjustments:

	2001-02	2002-03
1. Nonrecurring Appropriations Removed		
The following nonrecurring appropriations are removed from the base line budget:		
Compensation Bonus	$ (31,531,018)	$ (31,531,018)
Top of Salary Range Bonus	(32,607)	(32,607)
School Buses	(20,337,457)	(20,337,457)
School Leadership Pilot	(240,000)	(240,000)
Transportation	(7,000,000)	(7,000,000)
School Technology	(5,000,000)	(5,000,000)
Reserve for ADM Contingency	(500,000)	(500,000)
Total Appropriation	$ (64,641,082)	$ (64,641,082)
2. Nonrecurring Reductions Restored		
The following nonrecurring reductions are restored in the base line budget:		
Death Benefit Contribution Rate	$ 6,234,911	$ 6,234,911
Retiree Health Premium Reserve	28,057,043	28,057,043
Teaching Fellows Scholarship/Loan Program	2,500,000	2,500,000
Prospective Teacher Scholarship/Loan Program	750,000	750,000
Total Appropriation	$ 37,541,954	$ 37,541,954
3. School-Based Incentive Awards Under the ABCs Program		
The 2000 Session of the General Assembly (Session Law 2000-67, Section 7.4) directed the Director of the Budget to include these funds in the 2001-03 continuation budget. It is recommended that funds be provided for the incentive bonuses as directed by the General Assembly.	$ 93,100,000	$ 93,100,000

Consensus Base Line Adjustments - Continued:

	2001-02	2002-03
4. **Average Daily Membership (ADM) and Average Annual Salary Adjustments** Positions, textbooks, instructional equipment and supplies allocated to the public schools are budgeted on the basis of average daily membership (ADM) of students in the classroom. The budgeted ADM for 2000-01 is 1,288,556. Budgeted ADM for 2001-02 is 1,305,223 and 1,321,104 for 2002-03, which represents increases above the 2000-01 ADM of 16,667 for 2001-02 and 32,548 for 2002-03.		
Requirements	$ 67,841,760	$ 166,322,880
Receipts (Highway Fund/Driver's Education)	2,313,828	3,566,723
Appropriation	$ 65,527,932	$ 162,756,157
Total Consensus Base Line Adjustments	$ 131,528,804	$ 228,757,029

Recommended Reductions:

1. **Average Daily Membership (ADM) Contingency Reserve** The ADM Contingency Reserve is budgeted to provide additional instructional support for school systems enrolling more students than were originally budgeted. Funds from the reserve are allotted based on the ADM to allow school systems to stay in compliance with class size requirements. Based on analysis of the last five years of the ADM Contingency Reserve year-end reversions, it is recommended that the recurring budget be reduced by $3 million. The recurring budget for the ADM reserve will be $2.5 million.	$ (3,000,000)	$ (3,000,000)

Recommended Reductions – Continued:

	2001-02	2002-03
2. **Extra Pay for Forfeited Vacation Days** Funds were appropriated to allow local boards of education the option of paying teachers for working on, and thereby forfeiting, a maximum of four annual vacation leave days per teacher in accordance with G.S. 115C-302.1(c). Funds have reverted from this funding category each year. It is recommended that the funding category be reduced to more closely reflect actual expenditures. After this recommended reduction, the 2001-02 budget will be $4,750,000.	$ (3,000,000)	$ (3,000,000)
3. **Departmental Operating Efficiencies** A decrease in the operating budget for the Department of Public Instruction is recommended. This reduction will be accomplished through operating efficiencies throughout the department. No positions will be eliminated.	$ (428,098)	$ (428,098)
4. **School Bus Replacement Funding** The school bus replacement schedule is adjusted for the biennium by moving school bus purchases from the first year to the second year of the biennium. Funding for 20% or 115 buses will remain in the first year of the biennium for emergency purchases of school buses. It is recommended that the replacement schedule for school buses be modified in 2001-02 to postpone the purchase of 462 buses until the 2002-03 fiscal year 2002-03. With this adjustment, the total budget for purchase of school buses for 2001-02 would be $4,917,800 and $54,343,835 for 2002-03, thus providing the total replacement costs for the biennium.	$ (23,915,892)	$ 24,328,458

Recommended Reductions – Continued:

	2001-02	2002-03
5. **Non-Public School Agency Grants** Several non-public school agencies have received recurring appropriations through the Department of Public Instruction. It is recommended that the following recurring appropriations for non-public school agencies be removed from the continuation budget.		
AVID program pilot project	$ (150,000)	$ (150,000)
A+ Schools	(400,000)	(400,000)
Communities in Schools	(750,000)	(750,000)
Cued Speech Center	(73,750)	(73,750)
Explornet	(2,500,000)	(2,500,000)
Geographic Alliance	(50,000)	(50,000)
Global Curriculum	(150,000)	(150,000)
North Carolina Network	(350,000)	(350,000)
Schools Attuned	(643,100)	(643,100)
Teacher Cadet Program	(150,000)	(150,000)
Total Quality Education (TQE)	(400,000)	(400,000)
Public School Forum	(420,564)	(420,564)
Total	$ (6,037,414)	$ (6,037,414)
Total Recommended Reductions	$ (36,381,404)	$ 11,862,946

Recommended Expansion:

	2001-02	2002-03
1. **Class Size Reduction** In an effort to improve student performance, funds in the amount of $41,571,668 for 923 teachers are recommended to achieve a maximum class size of 18 in every kindergarten classroom in 2001-02. In 2002-03 the class size for grade 1 will be reduced to a maximum class size of 18. It is the intent that class size be reduced to 18 for grade 2 in 2003-04 and in 2004-05 for grade 3. Funds in the amount of $8,051,026 for 179 teachers are also recommended to achieve a maximum class size of 18 in grades 1-3 in 2001-02 for schools that have 60% or fewer of their students performing at or above grade level.	$ 49,622,694	$ 88,510,687

2. **Teacher Recruitment Initiatives**
In order to enhance teacher recruitment the following recommendations are made:

Job Sharing/Part-time Teaching Pilot
A job sharing or part-time teaching pilot is recommended to help in the recruitment and retention of public school teachers. Under the pilot, teachers may work part-time or job share. Teachers working not less than 50% of the time will receive the fringe benefits of full-time teachers, including membership in the Teachers and State Employees Retirement System and have full health insurance benefits. Funds in the amount of $1,128,000 are recommended for this pilot, which is limited to 1,000 teachers statewide beginning in 2001-02.

Recommended Expansion - Continued:

	2001-02	2002-03
Teacher Recruitment Initiatives – Continued		
Teaching Fellows Program Funds are recommended to increase the number of participants in the Teaching Fellows Program operated by the Public School Forum of North Carolina. The Teaching Fellows Program began in 1987 and currently provides a $6,500 per year scholarship for four years to 400 high school seniors each year. Upon acceptance of the scholarship, the recipient agrees to teach for four years in a North Carolina public school or three years in a low-performing school. Funds in the amount of $650,000 are recommended for the Teaching Fellows Program to add 100 scholarships in 2001-02. Funds in the amount of $3,250,000 are recommended in 2002-03 to expand the program by awarding an additional 400 scholarships. The total will be 800 scholarships for high school seniors in 2002-03.		
Teacher Assistant Education Degree Program Additionally, funds are recommended in the North Carolina Community College System (NCCCS) budget and the University of North Carolina (UNC) budget for scholarship loans for teacher assistants who wish to complete teacher education programs through the NCCCS and the UNC.		
Total Teacher Recruitment Initiatives	$ 1,778,000	$ 4,378,000
3. **Instructional Supplies for Teachers** Funds are recommended to enable classroom teachers to purchase $200 of supplies for their classroom through use of a procurement card. These funds are in addition to the instructional supplies allocated to the school system by the state.	$ 13,200,000	$ 13,200,000

Recommended Expansion - Continued:

	2001-02	2002-03
4. **Character Education** Funds are recommended in the amount of $174,000 to the North Carolina Character Education Partnership, which provides assistance to school systems that undertake character education initiatives. It is further recommended that character education development and expansion plans be done in conjunction with the North Carolina Center for School Leadership Development of the University of North Carolina.	$ 174,000	$ 174,000
5. **School Accountability Report Cards** In order to assist in making North Carolina schools First in America by 2010, funding is recommended to the Education Cabinet of the University of North Carolina to develop, design, publish and distribute school accountability report cards. The school accountability report cards will provide information on school performance and characteristics to parents.		
6. **Public School Construction** Funds are recommended to provide additional classrooms needed for the class size reductions recommended in item 1. The recommended projection is based on the cost of $150,000 per classroom for 1,100 additional teachers.	$ -	$ 165,000,000

Recommended Expansion - Continued:

	2001-02	2002-03
7. The following non-public school agencies have received recurring appropriations through the Department of Public Instruction. It is recommended that funds be provided to restore the recurring appropriations for these non-public school agencies.		
AVID program pilot project	$ 150,000	$ 150,000
A+ Schools	400,000	400,000
Communities in Schools	750,000	750,000
Cued Speech Center	73,750	73,750
Explornet	2,500,000	2,500,000
Geographic Alliance	50,000	50,000
Global Curriculum	150,000	150,000
North Carolina Network	350,000	350,000
Schools Attuned	643,100	643,100
Teacher Cadet Program	150,000	150,000
Total Quality Education (TQE)	400,000	400,000
Public School Forum	420,564	420,564
Total	$ 6,037,414	$ 6,037,414
8. **Salary Increases-Teachers, Principals, and Assistant Principals** Funds are recommended to provide an average 2% salary increase for teachers, principals, and assistant principals effective July 1, 2001. These funds will provide for movement on the salary schedule based on years of experience plus increase the salary schedule base by 1%.	$ 78,641,708	$ 78,641,708

Recommended Expansion - Continued:

		2001-02	2002-03
9.	**Salary Increases-Other Public School Employees** A salary increase of 2% is recommended for all public school employees not paid from the teacher or principal salary schedules effective July 1, 2001. This includes certified nonteaching positions in central office administration (superintendents and school administrators) and non certified employees, such as finance officers, clerical workers, teacher assistants, school nurses, custodians, bus drivers, bus mechanics and maintenance supervisors.	$ 19,556,348	$ 19,556,348
	Total Recommended Expansion	$ 169,010,164	$ 375,498,157

N.C. State Budget, 2001-03: Summary of Recommendations
General Fund - Recommended Adjustments and Expansion

Community Colleges

Total Recommended Appropriations

		2001-02	2002-03
1.	Base Line Budget (2000-01 Authorized Budget as of 12-31-00)	$ 644,032,372	$ 644,032,372
2.	Consensus Base Line Adjustments (See Footnote)	3,989,602	3,989,602
3.	Revised Base Line Budget	$ 648,021,974	$ 648,021,974
4.	Recommended Reductions	(5,184,176)	(5,184,176)
5.	Recommended Continuation Budget	$ 642,837,798	$ 642,837,798
6.	Recommended Expansion	32,820,519	32,820,519
7.	RECOMMENDED BUDGET	$ 675,658,317	$ 675,658,317

FOOTNOTE:

Line 2. Consensus Base Line Adjustments include:

- Deletion of Nonrecurring (NR) Appropriations made in the 2000 Session
- Restoration of Nonrecurring (NR) Reductions made in the 2000 Session
- Building Reserves
- Enrollment/Entitlement Increases
- Transfers between budget codes

N.C. State Budget, 2001-03: Summary of Recommendations
General Fund - Recommended Adjustments and Expansion - Continued
Community Colleges – Continued

Consensus Base Line Adjustments:

	2001-02	2002-03
1. **Nonrecurring Appropriations Removed**		
The following nonrecurring appropriations are removed from the base line budget:		
Compensation Bonus	$ (7,114,433)	$ (7,114,433)
2. **Nonrecurring Reductions Restored**		
The following nonrecurring reductions are restored in the base line budget:		
Death Benefit Contribution Rate	$ 740,692	$ 740,692
Retiree Health Premium Reserve	3,333,118	3,333,118
New and Expanding Industry Training	500,000	500,000
Educational Equipment	1,020,225	1,020,225
State Board Reserve	100,000	100,000
Need-Based Financial Aid Fund Balance	1,000,000	1,000,000
Management Information System Fund Balance	2,000,000	2,000,000
Total Requirements	$ 8,694,035	$ 8,694,035
Overrealized Tuition and Fee Receipts	$ (2,000,000)	$ (2,000,000)
Scholarship Reserve Fund Balance	(410,000)	(410,000)
Total Receipts	$ (2,410,000)	$ (2,410,000)
Total Appropriation	$ 11,104,035	$ 11,104,035
Total Consensus Base Line Adjustments	$ 3,989,602	$ 3,989,602

Recommended Reductions:

	2001-02	2002-03
1. **State Board Reserve** The State Board Reserve is limited by statute to funding feasibility studies, pilot projects, start-up of new programs, and innovative ideas. The State Board Reserve has a certified budget of $1,150,000. In 1999-00, State Board Reserve funds in the amount of $106,000 were redirected to the Hurricane Floyd reserve. In 2000-01, there was a nonrecurring $100,000 budget reduction. The State Board Reserve is recommended for a reduction of $150,000 to $1,000,000.	$ (150,000)	$ (150,000)
2. **Operating Efficiencies** A reduction in the North Carolina Community College System Office budget is recommended. Elimination of the library ordering and receiving services and two library clerk positions totaling $59,543 is recommended. Colleges will be responsible for ordering and receiving library materials. In addition, a vacant educational consultant position and operating funds ($64,432) have been identified for adjustment. Operating expenses totaling $50,552, as identified by the System Office, are recommended for reduction.	$ (174,527)	$ (174,527)
Number of Positions	(3.0)	(3.0)
3. **State Aid Adjustments** The following state aid programs are recommended for adjustment based upon historical expenditure patterns: Compensatory Education Nursing Disadvantaged Workers Compensation Unemployment Compensation Priority Programs Total State Aid Adjustments	$ (477,754)	$ (477,754)

Recommended Reductions - Continued:

	2001-02	2002-03
4. **Human Resources Development Program** The Human Resources Development (HRD) program is designed to recruit, train and/or place in employment unemployed or underemployed adults. It is recommended that the HRD program be restructured to more effectively reach these target populations. As a restructured JobLink Training program, coordinators will be located at JobLink Career Centers to serve as a liaison to community college training and educational programs and to provide skill assessments and employability training assistance. The State Board of Community Colleges will develop policies to implement the restructured program. Standard courses typically offered through the HRD program will be added to the Continuing Education Master Course List.	$ (2,951,895)	$ (2,951,895)
5. **Overrealized Receipts** The budget for tuition and fees is recommended for adjustment to reflect anticipated receipts.		
Requirements	$ -	$ -
Receipts	1,430,000	1,430,000
Appropriation	$ (1,430,000)	$ (1,430,000)
Total Recommended Reductions	$ (5,184,176)	$ (5,184,176)
Total Number of Positions	(3.0)	(3.0)

Recommended Expansion:

	2001-02	2002-03
1. Enrollment Changes		
The 2001-02 enrollment projection from the State Board of Community Colleges indicates a 6,885 FTE increase in full-time equivalent (FTE) students above the 2000-01 budgeted enrollment of 150,884 FTE. The revised 2001-02 budgeted enrollment will be 157,769 FTE, a 4.56% increase over 2000-01. Curriculum enrollment is projected to increase by 7,060 FTE or 6.03%; Continuing Education enrollment is projected to decrease by 778 FTE or 4.17%; and Basic Skills enrollment is projected to increase by 603 FTE or 3.98%.		
Requirements	$ 28,160,469	$ 28,160,469
Receipts	4,837,177	4,837,177
Appropriation	$ 23,323,292	$ 23,323,292
2. Tuition Increase		
A resident tuition increase of 12.71% with an equivalent dollar increase for nonresidents, effective for the Fall 2001 semester, is recommended for the community colleges. Resident tuition is recommended to increase by $3.50 from $27.50 to $31.00 per semester credit hour. Resident tuition was last increased by $0.75 per semester credit hour in 2000-01. Nonresident tuition is recommended to increase by $3.50 from $169.75 to $173.25 per semester credit hour. Nonresident tuition was last increased by $6.75 per semester credit hour in 1999-00. It is anticipated that for most students, this increase will be offset by federal and state financial assistance programs.		
Requirements	$ -	$ -
Receipts	10,162,806	10,162,806
Appropriation	$ (10,162,806)	$ (10,162,806)

Recommended Expansion:

	2001-02	2002-03
3. **Teacher Recruitment Initiative** Funds are recommended to create a N.C. Teacher Assistant Education Degree Program. The N.C. Teacher Assistant Education Degree Program is designed to identify teacher assistants interested in teaching. The purpose of this program is to achieve the degree necessary to enter the UNC teacher education degree program with Junior-level status. The program helps these students become teachers by awarding scholarship loans of $2,000 per year for two years of study in a North Carolina Community College and $3,000 per year for the two-year baccalaureate degree completion at a UNC institution. The recommended funds will provide annually for 200 participants enrolled full-time in the community college associate degree college transfer program. Each year of scholarship loan assistance shall be forgiven for each year of service as a certified classroom teacher in a North Carolina public school. The State Board of Community Colleges and the UNC Board of Governors shall adopt rules and policies for the disbursement of these funds. The North Carolina State Board of Community Colleges may contract with the State Education Assistance Authority for administration of these financial assistance funds.	$ 400,000	$ 400,000

Recommended Expansion:

	2001-02	2002-03
4. **Faculty and Professional Staff Salary Enhancements** A recent study by the North Carolina Community College System benchmarked the average community college faculty salary and average professional staff salary against national averages. The study concluded that North Carolina's community college faculty and professional staff salaries are not competitive with national comparison groups. In an effort to attract and retain highly qualified and experienced community college faculty and professional staff, a salary increase is recommended for the State Board of Community Colleges to distribute to community college faculty and professional staff. This salary increase is in addition to the salary increase (2%) received by all community college personnel (see Item 5).	$ 6,932,665	$ 6,932,665
5. **Salary Increase** Funding for an average 2% salary increase effective July 1, 2001, is recommended for all community college personnel supported from state funds.	$ 12,327,368	$ 12,327,368
Total Recommended Expansion	$ 32,820,519	$ 32,820,519

N.C. State Budget, 2001-03: Summary of Recommendations
General Fund - Recommended Adjustments and Expansion

University of North Carolina

Total Recommended Appropriations

		2001-02	2002-03
1.	Base Line Budget (2000-01 Authorized Budget as of 12-31-00)	$1,802,069,274	$1,802,069,274
2.	Consensus Base Line Adjustments (See Footnote)	2,854,526	10,139,581
3.	Revised Base Line Budget	1,804,923,800	1,812,208,855
4.	Recommended Reductions	(21,889,147)	(21,889,147)
5.	Recommended Continuation Budget	1,783,034,653	1,790,319,708
6.	Recommended Expansion	64,385,792	64,385,792
7.	RECOMMENDED BUDGET	$1,847,420,445	$1,854,705,500

FOOTNOTE:

Line 2. Consensus Base Line Adjustments include:

- Deletion of Nonrecurring (NR) Appropriations made in the 2000 Session
- Restoration of Nonrecurring (NR) Reductions made in the 2000 Session
- Building Reserves
- Enrollment/Entitlement Increases
- Transfers between budget codes

N.C. State Budget, 2001-03: Summary of Recommendations
General Fund - Recommended Adjustments and Expansion- Continued
University of North Carolina - Continued

Consensus Base Line Adjustments:

	2001-02	2002-03
1. **Nonrecurring Appropriations Removed**		
The following nonrecurring appropriations are removed from the base line budget:		
Compensation Bonus	$ (11,882,603)	$ (11,882,603)
Top of the Salary Range Bonus	(934,318)	(934,318)
Model Teacher Consortium	(500,000)	(500,000)
Education Cabinet	(500,000)	(500,000)
Achievement Gap	(500,000)	(500,000)
Piedmont Triad Center for Applied Manufacturing	(250,000)	(250,000)
Chinqua-Penn Plantation	(100,000)	(100,000)
Total Appropriation	$ (14,666,921)	$ (14,666,921)
2. **Nonrecurring Reductions Restored**		
The following nonrecurring reductions are restored in the base line budget:		
Death Benefit Contribution Rate	$ 1,412,999	$ 1,412,999
Retiree Health Premium Reserve	8,816,994	8,816,994
Total Appropriation	$ 10,229,993	$ 10,229,993
3. **Reserves for Operating New Facilities**		
Funds are recommended for operating and maintenance costs of new facilities in the UNC System that will be completed during the 2001-03 biennium.	$ 5,891,454	$ 13,176,509
4. **Transfers Between Departments**		
A. Transfer Center for Ergonomics		
Section 10.10 of Session Laws 2000-67 directed that $500,000 be transferred from the Department of Labor to the Board of Governors of the University of North Carolina in the continuation budget process. The funds for the Center for Ergonomics are reflected in the continuation budget for North Carolina State University in the 2001-03 biennium.	$ 500,000	$ 500,000

Consensus Base Line Adjustments – Continued:

	2001-02	2002-03
B. Transfer Biotechnology Funds Since 1993-94, funds have been appropriated to the North Carolina Biotechnology Center to provide biotechnology grants for six constituent institutions (Elizabeth City State University, Fayetteville State University, North Carolina Central University, North Carolina A & T State University, UNC – Pembroke, and Winston-Salem State University). The primary objective of the Biotechnology Initiative for Minority Universities is to help these institutions develop their biotechnology programs to ensure that North Carolina has a trained work force for the new jobs being created in the biotechnology industry. Development of biotechnology programs includes efforts to design curricula and courses, train faculty, acquire lab equipment, develop instructional materials, and recruit students. The emphasis is on developing immediate educational capacity as well as long-term program needs. Appropriations for the biotechnology grants have been transferred from the North Carolina Biotechnology Center budget to the continuation budget of each of the six campuses in the amount of $150,000 per campus. The North Carolina Biotechnology Center budget is reduced accordingly.	$ 900,000	$ 900,000
Total Consensus Base Line Adjustments	$ 2,854,526	$ 10,139,581

N.C. State Budget, 2001-03: Summary of Recommendations
General Fund - Recommended Adjustments and Expansion - Continued
University of North Carolina - Continued

Recommended Reductions:

	2001-02	2002-03
1. **Operating Efficiencies** A decrease in the operating budgets for the 16 constituent institutions, AHEC, UNC Hospitals, and UNC-General Administration is recommended. This will be accomplished through operating efficiencies in the UNC system. Similar to the requirements of General Statute 116-11(9), this reduction will be allocated to the Board of Governors in a "lump sum" for distribution to the campuses and UNC-General Administration. Because they are designated as Special Responsibility Constituent Institutions as defined in G.S. 116-30(1-2), no specific line items have been identified for reduction. Instead, each institution is responsible for identifying and managing internal operating efficiencies to realize these savings. Since the North Carolina School of Science and Mathematics (NCSSM) is not designated as a Special Responsibility Constituent Institution, an operating efficiency reduction will be made directly to NCSSM.	$ (21,889,147)	$ (21,889,147)
Total Recommended Reductions	$ (21,889,147)	$ (21,889,147)

Recommended Expansion:

	2001-02	2002-03

1. **Schedule of Priorities:**
General Statute 116-11(9) requires the Board of Governors (BOG) of the University of North Carolina to "develop, prepare, and present to the Governor, Advisory Budget Commission, and the General Assembly a single, unified recommended budget for all of public senior education." Funds requested for expansion, new programs and activities, increases in enrollment, remedying deficiencies, etc. are to be itemized in priority order and any funds appropriated for the priority schedule are to be in a lump sum.

In response to the Board of Governors' 2001-03 "Schedule of Priorities," the following items are recommended:

Line 1a - Enrollment Changes
Regular Term Enrollment Increase
Regular Term Enrollment projections from the Board of Governors indicate an increase in enrollment for 2001-02 over the current budgeted 137,959 full-time equivalent (FTE) students. Based upon the Board's estimate, enrollment in the University is projected to increase by 2,413 FTE or 1.7% to 140,372 FTE in 2001-02. This represents an increase in student credit hours (SCHs) from 3,700,454 in 2000-01 to 3,743,204 in 2001-02. The recommended increase of $26,003,068 is to support this enrollment growth after accounting for an expected increase in receipts of $11,002,699.

Requirements	$ 37,005,767	$ 37,005,767
Receipts	11,002,699	11,002,699
Appropriation	$ 26,003,068	$ 26,003,068
Number of Positions	222.3	222.3

Recommended Expansion - Continued:

Schedule of Priorities - Continued:

Undergraduate Teacher Education Distance Learning Programs

Enrollment projections from the Board of Governors indicate an increase in distance education enrollment for 2001-02 over the current budgeted student credit hours (SCHs). Additional funds of $1,348,655 are recommended to support enrollment growth in undergraduate teacher education distance learning programs. This recommended increase represents an increase in funded distance education student credit hours from 73,063 in 2000-01 to 78,107, in 2001-02. This is the appropriation needed after accounting for an expected increase in receipts of $115,838 in 2001-02.

	2001-02	2002-03
Requirements	$ 1,464,493	$ 1,464,493
Receipts	115,838	115,838
Appropriation	$ 1,348,655	$ 1,348,655
Number of Positions	10.5	10.5

Recommended Expansion - Continued:

	2001-02	2002-03
Schedule of Priorities - Continued:		
Line 1b – Tuition Increase		
In support of recommendations by the Board of Governors' Task Force on Tuition Policy, a 4% tuition increase for in-state undergraduate students and a 6% increase for in-state graduate students at the 16 University of North Carolina campuses is recommended. The recommended increase for graduate in-state tuition at NC State University and UNC-Chapel Hill is 7.5%, as part of the Board's third year of a four-year phase-in of tuition differentials. The percentage increases apply to total tuition including campus-initiated increases and increases for campus enhancements that have been approved in the past. Following the Board's recommendations, it is recommended that out-of-state tuition be increased by a dollar amount equivalent to the increase in the in-state tuition at each campus. Implementation of these recommendations would result in increased receipts in 2001-02 of $8,139,297.		
Requirements	$ -	$ -
Receipts	8,139,297	8,139,297
Appropriation	$ (8,139,297)	$ (8,139,297)

Recommended Expansion - Continued:

	2001-02	2002-03
Schedule of Priorities - Continued:		
Line 1b – Need - based Student Financial Aid Plan A Task Force on Student Financial Aid estimated that the aggregate amount of unmet need for UNC resident students in 1997-98 was at least $143 million and recommended funding for a new UNC Grant Program to help students with financial need. The program was partially funded with an appropriation of $5 million in 2000-01, which when combined with $1.3 million appropriated in 1999-2000, is currently being used to make grants only to qualifying in-state first-time freshmen during the 2000-01 year. The program requires that eligibility requirements for the new grants include a "self-help" expectation of at least $4,000 per student and that federal Pell grants and tax credits be used first to meet students' needs. Funds are recommended to expand the Need-Based Student Financial Aid Plan to sophomores.	$ 7,928,000	$ 7,928,000

Recommended Expansion - Continued:

	2001-02	2002-03
2. **Aid to Students Attending North Carolina Private Colleges and Universities-Enrollment Changes** The program "Aid to Students Attending Private Colleges and Universities" is composed of: the Legislative Tuition Grant (LTG) and the State Contractual Scholarship Fund (SCSF). The LTG provides a payment of $1,800 to private institutions for each North Carolina resident undergraduate student, which is credited directly to the student's account. The SCSF makes available $1,100 to each institution for each full-time equivalent (FTE) North Carolina undergraduate resident student, which is then provided as scholarships to needy North Carolina students attending private colleges. It is recommended that the amount for the LTG be increased by $2,346,210 to allow for an increase of 1,192 full-time North Carolina undergraduate resident students. It is also recommended that the amount for the SCSF be increased by $880,000 to allow for an 800 FTE increase in North Carolina undergraduate resident students. The budget for the LTG would increase from $43,911,790 to $46,258,000, and the SCSF would increase from $31,763,002 to $32,643,002.	$ 3,226,210	$ 3,226,210

Recommended Expansion - Continued:

	2001-02	2002-03
3. **K-16 Initiatives**		
Recurring funds of $500,000 are recommended to replace the nonrecurring appropriation to the Education Cabinet for the professional staff and support provided to the Cabinet by the North Carolina Education Research Council. In order to assist in making North Carolina schools First in America by 2010, an additional $416,000 is recommended for the Education Research Council to develop, design, publish and distribute school accountability report cards. The school accountability report cards will provide information on school performance and characteristics to parents.		
Funds are recommended in the amount of $300,000, for character education development and expansion plans, to the North Carolina Center for School Leadership Development of the University of North Carolina in conjunction with additional funds recommended for the North Carolina Character Education Partnership in the Department of Public Instruction, which provides assistance to school systems that undertake character education initiatives. These funds will be used in teacher preparation programs to better prepare teachers and administrators to teach character education.		
Total K-16 Initiatives	$ 1,216,000	$ 1,216,000

Recommended Expansion - Continued:

	2001-02	2002-03
4. **Teacher Recruitment Initiatives**		
In order to enhance teacher recruitment the following recommendations are made:		
North Carolina Teacher Assistant Education Degree Program		
Funds in the amount of $600,000 are recommended to create a N.C. Teacher Assistant Education Degree Program. The N.C. Teacher Assistant Education Degree Program is designed to identify teacher assistants interested in teaching. The program helps these students become teachers by awarding scholarship loans of $2,000 per year for two years of study in a North Carolina Community College and $3,000 per year for the two-year baccalaureate degree completion at a UNC institution. The recommended funds will provide annually for 200 participants enrolled full-time in the UNC baccalaureate degree completion program. Each year of scholarship loan assistance shall be forgiven for each year of service as a certified classroom teacher in a N.C. public school. The UNC Board of Governors and the State Board of Community Colleges shall adopt rules and policies for the disbursement of these funds.		
North Carolina Model Teacher Education Consortium		
Recurring funds of $500,000 are recommended to replace the nonrecurring appropriation for the North Carolina Model Teacher Education Consortium.		
Total Teacher Recruitment Initiatives	$ 1,100,000	$ 1,100,000

Recommended Expansion - Continued:

5. **Salary Increase** Funds are recommended for salary increases for employees of the University and the North Carolina School of Science and Mathematics, including those supported by state funds and who are either exempt from the State Personnel Act (EPA) or subject to the act (SPA) effective July 1, 2001. For EPA teaching and nonteaching faculty, funds are recommended for an average increase of 2% in 2001-02 according to rules adopted by the Board of Governors. For SPA employees, funds are recommended to provide a 2% salary increase in 2001-02	$ 31,703,156	$ 31,703,156
Total Recommended Expansion	$ 64,385,792	$ 64,385,792

N.C. State Budget, 2001-03: Summary of Recommendations
General Fund - Recommended Adjustments and Expansion Budget

Department of Administration

Total Recommended Appropriations

		2001-02	2002-03
1.	Base Line Budget (2000-01 Authorized Budget as of 12-31-00)	$ 63,402,230	$ 63,402,230
2.	Consensus Base Line Adjustments (See Footnote)	(2,323,579)	(2,323,579)
3.	Revised Base Line Budget	$ 61,078,651	$ 61,078,651
4.	Recommended Reductions	(386,471)	(386,471)
5.	Recommended Continuation Budget	$ 60,692,180	$ 60,692,180
6.	Recommended Expansion	1,225,000	1,225,000
7.	RECOMMENDED BUDGET	$ 61,917,180	$ 61,917,180

FOOTNOTE:

Line 2. Consensus Base Line Adjustments include:

- Deletion of Nonrecurring (NR) Appropriations made in the 2000 Session
- Restoration of Nonrecurring (NR) Reductions made in the 2000 Session
- Building Reserves
- Enrollment/Entitlement Increases
- Transfers between budget codes

VI. Compensation and Benefits

Additional funds are recommended to provide compensation increases to teachers, school-based administrators, community college employees, university system employees, and all other state employees. Funds recommended total $184.5 million for 2001-02 and $184.5 million for 2002-03.

The specific allocations for the distribution are reflected below:

Public Education Employees

	2001-02	2002-03
Teachers and Instructional Support Personnel: Two-percent (2%) funding for 2001-02 and 2% funding in 2002-03 is recommended for the teacher salary schedule.	$ 73,194,426	$ 73,194,426
Principals/Assistant Principals: An appropriation with 2% funding in 2001-02 and 2% in 2002-03 is recommended for the school-based administrator salary schedule.	$ 5,447,282	$ 5,447,282
All Other Public School Employees (Superintendents, central office administrators, finance officers, clerical workers, teacher assistants, custodians, bus drivers, bus mechanics, and maintenance supervisors): An appropriation to provide a 2% average increase is recommended.	$ 19,556,348	$ 19,556,348
Total Public School Employees*	$ 98,198,056	$ 98,198,056

Community College Employees

	2001-02	2002-03
All Institutional Personnel: An increase for all administrators, faculty, and staff salaries by an average of 2% on a permanent basis is recommended.	$ 12,327,368	$ 12,327,368
Total Community College Employees*	$ 12,327,368	$ 12,327,368

University System Employees

Employees Exempt from the State Personnel Act (EPA) : An increase in funding is recommended to allow teaching and non-teaching faculty an annual average salary increase of 2%. Funds will be distributed consistent with rules and regulations adopted by the University of North Carolina Board of Governors. Funding is recommended for a 2% increase for the teacher salary schedule at the NC School of Science and Mathematics.	$ 22,202,940	$ 22,202,940
Employees subject to the State Personnel Act (SPA): Funds are recommended for a 2% compensation increase.	$ 9,500,216	$ 9,500,216
Total University Employees*	$ 31,703,156	$ 31,703,156

All Other State Employees

	2001-02	2002-03
A 2% recurring compensation increase to be distributed to employees subject to the State Personnel Act (SPA) is recommended. Judicial employees, General Assembly employees, and other employees exempt from the State Personnel Act (EPA) not defined in other areas of this document are also included in the recommended funding.	$ 37,309,856	$ 37,309,856
Total All Other State Employees	$ 37,309,856	$ 37,309,856

Judicial System Salary Plan

A 5% recurring increase for funding the salary pay plan for magistrates, clerks, or deputy clerks for the Judicial system is recommended.	$ 5,000,000	$ 5,000,000

Highway Fund Employees

Funding is recommended for Highway Fund employees for a 2% recurring compensation increase.	$ 8,600,000	$ 8,600,000
Total Highway Fund Employees	$ 8,600,000	$ 8,600,000

* Funds are included in agency totals and are shown here for informational purposes.

State Health Plan

An increase in the appropriation to the Teachers' and State Employees' Comprehensive Major Medical Plan is recommended for each year of the biennium. The Plan, including its prepaid alternatives through health maintenance organizations (HMOs), will require additional General Fund support for the 2001-03 biennium. During the 2001 Session, the Health Plan Administrator will present cost containment and other modifications for consideration by the General Assembly. The appropriation will be used for premiums paid by employing agencies for members of the system.

	2001-02	2002-03
General Fund Appropriation	$ 150,000,000	$ 200,000,000
Total	$ 150,000,000	$ 200,000,000

Retirement Rate Adjustment

Based on information provided by the actuary, it is recommended that the employer's contribution to the state retirement system for teachers and state employees be reduced from 5.33% to 2.83% and contributions to the Judicial Retirement System be reduced from 18.58% to 15.16% for the fiscal years 2001-02 and 2002-03. This rate reduction allows for the recognition of gains within the system as identified by the actuary. It is recommended that these gains be redistributed to a benefits package for teachers and state employees.

Teachers' and State Employees'	$(179,317,500)	$(179,317,500)
Judicial	(1,710,000)	(1,710,000)
Total Reduction	$(181,027,500)	$(181,027,500)

IX. Long-Term Impact of Recommended Changes

EXPENDITURE FORECAST 2001-06
(In Millions)

Description	2001-02	2002-03	2003-04	2004-05	2005-06
Revenue Availability - Current Law	$ 14,383.9	$ 15,246.8	$ 16,167.8	$ 17,090.6	$ 18,060.8
Less: Continuation Budget Recommended	(14,355.8)	(14,712.4)	(14,934.5)	(15,107.9)	(15,227.9)
Health Plan	(150.0)	(200.0)	(300.0)	(400.0)	(500.0)
Debt Service	(36.6)	(113.8)	(190.8)	(256.4)	(314.6)
Add: Continuation Budget Adjustments	158.5	99.8	99.8	99.8	99.8
Availability Before Revenue Enhancements	0.0	320.4	842.3	1,426.1	2,118.1
Potential Resources:					
Revenue Department Enhanced Collections	18.0	18.0	18.0	-	-
Sale of Assets	16.0	-	-	-	-
Increase Highway Trust Fund Transfer	30.0	30.0	30.0	30.0	30.0
Loophole Closings	150.0	150.0	150.0	150.0	150.0
Efficiency Recommendations	25.0	25.0	25.0	25.0	25.0
Reduction of Retirement Rate - (5.33% to 2.83%)	181.0	181.0	109.0	37.0	-
Lottery	-	300.0	400.0	400.0	400.0
Total Potential Resources	420.0	704.0	732.0	642.0	605.0
Total Availability	420.0	1,024.4	1,574.3	2,068.1	2,723.1
Less: Expansion Recommendations and Forecast:					
Department of Public Instruction					
Teachers/Principles/Asst.Principles Salary Schedule	(78.6)	(78.6)	(78.6)	(78.6)	(78.6)
Teacher Expense Account for Supplies	(13.2)	(13.2)	(13.2)	(13.2)	(13.2)
Class Size K,1,2,3,4@1:18/ Grades 1-3 Low Performing 1:18	(49.6)	(88.5)	(124.6)	(184.0)	(224.0)
Class Size - Construction Component	-	(165.0)	(165.0)	(165.0)	(165.0)
Character Education	(0.5)	(0.5)	(0.5)	(0.5)	(0.5)
Teacher Recruitment (UNC & CC Scholarhips, Teaching Fellows, Job Sharing-Part-time)	(3.0)	(5.6)	(8.2)	(10.8)	(13.4)
Non-profit Grants In Aid	(6.0)	(6.0)	(6.0)	(6.0)	(6.0)
Department of Community Colleges					
Enrollment Increase-net of Tuition	(13.3)	(13.3)	(31.0)	(50.7)	(71.1)
Faculty/Staff Enhancement	(6.9)	(6.9)	(54.5)	(54.5)	(54.5)
Board of Governors - University System					
Enrollment - Regular-net of Tuition	(17.9)	(17.9)	(50.8)	(83.9)	(125.6)
Private Colleges Enrollment	(3.2)	(3.2)	(5.0)	(6.8)	(8.6)
Distance Learning	(1.4)	(1.4)	(26.1)	(31.2)	(36.5)
School Accountability Report Cards	(0.9)	(0.9)	(0.9)	(0.9)	(0.9)
Need-based Financial Aid	(8.0)	(8.0)	(28.0)	(28.0)	(28.0)
Model Teacher Consortium	(0.5)	(0.5)	(0.5)	(0.5)	(0.5)
Judicial Department					
Magistrates/Clerks/Deputy Clerk 5% Pay Plan	(5.0)	(5.0)	(5.0)	(5.0)	(5.0)
Indigent Defense Funds	(5.6)	(5.6)	(5.6)	(5.6)	(5.6)
Department of Health and Human Services					
Expand CHIP Program	(10.0)	(20.9)	(26.6)	(39.2)	(43.1)
Pre-K - More at Four	(6.5)	(34.5)	(86.5)	(128.8)	(171.9)
Breast and Cervical Cancer Funds	(0.6)	(1.2)	(1.2)	(1.2)	(1.2)
Department of Environment & Natural Resources					
Water Resource Projects	(15.0)	-	-	-	-
Department of Administration					
Sexual Assault and Domestic Violence Funds	(1.2)	(1.2)	(1.2)	(1.2)	(1.2)
Department of Commerce					
Industrial Recruitment Competitive Fund	(2.0)	(2.0)	(2.0)	(2.0)	(2.0)
NC Rural Economic Development Center	(1.0)	(1.0)	(1.0)	(1.0)	(1.0)
NC Biotechnology Center	(1.0)	(1.0)	(1.0)	(1.0)	(1.0)
Statewide Reserves					
State Employees 2% Pay Plan	(100.9)	(100.9)	(100.9)	(100.9)	(100.9)
Clean Water Management Trust Fund	-	(70.0)	(100.0)	(100.0)	(100.0)
Total Expansion Recommendations	(351.8)	(652.8)	(923.9)	(1,100.5)	(1,259.3)
Balance	$ 68.2	$ 371.6	$ 650.4	$ 967.6	$ 1,463.8

IX. Long-Term Impact of Recommended Changes - Continued

FUTURE BUDGET ISSUES 2002-2006
(In Millions)

Description	2001-02	2002-03	2003-04	2004-05	2005-06
Expenditure Forecast 2001-06 Ending Balance	$ 68.2	$ 371.6	$ 650.4	$ 967.6	$ 1,463.8
Less: Future Budget Issues					
Department of Health and Human Services					
Health Insurance Portability and Accountability Act	-	(48.6)	(34.9)	(5.9)	(6.0)
Olmstead Court Decision	-	(22.3)	(36.9)	(41.0)	(42.5)
Long-Term Care Legislation (Senate Bill 10)	-	(6.7)	(6.7)	(6.7)	(6.7)
Individuals with Disabilities Education Act	-	(12.4)	(20.1)	(20.1)	(20.1)
DMHMRSAS Community Based Services	-	(25.0)	(25.0)	(25.0)	(25.0)
Board of Governors - University System					
Excellent Universities Act	-	(28.5)	(28.5)	(28.5)	(28.5)
Academic 6% Salary Increase	-	(69.7)	(143.5)	(221.9)	(304.9)
Aid to Private Colleges	-	(13.3)	(26.6)	(39.9)	(53.2)
Department of Corrections					
Support for New Prision Units	-	(4.5)	(51.9)	(75.7)	(75.8)
Death Tax Repeal	-	-	(125.0)	(125.0)	(125.0)
Teachers to the National Average	-	(299.3)	(401.8)	(504.3)	(606.8)
State Employees 2% Pay Plan	-	(102.9)	(207.9)	(314.9)	(424.1)
Repairs and Renovations (General Government and UNC)	-	(150.0)	(150.0)	(150.0)	(150.0)
Total Future Budget Issues	-	(783.2)	(1,258.8)	(1,558.9)	(1,868.6)
Balance	$ 68.2	$ (411.6)	$ (608.4)	$ (591.3)	$ (404.8)

2001-02 ADM Comparison

Grade	2000-01 ADM	2001-02 ADM	Difference
K	103,926	104,613	687
1	107,436	106,790	(646)
2	106,045	105,086	(959)
3	106,515	105,919	(596)
4	105,825	105,732	(93)
5	105,923	106,691	768
6	105,202	108,180	2,978
7	103,364	106,552	3,188
8	99,472	102,078	2,606
9	112,232	114,316	2,084
10	90,236	92,245	2,009
11	76,440	78,987	2,547
12	65,940	68,034	2,094
	1,288,556	1,305,223	16,667

Grade	2001-02 ADM	Original Proj ADM	Difference
K	104,613	105,767	(1,154)
1	106,790	108,071	(1,281)
2	105,086	104,899	187
3	105,919	106,101	(182)
4	105,732	106,047	(315)
5	106,691	106,795	(104)
6	108,180	108,046	134
7	106,552	107,356	(804)
8	102,078	103,340	(1,262)
9	114,316	115,254	(938)
10	92,245	91,569	676
11	78,987	78,542	445
12	68,034	66,876	1,158
	1,305,223	1,308,663	(3,440)

2002-03 ADM Comparison

Grade	2000-01 ADM	2002-03 ADM	Difference
K	103,926	106,750	2,824
1	107,436	109,014	1,578
2	106,045	103,280	(2,765)
3	106,515	104,334	(2,181)
4	105,825	104,082	(1,743)
5	105,923	106,235	312
6	105,202	107,999	2,797
7	103,364	108,929	5,565
8	99,472	106,663	7,191
9	112,232	118,946	6,714
10	90,236	94,586	4,350
11	76,440	80,160	3,720
12	65,940	70,126	4,186
	1,288,556	1,321,104	32,548

Grade	2002-03 ADM	Original Proj ADM	Difference
K	106,750	108,075	(1,325)
1	109,014	110,498	(1,484)
2	103,280	106,175	(2,895)
3	104,334	105,182	(848)
4	104,082	105,830	(1,748)
5	106,235	106,827	(592)
6	107,999	109,077	(1,078)
7	108,929	109,655	(726)
8	106,663	107,249	(586)
9	118,946	119,441	(495)
10	94,586	94,382	204
11	80,160	79,372	788
12	70,126	68,870	1,256
	1,321,104	1,330,633	(9,529)

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CODE 13510

DEPARTMENT Department of Public Instruction

			2001-02			2002-03		
	ACTUAL 1999-00	AUTHORIZED 2000-01	TOTAL AMOUNT RECOMMENDED	AMOUNT AND % INCREASE OVER 2000-01		TOTAL AMOUNT RECOMMENDED	AMOUNT AND % INCREASE OVER 2000-01	
TOTAL REQUIREMENTS	6,501,802,538	6,441,340,507	6,575,178,159	133,837,652	2.08%	6,673,659,279	232,318,772	3.61%
LESS RECEIPTS	1,051,194,711	649,066,387	651,375,235	2,308,848	0.36%	652,628,130	3,561,743	0.55%
APPROPRIATION	5,450,607,827	5,792,274,120	5,923,802,924	131,528,804	2.27%	6,021,031,149	228,757,029	3.95%
NO. OF EMPLOYEE POSITIONS	492.75	492.77	492.77	0.00	0.00%	492.77	0.00	0.00%

EXPLANATIONS OF MAJOR CHANGES OVER 2000-01:
REQUIREMENT CHANGES:

NONRECURRING APPROPRIATIONS REMOVED				
COMPENSATION BONUS	(31,531,018)		(31,531,018)	
TOP OF SALARY RANGE BONUS	(32,607)		(32,607)	
SCHOOL BUSES	(20,337,457)		(20,337,457)	
SCHOOL LEADERSHIP PILOT	(240,000)		(240,000)	
TRANSPORTATION	(7,000,000)		(7,000,000)	
SCHOOL TECHNOLOGY	(5,000,000)		(5,000,000)	
RESERVE FOR ADM CONTINGENCY	(500,000)		(500,000)	
SUB TOTAL	(64,641,082)		(64,641,082)	
COMPENSATION BONUS-RECEIPT SUPPORTED	(4,980)		(4,980)	
NONRECURRING REDUCTIONS RESTORED				
DEATH BENEFIT CONTRIBUTION RATE	6,234,911		6,234,911	
RETIREE HEALTH PREMIUM RESERVE	28,057,043		28,057,043	
TEACHING FELLOWS SCHOLARSHIP/LOAN PROGRAM	2,500,000		2,500,000	
PROSPECTIVE TEACHER SCHOLARSHIP/LOAN PROGRAM	750,000		750,000	
SUB TOTAL	37,541,954		37,541,954	
PUBLIC SCHOOL FUND ADJUSTMENTS				
ADM. ADJUSTMENT	55,482,723		146,944,269	
TRANSPORTATION	16,368,155		20,953,149	
SCHOOL BUSES	(6,322,946)		(5,141,261)	
SUB TOTAL	65,527,932		162,756,157	
INCENTIVE PAY	93,100,000		93,100,000	
DRIVER'S EDUCATION	2,313,828		3,566,723	
TOTAL REQUIREMENTS	133,837,652		232,318,772	
RECEIPTS:				
TRF IN-SPECIAL REVENUE	(2,202)		(2,202)	
TRF IN-GOVERNOR'S OFFICE	(2,778)		(2,778)	
TFR FROM DOT FOR DRIVER EDUCATION	2,313,828		3,566,723	
TOTAL RECEIPTS	2,308,848		3,561,743	

3/13/01

Teaching Fellows

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
HS Srs.	100	400	400	400	100+300		
Freshmen	100	400	400	400	400		
Sophomores		100	400	400	400		
Juniors			100	400	400	400	
Seniors				100	400	400	400
	100	500	900	1,300	1,600	800	400
Annual Amount	6,500	6,500	6,500	6,500	6,500	6,500	6,500
Cost	**650,000**	**3,250,000**	**5,850,000**	**8,450,000**	**10,400,000**		

In Fy 2005-06 only 300 students should be funded in order to double the size of the program.

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Pub Ed\Teaching Fellows.xls

Teacher Salary Schedule Comparisons -- 2000-01 to 2001-02

Years of Exper.	Excellent School Act 2000-01 Bachelor	Step Increase	Step % Increase	2001-02 Bachelor	Step Increase	Step % Increase	2000-01 Bachelor	2001-02 Bachelor	Difference in Schedule 2000-01/2001-02		Increase for Individual (year 0 to year 1, etc)	
0	$ 25,000			$ 25,250			$ 25,000	$ 25,250	$ 250	1.0%		
1	$ 25,420	$ 420	1.7%	$ 25,670	$ 420	1.7%	$ 25,420	$ 25,670	$ 250	1.0%	$ 670	2.7%
2	$ 25,850	$ 430	1.7%	$ 26,110	$ 440	1.7%	$ 25,850	$ 26,110	$ 260	1.0%	$ 690	2.7%
3	$ 27,370	$ 1,520	5.9%	$ 27,640	$ 1,530	5.9%	$ 27,370	$ 27,640	$ 270	1.0%	$ 1,790	6.9%
4	$ 28,750	$ 1,380	5.0%	$ 29,040	$ 1,400	5.1%	$ 28,750	$ 29,040	$ 290	1.0%	$ 1,670	6.1%
5	$ 30,060	$ 1,310	4.6%	$ 30,360	$ 1,320	4.5%	$ 30,060	$ 30,360	$ 300	1.0%	$ 1,610	5.6%
6	$ 31,330	$ 1,270	4.2%	$ 31,640	$ 1,280	4.2%	$ 31,330	$ 31,640	$ 310	1.0%	$ 1,580	5.3%
7	$ 32,340	$ 1,010	3.2%	$ 32,660	$ 1,020	3.2%	$ 32,340	$ 32,660	$ 320	1.0%	$ 1,330	4.2%
8	$ 32,810	$ 470	1.5%	$ 33,140	$ 480	1.5%	$ 32,810	$ 33,140	$ 330	1.0%	$ 800	2.5%
9	$ 33,290	$ 480	1.5%	$ 33,620	$ 480	1.4%	$ 33,290	$ 33,620	$ 330	1.0%	$ 810	2.5%
10	$ 33,780	$ 490	1.5%	$ 34,120	$ 500	1.5%	$ 33,780	$ 34,120	$ 340	1.0%	$ 830	2.5%
11	$ 34,270	$ 490	1.5%	$ 34,610	$ 490	1.4%	$ 34,270	$ 34,610	$ 340	1.0%	$ 830	2.5%
12	$ 34,760	$ 490	1.4%	$ 35,110	$ 500	1.4%	$ 34,760	$ 35,110	$ 350	1.0%	$ 840	2.5%
13	$ 35,260	$ 500	1.4%	$ 35,610	$ 500	1.4%	$ 35,260	$ 35,610	$ 350	1.0%	$ 850	2.4%
14	$ 35,780	$ 520	1.5%	$ 36,140	$ 530	1.5%	$ 35,780	$ 36,140	$ 360	1.0%	$ 880	2.5%
15	$ 36,310	$ 530	1.5%	$ 36,670	$ 530	1.5%	$ 36,310	$ 36,670	$ 360	1.0%	$ 890	2.5%
16	$ 36,850	$ 540	1.5%	$ 37,220	$ 550	1.5%	$ 36,850	$ 37,220	$ 370	1.0%	$ 910	2.5%
17	$ 37,400	$ 550	1.5%	$ 37,770	$ 550	1.5%	$ 37,400	$ 37,770	$ 370	1.0%	$ 920	2.5%
18	$ 37,960	$ 560	1.5%	$ 38,340	$ 570	1.5%	$ 37,960	$ 38,340	$ 380	1.0%	$ 940	2.5%
19	$ 38,530	$ 570	1.5%	$ 38,920	$ 580	1.5%	$ 38,530	$ 38,920	$ 390	1.0%	$ 960	2.5%
20	$ 39,110	$ 580	1.5%	$ 39,500	$ 580	1.5%	$ 39,110	$ 39,500	$ 390	1.0%	$ 970	2.5%
21	$ 39,710	$ 600	1.5%	$ 40,110	$ 610	1.5%	$ 39,710	$ 40,110	$ 400	1.0%	$ 1,000	2.6%
22	$ 40,320	$ 610	1.5%	$ 40,720	$ 610	1.5%	$ 40,320	$ 40,720	$ 400	1.0%	$ 1,010	2.5%
23	$ 40,950	$ 630	1.6%	$ 41,360	$ 640	1.6%	$ 40,950	$ 41,360	$ 410	1.0%	$ 1,040	2.6%
24	$ 41,580	$ 630	1.5%	$ 42,000	$ 640	1.5%	$ 41,580	$ 42,000	$ 420	1.0%	$ 1,050	2.6%
25	$ 42,220	$ 640	1.5%	$ 42,640	$ 640	1.5%	$ 42,220	$ 42,640	$ 420	1.0%	$ 1,060	2.5%
26	$ 42,870	$ 650	1.5%	$ 43,300	$ 660	1.5%	$ 42,870	$ 43,300	$ 430	1.0%	$ 1,080	2.6%
27	$ 43,540	$ 670	1.6%	$ 43,980	$ 680	1.6%	$ 43,540	$ 43,980	$ 440	1.0%	$ 1,110	2.6%
28	$ 44,230	$ 690	1.6%	$ 44,670	$ 690	1.6%	$ 44,230	$ 44,670	$ 440	1.0%	$ 1,130	2.6%
29	$ 44,930	$ 700	1.6%	$ 45,380	$ 710	1.6%	$ 44,930	$ 45,380	$ 450	1.0%	$ 1,150	2.6%
30+	$ 44,930	$ -	0.0%	$ 45,380	$ -	0.0%	$ 44,930	$ 45,380	$ 450	1.0%	$ 450	1.0%

VISITOR REGISTRATION SHEET
JOINT HOUSE & SENATE

APPROPRIATIONS/Subcommittee on Education — March 14, 2001 — 8:30am

Name of Committee — **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Becky M. Conkey	NCDPI
[illegible]	OSBM
GARY JARRETT	DPI
GORDON MILLSAUGH	DPI
[illegible]	SBE
[illegible]	NCAA
[illegible]	NCASA
Ed Regan	N.C.A.C.C.
[illegible]	NCAE
[illegible]	NCAE
Audrey H. Galloway	NCAE

VISITOR REGISTRATION SHEET
JOINT HOUSE & SENATE

APPROPRIATIONS/Subcommittee on Education — March 14, 2001 — 8:30am

Name of Committee — **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
[illegible]	Public School [illegible]
David Brown	OSBPM
Gary [illegible]	OSBPM
Ann Balam	Balam Assoc.
Bonnie Moore	ExptonNet
Jennifer Bennett	NCDPI
David Nance	NCDPI
Lydia Prude	NCDPI
Sam Lee	OSBPM
[illegible] Jones	OSBPM
Elizabeth [illegible]	OSBPM

VISITOR REGISTRATION SHEET
JOINT HOUSE & SENATE

APPROPRIATIONS/Subcommittee on Education — March 14, 2001 — 8:30 am

Name of Committee — **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Stan Hoffman	NCSBA
[illegible]	NCICU
[illegible]	citizen
Kristen Guillory	Gov. Office
Jim Johnson	FRD
Hal Miller	DC ACCT
David Ferrell	Hofer, Caldwell & Ferrell PA
[illegible]	NCSBA
Gene Causby	NCSFSA
Susan Wilson	NCCCS
Mark Hurd	DRI
[illegible]	NCAS
Fern Shubert	NCGA

Joint Appropriations on Education Committee

Agenda

Wednesday, March 14, 2001, 1:00 p.m.
Room 421, Legislative Office Building

Senator Linda Garrou, Chairing

1:00 – 2:15

Other Allotments to Public Schools ..... Philip Price and Jim Newlin

Fiscal Research

General Formulas for Allotting State Funds
Low Wealth Supplemental Funding
Small County Supplemental Funding
Teacher Assistants
Limited English Proficiency
Instructional Support
Other

2:15

Adjournment

House Appropriations Subcommittee on Education
Rep. Boyd-McIntyre (Chair)
Rep. Rogers (Chair)
Rep. Yongue (Chair)
Rep. Barnhart, Rep. Bell, Rep. Bonner, Rep. Carpenter
Rep. Holmes, Rep. McLawhorn, Rep. Michaux,
Rep. Morgan, Rep. Preston, Rep. Russell, Rep. Smith,
Rep. Teague, Rep. Warner

Senate Appropriations on Education/Higher Education
Sen. Lucas (Chair)
Sen. Garrou (Chair)
Sen. Dalton (Chair)
Sen. Carter, Sen. Cunningham, Sen. Garwood, Sen. Hartsell,
Sen. Wellons

Fiscal Research Division (g:\Fiscal\Education Team\2001 Agenda)

JOINT APPROPRIATIONS SUBCOMMITTEE
ON EDUCATION/HIGHER EDUCATION

Minutes
March 14, 20001
1:00 p.m.

Senator Garrou, Co-Chair, presided over the Joint Appropriations Subcommittee on Education/Higher Education that met on Wednesday afternoon, March 14, 2001 at 1:00 p.m. in Room 421 LOB. There were 4 Senators present and the following House members: Representatives McLawhorn, Warner, Bell, Bonner, Carpenter, Russell and Barnhardt,

Senator called on Sue Adams of the Governor's office to clarify some of the items in the Governor's budget. (Attachment #1) Part of the confusion lies in the different presentation of this year's Continuation Budget, according to Ms. Adams. She outlined the recommended Expansion items in Governor's Budget: Class Size Reduction in K-3, Teacher Recruitment Initiatives, Job Sharing/Part-time Teaching Pilot, Teacher Assistant Education Degree Program, Instructional Supplies for Teachers, Character Education, School Accountability Report Cards, Public School Construction, Salary Increase-Teachers, Principals, and Assistant Principals and Salary increases for Other Public School Employees.

Jim Newlin, Fiscal Staff, asked the DPI to look at the current number of part time teachers who received benefits and what these benefits amounted to. Ms. Adams said her office did not take into account the current 5,200 part time teachers or how benefits would be handled for the new and old part time teachers. There was some discussion about bonuses and health and retirements benefits for part time teachers. Representative Carpenter asked about the state allocation for instructional supplies, and Ms Adams said she would get that information for her.

Ms. Adams explained the 2% teacher salary increase and the adjustment in the pay scale. (Attachment #2.) Representative Russell asked what the proposed salary increases would mean to our national standing. Representative Yongue said it is worth considering putting a big bump in salary to long-time teachers to address the problem of retention. Members asked questions about increases in the cost of health benefits, teacher access to instructional supply money, tenure, and class size reduction impact on the allotment for Teaching Assistants.0

Philip Price gave a summary of the effects of National Board Certification, Implications of the Reduction in Class Size in the Governor's budget, and explained the formulas used for allocation of funds for Small County and for Low Wealth Schools, as well as the use of these funds. (Attachments #3, 4 and 5.) Representative Carpenter asked if there was any data that showed whether National Board Certified teachers perform better. She was told there are some studies addressing that question, and the staff would get that

information to her. Representative Carpenter asked for the amount of federal money per child in the children with disabilities fund, and Philip said he would get that information for her. Representative Russell's query about federal and state money in the allotment formula will be the subject for another presentation, according to Jim Newlin.

Senator Carter asked about a comparison of each low wealth county's ability to pay and their actual achievement. Philip said he would generate a chart that will show that comparison. Questions were asked about accountability in expenditure of funds and the effect of the Leandro decision on low wealth funding.

Senator Garrou announced that the topic for the 8:30 a.m., Thursday morning meeting would be "At-Risk Funds". The meeting was adjourned

Linda Garrou

Senator Linda Garrou, Co-Chair

Barbara R. Hocutt

Barbara R. Hocutt, Committee Assistant

VISITOR REGISTRATION SHEET
JOINT HOUSE & SENATE

APPROPRIATIONS/Subcommittee on Education — March 14, 2001 — 1 pm

Name of Committee — **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Ginger Jones	OSBPM
Elizabeth Grossenbacher	OSBPM
David Brown	OSBPM
Sam Lee	OSBPM
Ann Belcher	Belcher Assoc.
Mary Burch	Child Speech Center
Gene Causby	NCSFSA
Allen Greenspan	N. 2nd
[illegible]	NCCCS
Sharon Kostrzewa	Corp. Adv.
[illegible]	NCATA

VISITOR REGISTRATION SHEET
JOINT HOUSE & SENATE

APPROPRIATIONS/Subcommittee on Education — March 14, 2001 — 1 pm

Name of Committee — **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Fern Shubert	NCGA

VISITOR REGISTRATION SHEET
JOINT HOUSE & SENATE

APPROPRIATIONS/Subcommittee on Education — March 14, 2001 — 1 pm

Name of Committee — **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Susan Harrison	WCPSS
Jack Pollard	NCCA
Audrey H. Galloway	NCAE
Steve Hoffman	NCSBA
Kristen Guillory	Gov. Office
[illegible]	NCASA
[illegible]	NCASA
Lydia Prude	NCDPI
Becky McCroskey	NCDPI
Jennifer Bennett	NCDPI
David Nance	NCDPI

VISITOR REGISTRATION SHEET
JOINT HOUSE & SENATE

APPROPRIATIONS/Subcommittee on Education — March 14, 2001 — 1pm

Name of Committee — **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
[illegible]	SBE
[illegible]	NCICU
Hal Miller	NCACCT
Mark Hugo	DPI
Roz Sandiff	NCCCC

March 14, 2001
a.m. + P.M.
attachment #1

Table 6A

Fiscal Year 2001-02 Recommended General Fund Budget

Department	Authorized Appropriation 12/31/00	Remove Nonrecurring Appropriations	Restore Nonrecurring Reductions	Building Reserves	Enrollment/ Entitlement Adjustments	Transfers Between Budget Codes	Recurring Baseline Budget	Agency Reductions	Total Recommended Budget	Recommended Expansion	Total General Fund Budget
General Assembly	$ 40,649,367	$ (363,638)	$ 632,119	$ -	$ -	$ (350,000)	$ 40,567,848	$ (614,000)	$ 39,953,848	$ -	$ 39,953,84
Judicial - AOC	314,222,181	(7,632,849)	1,683,533	497,033	-	-	308,769,898	(3,639,472)	305,130,426	-	305,130,42
AOC-Indigent	66,800,796	(280,841)	140,512	-	-	-	66,660,467	-	66,660,467	5,565,313	72,225,78
Gov.Office	5,631,542	(28,545)	30,742	-	-	-	5,633,739	(135,834)	5,497,905	-	5,497,90
OSBM	5,818,759	(57,482)	28,623	-	-	-	5,789,900	(87,000)	5,702,900	-	5,702,90
Flood Mapping & Surveying	1,428,872	(211,627)	15,600	-	-	-	1,232,845	(21,000)	1,211,845	-	1,211,84
NC Housing Finance	8,300,000	(3,000,000)	-	-	-	-	5,300,000	(80,000)	5,220,000	-	5,220,00
OSBM-Res.for Special Approp.	3,700,000	(620,000)	-	-	-	-	3,080,000	-	3,080,000	-	3,080,00
Lt. Governor	685,577	(3,768)	4,499	-	-	-	686,308	(10,000)	676,308	-	676,30
Sec.of State	9,755,907	(2,007,583)	46,684	965,893	-	-	8,760,901	(30,000)	8,730,901	-	8,730,90
Auditor	12,330,883	(241,009)	76,644	-	-	-	12,166,518	(182,000)	11,984,518	-	11,984,51
St. Treasurer	15,085,672	(7,291,140)	24,483	17,992	-	-	7,837,007	(118,000)	7,719,007	-	7,719,00
St. Treasurer-Transfer Ret.Sys.	12,294,780	-	-	-	-	-	12,294,780	-	12,294,780	-	12,294,78
DPI	5,738,761,877	(64,641,082)	37,541,954	-	158,627,932	-	5,870,290,681	(29,915,892)	5,840,374,789	64,774,694	5,905,149,48
DPI - Department	53,512,243	-	-	-	-		53,512,243	(6,465,512)	47,046,731	6,037,414	53,084,14
Justice	76,947,824	(1,246,325)	770,133	-	-	-	76,471,632	(914,295)	75,557,337	-	75,557,33
DACS	59,349,057	(2,973,308)	319,527	-	-	-	56,695,276	(850,000)	55,845,276	-	55,845,27
Labor	17,180,970	(173,677)	109,885	-	-	(500,000)	16,617,178	(249,000)	16,368,178	-	16,368,17
Insurance	23,570,505	(539,483)	361,266	-	-	-	23,392,288	(30,000)	23,362,288	-	23,362,28
Insurance-Direct	4,500,000	-	-	-	-	-	4,500,000	(3,000,000)	1,500,000	-	1,500,00
Juvenile Justice & Delinq. Preventio	147,206,016	(1,285,315)	3,535,344	(1,750,000)	-	-	147,706,045	(3,137,622)	144,568,423	-	144,568,42
DOA	63,402,230	(2,566,976)	243,397	-	-	-	61,078,651	(386,471)	60,692,180	1,225,000	61,917,18
OSC	11,718,683	(57,809)	156,397	-	-	-	11,817,271	(177,000)	11,640,271	-	11,640,27
DOT	17,753,426	-	-	-	-	-	17,753,426	(7,301,544)	10,451,882	-	10,451,88
DENR	163,296,057	(2,035,257)	913,210	2,728,668	-	-	164,902,678	(3,123,836)	161,778,842	-	161,778,8
DENR-Clean Water Mgmt.Trust	30,000,000	-	-	-	-	-	30,000,000	-	30,000,000	-	30,000,0
DHHS-Central Mgmt.	32,469,857	(932,813)	14,781,413	-	-	(668,597)	45,649,860	(4,000,000)	41,649,860	6,456,500	48,106,3
DHHS-Aging	30,078,500	(257,458)	4,407	-	-	-	29,825,449	-	29,825,449	-	29,825,4
DHHS-Child Dev.	70,067,811	(59,977)	31,526	-	-	-	70,039,360	-	70,039,360	-	70,039,3
Smart Start	231,174,321	(500,000)	49,000,000	-	-		279,674,321	(23,500,000)	256,174,321	-	256,174,3
DHHS-Education Services	79,063,179	(2,128,920)	356,160	-	-	-	77,290,419	(1,657,271)	75,633,148	-	75,633,1
DHHS-Health Services	113,387,446	(4,288,915)	3,329,516	-	-	(285,500)	112,142,547	(2,402,628)	109,739,919	-	109,739,9
DHHS-Social Services	189,572,081	(1,169,284)	1,993,469	-	2,224,628	327,220	192,948,114	(2,695,784)	190,252,330	-	190,252,3
DHHS-Medical Assistance	1,520,473,010	(1,111,508)	520,286	-	467,666,075	-	1,987,547,863	(17,031,380)	1,970,516,483	622,000	1,97[illegible],4
DHHS-NC Health Choice	24,987,215	(260)	187	-	-	-	24,987,142	-	24,987,142	9,988,386	34,975,5
DHHS-Blind & Deaf/HH	10,610,662	(327,461)	50,948	-	-	-	10,334,149	-	10,334,149	-	10,334,1
DHHS-Mental/DD/SAS	588,301,861	(8,295,154)	2,308,850	-	-	563,634	582,879,191	(3,401,681)	579,477,510	-	579,477,5
DHHS-Facility Services	17,129,757	(612,504)	67,249	-	-	-	16,584,502	(250,000)	16,334,502	-	16,334,5
DHHS-Voc.Rehab.	46,629,722	(4,907,374)	105,378	-	-	-	41,827,726	-	41,827,726	-	41,827,7
Correction	927,971,199	(8,749,538)	12,128,414	-	-	-	931,350,075	(11,300,000)	920,050,075	-	920,050,0
Commerce	48,093,044	(3,276,782)	210,745	-	-	-	45,027,007	(674,063)	44,352,944	3,000,000	47,352,9
Commerce-State Aid	24,446,251	(7,350,000)	-	-	-	(900,000)	16,196,251	(264,943)	15,931,308	1,000,000	16,931,3
Revenue	78,509,890	(2,172,475)	629,869	-	-	-	76,967,284	(1,154,500)	75,812,784	-	75,812,7
Cultural Resources	63,437,052	(3,128,160)	531,804	-	-	-	60,840,696	(813,000)	60,027,696	-	60,027,6
Cultural Resources-Roanoke Isl.	1,907,245	-	-	-	-	-	1,907,245	(29,000)	1,878,245	-	1,878,2
CC & PS	37,693,274	(295,708)	156,582	-	-	-	37,554,148	(470,635)	37,083,513	-	37,083,5
UNC-GA	51,599,643	(172,530)	132,736	2,585,751	-	(3,774,232)	50,371,368	(663,895)	49,707,473	-	49,707,4
UNC Institutional Prog.	7,321,779	(1,850,000)	-	-	-	6,412,717	11,884,496	-	11,884,496	32,682,636	44,567,1
UNC Related Ed.Programs	99,666,502	-	-	-	-	745,200	100,411,702	-	100,411,702	-	100,411,7
UNC-CH Academic	202,847,731	(1,546,410)	1,429,867	268,285	-	3,520,002	206,519,475	(2,721,927)	203,797,548	-	203,797,5
UNC-CH Health Affairs	158,923,421	(914,770)	915,060	-	-	(1,415,000)	157,508,711	(2,075,965)	155,432,746	-	155,432,7
UNC-CH Area Health Educa.	46,556,472	(328,918)	45,496	-	-	-	46,273,050	(304,939)	45,968,111	-	45,968,1
NCSU-Academic	272,378,931	(1,826,863)	1,811,462	387,104	-	(659,187)	272,091,447	(3,586,165)	268,505,282	-	268,505,2

Table 6A
Fiscal Year 2001-02 Recommended General Fund Budget

Department	Authorized Appropriation 12/31/00	Remove Nonrecurring Appropriations	Restore Nonrecurring Reductions	Building Reserves	Enrollment/ Entitlement Adjustments	Transfers Between Budget Codes	Recurring Baseline Budget	Agency Reductions	Total Recommended Budget	Recommended Expansion	Total General Fund Budget
NCSU-Agri.Research Svc.	48,233,487	(401,265)	321,011	76,147	-	-	48,229,380	(635,663)	47,593,717	-	47,593,717
NCSU-Agri. Extension Svc.	38,839,117	(364,457)	267,811	(47,891)	-	-	38,694,580	(509,995)	38,184,585	-	38,184,585
UNC-Greensboro	96,169,238	(741,303)	588,077	174,894	-	(406,285)	95,784,621	(1,262,441)	94,522,180	-	94,522,180
UNC-Charlotte	98,398,080	(804,456)	646,641	25,161	-	(495,212)	97,770,214	(1,288,611)	96,481,603	-	96,481,603
UNC-Asheville	26,105,764	(235,217)	150,952	222,279	-	(241,402)	26,002,376	(342,711)	25,659,665	-	25,659,665
UNC-Wilmington	60,692,155	(526,372)	398,770	537,910	-	(247,888)	60,854,575	(802,063)	60,052,512	-	60,052,512
ECU	123,354,475	(1,156,908)	778,450	580,560	-	(362,480)	123,194,097	(1,623,698)	121,570,399	-	121,570,399
ECU-Health Services	47,084,623	(300,552)	266,670	-	-	-	47,050,741	(620,129)	46,430,612	-	46,430,612
NCA&T	61,224,022	(540,081)	401,843	36,964	-	(288,723)	60,834,025	(801,792)	60,032,233	-	60,032,233
Western Carolina	53,272,012	(459,302)	328,799	54,321	-	(163,664)	53,032,166	(698,964)	52,333,202	-	52,333,202
Appalachian	87,915,063	(760,230)	504,907	(445,272)	-	(254,702)	86,959,766	(1,146,130)	85,813,636	-	85,813,636
UNC-Pembroke	24,701,533	(212,011)	148,178	703,763	-	(258,588)	25,082,875	(330,592)	24,752,283	-	24,752,283
Winston Salem State	28,788,091	(229,421)	176,460	46,373	-	(77,872)	28,703,631	(378,314)	28,325,317	-	28,325,317
Elizabeth City State	22,227,901	(179,371)	130,726	-	-	(104,008)	22,075,248	(290,952)	21,784,296	-	21,784,296
Fayetteville State	31,390,892	(255,107)	210,250	-	-	46,190	31,392,225	(413,750)	30,978,475	-	30,978,475
NCCU	45,981,242	(410,974)	300,377	-	-	(532,695)	45,337,950	(597,554)	44,740,396	-	44,740,396
NC School of Arts	16,220,403	(178,334)	105,600	685,105	-	(42,171)	16,790,603	(221,300)	16,569,303	-	16,569,303
NCSSM	11,487,758	(58,174)	57,572	-	-	-	11,487,156	(36,655)	11,450,501	-	11,450,501
UNC-Hospitals	40,688,939	(213,895)	112,278	-	-	-	40,587,322	(534,941)	40,052,381	-	40,052,381
Total UNC	1,802,069,274	(14,666,921)	10,229,993	5,891,454	-	1,400,000	1,804,923,800	(21,889,147)	1,783,034,653	32,682,636	1,815,717,289
Comm.Colleges	644,032,372	(7,114,433)	11,104,035	-	-	-	648,021,974	(5,184,176)	642,837,798	20,493,151	663,330,949
St. Bd. Of Elections	3,524,060	(259,689)	7,082	-	-	-	3,271,453	(53,000)	3,218,453	-	3,218,453
Office of Admin.Hearings	2,909,296	(18,704)	17,496	-	-	-	2,908,088	(44,000)	2,864,088	-	2,864,088
Rules Review Comm.	381,957	(49,615)	1,743	-	-	-	334,085	(5,000)	329,085	-	329,085
St.Treas.Gen.Debt Service	238,509,550	-	-	-	-	-	238,509,550	-	238,509,550	36,610,840	275,120,390
St.Treas.Federal Debt Service	1,155,948	-	-	-	-	-	1,155,948	-	1,155,948	-	1,155,948
Total Operating Budget	13,732,489,058	(168,931,367)	154,201,704	8,351,040	628,518,635	(413,243)	14,354,215,827	(157,288,686)	14,196,927,141	188,455,934	14,385,383,075
Contingency & Emergency	1,125,000	-	-	-	-	-	1,125,000.00	-	1,125,000	-	1,125,000
Legislative Compensation Res.	18,627,886	(18,627,886)	-	-	-	-	-	-	-	184,538,436	184,538,436
Salary Adjustment Reserve	500,000	-	-	-	-	-	500,000	-	500,000		500,000
Motor Pool Reduction Reserve	-	-	-	-	-	-	-	(1,200,000)	(1,200,000)	-	(1,200,000)
Health Plan Reserve	48,000,000	(48,000,000)	-	-	-	-	-	-	-	150,000,000	150,000,000
Retirement Rate Adj. Reserve		-	-	-	-	-	-	-	-	(181,027,500)	(181,027,500)
Reserve-MS/DD/SA Reform	2,586,757	(3,000,000)	-	-	-	413,243	-	-	-		-
Total G/F Operating Budget	13,803,328,701	(238,559,253)	154,201,704	8,351,040	628,518,635	-	14,355,840,827	(158,488,686)	14,197,352,141	341,966,870	14,539,319,011
Capital Improvement	-	-	-	-	-	-	-	-	-	15,000,000	15,000,000
Total General Fund Budget	$ 13,803,328,701	$ (238,559,253)	$ 154,201,704	$ 8,351,040	$ 628,518,635	$ -	$ 14,355,840,827	$ (158,488,686)	$ 14,197,352,141	$ 356,966,870	$ 14,554,319,011

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Fiscal Year 2002-03 Recommended General Fund Budget

Department	Authorized Appropriation 12/31/00	Remove Nonrecurring Appropriations	Restore Nonrecurring Reductions	Building Reserves	Enrollment/ Entitlement Adjustments	Transfers Between Budget Codes	Recurring Baseline Budget	Agency Reductions	Total Recommended Budget	Recommended Expansion	Total General Fund Budget
General Assembly	$ 40,649,367	$ (363,638)	$ 632,119	$ -	$ -	$ (350,000)	$ 40,567,848	$ (614,000)	$ 39,953,848	$ -	$ 39,953,848
Judicial - AOC	314,222,181	(7,632,849)	1,683,533	497,033	-	-	308,769,898	(3,639,472)	305,130,426	-	305,130,426
AOC-Indigent	66,800,796	(280,841)	140,512	-	-	-	66,660,467	-	66,660,467	5,565,313	72,225,780
Gov.Office	5,631,542	(28,545)	30,742	-	-	-	5,633,739	(135,834)	5,497,905	-	5,497,905
OSBM	5,818,759	(57,482)	28,623	-	-	-	5,789,900	(67,000)	5,722,900	-	5,722,900
Flood Mapping & Surveying	1,428,872	(211,627)	15,600	-	-	-	1,232,845	(21,000)	1,211,845	-	1,211,845
NC Housing Finance	8,300,000	(3,000,000)	-	-	-	-	5,300,000	(80,000)	5,220,000	-	5,220,000
OSBM-Res.for Special Approp.	3,700,000	(620,000)	-	-	-	-	3,080,000	-	3,080,000	-	3,080,000
Lt. Governor	685,577	(3,768)	4,499	-	-	-	686,308	(10,000)	676,308	-	676,308
Sec.of State	9,755,907	(2,007,583)	46,684	965,893	-	-	8,760,901	(30,000)	8,730,901	-	8,730,901
Auditor	12,330,883	(241,009)	76,644	-	-	-	12,166,518	(182,000)	11,984,518	-	11,984,518
St. Treasurer	15,085,672	(7,291,140)	24,483	17,992	-	-	7,837,007	(118,000)	7,719,007	-	7,719,007
St. Treasurer-Transfer Ret.Sys.	12,294,780	-	-	-	-	-	12,294,780	-	12,294,780	-	12,294,780
DPI	5,738,761,877	(64,641,082)	37,541,954	-	255,856,157	-	5,967,518,906	18,328,458	5,985,847,364	271,262,687	6,257,110,051
DPI - Department	53,512,243	-	-	-	-		53,512,243	(6,465,512)	47,046,731	6,037,414	53,084,145
Justice	76,947,824	(1,246,325)	770,133	-	-	-	76,471,632	(914,295)	75,557,337	-	75,557,337
DACS	59,349,057	(2,973,308)	319,527	-	-	-	56,695,276	(850,000)	55,845,276	-	55,845,276
Labor	17,180,970	(173,677)	109,885	-	-	(500,000)	16,617,178	(249,000)	16,368,178	-	16,368,178
Insurance	23,570,505	(539,483)	361,266	-	-	-	23,392,288	(30,000)	23,362,288	-	23,362,288
Insurance-Direct	4,500,000	-	-	-	-	-	4,500,000	-	4,500,000	-	4,500,000
Juvenile Justice & Delinq. Preventio	147,206,016	(1,285,315)	3,535,344	-	-	-	149,456,045	(3,137,622)	146,318,423	-	146,318,423
DOA	63,402,230	(2,566,976)	243,397	-	-	-	61,078,651	(386,471)	60,692,180	1,225,000	61,917,180
OSC	11,718,683	(57,809)	156,397	-	-	-	11,817,271	(177,000)	11,640,271	-	11,640,271
DOT	15,455,184	(7,605)	4,303	-	-	-	14,486,443	-	14,486,443	-	14,486,443
DENR	163,296,057	(2,035,257)	913,210	2,728,668	-	-	164,902,678	(3,123,836)	161,778,842	-	161,778,842
DENR-Clean Water Mgmt.Trust	30,000,000	-	-	-	-	-	30,000,000	-	30,000,000	70,000,000	100,000,000
DHHS-Central Mgmt.	32,469,857	(932,813)	14,781,413	-	-	(668,597)	45,649,860	-	45,649,860	34,521,800	80,171,660
DHHS-Aging	30,078,500	(257,458)	4,407	-	-	-	29,825,449	-	29,825,449	-	29,825,449
DHHS-Child Dev.	70,067,811	(59,977)	31,526	-	-	-	70,039,360	-	70,039,360	-	70,039,360
Smart Start	231,174,321	(500,000)	49,000,000	-	-		279,674,321	(23,500,000)	256,174,321	-	256,174,321
DHHS-Education Services	79,063,179	(2,128,920)	356,160	-	-	-	77,290,419	(1,657,271)	75,633,148	-	75,633,148
DHHS-Health Services	113,387,446	(4,288,915)	3,329,516	-	-	(285,500)	112,142,547	(2,402,628)	109,739,919	-	109,739,919
DHHS-Social Services	189,572,081	(1,169,284)	1,993,469	-	9,297,922	327,220	200,021,408	(2,695,784)	197,325,624	-	197,325,624
DHHS-Medical Assistance	1,520,473,010	(1,111,508)	520,286	-	714,166,597	-	2,234,048,385	(21,514,874)	2,212,533,511	1,215,925	2,213,749,436
DHHS-NC Health Choice	24,987,215	(260)	187	-	-	-	24,987,142	-	24,987,142	20,921,414	45,908,556
DHHS-Blind & Deaf/HH	10,610,662	(327,461)	50,948	-	-	-	10,334,149	-	10,334,149	-	10,334,149
DHHS-Mental/DD/SAS	588,301,861	(8,295,154)	2,308,850	-	-	563,634	582,879,191	(3,401,681)	579,477,510	-	579,477,510
DHHS-Facility Services	17,129,757	(612,504)	67,249	-	-	-	16,584,502	(250,000)	16,334,502	-	16,334,502
DHHS-Voc.Rehab.	46,629,722	(4,907,374)	105,378	-	-	-	41,827,726	-	41,827,726	-	41,827,726
Correction	927,971,199	(8,749,538)	12,128,414	-	-	-	931,350,075	(10,729,786)	920,620,289	-	920,620,289
Commerce	48,093,044	(3,276,782)	210,745	-	-	-	45,027,007	(674,063)	44,352,944	3,000,000	47,352,944
Commerce-State Aid	24,446,251	(7,350,000)	-	-	-	(900,000)	16,196,251	(264,943)	15,931,308	1,000,000	16,931,308
Revenue	78,509,890	(2,172,475)	629,869	-	-	-	76,967,284	(1,154,500)	75,812,784	-	75,812,784
Cultural Resources	63,437,052	(3,128,160)	531,804	-	-	-	60,840,696	(813,000)	60,027,696	-	60,027,696
Cultural Resources-Roanoke Isl.	1,907,245	-	-	-	-	-	1,907,245	(29,000)	1,878,245	-	1,878,245
CC & PS	37,693,274	(295,708)	156,582	-	-	-	37,554,148	(470,635)	37,083,513	-	37,083,513
UNC-GA	51,599,643	(172,530)	132,736	3,581,175	-	(3,774,232)	51,366,792	(663,895)	50,702,897	-	50,702,897
UNC Institutional Prog.	7,321,779	(1,850,000)	-	-	-	6,412,717	11,884,496	-	11,884,496	32,682,636	44,567,132
UNC Related Ed.Programs	99,666,502	-	-	-	-	745,200	100,411,702	-	100,411,702	-	100,411,702
UNC-CH Academic	202,847,731	(1,546,410)	1,429,867	777,799	-	3,520,002	207,028,989	(2,721,927)	204,307,062	-	204,307,062
UNC-CH Health Affairs	158,923,421	(914,770)	915,060	1,480,216	-	(1,415,000)	158,988,927	(2,075,965)	156,912,962	-	156,912,962
UNC-CH Area Health Educa.	46,556,472	(328,918)	45,496	-	-	-	46,273,050	(304,939)	45,968,111	-	45,968,111
NCSU-Academic	272,378,931	(1,826,863)	1,811,462	872,056	-	(659,187)	272,576,399	(3,586,165)	268,990,234	-	268,990,234
NCSU-Agri.Research Svc.	48,233,487	(401,265)	321,011	50,031	-	-	48,203,264	(635,663)	47,567,601	-	47,567,601

Table 6B
Fiscal Year 2002-03 Recommended General Fund Budget

Department	Authorized Appropriation 12/31/00	Remove Nonrecurring Appropriations	Restore Nonrecurring Reductions	Building Reserves	Enrollment/ Entitlement Adjustments	Transfers Between Budget Codes	Recurring Baseline Budget	Agency Reductions	Total Recommended Budget	Recommended Expansion	Total General Fund Budget
NCSU-Agri. Extension Svc.	38,839,117	(364,457)	267,811	(47,891)	-	-	38,694,580	(509,995)	38,184,585	-	38,184,585
UNC-Greensboro	96,169,238	(741,303)	588,077	252,218	-	(406,285)	95,861,945	(1,262,441)	94,599,504	-	94,599,504
UNC-Charlotte	98,398,080	(804,456)	646,641	496,387	-	(495,212)	98,241,440	(1,288,611)	96,952,829	-	96,952,829
UNC-Asheville	26,105,764	(235,217)	150,952	378,378	-	(241,402)	26,158,475	(342,711)	25,815,764	-	25,815,764
UNC-Wilmington	60,692,155	(526,372)	398,770	889,292	-	(247,888)	61,205,957	(802,063)	60,403,894	-	60,403,894
ECU	123,354,475	(1,156,908)	778,450	1,843,628	-	(362,480)	124,457,165	(1,623,698)	122,833,467	-	122,833,467
ECU-Health Services	47,084,623	(300,552)	266,670	-	-	-	47,050,741	(620,129)	46,430,612	-	46,430,612
NCA&T	61,224,022	(540,081)	401,843	36,964	-	(288,723)	60,834,025	(801,792)	60,032,233	-	60,032,233
Western Carolina	53,272,012	(459,302)	328,799	322,580	-	(163,664)	53,300,425	(698,964)	52,601,461	-	52,601,461
Appalachian	87,915,063	(760,230)	504,907	(182,272)	-	(254,702)	87,222,766	(1,146,130)	86,076,636	-	86,076,636
UNC-Pembroke	24,701,533	(212,011)	148,178	645,076	-	(258,588)	25,024,188	(330,592)	24,693,596	-	24,693,596
Winston Salem State	28,788,091	(229,421)	176,460	469,962	-	(77,872)	29,127,220	(378,314)	28,748,906	-	28,748,906
Elizabeth City State	22,227,901	(179,371)	130,726	-	-	(104,008)	22,075,248	(290,952)	21,784,296	-	21,784,296
Fayetteville State	31,390,892	(255,107)	210,250	-	-	46,190	31,392,225	(413,750)	30,978,475	-	30,978,475
NCCU	45,981,242	(410,974)	300,377	-	-	(532,695)	45,337,950	(597,554)	44,740,396	-	44,740,396
NC School of Arts	16,220,403	(178,334)	105,600	958,724	-	(42,171)	17,064,222	(221,300)	16,842,922	-	16,842,922
NCSSM	11,487,758	(58,174)	57,572	352,186	-	-	11,839,342	(36,655)	11,802,687	-	11,802,687
UNC-Hospitals	40,688,939	(213,895)	112,278	-	-	-	40,587,322	(534,941)	40,052,381	-	40,052,381
Total UNC	1,802,069,274	(14,666,921)	10,229,993	13,176,509	-	1,400,000	1,812,208,855	(21,889,147)	1,790,319,708	32,682,636	1,823,002,344
Comm.Colleges	644,032,372	(7,114,433)	11,104,035	-	-	-	648,021,974	(5,184,176)	642,837,798	20,493,151	663,330,949
St. Bd. Of Elections	3,524,060	(259,689)	7,082	-	-	-	3,271,453	(53,000)	3,218,453	-	3,218,453
Office of Admin.Hearings	2,909,296	(18,704)	17,496	-	-	-	2,908,088	(44,000)	2,864,088	-	2,864,088
Rules Review Comm.	381,957	(49,615)	1,743	-	-	-	334,085	(5,000)	329,085	-	329,085
St.Treas.Gen.Debt Service	238,509,550	-	-	-	-	-	238,509,550	-	238,509,550	113,757,310	352,266,860
St.Treas.Federal Debt Service	1,155,948	-	-	-	-	-	1,155,948	-	1,155,948	-	1,155,948
Total Operating Budget	13,730,190,816	(168,938,972)	154,206,007	17,386,095	979,320,676	(413,243)	14,710,785,940	(98,636,072)	14,612,149,868	581,682,650	15,193,832,518
Contingency & Emergency	1,125,000	-	-	-	-	-	1,125,000	-	1,125,000	-	1,125,000
Legislative Compensation Reserve	18,627,886	(18,627,886)		-	-	-	-	-	-	184,538,436	184,538,436
Salary Adjustment	500,000	-		-	-	-	500,000	-	500,000	-	500,000
Motor Pool Reduction Reserve	-	-		-	-	-	-	(1,200,000)	(1,200,000)	-	(1,200,000)
Health Plan Reserve	48,000,000	(48,000,000)		-	-	-	-	-	-	200,000,000	200,000,000
Retirement Rate Adj. Reserve	-	-		-	-	-	-	-	-	(181,027,500)	(181,027,500)
Reserve-MS/DD/SA	2,586,757	(3,000,000)	-	-	-	413,243	-	-	-		-
Total General Fund Budget	$ 13,801,030,459	$ (238,566,858)	$ 154,206,007	$ 17,386,095	$ 979,320,676	$ -	$ 14,712,410,940	$ (99,836,072)	$ 14,612,574,868	$ 785,193,586	$ 15,397,768,454

N.C. State Budget, 2001-03: Summary of Recommendations
General Fund - Recommended Adjustments and Expansion Budget

Public Education

Total Recommended Appropriations

		2001-02	2002-03
1.	Base Line Budget (2000-01 Authorized Budget as of 12-31-00)	$5,792,274,120	$5,792,274,120
2.	Consensus Base Line Adjustments (See Footnote)	131,528,804	228,757,029
3.	Revised Base Line Budget	$5,923,802,924	$6,021,031,149
4.	Recommended Reductions	(36,381,404)	11,862,946
5.	Recommended Continuation Budget	$5,887,421,520	$6,032,894,095
6.	Recommended Expansion	169,010,164	375,498,157
7.	RECOMMENDED BUDGET	$6,056,431,684	$6,408,392,252

FOOTNOTE:

Line 2. Consensus Base Line Adjustments include:

- Deletion of Nonrecurring (NR) Appropriations made in the 2000 Session
- Restoration of Nonrecurring (NR) Reductions made in the 2000 Session
- Building Reserves
- Enrollment/Entitlement Increases
- Transfers between budget codes

Consensus Base Line Adjustments:

	2001-02	2002-03
1. Nonrecurring Appropriations Removed		
The following nonrecurring appropriations are removed from the base line budget:		
Compensation Bonus	$ (31,531,018)	$ (31,531,018)
Top of Salary Range Bonus	(32,607)	(32,607)
School Buses	(20,337,457)	(20,337,457)
School Leadership Pilot	(240,000)	(240,000)
Transportation	(7,000,000)	(7,000,000)
School Technology	(5,000,000)	(5,000,000)
Reserve for ADM Contingency	(500,000)	(500,000)
Total Appropriation	$ (64,641,082)	$ (64,641,082)
2. Nonrecurring Reductions Restored		
The following nonrecurring reductions are restored in the base line budget:		
Death Benefit Contribution Rate	$ 6,234,911	$ 6,234,911
Retiree Health Premium Reserve	28,057,043	28,057,043
Teaching Fellows Scholarship/Loan Program	2,500,000	2,500,000
Prospective Teacher Scholarship/Loan Program	750,000	750,000
Total Appropriation	$ 37,541,954	$ 37,541,954
3. School-Based Incentive Awards Under the ABCs Program		
The 2000 Session of the General Assembly (Session Law 2000-67, Section 7.4) directed the Director of the Budget to include these funds in the 2001-03 continuation budget. It is recommended that funds be provided for the incentive bonuses as directed by the General Assembly.	$ 93,100,000	$ 93,100,000

Consensus Base Line Adjustments - Continued:

	2001-02	2002-03
4. **Average Daily Membership (ADM) and Average Annual Salary Adjustments** Positions, textbooks, instructional equipment and supplies allocated to the public schools are budgeted on the basis of average daily membership (ADM) of students in the classroom. The budgeted ADM for 2000-01 is 1,288,556. Budgeted ADM for 2001-02 is 1,305,223 and 1,321,104 for 2002-03, which represents increases above the 2000-01 ADM of 16,667 for 2001-02 and 32,548 for 2002-03.		
Requirements	$ 67,841,760	$ 166,322,880
Receipts (Highway Fund/Driver's Education)	2,313,828	3,566,723
Appropriation	$ 65,527,932	$ 162,756,157
Total Consensus Base Line Adjustments	$ 131,528,804	$ 228,757,029

Recommended Reductions:

1. **Average Daily Membership (ADM) Contingency Reserve** The ADM Contingency Reserve is budgeted to provide additional instructional support for school systems enrolling more students than were originally budgeted. Funds from the reserve are allotted based on the ADM to allow school systems to stay in compliance with class size requirements. Based on analysis of the last five years of the ADM Contingency Reserve year-end reversions, it is recommended that the recurring budget be reduced by $3 million. The recurring budget for the ADM reserve will be $2.5 million.	$ (3,000,000)	$ (3,000,000)

Recommended Reductions – Continued:

	2001-02	2002-03
2. **Extra Pay for Forfeited Vacation Days** Funds were appropriated to allow local boards of education the option of paying teachers for working on, and thereby forfeiting, a maximum of four annual vacation leave days per teacher in accordance with G.S. 115C-302.1(c). Funds have reverted from this funding category each year. It is recommended that the funding category be reduced to more closely reflect actual expenditures. After this recommended reduction, the 2001-02 budget will be $4,750,000.	$ (3,000,000)	$ (3,000,000)
3. **Departmental Operating Efficiencies** A decrease in the operating budget for the Department of Public Instruction is recommended. This reduction will be accomplished through operating efficiencies throughout the department. No positions will be eliminated.	$ (428,098)	$ (428,098)
4. **School Bus Replacement Funding** The school bus replacement schedule is adjusted for the biennium by moving school bus purchases from the first year to the second year of the biennium. Funding for 20% or 115 buses will remain in the first year of the biennium for emergency purchases of school buses. It is recommended that the replacement schedule for school buses be modified in 2001-02 to postpone the purchase of 462 buses until the 2002-03 fiscal year 2002-03. With this adjustment, the total budget for purchase of school buses for 2001-02 would be $4,917,800 and $54,343,835 for 2002-03, thus providing the total replacement costs for the biennium.	$ (23,915,892)	$ 24,328,458

Recommended Reductions – Continued:

	2001-02	2002-03
5. **Non-Public School Agency Grants** Several non-public school agencies have received recurring appropriations through the Department of Public Instruction. It is recommended that the following recurring appropriations for non-public school agencies be removed from the continuation budget.		
AVID program pilot project	$ (150,000)	$ (150,000)
A+ Schools	(400,000)	(400,000)
Communities in Schools	(750,000)	(750,000)
Cued Speech Center	(73,750)	(73,750)
Explornet	(2,500,000)	(2,500,000)
Geographic Alliance	(50,000)	(50,000)
Global Curriculum	(150,000)	(150,000)
North Carolina Network	(350,000)	(350,000)
Schools Attuned	(643,100)	(643,100)
Teacher Cadet Program	(150,000)	(150,000)
Total Quality Education (TQE)	(400,000)	(400,000)
Public School Forum	(420,564)	(420,564)
Total	$ (6,037,414)	$ (6,037,414)
Total Recommended Reductions	$ (36,381,404)	$ 11,862,946

Recommended Expansion:

	2001-02	2002-03
1. **Class Size Reduction** In an effort to improve student performance, funds in the amount of $41,571,668 for 923 teachers are recommended to achieve a maximum class size of 18 in every kindergarten classroom in 2001-02. In 2002-03 the class size for grade 1 will be reduced to a maximum class size of 18. It is the intent that class size be reduced to 18 for grade 2 in 2003-04 and in 2004-05 for grade 3. Funds in the amount of $8,051,026 for 179 teachers are also recommended to achieve a maximum class size of 18 in grades 1-3 in 2001-02 for schools that have 60% or fewer of their students performing at or above grade level.	$ 49,622,694	$ 88,510,687
2. **Teacher Recruitment Initiatives** In order to enhance teacher recruitment the following recommendations are made:		

Job Sharing/Part-time Teaching Pilot
A job sharing or part-time teaching pilot is recommended to help in the recruitment and retention of public school teachers. Under the pilot, teachers may work part-time or job share. Teachers working not less than 50% of the time will receive the fringe benefits of full-time teachers, including membership in the Teachers and State Employees Retirement System and have full health insurance benefits. Funds in the amount of $1,128,000 are recommended for this pilot, which is limited to 1,000 teachers statewide beginning in 2001-02.

Recommended Expansion - Continued:

	2001-02	2002-03
Teacher Recruitment Initiatives – Continued		
Teaching Fellows Program Funds are recommended to increase the number of participants in the Teaching Fellows Program operated by the Public School Forum of North Carolina. The Teaching Fellows Program began in 1987 and currently provides a $6,500 per year scholarship for four years to 400 high school seniors each year. Upon acceptance of the scholarship, the recipient agrees to teach for four years in a North Carolina public school or three years in a low-performing school. Funds in the amount of $650,000 are recommended for the Teaching Fellows Program to add 100 scholarships in 2001-02. Funds in the amount of $3,250,000 are recommended in 2002-03 to expand the program by awarding an additional 400 scholarships. The total will be 800 scholarships for high school seniors in 2002-03.		
Teacher Assistant Education Degree Program Additionally, funds are recommended in the North Carolina Community College System (NCCCS) budget and the University of North Carolina (UNC) budget for scholarship loans for teacher assistants who wish to complete teacher education programs through the NCCCS and the UNC.		
Total Teacher Recruitment Initiatives	$ 1,778,000	$ 4,378,000
3. **Instructional Supplies for Teachers** Funds are recommended to enable classroom teachers to purchase $200 of supplies for their classroom through use of a procurement card. These funds are in addition to the instructional supplies allocated to the school system by the state.	$ 13,200,000	$ 13,200,000

Recommended Expansion - Continued:

	2001-02	2002-03
4. **Character Education** Funds are recommended in the amount of $174,000 to the North Carolina Character Education Partnership, which provides assistance to school systems that undertake character education initiatives. It is further recommended that character education development and expansion plans be done in conjunction with the North Carolina Center for School Leadership Development of the University of North Carolina.	$ 174,000	$ 174,000
5. **School Accountability Report Cards** In order to assist in making North Carolina schools First in America by 2010, funding is recommended to the Education Cabinet of the University of North Carolina to develop, design, publish and distribute school accountability report cards. The school accountability report cards will provide information on school performance and characteristics to parents.		
6. **Public School Construction** Funds are recommended to provide additional classrooms needed for the class size reductions recommended in item 1. The recommended projection is based on the cost of $150,000 per classroom for 1,100 additional teachers.	$ -	$ 165,000,000

Recommended Expansion - Continued:

	2001-02	2002-03
7. The following non-public school agencies have received recurring appropriations through the Department of Public Instruction. It is recommended that funds be provided to restore the recurring appropriations for these non-public school agencies.		
AVID program pilot project	$ 150,000	$ 150,000
A+ Schools	400,000	400,000
Communities in Schools	750,000	750,000
Cued Speech Center	73,750	73,750
Explornet	2,500,000	2,500,000
Geographic Alliance	50,000	50,000
Global Curriculum	150,000	150,000
North Carolina Network	350,000	350,000
Schools Attuned	643,100	643,100
Teacher Cadet Program	150,000	150,000
Total Quality Education (TQE)	400,000	400,000
Public School Forum	420,564	420,564
Total	$ 6,037,414	$ 6,037,414
8. **Salary Increases-Teachers, Principals, and Assistant Principals** Funds are recommended to provide an average 2% salary increase for teachers, principals, and assistant principals effective July 1, 2001. These funds will provide for movement on the salary schedule based on years of experience plus increase the salary schedule base by 1%.	$ 78,641,708	$ 78,641,708

Recommended Expansion - Continued:

		2001-02	2002-03
9.	**Salary Increases-Other Public School Employees** A salary increase of 2% is recommended for all public school employees not paid from the teacher or principal salary schedules effective July 1, 2001. This includes certified nonteaching positions in central office administration (superintendents and school administrators) and non certified employees, such as finance officers, clerical workers, teacher assistants, school nurses, custodians, bus drivers, bus mechanics and maintenance supervisors.	$ 19,556,348	$ 19,556,348
	Total Recommended Expansion	$ 169,010,164	$ 375,498,157

N.C. State Budget, 2001-03: Summary of Recommendations
General Fund - Recommended Adjustments and Expansion

Community Colleges

Total Recommended Appropriations

		2001-02	2002-03
1.	Base Line Budget (2000-01 Authorized Budget as of 12-31-00)	$ 644,032,372	$ 644,032,372
2.	Consensus Base Line Adjustments (See Footnote)	3,989,602	3,989,602
3.	Revised Base Line Budget	$ 648,021,974	$ 648,021,974
4.	Recommended Reductions	(5,184,176)	(5,184,176)
5.	Recommended Continuation Budget	$ 642,837,798	$ 642,837,798
6.	Recommended Expansion	32,820,519	32,820,519
7.	RECOMMENDED BUDGET	$ 675,658,317	$ 675,658,317

FOOTNOTE:

Line 2. Consensus Base Line Adjustments include:

- Deletion of Nonrecurring (NR) Appropriations made in the 2000 Session
- Restoration of Nonrecurring (NR) Reductions made in the 2000 Session
- Building Reserves
- Enrollment/Entitlement Increases
- Transfers between budget codes

N.C. State Budget, 2001-03: Summary of Recommendations
General Fund - Recommended Adjustments and Expansion - Continued
Community Colleges – Continued

Consensus Base Line Adjustments:

	2001-02	2002-03
1. **Nonrecurring Appropriations Removed**		
The following nonrecurring appropriations are removed from the base line budget:		
Compensation Bonus	$ (7,114,433)	$ (7,114,433)
2. **Nonrecurring Reductions Restored**		
The following nonrecurring reductions are restored in the base line budget:		
Death Benefit Contribution Rate	$ 740,692	$ 740,692
Retiree Health Premium Reserve	3,333,118	3,333,118
New and Expanding Industry Training	500,000	500,000
Educational Equipment	1,020,225	1,020,225
State Board Reserve	100,000	100,000
Need-Based Financial Aid Fund Balance	1,000,000	1,000,000
Management Information System Fund Balance	2,000,000	2,000,000
Total Requirements	$ 8,694,035	$ 8,694,035
Overrealized Tuition and Fee Receipts	$ (2,000,000)	$ (2,000,000)
Scholarship Reserve Fund Balance	(410,000)	(410,000)
Total Receipts	$ (2,410,000)	$ (2,410,000)
Total Appropriation	$ 11,104,035	$ 11,104,035
Total Consensus Base Line Adjustments	$ 3,989,602	$ 3,989,602

Recommended Reductions:

	2001-02	2002-03
1. **State Board Reserve** The State Board Reserve is limited by statute to funding feasibility studies, pilot projects, start-up of new programs, and innovative ideas. The State Board Reserve has a certified budget of $1,150,000. In 1999-00, State Board Reserve funds in the amount of $106,000 were redirected to the Hurricane Floyd reserve. In 2000-01, there was a nonrecurring $100,000 budget reduction. The State Board Reserve is recommended for a reduction of $150,000 to $1,000,000.	$ (150,000)	$ (150,000)
2. **Operating Efficiencies** A reduction in the North Carolina Community College System Office budget is recommended. Elimination of the library ordering and receiving services and two library clerk positions totaling $59,543 is recommended. Colleges will be responsible for ordering and receiving library materials. In addition, a vacant educational consultant position and operating funds ($64,432) have been identified for adjustment. Operating expenses totaling $50,552, as identified by the System Office, are recommended for reduction.	$ (174,527)	$ (174,527)
Number of Positions	(3.0)	(3.0)
3. **State Aid Adjustments** The following state aid programs are recommended for adjustment based upon historical expenditure patterns: Compensatory Education Nursing Disadvantaged Workers Compensation Unemployment Compensation Priority Programs Total State Aid Adjustments	$ (477,754)	$ (477,754)

Recommended Reductions - Continued:

	2001-02	2002-03
4. **Human Resources Development Program** The Human Resources Development (HRD) program is designed to recruit, train and/or place in employment unemployed or underemployed adults. It is recommended that the HRD program be restructured to more effectively reach these target populations. As a restructured JobLink Training program, coordinators will be located at JobLink Career Centers to serve as a liaison to community college training and educational programs and to provide skill assessments and employability training assistance. The State Board of Community Colleges will develop policies to implement the restructured program. Standard courses typically offered through the HRD program will be added to the Continuing Education Master Course List.	$ (2,951,895)	$ (2,951,895)
5. **Overrealized Receipts** The budget for tuition and fees is recommended for adjustment to reflect anticipated receipts.		
Requirements	$ -	$ -
Receipts	1,430,000	1,430,000
Appropriation	$ (1,430,000)	$ (1,430,000)
Total Recommended Reductions	$ (5,184,176)	$ (5,184,176)
Total Number of Positions	(3.0)	(3.0)

Recommended Expansion:

	2001-02	2002-03
1. Enrollment Changes		
The 2001-02 enrollment projection from the State Board of Community Colleges indicates a 6,885 FTE increase in full-time equivalent (FTE) students above the 2000-01 budgeted enrollment of 150,884 FTE. The revised 2001-02 budgeted enrollment will be 157,769 FTE, a 4.56% increase over 2000-01. Curriculum enrollment is projected to increase by 7,060 FTE or 6.03%; Continuing Education enrollment is projected to decrease by 778 FTE or 4.17%; and Basic Skills enrollment is projected to increase by 603 FTE or 3.98%.		
Requirements	$ 28,160,469	$ 28,160,469
Receipts	4,837,177	4,837,177
Appropriation	$ 23,323,292	$ 23,323,292
2. Tuition Increase		
A resident tuition increase of 12.71% with an equivalent dollar increase for nonresidents, effective for the Fall 2001 semester, is recommended for the community colleges. Resident tuition is recommended to increase by $3.50 from $27.50 to $31.00 per semester credit hour. Resident tuition was last increased by $0.75 per semester credit hour in 2000-01. Nonresident tuition is recommended to increase by $3.50 from $169.75 to $173.25 per semester credit hour. Nonresident tuition was last increased by $6.75 per semester credit hour in 1999-00. It is anticipated that for most students, this increase will be offset by federal and state financial assistance programs.		
Requirements	$ -	$ -
Receipts	10,162,806	10,162,806
Appropriation	$ (10,162,806)	$ (10,162,806)

Recommended Expansion:

	2001-02	2002-03
3. **Teacher Recruitment Initiative** Funds are recommended to create a N.C. Teacher Assistant Education Degree Program. The N.C. Teacher Assistant Education Degree Program is designed to identify teacher assistants interested in teaching. The purpose of this program is to achieve the degree necessary to enter the UNC teacher education degree program with Junior-level status. The program helps these students become teachers by awarding scholarship loans of $2,000 per year for two years of study in a North Carolina Community College and $3,000 per year for the two-year baccalaureate degree completion at a UNC institution. The recommended funds will provide annually for 200 participants enrolled full-time in the community college associate degree college transfer program. Each year of scholarship loan assistance shall be forgiven for each year of service as a certified classroom teacher in a North Carolina public school. The State Board of Community Colleges and the UNC Board of Governors shall adopt rules and policies for the disbursement of these funds. The North Carolina State Board of Community Colleges may contract with the State Education Assistance Authority for administration of these financial assistance funds.	$ 400,000	$ 400,000

Recommended Expansion:

	2001-02	2002-03
4. **Faculty and Professional Staff Salary Enhancements** A recent study by the North Carolina Community College System benchmarked the average community college faculty salary and average professional staff salary against national averages. The study concluded that North Carolina's community college faculty and professional staff salaries are not competitive with national comparison groups. In an effort to attract and retain highly qualified and experienced community college faculty and professional staff, a salary increase is recommended for the State Board of Community Colleges to distribute to community college faculty and professional staff. This salary increase is in addition to the salary increase (2%) received by all community college personnel (see Item 5).	$ 6,932,665	$ 6,932,665
5. **Salary Increase** Funding for an average 2% salary increase effective July 1, 2001, is recommended for all community college personnel supported from state funds.	$ 12,327,368	$ 12,327,368
Total Recommended Expansion	$ 32,820,519	$ 32,820,519

N.C. State Budget, 2001-03: Summary of Recommendations
General Fund - Recommended Adjustments and Expansion

University of North Carolina

Total Recommended Appropriations

		2001-02	2002-03
1.	Base Line Budget (2000-01 Authorized Budget as of 12-31-00)	$1,802,069,274	$1,802,069,274
2.	Consensus Base Line Adjustments (See Footnote)	2,854,526	10,139,581
3.	Revised Base Line Budget	1,804,923,800	1,812,208,855
4.	Recommended Reductions	(21,889,147)	(21,889,147)
5.	Recommended Continuation Budget	1,783,034,653	1,790,319,708
6.	Recommended Expansion	64,385,792	64,385,792
7.	RECOMMENDED BUDGET	$1,847,420,445	$1,854,705,500

FOOTNOTE:

Line 2. Consensus Base Line Adjustments include:

- Deletion of Nonrecurring (NR) Appropriations made in the 2000 Session
- Restoration of Nonrecurring (NR) Reductions made in the 2000 Session
- Building Reserves
- Enrollment/Entitlement Increases
- Transfers between budget codes

Consensus Base Line Adjustments:

	2001-02	2002-03
1. Nonrecurring Appropriations Removed		
The following nonrecurring appropriations are removed from the base line budget:		
Compensation Bonus	$ (11,882,603)	$ (11,882,603)
Top of the Salary Range Bonus	(934,318)	(934,318)
Model Teacher Consortium	(500,000)	(500,000)
Education Cabinet	(500,000)	(500,000)
Achievement Gap	(500,000)	(500,000)
Piedmont Triad Center for Applied Manufacturing	(250,000)	(250,000)
Chinqua-Penn Plantation	(100,000)	(100,000)
Total Appropriation	$ (14,666,921)	$ (14,666,921)
2. Nonrecurring Reductions Restored		
The following nonrecurring reductions are restored in the base line budget:		
Death Benefit Contribution Rate	$ 1,412,999	$ 1,412,999
Retiree Health Premium Reserve	8,816,994	8,816,994
Total Appropriation	$ 10,229,993	$ 10,229,993
3. Reserves for Operating New Facilities		
Funds are recommended for operating and maintenance costs of new facilities in the UNC System that will be completed during the 2001-03 biennium.	$ 5,891,454	$ 13,176,509
4. Transfers Between Departments		
A. Transfer Center for Ergonomics		
Section 10.10 of Session Laws 2000-67 directed that $500,000 be transferred from the Department of Labor to the Board of Governors of the University of North Carolina in the continuation budget process. The funds for the Center for Ergonomics are reflected in the continuation budget for North Carolina State University in the 2001-03 biennium.	$ 500,000	$ 500,000

Consensus Base Line Adjustments – Continued:

	2001-02	2002-03
B. Transfer Biotechnology Funds Since 1993-94, funds have been appropriated to the North Carolina Biotechnology Center to provide biotechnology grants for six constituent institutions (Elizabeth City State University, Fayetteville State University, North Carolina Central University, North Carolina A & T State University, UNC – Pembroke, and Winston-Salem State University). The primary objective of the Biotechnology Initiative for Minority Universities is to help these institutions develop their biotechnology programs to ensure that North Carolina has a trained work force for the new jobs being created in the biotechnology industry. Development of biotechnology programs includes efforts to design curricula and courses, train faculty, acquire lab equipment, develop instructional materials, and recruit students. The emphasis is on developing immediate educational capacity as well as long-term program needs. Appropriations for the biotechnology grants have been transferred from the North Carolina Biotechnology Center budget to the continuation budget of each of the six campuses in the amount of $150,000 per campus. The North Carolina Biotechnology Center budget is reduced accordingly.	$ 900,000	$ 900,000
Total Consensus Base Line Adjustments	$ 2,854,526	$ 10,139,581

Recommended Reductions:

	2001-02	2002-03
1. **Operating Efficiencies** A decrease in the operating budgets for the 16 constituent institutions, AHEC, UNC Hospitals, and UNC-General Administration is recommended. This will be accomplished through operating efficiencies in the UNC system. Similar to the requirements of General Statute 116-11(9), this reduction will be allocated to the Board of Governors in a "lump sum" for distribution to the campuses and UNC-General Administration. Because they are designated as Special Responsibility Constituent Institutions as defined in G.S. 116-30(1-2), no specific line items have been identified for reduction. Instead, each institution is responsible for identifying and managing internal operating efficiencies to realize these savings. Since the North Carolina School of Science and Mathematics (NCSSM) is not designated as a Special Responsibility Constituent Institution, an operating efficiency reduction will be made directly to NCSSM.	$ (21,889,147)	$ (21,889,147)
Total Recommended Reductions	$ (21,889,147)	$ (21,889,147)

Recommended Expansion:

	2001-02	2002-03

1. **Schedule of Priorities:**
General Statute 116-11(9) requires the Board of Governors (BOG) of the University of North Carolina to "develop, prepare, and present to the Governor, Advisory Budget Commission, and the General Assembly a single, unified recommended budget for all of public senior education." Funds requested for expansion, new programs and activities, increases in enrollment, remedying deficiencies, etc. are to be itemized in priority order and any funds appropriated for the priority schedule are to be in a lump sum.

In response to the Board of Governors' 2001-03 "Schedule of Priorities," the following items are recommended:

Line 1a - Enrollment Changes
Regular Term Enrollment Increase
Regular Term Enrollment projections from the Board of Governors indicate an increase in enrollment for 2001-02 over the current budgeted 137,959 full-time equivalent (FTE) students. Based upon the Board's estimate, enrollment in the University is projected to increase by 2,413 FTE or 1.7% to 140,372 FTE in 2001-02. This represents an increase in student credit hours (SCHs) from 3,700,454 in 2000-01 to 3,743,204 in 2001-02. The recommended increase of $26,003,068 is to support this enrollment growth after accounting for an expected increase in receipts of $11,002,699.

Requirements	$ 37,005,767	$ 37,005,767
Receipts	11,002,699	11,002,699
Appropriation	$ 26,003,068	$ 26,003,068
Number of Positions	222.3	222.3

Recommended Expansion - Continued:

Schedule of Priorities - Continued:

Undergraduate Teacher Education Distance Learning Programs

Enrollment projections from the Board of Governors indicate an increase in distance education enrollment for 2001-02 over the current budgeted student credit hours (SCHs). Additional funds of $1,348,655 are recommended to support enrollment growth in undergraduate teacher education distance learning programs. This recommended increase represents an increase in funded distance education student credit hours from 73,063 in 2000-01 to 78,107, in 2001-02. This is the appropriation needed after accounting for an expected increase in receipts of $115,838 in 2001-02.

	2001-02	2002-03
Requirements	$ 1,464,493	$ 1,464,493
Receipts	115,838	115,838
Appropriation	$ 1,348,655	$ 1,348,655
Number of Positions	10.5	10.5

Recommended Expansion - Continued:

	2001-02	2002-03
Schedule of Priorities - Continued:		
Line 1b – Tuition Increase		
In support of recommendations by the Board of Governors' Task Force on Tuition Policy, a 4% tuition increase for in-state undergraduate students and a 6% increase for in-state graduate students at the 16 University of North Carolina campuses is recommended. The recommended increase for graduate in-state tuition at NC State University and UNC-Chapel Hill is 7.5%, as part of the Board's third year of a four-year phase-in of tuition differentials. The percentage increases apply to total tuition including campus-initiated increases and increases for campus enhancements that have been approved in the past. Following the Board's recommendations, it is recommended that out-of-state tuition be increased by a dollar amount equivalent to the increase in the in-state tuition at each campus. Implementation of these recommendations would result in increased receipts in 2001-02 of $8,139,297.		
Requirements	$ -	$ -
Receipts	8,139,297	8,139,297
Appropriation	$ (8,139,297)	$ (8,139,297)

Recommended Expansion - Continued:

	2001-02	2002-03
Schedule of Priorities - Continued:		
Line 1b – Need - based Student Financial Aid Plan A Task Force on Student Financial Aid estimated that the aggregate amount of unmet need for UNC resident students in 1997-98 was at least $143 million and recommended funding for a new UNC Grant Program to help students with financial need. The program was partially funded with an appropriation of $5 million in 2000-01, which when combined with $1.3 million appropriated in 1999-2000, is currently being used to make grants only to qualifying in-state first-time freshmen during the 2000-01 year. The program requires that eligibility requirements for the new grants include a "self-help" expectation of at least $4,000 per student and that federal Pell grants and tax credits be used first to meet students' needs. Funds are recommended to expand the Need-Based Student Financial Aid Plan to sophomores.	$ 7,928,000	$ 7,928,000

Recommended Expansion - Continued:

	2001-02	2002-03
2. **Aid to Students Attending North Carolina Private Colleges and Universities-Enrollment Changes** The program "Aid to Students Attending Private Colleges and Universities" is composed of: the Legislative Tuition Grant (LTG) and the State Contractual Scholarship Fund (SCSF). The LTG provides a payment of $1,800 to private institutions for each North Carolina resident undergraduate student, which is credited directly to the student's account. The SCSF makes available $1,100 to each institution for each full-time equivalent (FTE) North Carolina undergraduate resident student, which is then provided as scholarships to needy North Carolina students attending private colleges. It is recommended that the amount for the LTG be increased by $2,346,210 to allow for an increase of 1,192 full-time North Carolina undergraduate resident students. It is also recommended that the amount for the SCSF be increased by $880,000 to allow for an 800 FTE increase in North Carolina undergraduate resident students. The budget for the LTG would increase from $43,911,790 to $46,258,000, and the SCSF would increase from $31,763,002 to $32,643,002.	$ 3,226,210	$ 3,226,210

Recommended Expansion - Continued:

	2001-02	2002-03
3. **K-16 Initiatives**		
Recurring funds of $500,000 are recommended to replace the nonrecurring appropriation to the Education Cabinet for the professional staff and support provided to the Cabinet by the North Carolina Education Research Council. In order to assist in making North Carolina schools First in America by 2010, an additional $416,000 is recommended for the Education Research Council to develop, design, publish and distribute school accountability report cards. The school accountability report cards will provide information on school performance and characteristics to parents.		
Funds are recommended in the amount of $300,000, for character education development and expansion plans, to the North Carolina Center for School Leadership Development of the University of North Carolina in conjunction with additional funds recommended for the North Carolina Character Education Partnership in the Department of Public Instruction, which provides assistance to school systems that undertake character education initiatives. These funds will be used in teacher preparation programs to better prepare teachers and administrators to teach character education.		
Total K-16 Initiatives	$ 1,216,000	$ 1,216,000

Recommended Expansion - Continued:

	2001-02	2002-03
4. **Teacher Recruitment Initiatives**		
In order to enhance teacher recruitment the following recommendations are made:		
North Carolina Teacher Assistant Education Degree Program		
Funds in the amount of $600,000 are recommended to create a N.C. Teacher Assistant Education Degree Program. The N.C. Teacher Assistant Education Degree Program is designed to identify teacher assistants interested in teaching. The program helps these students become teachers by awarding scholarship loans of $2,000 per year for two years of study in a North Carolina Community College and $3,000 per year for the two-year baccalaureate degree completion at a UNC institution. The recommended funds will provide annually for 200 participants enrolled full-time in the UNC baccalaureate degree completion program. Each year of scholarship loan assistance shall be forgiven for each year of service as a certified classroom teacher in a N.C. public school. The UNC Board of Governors and the State Board of Community Colleges shall adopt rules and policies for the disbursement of these funds.		
North Carolina Model Teacher Education Consortium		
Recurring funds of $500,000 are recommended to replace the nonrecurring appropriation for the North Carolina Model Teacher Education Consortium.		
Total Teacher Recruitment Initiatives	$ 1,100,000	$ 1,100,000

Recommended Expansion - Continued:

5. **Salary Increase** Funds are recommended for salary increases for employees of the University and the North Carolina School of Science and Mathematics, including those supported by state funds and who are either exempt from the State Personnel Act (EPA) or subject to the act (SPA) effective July 1, 2001. For EPA teaching and nonteaching faculty, funds are recommended for an average increase of 2% in 2001-02 according to rules adopted by the Board of Governors. For SPA employees, funds are recommended to provide a 2% salary increase in 2001-02	$ 31,703,156	$ 31,703,156
Total Recommended Expansion	$ 64,385,792	$ 64,385,792

N.C. State Budget, 2001-03: Summary of Recommendations
General Fund - Recommended Adjustments and Expansion Budget

Department of Administration

Total Recommended Appropriations

		2001-02	2002-03
1.	Base Line Budget (2000-01 Authorized Budget as of 12-31-00)	$ 63,402,230	$ 63,402,230
2.	Consensus Base Line Adjustments (See Footnote)	(2,323,579)	(2,323,579)
3.	Revised Base Line Budget	$ 61,078,651	$ 61,078,651
4.	Recommended Reductions	(386,471)	(386,471)
5.	Recommended Continuation Budget	$ 60,692,180	$ 60,692,180
6.	Recommended Expansion	1,225,000	1,225,000
7.	RECOMMENDED BUDGET	$ 61,917,180	$ 61,917,180

FOOTNOTE:
Line 2. Consensus Base Line Adjustments include:

- Deletion of Nonrecurring (NR) Appropriations made in the 2000 Session
- Restoration of Nonrecurring (NR) Reductions made in the 2000 Session
- Building Reserves
- Enrollment/Entitlement Increases
- Transfers between budget codes

VI. Compensation and Benefits

Additional funds are recommended to provide compensation increases to teachers, school-based administrators, community college employees, university system employees, and all other state employees. Funds recommended total $184.5 million for 2001-02 and $184.5 million for 2002-03.

The specific allocations for the distribution are reflected below:

Public Education Employees

	2001-02	2002-03
Teachers and Instructional Support Personnel: Two-percent (2%) funding for 2001-02 and 2% funding in 2002-03 is recommended for the teacher salary schedule.	$ 73,194,426	$ 73,194,426
Principals/Assistant Principals: An appropriation with 2% funding in 2001-02 and 2% in 2002-03 is recommended for the school-based administrator salary schedule.	$ 5,447,282	$ 5,447,282
All Other Public School Employees (Superintendents, central office administrators, finance officers, clerical workers, teacher assistants, custodians, bus drivers, bus mechanics, and maintenance supervisors): An appropriation to provide a 2% average increase is recommended.	$ 19,556,348	$ 19,556,348
Total Public School Employees*	$ 98,198,056	$ 98,198,056

March 14, 2001, 1pm
attachment 2

2001-02 ADM Comparison

Grade	2000-01 ADM	2001-02 ADM	Difference
K	103,926	104,613	687
1	107,436	106,790	(646)
2	106,045	105,086	(959)
3	106,515	105,919	(596)
4	105,825	105,732	(93)
5	105,923	106,691	768
6	105,202	108,180	2,978
7	103,364	106,552	3,188
8	99,472	102,078	2,606
9	112,232	114,316	2,084
10	90,236	92,245	2,009
11	76,440	78,987	2,547
12	65,940	68,034	2,094
	1,288,556	1,305,223	16,667

Grade	2001-02 ADM	Original Proj ADM	Difference
K	104,613	105,767	(1,154)
1	106,790	108,071	(1,281)
2	105,086	104,899	187
3	105,919	106,101	(182)
4	105,732	106,047	(315)
5	106,691	106,795	(104)
6	108,180	108,046	134
7	106,552	107,356	(804)
8	102,078	103,340	(1,262)
9	114,316	115,254	(938)
10	92,245	91,569	676
11	78,987	78,542	445
12	68,034	66,876	1,158
	1,305,223	1,308,663	(3,440)

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2002-03 ADM Comparison

Grade	2000-01 ADM	2002-03 ADM	Difference
K	103,926	106,750	2,824
1	107,436	109,014	1,578
2	106,045	103,280	(2,765)
3	106,515	104,334	(2,181)
4	105,825	104,082	(1,743)
5	105,923	106,235	312
6	105,202	107,999	2,797
7	103,364	108,929	5,565
8	99,472	106,663	7,191
9	112,232	118,946	6,714
10	90,236	94,586	4,350
11	76,440	80,160	3,720
12	65,940	70,126	4,186
	1,288,556	1,321,104	32,548

Grade	2002-03 ADM	Original Proj ADM	Difference
K	106,750	108,075	(1,325)
1	109,014	110,498	(1,484)
2	103,280	106,175	(2,895)
3	104,334	105,182	(848)
4	104,082	105,830	(1,748)
5	106,235	106,827	(592)
6	107,999	109,077	(1,078)
7	108,929	109,655	(726)
8	106,663	107,249	(586)
9	118,946	119,441	(495)
10	94,586	94,382	204
11	80,160	79,372	788
12	70,126	68,870	1,256
	1,321,104	1,330,633	(9,529)

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CODE 13510

DEPARTMENT Department of Public Instruction

	ACTUAL 1999-00	AUTHORIZED 2000-01	2001-02 TOTAL AMOUNT RECOMMENDED	2001-02 AMOUNT AND % INCREASE OVER 2000-01		2002-03 TOTAL AMOUNT RECOMMENDED	2002-03 AMOUNT AND % INCREASE OVER 2000-01	
TOTAL REQUIREMENTS	6,501,802,538	6,441,340,507	6,575,178,159	133,837,652	2.08%	6,673,659,279	232,318,772	3.61%
LESS RECEIPTS	1,051,194,711	649,066,387	651,375,235	2,308,848	0.36%	652,628,130	3,561,743	0.55%
APPROPRIATION	5,450,607,827	5,792,274,120	5,923,802,924	131,528,804	2.27%	6,021,031,149	228,757,029	3.95%
NO. OF EMPLOYEE POSITIONS	492.75	492.77	492.77	0.00	0.00%	492.77	0.00	0.00%

EXPLANATIONS OF MAJOR CHANGES OVER 2000-01:
REQUIREMENT CHANGES:

NONRECURRING APPROPRIATIONS REMOVED				
COMPENSATION BONUS	(31,531,018)		(31,531,018)	
TOP OF SALARY RANGE BONUS	(32,607)		(32,607)	
SCHOOL BUSES	(20,337,457)		(20,337,457)	
SCHOOL LEADERSHIP PILOT	(240,000)		(240,000)	
TRANSPORTATION	(7,000,000)		(7,000,000)	
SCHOOL TECHNOLOGY	(5,000,000)		(5,000,000)	
RESERVE FOR ADM CONTINGENCY	(500,000)		(500,000)	
SUB TOTAL	(64,641,082)		(64,641,082)	
COMPENSATION BONUS-RECEIPT SUPPORTED	(4,980)		(4,980)	
NONRECURRING REDUCTIONS RESTORED				
DEATH BENEFIT CONTRIBUTION RATE	6,234,911		6,234,911	
RETIREE HEALTH PREMIUM RESERVE	28,057,043		28,057,043	
TEACHING FELLOWS SCHOLARSHIP/LOAN PROGRAM	2,500,000		2,500,000	
PROSPECTIVE TEACHER SCHOLARSHIP/LOAN PROGRAM	750,000		750,000	
SUB TOTAL	37,541,954		37,541,954	
PUBLIC SCHOOL FUND ADJUSTMENTS				
ADM. ADJUSTMENT	55,482,723		146,944,269	
TRANSPORTATION	16,368,155		20,953,149	
SCHOOL BUSES	(6,322,946)		(5,141,261)	
SUB TOTAL	65,527,932		162,756,157	
INCENTIVE PAY	93,100,000		93,100,000	
DRIVER'S EDUCATION	2,313,828		3,566,723	
TOTAL REQUIREMENTS	133,837,652		232,318,772	
RECEIPTS:				
TRF IN-SPECIAL REVENUE	(2,202)		(2,202)	
TRF IN-GOVERNOR'S OFFICE	(2,778)		(2,778)	
TFR FROM DOT FOR DRIVER EDUCATION	2,313,828		3,566,723	
TOTAL RECEIPTS	2,308,848		3,561,743	

3/13/01

Teaching Fellows

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
HS Srs.	100	400	400	400	100+300		
Freshmen	100	400	400	400	400		
Sophomores		100	400	400	400		
Juniors			100	400	400	400	
Seniors				100	400	400	400
	100	500	900	1,300	1,600	800	400
Annual Amount	6,500	6,500	6,500	6,500	6,500	6,500	6,500
Cost	**650,000**	**3,250,000**	**5,850,000**	**8,450,000**	**10,400,000**		

In Fy 2005-06 only 300 students should be funded in order to double the size of the program.

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Teacher Salary Schedule Comparisons -- 2000-01 to 2001-02

Years of Exper.	Excellent School Act 2000-01 Bachelor	Step Increase	Step % Increase	2001-02 Bachelor	Step Increase	Step % Increase	2000-01 Bachelor	2001-02 Bachelor	Difference in Schedule 2000-01/2001-02		Increase for Individual (year 0 to year 1, etc)	
0	$ 25,000			$ 25,250			$ 25,000	$ 25,250	$ 250	1.0%		
1	$ 25,420	$ 420	1.7%	$ 25,670	$ 420	1.7%	$ 25,420	$ 25,670	$ 250	1.0%	$ 670	2.7%
2	$ 25,850	$ 430	1.7%	$ 26,110	$ 440	1.7%	$ 25,850	$ 26,110	$ 260	1.0%	$ 690	2.7%
3	$ 27,370	$ 1,520	5.9%	$ 27,640	$ 1,530	5.9%	$ 27,370	$ 27,640	$ 270	1.0%	$ 1,790	6.9%
4	$ 28,750	$ 1,380	5.0%	$ 29,040	$ 1,400	5.1%	$ 28,750	$ 29,040	$ 290	1.0%	$ 1,670	6.1%
5	$ 30,060	$ 1,310	4.6%	$ 30,360	$ 1,320	4.5%	$ 30,060	$ 30,360	$ 300	1.0%	$ 1,610	5.6%
6	$ 31,330	$ 1,270	4.2%	$ 31,640	$ 1,280	4.2%	$ 31,330	$ 31,640	$ 310	1.0%	$ 1,580	5.3%
7	$ 32,340	$ 1,010	3.2%	$ 32,660	$ 1,020	3.2%	$ 32,340	$ 32,660	$ 320	1.0%	$ 1,330	4.2%
8	$ 32,810	$ 470	1.5%	$ 33,140	$ 480	1.5%	$ 32,810	$ 33,140	$ 330	1.0%	$ 800	2.5%
9	$ 33,290	$ 480	1.5%	$ 33,620	$ 480	1.4%	$ 33,290	$ 33,620	$ 330	1.0%	$ 810	2.5%
10	$ 33,780	$ 490	1.5%	$ 34,120	$ 500	1.5%	$ 33,780	$ 34,120	$ 340	1.0%	$ 830	2.5%
11	$ 34,270	$ 490	1.5%	$ 34,610	$ 490	1.4%	$ 34,270	$ 34,610	$ 340	1.0%	$ 830	2.5%
12	$ 34,760	$ 490	1.4%	$ 35,110	$ 500	1.4%	$ 34,760	$ 35,110	$ 350	1.0%	$ 840	2.5%
13	$ 35,260	$ 500	1.4%	$ 35,610	$ 500	1.4%	$ 35,260	$ 35,610	$ 350	1.0%	$ 850	2.4%
14	$ 35,780	$ 520	1.5%	$ 36,140	$ 530	1.5%	$ 35,780	$ 36,140	$ 360	1.0%	$ 880	2.5%
15	$ 36,310	$ 530	1.5%	$ 36,670	$ 530	1.5%	$ 36,310	$ 36,670	$ 360	1.0%	$ 890	2.5%
16	$ 36,850	$ 540	1.5%	$ 37,220	$ 550	1.5%	$ 36,850	$ 37,220	$ 370	1.0%	$ 910	2.5%
17	$ 37,400	$ 550	1.5%	$ 37,770	$ 550	1.5%	$ 37,400	$ 37,770	$ 370	1.0%	$ 920	2.5%
18	$ 37,960	$ 560	1.5%	$ 38,340	$ 570	1.5%	$ 37,960	$ 38,340	$ 380	1.0%	$ 940	2.5%
19	$ 38,530	$ 570	1.5%	$ 38,920	$ 580	1.5%	$ 38,530	$ 38,920	$ 390	1.0%	$ 960	2.5%
20	$ 39,110	$ 580	1.5%	$ 39,500	$ 580	1.5%	$ 39,110	$ 39,500	$ 390	1.0%	$ 970	2.5%
21	$ 39,710	$ 600	1.5%	$ 40,110	$ 610	1.5%	$ 39,710	$ 40,110	$ 400	1.0%	$ 1,000	2.6%
22	$ 40,320	$ 610	1.5%	$ 40,720	$ 610	1.5%	$ 40,320	$ 40,720	$ 400	1.0%	$ 1,010	2.5%
23	$ 40,950	$ 630	1.6%	$ 41,360	$ 640	1.6%	$ 40,950	$ 41,360	$ 410	1.0%	$ 1,040	2.6%
24	$ 41,580	$ 630	1.5%	$ 42,000	$ 640	1.5%	$ 41,580	$ 42,000	$ 420	1.0%	$ 1,050	2.6%
25	$ 42,220	$ 640	1.5%	$ 42,640	$ 640	1.5%	$ 42,220	$ 42,640	$ 420	1.0%	$ 1,060	2.5%
26	$ 42,870	$ 650	1.5%	$ 43,300	$ 660	1.5%	$ 42,870	$ 43,300	$ 430	1.0%	$ 1,080	2.6%
27	$ 43,540	$ 670	1.6%	$ 43,980	$ 680	1.6%	$ 43,540	$ 43,980	$ 440	1.0%	$ 1,110	2.6%
28	$ 44,230	$ 690	1.6%	$ 44,670	$ 690	1.6%	$ 44,230	$ 44,670	$ 440	1.0%	$ 1,130	2.6%
29	$ 44,930	$ 700	1.6%	$ 45,380	$ 710	1.6%	$ 44,930	$ 45,380	$ 450	1.0%	$ 1,150	2.6%
30+	$ 44,930	$ -	0.0%	$ 45,380	$ -	0.0%	$ 44,930	$ 45,380	$ 450	1.0%	$ 450	1.0%

Central Office Administration
2000-2001 (See Note)

LEA Name	Total Allotment
Alamance County	$1,279,633
Alexander County	660,159
Alleghany County	512,039
Anson County	599,600
Ashe County	606,566
Avery County	619,556
Beaufort County	879,195
Bertie County	697,098
Bladen County	863,450
Brunswick County	893,396
Buncombe County	1,437,774
Asheville City	518,804
Burke County	1,062,446
Cabarrus County	1,198,515
Kannapolis City	519,632
Caldwell County	967,197
Camden County	505,444
Carteret County	809,481
Caswell County	643,028
Catawba County	1,091,934
Hickory City	524,953
Newton City	478,366
Chatham County	718,080
Cherokee County	599,647
Chowan County	641,320
Clay County	515,539
Cleveland County	845,573
Kings Mountain District	535,641
Shelby City	501,640
Columbus County	742,326
Whiteville City	479,769
Craven County	1,068,921
Cumberland County	2,408,216
Currituck County	563,285
Dare County	648,365
Davidson County	1,228,406
Lexington City	485,758
Thomasville City	458,120
Davie County	633,795
Duplin County	807,167

LEA Name	Total Allotment
Durham County	$1,624,103
Edgecombe County	801,174
Forsyth County	2,071,039
Franklin County	786,734
Gaston County	1,672,812
Gates County	608,698
Graham County	520,427
Granville County	765,039
Greene County	566,046
Guilford County	2,744,435
Halifax County	701,100
Roanoke Rapids City	496,497
Weldon City	433,316
Harnett County	1,119,351
Haywood County	829,315
Henderson County	939,371
Hertford County	654,792
Hoke County	680,101
Hyde County	492,862
Iredell County	1,117,264
Mooresville City	504,854
Jackson County	614,850
Johnston County	1,253,468
Jones County	555,763
Lee County	824,175
Lenoir County	956,268
Lincoln County	906,942
Macon County	583,946
Madison County	644,541
Martin County	618,443
McDowell County	853,005
Mecklenburg County	4,061,062
Mitchell County	551,508
Montgomery County	626,054
Moore County	971,881
Nash County	1,197,804
New Hanover County	1,296,360
Northampton County	628,526
Onslow County	1,285,165
Orange County	719,113

LEA Name	Total Allotment
Chapel Hill-Carrboro	$752,407
Pamlico County	649,621
Pasquotank County	781,435
Pender County	692,732
Perquimans County	550,803
Person County	660,853
Pitt County	1,273,959
Polk County	534,419
Randolph County	1,117,538
Asheboro City	519,337
Richmond County	821,289
Robeson County	1,429,503
Rockingham County	1,069,879
Rowan County	1,249,581
Rutherford County	893,117
Sampson County	767,889
Clinton City	478,640
Scotland County	751,880
Stanly County	915,392
Stokes County	735,263
Surry County	789,439
Elkin City	397,242
Mount Airy City	463,081
Swain County	597,422
Transylvania County	653,703
Tyrrell County	500,245
Union County	1,320,750
Vance County	858,194
Wake County	3,899,669
Warren County	590,027
Washington County	661,515
Watauga County	614,869
Wayne County	1,240,376
Wilkes County	932,033
Wilson County	959,873
Yadkin County	657,173
Yancey County	557,202
Trsfs-Charter Schools	289,782
Total	$103,156,170

Note: The allotted amount is based on the Initial Allotments.

Fiscal Researchs
Education Team, March 1, 2001 (F:\My Documents\Allotments\Central2001.123)

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

010 - Alamance/Burlington

ADM 20,583

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	3.00	0.00	0.00	3.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	12.25	9.50	0.25	22.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**17.25**	**9.50**	**0.25**	**27.00**
Per 1,000 ADM	*0.84*	*0.46*	*0.01*	*1.31*

020 - Alexander County

ADM 5,395

	State	Local	Federal	Total
Superintendent	0.97	0.03	0.00	1.00
Associate Superintendent	0.95	0.05	0.00	1.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.00	3.00	0.00	8.00
Other Assignment	0.00	0.18	0.00	0.18
Total	**7.92**	**3.26**	**0.00**	**11.18**
Per 1,000 ADM	*1.47*	*0.60*	*0.00*	*2.07*

030 - Alleghany County

ADM 1,442

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.80	0.25	0.39	6.44
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.80**	**0.25**	**0.39**	**8.44**
Per 1,000 ADM	*5.41*	*0.17*	*0.27*	*5.85*

040 - Anson County

ADM 4,553

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.50	0.00	0.00	1.50
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.96	0.00	0.50	5.46
Other Assignment	0.00	0.00	0.00	0.00
Total	**8.46**	**0.00**	**0.50**	**8.96**
Per 1,000 ADM	*1.86*	*0.00*	*0.11*	*1.97*

PS-57 REV.

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

050 - Ashe County

ADM 3,211

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	0.00	0.00	0.00	0.00
Supervisor, Director, Coordinator	4.10	3.40	1.00	8.50
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.10**	**3.40**	**1.00**	**11.50**
Per 1,000 ADM	*2.21*	*1.06*	*0.31*	*3.58*

060 - Avery County

ADM 2,415

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.60	1.00	1.10	6.70
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.60**	**1.00**	**1.10**	**9.70**
Per 1,000 ADM	*3.15*	*0.41*	*0.46*	*4.02*

070 - Beaufort County

ADM 7,428

	State	Local	Federal	Total
Superintendent	0.86	0.00	0.00	0.86
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	9.27	2.00	1.90	13.17
Other Assignment	0.00	0.00	0.00	0.00
Total	**12.13**	**2.00**	**1.90**	**16.03**
Per 1,000 ADM	*1.63*	*0.27*	*0.26*	*2.16*

080 - Bertie County

ADM 3,686

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	0.70	0.30	0.00	1.00
Supervisor, Director, Coordinator	6.45	4.27	1.28	12.00
Other Assignment	0.00	2.00	0.00	2.00
Total	**10.15**	**6.57**	**1.28**	**18.00**
Per 1,000 ADM	*2.75*	*1.78*	*0.35*	*4.88*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

090 - Bladen County

ADM 5,699

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	1.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	8.50	8.00	0.00	16.50
Other Assignment	0.00	0.00	0.00	0.00
Total	**11.50**	**8.00**	**1.00**	**20.50**
Per 1,000 ADM	*2.02*	*1.40*	*0.18*	*3.60*

100 - Brunswick County

ADM 10,275

	State	Local	Federal	Total
Superintendent	0.87	0.00	0.00	0.87
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	1.00	0.00	3.00
Finance Officer	0.00	0.00	0.00	0.00
Supervisor, Director, Coordinator	7.00	8.00	1.75	16.75
Other Assignment	0.00	0.00	0.00	0.00
Total	**9.87**	**9.00**	**1.75**	**20.62**
Per 1,000 ADM	*0.96*	*0.88*	*0.17*	*2.01*

110 - Buncombe County

ADM 24,875

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	14.00	3.52	2.00	19.52
Other Assignment	0.00	0.00	0.00	0.00
Total	**18.00**	**3.52**	**2.00**	**23.52**
Per 1,000 ADM	*0.72*	*0.14*	*0.08*	*0.95*

111 - Asheville City

ADM 4,088

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	0.14	0.86	0.00	1.00
Supervisor, Director, Coordinator	4.40	11.25	0.60	16.25
Other Assignment	0.00	1.00	0.00	1.00
Total	**6.54**	**13.11**	**0.60**	**20.25**
Per 1,000 ADM	*1.60*	*3.21*	*0.15*	*4.95*

PS - 59 REV.

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

120 - Burke County

ADM 14,571

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	0.00	0.00	0.00	0.00
Supervisor, Director, Coordinator	10.50	2.00	0.50	13.00
Other Assignment	0.00	1.00	0.00	1.00
Total	**12.50**	**3.00**	**0.50**	**16.00**
Per 1,000 ADM	*0.86*	*0.21*	*0.03*	*1.10*

130 - Cabarrus County

ADM 19,092

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	3.00	0.00	0.00	3.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	8.00	5.01	2.75	15.76
Other Assignment	0.00	1.00	0.00	1.00
Total	**13.00**	**6.01**	**2.75**	**21.76**
Per 1,000 ADM	*0.68*	*0.31*	*0.14*	*1.14*

132 - Kannapolis City

ADM 4,352

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.60	0.00	0.40	1.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.00	2.00	0.00	7.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.60**	**2.00**	**0.40**	**10.00**
Per 1,000 ADM	*1.75*	*0.46*	*0.09*	*2.30*

140 - Caldwell County

ADM 12,666

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	8.00	3.50	1.00	12.50
Other Assignment	0.00	1.00	0.00	1.00
Total	**11.00**	**4.50**	**1.00**	**16.50**
Per 1,000 ADM	*0.87*	*0.36*	*0.08*	*1.30*

PS-60 REV.

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

150 - Camden County

ADM 1,341

	State	Local	Federal	Total
Superintendent	0.00	0.00	0.00	0.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	6.00	1.00	0.00	7.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.00**	**1.00**	**0.00**	**8.00**
Per 1,000 ADM	*5.22*	*0.75*	*0.00*	*5.97*

160 - Carteret County

ADM 8,374

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.75	0.00	0.00	1.75
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	6.00	4.97	0.25	11.22
Other Assignment	0.00	0.00	0.00	0.00
Total	**9.75**	**4.97**	**0.25**	**14.97**
Per 1,000 ADM	*1.16*	*0.59*	*0.03*	*1.79*

170 - Caswell County

ADM 3,598

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.79	0.21	0.00	3.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.00	2.00	0.00	7.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**9.79**	**2.21**	**0.00**	**12.00**
Per 1,000 ADM	*2.72*	*0.61*	*0.00*	*3.34*

180 - Catawba County

ADM 16,363

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	0.00	1.00	0.00	1.00
Finance Officer	0.71	0.00	0.00	0.71
Supervisor, Director, Coordinator	11.20	4.50	0.30	16.00
Other Assignment	0.00	1.29	0.00	1.29
Total	**13.91**	**6.79**	**0.30**	**21.00**
Per 1,000 ADM	*0.85*	*0.41*	*0.02*	*1.28*

PS - 61 REV.

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

181 - Hickory City

ADM 4,557

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.69	0.00	0.00	1.69
Finance Officer	0.00	0.00	0.00	0.00
Supervisor, Director, Coordinator	3.82	1.00	0.31	5.13
Other Assignment	0.00	1.00	0.00	1.00
Total	**6.51**	**2.00**	**0.31**	**8.82**
Per 1,000 ADM	*1.43*	*0.44*	*0.07*	*1.94*

182 - Newton-Conover

ADM 2,737

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.21	5.04	0.75	10.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.21**	**5.04**	**0.75**	**13.00**
Per 1,000 ADM	*2.63*	*1.84*	*0.27*	*4.75*

190 - Chatham County

ADM 7,029

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.67	0.00	0.00	2.67
Finance Officer	1.00	0.36	0.00	1.36
Supervisor, Director, Coordinator	3.04	6.59	1.05	10.68
Other Assignment	0.00	2.90	0.00	2.90
Total	**7.70**	**9.85**	**1.05**	**18.60**
Per 1,000 ADM	*1.10*	*1.40*	*0.15*	*2.65*

200 - Cherokee County

ADM 3,530

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.00	0.00	0.00	4.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.00**	**0.00**	**0.00**	**7.00**
Per 1,000 ADM	*1.98*	*0.00*	*0.00*	*1.98*

PS - 62 REV.

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

210 - Edenton/Chowan

ADM 2,539

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.97	1.33	0.70	7.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**8.97**	**1.33**	**0.70**	**11.00**
Per 1,000 ADM	*3.53*	*0.52*	*0.28*	*4.33*

220 - Clay County

ADM 1,270

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	0.00	0.00	0.00	0.00
Supervisor, Director, Coordinator	4.00	0.00	0.00	4.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**6.00**	**0.00**	**0.00**	**6.00**
Per 1,000 ADM	*4.72*	*0.00*	*0.00*	*4.72*

230 - Cleveland County

ADM 9,513

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.88	0.00	0.88
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	9.00	4.00	0.00	13.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**11.00**	**4.88**	**0.00**	**15.88**
Per 1,000 ADM	*1.16*	*0.51*	*0.00*	*1.67*

231 - Kings Mountain District

ADM 4,517

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	3.67	3.00	0.25	6.92
Other Assignment	0.00	0.00	0.00	0.00
Total	**6.67**	**3.00**	**0.25**	**9.92**
Per 1,000 ADM	*1.48*	*0.66*	*0.06*	*2.20*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

232 - Shelby City

ADM 3,266

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.20	4.50	0.60	9.30
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.20**	**4.50**	**0.60**	**12.30**
Per 1,000 ADM	*2.20*	*1.38*	*0.18*	*3.77*

240 - Columbus County

ADM 7,375

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	6.55	4.00	1.64	12.19
Other Assignment	0.00	0.00	0.00	0.00
Total	**9.55**	**4.00**	**1.64**	**15.19**
Per 1,000 ADM	*1.29*	*0.54*	*0.22*	*2.06*

241 - Whiteville City

ADM 2,777

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	2.61	2.22	0.17	5.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**5.61**	**2.22**	**0.17**	**8.00**
Per 1,000 ADM	*2.02*	*0.80*	*0.06*	*2.88*

250 - Craven County

ADM 14,840

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	10.35	1.50	3.15	15.00
Other Assignment	0.00	1.00	0.00	1.00
Total	**14.35**	**2.50**	**3.15**	**20.00**
Per 1,000 ADM	*0.97*	*0.17*	*0.21*	*1.35*

PS-64 REV.

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

260 - Cumberland County

ADM 51,363

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	5.00	0.00	0.00	5.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	21.25	20.04	8.30	49.59
Other Assignment	0.00	0.00	0.00	0.00
Total	**28.25**	**20.04**	**8.30**	**56.59**
Per 1,000 ADM	*0.55*	*0.39*	*0.16*	*1.10*

270 - Currituck County

ADM 3,190

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	6.42	2.00	0.00	8.42
Other Assignment	0.00	0.00	0.00	0.00
Total	**9.42**	**2.00**	**0.00**	**11.42**
Per 1,000 ADM	*2.95*	*0.63*	*0.00*	*3.58*

280 - Dare County

ADM 4,711

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	0.00	0.00	0.00	0.00
Supervisor, Director, Coordinator	4.95	2.30	0.00	7.25
Other Assignment	0.00	0.00	0.00	0.00
Total	**6.95**	**2.30**	**0.00**	**9.25**
Per 1,000 ADM	*1.48*	*0.49*	*0.00*	*1.96*

290 - Davidson County

ADM 19,055

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	11.00	2.50	1.38	14.88
Other Assignment	0.00	3.00	0.00	3.00
Total	**15.00**	**5.50**	**1.38**	**21.88**
Per 1,000 ADM	*0.79*	*0.29*	*0.07*	*1.15*

PS-65 REV.

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

291 - Lexington City

ADM 3,241

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	2.25	1.00	1.25	4.50
Other Assignment	0.00	0.00	0.00	0.00
Total	**5.25**	**1.00**	**1.25**	**7.50**
Per 1,000 ADM	*1.62*	*0.31*	*0.39*	*2.31*

292 - Thomasville City

ADM 2,342

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	0.96	0.00	0.00	0.96
Supervisor, Director, Coordinator	5.45	2.00	0.00	7.45
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.41**	**2.00**	**0.00**	**9.41**
Per 1,000 ADM	*3.16*	*0.85*	*0.00*	*4.02*

300 - Davie County

ADM 5,756

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	0.00	1.00	0.00	1.00
Supervisor, Director, Coordinator	6.90	2.84	0.10	9.84
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.90**	**3.84**	**0.10**	**11.84**
Per 1,000 ADM	*1.37*	*0.67*	*0.02*	*2.06*

310 - Duplin County

ADM 8,668

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	0.00	0.00	0.00	0.00
Supervisor, Director, Coordinator	7.04	3.49	1.60	12.12
Other Assignment	0.00	1.00	0.00	1.00
Total	**10.04**	**4.49**	**1.60**	**16.12**
Per 1,000 ADM	*1.16*	*0.52*	*0.18*	*1.86*

PS-66 REV.

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

320 - Durham County

ADM 29,033

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	5.00	0.00	0.00	5.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	16.18	14.10	3.00	33.28
Other Assignment	0.00	4.00	0.00	4.00
Total	**23.18**	**18.10**	**3.00**	**44.28**
Per 1,000 ADM	*0.80*	*0.62*	*0.10*	*1.53*

330 - Edgecombe County

ADM 7,771

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	2.00	0.00	0.00	2.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	6.00	14.62	2.25	22.87
Other Assignment	0.00	1.00	0.00	1.00
Total	**10.00**	**15.62**	**2.25**	**27.87**
Per 1,000 ADM	*1.29*	*2.01*	*0.29*	*3.59*

340 - Forsyth County

ADM 44,341

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	6.00	2.00	0.00	8.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	14.97	8.19	3.00	26.15
Other Assignment	0.00	14.00	0.00	14.00
Total	**22.97**	**24.19**	**3.00**	**50.15**
Per 1,000 ADM	*0.52*	*0.55*	*0.07*	*1.13*

350 - Franklin County

ADM 7,672

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	3.00	0.00	0.00	3.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	6.50	6.00	0.50	13.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**11.50**	**6.00**	**0.50**	**18.00**
Per 1,000 ADM	*1.50*	*0.78*	*0.07*	*2.35*

PS-67 REV.

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

360 - Gaston County

ADM 30,431

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	2.00	1.00	0.00	3.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	16.50	19.00	2.08	37.58
Other Assignment	0.00	5.00	0.00	5.00
Total	**20.50**	**25.00**	**2.08**	**47.58**
Per 1,000 ADM	*0.67*	*0.82*	*0.07*	*1.56*

370 - Gates County

ADM 2,056

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.48	3.47	0.45	8.40
Other Assignment	0.00	1.00	0.00	1.00
Total	**7.48**	**4.47**	**0.45**	**12.40**
Per 1,000 ADM	*3.64*	*2.17*	*0.22*	*6.03*

380 - Graham County

ADM 1,204

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.75	0.00	0.25	5.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.75**	**0.00**	**0.25**	**8.00**
Per 1,000 ADM	*6.44*	*0.00*	*0.21*	*6.64*

390 - Granville County

ADM 8,140

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	3.00	0.00	0.00	3.00
Finance Officer	0.00	0.00	0.00	0.00
Supervisor, Director, Coordinator	7.75	3.42	0.25	11.42
Other Assignment	0.00	5.00	0.00	5.00
Total	**11.75**	**8.42**	**0.25**	**20.42**
Per 1,000 ADM	*1.44*	*1.03*	*0.03*	*2.51*

PS-68 REV.

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

400 - Greene County

ADM 2,907

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.60	0.28	1.53	7.41
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.60**	**0.28**	**1.53**	**9.41**
Per 1,000 ADM	*2.61*	*0.09*	*0.53*	*3.24*

410 - Guilford County

ADM 63,152

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	4.68	0.00	0.00	4.68
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	23.02	24.12	2.93	50.07
Other Assignment	0.00	15.00	0.00	15.00
Total	**29.70**	**39.12**	**2.93**	**71.75**
Per 1,000 ADM	*0.47*	*0.62*	*0.05*	*1.14*

420 - Halifax County

ADM 6,214

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.50	0.50	0.00	1.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.23	6.32	2.38	13.92
Other Assignment	0.00	8.00	0.00	8.00
Total	**8.73**	**14.82**	**2.38**	**25.92**
Per 1,000 ADM	*1.40*	*2.38*	*0.38*	*4.17*

421 - Roanoke Rapids City

ADM 3,066

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	3.15	2.85	0.00	6.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.15**	**2.85**	**0.00**	**10.00**
Per 1,000 ADM	*2.33*	*0.93*	*0.00*	*3.26*

PS-69 REV.

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

422 - Weldon City

ADM 1,158

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.55	0.00	0.00	0.55
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.00	1.00	0.45	6.45
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.55**	**1.00**	**0.45**	**9.00**
Per 1,000 ADM	*6.52*	*0.86*	*0.39*	*7.77*

430 - Harnett County

ADM 17,595

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.85	0.00	0.00	1.85
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	10.50	2.00	2.50	15.00
Other Assignment	0.00	0.91	0.00	0.91
Total	**14.35**	**2.91**	**2.50**	**19.76**
Per 1,000 ADM	*0.82*	*0.17*	*0.14*	*1.12*

440 - Haywood County

ADM 7,828

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	0.45	0.00	0.00	0.45
Finance Officer	0.55	0.00	0.00	0.55
Supervisor, Director, Coordinator	6.75	2.95	1.30	11.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**9.75**	**2.95**	**1.30**	**14.00**
Per 1,000 ADM	*1.25*	*0.38*	*0.17*	*1.79*

450 - Henderson County

ADM 11,578

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	1.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	13.21	4.04	0.79	18.04
Other Assignment	0.00	0.00	0.00	0.00
Total	**16.21**	**5.04**	**0.79**	**22.04**
Per 1,000 ADM	*1.40*	*0.43*	*0.07*	*1.90*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

460 - Hertford County

ADM 4,062

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.84	0.00	0.00	0.84
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.25	4.75	0.90	9.90
Other Assignment	0.00	1.00	0.00	1.00
Total	**9.09**	**5.75**	**0.90**	**15.74**
Per 1,000 ADM	*2.24*	*1.42*	*0.22*	*3.87*

470 - Hoke County

ADM 6,243

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	8.48	2.00	1.52	12.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**11.48**	**2.00**	**1.52**	**15.00**
Per 1,000 ADM	*1.84*	*0.32*	*0.24*	*2.40*

480 - Hyde County

ADM 731

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.75	1.25	0.00	7.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.75**	**1.25**	**0.00**	**9.00**
Per 1,000 ADM	*10.60*	*1.71*	*0.00*	*12.31*

490 - Iredell-Statesville Schools

ADM 17,263

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	3.00	0.00	0.00	3.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	0.00	0.00	0.00	0.00
Supervisor, Director, Coordinator	8.86	9.69	0.50	19.05
Other Assignment	0.00	0.00	0.00	0.00
Total	**12.86**	**9.69**	**0.50**	**23.05**
Per 1,000 ADM	*0.74*	*0.56*	*0.03*	*1.33*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

491 - Mooresville City

ADM 3,885

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	2.00	0.00	0.00	2.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.60	2.00	0.00	6.60
Other Assignment	0.00	0.00	0.00	0.00
Total	**8.60**	**2.00**	**0.00**	**10.60**
Per 1,000 ADM	*2.21*	*0.51*	*0.00*	*2.73*

500 - Jackson County

ADM 3,547

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	6.02	1.48	0.00	7.50
Other Assignment	0.00	0.00	0.00	0.00
Total	**9.02**	**1.48**	**0.00**	**10.50**
Per 1,000 ADM	*2.54*	*0.42*	*0.00*	*2.96*

510 - Johnston County

ADM 21,411

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	1.15	0.00	0.10	1.25
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	11.00	8.30	2.20	21.50
Other Assignment	0.00	10.00	0.00	10.00
Total	**15.15**	**18.30**	**2.30**	**35.75**
Per 1,000 ADM	*0.71*	*0.85*	*0.11*	*1.67*

520 - Jones County

ADM 1,520

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.50	2.00	0.50	8.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.50**	**2.00**	**0.50**	**10.00**
Per 1,000 ADM	*4.93*	*1.32*	*0.33*	*6.58*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

530 - Lee County

ADM 8,717

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	7.25	4.00	0.75	12.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**11.25**	**4.00**	**0.75**	**16.00**
Per 1,000 ADM	*1.29*	*0.46*	*0.09*	*1.84*

540 - Lenoir County

ADM 10,302

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	11.00	3.84	1.00	15.84
Other Assignment	0.00	0.00	0.00	0.00
Total	**15.00**	**3.84**	**1.00**	**19.84**
Per 1,000 ADM	*1.46*	*0.37*	*0.10*	*1.93*

550 - Lincoln County

ADM 10,704

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.03	5.92	1.05	12.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**10.03**	**5.92**	**1.05**	**17.00**
Per 1,000 ADM	*0.94*	*0.55*	*0.10*	*1.59*

560 - Macon County

ADM 4,182

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.87	0.00	0.00	4.87
Other Assignment	0.00	0.00	0.00	0.00
Total	**8.87**	**0.00**	**0.00**	**8.87**
Per 1,000 ADM	*2.12*	*0.00*	*0.00*	*2.12*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

570 - Madison County

ADM 2,553

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.92	1.41	1.09	8.42
Other Assignment	0.00	0.00	0.00	0.00
Total	**8.92**	**1.41**	**1.09**	**11.42**
Per 1,000 ADM	*3.49*	*0.55*	*0.43*	*4.47*

580 - Martin County

ADM 4,916

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	7.50	2.00	0.00	9.50
Other Assignment	0.00	0.00	0.00	0.00
Total	**9.50**	**2.00**	**0.00**	**11.50**
Per 1,000 ADM	*1.93*	*0.41*	*0.00*	*2.34*

590 - McDowell County

ADM 6,465

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.50	0.00	0.50	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	8.00	1.00	0.00	9.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**11.50**	**1.00**	**0.50**	**13.00**
Per 1,000 ADM	*1.78*	*0.15*	*0.08*	*2.01*

600 - Charlotte-Mecklenburg

ADM 102,535

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	2.02	0.00	3.02
Assistant Superintendent	7.00	3.50	0.00	10.50
Finance Officer	0.98	0.00	0.00	0.98
Supervisor, Director, Coordinator	28.98	108.51	9.47	146.96
Other Assignment	0.00	0.00	0.00	0.00
Total	**38.96**	**114.03**	**9.47**	**162.46**
Per 1,000 ADM	*0.38*	*1.11*	*0.09*	*1.58*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

610 - Mitchell County

ADM 2,412

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.30	0.00	0.40	2.70
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	3.58	0.00	0.00	3.58
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.88**	**0.00**	**0.40**	**8.28**
Per 1,000 ADM	*3.27*	*0.00*	*0.17*	*3.43*

620 - Montgomery County

ADM 4,577

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	7.35	1.00	0.68	9.03
Other Assignment	0.00	2.00	0.00	2.00
Total	**10.35**	**3.00**	**0.68**	**14.03**
Per 1,000 ADM	*2.26*	*0.66*	*0.15*	*3.07*

630 - Moore County

ADM 11,138

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	1.00	0.00	2.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.00	15.62	1.75	22.37
Other Assignment	0.00	0.00	0.00	0.00
Total	**10.00**	**16.62**	**1.75**	**28.37**
Per 1,000 ADM	*0.90*	*1.49*	*0.16*	*2.55*

640 - Nash-Rocky Mount

ADM 17,822

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	0.00	1.00	0.00	1.00
Supervisor, Director, Coordinator	14.38	7.09	1.00	22.47
Other Assignment	0.00	2.00	0.00	2.00
Total	**15.38**	**10.09**	**1.00**	**26.47**
Per 1,000 ADM	*0.86*	*0.57*	*0.06*	*1.49*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

650 - New Hanover County

ADM 21,488

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	2.00	1.00	0.00	3.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	9.91	18.86	2.00	30.77
Other Assignment	0.00	0.00	0.00	0.00
Total	**14.91**	**19.86**	**2.00**	**36.77**
Per 1,000 ADM	*0.69*	*0.92*	*0.09*	*1.71*

660 - Northampton County

ADM 3,789

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.92	1.00	1.70	8.62
Other Assignment	1.00	0.00	0.00	1.00
Total	**9.92**	**1.00**	**1.70**	**12.62**
Per 1,000 ADM	*2.62*	*0.26*	*0.45*	*3.33*

670 - Onslow County

ADM 21,040

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	3.00	0.00	0.00	3.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	9.15	9.16	1.85	20.16
Other Assignment	0.00	0.00	0.00	0.00
Total	**14.15**	**9.16**	**1.85**	**25.16**
Per 1,000 ADM	*0.67*	*0.44*	*0.09*	*1.20*

680 - Orange County

ADM 6,373

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	2.00	0.00	0.00	2.00
Supervisor, Director, Coordinator	4.81	9.50	0.00	14.31
Other Assignment	0.00	2.00	0.00	2.00
Total	**9.81**	**11.50**	**0.00**	**21.31**
Per 1,000 ADM	*1.54*	*1.80*	*0.00*	*3.34*

PS-76 REV.

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

681 - Chapel Hill-Carrboro

ADM 9,381

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	3.00	0.00	0.00	3.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	7.00	13.05	0.50	20.55
Other Assignment	0.00	0.00	0.00	0.00
Total	**12.00**	**13.05**	**0.50**	**25.55**
Per 1,000 ADM	*1.28*	*1.39*	*0.05*	*2.72*

690 - Pamlico County

ADM 1,838

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	6.00	0.00	0.00	6.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**10.00**	**0.00**	**0.00**	**10.00**
Per 1,000 ADM	*5.44*	*0.00*	*0.00*	*5.44*

700 - Pasquotank County

ADM 6,062

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.59	3.92	1.48	10.99
Other Assignment	0.00	2.00	0.00	2.00
Total	**9.59**	**5.92**	**1.48**	**16.99**
Per 1,000 ADM	*1.58*	*0.98*	*0.24*	*2.80*

710 - Pender County

ADM 6,668

	State	Local	Federal	Total
Superintendent	0.78	0.22	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.71	0.29	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	7.74	6.36	0.90	15.00
Other Assignment	0.00	1.00	0.00	1.00
Total	**10.23**	**7.87**	**0.90**	**19.00**
Per 1,000 ADM	*1.53*	*1.18*	*0.13*	*2.85*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

720 - Perquimans County

ADM 1,799

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	6.00	0.84	0.00	6.84
Other Assignment	0.00	0.00	0.00	0.00
Total	**8.00**	**0.84**	**0.00**	**8.84**
Per 1,000 ADM	*4.45*	*0.47*	*0.00*	*4.92*

730 - Person County

ADM 5,985

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.85	0.00	0.00	0.85
Assistant Superintendent	1.00	1.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	5.73	1.30	1.70	8.73
Other Assignment	0.00	0.00	0.00	0.00
Total	**9.58**	**2.30**	**1.70**	**13.58**
Per 1,000 ADM	*1.60*	*0.38*	*0.28*	*2.27*

740 - Pitt County

ADM 20,407

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	3.00	0.00	0.00	3.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	12.95	2.70	1.35	17.00
Other Assignment	0.00	1.00	0.00	1.00
Total	**17.95**	**3.70**	**1.35**	**23.00**
Per 1,000 ADM	*0.88*	*0.18*	*0.07*	*1.13*

750 - Polk County

ADM 2,343

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.25	0.71	0.00	4.96
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.25**	**0.71**	**0.00**	**7.96**
Per 1,000 ADM	*3.10*	*0.30*	*0.00*	*3.40*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

760 - Randolph County

ADM 17,072

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	12.65	4.50	0.28	17.43
Other Assignment	0.00	0.00	0.00	0.00
Total	**16.65**	**4.50**	**0.28**	**21.43**
Per 1,000 ADM	*0.98*	*0.26*	*0.02*	*1.26*

761 - Asheboro City

ADM 4,315

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	2.75	4.50	1.25	8.50
Other Assignment	0.00	0.00	0.00	0.00
Total	**6.75**	**4.50**	**1.25**	**12.50**
Per 1,000 ADM	*1.56*	*1.04*	*0.29*	*2.90*

770 - Richmond County

ADM 8,370

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	7.12	1.00	3.00	11.12
Other Assignment	0.00	0.00	0.00	0.00
Total	**12.12**	**1.00**	**3.00**	**16.12**
Per 1,000 ADM	*1.45*	*0.12*	*0.36*	*1.93*

780 - Robeson County

ADM 23,912

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	2.00	0.00	0.00	2.00
Assistant Superintendent	0.86	0.00	0.00	0.86
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	14.31	11.14	4.50	29.95
Other Assignment	0.00	1.00	0.00	1.00
Total	**19.17**	**12.14**	**4.50**	**35.81**
Per 1,000 ADM	*0.80*	*0.51*	*0.19*	*1.50*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

790 - Rockingham County

ADM 14,633

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	2.00	0.00	3.00
Supervisor, Director, Coordinator	8.21	7.45	3.20	18.85
Other Assignment	0.00	0.00	0.00	0.00
Total	**12.21**	**9.45**	**3.20**	**24.85**
Per 1,000 ADM	*0.83*	*0.65*	*0.22*	*1.70*

800 - Rowan-Salisbury

ADM 20,245

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	7.94	1.45	1.00	10.39
Other Assignment	0.00	8.45	0.00	8.45
Total	**12.94**	**9.90**	**1.00**	**23.84**
Per 1,000 ADM	*0.64*	*0.49*	*0.05*	*1.18*

810 - Rutherford County

ADM 10,088

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	7.60	5.50	0.90	14.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**11.60**	**5.50**	**0.90**	**18.00**
Per 1,000 ADM	*1.15*	*0.55*	*0.09*	*1.78*

820 - Sampson County

ADM 8,023

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	1.80	0.00	2.80
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	6.00	3.59	0.95	10.54
Other Assignment	0.00	0.00	0.00	0.00
Total	**9.00**	**5.39**	**0.95**	**15.34**
Per 1,000 ADM	*1.12*	*0.67*	*0.12*	*1.91*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

821 - Clinton City

ADM 2,602

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.75	0.00	0.25	1.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	1.83	0.17	0.00	2.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**5.58**	**0.17**	**0.25**	**6.00**
Per 1,000 ADM	*2.15*	*0.06*	*0.10*	*2.31*

830 - Scotland County

ADM 6,993

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.93	0.00	0.00	1.93
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	0.00	1.00	0.00	1.00
Supervisor, Director, Coordinator	6.50	2.00	2.41	10.91
Other Assignment	0.00	1.00	0.00	1.00
Total	**9.43**	**4.00**	**2.41**	**15.84**
Per 1,000 ADM	*1.35*	*0.57*	*0.34*	*2.26*

840 - Stanly County

ADM 10,264

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	2.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	10.00	2.00	1.00	13.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**12.00**	**4.00**	**1.00**	**17.00**
Per 1,000 ADM	*1.17*	*0.39*	*0.10*	*1.66*

850 - Stokes County

ADM 7,301

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	6.60	2.00	0.00	8.60
Other Assignment	0.00	6.00	0.00	6.00
Total	**9.60**	**8.00**	**0.00**	**17.60**
Per 1,000 ADM	*1.31*	*1.10*	*0.00*	*2.41*

PS-81 REV.

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

860 - Surry County

ADM 8,429

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	0.70	0.30	0.00	1.00
Supervisor, Director, Coordinator	6.26	3.74	1.00	11.00
Other Assignment	0.00	0.00	0.00	0.00
Total	**9.96**	**4.04**	**1.00**	**15.00**
Per 1,000 ADM	*1.18*	*0.48*	*0.12*	*1.78*

861 - Elkin City

ADM 1,090

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	3.50	1.00	0.00	4.50
Other Assignment	0.00	0.00	0.00	0.00
Total	**5.50**	**1.00**	**0.00**	**6.50**
Per 1,000 ADM	*5.05*	*0.92*	*0.00*	*5.96*

862 - Mount Airy City

ADM 2,020

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	3.35	3.00	0.15	6.50
Other Assignment	0.00	0.00	0.00	0.00
Total	**5.35**	**3.00**	**0.15**	**8.50**
Per 1,000 ADM	*2.65*	*1.49*	*0.07*	*4.21*

870 - Swain County

ADM 1,732

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	6.00	0.00	0.50	6.50
Other Assignment	1.00	0.00	0.00	1.00
Total	**11.00**	**0.00**	**0.50**	**11.50**
Per 1,000 ADM	*6.35*	*0.00*	*0.29*	*6.64*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

880 - Transylvania County

ADM 3,912

	State	Local	Federal	Total
Superintendent	0.92	0.08	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	7.43	1.50	0.41	9.34
Other Assignment	0.00	1.00	0.00	1.00
Total	**9.35**	**2.58**	**0.41**	**12.34**
Per 1,000 ADM	*2.39*	*0.66*	*0.10*	*3.15*

890 - Tyrrell County

ADM 777

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.87	0.00	0.00	4.87
Other Assignment	0.00	0.00	0.00	0.00
Total	**7.87**	**0.00**	**0.00**	**7.87**
Per 1,000 ADM	*10.13*	*0.00*	*0.00*	*10.13*

900 - Union County

ADM 22,886

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	0.00	1.00	0.00	1.00
Supervisor, Director, Coordinator	1.00	18.85	1.00	20.85
Other Assignment	0.00	0.00	0.00	0.00
Total	**5.00**	**19.85**	**1.00**	**25.85**
Per 1,000 ADM	*0.22*	*0.87*	*0.04*	*1.13*

910 - Vance County

ADM 7,983

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	0.00	0.00	0.00	0.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	9.96	7.00	1.00	17.96
Other Assignment	0.00	0.00	0.00	0.00
Total	**11.96**	**7.00**	**1.00**	**19.96**
Per 1,000 ADM	*1.50*	*0.88*	*0.13*	*2.50*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

920 - Wake County

ADM 98,010

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	2.00	2.00	0.00	4.00
Assistant Superintendent	7.00	4.00	0.00	11.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	36.78	144.34	5.50	186.62
Other Assignment	0.00	29.80	0.00	29.80
Total	**47.78**	**180.13**	**5.50**	**233.41**
Per 1,000 ADM	*0.49*	*1.84*	*0.06*	*2.38*

930 - Warren County

ADM 3,262

	State	Local	Federal	Total
Superintendent	0.98	0.00	0.00	0.98
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.55	3.45	0.00	8.00
Other Assignment	0.88	1.00	0.00	1.88
Total	**8.41**	**4.45**	**0.00**	**12.86**
Per 1,000 ADM	*2.58*	*1.36*	*0.00*	*3.94*

940 - Washington County

ADM 2,420

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	0.00	0.00	0.00	0.00
Supervisor, Director, Coordinator	7.00	1.00	0.11	8.11
Other Assignment	0.00	0.00	0.00	0.00
Total	**9.00**	**1.00**	**0.11**	**10.11**
Per 1,000 ADM	*3.72*	*0.41*	*0.04*	*4.18*

950 - Watauga County

ADM 4,922

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.51	0.40	0.30	5.21
Other Assignment	0.00	2.80	0.00	2.80
Total	**8.51**	**3.20**	**0.30**	**12.01**
Per 1,000 ADM	*1.73*	*0.65*	*0.06*	*2.44*

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

960 - Wayne County

ADM 19,533

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	12.20	4.65	2.80	19.65
Other Assignment	0.00	0.00	0.00	0.00
Total	**16.20**	**4.65**	**2.80**	**23.65**
Per 1,000 ADM	*0.83*	*0.24*	*0.14*	*1.21*

970 - Wilkes County

ADM 10,165

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	1.00	0.00	0.00	1.00
Assistant Superintendent	1.00	0.00	0.00	1.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	8.60	3.00	1.01	12.61
Other Assignment	0.00	0.00	0.00	0.00
Total	**12.60**	**3.00**	**1.01**	**16.61**
Per 1,000 ADM	*1.24*	*0.30*	*0.10*	*1.63*

980 - Wilson County

ADM 12,254

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	3.00	0.00	0.00	3.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	7.00	2.00	0.75	9.75
Other Assignment	0.00	0.00	0.00	0.00
Total	**12.00**	**2.00**	**0.75**	**14.75**
Per 1,000 ADM	*0.98*	*0.16*	*0.06*	*1.20*

990 - Yadkin County

ADM 6,032

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.13	0.00	0.13
Assistant Superintendent	0.87	0.00	0.00	0.87
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	6.29	2.72	0.91	9.92
Other Assignment	0.53	1.00	0.00	1.53
Total	**9.69**	**3.85**	**0.91**	**14.45**
Per 1,000 ADM	*1.61*	*0.64*	*0.15*	*2.40*

PS-85 REV.

2000-2001 Central Office Administration

(Based on December 2000 LEA Payroll Data)

995 - Yancey County

ADM 2,494

	State	Local	Federal	Total
Superintendent	1.00	0.00	0.00	1.00
Associate Superintendent	0.00	0.00	0.00	0.00
Assistant Superintendent	2.00	0.00	0.00	2.00
Finance Officer	1.00	0.00	0.00	1.00
Supervisor, Director, Coordinator	4.00	1.00	0.25	5.25
Other Assignment	0.00	0.00	0.00	0.00
Total	**8.00**	**1.00**	**0.25**	**9.25**
Per 1,000 ADM	*3.21*	*0.40*	*0.10*	*3.71*

Statewide

ADM 1,274,326

	State	Local	Federal	Total
Superintendent	115.37	0.33	0.00	115.70
Associate Superintendent	57.11	7.57	0.65	65.33
Assistant Superintendent	148.64	18.79	2.00	169.43
Finance Officer	101.74	7.82	0.00	109.55
Supervisor, Director, Coordinator	894.46	769.97	128.53	1,792.96
Other Assignment	3.41	169.98	0.00	173.40
Total	**1,320.72**	**974.47**	**131.18**	**2,426.37**
Per 1,000 ADM	*1.04*	*0.76*	*0.10*	*1.90*

Notes:

1) All staffing numbers are in terms of FTE (full-time equivalent) employees. Contractors are not included in these counts.
2) FTEs are based on December 2000 UERS payroll input from the local education agencies.
3) ADM (Average Daily Membership) is for the 2000-2001 school year.
4) Superintendents are object code 111, Associate Superintendents are 112, Assistant Superintendents are 118 Finance Officers are 115, Supervisors, etc. are 113 and Others are 119.
5) Information was adjusted to reflect actual ftes exclusive of supplements.

PS-86 REV.

School Building Administrators

$271.1 million ($228.5 million without benefits)

Allotment

1 Principal for 12 months if:

- the school has 100 students or
- the school has 7 State-paid teachers

2,135 budgeted for FY 2000-2001.

Assistant Principals

- 1 month of employment for every 72.64 students.
- Local systems determine the length of employment (10 to 12 months) and school location.

1,777 10 month positions budgeted for FY 2000-2001

Salary

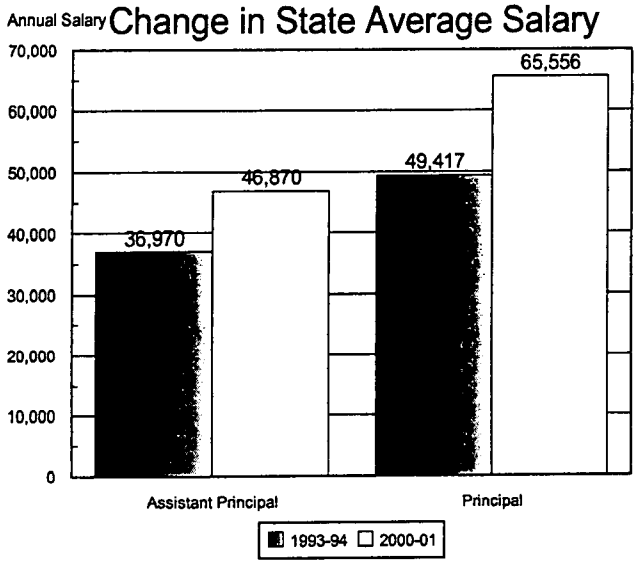
Principal: (Guaranteed positions)

- Based on the number of certified personnel assigned to the school.
- Placed based on the individual's years of experience as a teacher, assistant principal, and principal.
- For every 3 years as a principal, an additional year is added for placement.
- An additional 1% salary if the school meets or exceeds the ABCs.
- An additional 1% salary if the employee meets the school system's safe school requirements.
- A 1% bonus for meeting ABCs and a 1% bonus for safe school recognition.
- $750 for meeting ABCs expectations or $1,500 for exceeding.

Assistant Principal:

- Placed based on the individual's years of experience as a teacher and assistant principal.
- An additional 1% salary if the school meets or exceeds the ABCs.
- An additional 1% salary if the employee meets the school system's safe school requirements.
- A 1% bonus for meeting ABCs and a 1% bonus for safe school recognition.
- $750 for meeting ABCs expectations or $1,500 for exceeding.

School Building Administrators



Since 1993-94, the average assistant principal's State salary has increased 26.8%. The State average salaries for principals has increased 32.7% since 1993-94.

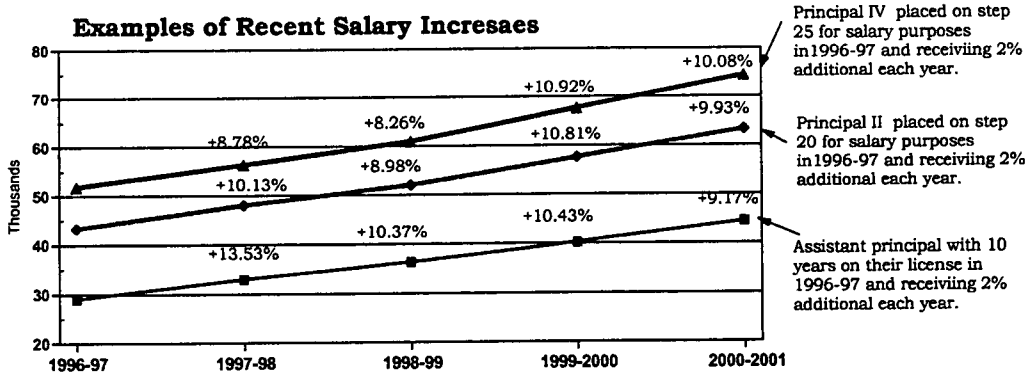
Average annual local supplements for school building administrators in FY 1999-2000 were:

Assistant Principals: *$4,082*
(range $0 in eight LEAS to $10,937 in Guilford).

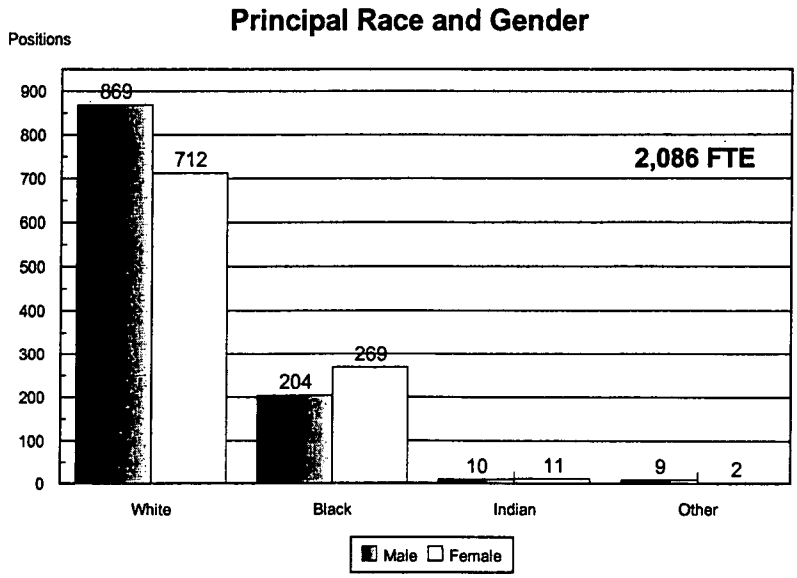
Principals: *$7,203*
(range $0 in four LEAS to $18,765 in Wake).

More Principal Salary Information

- Schools meeting expected or exemplary growth
  - FY 1997-98 83.61% 1% salary increase for FY 1998-99 and a 1% bonus for FY 1997-98.
  - FY 1998-99 81.20% 1% salary increase for FY 1999-00 and a 1% bonus for FY 1998-99.
  - FY 1999-00 69.60% 1% salary increase for FY 2000-01 and a 1% bonus for FY 1999-00.
- Schools Classified as Meeting Local Safe School Requirements
  - FY 1997-98 99.11% 1% salary increase for FY 1998-99 and a 1% bonus for FY 1997-98
  - FY 1998-99 98.79% 1% salary increase for FY 1999-00 and a 1% bonus for FY 1998-99.
  - FY 1999-00 99.33% 1% salary increase for FY 2000-01 and a 1% bonus for FY 1999-00.

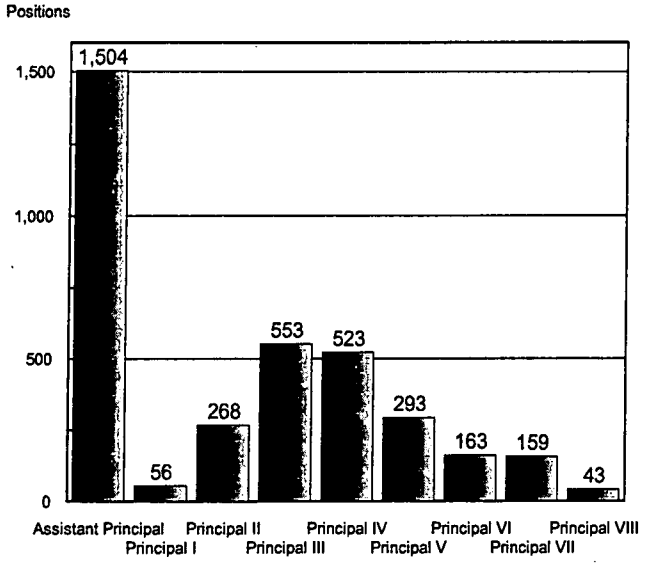


School Building Administrators
December 1999



School Building Administrators

December 2000

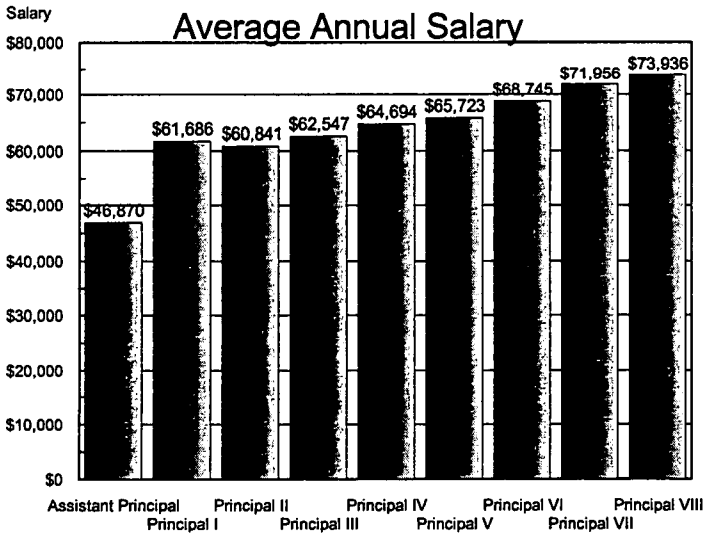


This chart outlines the Assistant Principals and Principals employed as of December 2000 (FY 2000-01) Principals are paid on various salary schedules based on the size of the school (not the type of school ... elementary, middle, or high).

Principal I	*0 to 10 teachers*
Principal II	*11 to 21 teachers*
Principal III	*22 to 32 teachers*
Principal IV	*33 to 43 teachers*
Principal V	*44 to 54 teachers*
Principal VI	*55 to 65 teachers*
Principal VII	*66 to 100 teachers*
Principal VIII	*> 100 teachers*

School Building Administrators

December 2000

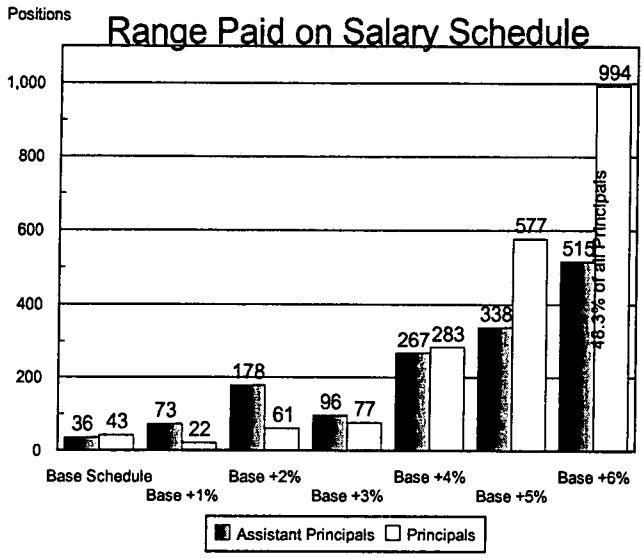


This chart estimates the average salary paid per salary schedule. The FY 2000-01 average salary for principals as of December 2000 was $65,556 (without benefits), $78,084 with benefits).

Principal I	*0 to 10 teachers*
Principal II	*11 to 21 teachers*
Principal III	*22 to 32 teachers*
Principal IV	*33 to 43 teachers*
Principal V	*44 to 54 teachers*
Principal VI	*55 to 65 teachers*
Principal VII	*66 to 100 teachers*
Principal VIII	*> 100 teachers*

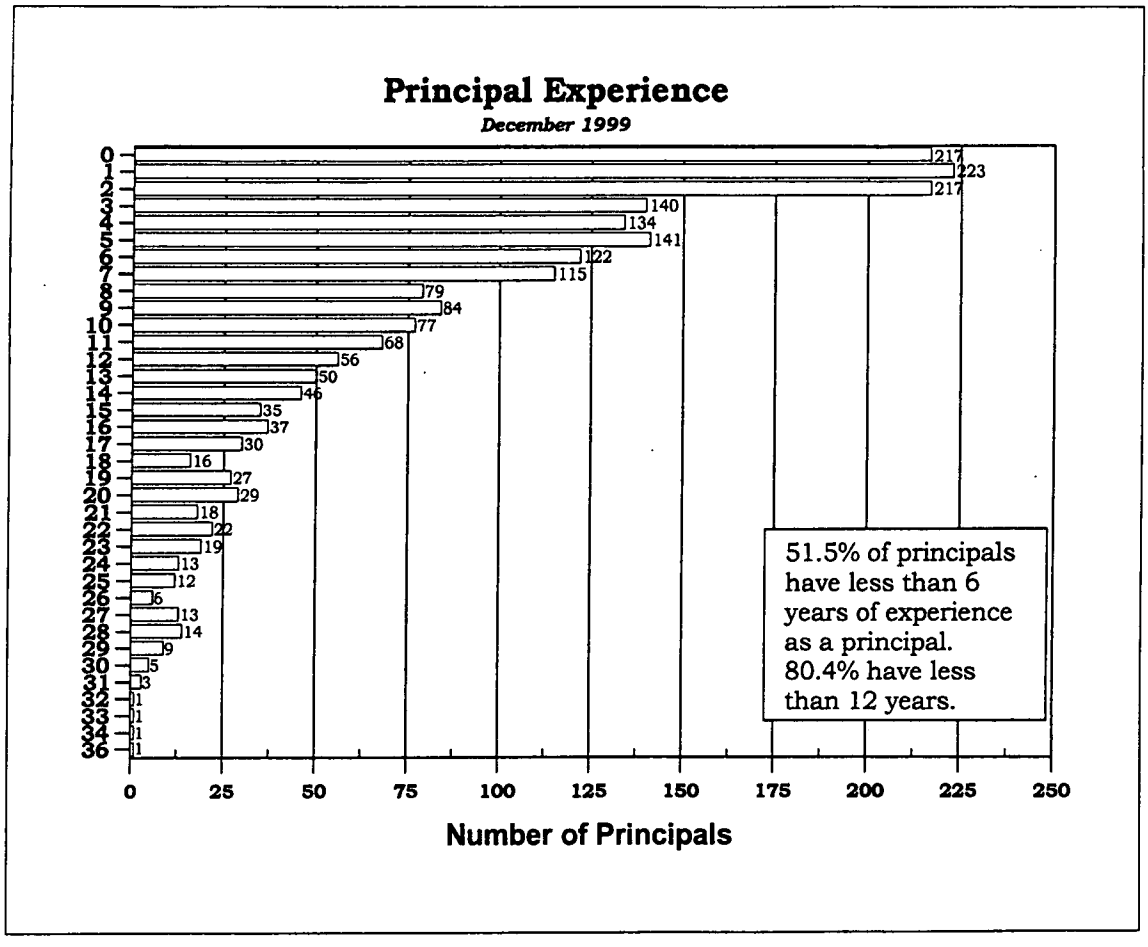
School Building Administrators

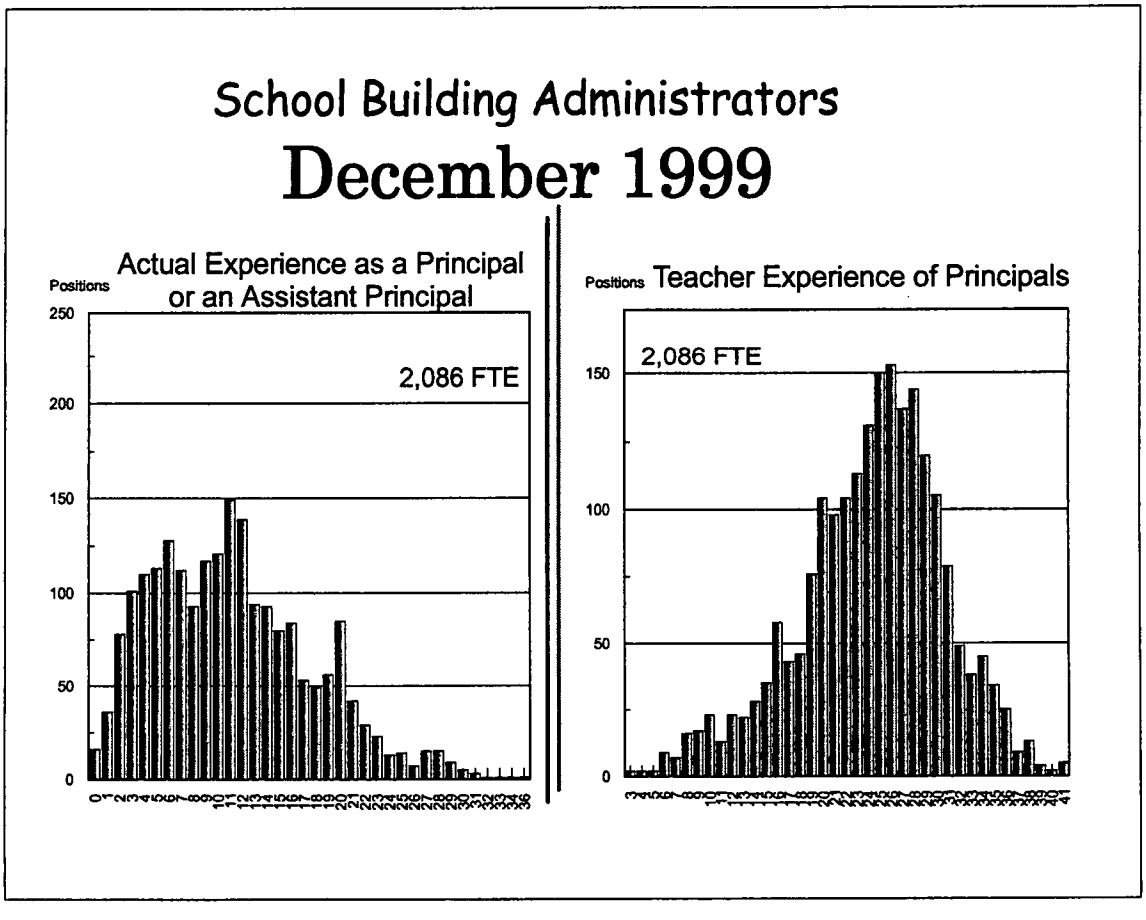
December 2000



Assistant Principals and Principals are paid on various salary schedules based on the number of years their school has been determined safe and or met or exceeded ABC expectations. Salary is based on the schedule, school size, and experience:

Asst. Principal	*$3,195 to $5,505*
Principal I	*$3,645 to $5,615*
Principal II	*$3,808 to $5,958*
Principal III	*$3,975 to $6,235*
Principal IV	*$4,095 to $6,578*
Principal V	*$4,218 to $6,844*
Principal VI	*$4,412 to $7,263*
Principal VII	*$4,620 to $7,708*
Principal VIII	*$4,763 to 7,862*


Principal Experience
December 1999
0 217
1 223
2 217
3 140
4 134
5 141
6 122
7 115
8 79
9 84
10 77
11 68
12 56
13 50
14 46
15 35
16 37
17 30
18 16
19 27
20 29
21 18
22 22
23 19
24 13
25 12
26 6
27 13
28 14
29 9
30 5
31 3
32 1
33 1
34 1
36 1
0 25 50 75 100 125 150 175 200 225 250
Number of Principals
51.5% of principals have less than 6 years of experience as a principal. 80.4% have less than 12 years.


School Building Administrators
December 1999
Actual Experience as a Principal or an Assistant Principal
Positions
250
200
150
100
50
0
2,086 FTE
Teacher Experience of Principals
Positions
150
100
50
0
2,086 FTE

An Example of Principal Pay - FY 2000-01

A principal in a school of 35 State paid teachers who worked 10 years as a teacher, 3 years as an assistant principal, and 10 years as a principal. The principal's assigned schools' have always met or exceeded expectations (last year they exceeded) and the schools' have always met the local system's safe school criteria.

Base State Salary	$59,892
A principal IV at level 26	
Additional 6%	3,588
1% each year for ABCs and 1% each year for safe schools	
Local Supplement	7,203
1999-2000 State average (lowest LEA average $0, highest LEA average $18,725)	
Longevity	2,297
Based on 3.25% (20 to 24 years)	
1% Bonus for ABCs (based on prior year's salary)	577
1% Bonus for Safe Schools (prior year's salary)	577
ABC Dollar Bonus	1,500
Total	**$75,634**

$77,195 with an advanced principal license (AP).
$78,769 with AP and a doctorate degree.

Same Example, Comparing Salaries:

Stayed an Assistant Principal
10 months
1999-2000 local supplement range was $0 to $10,937

Remained a Teacher *

	Principal		*Bachelor*	*Master Degree*	*Master + NBPTS*
Base State Salary	$59,892	$45,500	$40,950	$45,050	$50,450
Additional 6%	3,588	2,730	0	0	0
Mentor Pay	0	4,082	2,166	2,166	2,166
Local Supplement	7,203	0	1,100	1,100	1,100
Longevity	2,297	1,700	1,401	1,535	1,710
1% Bonus for ABCs	577	437	0	0	0
1% Bonus for Safe Schools	577	437	0	0	0
ABC Dollar Bonus	1,500	1,500	1,500	1,500	1,500
Total	$75,634	$56,386	$47,117	$51,351	$56,926
Advanced Degree Advanced & Doctorate	$77,195 $78,769	$57,947 $59,521	$48,678 $50,252	$52,912 $54,486	$58,487 $60,061

* A NBPTS certified teacher with a bachelor degree earns 12% more. 1999-2000 average Local supplements range from $0 to $4,485 and are usually calculated as a percentage of salary.

Calculating a Principal's State Paid Monthly Pay

- The number of State-funded teachers, instructional support personnel, and assistant principals at their assigned school.
- The total number of years-of-experience on their teaching license, plus one year of credit for every three years on their principal's license.
- Achievements in the ABCs.
- Achievements for maintaining a safe and orderly school.
- Their education level
  - + $126 per month for an advanced degree
  - + 253 per month for a doctorate.

Calculating a Principal's State Paid Annual Bonuses

- Longevity
  - 10 to 14 years of service 1.50%
  - 15 to 19 years of service 2.25%
  - 20 to 24 years of service 3.25%
  - 25+ 4.50%
- ABCs Bonus
  - $1,500 if their school exceeds ABCs projections **or**
  - $750 if their school meets ABCs projections.
- A 1% lump-sum payment of their prior year annual salary if their school meets or exceeds ABCs projections.
- A 1% lump-sum payment of their prior year annual salary if they maintain a safe and orderly school.

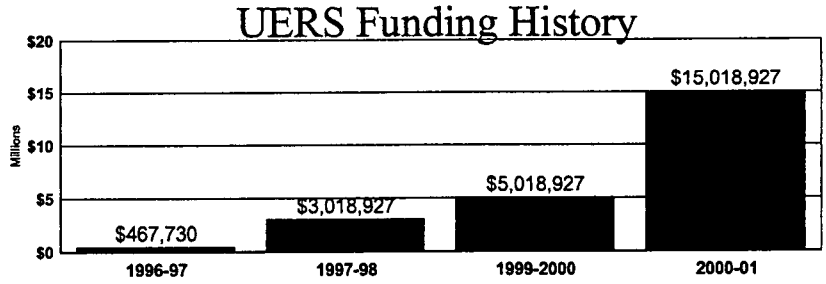
Examples of Flexibility:

For every month a school does not have a Principal, LEAs have access to:
$6,507 for a teacher position
or for
supplies/equipment *or for*
staff development.

For every month a school has a vacant Assistant Principal position, an LEA has access to:
$5,647 for a teacher position
or for
supplies/equipment *or for*
staff development.

Uniform Education and Reporting System (UERS)

Special Provision Wording ... Funds appropriated for UERS shall be used for the maintenance, enhancement, or purchase of financial, personnel, or student information software, in order to support the State Board of Education's responsibilities under G.S. 115C-12(18).



Regional Education and Technical Assistance

Special Provision Wording (HB 229, 1995 Session)...
Effective July 1, 1996, the State Board of Education shall reallocate the funds from the Technical Assistance Centers to local school systems in accordance with a formula to be adopted by the board. After July 1, 1996, technical assistance centers shall be supported solely from receipts. The State Board shall establish a management structure for the Technical Assistance Centers that enables superintendents, principals, and teachers to have input into the operation of the centers.

Regional Education and Technical Assistance

Formula ($6,727,600):

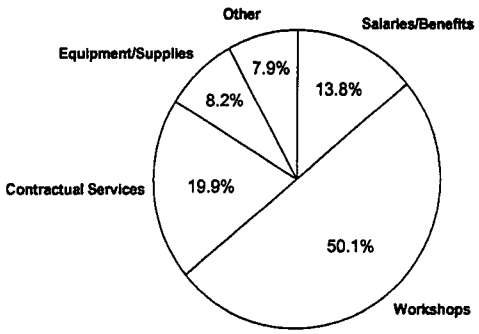
- Established by State Board
- 80% of the total original funding for the specific TAC (prior to the 1995 legislation) is distributed equally to all LEAs originally assigned to the TAC. Base ranges from $39,991 in the previous Northwestern TAC to $51,510 in the previous Western TAC.
- 20% is distributed based on the average daily membership (ADM) for the LEAs previously assigned to the TAC. The dollars per ADM range from $0.63 in the previous Raleigh TAC to $2.52 in the previous Northeastern TAC.
- Unexpended funds as of June 30 carry over into the next fiscal year until December 31.

Regional Education and Technical Assistance

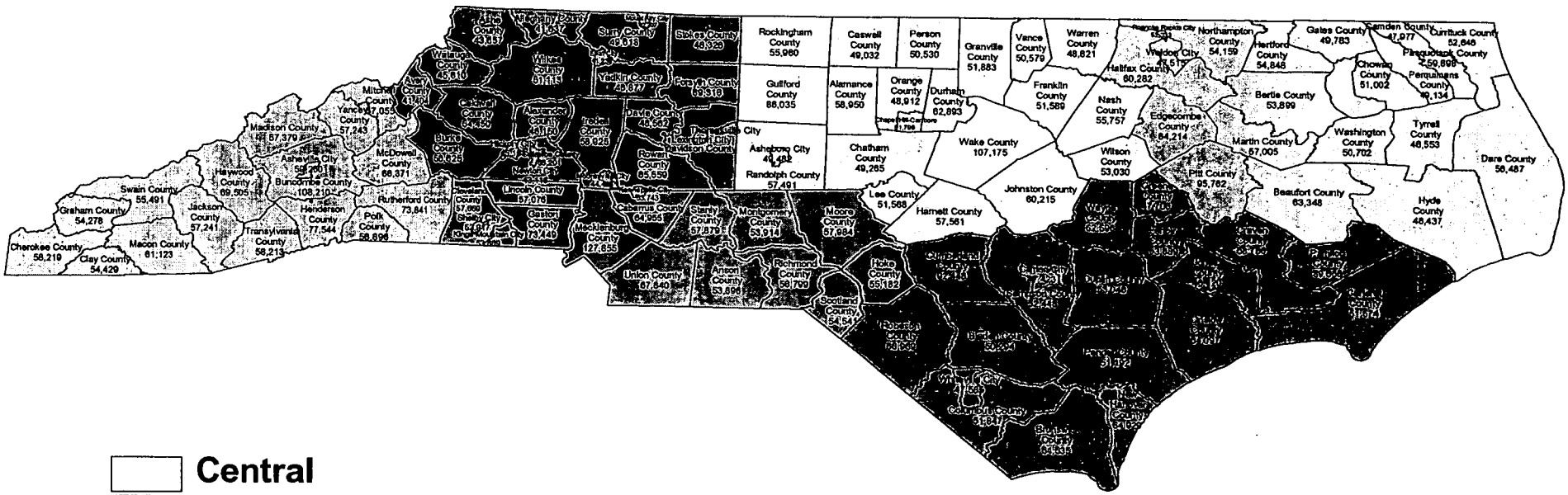
Use of Funds:

- LEAs can use the funds for any purpose.
  - Only one region has the DPI directly send funding to an LEA that serves as the Fiscal Agent for a TAC (Southwest TAC). These LEAs send 25% of their allotment to Union County.

How the LEAs reported spending the funds in FY 1999-2000. ($6.8 million)



Regional TACS



Central
Northeast
Northwest
Southeast
Southwest
Western

Safety Assistance Teams

- In 1997-98, the General Assembly appropriated $500,000 to establish school assistance teams for LEAs. The goal of the teams is to assist local schools in establishing a safe orderly learning environment.
- How Are Funds Used?
  - Two teams (an East and a West team)
  - 5 team members
  - Team members remain at their home LEA.
  - Salary $420,325
  - Support Cost of $15,935 per member ($79,675)

Safety Assistance Teams

- Example Responsibilities of Team Members:
  - Conduct safety audits w/ follow up to low-performing schools that are assigned assistance teams
  - Review application packets for the Safe Schools Recognition Program (Triple "S" Schools - Super Safe Schools)
  - Make on site visits to schools that are selected to receive recognition as Triple "S" Schools
  - Conducting safety audits at the request of LEAs or individual schools
  - Providing staff development for schools (Crises Plans, Safe Schools Plans, Classroom Management and Discipline Strategies)

School Transportation

- Current Budget:
  - Operations $222.3 million (includes $7 million in nonrecurring fuel funding)
  - Bus Replacement $ 55.5 million
- Major changes
  - Increases in bus drivers salaries
  - Minimum one day of leave for bus drivers
  - Increases in fleet and fuel

Efficiency Formula

- Based on study; implemented beginning in 1991-92
- Fully implemented in 1997-98
- Funding is provided to LEAs on block grant basis, allowing for flexibility in local implementation
- Formula based on:
  - Compares each county with all other counties using
    - Number of buses
    - Total eligible expenditures based on pupils transported and efficiency ratings
  - Efficiency ratings are based on
    - Costs (efficiency of expenditures) and
    - Buses (efficiency of fleet size)
    - Site characteristics (low density, etc.)
    - Buffer of 10% added for special conditions not covered by formula

Efficiency Formula

(Continued)

- Funding adjusted for enrollment (ADM) and salary increases
- Formula restudied and validated in 1995-96, with some recommended changes implemented in calculation of ratings

Bus Operations

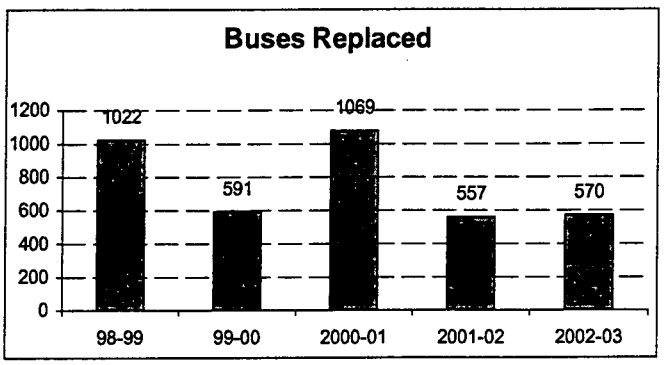
Current Budget: $222.3 million

- Number of buses: 13,100
- Pupils transported: 700,000 (est.)
- Gallons of fuel used: 23 million
- Personnel costs: $175 million (80% of total)
- Oil, Tires and Parts Used 99-00: $17.7 million
- Non-fuel inventory 6/30/00: $11 million
- Anticipated fuel cost budgeted 2001-02: $1.05/gallon (diesel without State fuel taxes)

Bus Replacement

Current Budget: $55.5 million

- Additions to bus fleet are originally purchased by LEAs
- Replacement buses are purchased by State on Statewide inventory basis



Bus Replacement

(continued)

- Current budget of $55.5 million includes $20.3 million in nonrecurring funds
- Recurring funds for 2001-02: $35.2 million
- Bus replacements based on mileage:
  - **Pre-1993 buses replaced at 165,000 miles**
  - **1993 and younger buses replaced at 200,000 miles**
  - **Buses 14 years and older will increase over next biennium because of longer useful life**
- Estimated cost per bus 2000-01: $49,660 (includes $1,000 Highway Use Tax)

PS - 140

State Minimum Salary Schedules for Teachers with Bachelor's Degrees
SREB States, 2000-01*

	Characteristics			Minimum mandated salary					
	Number of steps	Years of experience for top step	Salary variation from first step to top step	No experience	5 years of experience	10 years of experience	15 years of experience	20 years of experience	Top step of the schedule
Alabama	8	21	24%	$28,678	$31,545	$33,367	$33,943	$35,197	$35,646
Arkansas	16	15	30%	21,860	24,080	26,300	28,520	28,520	28,520
Delaware	10	9	26%	22,560	25,222	28,516	28,516	28,516	28,516
Georgia	13	19	46%	27,118	29,633	34,166	37,334	39,608	39,608
Kentucky	5	20	38%	19,910	22,580	25,950	26,950	27,450	27,450
Louisiana **	26	25	56%	14,631	16,398	18,576	20,298	21,534	22,846
Mississippi	22	21	44%	23,040	25,215	27,390	29,565	31,740	33,175
North Carolina	30	29	80%	25,000	30,060	33,780	36,310	39,110	44,930
Oklahoma	26	25	34%	27,060	29,549	31,209	32,869	34,529	36,189
South Carolina	23	22	54%	24,255	27,457	30,804	34,128	36,536	37,270
Tennessee	16	15	17%	23,375	24,745	26,075	27,455	27,455	27,455
Texas	21	20	68%	24,240	28,380	33,730	37,760	40,800	40,800
West Virginia	14	13	28%	22,186	24,747	27,073	28,468	28,468	28,468

* SREB states without state minimum salary schedules include Florida, Maryland and Virginia.
** In Louisiana, figures are for 1999-2000.

Note: Figures in this table are taken from state minimum salary schedules and do not necessarily reflect actual salaries paid.

Source: State departments of education.

State Minimum Salary Schedules for Teachers with Master's Degrees
SREB States, 2000-01*

	Characteristics			Minimum mandated salary					
	Number of steps	Years of experience for top step	Salary variation from first step to top step	No experience	5 years of experience	10 years of experience	15 years of experience	20 years of experience	Top step of the schedule
Alabama	8	21	24%	$32,979	$36,276	$38,373	$39,068	$40,476	$40,994
Arkansas	16	15	30%	25,139	27,689	30,239	32,789	32,789	32,789
Delaware	14	13	43%	25,718	28,087	33,434	36,705	36,705	36,705
Georgia	13	19	46%	31,186	34,079	39,292	42,936	45,551	45,551
Kentucky	5	20	33%	22,580	25,200	28,600	29,610	30,110	30,110
Louisiana **	26	25	61%	14,984	16,930	19,689	21,479	22,787	24,174
Mississippi	26	25	59%	24,090	26,740	29,390	32,040	34,690	38,340
North Carolina	30	29	80%	27,500	33,070	37,160	39,940	43,020	49,420
Oklahoma	26	25	32%	28,166	30,655	32,315	33,975	35,635	37,295
South Carolina	23	22	52%	27,773	31,411	35,048	38,687	41,359	42,190
Tennessee	16	15	18%	25,040	26,545	28,030	29,530	29,530	29,530
Texas						Local decision ***			
West Virginia	17	16	31%	24,629	27,190	29,516	32,306	32,306	32,306

* SREB states without state minimum salary schedules include Florida, Maryland and Virginia.
** In Louisiana, figures are for 1999-2000.
*** The minimum salary schedule in Texas is for bachelor's degrees only. Any amount beyond the minimum is a local decision.

Note: Figures in this table are taken from state minimum salary schedules and do not necessarily reflect actual salaries paid.

Source: State departments of education.

PS-141

Funding Public Schools
Agenda

- Overview
- Administration
- **Instruction**
- Targeted
- Non-Profits

Instruction $3.5 billion

- ✓ Classroom Teachers *($2.2 Billion)*
- ✓ Teacher Assistants *($341.6 million)*
- ✓ Instructional Support *($265.7 million)*
- ✓ Classroom Materials/Supplies/Equip *($57 million)*
- ✓ Textbooks *($67.1 million)*
- ✓ NonInstructional Support *($279.3 million)*
- ✓ Low Wealth Supplemental Funding *($85 million)*
- ✓ Small County Supplemental Funding *($28 million)*
- ✓ School Technology Funds *($10 million)*
- ✓ Staff Development *($11.6 million)*
- ✓ Vocational Education *($292 million)*

PS-142

Funding Public Schools Agenda

- Overview
- Administration
- Instruction
- **Targeted**
- Non-Profits

Targeted $804 million

- ✓ Academically & Intellectually Gifted *($44.6 million)*
- ✓ At-Risk Student Services/Alternative Schools *($186.3 million)*
- ✓ Improving Student Accountability *($39.5 million)*
- ✓ Accountability/Testing *($11.3 million)*
- ✓ Assistance Teams *($2.7 million)*
- ✓ Limited English Proficiency *($17.3 million)*
- ✓ Children with Disabilities *($468.7 million)*
- ✓ Driver Education *($28.6 million)*
- ✓ School Breakfast *($2.7 million)*
- ✓ Charter Schools *($2.6 million)*

B-143

Teacher Salary

Extra Pay in Addition to Salary Schedule

- **Local Supplement**
  - Ranged in FY 1999-2000 from $0 (9 LEAs) to $4,485 (Wake).
  - FY 1999-2000 State average was $2,166
- **Longevity (75.3 million)**
  - 10 to 14 years of service 1.50%
  - 15 to 19 years of service 2.25%
  - 20 to 24 years of service 3.25%
  - 25+ 4.50%
- **ABCs Bonus ($103 million)**
  - $1,500 if their school exceeds ABCs projections **or**
  - $750 if their school meets ABCs projections.
- **Mentor Par ($14.2 million**
  - $100 per month for up to 11 payments.
- **Forfeited Vacation ($7.7 million)**

25-144

Teacher Benefits

- **State Retirement**
  - **State Matching Retirement is 7.13% in FY 2000-01 (scheduled to be 8.01% in FY 2000-02).**
- **State Hospitalization**
  - **State coverage $2,256 per year in FY 2000-01 (anticipated to increase 25% to 30%).**
- **Holidays**
  - **Permanent public school employees receive pay for the same number of legal holidays occurring within the period of employment as those designated by the State Personnel Commission for State employees** (10 to 11 per year)**. Permanent part-time employees are entitled to paid holidays on a pro rata basis. Paid holidays are granted only to employees who are in the position on the day on which the holiday is scheduled. This includes Independence Day for summer employment.**
- **Annual Leave**

	Days of Leave Earned per Month
Less than 2 years	1.00
2 but less than 5 years	1.15
5 but less than 10 years	1.40
10 but less than 15 years	1.65
15 but less than 20 years	1.90
20 years or more	2.15

Leave for a part-time employee is computed on a pro rata basis of the amount earned by a full-time employee in that class of work.

Bus drivers who work less than 20 hours per week and who are not otherwise entitled to earn vacation as described above are entitled to earn one day per year (equal in length to one regular workday for each driver).

Classroom teachers who require a substitute, school media specialists who require a substitute, teacher assistants who require a substitute and bus drivers may not take annual vacation leave at any time that students are scheduled to be in attendance

35-145

Teacher Benefits

- **Sick Leave**
  - All permanent, full-time employees working or on paid leave (including paid holidays and workers' compensation) for one-half or more of the workdays in any monthly pay period earn one sick day per month or the number of hours worked daily by a full-time employee in that class of work up to a maximum of eight hours.
- **Extended Sick Leave**
  - Permanent full-time or part-time instructional personnel (see Section 01.1.5), excluding teacher assistants, who are absent due to their own personal illness or injury in excess of their accumulated sick leave are allowed extended sick leave of up to 20 workdays throughout the regular term of employment.
- **Personal Leave**
  - Personal leave is earned by classroom teachers and school media specialists classified as permanent employees. Personal leave is earned at the rate of .20 days for each full month of employment not to exceed two days per year. Part-time personnel earn at a pro rata share of the rate for full-time employees. Unused personal leave may be carried forward from one year to another and may be accumulated to a maximum of five days. Thereafter earnings will cease to be accumulated until the leave balance is reduced below five days by employee use.
  - Personal leave may be used only upon the authorization of the immediate supervisor.
  - Unless approved by the principal, a teacher shall not take personal leave on the first day teachers are required to report for the school year, on required teacher workdays, or on the last working day before or the next working day after holidays or annual vacation days scheduled in the calendar.
  - A teacher who requests personal leave at least five days in advance cannot be required to provide a reason.
  - Personal leave may be used on any instructional day or workday except as noted in the above paragraph.

PS-146

Classroom Teachers

Mentor Pay

Who is eligible for funding?

Qualified and well-trained mentors who are assigned to

(a) newly certified teachers that have never taught before,

(b) second year teachers who had a mentor during the 1998-99 school year, and

(c) entry-level instructional support personnel who have not previously been teachers.

How is this funded?

Mentor teachers will receive a stipend of

(i) $100 per month for a maximum of ten months and

(ii) $100 for serving as a mentor for one day prior to the beginning of the school year. Note: the $100 for service before the beginning of the school year is only for mentors who were serving a first-year teacher on that day.

1997-98 $3.5 million Nonrecurring
1998-99 $14.2 million Nonrecurring
1999-2000 $14.2 million Recurring

95-147

Classroom Teachers

Forfeited Vacation

Who is eligible for funding?

A classroom teacher who has accumulated annual leave in excess of 30 days as of June 30 may be eligible for up to six days of pay for forfeiting vacation days.

Determining Eligibility?

Payment for up to six forfeited vacation days can occur when the classroom teacher does not have an opportunity to use annual leave days earned in excess of 30 during the school year.

1997-98 $8.5 million recurring
1998-99 $12.725 million recurring
1999-2000 $7.725 million recurring

PS-148

Classroom Teachers

Employing Retired Teachers

Who is eligible for funding?

The 2000 Appropriations Bill (House Bill 1840) amended G.S. 135-3(8)c to permit teachers retired from the Teachers' and State Employees' Retirement System to be re-employed as teachers without losing retirement benefits. This provision is effective from July 1, 2000 through July 1, 2003.

To be eligible for re-employment under this section, a teacher must:

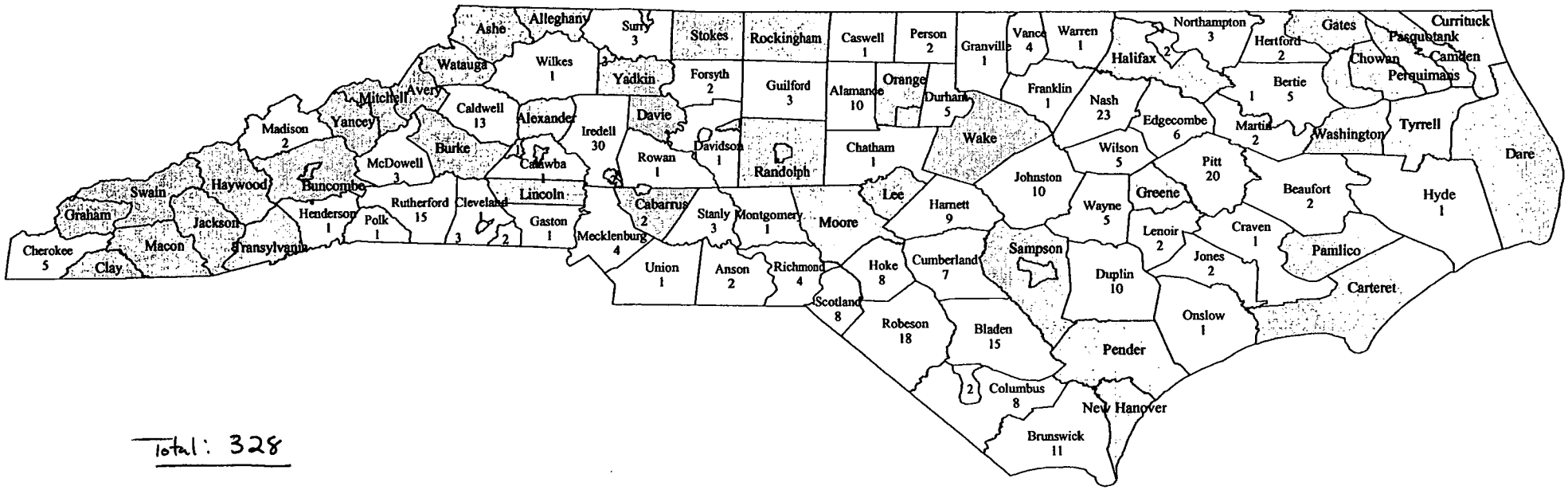
(a) have been retired at least 12 months,

(b) not have been employed in any capacity, except as a substitute teacher, with a public school for at least 12 months immediately preceding the effective date of re-employment, and

(c) have been determined by a local board of education to have had satisfactory performance during the last year of employment by a local board of education.

PS-149

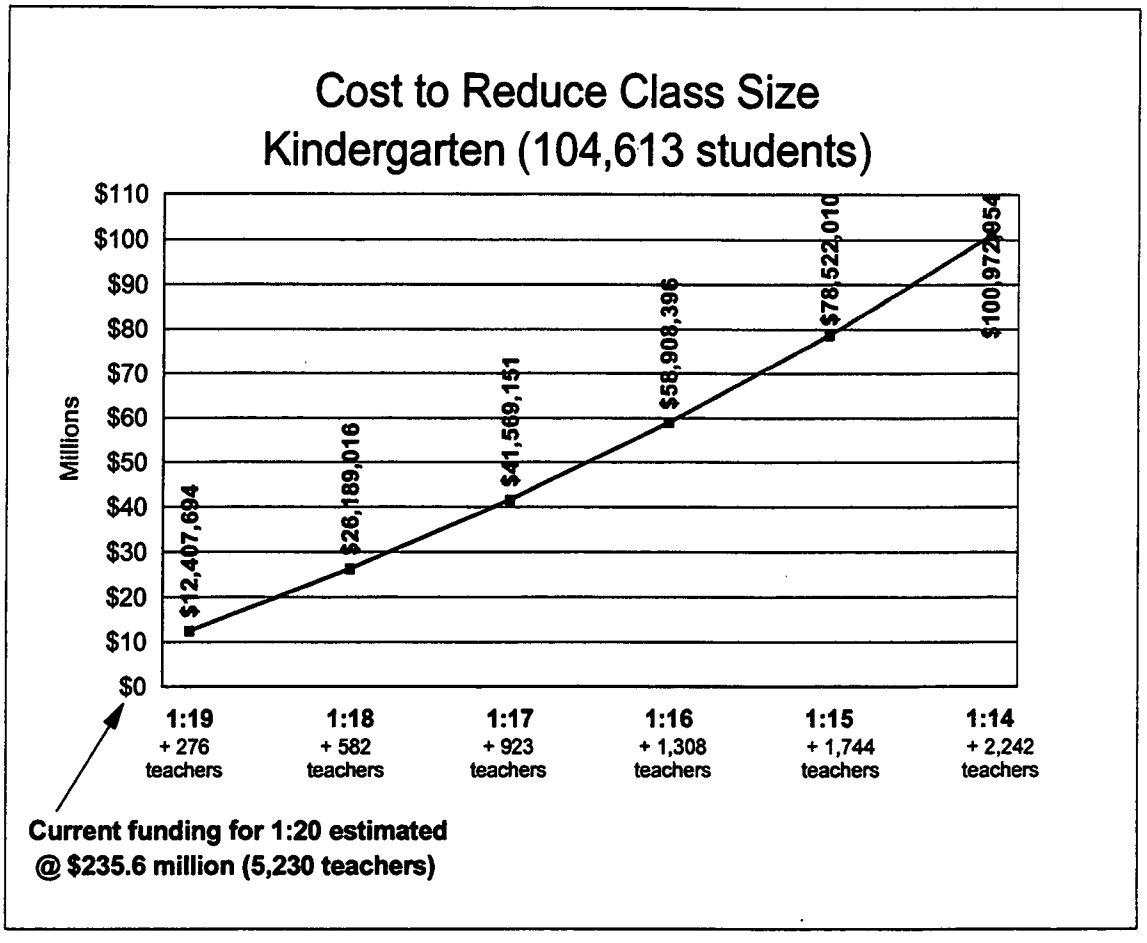
EMPLOYING RETIRED TEACHERS
NORTH CAROLINA PUBLIC SCHOOLS
DECEMBER 2000

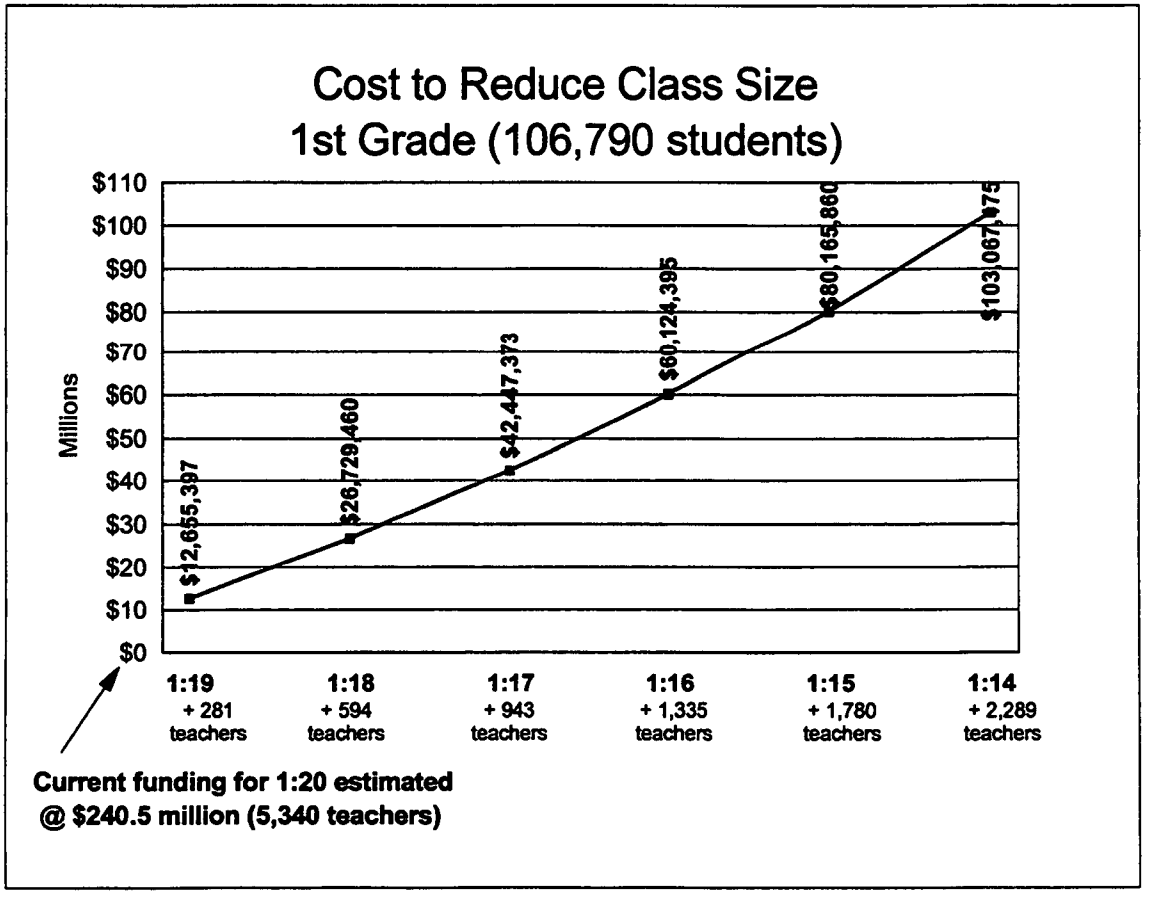


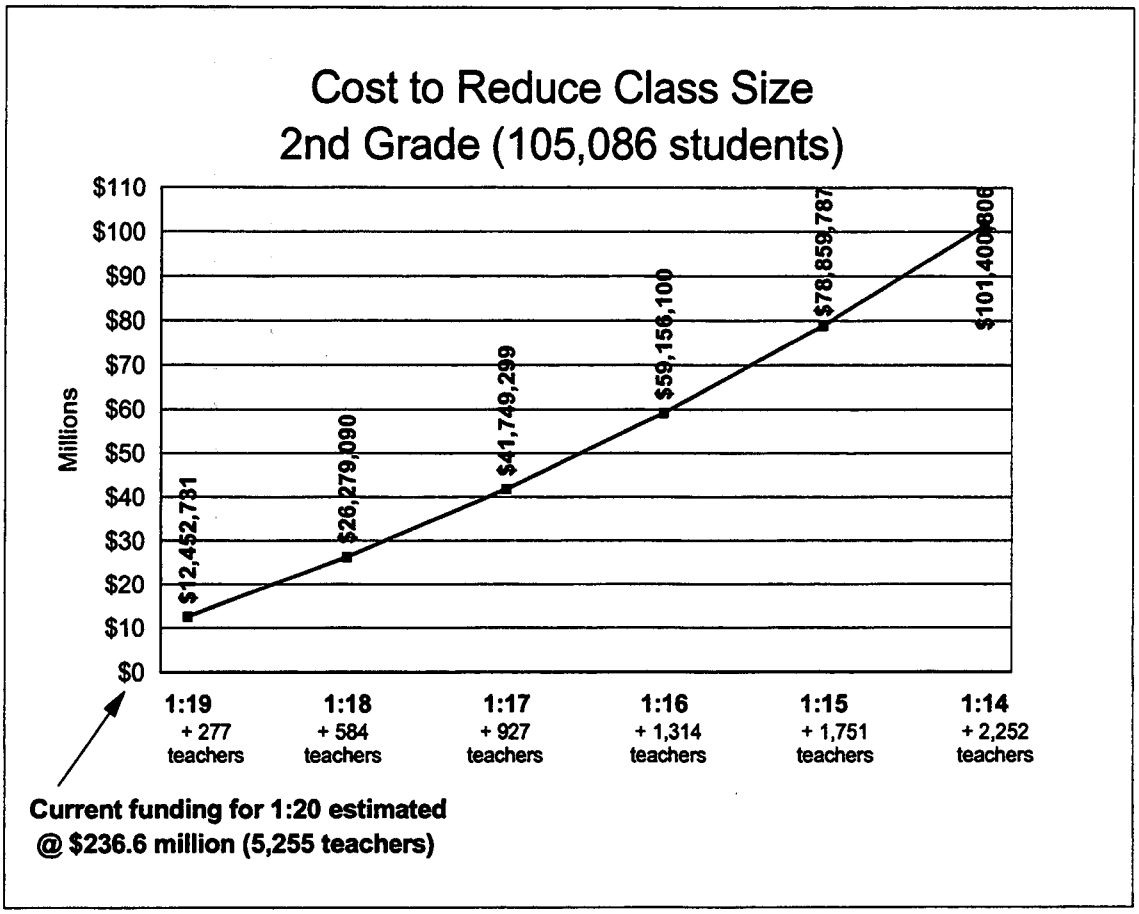
Total: 328

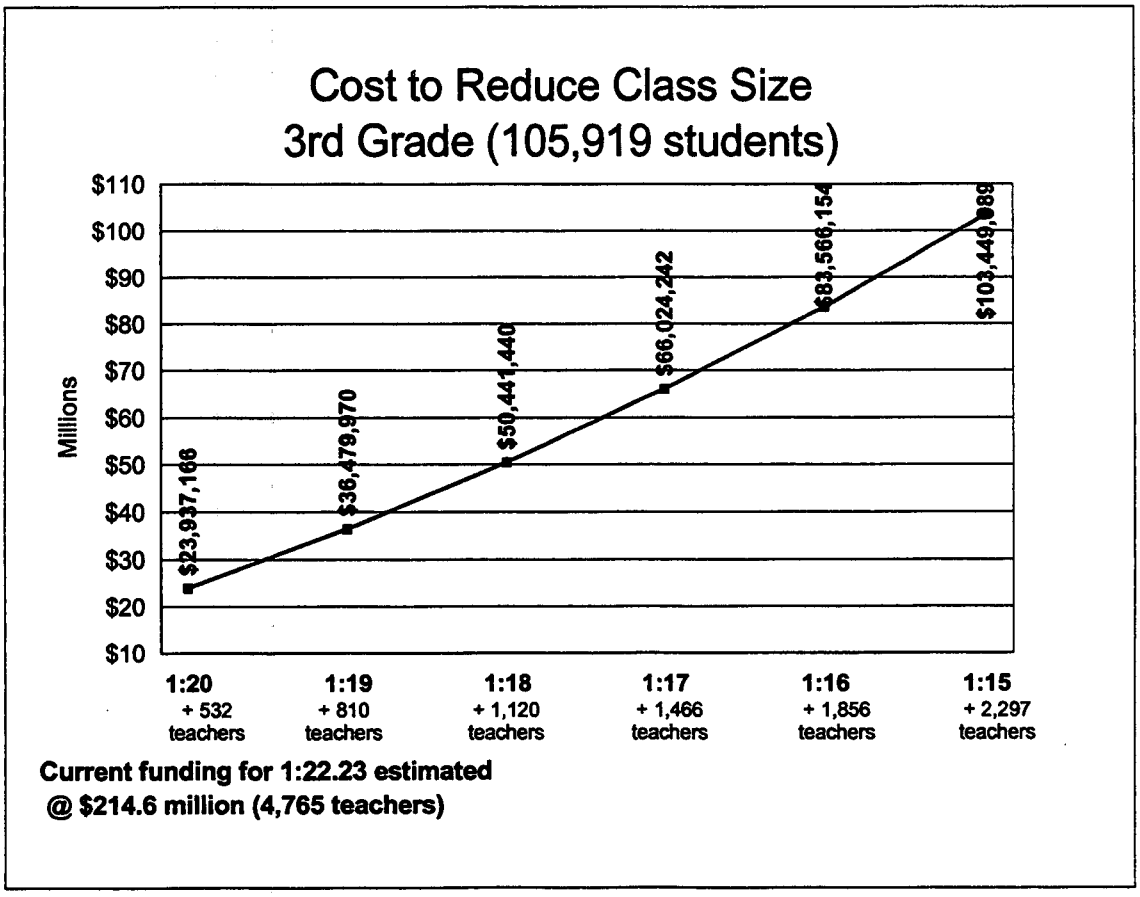
SOURCE: NC Department of Public Instruction
NC General Assembly
Fiscal Research/Education
February 16, 2001

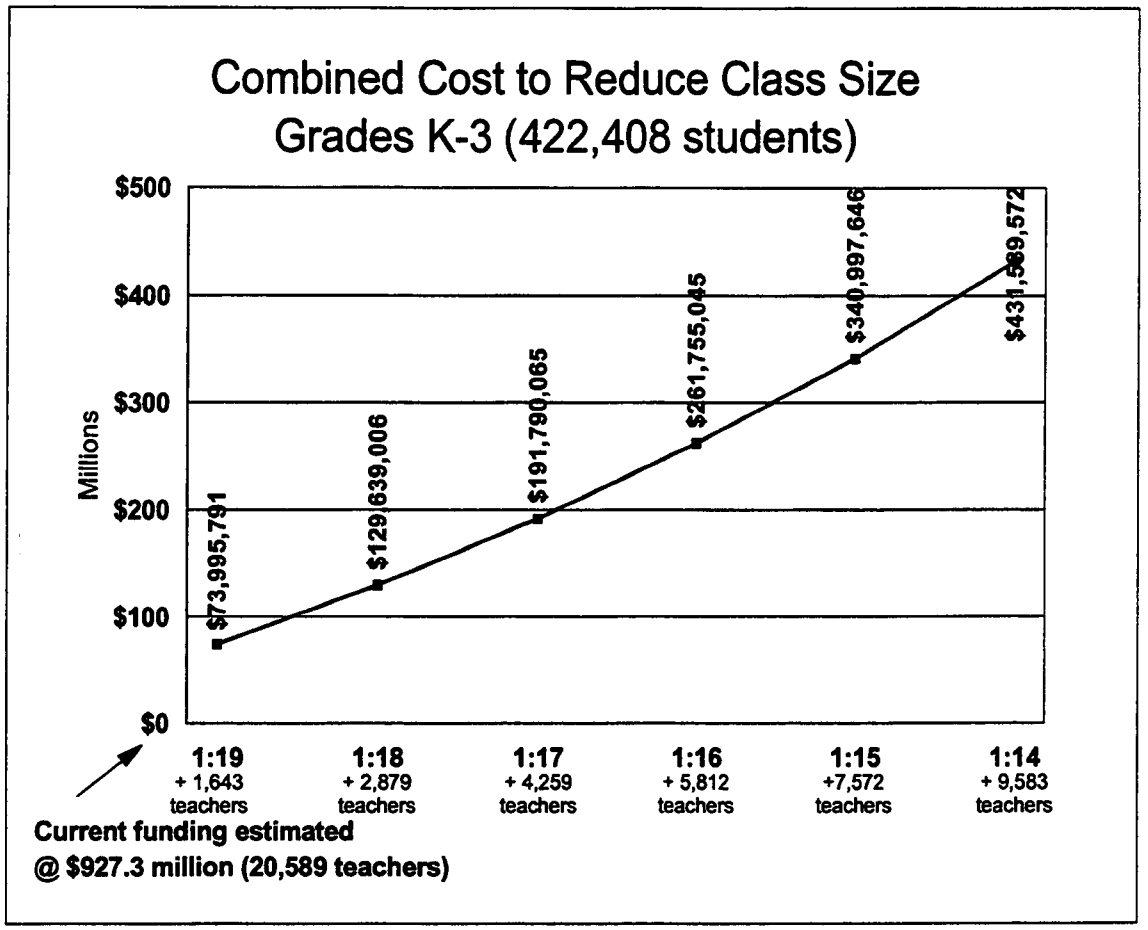
PS-150

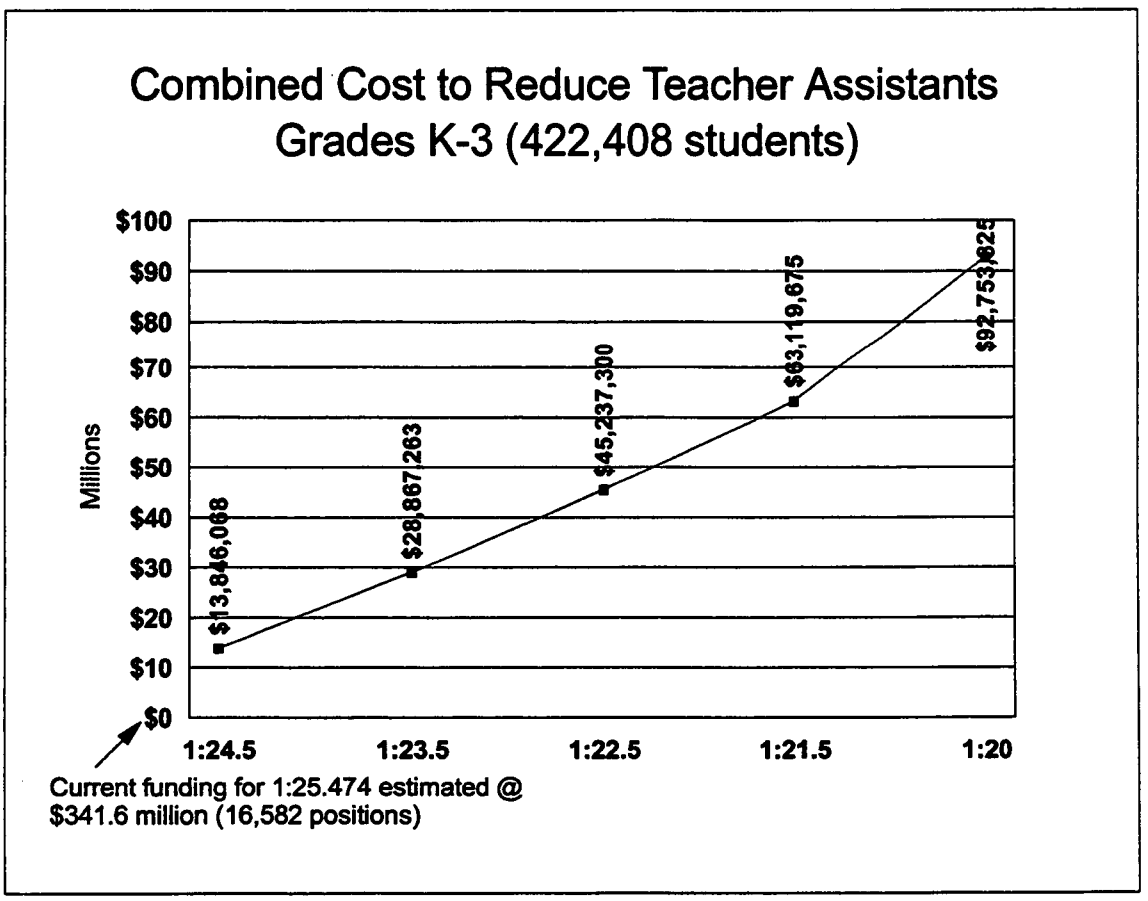

Cost to Reduce Class Size
Kindergarten (104,613 students)
Millions
$110
$100
$90
$80
$70
$60
$50
$40
$30
$20
$10
$0
$12,407,694
$26,189,016
$41,569,151
$58,908,396
$78,522,010
$100,972,054
1:19 + 276 teachers
1:18 + 582 teachers
1:17 + 923 teachers
1:16 + 1,308 teachers
1:15 + 1,744 teachers
1:14 + 2,242 teachers
Current funding for 1:20 estimated @ $235.6 million (5,230 teachers)


Cost to Reduce Class Size
1st Grade (106,790 students)
Millions
$110
$100
$90
$80
$70
$60
$50
$40
$30
$20
$10
$0
$12,655,397
$26,729,460
$42,447,373
$60,124,395
$80,165,860
$103,067,975
1:19 + 281 teachers
1:18 + 594 teachers
1:17 + 943 teachers
1:16 + 1,335 teachers
1:15 + 1,780 teachers
1:14 + 2,289 teachers
Current funding for 1:20 estimated @ $240.5 million (5,340 teachers)


Cost to Reduce Class Size
2nd Grade (105,086 students)
Millions
$110
$100
$90
$80
$70
$60
$50
$40
$30
$20
$10
$0
$12,452,731
$26,279,090
$41,749,299
$59,156,100
$78,859,787
$101,400,806
1:19 + 277 teachers
1:18 + 584 teachers
1:17 + 927 teachers
1:16 + 1,314 teachers
1:15 + 1,751 teachers
1:14 + 2,252 teachers
Current funding for 1:20 estimated
@ $236.6 million (5,255 teachers)


Cost to Reduce Class Size
3rd Grade (105,919 students)
Millions
$110
$100
$90
$80
$70
$60
$50
$40
$30
$20
$10
$23,937,166
$36,479,970
$50,441,440
$66,024,242
$83,566,154
$103,449,989
1:20 + 532 teachers
1:19 + 810 teachers
1:18 + 1,120 teachers
1:17 + 1,466 teachers
1:16 + 1,856 teachers
1:15 + 2,297 teachers
Current funding for 1:22.23 estimated
@ $214.6 million (4,765 teachers)


Combined Cost to Reduce Class Size
Grades K-3 (422,408 students)
Millions
$500
$400
$300
$200
$100
$0
$73,995,791
$129,639,006
$191,790,065
$261,755,045
$340,997,646
$431,589,572
1:19
+ 1,643 teachers
1:18
+ 2,879 teachers
1:17
+ 4,259 teachers
1:16
+ 5,812 teachers
1:15
+7,572 teachers
1:14
+ 9,583 teachers
Current funding estimated
@ $927.3 million (20,589 teachers)


Combined Cost to Reduce Teacher Assistants
Grades K-3 (422,408 students)
Millions
$100
$90
$80
$70
$60
$50
$40
$30
$20
$10
$0
$13,846,068
$28,867,263
$45,237,300
$63,119,675
$92,753,625
1:24.5
1:23.5
1:22.5
1:21.5
1:20
Current funding for 1:25.474 estimated @
$341.6 million (16,582 positions)

NBPTS Facts

National Information:

- First certifications were in 1994.
- Currently there are 19 areas available of certification with 5 more coming on line in December 2001
- Since 1994, 9,527 teachers have been certified nationally (3 teachers in more than one area).
- 4,720 teachers were certified in 2000 (over 49% of the total).
- All 50 States have at least one Nationally Board Certified Teacher (NBCT)

North Carolina Information:

- Budget: $3.3 million pays fee ($2,300) and 3 days for substitutes. Not sufficient, this year we have had 2,000 applicants. Last year we spent $3.6 million … State Budget Office authorizes any excess cost.
- NBCT teacher is paid on a salary schedule that is 12% higher that the schedule for non-nationally certified teachers if they are in the classroom at least 70% of their time.
- Since 1994, 2,407 North Carolina teachers (around 3%) have been nationally certified (25% of the national certified population).
- 1,139 received their certification this year (24% of the national population and 47% of North Carolina's total certified population).
- 116 of the 117 school districts have Nationally certified teachers (Weldon)
- Charlotte/Mecklenburg has 222 NBCT teachers in 61% of their schools.
- 3 LEAs have a NBCT in every school (Chowan, Roanoke Rapids, and Pamlico
- 50% of North Carolina's schools have a NBCT teacher in the classroom. 3 schools have12 nationally certified teachers on staff.
- Average State salary for teachers as September, $37,459 … NBCT teachers, $43,547 (16% higher)
- Right @ 72% of NBCT have 10 or more years of teaching experience.
- 54% have above a bachelor degree.

March 14, 2001 1:1pm
attachment #3

PS-140

State Minimum Salary Schedules for Teachers with Bachelor's Degrees
SREB States, 2000-01*

	Characteristics			Minimum mandated salary					
	Number of steps	Years of experience for top step	Salary variation from first step to top step	No experience	5 years of experience	10 years of experience	15 years of experience	20 years of experience	Top step of the schedule
Alabama	8	21	24%	$28,678	$31,545	$33,367	$33,943	$35,197	$35,646
Arkansas	16	15	30%	21,860	24,080	26,300	28,520	28,520	28,520
Delaware	10	9	26%	22,560	25,222	28,516	28,516	28,516	28,516
Georgia	13	19	46%	27,118	29,633	34,166	37,334	39,608	39,608
Kentucky	5	20	38%	19,910	22,580	25,950	26,950	27,450	27,450
Louisiana **	26	25	56%	14,631	16,398	18,576	20,298	21,534	22,846
Mississippi	22	21	44%	23,040	25,215	27,390	29,565	31,740	33,175
North Carolina	30	29	80%	25,000	30,060	33,780	36,310	39,110	44,930
Oklahoma	26	25	34%	27,060	29,549	31,209	32,869	34,529	36,189
South Carolina	23	22	54%	24,255	27,457	30,804	34,128	36,536	37,270
Tennessee	16	15	17%	23,375	24,745	26,075	27,455	27,455	27,455
Texas	21	20	68%	24,240	28,380	33,730	37,760	40,800	40,800
West Virginia	14	13	28%	22,186	24,747	27,073	28,468	28,468	28,468

* SREB states without state minimum salary schedules include Florida, Maryland and Virginia.
** In Louisiana, figures are for 1999-2000.

Note: Figures in this table are taken from state minimum salary schedules and do not necessarily reflect actual salaries paid.

Source: State departments of education.

State Minimum Salary Schedules for Teachers with Master's Degrees
SREB States, 2000-01*

	Characteristics			Minimum mandated salary					
	Number of steps	Years of experience for top step	Salary variation from first step to top step	No experience	5 years of experience	10 years of experience	15 years of experience	20 years of experience	Top step of the schedule
Alabama	8	21	24%	$32,979	$36,276	$38,373	$39,068	$40,476	$40,994
Arkansas	16	15	30%	25,139	27,689	30,239	32,789	32,789	32,789
Delaware	14	13	43%	25,718	28,087	33,434	36,705	36,705	36,705
Georgia	13	19	46%	31,186	34,079	39,292	42,936	45,551	45,551
Kentucky	5	20	33%	22,580	25,200	28,600	29,610	30,110	30,110
Louisiana **	26	25	61%	14,984	16,930	19,689	21,479	22,787	24,174
Mississippi	26	25	59%	24,090	26,740	29,390	32,040	34,690	38,340
North Carolina	30	29	80%	27,500	33,070	37,160	39,940	43,020	49,420
Oklahoma	26	25	32%	28,166	30,655	32,315	33,975	35,635	37,295
South Carolina	23	22	52%	27,773	31,411	35,048	38,687	41,359	42,190
Tennessee	16	15	18%	25,040	26,545	28,030	29,530	29,530	29,530
Texas						Local decision ***			
West Virginia	17	16	31%	24,629	27,190	29,516	32,306	32,306	32,306

* SREB states without state minimum salary schedules include Florida, Maryland and Virginia.
** In Louisiana, figures are for 1999-2000.
*** The minimum salary schedule in Texas is for bachelor's degrees only. Any amount beyond the minimum is a local decision.

Note: Figures in this table are taken from state minimum salary schedules and do not necessarily reflect actual salaries paid.

Source: State departments of education.

PS-141

Funding Public Schools
Agenda

- Overview
- Administration
- **Instruction**
- Targeted
- Non-Profits

Instruction $3.5 billion

- ✓ Classroom Teachers *($2.2 Billion)*
- ✓ Teacher Assistants *($341.6 million)*
- ✓ Instructional Support *($265.7 million)*
- ✓ Classroom Materials/Supplies/Equip *($57 million)*
- ✓ Textbooks *($67.1 million)*
- ✓ NonInstructional Support *($279.3 million)*
- ✓ Low Wealth Supplemental Funding *($85 million)*
- ✓ Small County Supplemental Funding *($28 million)*
- ✓ School Technology Funds *($10 million)*
- ✓ Staff Development *($11.6 million)*
- ✓ Vocational Education *($292 million)*

PS-142

Funding Public Schools
Agenda

- Overview
- Administration
- Instruction
- **Targeted**
- Non-Profits

Targeted $804 million

- ✓ Academically & Intellectually Gifted *($44.6 million)*
- ✓ At-Risk Student Services/Alternative Schools *($186.3 million)*
- ✓ Improving Student Accountability *($39.5 million)*
- ✓ Accountability/Testing *($11.3 million)*
- ✓ Assistance Teams *($2.7 million)*
- ✓ Limited English Proficiency *($17.3 million)*
- ✓ Children with Disabilities *($468.7 million)*
- ✓ Driver Education *($28.6 million)*
- ✓ School Breakfast *($2.7 million)*
- ✓ Charter Schools *($2.6 million)*

B-143

Teacher Salary

Extra Pay in Addition to Salary Schedule

- **Local Supplement**
  - Ranged in FY 1999-2000 from $0 (9 LEAs) to $4,485 (Wake).
  - FY 1999-2000 State average was $2,166
- **Longevity (75.3 million)**
  - 10 to 14 years of service 1.50%
  - 15 to 19 years of service 2.25%
  - 20 to 24 years of service 3.25%
  - 25+ 4.50%
- **ABCs Bonus ($103 million)**
  - $1,500 if their school exceeds ABCs projections **or**
  - $750 if their school meets ABCs projections.
- **Mentor Par ($14.2 million**
  - $100 per month for up to 11 payments.
- **Forfeited Vacation ($7.7 million)**

35-144

Teacher Benefits

- **State Retirement**
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- **State Hospitalization**
  - **State coverage $2,256 per year in FY 2000-01 (anticipated to increase 25% to 30%).**
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  - **Permanent public school employees receive pay for the same number of legal holidays occurring within the period of employment as those designated by the State Personnel Commission for State employees** (10 to 11 per year). **Permanent part-time employees are entitled to paid holidays on a pro rata basis. Paid holidays are granted only to employees who are in the position on the day on which the holiday is scheduled. This includes Independence Day for summer employment.**
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35-145

Teacher Benefits

- **Sick Leave**
  - All permanent, full-time employees working or on paid leave (including paid holidays and workers' compensation) for one-half or more of the workdays in any monthly pay period earn one sick day per month or the number of hours worked daily by a full-time employee in that class of work up to a maximum of eight hours.
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  - Personal leave may be used on any instructional day or workday except as noted in the above paragraph.

PS-146

Classroom Teachers

Mentor Pay

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How is this funded?

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1998-99 $14.2 million Nonrecurring
1999-2000 $14.2 million Recurring

PS-147

Classroom Teachers

Forfeited Vacation

Who is eligible for funding?

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Determining Eligibility?

Payment for up to six forfeited vacation days can occur when the classroom teacher does not have an opportunity to use annual leave days earned in excess of 30 during the school year.

1997-98 $8.5 million recurring
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PS-148

Classroom Teachers

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(a) have been retired at least 12 months,

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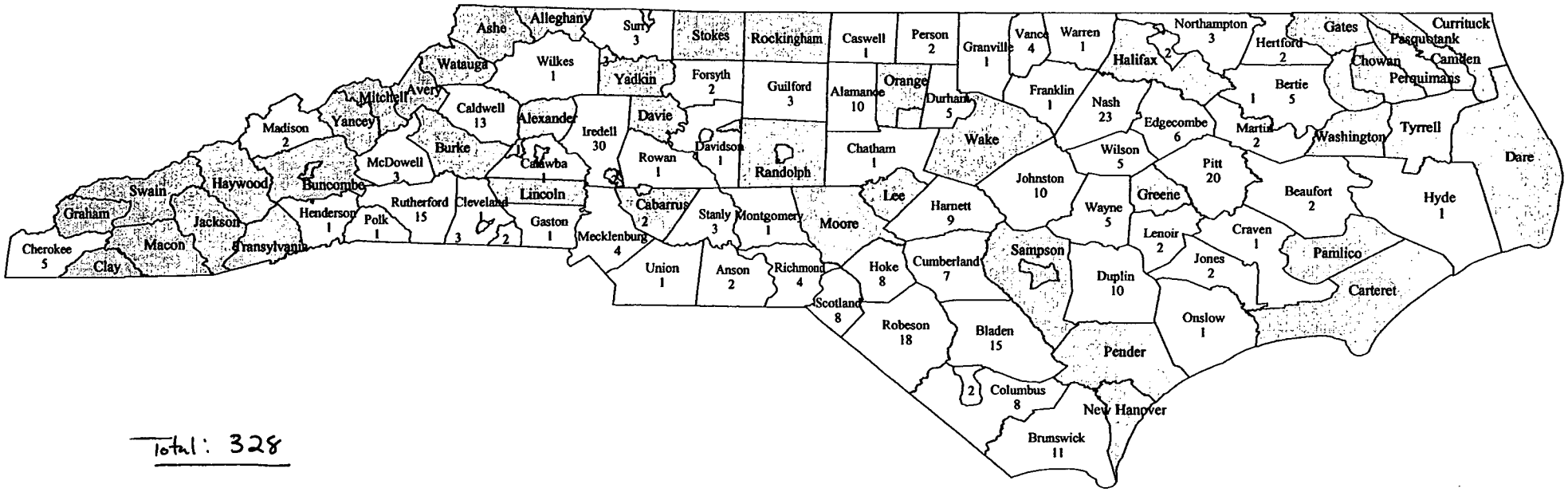
(c) have been determined by a local board of education to have had satisfactory performance during the last year of employment by a local board of education.

PS-149

EMPLOYING RETIRED TEACHERS
NORTH CAROLINA PUBLIC SCHOOLS
DECEMBER 2000



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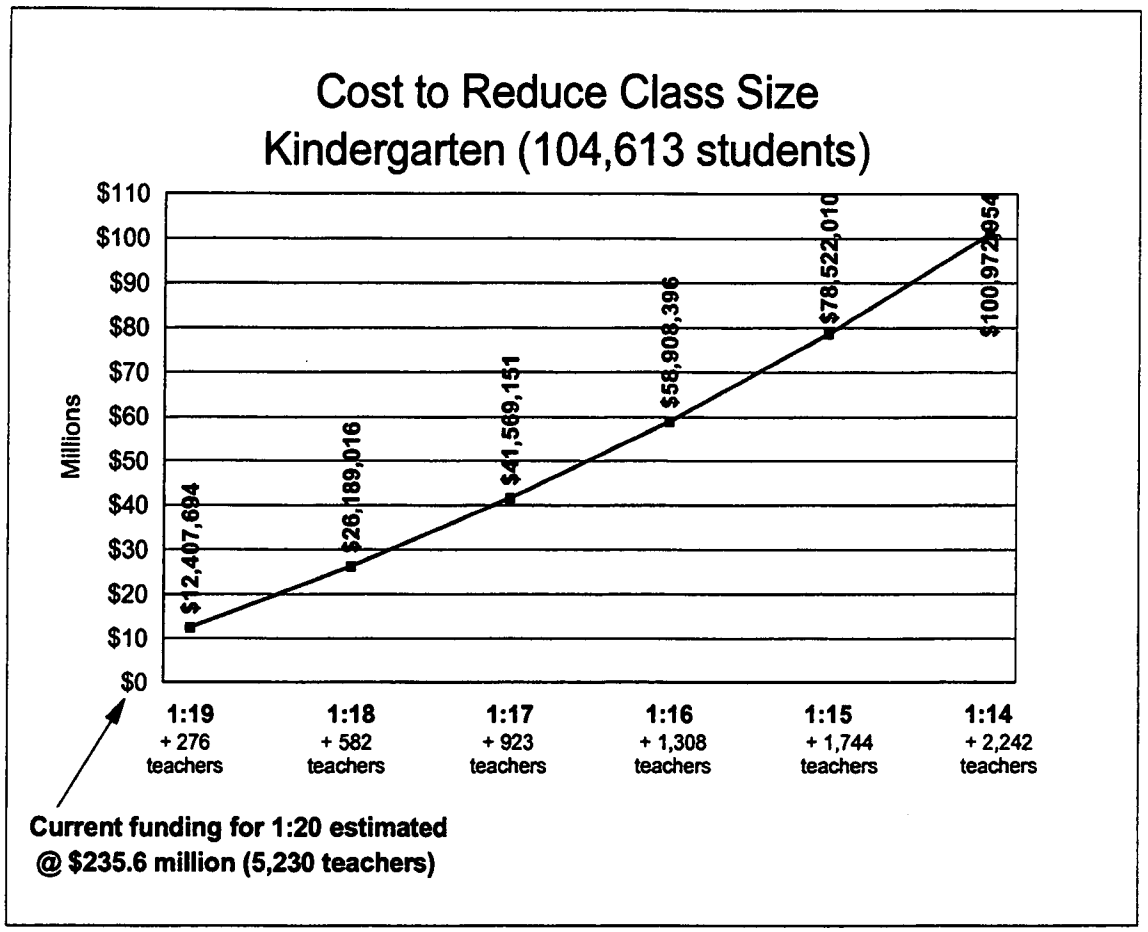
PS-150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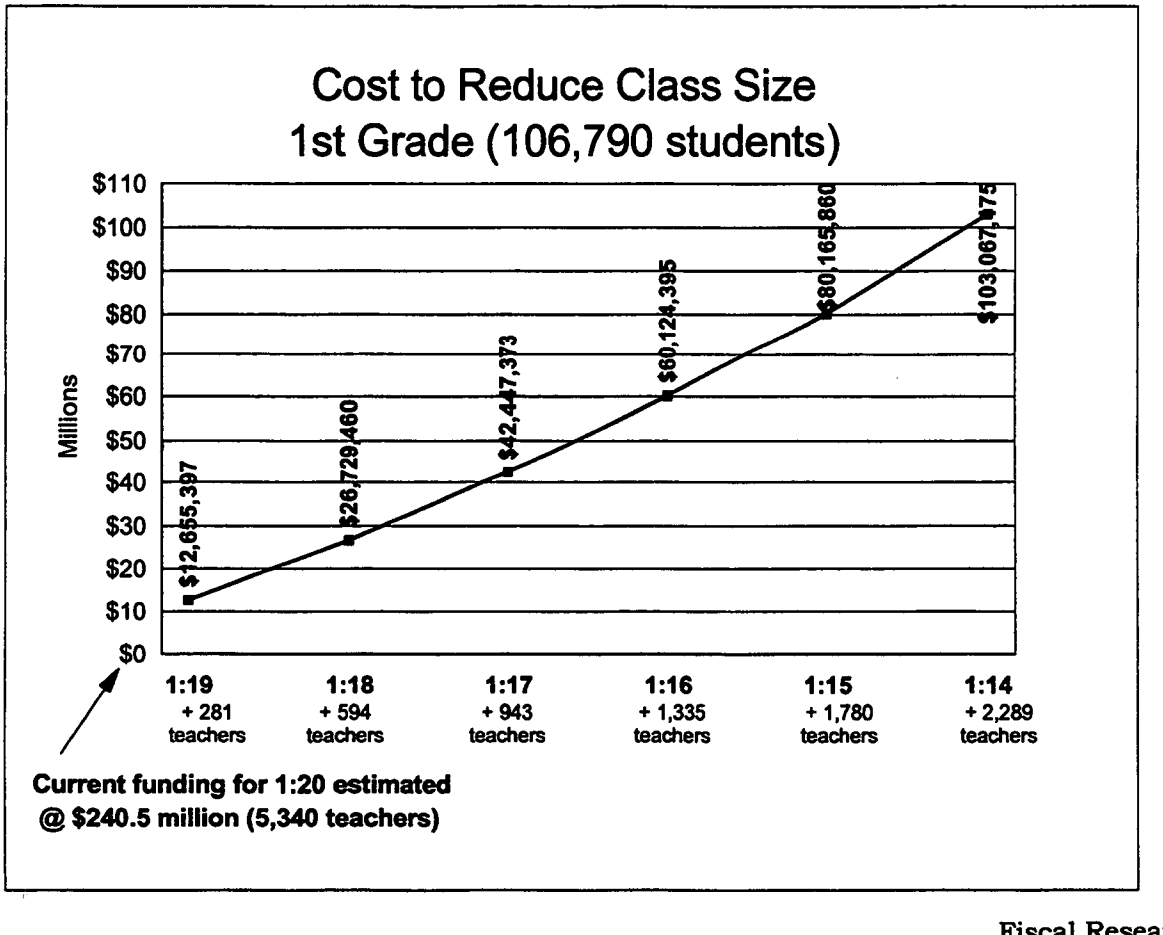
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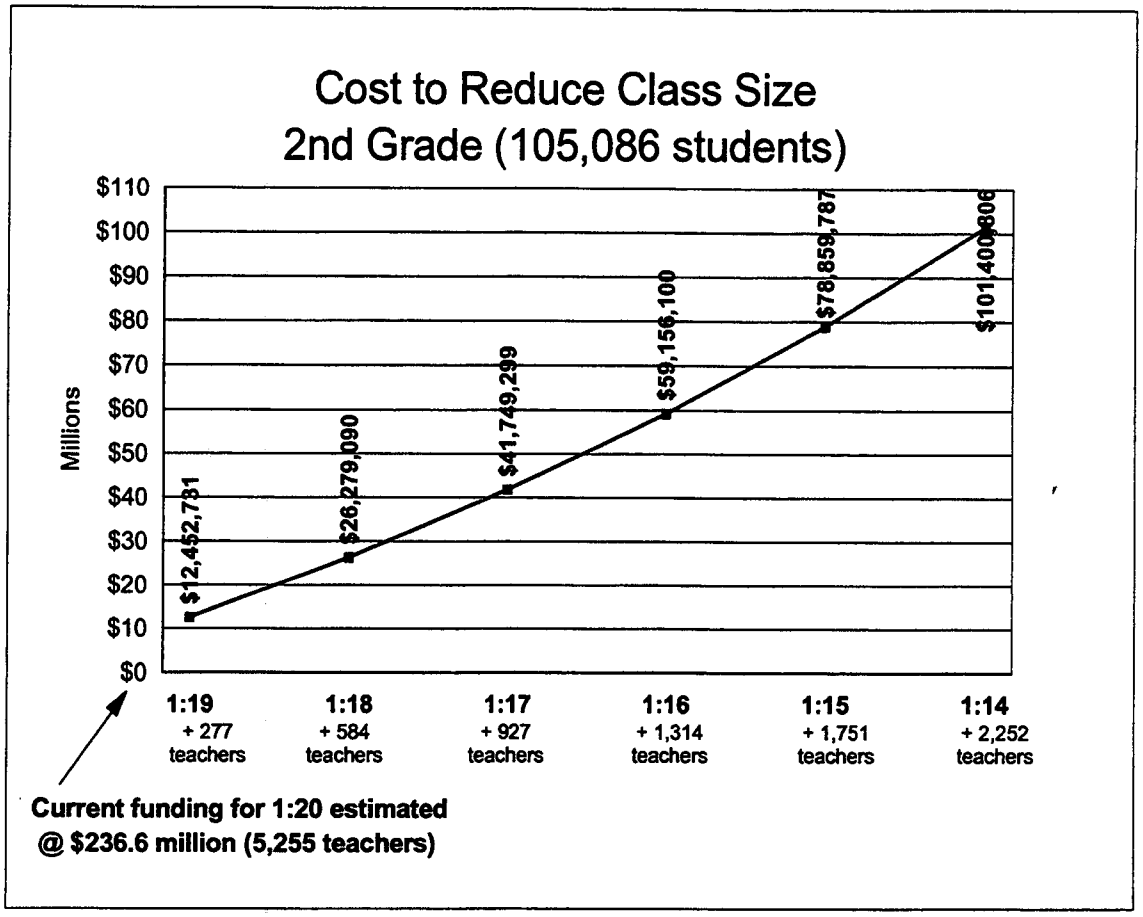
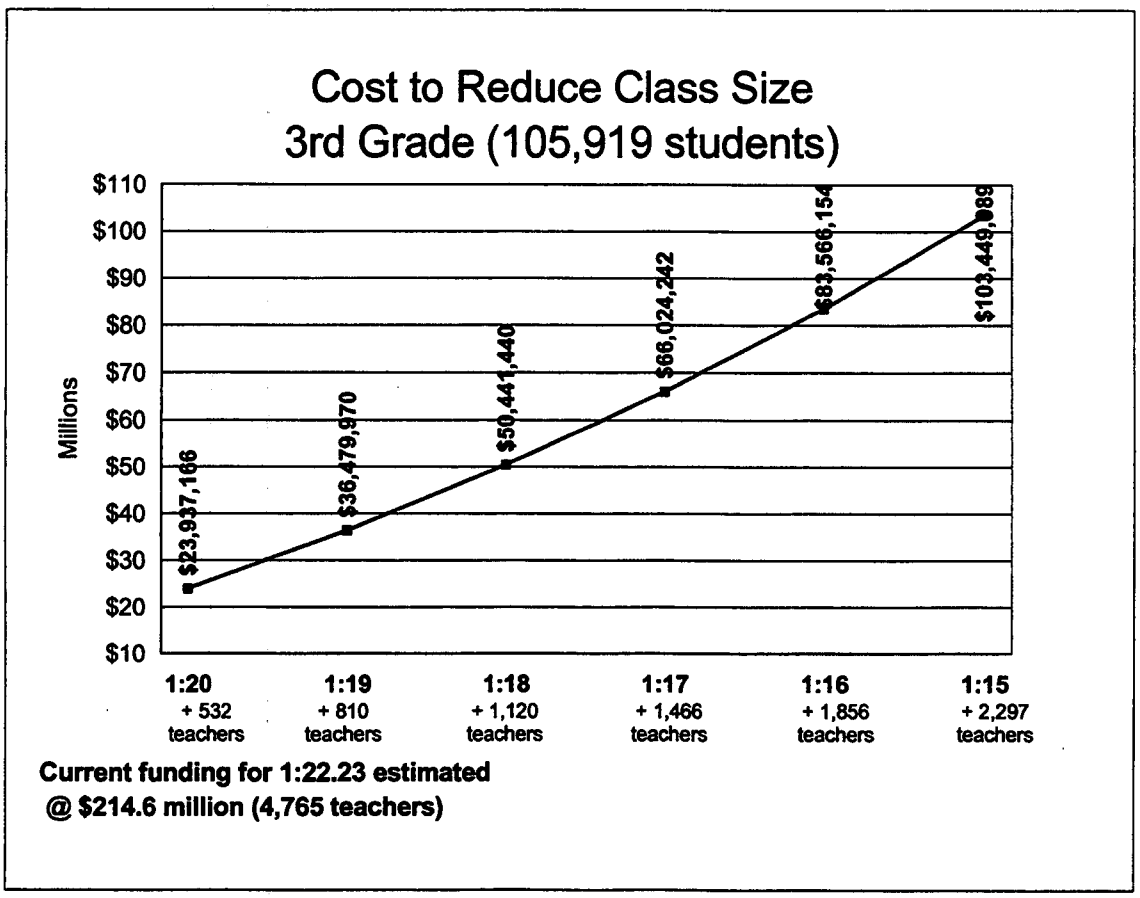
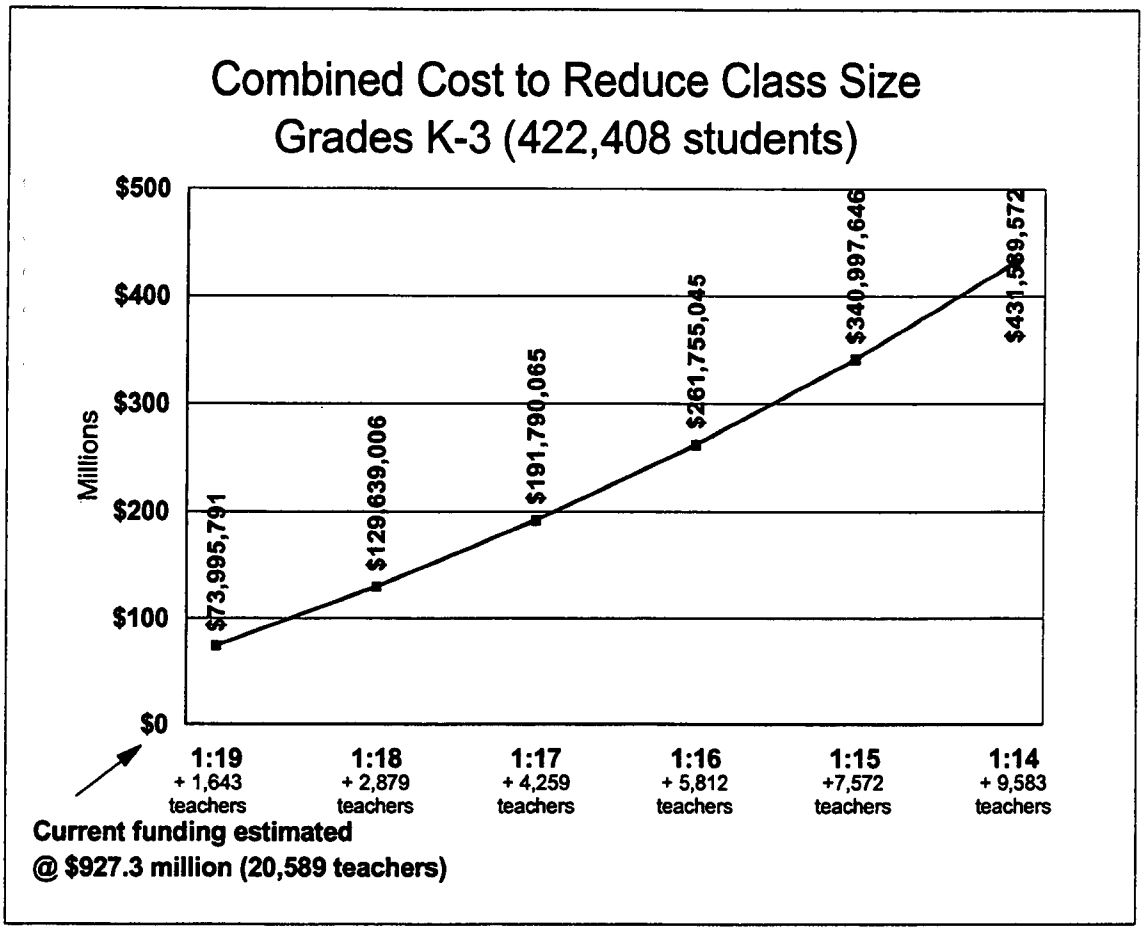
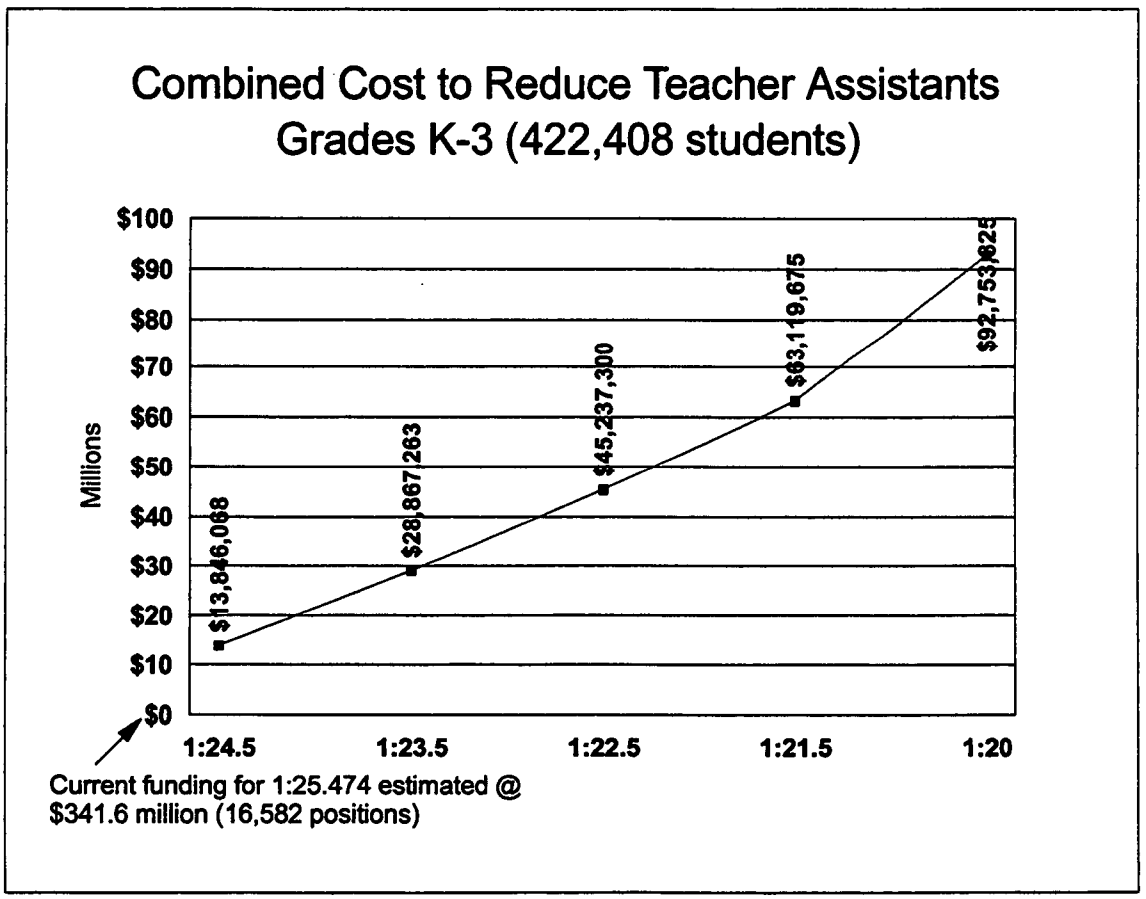
$80,165,860
$103,067,175
1:19 + 281 teachers
1:18 + 594 teachers
1:17 + 943 teachers
1:16 + 1,335 teachers
1:15 + 1,780 teachers
1:14 + 2,289 teachers
Current funding for 1:20 estimated
@ $240.5 million (5,340 teachers)


Cost to Reduce Class Size
2nd Grade (105,086 students)
Millions
$110
$100
$90
$80
$70
$60
$50
$40
$30
$20
$10
$0
$12,452,731
$26,279,090
$41,749,299
$59,156,100
$78,859,787
$101,400,806
1:19 + 277 teachers
1:18 + 584 teachers
1:17 + 927 teachers
1:16 + 1,314 teachers
1:15 + 1,751 teachers
1:14 + 2,252 teachers
Current funding for 1:20 estimated
@ $236.6 million (5,255 teachers)


Cost to Reduce Class Size
3rd Grade (105,919 students)
Millions
$110
$100
$90
$80
$70
$60
$50
$40
$30
$20
$10
$23,937,166
$36,479,970
$50,441,440
$66,024,242
$83,566,154
$103,449,189
1:20 + 532 teachers
1:19 + 810 teachers
1:18 + 1,120 teachers
1:17 + 1,466 teachers
1:16 + 1,856 teachers
1:15 + 2,297 teachers
Current funding for 1:22.23 estimated
@ $214.6 million (4,765 teachers)


Combined Cost to Reduce Class Size
Grades K-3 (422,408 students)
Millions
$500
$400
$300
$200
$100
$0
$73,995,791
$129,639,006
$191,790,065
$261,755,045
$340,997,646
$431,589,572
1:19
+ 1,643
teachers
1:18
+ 2,879
teachers
1:17
+ 4,259
teachers
1:16
+ 5,812
teachers
1:15
+7,572
teachers
1:14
+ 9,583
teachers
Current funding estimated
@ $927.3 million (20,589 teachers)


Combined Cost to Reduce Teacher Assistants
Grades K-3 (422,408 students)
Millions
$100
$90
$80
$70
$60
$50
$40
$30
$20
$10
$0
$13,846,068
$28,867,263
$45,237,300
$63,119,675
$92,753,625
1:24.5
1:23.5
1:22.5
1:21.5
1:20
Current funding for 1:25.474 estimated @
$341.6 million (16,582 positions)

NBPTS Facts

National Information:

- First certifications were in 1994.
- Currently there are 19 areas available of certification with 5 more coming on line in December 2001
- Since 1994, 9,527 teachers have been certified nationally (3 teachers in more than one area).
- 4,720 teachers were certified in 2000 (over 49% of the total).
- All 50 States have at least one Nationally Board Certified Teacher (NBCT)

North Carolina Information:

- Budget: $3.3 million pays fee ($2,300) and 3 days for substitutes. Not sufficient, this year we have had 2,000 applicants. Last year we spent $3.6 million … State Budget Office authorizes any excess cost.
- NBCT teacher is paid on a salary schedule that is 12% higher that the schedule for non-nationally certified teachers if they are in the classroom at least 70% of their time.
- Since 1994, 2,407 North Carolina teachers (around 3%) have been nationally certified (25% of the national certified population).
- 1,139 received their certification this year (24% of the national population and 47% of North Carolina's total certified population).
- 116 of the 117 school districts have Nationally certified teachers (Weldon)
- Charlotte/Mecklenburg has 222 NBCT teachers in 61% of their schools.
- 3 LEAs have a NBCT in every school (Chowan, Roanoke Rapids, and Pamlico
- 50% of North Carolina's schools have a NBCT teacher in the classroom. 3 schools have12 nationally certified teachers on staff.
- Average State salary for teachers as September, $37,459 … NBCT teachers, $43,547 (16% higher)
- Right @ 72% of NBCT have 10 or more years of teaching experience.
- 54% have above a bachelor degree.

March 14, 2001
1 pm
attachment #4

State Allotment Formulas
FY 2000-01

Administration

Category	Basis of Allotment
Central Office Administration	Each LEA receives a base allotment which is graduated based on ADM. Additional funds are distributed based on ADM to LEAs with ADM higher than 1,500 ($20.00 per ADM). No LEA will receive less Central Office Administration funding than in FY 1999-00, increased for legislated salary increases, unless they are an LEA which is losing its hold harmless provision due to merger. The formula will be phased in as merged LEAs lose their special two-year hold harmless provision and as additional funds are appropriated.

Instructional Personnel and Support Services

Category	Basis of Allotment	Allotted Salary
Classroom Teachers		
Grades Kindergarten - 2	1 per 20 in ADM. (LEA Max Class Size Avg is 26)	
Grade 3	1 per 22.23 in ADM. (LEA Max Class Size Avg is 26)	
Grades 4 - 6	1 per 22 in ADM. (LEA Max Class Size Avg is 26)	
Grades 7 - 8	1 per 21 in ADM. (LEA Max Class Size Avg is 26)	$36,988
Grade 9	1 per 24.5 in ADM. (LEA Max Class Size Avg is 26)	$45,037 w/benefits
Grades 10 - 12	1 per 26.64 in ADM. (LEA Max Class Size Avg is 29)	
Math/Science/Computer Teachers	1 per county or based on subagreements.	
Teacher Assistants	$805.73 (rounded) per K-3 ADM.	$15,719
Instructional Support	1 per 200.10 in ADM.	$41,055
School Building Administration		
Principals	1 per school with at least 100 ADM or at least 7 state allotted teachers.	$65,796
Assistant Principals	1 month per 72.64 in ADM.	$46,870
ABC Incentive Award	***Schools with exemplary growth received $1,500 plus benefits for state & local certified personnel and $500 plus benefits for state and local teacher assistants. Schools with expected growth received $750 plus benefits for state and local certified personnel and $375 plus benefits for state and local teacher assistants.***	
Classroom Materials/Instructional Supplies/Equipment	$43.84 per ADM plus $2.69 per ADM in grades 8 and 9 for PSAT Testing.	
Textbooks	$51.45 per ADM in grades K-12.	
Assistant Principal Interns	$3,195/month plus Social Security.	

Employee Benefits

Category	Basis of Allotment
Hospitalization	$2,256 per position per year.
Retirement	7.13% of total salaries.
Social Security	7.65% of total salaries.

Support

Category	Basis of Allotment
Noninstructional Support Personnel	$215.09 per ADM. $6,000 per Textbook Commission member for Clerical Assistants.

Categorical Programs

Category	Basis of Allotment
Academically or Intellectually Gifted Students	$864.47 per child for 4% of ADM.

State Allotment Formulas
FY 2000-01

Categorical Programs (Continued)	
Category	**Basis of Allotment**
At-Risk Student Services	*Each LEA receives the dollar equivalent of one resource officer ($37,838) per high school. Of the remaining funds, 50% is distributed based on ADM ($57.97 per ADM) and 50% is distributed based on number of poor children, per the federal Title 1 Low Income poverty data ($322.97 per poor child). Each LEA receives a minimum of the dollar equivalent of two teachers and two instructional support personnel ($188,050). No LEA will receive less than 90% of the total funding they received in FY 1999-00, not including carryover or Resource Officers.*
Children with Disabilities	
School Aged	*$2,612.30 per headcount. Headcount is comprised of the lesser of the April 1 handicapped headcount or 12.5% of the allotted ADM.*
Preschool	*Base of $45,252 per LEA; remainder distributed based on April 1 headcount of ages 3, 4, and PreK- 5, ($1,855.77) per child.*
Group Homes	*Approved applications-$7,313.83*
Developmental Day Care (3-20)	*Approved applications-$8,109 per child.*
Community Residential Centers	*Approved applications-$11,911 per child.*
Driver Education	*$246.91 (rounded) per 9th grade ADM. Includes private, charter, and federal schools.*
Improving Student Acctbility	*$219.80 per student below grade level in grades 3 - 8.*
Intervention/Assist Teams	*Based on personnel assigned to assistance teams & support cost of team in the LEA.*
Limited English Proficiency	*Base of a teacher asst ($20,300); remainder based 50% on number of LEP students ($242.91) and 50% on an LEA's concentration of LEP students ($5,957.66).*
Low Wealth Supplemental Funding	*Funding to counties whose county wealth is less than 100% of the state average wealth.*
Regional Education & Technical Assistance Funding	80% of each region's budget is divided equally among all school systems in the region. 20% is allotted based on ADM.
Safety Assistance Teams	*Based on personnel assigned to assistance teams & support cost of team in the LEA.*
School Technology	*$11.64 per ADM.*
Small County Supplemental Funding	*Funding to counties with < 3,213 in ADM or between 3,213 & 4,080 ADM whose adjusted property tax base is below the state avg adjusted property tax base. 6 calculations (ranging from 5.5 teachers to $466,000 in Classroom Materials/Supplies/Equipment).*
Staff Development	$750 per LEA, then 25% of total is allotted equally (base) and 75% allotted based on ADM.
Transportation	Based on an efficiency rated formula and local operating plans.
Vocational Education - MOE (LIMITED FLEXIBILITY-6.5% Salary Increase)	Base of 50 Months of Employment per LEA with remainder distributed based on ADM in grades 7-12. **Average Salary: $38,730**
Voc Ed-Program Support	$10,000 per LEA with remainder distributed based on ADM in grades 7-12 ($25.95).
Voc Ed-Tech Prep	Approved applications for LEAs who have applied for, but not received, prior supplemental funding.

Categories which cannot be adjusted in FY 2000-01 through an ABC transfer.

Category	Reason/Restriction
ABC Incentive Award	Legislation
At Risk Student Services/Alternative Sch.	Legislation
Children with Disabilities	Legislation; Funds may be transferred into Children with Disabilities
Driver Education	Legislation
Improving Student Accountability	Legislation
Intervention/Assistance Teams	Legislation
Limited English Proficiency	Legislation
Low Wealth Supplemental Funding	Legislation
NCHELPS	Legislation
Safety Assistance Teams	Legislation
School Technology	Legislation
Small County Supplemental Funding	Legislation
Textbooks	Legislation

Source: North Carolina Department of Public Instruction

Fiscal Research
March 13, 2001

PS-156

Teacher Assistants
2000-01: $341.57 million

- **Dollar allotment of $805.73 per ADM in grades K-3**
- **Fall 2000 survey by DPI provided data on teacher assistants**
- **Teacher assistants are paid from categorical allotments as well as this allotment**

NC Teacher Assistant Population

- **Years of Experience:**
  - **5 yrs or less: 50%**
  - **14 yrs or less: 75%**
  - **21 yrs or less: 90%**
- **Note: Classroom Teacher median is 11 yrs of experience for 1999-2000.**

NC Teacher Assistant Population

- **Education Levels:**
  - **High school or equivalent: 31%**
  - **Some college: 43%**
  - **Associate degree: 12%**
  - **Bachelor's degree: 11%**
  - **Master's degree or higher: 1%**
  - **Unknown: 2%**

NC Teacher Assistant Population

Fund Sources from which they are paid:

- State: 82%
- Local: 10%
- Federal: 8%

Varied Roles of Teacher Assistants:

- **Teacher assistants have varied roles:**
  - **K-3 where instructional skills may be required.**
  - **Exception Children where medical skills may be required.**
  - **Technology where computer skills may be required.**
  - **Basic school support type skills.**

Other Survey Data

- **Average vacancies is 1.4 per LEA.**
- **Most took less than 2 weeks to fill a teacher assistant vacancy.**
- **Only areas with supply/demand concerns are those filling and exceptional children or technology role.**

Limited English Proficiency Funding 2000-01: $17.3 million

- First funded 1998-99 at $5 million
- DPI has added into ADM adjustments for continuation budget increases.
- Headcount data is based on survey from LEAs
- No limitation on time a student is in headcount
- Data is collected for previous year
- Currently multiple language proficiency tests are in use by LEAs

Limited English Proficiency Funding (cont.)

- Formula:
  - Eligible if have 20 students or more or 2.5% of ADM is LEP
  - Base dollar allotment of $20,300
  - 50% remaining funds based on weighted headcount of prior 3 years (limited to 10.6% of ADM)
  - 50% remaining funds based on concentration of of LEP headcount in LEA student population (not limited)

Limited English Proficiency Headcounts

LEAs	94-95	95-96	96-97	97-98	98-99	99-00
LEA's	**14,882**	**18,782**	**24,771**	**28,704**	**37,212**	**44,085**
Charters				5	39	**80**
Grand Total	14,881	18,782	24,771	28,709	37,251	**44,165**
	94-95	**95-96**	**96-97**	**97-98**	**98-99**	**99-00**
LEP Count	14,881	18,782	24,771	28,709	37,251	**44,165**
% Increase		**26%**	**32%**	**16%**	**30%**	**19%**

Comparison Data - Limited English Proficiency Students

Received from Fran Hoch, 1/29/01

LEA No.	LEAs	94-95	95-96	96-97	97-98	98-99	99-00	% Change
010	Alamance (1)	327	623	468	545	1,146	1,146	250%
020	Alexander	96	111	155	230	294	309	222%
030	Alleghany	11	13	17	17	30	86	682%
040	Anson	2	18	37	35	48	40	1900%
050	Ashe	6	18	24	24	43	42	600%
060	Avery	13	5	9	3	8	22	69%
070	Beaufort	33	43	71	88	106	136	312%
080	Bertie	9	1	4	2	8	3	-67%
090	Bladen	20	37	42	53	161	165	725%
100	Brunswick	53	54	96	101	112	148	179%
110	Buncombe	187	142	214	272	432	674	260%
111	Asheville City	6	17	25	23	41	27	350%
120	Burke	667	803	1,063	1,031	1,300	1,108	66%
130	Cabarrus	88	222	313	357	460	824	836%
132	Kannapolis City	40	121	127	166	193	233	483%
140	Caldwell	11	40	79	126	148	199	1709%
150	Camden	-	-	-	-	-	-	
160	Carteret	14	34	34	30	46	51	264%
170	Caswell	7	18	13	14	13	19	171%
180	Catawba	314	375	598	653	824	1,000	218%
181	Hickory City	221	240	310	514	523	656	197%
182	Newton-Conover City	142	120	188	304	322	313	120%
190	Chatham	169	290	307	435	463	513	204%
200	Cherokee	2	1	6	-	15	5	150%
210	Edenton-Chowan	1	4	3	5	-	1	0%
220	Clay	-	-	-	-	-	-	
230	Cleveland	21	31	64	58	67	67	219%
231	Kings Mountain City	-	3	25	26	49	25	
232	Shelby City	3	16	18	26	21	23	667%
240	Columbus	11	16	96	108	104	121	1000%
241	Whiteville City	8	10	21	16	21	34	325%
250	Craven	21	64	113	135	141	148	605%
260	Cumberland	359	355	368	396	613	656	83%
270	Currituck	-	-	-	1	2	4	
280	Dare	4	6	5	13	11	37	825%
290	Davidson	15	25	25	47	52	65	333%
291	Lexington City	37	60	111	211	270	370	900%
292	Thomasville City	15	23	48	62	121	215	1333%
300	Davie	53	15	34	62	74	106	100%
310	Duplin	331	771	901	942	990	1,147	247%
320	Durham	318	374	745	742	1,175	1,381	334%
330	Edgecombe	83	122	193	254	236	159	92%
340	Winston-Salem/Forsyth	459	737	909	1,222	1,486	1,734	278%
350	Franklin	11	53	125	92	116	171	1455%

Comparison Data - Limited English Proficiency Students

Received from Fran Hoch, 1/29/01

LEA No.	LEAs	94-95	95-96	96-97	97-98	98-99	99-00	% Change
360	Gaston	326	325	441	360	452	786	141%
370	Gates	-	-	-	-	-	-	
380	Graham	-	-	-	166	-	-	
390	Granville	46	81	125	127	206	261	467%
400	Greene	65	56	154	118	199	263	305%
410	Guilford	775	1,248	1,610	1,983	2,236	2,561	230%
420	Halifax	30	30	30	24	19	-	-100%
421	Roanoke Rapids City	29	15	15	20	19	13	-55%
422	Weldon City	1	1	3	7	7	3	200%
430	Harnett	195	345	360	395	458	606	211%
440	Haywood	13	15	22	47	69	64	392%
450	Henderson	199	234	414	440	559	616	210%
460	Hertford	-	-	5	1	-	13	
470	Hoke	78	85	63	76	135	179	129%
480	Hyde	-	-	6	1	1	-	
490	Iredell-Statesville	101	158	194	351	361	572	466%
491	Mooresville City	32	38	74	47	54	54	69%
500	Jackson	2	1	21	15	18	18	800%
510	Johnston	376	472	667	945	1,047	1,499	299%
520	Jones	10	11	25	17	31	28	180%
530	Lee	342	585	734	811	874	952	178%
540	Lenoir	161	-	183	218	252	219	36%
550	Lincoln	95	182	238	367	425	681	617%
560	Macon	9	7	13	18	14	20	122%
570	Madison	9	1	2	-	1	-	-100%
580	Martin	24	3	23	35	34	24	0%
590	McDowell	87	60	87	164	167	256	194%
600	Charlotte-Mecklenburg	1,889	1,732	2,259	2,649	4,339	5,570	195%
610	Mitchell	19	21	27	29	33	45	137%
620	Montgomery	314	320	441	462	534	487	55%
630	Moore	155	175	282	311	330	354	128%
640	Nash-Rocky Mount	456	313	427	553	638	675	48%
650	New Hanover	104	135	205	209	227	302	190%
660	Northampton	8	3	3	2	2	2	-75%
670	Onslow	34	55	86	89	234	113	232%
680	Orange	17	21	98	123	175	203	1094%
681	Chapel Hill-Carrboro	862	914	570	429	533	579	-33%
690	Pamlico	-	1	3	-	-	-	
700	Elizabeth City/Pasquot	9	14	27	33	28	30	233%
710	Pender	103	65	93	207	230	256	149%
720	Perquimans	-	-	-	1	-	-	
730	Person	26	66	60	77	85	84	223%
740	Pitt	274	175	241	244	393	519	89%
750	Polk	10	25	16	8	53	-	-100%

Comparison Data - Limited English Proficiency Students

Received from Fran Hoch, 1/29/01

LEA No.	LEAs	94-95	95-96	96-97	97-98	98-99	99-00	% Change
760	Randolph	203	314	355	385	448	542	167%
761	Asheboro City	160	274	351	413	500	546	241%
770	Richmond	14	52	85	101	133	182	1200%
780	Robeson	-	279	216	95	173	292	
790	Rockingham	157	131	224	189	333	587	274%
800	Rowan-Salisbury	270	287	363	540	705	841	211%
810	Rutherford	36	67	72	87	98	113	214%
820	Sampson	235	365	397	448	886	907	286%
821	Clinton City	79	54	87	87	58	77	-3%
830	Scotland	1	-	7	6	9	11	1000%
840	Stanly (1)	165	240	220	310	420	431	161%
850	Stokes	30	48	65	70	62	72	140%
860	Surry	147	246	309	333	420	452	207%
861	Elkin City	3	16	23	36	55	80	2567%
862	Mount Airy City	16	42	58	126	202	232	1350%
870	Swain	-	12	7	-	1	4	
880	Transylvania	-	-	10	15	34	48	
890	Tyrrell	7	9	5	6	10	14	100%
900	Union	142	266	268	488	645	712	401%
910	Vance	26	60	103	153	178	258	892%
920	Wake	923	1,047	1,602	1,967	2,520	3,019	227%
930	Warren	14	19	17	10	22	14	0
940	Washington	-	7	6	10	2	8	
950	Watauga	21	16	19	22	21	29	38%
960	Wayne	208	317	429	383	531	582	180%
970	Wilkes	114	128	230	196	315	194	70%
980	Wilson	217	223	583	270	322	379	75%
990	Yadkin	220	231	281	297	308	305	39%
995	Yancey	1	13	28	41	44	64	6300%
	Total	**14,882**	**18,782**	**24,771**	**28,704**	**37,212**	**44,085**	196%
	CHARTERS							
	Arapahoe CS						2	
	Carter Community CS						2	
	Community CS				3	2		
	Crossnore CS						1	
	Engleman CS				2	-		
	Lincoln CS					8		
	M Joy CS						1	
	Rocky Mt CS					4		
	SB Howard CS					24	61	
	Village CS						6	
	Woods CS					1		
	Woodson CS						7	
	Total				5	39	**80**	

Comparison Data - Limited English Proficiency Students

Received from Fran Hoch, 1/29/01

LEA No.	LEAs	94-95	95-96	96-97	97-98	98-99	99-00	% Change
	Grand Total	14,881	18,782	24,771	28,709	37,251	**44,165**	197%

Notes:

(1) Fiscal years 95 and 96 include city school system data. Data no longer affects this allotment.

Limited English Proficiency
Category 11, PRC 54
FY 2000-01 Initial Allotment

									50%	
		LEP Headcount							242.91	$ -
LEA #	LEA Name	96-97	97-98	98-99	3-Year Weighted Average Headcount (1)	2000-01 Allotted ADM (2)	Base (5)	LEP ConcentrationWith Factor Applied	LEP Population With Factor Applied	Total Funds to LEA
010	Alamance Co.	468	545	1,146	826	20,583	$ 20,300	$ 196,600	$ 200,647	$ 417,546
020	Alexander Co.	155	230	294	243	5,395	20,300	64,939	59,027	144,266
030	Alleghany Co.	17	17	30	24	1,442	20,300	2,383	5,830	28,513
040	Anson Co.	37	35	48	42	4,553	20,300	2,383	10,202	32,885
050	Ashe Co.	24	24	43	34	3,211	20,300	2,383	8,259	30,942
060	Avery Co.	9	3	8	7	2,415	-	-	-	-
070	Beaufort Co.	71	88	106	93	7,428	20,300	7,149	22,591	50,040
080	Bertie Co.	4	2	8	6	3,686	-	-	-	-
090	Bladen Co.	42	53	161	104	5,699	20,300	11,320	25,262	56,882
100	Brunswick Co.	96	101	112	105	10,275	20,300	6,553	25,505	52,358
110	Buncombe Co.	214	272	432	338	24,875	20,300	28,001	82,103	130,404
111	Asheville City	25	23	41	33	4,088	20,300	1,787	8,016	30,103
120	Burke Co.	1,063	1,044	1,300	1,177	14,571	20,300	567,765	285,903	873,968
130	Cabarrus Co.	313	357	460	398	19,092	20,300	50,044	96,678	167,022
132	Kannapolis City	127	166	193	170	4,352	20,300	39,321	41,294	100,915
140	Caldwell Co.	79	126	148	125	12,666	20,300	7,745	30,364	58,409
150	Camden Co.	-	-	-	-	1,341	-	-	-	-
160	Carteret Co.	34	30	46	39	8,374	20,300	1,192	9,473	30,965
170	Caswell Co.	13	14	13	13	3,598	-	-	-	-
180	Catawba Co.	598	653	824	725	16,363	20,300	190,049	176,109	386,458
18B	Engelmann School	-	2	-	1	194	-	-	-	-
181	Hickory City	310	514	523	468	4,557	20,300	287,159	113,681	421,140
182	Newton-Con. City	188	304	322	284	2,737	20,300	175,751	68,986	265,037
190	Chatham Co.	307	435	463	417	7,029	20,300	146,559	101,293	268,152
19B	The Woods CS	-	-	1	1	120	-	-	-	-
200	Cherokee Co.	6	-	15	9	3,530	-	-	-	-
210	Chowan Co.	3	5	-	2	2,539	-	-	-	-
220	Clay Co.	-	-	-	-	1,270	-	-	-	-
230	Cleveland Co.	64	58	67	64	9,513	20,300	2,383	15,546	38,229
231	Kings Mtn City	25	60	49	46	4,517	20,300	2,979	11,174	34,453
232	Shelby City	18	26	21	22	3,266	20,300	1,192	5,344	26,836
240	Columbus Co.	96	108	104	103	7,375	20,300	8,341	25,020	53,661
241	Whiteville City	21	16	21	20	2,777	20,300	596	4,858	25,754
250	Craven Co.	113	135	141	133	14,840	20,300	7,149	32,307	59,756
260	Cumberland Co.	368	396	613	498	51,363	20,300	29,788	120,969	171,057
270	Currituck Co.	-	1	2	1	3,190	-	-	-	-
280	Dare Co.	5	13	11	10	4,711	-	-	-	-

limite~1

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Limited English Proficiency
Category 11, PRC 54
FY 2000-01 Initial Allotment

									50%	
		LEP Headcount							242.91	$ -
LEA #	LEA Name	96-97	97-98	98-99	3-Year Weighted Average Headcount (1)	2000-01 Allotted ADM (2)	Base (5)	LEP ConcentrationWith Factor Applied	LEP Population With Factor Applied	Total Funds to LEA
290	Davidson Co.	25	47	52	44	19,055	20,300	596	10,688	31,584
291	Lexington City	111	211	270	216	3,241	20,300	86,386	52,468	159,154
292	Thomasville City	48	62	121	88	2,342	20,300	19,660	21,376	61,336
300	Davie Co.	34	62	74	61	5,756	20,300	4,170	14,817	39,287
310	Duplin Co.	901	942	990	956	8,668	20,300	626,746	223,186	870,232
320	Durham Co.	745	742	1,175	959	29,033	20,300	188,262	232,949	441,511
330	Edgecombe Co.	193	254	236	230	7,771	20,300	41,108	55,869	117,277
340	Forsyth Co.	909	1,222	1,486	1,276	44,341	20,300	220,434	309,951	550,685
350	Franklin Co.	125	92	116	112	7,672	20,300	10,128	27,206	57,634
360	Gaston Co.	441	357	452	426	30,431	20,300	35,746	103,479	159,525
370	Gates Co.	-	-	-	-	2,056	-	-	-	-
380	Graham Co.	-	-	-	-	1,204	-	-	-	-
390	Granville Co.	125	127	206	166	8,140	20,300	19,660	40,323	80,283
400	Greene Co.	154	118	199	168	2,907	20,300	57,789	40,809	118,898
410	Guilford Co.	1,610	1,983	2,236	2,016	63,152	20,300	384,269	489,704	894,273
420	Halifax Co.	30	24	19	23	6,214	20,300	596	5,587	26,483
421	Roanoke Rapids City	15	20	19	18	3,066	-	-	-	-
422	Weldon City	3	7	7	6	1,158	-	-	-	-
430	Harnett Co.	360	395	458	418	17,595	20,300	59,577	101,536	181,413
440	Haywood Co.	22	47	69	52	7,828	20,300	2,383	12,631	35,314
450	Henderson Co.	414	440	559	493	11,578	20,300	126,302	119,754	266,356
460	Hertford Co.	5	1	-	2	4,062	-	-	-	-
470	Hoke Co.	63	76	135	102	6,243	20,300	9,532	24,777	54,609
480	Hyde Co.	6	1	1	2	731	-	-	-	-
490	Iredell Co.	194	351	361	317	17,263	20,300	33,959	77,002	131,261
491	Mooresville City	74	47	54	57	3,885	20,300	5,362	13,846	39,508
500	Jackson Co.	21	15	18	18	3,547	-	-	-	-
510	Johnston Co.	667	945	1,047	927	21,411	20,300	237,711	225,176	483,187
520	Jones Co.	25	17	31	26	1,520	20,300	2,383	6,316	28,999
530	Lee Co.	734	811	874	823	8,717	20,300	461,123	199,914	681,337
540	Lenoir Co.	183	218	252	226	10,302	20,300	29,788	54,897	104,985
550	Lincoln Co.	238	367	425	364	10,704	20,300	73,875	88,419	182,594
55A	Lincoln CS	-	-	8	4	328	-	-	-	-
560	Macon Co.	13	16	14	14	4,182	-	-	-	-
570	Madison Co.	2	-	1	1	2,553	-	-	-	-
580	Martin Co.	23	35	34	32	4,916	20,300	1,192	7,773	29,265
590	McDowell Co.	87	164	167	146	6,465	20,300	20,256	35,465	76,021

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limite~1

Limited English Proficiency
Category 11, PRC 54
FY 2000-01 Initial Allotment

									50%	
		LEP Headcount							242.91	$ -
LEA #	LEA Name	96-97	97-98	98-99	3-Year Weighted Average Headcount (1)	2000-01 Allotted ADM (2)	Base (5)	LEP ConcentrationWith Factor Applied	LEP Population With Factor Applied	Total Funds to LEA
600	Mecklenburg Co.	2,259	2,649	4,339	3,397	102,535	20,300	667,854	825,161	1,513,315
60A	Community CS	-	3	2	2	105	-	-	-	-
610	Mitchell Co.	27	29	33	31	2,412	20,300	2,383	7,530	30,213
620	Montgomery Co.	441	462	534	493	4,577	20,300	316,948	117,850	455,098
630	Moore Co.	282	311	330	313	11,138	20,300	52,427	76,030	148,757
640	Nash Co.	427	553	638	564	17,822	20,300	107,238	137,000	264,538
64A	Rocky Mt. CS	-	-	4	2	881	-	-	-	-
650	New Hanover Co.	205	209	227	217	21,488	20,300	13,107	52,711	86,118
660	Northampton Co.	3	2	2	2	3,789	-	-	-	-
670	Onslow Co.	86	89	234	161	21,040	20,300	7,745	39,108	67,153
680	Orange Co.	98	123	175	143	6,373	20,300	18,469	34,736	73,505
681	Chapel Hill City	570	429	533	516	9,381	20,300	169,198	125,341	314,839
690	Pamlico Co.	3	-	-	1	1,838	-	-	-	-
700	Pasquotank Co.	27	33	28	29	6,062	20,300	596	7,044	27,940
710	Pender Co.	93	207	230	190	6,668	20,300	31,576	46,153	98,029
720	Perquimans Co.	-	1	-	-	1,799	-	-	-	-
730	Person Co.	60	77	85	77	5,985	20,300	5,958	18,704	44,962
740	Pitt Co.	241	244	393	318	20,407	20,300	30,384	77,245	127,929
750	Polk Co.	16	8	53	33	2,343	20,300	2,979	8,016	31,295
760	Randolph Co.	355	385	448	409	17,072	20,300	58,385	99,350	178,035
761	Asheboro City	351	413	500	441	4,315	20,300	268,095	107,123	395,518
770	Richmond Co.	85	101	133	113	8,370	20,300	9,532	27,449	57,281
780	Robeson Co.	216	95	173	164	23,912	20,300	6,553	39,837	66,690
790	Rockingham Co.	224	189	333	270	14,633	20,300	29,193	65,585	115,078
800	Rowan Co.	363	540	705	578	20,245	20,300	100,089	140,401	260,790
810	Rutherford Co.	72	87	98	89	10,088	20,300	4,766	21,619	46,685
820	Sampson Co.	397	448	886	654	8,023	20,300	319,331	158,862	498,493
821	Clinton City	87	87	58	73	2,602	20,300	11,915	17,732	49,947
830	Scotland Co.	7	6	9	8	6,993	-	-	-	-
840	Stanly Co.	220	310	420	343	10,264	20,300	67,322	83,318	170,940
850	Stokes Co.	65	70	62	65	7,301	20,300	3,575	15,789	39,664
860	Surry Co.	309	333	420	371	8,429	20,300	97,110	90,119	207,529
861	Elkin City	23	36	55	42	1,090	20,300	9,532	10,202	40,034
862	Mt. Airy City	58	126	202	147	2,020	20,300	63,747	35,708	119,755
870	Swain Co.	7	-	1	2	1,732	-	-	-	-
880	Transylvania Co.	10	15	34	23	3,912	20,300	596	5,587	26,483
890	Tyrrell Co.	5	6	10	8	777	-	-	-	-

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limite~1

Limited English Proficiency
Category 11, PRC 54
FY 2000-01 Initial Allotment

									50%	
		LEP Headcount							242.91	$ -
LEA #	LEA Name	96-97	97-98	98-99	3-Year Weighted Average Headcount (1)	2000-01 Allotted ADM (2)	Base (5)	LEP ConcentrationWith Factor Applied	LEP Population With Factor Applied	Total Funds to LEA
900	Union Co.	268	488	645	512	22,886	20,300	67,322	124,369	211,991
910	Vance Co.	103	153	178	153	7,983	20,300	17,277	37,165	74,742
920	Wake Co.	1,602	1,967	2,520	2,152	98,010	20,300	281,797	522,739	824,836
930	Warren Co.	17	10	22	18	3,262	-	-	-	-
940	Washington Co.	6	10	2	5	2,420	-	-	-	-
950	Watauga Co.	19	22	21	21	4,922	20,300	596	5,101	25,997
960	Wayne Co.	429	383	531	469	19,533	20,300	67,322	113,924	201,546
970	Wilkes Co.	230	196	315	264	10,165	20,300	41,108	64,128	125,536
980	Wilson Co.	583	270	322	374	12,254	20,300	69,109	90,848	180,257
98A	Sallie B. Howard CS (9)	-	-	24	12	388	20,300	2,383	2,915	25,598
990	Yadkin Co.	281	297	308	299	6,032	20,300	89,365	72,630	182,295
995	Yancey Co.	28	41	44	39	2,494	20,300	3,575	9,473	33,348
	LEA TOTALS:	24,771	28,585	37,251	31,977	1,276,342	$ 1,867,600	$ 7,716,961	$ 7,716,961	$ 17,301,521

Notes

(1) Fiscal Year 1998-99 is weighted by 2. Fiscal Years 1996-97 and 1997-98 are each weighted by 1.

(2) ADM has been reduced for students attending a Charter School.

(3) Funded headcount is capped at 10.6 % of ADM for the portion of funds that is allocated on the bases of the number identified students.

(4) LEAs must have a minimum of 20 students or 2.5% of ADM to receive funding.

(5) FY 2000-2001 Base = Average Teacher Assistant Salary @ $20,300

(6) Equals the appropriation less the base, multiplied by 50%, then divided by the sum of the funding factors.

(7) The "Funding Factor" is derived from multiplication of the " 3-Year Weighted Average Headcount" by the "Headcount As A Percentage of ADM".

(8) Equals the appropriation less the base, multiplied by 50%, then divided by the sum of the funded headcounts.

(9) Sallie B. Howard is the only charter school eligible for LEP funding - transfer funds to Charter School State Funds in the amount of $25,598..

(10) 10.6% cap applies only to the portion of the allotment formula calculated based on "Population" .

2000-2001 Budget: $ 17,301,521

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Limited English Proficiency (054)
Report on Expenditures

Based on June 30, 2000 including installment accruals.

Total Allotment: $10,296,889.00

Expenditure Description	FY 1999-2000 As of 6/30/00	% of Total Allotment
Teachers	$5,798,610.31	56.32%
Teacher Assistants	1,014,598.73	9.85%
Technology Assistant	0.00	0.00%
Administrative	0.00	0.00%
Custodian	0.00	0.00%
Clerical Personnel	0.00	0.00%
Salary - Driver	0.00	0.00%
Technical, Other Assignments, etc.	23,151.25	0.22%
Total Salary:	$6,836,360.29	66.39%
Other - Salary Related:		
Substitute Pay	$44,330.93	0.43%
Supplemental Pay	0.00	0.00%
Longevity Pay	0.00	0.00%
Annual Leave	0.00	0.00%
Bonus/Differ Pay	0.00	0.00%
Overtime Pay	0.00	0.00%
Matching Benefits	1,364,312.85	13.25%
Total Other - Salary Related:	$1,408,643.78	13.68%
Total Salary & Salary Related:	$8,245,004.07	80.07%
Instructional Supplies	$774,752.59	7.53%
Computer Software & Supplies	326,185.74	3.17%
Textbooks	21,976.47	0.21%
Library Books & Periodicals	0.00	0.00%
Audiovisual Supplies	4,180.74	0.04%
Instructional Equipment	22,900.49	0.22%
Computer Equipment	230,752.32	2.24%
Noncap Equip/Comp. Hardware	72,274.18	0.70%
Purchase of Vehicles	0.00	0.00%
Workshops	260,306.72	2.53%
Contracted Services	233,966.68	2.27%
Supplies & Materials	0.00	0.00%
Other (Liability Insurance)	15,227.39	0.15%
Total Non-Salary:	$1,962,523.32	19.06%
GRAND TOTAL:	$10,207,527.39	99.13%
UNEXPENDED BALANCE:	$89,361.61	0.87%

Amount Underspent:	$100,310.16
Amount Overspent:	(10,948.55)
Total:	$89,361.61

State Allotments

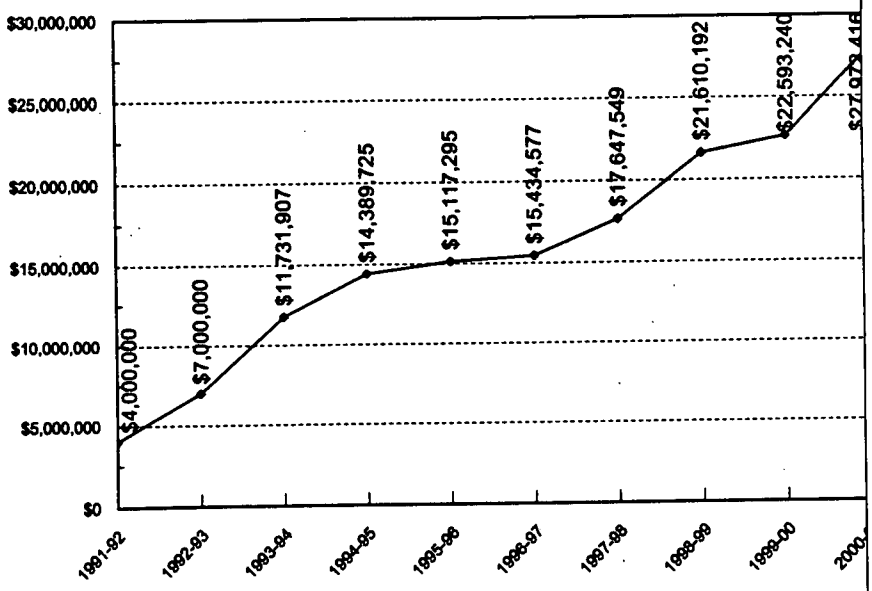
FY 1999-2000

Small County Supplemental Funding $27,972,416

Funding to counties with < 3,000 in ADM or between 3,000 & 4,000 ADM whose adjusted property tax base is below the state avg adjusted property tax base. 6 calculations (ranging from 5.5 teachers to $466,000 in Classroom Materials/Supplies/Equipment).

Small County Supplemental Funding

North Carolina provides supplemental funding to small county school systems. Systems that qualify are those with (a) average daily membership (ADM) less than 3,150, and (b) ADM between 3,150 and 4,000 whose county adjusted property tax base per student is below the state average.



Small County Supplemental Funding
2000-2001 (See Note)

LEA Name	Total Allotment
Alamance County	$0
Alexander County	0
Alleghany County	1,104,358
Anson County	0
Ashe County	1,078,563
Avery County	1,027,247
Beaufort County	0
Bertie County	1,011,905
Bladen County	0
Brunswick County	0
Buncombe County	0
Asheville City	0
Burke County	0
Cabarrus County	0
Kannapolis City	0
Caldwell County	0
Camden County	1,072,972
Carteret County	0
Caswell County	1,011,306
Catawba County	0
Hickory City	0
Newton City	0
Chatham County	0
Cherokee County	1,034,914
Chowan County	931,722
Clay County	1,061,596
Cleveland County	0
Kings Mountain District	0
Shelby City	0
Columbus County	0
Whiteville City	0
Craven County	0
Cumberland County	0
Currituck County	1,022,367
Dare County	0
Davidson County	0
Lexington City	0
Thomasville City	0
Davie County	0
Duplin County	0

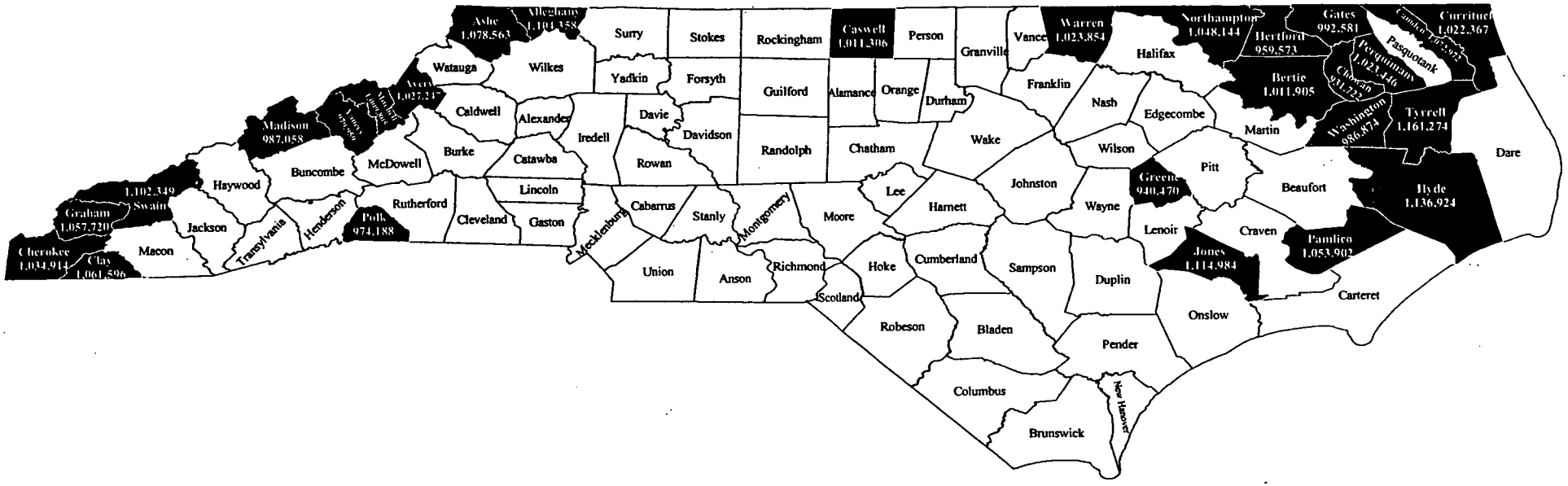
LEA Name	Total Allotment
Durham County	$0
Edgecombe County	0
Forsyth County	0
Franklin County	0
Gaston County	0
Gates County	992,581
Graham County	1,057,720
Granville County	0
Greene County	940,470
Guilford County	0
Halifax County	0
Roanoke Rapids City	0
Weldon City	0
Harnett County	0
Haywood County	0
Henderson County	0
Hertford County	959,573
Hoke County	0
Hyde County	1,136,924
Iredell County	0
Mooresville City	0
Jackson County	0
Johnston County	0
Jones County	1,114,984
Lee County	0
Lenoir County	0
Lincoln County	0
Macon County	0
Madison County	987,058
Martin County	0
McDowell County	0
Mecklenburg County	0
Mitchell County	1,009,805
Montgomery County	0
Moore County	0
Nash County	0
New Hanover County	0
Northampton County	1,048,144
Onslow County	0
Orange County	0

LEA Name	Total Allotment
Chapel Hill-Carrboro	$0
Pamlico County	1,053,902
Pasquotank County	0
Pender County	0
Perquimans County	1,023,446
Person County	0
Pitt County	0
Polk County	974,188
Randolph County	0
Asheboro City	0
Richmond County	0
Robeson County	0
Rockingham County	0
Rowan County	0
Rutherford County	0
Sampson County	0
Clinton City	0
Scotland County	0
Stanly County	0
Stokes County	0
Surry County	0
Elkin City	0
Mount Airy City	0
Swain County	1,102,349
Transylvania County	0
Tyrrell County	1,161,274
Union County	0
Vance County	0
Wake County	0
Warren County	1,023,854
Washington County	986,874
Watauga County	0
Wayne County	0
Wilkes County	0
Wilson County	0
Yadkin County	0
Yancey County	979,959
Trsfs-Charter Schools	62,361
Total	$27,972,416

Note: The allotted amount is based on the Initial Allotments.

Fiscal Researchs
Education Team, March 8, 2001 (F:\My Documents\Allotments\Small County 2001.123)

Small School Supplemental Funding
FY 2000-01



March 14, 2001
F:\Mydocuments\Funding per ADM\Chart3.wk4

Fiscal Research
Education Team

B-173

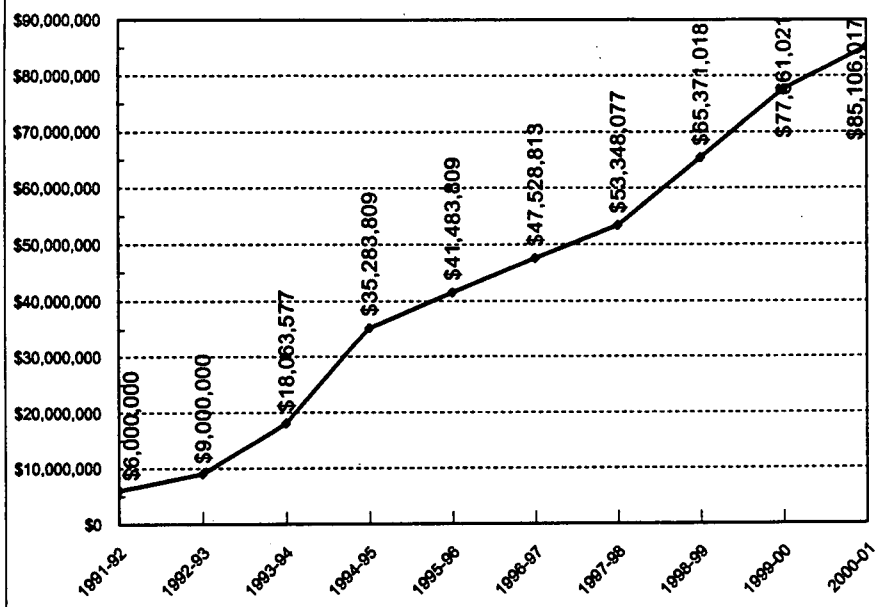
Small County Supplemental Funding (019)
Report on Expenditures

Total Allotment: $22,306,495.00

Expenditure Description	FY 1999-2000 As of 6/30/00	FY 1999-2000 % of Total Allotment
Teachers	$5,140,492.26	23.05%
Teacher Assistants	2,128,478.62	9.54%
Instuctional Support	633,052.29	2.84%
Administrative	471,089.26	2.11%
Custodian	1,234,189.42	5.53%
Clerical Personnel	1,287,140.60	5.77%
Total Salary:	$10,894,442.45	48.84%
Other - Salary Related:		
Substitute Pay	$359,105.38	1.61%
Supplemental Pay	189,265.43	0.85%
Longevity Pay	5,491.00	0.02%
Bonus/Differ Pay	31,488.06	0.14%
Overtime Pay	19,103.10	0.09%
Tutor	79,725.52	0.36%
Technical, Other Assignments, etc.	1,465,222.24	6.57%
Matching Benefits	3,135,105.08	14.05%
Total Other - Salary Related:	$5,284,505.81	23.69%
Total Salary & Salary Related:	$16,178,948.26	72.53%
Instructional Supplies	$915,096.24	4.10%
Computer Software & Supplies	349,721.95	1.57%
Textbooks	23,632.46	0.11%
Library Books & Periodicals	107,046.33	0.48%
Audiovisual Supplies	9,132.81	0.04%
Instructional Equipment	564,618.79	2.53%
Computer Equipment	1,240,152.39	5.56%
Noncap Equip/Comp. Hardware	181,516.30	0.81%
Workshops	252,565.58	1.13%
Contracted Services	900,265.19	4.04%
Supplies & Materials	227,634.88	1.02%
Other	1,394,859.39	6.25%
Total Non-Salary:	$6,166,242.31	27.64%
GRAND TOTAL:	$22,345,190.57	100.17%
UNEXPENDED BALANCE:	($38,695.57)	-0.17%

Amount Underspent:	$13,789.47
Amount Overspent:	(52,485.04)
Total:	($38,695.57)

Low Wealth Supplemental Funding



North Carolina also provides supplemental funding to low wealth school systems. Systen that qualify are those whose ability to genera revenue per student is below the state average Some of the factors use to determine eligibility are county adjusted property tax base, squa miles in the county, an per capita income.

An additional $43 million is required to fully fund the formula.

Low Wealth Supplemental Funding
2000-2001 (See Note)

LEA Name	Total Allotment
Alamance County	$0
Alexander County	478,236
Alleghany County	0
Anson County	985,505
Ashe County	76,222
Avery County	0
Beaufort County	894,639
Bertie County	1,017,450
Bladen County	936,088
Brunswick County	0
Buncombe County	0
Asheville City	0
Burke County	1,577,958
Cabarrus County	0
Kannapolis City	42,545
Caldwell County	1,336,171
Camden County	295,732
Carteret County	0
Caswell County	753,028
Catawba County	0
Hickory City	0
Newton City	0
Chatham County	25,739
Cherokee County	344,794
Chowan County	396,614
Clay County	38,279
Cleveland County	1,086,646
Kings Mountain District	516,167
Shelby City	373,095
Columbus County	1,485,994
Whiteville City	561,016
Craven County	1,303,174
Cumberland County	4,544,364
Currituck County	0
Dare County	0
Davidson County	1,170,910
Lexington City	199,099
Thomasville City	143,987
Davie County	0
Duplin County	618,450

LEA Name	Total Allotment
Durham County	$0
Edgecombe County	1,383,220
Forsyth County	0
Franklin County	1,370,494
Gaston County	0
Gates County	575,900
Graham County	86,306
Granville County	1,349,812
Greene County	626,569
Guilford County	0
Halifax County	1,437,542
Roanoke Rapids City	715,475
Weldon City	270,405
Harnett County	4,407,723
Haywood County	252,746
Henderson County	0
Hertford County	991,971
Hoke County	2,126,502
Hyde County	2,975
Iredell County	0
Mooresville City	0
Jackson County	0
Johnston County	2,409,361
Jones County	218,543
Lee County	238,142
Lenoir County	1,287,301
Lincoln County	504,946
Macon County	0
Madison County	227,819
Martin County	940,821
McDowell County	728,268
Mecklenburg County	0
Mitchell County	176,759
Montgomery County	683,105
Moore County	0
Nash County	2,314,756
New Hanover County	0
Northampton County	910,385
Onslow County	4,737,296
Orange County	0

LEA Name	Total Allotment
Chapel Hill-Carrboro	$0
Pamlico County	262,052
Pasquotank County	1,052,993
Pender County	730,655
Perquimans County	382,719
Person County	273,425
Pitt County	1,904,954
Polk County	0
Randolph County	1,015,457
Asheboro City	256,802
Richmond County	2,041,533
Robeson County	6,781,334
Rockingham County	1,500,833
Rowan County	857,963
Rutherford County	1,000,628
Sampson County	1,022,906
Clinton City	331,757
Scotland County	1,328,721
Stanly County	1,356,998
Stokes County	872,567
Surry County	538,480
Elkin City	70,018
Mount Airy City	126,213
Swain County	139,783
Transylvania County	0
Tyrrell County	186,690
Union County	1,152,883
Vance County	1,346,569
Wake County	0
Warren County	711,029
Washington County	580,940
Watauga County	0
Wayne County	2,808,623
Wilkes County	835,372
Wilson County	770,549
Yadkin County	496,583
Yancey County	190,944
Trsfs-Charter Schools	0
Total	$85,106,017

Note: The allotted amount is based on the Initial Allotments.

Fiscal Researchs
Education Team, March 8, 2001 (F:\My Documents\Allotments\Low Wealth 2001.123)

Low Wealth Supplemental Funding

Step 1
Calculate comparable variables to determine county wealth.

Property Values
Department of Revenue
Final info: May

Square Miles in County
Fiscal Research, NC General Assembly

Sales Assessment Ratio
Revenue (Ad Valorem)
Final info: March

Per Capita Income
State Library
Final info: May

County Tax Rates
Department of Revenue (Research)
Final info: March

Average Daily Membership
DPI
Final info: March

Additional Revenue
Taxes (Sales, etc.) from AFIR - Local Govt. Commission

Additional Revenue
Fines and Forfeitures-Admin Office of the Courts

Three calculations: (1) How much revenue should a county be able to generate; (2) The county's property tax base per square mile; (3) Three year average per capita income for the county.

Step 2
Determine a county's eligibility for low wealth supplemental funding.

40% of Formula
A county's calculated revenue compared to the State average county revenue.

10% of Formula
A county's property value per square mile compared to the State average property value per square mile.

50% of Formula
A county's average per capita income compared to the State average per capita income.

If a county is below the State average of the above combined variables, then the county is eligible for funding.

Step 3
Determine if the county is making a local effort to fund public schools and calculate funding.

EFFORT

County Tax Rates
Department of Revenue (Research)
Final info: March

County Appropriations
AFIR - Local Govt. Commission

If the county tax rate or local appropriations exceed the State average -100% of funding.

County Appropriations
AFIR - Local Govt. Commission

Average Daily Membership
DPI
Final info: March

Funding is to make-up the difference between what a county could generate per child and the State average local appropriation per child.

Fiscal Research
Education Team

March 14, 2001
F:\Mydocuments\Funding per ADM\Chart3.wk4

05-177

Calculating Low Wealth Supplemental Funding
Example - FY 2000-01

Weighted 40% Revenue, 10% Density, and 50% Income

STEP 1 - Comparability:

County Revenue:

Calculate County Adjusted Property Tax Base:

Real Property (revalued in 1992)	3,179,474,893		
Less: Agricultural Use Value	89,904,405		
Property Value to be Adjusted		$3,089,570,488	
Weighted Sales Assessment Ratio		83.11%	(Valued @ 83% of Market)
Adjusted Real Property Value		3,717,447,344	
Public Service Company Value		117,561,263	
Personal Property Value		828,933,271	
Agricultural Use Value		89,904,405	
County Adjusted 1999 Property Tax Base		$4,753,846,283	

Convert County Adjusted Property Tax Base to Anticipated Revenue:

County Adjusted 1999 Property Tax Base	$4,753,846,283	
State Average "Effective" 1999 Tax Rate	0.589	(per $100 in Property Value)
(State Average Tax Rate for all Counties after adjusting each County's Actual Tax Rate by the County's Weighted Sales Assessment Ratio)		
Anticipated County Property Tax Revenue Availability	$28,000,155	

Include Additional Revenue:

Additional Local Revenue *	$18,608,616
Anticipated Total County Revenue Availability	$46,608,771

* (Local Sales and Use Taxes, Food Stamp Exemption Reimbursement, Homestead Exemption Reimbursement, Inventory Tax, Intangibles Tax, and Fines and Forfeitures).

Calculate Anticipated Total County Revenue Availability per Student:

Total County's 2000-01 Average Daily Membership (ADM)	**21,236**	
Anticipated Total County Revenue Availability per Student	**$2,195**	
Anticipated State Average Revenue Availability per Student	**$3,397**	
County Percentage of State Average County Revenue per Student		**64.62%**

Density Adjustment:

County Adjusted Property Tax Base	**$4,753,846,283**	
Square Miles in County	**766.87**	
County Adjusted Property Tax Base per Square Mile	**$6,199,025**	
State Average Adjusted Property Tax Base per Square Mile	**$10,576,781**	
County Percentage of State Average Property Tax Base per Square Mile		**58.61%**

Per Capita Income:

County 3 Year Average Per Capita Income (1995, 1996, 1997)	**$15,943**	
State 3 Year Average Per Capita Income (1995, 1996, 1997)	**$22,072**	
County Percentage of State 3 Year Average Per Capita Income		**72.23%**

Calculating Low Wealth Supplemental Funding
Example - FY 2000-01

Weighted 40% Revenue, 10% Density, and 50% Income

STEP 2 - Eligibility

Eligible for Funding:

40% of the County Percentage of Revenue Base per Student	**25.85%**	(64.62% * .4)
10% of the County Percentage of Property Base per Mile	**5.86%**	(58.61% * .1)
50% of the County Percentage of Per Capita Income	**36.12%**	(72.23% * .5)
County Wealth as a Percentage of State Average Wealth	**67.83%**	

If the Overall Wealth Percentage is less than 100%, then a County is eligible.

THIS COUNTY IS CLASSIFIED AS ELIGIBLE FOR LOW WEALTH FUNDING!!!

STEP 3 - Effort:

1st way to meet effort requirement:

County's 1999 Tax Rate	$0.694	(Per $100 in Property Valuation)	
Weighted Sales Assessment Ratio:	0.8311		
Effective County Tax Rate		**0.577**	
Effective State Average Tax Rate		**0.589**	(.6762 unadjusted)

If the Effective County Tax Rate is greater than the Effective State Average Tax Rate, then a County is Fundable.

THIS COUNTY WOULD --NOT-- RECEIVE 100% LOW WEALTH FUNDING!!!

2nd way to meet effort requirement:

State Average 1999 Local Appropriation per Student	$1,058.13
County Wealth as a Percentage of State Average	67.83%
Calculated County Appropriation per Student	$717.73
Actual 1999 County Appropriation per Student	$690.50
County Appropriation as a Percentage of Calculated County Appropriation ($690.50 divided by $717.73)	96.2%

If the Actual County Appropriations exceed the Calculated County Appropriation (greater than 100%), then a County is Fundable at 100%.

Otherwise:

This county will receive a portion of the calculated funding outlined in Step 4.
If the Actual County Appropriations are less than the Calculated County Appropriation (less than 100%), then a County's funding will be reduced by the percent a County is below 100%.
For example, this County was contributing only 96.2% of the formula's anticipated contributions.
Therefore, this County will receive only 96.2% of the total funding the County would have received under the formula since the tax rate did not guarantee them 100% - Step 3 (Calculation of Effort Proration).

Calculating Low Wealth Supplemental Funding
Example - FY 2000-01

Weighted 40% Revenue, 10% Density, and 50% Income

STEP 4 - Funding:

Calculation of Total Funding:

State Average 1999 Local Appropriation per Student	$1,058.13	
County Wealth as a Percentage of State Average	67.83%	*(Step 2)*
Calculated County Appropriation per Student	$717.73	
State Average Local Appropriation per Student	1,058.13	
Difference From State Average	$340.40	0 if more than state avg.)
Total County's Average Daily Membership (ADM)	21,236	
Total Allotment per Formula	$7,228,734	

Calculation of Effort Proration:

Calculation of Proportional Funding if a County's Actual per Student Appropriations to public schools is less than the amount the formula anticipates that they could generate (See Step 3 Effort):

Total Allotment per Formula	$7,228,734	
County Appropriation as a Percentage of Calculated County Appropriation ($690.50 divided by $717.73)	96.2%	(Tax Rate > State Average Adjustment is not required)
Total Allotment after Effort Proration	$6,954,042	

Note: Revised legislation effective 7/1/97:

If a county's calculated effort falls below 100% because the effective tax rate drops below the state average tax rate (unless the actual tax rate was reduced), the county cannot lose more than 10% of what the funding would have been at 100%. This is a one time adjustment and will not be implemented if the county had reduced its tax rate. In FY 2000-01, one LEA (this example) was eligible for this adjustment. The adjustment increased this system's allotment by $247,233. $7,201,265

Another provision allows counties to increase local appropriations to the public schools and have this increase included in the local appropriation calculations, for effort, in the formula.

Calculation Pro Rata Actual Funding:

Maximum State Allotment for Fundable Counties	**$128,157,953**	(Includes all 73 eligible Co. after effort)
Total Appropriated Funds	**$85,090,546**	(Without effort, $137,051,757 would be needed)
County's Portion of Appropriated Funds	**$4,781,284**	(66.40% of $7,201,265)

Local School System: $4,737,296 Charter Schools in County: $43,988

North Carolina General Assembly
Fiscal Research Division
November 29, 2000 (F:\My Documents\Low Wealth 2000-01\Example.123)

Low Wealth Supplemental Funding (031)
Report on Expenditures

Based on Fiscal Year Ended June 30, 2000 (Including Installment Accruals)

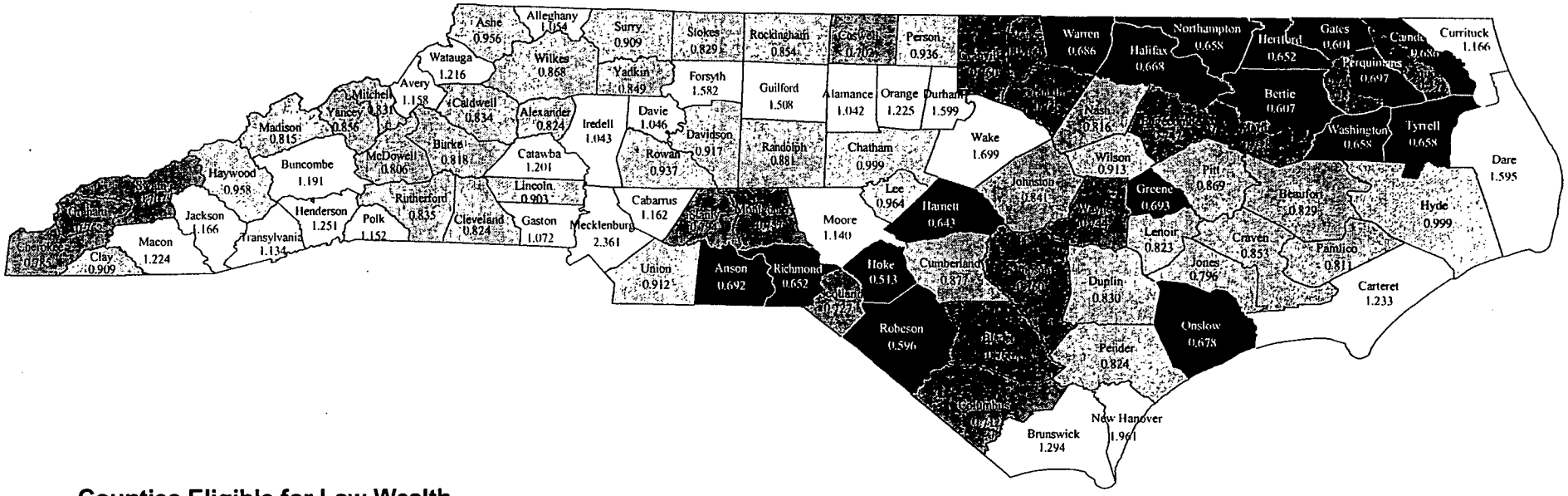
Total Allotment: $77,201,778.00 $352,648,305.00

Expenditure Description	FY 1999-2000 As of 6/30/00	FY 1999-2000 % of Total Allotment	FY 91/92 Thru FY 99/00 Cumulative	FY 91/92 Thru FY 99/00 % of Total
Teachers	$23,712,150.35	30.72%	$99,909,038.57	28.33%
Teacher Assistants	7,185,651.29	9.31%	31,084,546.49	8.81%
Instuctional Support	1,468,858.00	1.90%	4,469,635.61	1.27%
Clerical Personnel	7,697,479.84	9.97%	30,316,658.91	8.60%
Total Salary:	$40,064,139.48	51.90%	$165,779,879.58	47.01%
Other - Salary Related:				
Substitute Pay	$648,051.96	0.84%	$3,087,277.31	0.88%
Supplemental Pay	3,587,301.57	4.65%	6,709,221.29	1.90%
Overtime Pay	63,139.33	0.08%	283,596.12	0.08%
Technical, Other Assignments, etc.	656,322.05	0.85%	4,285,116.61	1.22%
Matching Benefits	10,600,406.38	13.73%	43,670,515.05	12.38%
Total Other:	$15,555,221.29	20.15%	$58,035,726.38	16.46%
Total Salary & Salary Related:	$55,619,360.77	72.05%	$223,815,605.96	63.47%
Instructional Supplies	$7,800,160.98	10.10%	$42,226,997.28	11.97%
Computer Software & Supplies	1,454,568.54	1.88%	10,313,438.10	2.92%
Textbooks	133,365.34	0.17%	1,162,053.48	0.33%
Library Books & Periodicals	909,623.29	1.18%	5,498,296.08	1.56%
Audiovisual Supplies	255,763.13	0.33%	1,661,510.24	0.47%
Instructional Equipment	3,192,602.61	4.14%	22,387,324.58	6.35%
Computer Equipment	6,493,342.90	8.41%	37,332,127.69	10.59%
Workshops	1,176,129.83	1.52%	6,947,226.42	1.97%
Total Non-Salary:	$21,415,556.62	27.73%	$127,528,973.87	36.16%
TOTAL:	$77,034,917.39	99.78%	$351,344,579.83	99.63%
UNEXPENDED BALANCE:	$166,860.61	0.22%	$1,303,725.17	0.37%

Amount Underspent:	$193,307.18
Amount Overspent:	(26,446.57)
Total:	$166,860.61

Counties Eligible for Low-Wealth Supplemental Funding

(Based on a county's ability to generate revenue to support public schools)



Counties Eligible for Low Wealth

- 100% (Not Eligible)
- 90% - 100%
- 80% - 90%
- 70% - 80%
- 51% - 70%

Joint Appropriations on Education Committee

Agenda

Thursday, March 15, 2001, 8:30 a.m.
Room 421, Legislative Office Building

Senator Jeanne Lucas, Chairing

8:30 – 9:00

Funding formulas for At-Risk Student Services/
Alternative Schools, Improving Student Accountability,
Testing, and Assistance Teams ..... Philip Price and Jim Newlin
Fiscal Research

9:00 – 9:50

At-Risk Student Services/Alternative Schools ..... Dr. Henry Johnson
North Carolina Department of Public Instruction

- At-Risk Dollars (LEA and DPI)
- Alternative Schools

Improving Student Accountability ..... Dr. Henry Johnson *and* Dr. Elsie Leak
North Carolina Department of Public Instruction

- At-Risk Students
- Retention
- Technical Support to LEAs

Accountability and Testing ..... Dr. Henry Johnson *and* Lou Fabrizio
North Carolina Department of Public Instruction

- Statewide Testing
- ABCs Accountability

Assistance Teams ..... Dr. Henry Johnson *and* Dr. Elsie Leak
North Carolina Department of Public Instruction

- Safety Assistance Teams
- Low Performing Schools
- Performance of Assistance Teams
- High Priority Schools

House Appropriations Subcommittee on Education
Rep. Boyd-McIntyre (Chair)
Rep. Rogers (Chair)
Rep. Yongue (Chair)
Rep. Barnhart, Rep. Bell, Rep. Bonner, Rep. Carpenter
Rep. Holmes, Rep. McLawhorn, Rep. Michaux,
Rep. Morgan, Rep. Preston, Rep. Russell, Rep. Smith,
Rep. Teague, Rep. Warner

Senate Appropriations on Education/Higher Education
Sen. Lucas (Chair)
Sen. Garrou (Chair)
Sen. Dalton (Chair)
Sen. Carter, Sen. Cunningham, Sen. Garwood, Sen. Hartsell,
Sen. Wellons

Fiscal Research Division (g:\Fiscal\Education Team\2001 Agenda)

JOINT APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER EDUCATION

Minutes
March 15, 2001

Senator Lucas, Co-Chair, convened the Joint Appropriations Subcommittee on Education/Higher Education at 8:30 a.m. on Thursday, March 15, 2001 in Room 421, LOB. She acknowledged the House Pages: Guy Scronce of Catawba sponsored by Representative Hilton and Lindsay Gordon of Guilford County sponsored by Representative Jarrell, and the Senate Pages: Amanda Weekes of Wake County sponsored by Senator Reeves and Megan Parsons of Forsyth County sponsored by Senator Garrou. There were 6 senators present and the following House members: Representatives Barnhardt, Bonner, Teague, Yongue, Rogers, Boyd-Intyre, Smith, McLawhorn, Michaux, Bell, Carpenter and Russell.

Philip Price of the Fiscal staff explained the funding formula for At-Risk Student Services and Alternative Schools and how the money is used. (Attachment #1) The budget, which consists of Drop out Prevention, Summer School/Remediation, Preschool Screening, Alcohol and Drug Defense, Intervention/Prevention, and Safe Schools, is, to date, $166.5 million. He showed the factors that caused the increases in this budget: student growth, poverty adjustments, additional funding and increases in salary ranges. He explained that the difference between Safety Officers and Resource Officers is the Resource Officers are specially trained for prevention of violence.

There were questions about the definition of At-Risk students, how students are chosen for the program, Population target for accountability and At-Risk money, Use of additional money for teachers in the At-Risk program, why some school systems did not spend all their money, instructional supplies for the classrooms, and the accountability of expenditures for instructional supplies. Senator Wellons asked whether the role of Resource officer is restricted to the At-Risk student program. Also, he expressed doubt about the value-added components of the Resource officer. Mr. Price said he would look into this. Senator Cunningham asked if there had been a determination of the need for money for instructional supplies. Mr. Price said he would try to get a cost distribution for him. Representative Rogers asked for information on the sources of money for accountability, and Mr. Price will get the exact sources and amounts of money.

Dr. Henry Johnson, Assistant Superintendent for Instructional and Accountability Services, spoke on At-Risk and Alternative School Programs, Improving Student Accountability, Testing and Accountability, and Assistance Teams. (Attachment #2) He introduced Dr. Lou Fabrizio, Director of Accountability Services, and Dr. Elsie Leak, Director of School Improvement Services.

There were questions about programs for suspended students, services for students that fail end of grade test, the difference between IEPs and PEPs, and the validity of retesting.

Senator Bonner asked for information on "Parents as Partners". Dr. Johnson said he would get him that information. Senator Cunningham asked about local school retention policy and wanted a chart showing the trend line in waivers year by year. Dr. Johnson referred that request to Dr. Fabrizio.

The meeting was adjourned.

Jeanne Lucas

Senator Jeanne Lucas, Co-Chair

Barbara R. Hocutt

Barbara R. Hocutt, Co-Chair

Attachments

VISITOR REGISTRATION SHEET
JOINT HOUSE & SENATE

APPROPRIATIONS/Subcommittee on Education — March 15, 2001

Name of Committee — **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
[illegible]	WCPSS
Lydia W. Prude	NCDPI
M. ENGIN KONANC	NCDPI
Mark Hyrd	DPR
[illegible]	NCASA
[illegible]	SBE
[illegible]	PSF
[illegible]	
[illegible]	OSBPM
[illegible]	OSBPM

VISITOR REGISTRATION SHEET

JOINT APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER ED.
THURSDAY, MARCH 15, 2001

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Mary Stephens	Univ of South Carolina College of Social Work Columbia, SC 29208
David Brown	OSBPM
Ann Bulam	Bulam Assoc.
Kay Orey	OSBPM
Lee Adams	OSBM
Elizabeth Lawrence	OSBM
Mike C. Leak	DPI
Henry Johnson	DPI
Jennifer Bennett	DPI
Louis M. Fabrizio	DPI
Tim McCourree	NCICU

VISITOR REGISTRATION SHEET
JOINT HOUSE & SENATE

APPROPRIATIONS/Subcommittee on Education — March 15, 2001

Name of Committee — **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Scott Miller	Chamber of Commerce
Nancy Hurt	Chamber of Commerce
Sharon Dickens	Chamber of Commerce
Sonia Schmidt	NC Justice Center

VISITOR REGISTRATION SHEET
JOINT HOUSE & SENATE

APPROPRIATIONS/Subcommittee on Education — March 15, 2001

Name of Committee — **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Jack Polidori	NCAE
Harriet Baker	NCAE
Hal Mitten	NC ACCT
Jim Rumfrost	NCAM
Steve Hoffman	NCSBA
Audrey H. DeMoway	NCAE
Evelyn Hawthorne	UNC-CH
Ed Regan	N.C.A.C.C.
[illegible]	NCCCS

Principal Clerk ____
Reading Clerk ____

SENATE
NOTICE OF JOINT APPROPRIATION EDUCATION/HIGHER EDUCATION SUBCOMMITTEE MEETING

The Joint Appropriations Subcommittee on **EDUCATION/HIGHER EDUCATION** will meet at the following time:

DAY	DATE	TIME	ROOM
Wednesday	**March 14, 2001**	**8:30 a.m. and 1:00 p.m.**	**421, LOB**
Thursday	**March 15, 2001**	**8:30 a.m.**	**421, LOB**

The following will be considered:

- Continuation of Public School presentation

Senator Walter Dalton, Senior Chair
Senator Jeanne Lucas, Co-Chair
Senator Linda Garrou, Co-Chair

March 15, 2001
attachment #1

At-Risk Student Services/Alternative Schools

Recent Changes in Appropriations

In FY 1995-96, House Bill 6 combined seven separate allotments into a category titled At-Risk Student Services/Alternative Schools:

Dropout Prevention
Summer School/Remediation
Preschool Screening
Alcohol and Drug Defense
Prevention/Student Assistance
Intervention/Prevention
Safe Schools.

The State Board of Education adopted the following formula for funding distribution beginning with FY 1996-97:

- Each LEA receives $37,838 per high school for a resource officer.
- 50% of remaining funds are distributed based on ADM ($57.97 per ADM in FY 2000-01)
- 50% distributed based on Title I Low Income poverty data (age 5 to 17) ... $322.97 per.
  Each LEA receives a minimum allocation of $188,050 for FY 2000-01.

	Beginning Budget	Budget Increase	Final Budget	Percent Change
FY 1995-96	N/A	N/A	$88,933,215	
FY 1996-97	88,933,215	$17,695,044	106,628,259	19.90%
FY 1997-98	106,628,259	17,742,938	124,371,197	16.64%
FY 1998-99	124,371,197	6,792,814	131,164,011	5.46%
FY 1999-00	131,164,011	17,759,491	148,923,502	13.54%
FY 2000-01	148,923,502	17,543,726	166,467,228	11.78%

	Description of Increases				
	ADM	Poverty Adj.	Addl. Funding	Salary Inc.	Total
FY 1996-97	$1,320,552	$0	$14,200,000	$2,174,492	$17,695,044
FY 1997-98	921,992	0	10,189,190	6,631,756	17,742,938
FY 1998-99	182,028	0	491,894	6,118,892	6,792,814
FY 1999-00	808,114	12,377,767	787,251	3,786,359	17,759,491
FY 2000-01	1,141,197	14,024,518	0	2,378,011	17,543,726

Summary of School Safety Officers for Middle and High Schools

General Information							
	Description	FY 1999-2000		FY 1998-99		FY 1997-98	
		#	%	#	%	#	%
All 117 LEAs responded to the Survey	Total LEAs Reporting	117	100.00%	117	100.00%	117	100.00%
	LEAs with Safety Officers	115	98.29%	113	96.58%	110	94.02%
	LEAs without Safety Officers	2	1.71%	4	3.42%	7	5.98%
	Total Safety Officers Statewide	763.23		599.70		516.50	
A High School serves Grades 9 & 10 or 12 and receives a principal	Total High Schools	398	100.00%	396	100.00%	388	100.00%
	High Schools with Safety Officers	355	89.20%	344	86.87%	322	82.99%
	High Schools without Safety Officers	43	10.80%	52	13.13%	66	17.01%
A Middle School serves no grades lower than 6 and higher than 9 and receives a principal	Total Middle Schools	378	100.00%	356	100.00%	352	100.00%
	Middle Schools with Safety Officers	261	69.05%	236	66.29%	156	44.32%
	Middle Schools without Safety Officers	117	30.95%	120	33.71%	196	55.68%
The FY 1999-00 State Budget as of 4/10/00 for At-Risk Student/Alternative School is $147,501,766.	Funding Sources for Safety Officers						
	State Public School Fund	448.20	58.72%	352.02	58.70%	290.36	56.22%
	Governor's Crime Control	1.49	0.20%	10.00	1.67%	2.15	0.42%
	LEA Funded (local through LEA)	141.14	18.49%	134.49	22.43%	103.30	20.00%
	Federal Funded	19.60	2.57%	3.45	0.57%	4.50	0.87%
	Other (supplied by Sheriff/Police)	91.34	11.97%	99.74	16.63%	116.19	22.49%
	Other Local Funds	61.46	8.05%				
	Total Safety Officers Statewide	763.23	100.00%	599.70	100.00%	516.50	100.00%
	School Resource Officers as Sanctioned by the Center for the Prevention of School Violence						
	High School Sanctioned School Resource Officers	330.31	43.28%	286.34	47.75%		
	Middle School Sanctioned School Resource Officers	204.27	26.76%	152.36	25.40%		
	Other Non-Sanctioned School Safety Officers	228.65	29.96%	161.00	26.85%		
	Total Safety Officers Statewide	763.23	100.00%	599.70	100.00%		
High Schools							
Statistics	LEAs with Safety Officers in all High Schools	79	67.52%	66	56.41%	72	61.54
	LEAs with Partial Coverage	35	29.92%	46	39.32%	38	32.48%
	LEAs with No Safety Officers	3	2.56%	5	4.27%	7	5.98%
	Total LEAs	117	100.00%	117	100.00%	117	100.00%
Reasons for No Coverage	1. Funds used for other alternative/intervention measures.	2	66.67%	3	60.00%		
	2. No explanation.	0	0.00%	2	40.00%		
	3. No behavior problems warrant	1	33.33%				
	Total	3	100.00%	5	100.00%		
Middle Schools							
Statistics	LEAs with Safety Officers in all Middle Schools	62	52.99%	32	27.35%	29	27.89%
	LEAs with Partial Coverage	18	15.39%	37	31.62%	16	15.38%
	LEAs with No Safety Officers	37	31.62%	48	41.03%	59	56.73%
	Total LEAs	117	100.00%	117	100.00%	104	100.00%
Reasons for No Coverage	1. LEAs with no middle schools.	11	29.73%	13	27.08%		
	2. No funds available	9	24.32%	10	20.83%		
	3. There are no behavior problems that warrant a Safety Officer	1	2.70%	2	4.17%		
	4. Safety Officers in other schools serve middle school as need	2	5.41%	2	4.17%		
	5. Funds used for other alternative/intervention measures.	2	5.41%	4	8.33%		
	6. No explanation.	10	27.03%	17	35.42%		
	7. Covered by other school staff.	1	2.70%				
	8. Not required by State Board of Education.	1	2.70%				
	Total	37	100.00%	48	100.00%		

At-Risk/Alternative Schools (068/069)
Report on Expenditures

Based on June 30, 2000 including installment accruals.

Total Allotment: $141,309,182.00

Expenditure Description	FY 1999-2000 Alternative Schools	At-Risk	Total	% of Total Allotment
Teachers	$14,142,410.24	$36,270,785.75	$50,413,195.99	35.69%
Teacher Assistants	2,461,896.43	9,071,055.19	11,532,951.62	8.16%
Instuctional Support	2,987,636.28	7,969,278.13	10,956,914.41	7.75%
Administrative	424,799.52	1,121,959.24	1,546,758.76	1.09%
Tutor	892,379.16	4,903,484.24	5,795,863.40	4.10%
Technical, Other Assignments, etc.	1,267,960.04	8,224,993.08	9,492,953.12	6.72%
Clerical Personnel	406,418.22	1,391,551.65	1,797,969.87	1.27%
Total Salary:	$22,583,499.89	$68,953,107.28	$91,536,607.17	64.78%
Other - Salary Related:				
Substitute Pay	$233,114.91	$575,396.49	$808,511.40	0.57%
Supplemental Pay	0.00	0.00	0.00	0.00%
Longevity Pay	0.00	0.00	0.00	0.00%
Bonus/Differ Pay	0.00	0.00	0.00	0.00%
Overtime Pay	53,577.90	74,532.66	128,110.56	0.09%
Matching Benefits	5,062,554.02	14,743,887.34	19,806,441.36	14.02%
Total Other - Salary Related:	$5,349,246.83	$15,393,816.49	$20,743,063.32	14.68%
Total Salary & Salary Related:	$27,932,746.72	$84,346,923.77	$112,279,670.49	79.46%
Instructional Supplies	$423,291.99	$3,776,957.80	$4,200,249.79	2.98%
Computer Software & Supplies	40,319.65	967,927.98	1,008,247.63	0.71%
Textbooks	4,898.55	58,695.42	63,593.97	0.05%
Library Books & Periodicals	6,656.72	96,079.92	102,736.64	0.07%
Audiovisual Supplies	5,762.17	6,778.05	12,540.22	0.01%
Instructional Equipment	117,700.30	829,968.34	947,668.64	0.67%
Computer Equipment	148,255.11	2,441,423.74	2,589,678.85	1.83%
Noncap Equip/Comp. Hardware	28,262.33	254,429.70	282,692.03	0.20%
Workshops	71,733.28	863,592.67	935,325.95	0.66%
Contracted Services	1,709,461.19	14,397,900.68	16,107,361.87	11.40%
Supplies & Materials	21,672.10	266,925.03	288,597.13	0.20%
Other	460,591.29	2,045,967.34	2,506,558.63	1.77%
Total Non-Salary:	$3,038,604.68	$26,006,646.67	$29,045,251.35	20.55%
GRAND TOTAL:	$30,971,351.40	$110,353,570.44	$141,324,921.84	100.01%
UNEXPENDED BALANCE:			($15,739.84)	-0.01%

Amount Underspent:	$52.66
Amount Overspent:	(15,792.50)
Total:	($15,739.84)

Note: School Resource Officer expenditures from Atrisk and Alternative Schools were $13,540,165.82 for fiscal year 99-00.

State Allotments

FY 2000-2001

Improving Student Accountability
$39,449,915

$219.80 per student below grade level in grades 3 - 8 (177,496 in FY 1999-2000).

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Improving Student Accountability
2000-2001 (See Note)

LEA Name	Total Allotment
Alamance County	$695,459
Alexander County	158,039
Alleghany County	34,289
Anson County	219,584
Ashe County	72,096
Avery County	49,676
Beaufort County	246,400
Bertie County	204,637
Bladen County	243,323
Brunswick County	291,679
Buncombe County	565,774
Asheville City	130,563
Burke County	363,116
Cabarrus County	438,948
Kannapolis City	143,971
Caldwell County	354,323
Camden County	27,256
Carteret County	199,142
Caswell County	143,752
Catawba County	469,500
Hickory City	162,874
Newton City	65,501
Chatham County	219,144
Cherokee County	65,282
Chowan County	98,032
Clay County	17,584
Cleveland County	319,155
Kings Mountain District	115,617
Shelby City	122,211
Columbus County	272,776
Whiteville City	102,648
Craven County	402,241
Cumberland County	1,712,270
Currituck County	64,842
Dare County	121,332
Davidson County	458,290
Lexington City	128,145
Thomasville City	114,518
Davie County	136,498
Duplin County	276,733

LEA Name	Total Allotment
Durham County	$1,116,822
Edgecombe County	371,468
Forsyth County	1,439,933
Franklin County	284,426
Gaston County	1,029,120
Gates County	61,985
Graham County	32,531
Granville County	297,394
Greene County	119,573
Guilford County	2,099,784
Halifax County	252,115
Roanoke Rapids City	102,209
Weldon City	63,523
Harnett County	541,156
Haywood County	171,447
Henderson County	261,566
Hertford County	198,922
Hoke County	257,170
Hyde County	30,333
Iredell County	552,147
Mooresville City	97,373
Jackson County	95,615
Johnston County	493,679
Jones County	50,994
Lee County	303,109
Lenoir County	292,778
Lincoln County	354,323
Macon County	85,084
Madison County	67,040
Martin County	219,364
McDowell County	168,370
Mecklenburg County	3,512,461
Mitchell County	67,700
Montgomery County	194,087
Moore County	319,155
Nash County	571,929
New Hanover County	556,762
Northampton County	152,544
Onslow County	537,200
Orange County	176,942

LEA Name	Total Allotment
Chapel Hill-Carrboro	$136,058
Pamlico County	36,707
Pasquotank County	242,663
Pender County	173,205
Perquimans County	67,700
Person County	176,502
Pitt County	699,195
Polk County	52,313
Randolph County	533,024
Asheboro City	137,377
Richmond County	285,745
Robeson County	1,077,917
Rockingham County	482,689
Rowan County	655,454
Rutherford County	291,240
Sampson County	249,477
Clinton City	74,513
Scotland County	259,808
Stanly County	270,798
Stokes County	231,233
Surry County	215,847
Elkin City	18,903
Mount Airy City	37,586
Swain County	42,422
Transylvania County	56,050
Tyrrell County	27,915
Union County	575,885
Vance County	370,149
Wake County	2,100,443
Warren County	160,237
Washington County	118,254
Watauga County	79,129
Wayne County	623,363
Wilkes County	275,634
Wilson County	327,727
Yadkin County	177,381
Yancey County	46,379
Trsfs-Charter Schools	435,660
Total	$39,449,915

Note: The allotted amount is based on the Initial Allotments.

Fiscal Research
Education Team, March 14, 2001 (P:\My Documents\Improving Student Accountability\p123)

PS- 187

Student Accountability Standards (072)
Report on Expenditures

Based on June 30, 2000 including installment accruals.

Total Allotment: $31,072,694.00

Expenditure Description	FY 1999-2000 As of 6/30/00	% of Total Allotment
Teachers	$6,965,451.83	22.42%
Instructional Support	150,598.20	0.48%
Teacher Assistants	1,545,315.40	4.97%
Tutor	5,699,275.34	18.34%
Technical, Other Assignments, etc.	1,139,780.36	3.67%
Total Salary:	$15,500,421.13	49.88%
Other - Salary Related:		
Substitute Pay	$193,947.74	0.63%
Supplemental Pay	0.00	0.00%
Longevity Pay	0.00	0.00%
Mentor Pay	0.00	0.00%
Bonus/Differ Pay	0.00	0.00%
Overtime Pay	22,735.43	0.07%
Matching Benefits	2,552,736.94	8.22%
Total Other - Salary Related:	$2,769,420.11	8.92%
Total Salary & Salary Related:	$18,269,841.24	58.80%
Instructional Supplies	$5,837,787.22	18.79%
Computer Software & Supplies	1,504,387.10	4.84%
Textbooks	117,815.24	0.38%
Library Books & Periodicals	234,277.51	0.75%
Audiovisual Supplies	13,206.97	0.04%
Instructional Equipment	327,705.39	1.05%
Computer Equipment	1,120,541.51	3.61%
Noncap Equip/Comp. Hardware	304,561.47	0.98%
Purchase of Vehicles	0.00	0.00%
Workshops	534,912.16	1.72%
Contracted Services	1,061,248.35	3.42%
Supplies & Materials	25,342.89	0.08%
Other (Liability Insurance)	664,590.89	2.14%
Total Non-Salary:	$11,746,376.70	37.80%
GRAND TOTAL:	$30,016,217.94	96.60%
UNEXPENDED BALANCE:	$1,056,476.06	3.40%
Amount Underspent:	$1,059,531.86	
Amount Overspent:	(3,055.80)	
Total:	$1,056,476.06	

Reporting and Analysis Section
2000Expendituresum.xls

PS-188

Student Accountability Standards
Report on Expenditure Summary
Fiscal Year 1999 - 2000

Based on June 30, 2000, including installment accruals.

LEA	LEA Name	Allotment	Salary Subtotal	Oth. - Salary Related Subtotal		Non-Salary Subtotal		Grand Total
010	Alamance-Burlington	556,253.00	291,466.61	55,515.13	62.38%	209,271.26	37.62%	556,253.00
020	Alexander County	122,379.00	55,755.25	6,467.16	50.84%	60,156.59	49.16%	122,379.00
030	Alleghany County	27,041.00	22,010.67	2,438.66	90.42%	2,591.67	9.58%	27,041.00
040	Anson County	169,528.00	71,525.48	22,778.79	55.63%	75,117.93	44.31%	169,422.20
050	Ashe County	60,843.00	48,551.30	4,019.00	86.40%	8,272.70	13.60%	60,843.00
060	Avery County	41,775.00	38,642.64	3,132.25	100.00%	0.00	0.00%	41,774.89
070	Beaufort County	190,849.00	100,556.41	15,110.54	60.61%	75,182.05	39.39%	190,849.00
080	Bertie County	158,261.00	114,539.19	18,799.00	84.25%	24,015.29	15.17%	157,353.48
090	Bladen County	185,996.00	75,881.86	10,267.91	46.32%	99,846.23	53.68%	185,996.00
100	Brunswick County	236,958.00	164,702.08	17,077.75	76.71%	55,178.17	23.29%	236,958.00
110	Buncombe County	431,794.00	274,570.21	24,167.60	69.19%	133,023.66	30.81%	431,761.47
111	Asheville City	108,685.00	58,356.21	7,278.00	60.39%	43,050.79	39.61%	108,685.00
120	Burke County	311,842.00	70,570.68	15,542.67	27.61%	225,728.65	72.39%	311,842.00
130	Cabarrus County	334,029.00	0.00	2,479.21	0.74%	330,993.45	99.09%	333,472.66
132	Kannapolis City	106,258.00	81,737.21	14,391.92	90.47%	10,128.87	9.53%	106,258.00
140	Caldwell County	278,733.00	130,629.04	22,273.61	54.86%	122,398.07	43.91%	275,300.72
150	Camden County	27,388.00	22,757.95	4,527.62	99.63%	0.00	0.00%	27,285.57
160	Carteret County	196,049.00	122,185.25	20,788.72	72.93%	53,075.03	27.07%	196,049.00
170	Caswell County	120,992.00	68,982.36	23,617.88	76.53%	28,391.76	23.47%	120,992.00
180	Catawba County	373,378.00	144,501.40	23,003.94	44.86%	205,872.66	55.14%	373,378.00
181	Hickory City	122,553.00	102,382.80	17,689.64	97.98%	2,480.56	2.02%	122,553.00
182	Newton-Conover City	65,523.00	22,583.05	7,091.12	45.29%	35,848.83	54.71%	65,523.00
190	Chatham County	176,115.00	62,946.57	11,178.47	42.09%	101,989.96	57.91%	176,115.00
200	Cherokee County	46,629.00	18,033.14	1,731.73	42.39%	26,863.31	57.61%	46,628.18
210	Edenton-Chowan	84,937.00	41,950.95	7,975.62	58.78%	32,610.43	38.39%	82,537.00
220	Clay County	22,014.00	0.00	897.82	4.08%	21,116.18	95.92%	22,014.00
230	Cleveland County	256,026.00	145,406.27	29,395.63	68.28%	81,224.10	31.72%	256,026.00
231	Kings Mountain City	88,231.00	46,746.36	5,822.40	59.58%	35,662.24	40.42%	88,231.00
232	Shelby City	100,712.00	79,854.03	20,857.96	100.00%	0.00	0.00%	100,711.99
240	Columbus County	232,971.00	61,585.02	15,556.59	33.11%	154,578.98	66.35%	231,720.59
241	Whiteville City	63,096.00	26,292.00	5,297.28	50.07%	31,506.72	49.93%	63,096.00
250	Craven County	314,442.00	92,797.38	11,955.88	33.31%	209,038.50	66.48%	313,791.76
260	Cumberland County	1,347,038.00	981,432.15	166,140.82	85.19%	199,431.03	14.81%	1,347,004.00
270	Currituck County	68,297.00	54,726.40	8,488.20	92.56%	5,082.40	7.44%	68,297.00
280	Dare County	81,471.00	64,744.19	15,591.93	98.61%	1,074.55	1.32%	81,410.67
290	Davidson County	393,139.00	185,524.62	29,205.24	54.62%	156,271.39	39.75%	371,001.25
291	Lexington City County	99,845.00	16,513.72	5,090.45	21.64%	77,998.80	78.12%	99,602.97
292	Thomasville City	76,444.00	42,576.19	7,976.19	66.13%	19,925.71	26.07%	70,478.09
300	Davie County	116,692.00	76,488.33	9,070.10	73.32%	31,133.57	26.68%	116,692.00
310	Duplin County	204,890.00	65,723.74	9,089.42	36.51%	130,063.15	63.48%	204,876.31
320	Durham County	881,096.00	471,801.55	81,474.58	62.79%	327,819.87	37.21%	881,096.00
330	Edgecombe County	278,733.00	158,878.03	53,815.83	76.31%	66,039.14	23.69%	278,733.00
340	Winston-Salem/Forsyth	1,078,359.00	631,925.29	97,184.50	67.61%	349,544.36	32.41%	1,078,654.15
350	Franklin County	227,251.00	84,360.22	16,080.35	44.20%	126,261.66	55.56%	226,702.23
360	Gaston County	825,453.00	411,711.01	73,384.86	58.77%	331,208.88	40.12%	816,304.75
370	Gates County	54,949.00	40,614.91	6,858.84	86.40%	0.00	0.00%	47,473.75
380	Graham County	23,054.00	14,859.29	3,294.85	78.75%	2,723.78	11.81%	20,877.92

Student Accountability Standards
Report on Expenditure Summary
Fiscal Year 1999 - 2000

Based on June 30, 2000, including installment accruals.

LEA	LEA Name	Allotment	Salary Subtotal	Oth. - Salary Related Subtotal		Non-Salary Subtotal		Grand Total
390	Granville County	219,797.00	78,467.61	17,412.45	43.62%	123,916.94	56.38%	219,797.00
400	Greene County	96,898.00	16,177.32	4,148.28	20.98%	78,899.03	81.42%	99,224.63
410	Guilford County	1,654,546.00	1,030,188.37	134,890.41	70.42%	489,467.22	29.58%	1,654,546.00
420	Halifax County	182,355.00	0.00	345.68	0.19%	182,009.28	99.81%	182,354.96
421	Roanoke Rapids City	82,684.00	65,662.68	16,355.92	99.20%	665.40	0.80%	82,684.00
422	Weldon City	48,362.00	17,349.39	2,340.32	40.71%	28,671.79	59.29%	48,361.50
430	Harnett County	427,807.00	163,298.93	28,823.48	44.91%	235,684.36	55.09%	427,806.77
440	Haywood County	136,940.00	88,184.27	10,388.24	71.98%	34,274.31	25.03%	132,846.82
450	Henderson County	207,317.00	155,479.05	44,996.82	96.70%	6,823.87	3.29%	207,299.74
460	Hertford County	171,435.00	60,600.89	13,397.65	43.16%	97,376.46	56.80%	171,375.00
470	Hoke County	200,730.00	26,406.99	11,302.04	18.79%	163,020.97	81.21%	200,730.00
480	Hyde County	24,094.00	20,111.56	3,359.53	97.41%	622.63	2.58%	24,093.72
490	Iredell-Statesville	410,820.00	120,885.55	26,789.58	35.95%	263,144.87	64.05%	410,820.00
491	Mooresville City	82,857.00	59,091.88	15,965.93	90.59%	7,799.19	9.41%	82,857.00
500	Jackson County	73,324.00	33,132.46	2,956.27	49.22%	28,238.90	38.51%	64,327.63
510	Johnston County	357,604.00	62,075.57	16,673.79	22.02%	278,854.64	77.98%	357,604.00
520	Jones County	35,708.00	16,611.00	3,854.99	57.31%	15,242.01	42.69%	35,708.00
530	Lee County	238,345.00	154,023.21	27,160.78	76.02%	57,161.01	23.98%	238,345.00
540	Lenoir County	250,305.00	127,631.16	15,615.63	57.23%	107,058.21	42.77%	250,305.00
550	Lincoln County	283,414.00	108,105.54	27,325.86	47.79%	147,982.60	52.21%	283,414.0
560	Macon County	72,977.00	34,006.10	7,750.54	57.22%	31,200.70	42.75%	72,957.34
570	Madison County	51,482.00	39,611.34	4,458.88	85.60%	7,408.88	14.39%	51,479.10
580	Martin County	180,795.00	132,384.73	25,779.67	87.48%	22,630.60	12.52%	180,795.00
590	McDowell County	131,913.00	53,314.20	9,033.97	47.26%	68,595.14	52.00%	130,943.31
600	Charlotte-Mecklenburg	2,902,086.00	903,944.03	164,741.71	36.82%	925,818.64	31.90%	1,994,504.38
610	Mitchell County	50,442.00	41,876.74	6,100.56	95.11%	2,506.38	4.97%	50,483.68
620	Montgomery County	148,034.00	75,216.93	14,514.91	60.62%	58,302.16	39.38%	148,034.00
630	Moore County	261,053.00	90,895.87	17,393.10	41.48%	152,780.98	58.52%	261,069.95
640	Nash-Rocky Mount	477,036.00	370,443.03	83,752.77	95.21%	18,509.04	3.88%	472,704.84
650	New Hanover County	436,648.00	115,273.74	25,930.95	32.34%	255,427.46	58.50%	396,632.15
660	Northampton County	118,046.00	64,382.02	10,470.91	63.41%	43,192.68	36.59%	118,045.61
670	Onslow County	465,596.00	107,319.31	24,576.80	28.33%	306,551.85	65.84%	438,447.96
680	Orange County	143,180.00	74,911.02	12,603.15	61.12%	55,665.83	38.88%	143,180.00
681	Chapel-Hill/Carrboro City	101,405.00	76,805.08	17,727.76	93.22%	6,330.00	6.24%	100,862.84
690	Pamlico County	33,802.00	28,659.68	4,864.60	99.18%	272.56	0.81%	33,796.84
700	Elizabeth City/Pasquotank	199,690.00	27,786.68	4,718.72	16.28%	167,169.89	83.71%	199,675.29
710	Pender County	148,034.00	94,927.95	17,013.99	75.62%	36,092.06	24.38%	148,034.00
720	Perquimans County	57,376.00	10,079.57	2,015.12	21.08%	42,027.80	73.25%	54,122.49
730	Person County	138,153.00	102,999.75	18,485.18	87.94%	16,507.81	11.95%	137,992.74
740	Pitt County	552,613.00	234,467.06	83,971.59	57.62%	234,174.35	42.38%	552,613.00
750	Polk County	41,602.00	35,879.36	5,721.60	100.00%	0.00	0.00%	41,600.96
760	Randolph County	423,820.00	208,334.40	27,280.14	55.59%	188,205.46	44.41%	423,820.00
761	Asheboro City	103,658.00	66,505.95	8,424.06	72.29%	28,727.99	27.71%	103,658.00
770	Richmond County	201,076.00	154,662.42	37,968.49	95.80%	8,445.09	4.20%	201,076.00
780	Robeson County	857,175.00	415,969.00	71,416.77	56.86%	369,789.23	43.14%	857,175.00
790	Rockingham County	407,873.00	305,082.92	60,266.07	89.57%	42,524.01	10.43%	407,873.0
800	Rowan-Salisbury	543,946.00	202,740.40	50,085.76	46.48%	289,562.55	53.23%	542,388.71

Student Accountability Standards
Report on Expenditure Summary
Fiscal Year 1999 - 2000

Based on June 30, 2000, including installment accruals.

LEA	LEA Name	Allotment	Salary Subtotal	Oth. - Salary Related Subtotal		Non-Salary Subtotal		Grand Total
810	Rutherford County	252,385.00	183,825.92	26,070.27	83.17%	42,488.81	16.83%	252,385.00
820	Sampson County	197,956.00	121,636.43	21,952.92	72.54%	54,366.65	27.46%	197,956.00
821	Clinton City	58,029.00	37,906.40	7,422.30	78.11%	12,572.70	21.67%	57,901.40
830	Scotland County	207,663.00	117,512.55	18,769.64	65.63%	71,380.81	34.37%	207,663.00
840	Stanly County	204,196.00	6,622.90	2,686.69	4.56%	194,886.46	95.44%	204,196.05
850	Stokes County	197,263.00	90,761.41	15,534.80	53.89%	90,952.25	46.11%	197,248.46
860	Surry County	164,328.00	98,200.61	10,720.30	66.28%	55,407.09	33.72%	164,328.00
861	Elkin City	15,427.00	13,261.27	2,165.73	100.00%	0.00	0.00%	15,427.00
862	Mount Airy City	32,588.00	20,530.23	4,743.25	77.55%	6,882.71	21.12%	32,156.19
870	Swain County	26,175.00	22,395.94	3,763.85	99.94%	0.00	0.00%	26,159.79
880	Transylvania County	39,869.00	31,105.42	6,863.16	95.23%	0.00	0.00%	37,968.58
890	Tyrrell County	23,054.00	2,318.49	3,011.08	23.12%	17,724.43	76.88%	23,054.00
900	Union County	425,380.00	200,390.93	25,036.29	52.99%	200,328.12	47.09%	425,755.34
910	Vance County	298,494.00	91,242.27	18,084.53	36.63%	189,160.08	63.37%	298,486.88
920	Wake County	1,694,588.00	1,458,281.67	230,645.67	99.67%	4,649.93	0.27%	1,693,577.27
930	Warren County	119,432.00	49,831.74	5,557.84	46.38%	64,042.42	53.62%	119,432.00
940	Washington County	102,445.00	30,533.24	4,692.13	34.38%	67,219.36	65.62%	102,444.73
950	Watauga County	68,643.00	49,247.19	10,361.18	86.84%	9,023.63	13.15%	68,632.00
960	Wayne County	478,770.00	28,521.66	4,440.92	6.88%	445,807.07	93.12%	478,769.65
970	Wilkes County	196,396.00	77,700.25	16,757.14	48.10%	101,938.61	51.90%	196,396.00
980	Wilson County	285,494.00	239,709.33	45,784.67	100.00%	0.00	0.00%	285,494.00
990	Yadkin County	141,793.00	61,723.56	7,649.63	48.93%	72,419.81	51.07%	141,793.00
995	Yancey County	38,482.00	34,820.00	3,661.04	100.00%	0.00	0.00%	38,481.04
	Grand Total	31,072,694.00	15,500,421.13	2,769,420.11	58.80%	11,746,376.70	37.80%	30,016,217.94

Notes:

1. The salary subtotal includes: Teachers, Instructional Support, Teacher Assistants, Tutors, and Technical, Other Assignments, etc.
2. The other salary related subtotal includes: Subpay, Overtime, and Benefits.
3. The non-salary subtotal includes the non - salary expenditure object codes.

Testing Budget: 1994-95 to 2000-01

	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01
Budgeted	$7,543,630	$5,350,555	$5,677,443	$6,216,935	$7,256,135	$10,285,133	$11,307,404
Expended	$7,499,215	$5,312,644	$5,599,886	$6,208,010	$7,108,616	$9,452,591	$9,636,352 *

* Expenditures through 12/31/2000

Budget includes funds in DPI budget as well as the State Public School Fund

Budget includes funds carried forward or transferred from other areas as allowed by legislation.

PS-192

North Carolina Testing Program (2000-2001)[1]
State Board of Education

Grade Level	Reading	Math	Social Studies	Science	Writing	Open-Ended	Other
3	EOG and Grade 3 Pretest[2]	EOG and Grade 3 Pretest[2]					*Alternate Assessment*[3]
4	EOG	EOG			Narrative	Reading and Math[4]	*Alternate Assessment*[3]
5	EOG ITBS[5]	EOG ITBS[5]					*Alternate Assessment*[3] ITBS Language[5]
6	EOG	EOG					*Alternate Assessment*[3]
7	EOG	EOG			Expository		*Alternate Assessment*[3]
8	EOG ITBS[5]	EOG ITBS[5]				Reading and Math[4]	*Alternate Assessment*[3] Computer Skills[6] ITBS Language[5]
9	English I[7]	Algebra I[7]	ELPS[7]	Physical Science[7]			
10		Geometry[7]		Biology[7]	English II[7]		*Alternate Assessment*[3] Competency Tests[8] High School Comprehensive Test[9]
11		Algebra II[7]	US History[7]	Chemistry[7]			
12				Physics[7]			

[1] Tests currently administered as part of the North Carolina Testing Program are located in the shaded boxes. Field tests may be administered annually in selected subjects and grades at randomly selected sites. North Carolina students also participate in the National Assessment of Education Progress (NAEP), the PSAT, the SAT, and the ACT.

[2] The grade 3 pretest is administered during the first three weeks of school; the end-of-grade tests are administered during the last three weeks of school. The locally-selected test dates must be on consecutive days within the same week.

[3] Students with disabilities who are excluded from participation in the end-of-grade tests or the high school comprehensive test must be administered a state-mandated alternate assessment.

[4] The North Carolina Open-Ended Assessment at grades 4 and 8 was suspended for the 1998-99 school year only.

[5] The ITBS (Iowa Tests of Basic Skills) is administered annually to a representative sample of students at grades 5 and 8.

[6] Students entering the eighth grade in 1996-97 (Class of 2001) and beyond must meet the proficiency standard on the computer skills multiple-choice and performance tests as a graduation requirement unless a student with a disability is following the Occupational Course of Study.

[7] The end-of-course tests (except English II) are administered where the courses are taught within the final 10 days of school (or the equivalent for alternative schedules). State Board of Education policy requires school systems to use the end-of-course test results for at least 25 percent of the student's final grade for English I, Algebra I, Biology, U.S. History, and ELPS.

[8] The competency tests (new) in reading and mathematics are required for all students entering the ninth grade in 1994-95 and beyond. The competency tests (old) in reading, mathematics, and writing objective (grammar) are required for all students who entered the ninth grade prior to 1994-95.

[9] The North Carolina High School Comprehensive Test in reading and mathematics is administered to all tenth graders during the final three weeks of April.

March 15, 2001
Dr. Denny Johnson
attachment #2

Department of Public Instruction Presentation on Selected Programs and Services to the Joint Education Appropriations Committee

March 15, 2001

I. At-Risk/Alternative School Programs

AT-RISK STUDENT SERVICES/ALTERNATIVE SCHOOLS ALLOTMENT TO LEAs

- Provides funding to identify and provide special alternative programs for at-risk students likely to drop out of school

- Funds can be used for summer schools, remediation programs during and after school, early intervention programs, alcohol and drug prevention, safe schools programs and preschool screening.

- $500,000 is reserved for the State Board of Education to be used for special projects for at-risk students.

  a. allotted funds to LEAs to help students pass the competency test.

  b. supported the WEB Academy in Cumberland County – this program serves students at risk of dropping out of school.

  c. used funds to provide extensive training to assist teachers to help students meet newly adopted promotion standards.

IMPROVING STUDENT ACCOUNTABILITY ALLOTMENT

- Provides funds to improve academic standards of children who are performing below grade level – Levels I & II on either reading or mathematics tests in grades 3-8

- Approximately $220 per eligible student

Alternative Learning Programs/Schools (ALPs)

- 209 schools/programs statewide in 2000-2001

  * **64 (31%) serve grades 9-12**
  * **88 (42%) serve grades 6-12**
  * **38 (18%) serve grades 6-8**
  * **19 (9%) other (K-5, K-8, K-12)**

LEA Expenditures on ALPs / State At-Risk Dollars (1998-99)

$25 mil (19%) of Total Allocation of $130 mil

- Teacher Salaries/Benefits 68%
- Teacher Assistants 7%
- Instructional Support 5%
- School Resource Officers 4%
- Contracted Services 3%
- Tutors 3%
- Other 10%

Full Time Support Personnel in ALPs
(from 1997-98 Evaluation Report)

• Counselors	50
• School Social Worker	16
• School Psychologists	2
• School Nurses	1
• Media Specialists	7

Selected Student Outcomes

- Test performance well below state average
- Most (75%) still enrolled in school or graduated
- Majority of ALP students surveyed prefer ALPs to home schools because ALP teachers:
  - are more caring,
  - believe they can learn (do not "label" them),
  - **help** them learn,
  - give them more attention
  - help them solve problems outside school

1999-2000 ABCs Results

as of September 2000 State Board of Education Meeting

Award or Recognition Category	K-12 Schools		Alternative Schools		Total	
	Number of Schools	Percent	Number of Schools	Percent	Number of Schools	Percent
Schools Making Exemplary Growth/Gain	935	45.7	20	30.3	955	45.2
Schools Making Expected (not Exemplary) Growth/Gain	479	23.4	38	57.6	517	24.4
Schools Receiving No Recognition	592	28.9	6	9.1	598	28.3
Low-performing Schools	42	2.1	2	3.0	44	2.1
Total ABCs Schools	2,048		66		2,114	

Most Frequently Chosen Local Options

Local Option	Number of Schools
Parental Involvement	38
Improve Attendance	27
Reduce Suspension	15
Improve Safety	13
Improve GPA	12
Improve Customer Satisfaction	11
Reduce Dropout	9
Community Involvement	8

II. Improving Student Accountability

Student Accountability Standards

Goal: Raise student achievement for ALL Students

Process: Provide targeted intervention for students performing below grade level and holding students accountable.

Key Points:

- Up to three administrations of end-of-grade tests.
- Review process for students below grade level.
- Principals have authority by the General Statutes.
- Reporting of students promoted and students who moved across levels.
- Children with disabilities and limited English proficiency.

Student Accountability Standards

TECHNICAL SUPPORT FOR SAS

- Sixteen "How To" Sessions for LEA/school personnel
- Six regional media briefings
- SAS Resource Notebook
- Eight regional PEP Work Sessions
- Six PEP Trainer-of-Trainers Sessions
- Writing and PEP brochures
- *North Carolina Exit Exam Handbook*
- Establishing a High School Network

Student Accountability Standards

SUPPORT FOR RETAINED STUDENTS

- Individual academic needs diagnosed
- Academic strengths and weaknesses identified
- Personalized Education Plan developed & implemented
- Instructional strategies differ from previous year
- Parents participate as partners
- Individual student progress monitored on a regular basis
- Instructional adjustments made based on student progress

LEA Data on Student Retentions[5]

Johnston County Schools
Benchmark Data for Grades 3-8

Benchmark	1996-97		1997-98		1998-99		1999-00	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Number of Students Tested	8271	100.0%	8830	99.9%	8752	99.5%	9404	99.7%
Below Level III on First Test	2644	32.0%	2000	22.6%	2003	22.9%	2187	23.2%
Waived by Previous Retentions (local policy)	403	4.9%	6469	7.3%	835	9.5%	872	9.2%
Number Eligible for Retesting	2241	27.1%	1354	15.3%	1168	13.3%	1315	13.9%
Below Level III on Second Test	1394	16.8%	884	10.0%	622	7.1%	649	6.9%
EC and LEP Waivers	159	1.9%	82	0.9%	84	1.0%	84	0.9%
Grade Level Waivers Granted	144	1.7%	104	1.2%	116	1.3%	107	1.1%
Below Level III on Third Test	493	6.0%	307	3.5%	242	2.8%	209	2.2%

[5] As reported by LEAs

III. Accountability and Testing

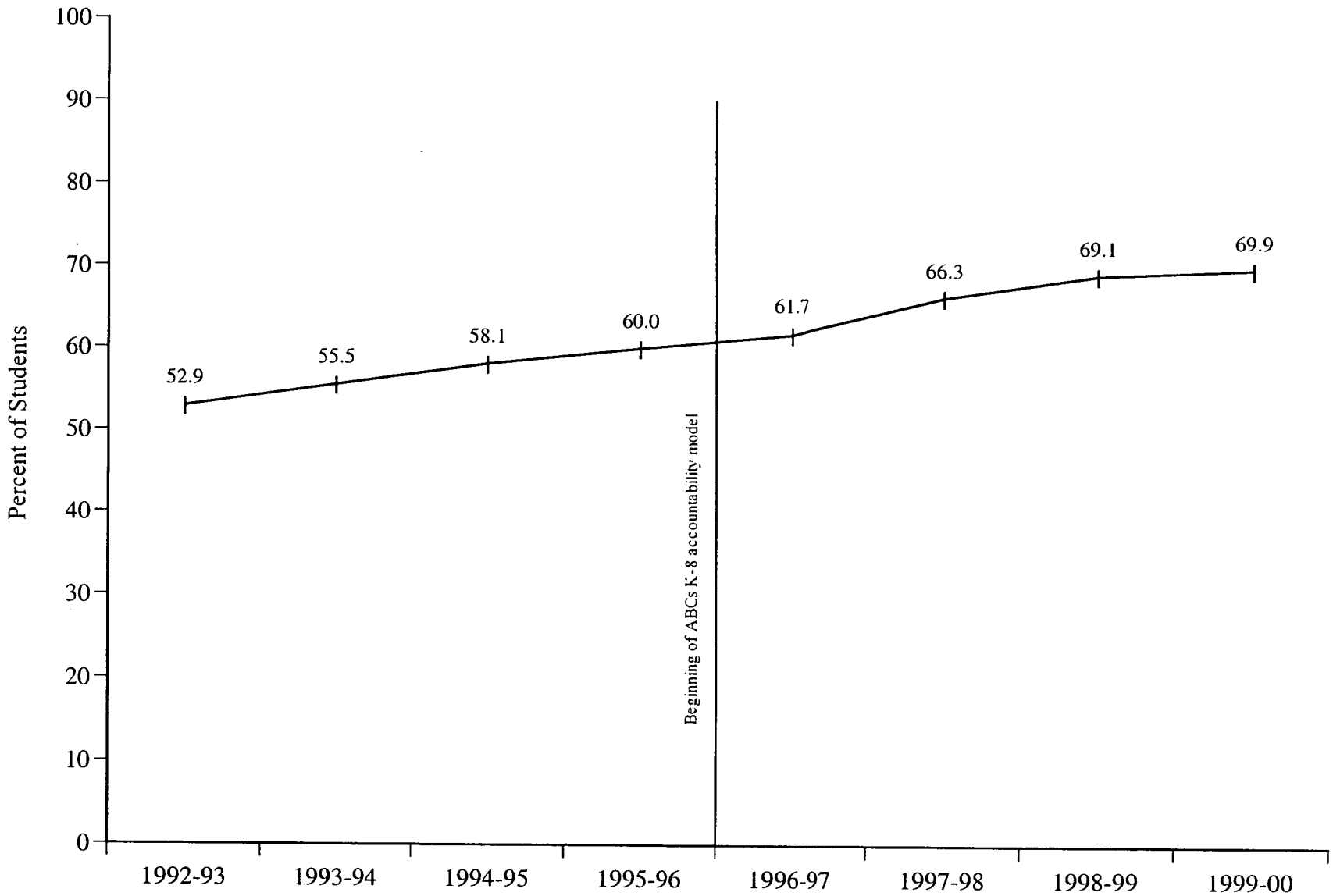
Purposes of the Statewide Testing Program

- assure all graduates with minimum skills and knowledge to function in society
- identify strengths and weaknesses in education process to improve instruction
- provide accountability to the public

School-based Accountability

- focus on student performance in the basics in elementary and middle schools
- focus on student performance in courses required for graduation
- hold schools accountable for the educational growth of students

1992-93 to 1999-00 End-of-Grade Multiple-Choice Test Results
Percent of Students at or above Level III in Both Reading and Mathematics
Grades 3-8 Combined



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[9] The North Carolina High School Comprehensive Test in reading and mathematics is administered to all tenth graders during the final three weeks of April.

IV. Assistance Teams

Assisting Low-Performing and At-Risk Schools

MANDATED ASSISTANCE

- Schools assigned an Assistance Team
- Up to 15 schools served annually
- Service provided for an entire school year (daily)
- Mentor and coach marginal teachers
- Build capacity in entire staff
- Share and model best practices
- Eighty-eight percent success rate

Assisting Low-Performing and At-Risk Schools

VOLUNTARY ASSISTANCE

- Second tier of low-performing/at-risk schools
- Serve 15 - 20 schools annually
- Service provided by State consultants
- Service provided an entire year (2 - 4 days/week)
- Build capacity in entire staff
- Share and model best practices
- Provide support for instructional monitoring

High Priority Schools

- Assistance and Intervention for schools that are low-performing 2 consecutive or 2 out of 3 years.
- Current efforts highly successful (88%), but some schools have proven tougher to turn around.
- Key Needs: leadership, quality teachers, community support, innovation, district support, smaller classes

High Priority Schools

- **State Board approved a plan that offers the following:**
  - Level I: Assistance Team and greater central office involvement
  - Level II: Reduced class size, extended teacher contracts and school year, turn-around fund for innovative projects, principal signing bonuses, teacher performance bonuses.
  - Level III: Menu of interventions for State Board; resources remain.

SAFE SCHOOLS

Safety Assistance Teams (115C-105.28)

Safety Assistance Teams were first implemented in 1998-97 with six members. Three served in the eastern part of the state and the other three served the western part of the state. Services and assistance can be requested by a school improvement team, a parent, a local board of education or a local superintendent.

Basic Functions as Defined by Statute

Provide assistance in promoting or restoring safety and an orderly learning environment at a school

- Assess the problem at the school
- Assist school personnel with resolving the problem
- Work with school personnel and others to develop a long-range plan for restoring and maintaining safety and an orderly learning environment at the school
- Make recommendations to local board and superintendent to consider to resolve problems at the school

Selection of Team Members

Member are selected through an application and interview process. The pool of applicants is comprised of practicing educators.

Team members

- May be public school administrators and/or instructional support personnel.
- Minimum requirement for team members include a bachelor's degree in education,
- Four years or more of demonstrated excellence in teaching elementary, middle or high school,
- Experience with at-risk and/or students with behavioral problems preferred

Team Leaders

- Must be public school administrators
- Minimum requirement for team leaders include an advanced degree in Public School Administration and/or supervision
- Four years or more of demonstrated excellence in educational/administration
- Experience with at-risk and/or students with behavioral problems preferred

Duties and Responsibilities of the Safety Team

- Conducting a safety needs assessment in each of the schools assigned an Assistance Team;
- Spending sufficient time in the school or school district assessing the strengths and areas needing attention as related to climate, safety, and order;
- Assisting the school staff to develop short-term plans for identifying needs;
- Assisting the school staff in implementing short-term plans to improve school climate and resolve identified problems and needs;
- Assisting in determining and coordinating needed staff development in the area of school safety
- Assisting the school land LEA staff and others to develop a long-term plan for preventing future problems and for restoring and maintaining a safe, orderly and caring learning environment at he school;
- Making recommendations in writing to the local board and the superintendent based on the needs assessment;
- Compiling and submitting monthly reports;
- Supporting the work of the Alternative and Safe Schools/.Instructional Support Section; and
- Participating in and attending all training sessions and meetings.

Joint Appropriations on Education Committee

Agenda

Wednesday March 21, 2001, 8:30 a.m.
Room 421, Legislative Office Building

Senator Walter Dalton, Chairing

Explanation of Subcommittee Targets.....Senator Dalton

8:35-8:45
Governor's Recommendations for UNC Budget.....Sue Adams
Office of State Budget

8:45-9:35
Overview of UNC Budget.....Charlotte Todd
Fiscal Research Division

9:35-9:50
UNC Tuition and Fee Policy of Board of Governors.....Jeff Davies
UNC General Administration

House Appropriations Subcommittee on Education
Rep. Boyd-McIntyre (Chair)
Rep. Rogers (Chair)
Rep. Yongue (Chair)
Rep. Barnhart, Rep. Bell, Rep. Bonner, Rep. Carpenter
Rep. Holmes, Rep. McLawhorn, Rep. Michaux,
Rep. Morgan, Rep. Preston, Rep. Russell, Rep. Smith,
Rep. Teague, Rep. Warner

Senate Appropriations on Education/Higher Education
Sen. Lucas (Chair)
Sen. Garrou (Chair)
Sen. Dalton (Chair)
Sen. Carter, Sen. Cunningham, Sen. Garwood, Sen. Hartsell,
Sen. Wellons

Fiscal Research Division (g:\Fiscal\Education Team\2001 Agenda)

Joint Appropriations on Education Committee

Agenda

Wednesday March 21, 2001, 4:30 p.m.
Room 421, Legislative Office Building

Senator Walter Dalton, Chairing

4:30-5:00:
UNC Tuition and Fee Policy of Board of Governors.....Jeff Davies
Review of Organizational Charts for UNC-GA *UNC General Administration*

5:00-5:30
Review of UNC Budget.....Charlotte Todd
Fiscal Research Division

House Appropriations Subcommittee on Education
Rep. Boyd-McIntyre (Chair)
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Sen. Wellons

Fiscal Research Division (g:\Fiscal\Education Team\2001 Agenda)

JOINT APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER EDUCATION

Minutes
March 21, 2001

The Joint Appropriations Subcommittee on Education/Higher Education met on Thursday, March 21, 2001 in Room 421 of the Legislative Office Building. Senator Dalton presided. There were 6 senators present and the following House members: Representatives Barnhardt, Teague, Preston, Carpenter, Bonner, Russell, Bell, McLawhorn, Boyd-McIntyre, Rogers, Yongue, Michaux, and Smith. Senator Dalton introduced the Pages: Senate Page: Katie Blalock sponsored by Senator Foxx; House Pages: Allison Carr of Wake County sponsored by Representative Blue and Hillary Rhone of Jackson County sponsored by Representative Carpenter.

Susan Adams, Budget Administrator from the Governor's office, continued the explanation of Governor Easley's recommendations for budget. (Attachment #1, March 14) She started her presentation on page 40 of the document entitled, "Fiscal Year 2001-2 Recommended General Fund Budget", with the first recommended cut in the University System entitled Operating Efficiencies for $21 million. Page 41 through page 47 of the handout included recommended expansion items: enrollment increases, distance learning enrollment, tuition increase, need-based Student Financial Aid Plan, North Carolina Private Colleges and Universities Enrollment Changes, K-16 Initiatives, Teacher Recruitment Initiatives, North Teacher Assistant Education Degree Program, North Carolina Model Teacher Education Consortium, and Salary Increases.

Representative Michaux questioned the further reduction of operating funds. There were other questions about the tuition increase, teacher assistant scholarships and the Model Teacher Consortium.

Senator Dalton announced a new meeting schedule for the subcommittee: Mondays at 4:30-6:00 p.m., Tuesdays at 8:30-9:50 a.m. and 1:00-2:30 p.m., Wednesdays at 8:30-9:50 a.m. and 4:30-6:00 p.m. and Thursdays at 8:30-10:30 a.m. Senator Dalton explained the budget targets for the subcommittee that resulted from the revenue update the Subcommittee Chairs received in the meeting with the Appropriation Chairs. The legislative revenue projections represent a reduction of $137 million for FY 00-01 in the amount projected in the Governor's budget. Overall, there is $376 million less than projected by the Governor. The spending target for the Education Committee is $8.2 billion, which is $144 million less than the Governor's recommended budget. In addition, the Subcommittee may want to reallocate funds to other programs, and that may amount to $50 to 100 million.

Charlotte Todd, Fiscal Research, gave an overview of the University Budget. (Attachment #3) She said that over the next 2½ weeks, University people who direct the programs would describe the kinds of activities involved and give the committee

members more detail about the nature of the programs, their goals and outcomes. Using the modified zero-based budgeting approach requested by the Chairs, the Subcommittee will look into the vacancies, the line items and the programs created or expanded in the University System since 1991. Copies of the document, "University of North Carolina Programs Created or Expanded Since 1991", were provided for the members to study. (Attachment #4)

Members expressed interest in the time period to which modified zero-based budgeting was applied, non-profit agencies, percentage of the tuition cost that students pay, book rental policies, the number of NCSA students that are out-of-state and the percentage of the cost that they pay and the School of Math and Science. Senator Carter questioned the place of book fees in student financial aid and the disparity in the book rental fees from school to school. The staff will look into that and have more information to report. Senator Garwood asked about whether the percentage rank of academic salaries was based on full professors or all ranks of academic salaries, and said she would check on that for him. Representative Michaux asked why there is no data on NCSA, and Representative Rogers asked if the NCSA budget had been expanded. Senator Cunningham asked what affected the college graduation rate and wanted to know whether they're dropouts or just taking longer to graduate. Ms. Todd said the staff has a report on that question and will get that information to him. The question was referred to Gretchen Bataille, Senior VP and Chief Academic Officer for General Administration, for comment on the retention rate. Representative Yongue wanted to know about the disparity in the average faculty salary and the Med. School. Ms. Todd said she would try to get these specifics. Ms. Todd said she would get the information on the increase in tuition for out-of-state students over time to Senator Lucas in answer to her question. Senator Dalton asked the University and staff to contact Representative Michaux on how the budget cuts would be spread.

Senator Dalton announced that the Subcommittee would meet this afternoon at 4:30 p.m., and SREB would make a presentation tomorrow.

The meeting was adjourned.

Walter Dalton

Senator Walter Dalton, Co-Chairman

Barbara R. Hocutt

Barbara R. Hocutt, Committee Assistant

Attachments

VISITOR REGISTRATION SHEET

JOINT APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER ED.
WEDNESDAY, MARCH 21, 2001

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Kay Orrey	OSBPM
Mark Fleming	NC State University
[illegible]	OSBPM
Sam Lee	OSBPM
JIM WATTS	SCEB
Hal Miller	NCACCT
Austin Bumch	ECU
Steve Hoffman	NCSBA
A. Jami Craig	LCA
Evelyne Hawthorne	WNC - CH
John Rust	NCTPC

VISITOR REGISTRATION SHEET

JOINT APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER ED.
WEDNESDAY, MARCH 21, 2001

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Donna Moore	Exploratory
Ken Sloan	UNC - Office of President
Clifton R. Wharton	UNC " " "
James D. Smith	UNC - Office of the President
Johnson Nieves	Pabbi School Fund
Guy Davis	UNC
Gretchen Batalla	UNC
Laura Young	UNC
JBMILLIKEN	UNC
[illegible]	SBE
Elizabeth L Grovenstein	OSBPM

VISITOR REGISTRATION SHEET

JOINT APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER ED.
WEDNESDAY, MARCH 21, 2001

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
David Brown	OSBPM
[illegible]	UCICU
[illegible]	NCAE
Carole Lawler	EGHS
Fern Shubert	NCGA
Ed Regan	NCACC

VISITOR REGISTRATION SHEET

JOINT APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER ED.
WEDNESDAY, MARCH 21, 2001

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Kennon Briggs	NCCCS
Suzanne Williams	NCCCS

March 21, 2001

Joint Appropriations on Education Committee

New Schedule

Mondays	4:30 – 6:00
Tuesdays	8:30 – 9:50 & 1:00 – 2:30
Wednesdays	8:30 – 9:50 & 4:30 – 6:00
Thursdays	8:30 – 10:30

Targets

Total Spending Target (millions) - $13,812.5
Education Spending Target (millions) - $8,286.2

- Legislative revenue projections for FY00-01 are $137 million less than the Governor's projections. That difference will carry over into next year.
- The Governor's budget includes $239 million in revenue sources that are not in evidence at this time. ($150 million in loopholes, $89 million in efficiencies, etc.)
- The Education Committee spending target is $144 million less than the Governor's recommended budget including expansion.

House Appropriations Subcommittee on Education
Rep. Boyd-McIntyre (Chair)
Rep. Rogers (Chair)
Rep. Yongue (Chair)
Rep. Barnhart, Rep. Bell, Rep. Bonner, Rep. Carpenter
Rep. Holmes, Rep. McLawhorn, Rep. Michaux,
Rep. Morgan, Rep. Preston, Rep. Russell, Rep. Smith,
Rep. Teague, Rep. Warner

Senate Appropriations on Education/Higher Education
Sen. Lucas (Chair)
Sen. Garrou (Chair)
Sen. Dalton (Chair)
Sen. Carter, Sen. Cunningham, Sen. Garwood, Sen. Hartsell,
Sen. Wellons

Fiscal Research Division (g:\Fiscal\Education Team\2001 Agenda)

EDUCATION BUDGET: 2001-02

	Gov. Recurring Baseline Budget [1]	Gov. Recommended Continuation Budget [2]	Total Recommended Budget with Expansion [3]	Subcommittee Target
Public Schools	$5,923,802,924	$5,887,421,520	$5,958,233,628	
Community Colleges	$648,021,974	$642,837,798	$656,398,284	
UNC	$1,804,923,800	$1,783,034,653	$1,815,717,289	
Total	$8,376,748,698	$8,313,293,971	$8,430,349,201	**$8,286,200,000**
Amount Over Target	$90,548,698	$27,093,971	$144,149,201	NA

[1] Includes ABC bonuses, ADM growth in Public Schools, and adjustments for average salaries, restoration of non-recurring cuts in current year, reserves for new facilities in UNC, and transfers between departments.

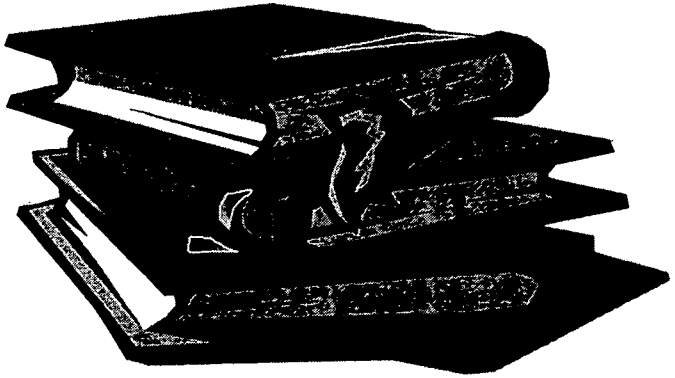
[2] Includes base budget reductions for all agencies

[3] In addition to recommended base cuts in continuation budget, includes Gov. expansion recommendations. Does not include 2% salary increases or additional faculty salary increase for Community Colleges. Includes increased tuition receipts for Community Colleges and UNC.

Governor's Budget for 01-02 by Subcommittee

Description	Authorized Appropriation 12/31/00	Remove Non-Recurring Appropriations	Restore Non-Recurring Reductions	Building Reserves	Enrollment/ Entitlement Adjustments	Transfers	Recurring Baseline Budget	Agency Reductions	Total Recommended Budget	Expansion	Total Budget
Education											
DPI	5,738,761,877	(64,641,082)	37,541,954		158,627,932		5,870,290,681	(29,915,892)	5,840,374,789	64,774,694	5,905,149,483
DPI-Department	53,512,243						53,512,243	(6,465,512)	47,046,731	6,037,414	53,084,145
Subtotal DPI	**5,792,274,120**	**(64,641,082)**	**37,541,954**	**0**	**158,627,932**		**5,923,802,924**	**(36,381,404)**	**5,887,421,520**	**70,812,108**	**5,958,233,628**
Comm. Colleges	**644,032,372**	**(7,114,433)**	**11,104,035**				**648,021,974**	**(5,184,176)**	**642,837,798**	**13,560,486**	**656,398,284**
UNC-GA	51,599,643	(172,530)	132,736	2,585,751		(3,774,232)	50,371,368	(663,895)	49,707,473		49,707,473
UNC Institutional Prog.	7,321,779	(1,850,000)				6,412,717	11,884,496		11,884,496	32,682,636	44,567,132
UNC Related Ed. Programs	99,666,502					745,200	100,411,702		100,411,702		100,411,702
UNC-CH Academic	202,847,731	(1,546,410)	1,429,867	268,285		3,520,002	206,519,475	(2,721,927)	203,797,548		203,797,548
UNC-CH Health Affairs	158,923,421	(914,770)	915,060			(1,415,000)	157,508,711	(2,075,965)	155,432,746		155,432,746
UNC-CH Area Health Educ.	46,556,472	(328,918)	45,496				46,273,050	(304,939)	45,968,111		45,968,111
NCSU-Academic	272,378,931	(1,826,863)	1,811,462	387,104		(659,187)	272,091,447	(3,586,165)	268,505,282		268,505,282
NCSU-Agri. Research Svc.	48,233,487	(401,265)	321,011	76,147			48,229,380	(635,663)	47,593,717		47,593,717
NCSU-Agri. Extension Svc.	38,839,117	(364,457)	267,811	(47,891)			38,694,580	(509,995)	38,184,585		38,184,585
UNC-Greensboro	96,169,238	(741,303)	588,077	174,894		(406,285)	95,784,621	(1,262,441)	94,522,180		94,522,180
UNC-Charlotte	98,398,080	(804,456)	646,641	25,161		(495,212)	97,770,214	(1,288,611)	96,481,603		96,481,603
UNC-Asheville	26,105,764	(235,217)	150,952	222,279		(241,402)	26,002,376	(342,711)	25,659,665		25,659,665
UNC-Wilmington	60,692,155	(526,372)	398,770	537,910		(247,888)	60,854,575	(802,063)	60,052,512		60,052,512
ECU	123,354,475	(1,156,908)	778,450	580,560		(362,480)	123,194,097	(1,623,698)	121,570,399		121,570,399
ECU-Health Services	47,084,623	(300,552)	266,670				47,050,741	(620,129)	46,430,612		46,430,612
NC A&T	61,224,022	(540,081)	401,843	36,964		(288,723)	60,834,025	(801,792)	60,032,233		60,032,233
Western Carolina	53,272,012	(459,302)	328,799	54,321		(163,664)	53,032,166	(698,964)	52,333,202		52,333,202
Appalachian	87,915,063	(760,230)	504,907	(445,272)		(254,702)	86,959,766	(1,146,130)	85,813,636		85,813,636
UNC-Pembroke	24,701,533	(212,011)	148,178	703,763		(258,588)	25,082,875	(330,592)	24,752,283		24,752,283
Winston-Salem State	28,788,091	(229,421)	176,460	46,373		(77,872)	28,703,631	(378,314)	28,325,317		28,325,317
Elizabeth City State	22,227,901	(179,371)	130,726			(104,008)	22,075,248	(290,952)	21,784,296		21,784,296
Fayetteville State	31,390,892	(255,107)	210,250			46,190	31,392,225	(413,750)	30,978,475		30,978,475
NCCU	45,981,242	(410,974)	300,377			(532,695)	45,337,950	(597,554)	44,740,396		44,740,396
NC School of Arts	16,220,403	(178,334)	105,600	685,105		(42,171)	16,790,603	(221,300)	16,569,303		16,569,303
NCSSM	11,487,758	(58,174)	57,572				11,487,156	(36,655)	11,450,501		11,450,501
UNC-Hospitals	40,688,939	(213,895)	112,278				40,587,322	(534,941)	40,052,381		40,052,381
Subtotal UNC	**1,802,069,274**	**(14,666,921)**	**10,229,993**	**5,891,454**	**0**	**1,400,000**	**1,804,923,800**	**(21,889,146)**	**1,783,034,654**	**32,682,636**	**1,815,717,290**
Total Education	**8,238,375,766**	**(86,422,436)**	**58,875,982**	**5,891,454**	**158,627,932**	**1,400,000**	**8,376,748,698**	**(63,454,726)**	**8,313,293,972**	**117,055,230**	**8,430,349,202**

University System Budget Presentation
Joint Appropriations Subcommittee on Education



Fiscal Research Division
NC General Assembly

March 21, 2001

Classification of UNC Institutions in the Carnegie Classification System

- Specialized Institutions:
  - North Carolina School of the Arts
- Baccalaureate Colleges-General:
  - Elizabeth City State University
  - Winston-Salem State University
- Baccalaureate Colleges- Liberal Arts:
  - University of North Carolina at Asheville
- Master's (Comprehensive) Colleges and Universities I:
  - Appalachian State University
  - Fayetteville State University
  - North Carolina Agricultural and Technical State University
  - North Carolina Central University
  - University of North Carolina at Pembroke
  - University of North Carolina at Wilmington
  - Western Carolina University
- Doctoral/Research Universities- Intensive:
  - East Carolina University
  - University of North Carolina at Charlotte (BOG designated recently)
  - University of North Carolina at Greensboro
- Doctoral/Reseach Universities- Extensive;
  - North Carolina State University
  - University of North Carolina at Chapel Hill

Fiscal Year 2001-2002 Governor's Recommended General Fund Budget

Campus	Authorized Appropriation 12/31/2000	Agency Reduction	Total Recommended Continuation Budget*	Recommended Expansion Budget	Total General Fund Budget
UNC-GA	$51,599,643	($663,895)	$49,707,473		$49,707,473
UNC Institutional Program	7,321,779	0	11,884,496	32,682,636	44,567,132
UNC Related Ed. Program	99,666,502	0	100,411,702		100,411,702
UNC-CH Academic	202,847,731	(2,721,927)	203,797,548		203,797,548
UNC-CH Health Affairs	158,923,421	(2,075,965)	155,432,746		155,432,746
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NCSU - Agri. Research Sve.	48,233,487	(635,663)	47,593,717		47,593,717
NCSU - Agri. Extension Sve.	38,839,117	(509,995)	38,184,585		38,184,585
UNC-Greensboro	96,169,238	(1,262,441)	94,522,180		94,522,180
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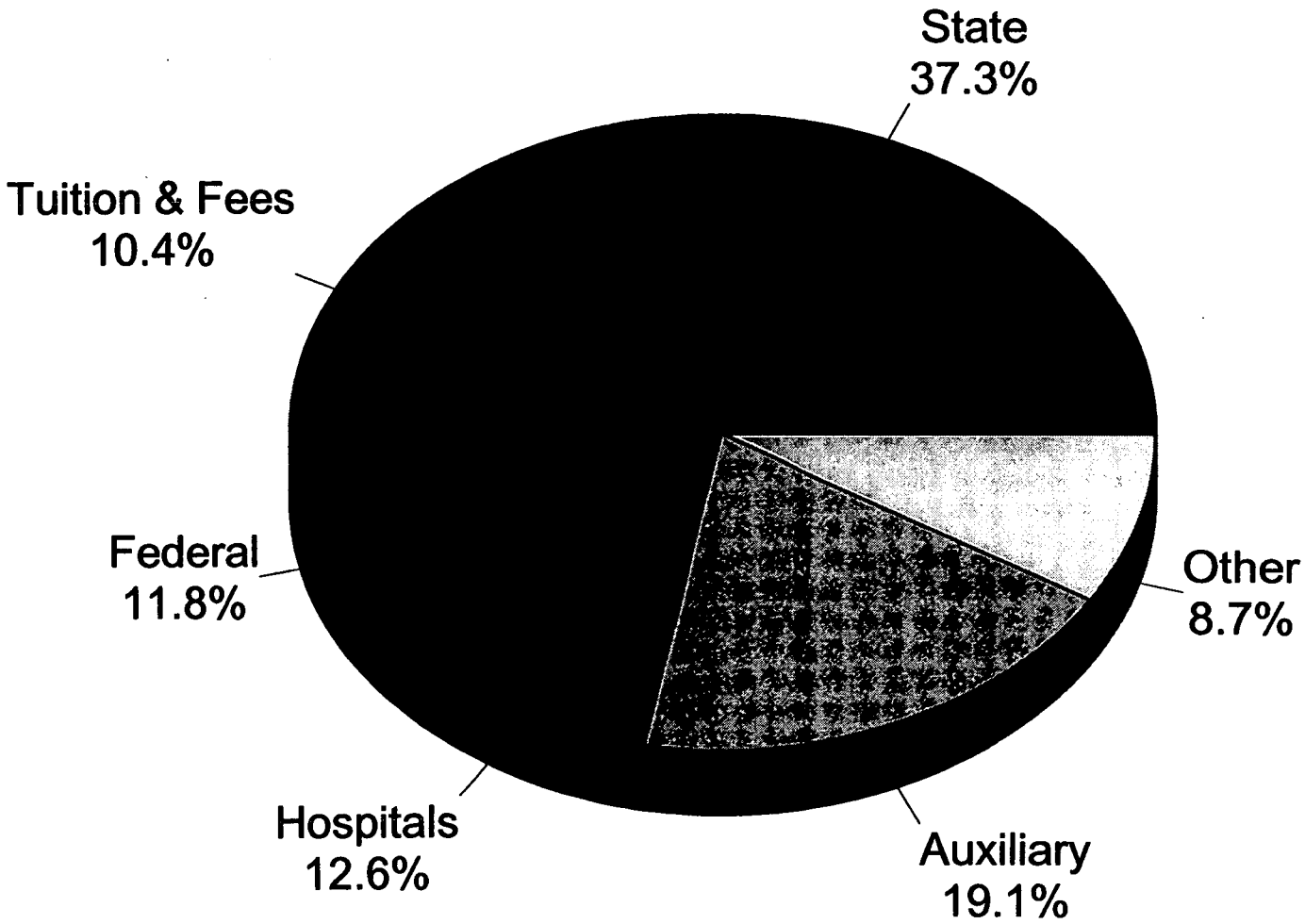
UNC-Wilmington	60,692,155	(802,063)	60,052,512		60,052,512
ECU	123,354,475	(1,623,698)	121,570,399		121,570,399
ECU-Health Services	47,084,623	(620,129)	46,430,612		46,430,612
NCA&T	61,224,022	(801,792)	60,032,233		60,032,233
Western Carolina	53,272,012	(698,964)	52,333,202		52,333,202
Appalachian	87,915,063	(1,146,130)	85,813,636		85,813,636
UNC-Pembroke	24,701,533	(330,592)	24,752,283		24,752,283
Winston-Salem State	28,788,091	(378,314)	28,325,317		28,325,317
Elizabeth City State	22,227,901	(290,952)	21,784,296		21,784,296
Fayetteville State	31,390,892	(413,750)	30,978,475		30,978,475
NCCU	45,981,242	(597,554)	44,740,396		44,740,396
NC School of Arts	16,220,403	(221,300)	16,569,303		16,569,303
NCSSM	11,487,758	(36,655)	11,450,501		11,450,501
UNC-Hospitals	40,688,939	(534,941)	40,052,381		40,052,381
Total UNC	**$1,802,069,274**	**($21,889,146)**	**$1,783,034,654**	**$32,682,636**	**$1,815,717,290**

* This includes statewide reserve reductions, non-recurring appropriations and cut adjustments

Total University Operating Budget by Fund Source

FY 1999-2000 Expenditures

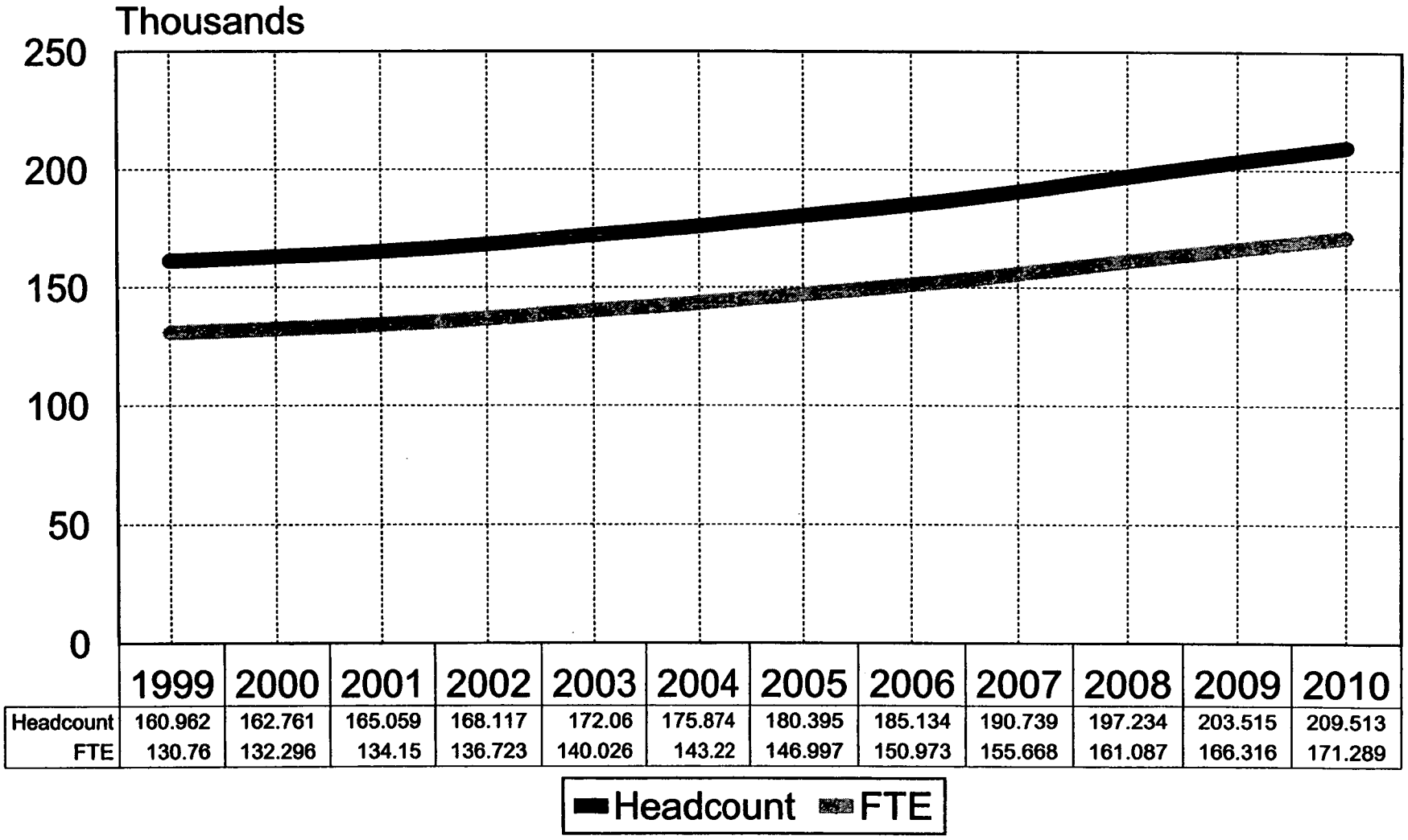


University of North Carolina

Campus	Approved 2000-01 Budgets	Fall 2000 Student Headcount
Appalachian State	$87,915,063	13,277
East Carolina - Academic Affairs Only	$123,354,475	18,750
Elizabeth City State	$22,227,901	2,035
Fayetteville State	$31,390,892	4,487
NC A&T	$61,224,022	7,748
NCCU	$45,981,242	5,476
NC School of the Arts	$16,220,403	768
NCSU - Academic Affairs Only	$272,378,931	28,619
UNC - Asheville	$26,105,764	3,292
UNC - Chapel Hill - Academic Affairs Only	$202,847,731	24,892
UNC - Charlotte	$98,398,080	17,241
UNC - Greensboro	$96,169,238	13,125
UNC - Pembroke	$24,701,533	3,445
UNC - Wilmington	$60,692,155	10,100
Western Carolina	$53,272,012	6,699
Winston-Salem State	$28,788,091	2,857

UNC Actual and Projected Enrollment

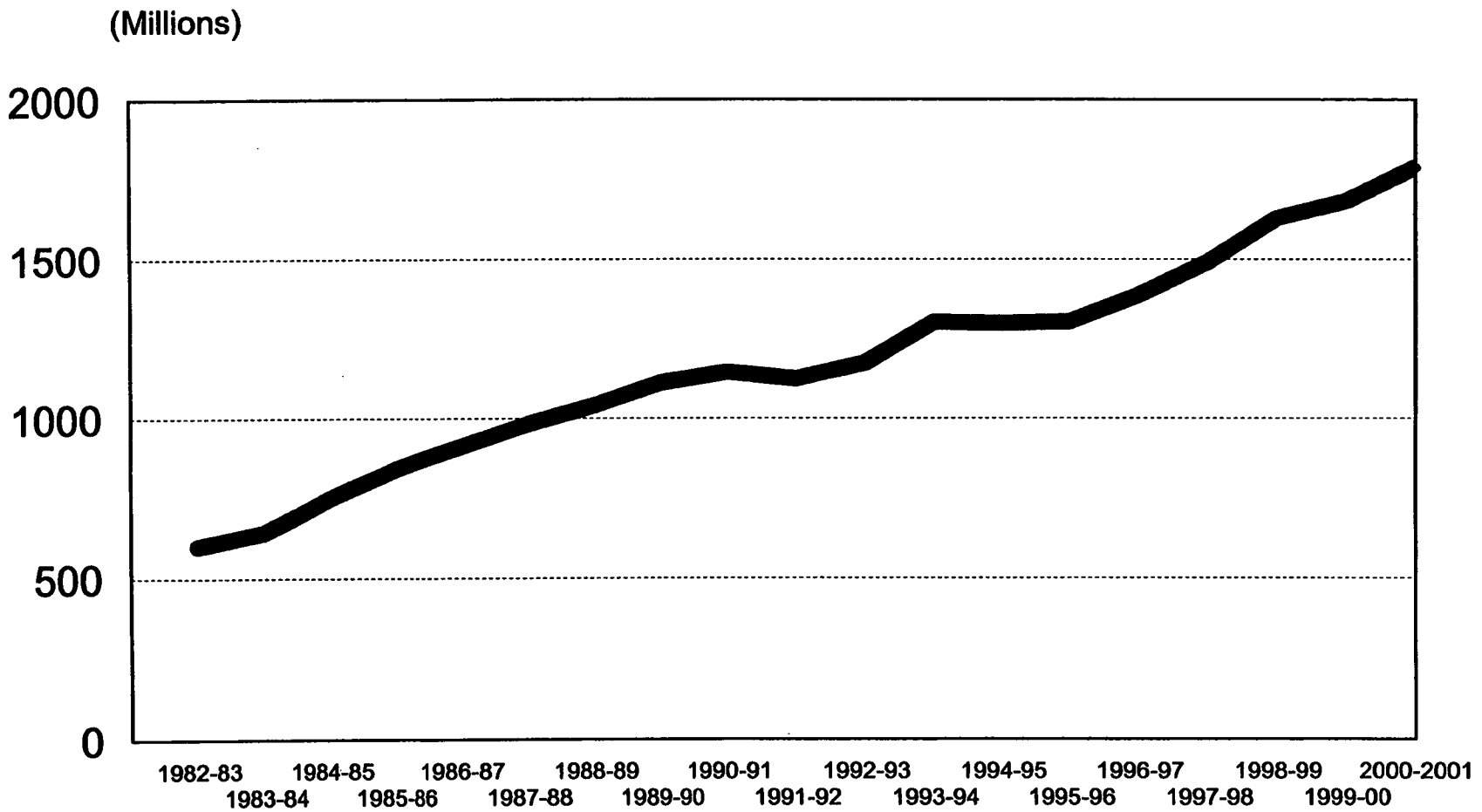
Headcount and FTE Fall Semesters 1999-2010



	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Headcount	160.962	162.761	165.059	168.117	172.06	175.874	180.395	185.134	190.739	197.234	203.515	209.513
FTE	130.76	132.296	134.15	136.723	140.026	143.22	146.997	150.973	155.668	161.087	166.316	171.289

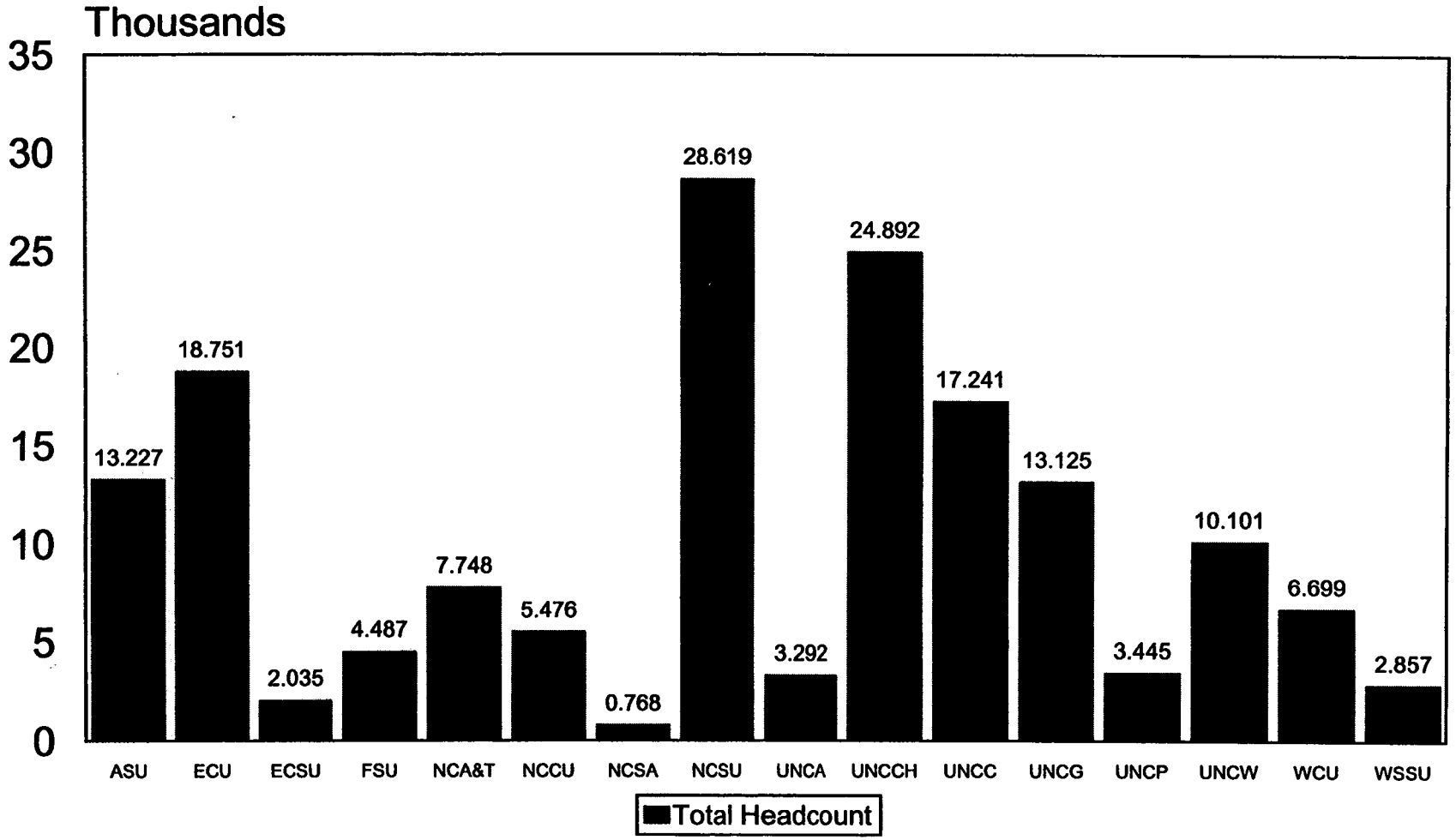
North Carolina General Fund Operating Appropriations History

University Of North Carolina System



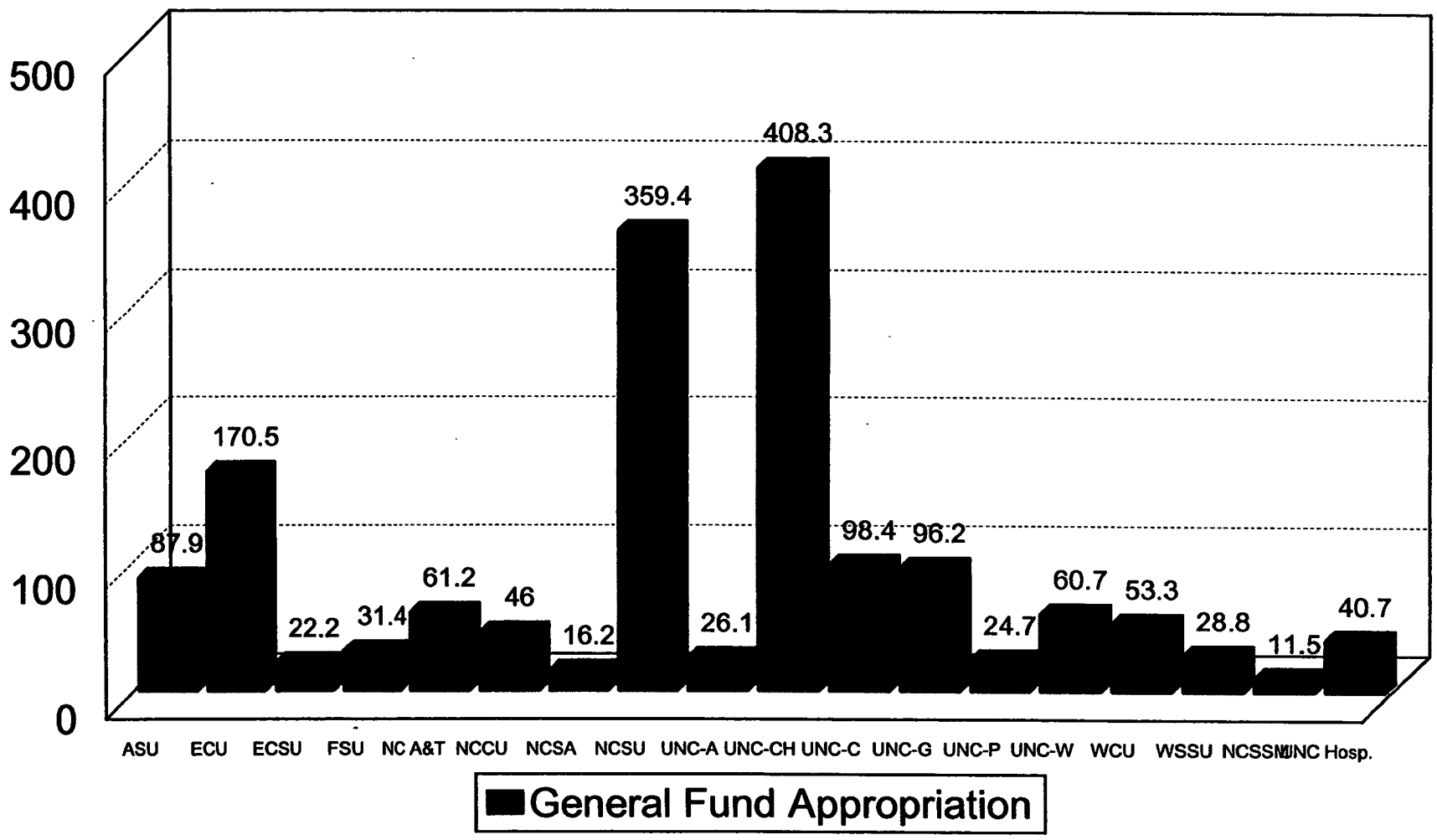
Total Headcount by UNC Campus

Fall 2000



Campus General Fund Appropriations

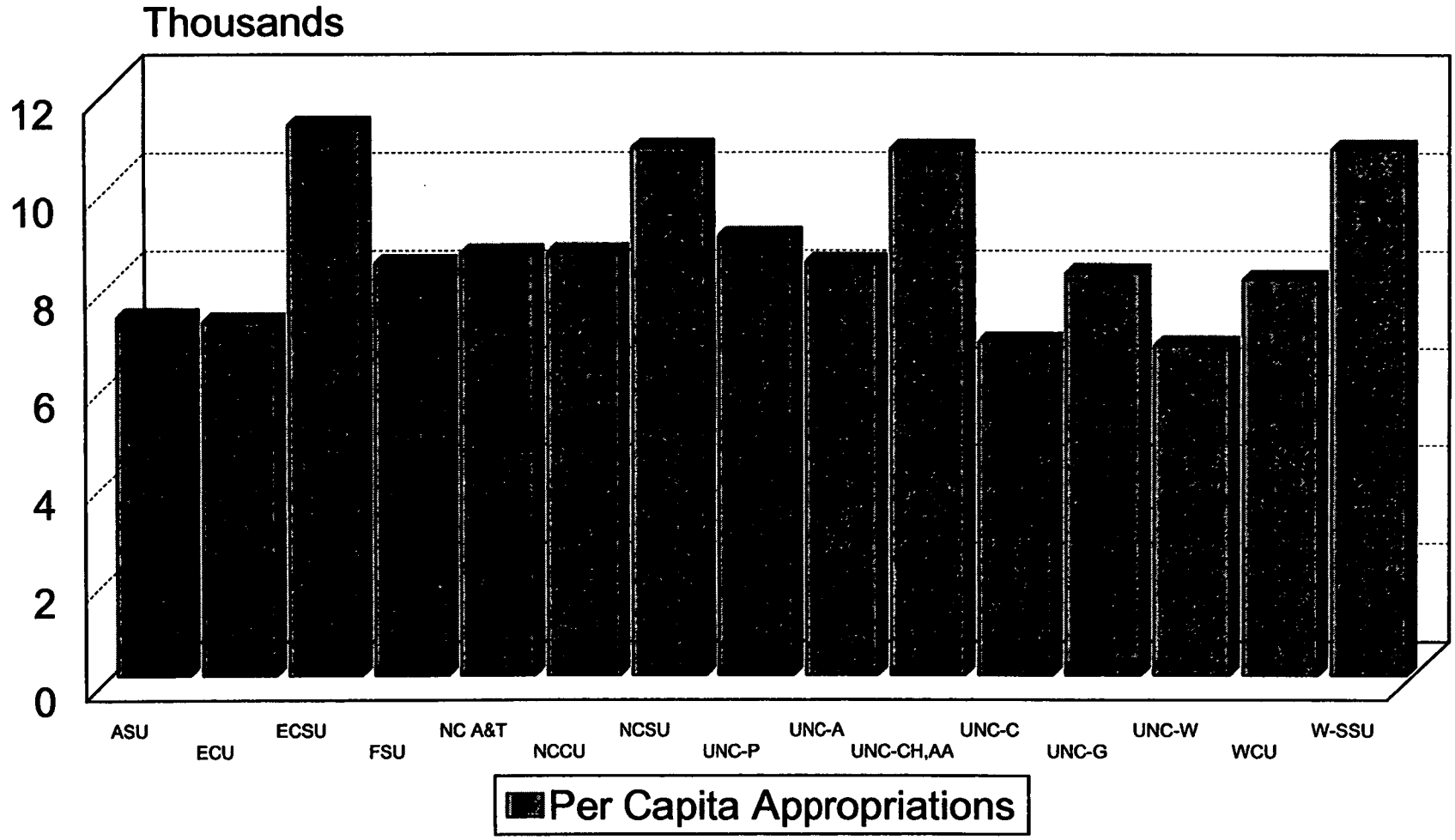
FY 2000-01 Authorized (in Millions)



Auth. Budget 12-31-00 ECU,NCSU,& UNC-CH include all codes

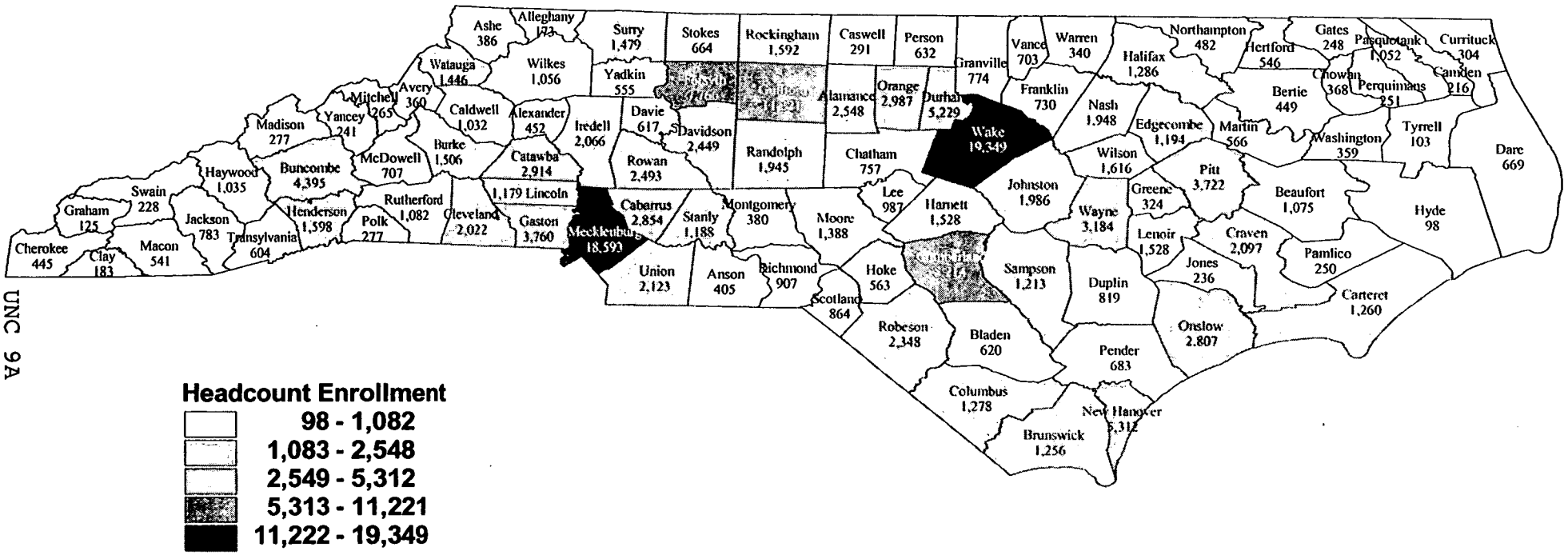
General Fund Appropriations Per Capita by UNC Campus

2000-01



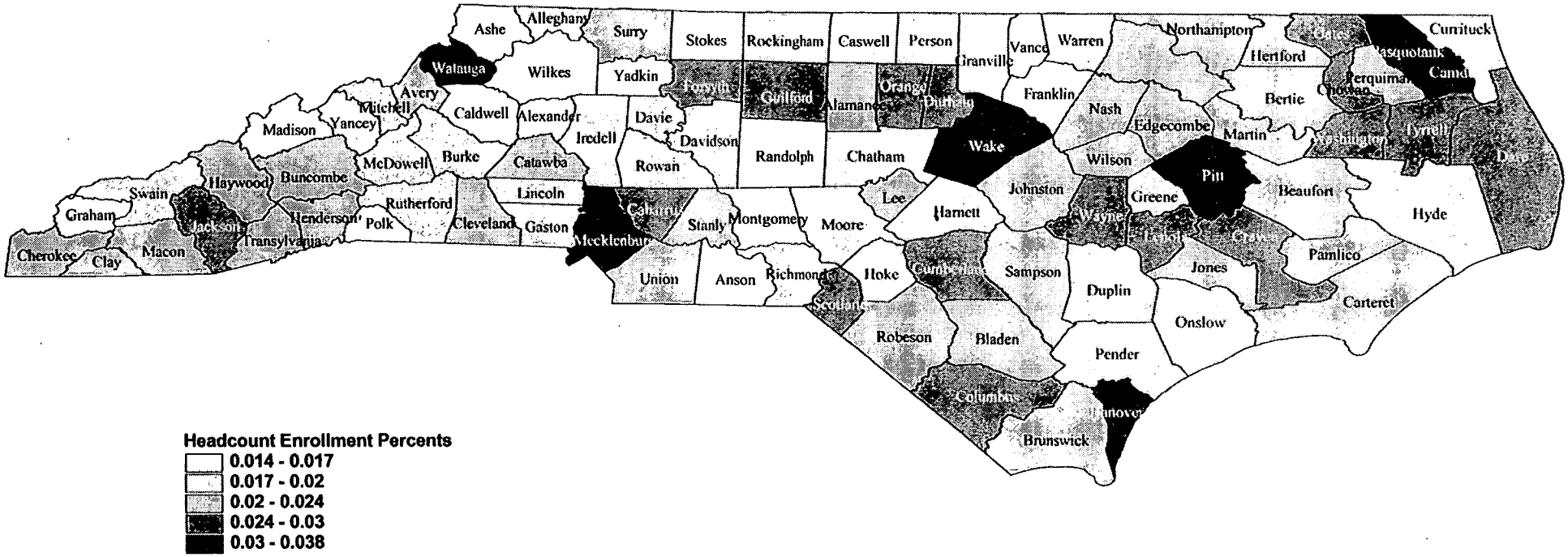
Excludes NCSA, ECU Med.,UNC-CH, HA, NCSU Vet.

In-State Undergraduate Resident Credit Headcount Enrollment



UNC 9A

In-State Undergraduate Resident Credit Headcount Enrollment



Headcount Enrollment Percents

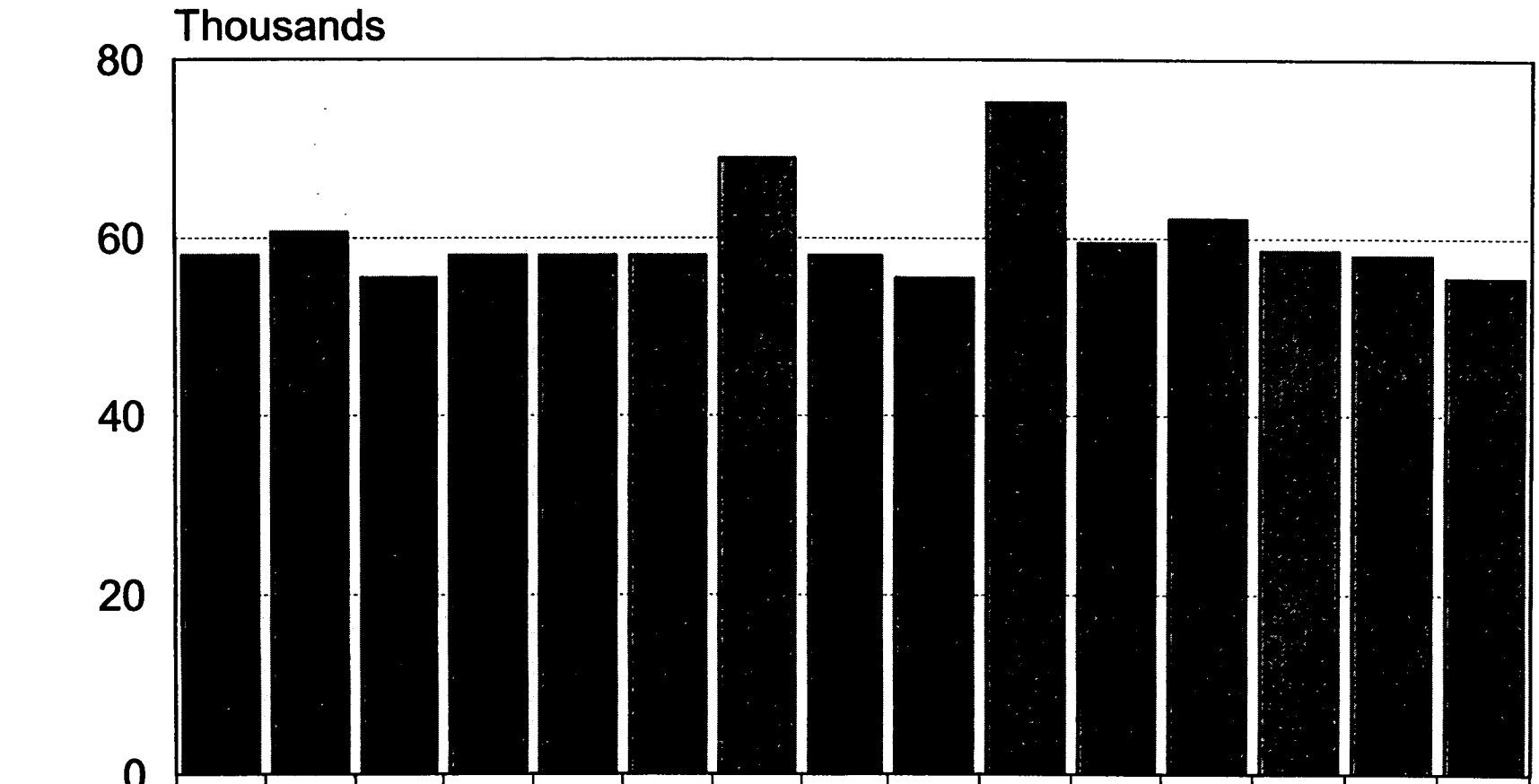
- 0.014 - 0.017
- 0.017 - 0.02
- 0.02 - 0.024
- 0.024 - 0.03
- 0.03 - 0.038

University of North Carolina
Net Appropriations & Student Receipts Per Capita
2000-01

Institution	Requirements Per Capita	Student Receipts Per Capita: Resident Tuition	Student Receipts Per Capita: Non-Res Tuition	Student Receipts Per Capita: Other Fees & Charges	Appropriations Per Capita: Resident	Appropriations Per Capita: Non-Res	Appropriations Per Capita
ASU	$9,338	$985	$8,070	$182	$8,171	$1,086	$7,311
ECU (exc. Med)	$9,641	$1,200	$8,538	$149	$8,292	$954	$7,213
ECSU	$12,833	$822	$7,012	$93	$11,918	$5,728	$11,236
FSU	$9,744	$984	$4,241	$94	$8,666	$5,409	$8,413
NC A & T	$11,034	$987	$7,872	$190	$9,857	$2,972	$8,614
NCCU	$10,659	$946	$7,628	$276	$9,437	$2,755	$8,631
NCSA	$20,805	$1,093	$8,797	$473	$19,239	$11,535	$15,582
NCSU (exc. Vet)	$13,807	$1,858	$8,031	$453	$11,496	$5,323	$10,774
UNC-P	$10,147	$981	$6,495	$95	$9,071	$3,557	$8,964
UNC-A	$10,100	$817	$7,653	$109	$9,174	$2,338	$8,440
UNC-CH,AA	$15,281	$2,089	$10,041	$535	$12,657	$4,705	$10,756
UNC-CH,HA	$32,138	$1,610	$7,591	$332	$30,196	$24,215	$29,255
UNC-C	$8,954	$1,137	$7,886	$178	$7,639	$890	$6,813
UNC-G	$10,331	$1,122	$7,921	$261	$8,948	$2,149	$8,223
UNC-W	$9,084	$1,100	$8,078	$283	$7,701	$723	$6,737
WCU	$9,738	$984	$7,592	$149	$8,605	$1,997	$8,089
WSSU	$12,109	$822	$7,022	$124	$11,163	$4,963	$10,761
Total UNC	$12,129	$1,326	$8,407	$282	$10,521	$3,440	$9,535
Total (Exc. NCSA & UNC-CH,HA)	$11,246	$1,316	$8,436	$278	$9,652	$2,532	$8,683
General Bacc (ECSU, UNC-A, WSSU)	$11,519	$820	$7,301	$110	$10,589	$4,108	$9,984
Total (Exc. UNC-CH,HA)	$11,317	$1,315	$8,445	$280	$9,722	$2,592	$8,735

Budgeted Instructional Salary Rate of Campus

2000-01



	ASU	ECU	ECSU	FSU	NC A&T	NCCU	NCSU	UNC-P	UNC-A	UNC-CH	UNCC	UNC-G	UNC-W	WCU	W-SSU
Budgeted Salary	58.041	60.631	55.523	58.041	58.041	58.041	68.976	58.041	55.523	75.196	59.487	62.155	58.585	58.041	55.523

1999-2000 AAUP Average Faculty Salaries
(Salaries are in thousands)

Campus	Professor	Associate Professor	Assistant Professor	Instructor
Appalachian State University	$64.4	$52.7	$43.6	-
East Carolina University	$68.9	$54.4	$46.1	$39.2
Elizabeth City State University	$57.4	$45.9	$40.5	-
Fayetteville State University	$66.6	$53.4	$48.1	-
North Carolina A&T State University	$63.7	$56.6	$49.3	$37.4
North Carolina Central University	$73.5	$55.8	$47.2	-
North Carolina State University	$85.3	$62.2	$53.9	$38.8
University of North Carolina Asheville	$65.2	$49.9	$38.8	-
University of North Carolina Chapel Hill	$93.8	$67.4	$55.2	$58.1
University of North Carolina Charlotte	$73.6	$55.3	$46.1	-
University of North Carolina Greensboro	$75.7	$54.8	$44.2	-
University of North Carolina Pembroke	$70.3	$53.3	$43.6	-
University of North Carolina Wilmington	$65.3	$51.8	$47.2	-
Western Carolina University	$65.3	$52.9	$45.0	-
Winston-Salem State University	$62.4	$54.7	$46.1	$38.0

Compiled by the American Association
of University Professors

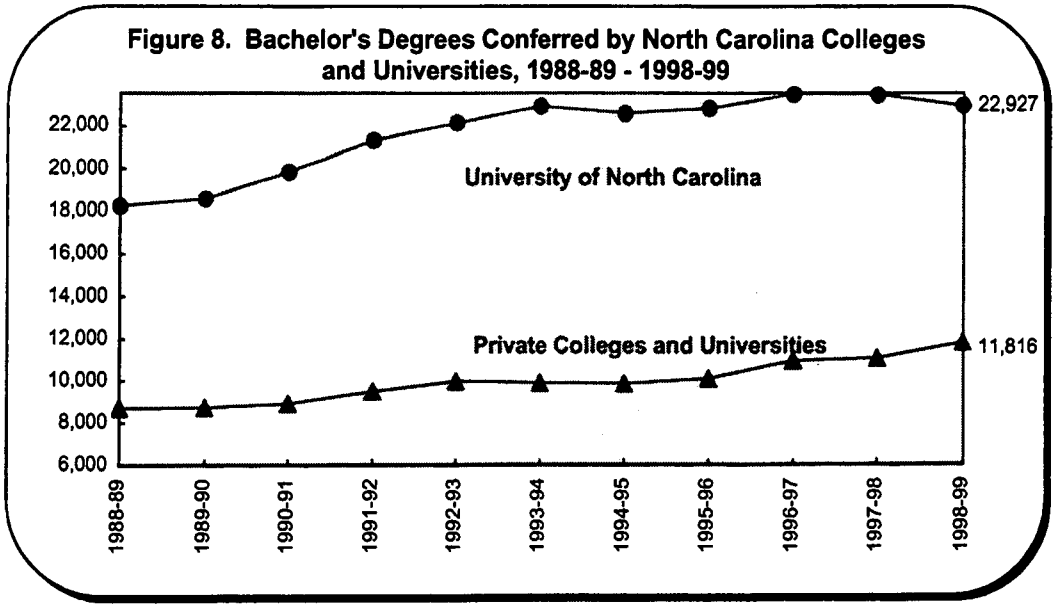
A dash indicates fewer than 6 faculty
in a given rank

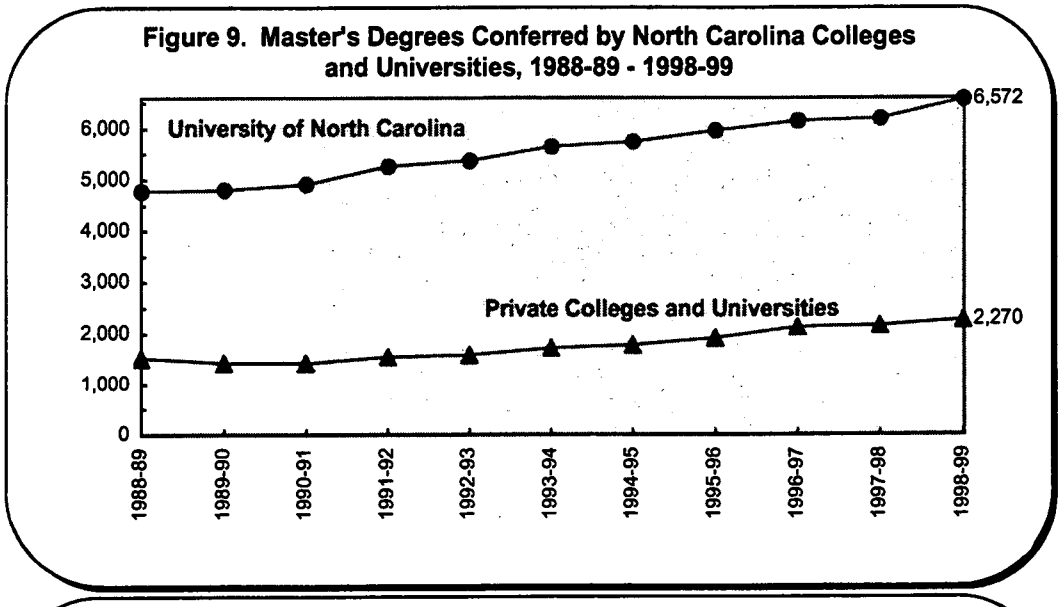
1999-2000 AAUP Average Faculty Salaries
(Salaries are in thousands)

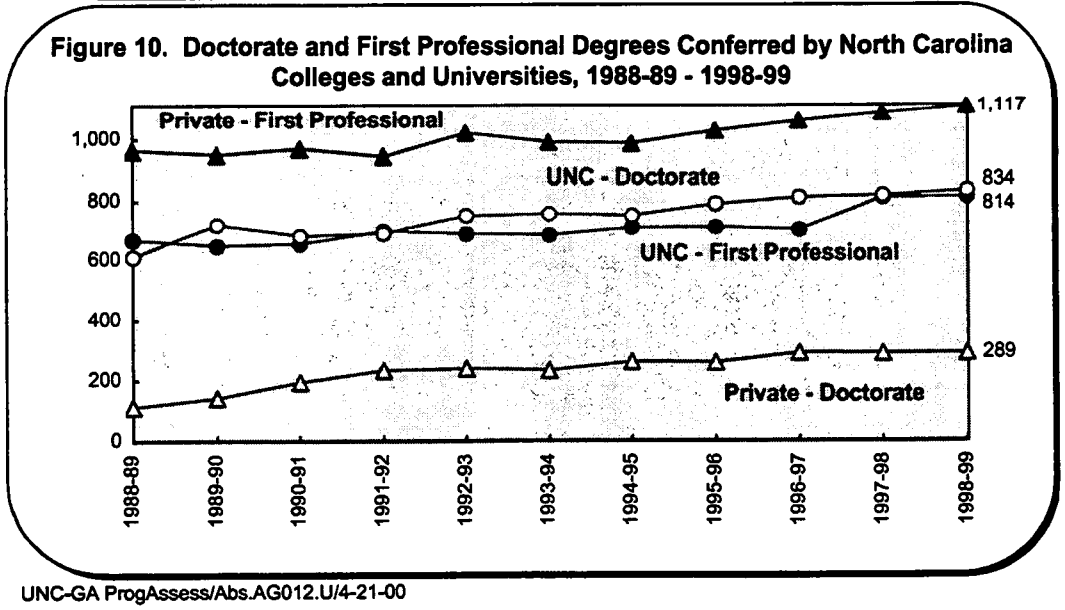
Campus	Professor	Associate Professor	Assistant Professor	Instructor
University of North Carolina Chapel Hill	$93.8	$67.4	$55.2	$58.1
North Carolina State University	$85.3	$62.2	$53.9	$38.8
University of North Carolina Greensboro	$75.7	$54.8	$44.2	-
University of North Carolina Charlotte	$73.6	$55.3	$46.1	-
North Carolina Central University	$73.5	$55.8	$47.2	-
University of North Carolina Pembroke	$70.3	$53.3	$43.6	-
East Carolina University	$68.9	$54.4	$46.1	$39.2
Fayetteville State University	$66.6	$53.4	$48.1	-
University of North Carolina Wilmington	$65.3	$51.8	$47.2	-
Western Carolina University	$65.3	$52.9	$45.0	-
University of North Carolina Asheville	$65.2	$49.9	$38.8	-
Appalachian State University	$64.4	$52.7	$43.6	-
North Carolina A&T State University	$63.7	$56.6	$49.3	$37.4
Winston-Salem State University	$62.4	$54.7	$46.1	$38.0
Elizabeth City State University	$57.4	$45.9	$40.5	-

Compiled by the American Association
of University Professors

A dash indicates fewer than 6 faculty
in a given rank







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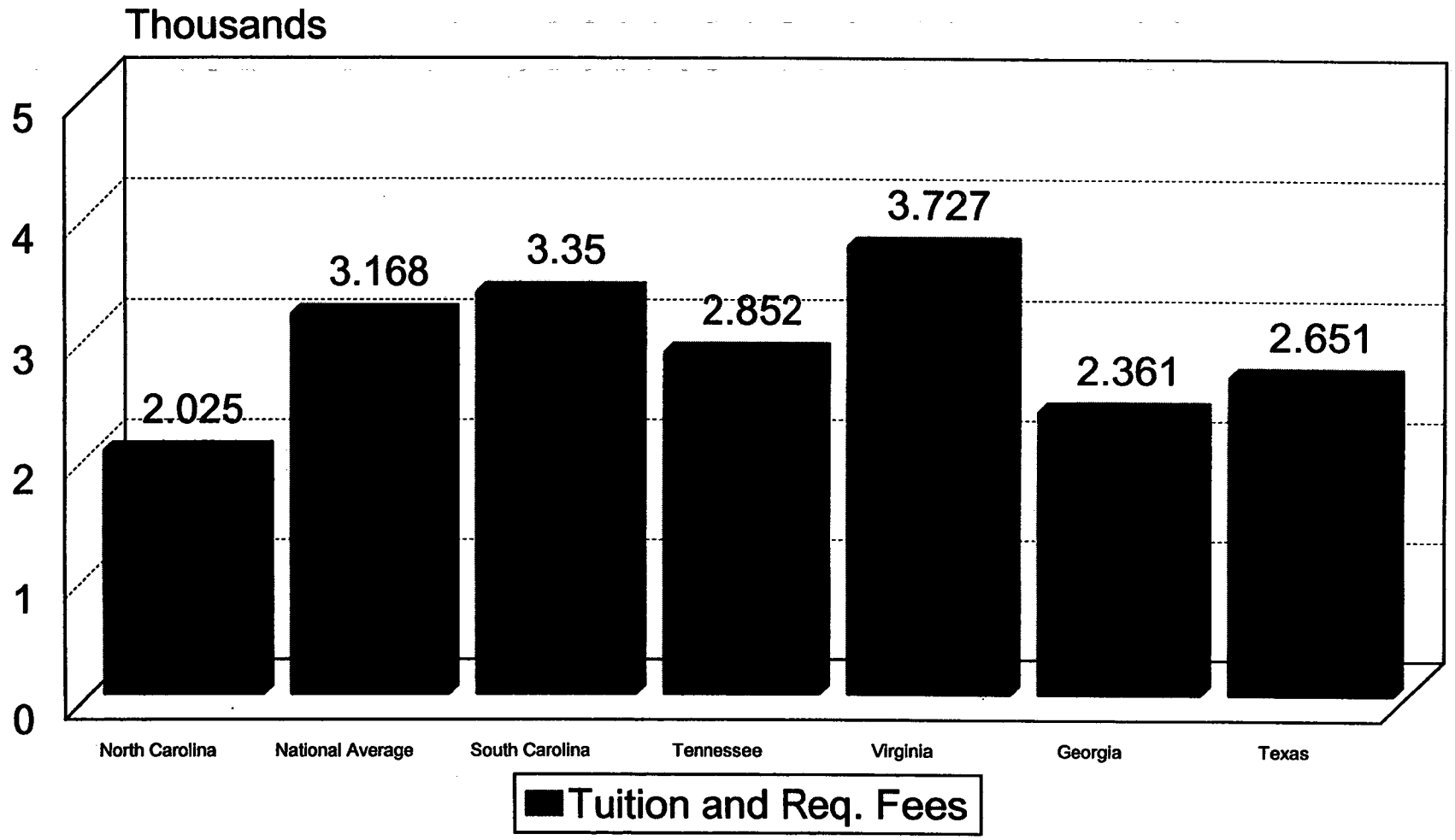
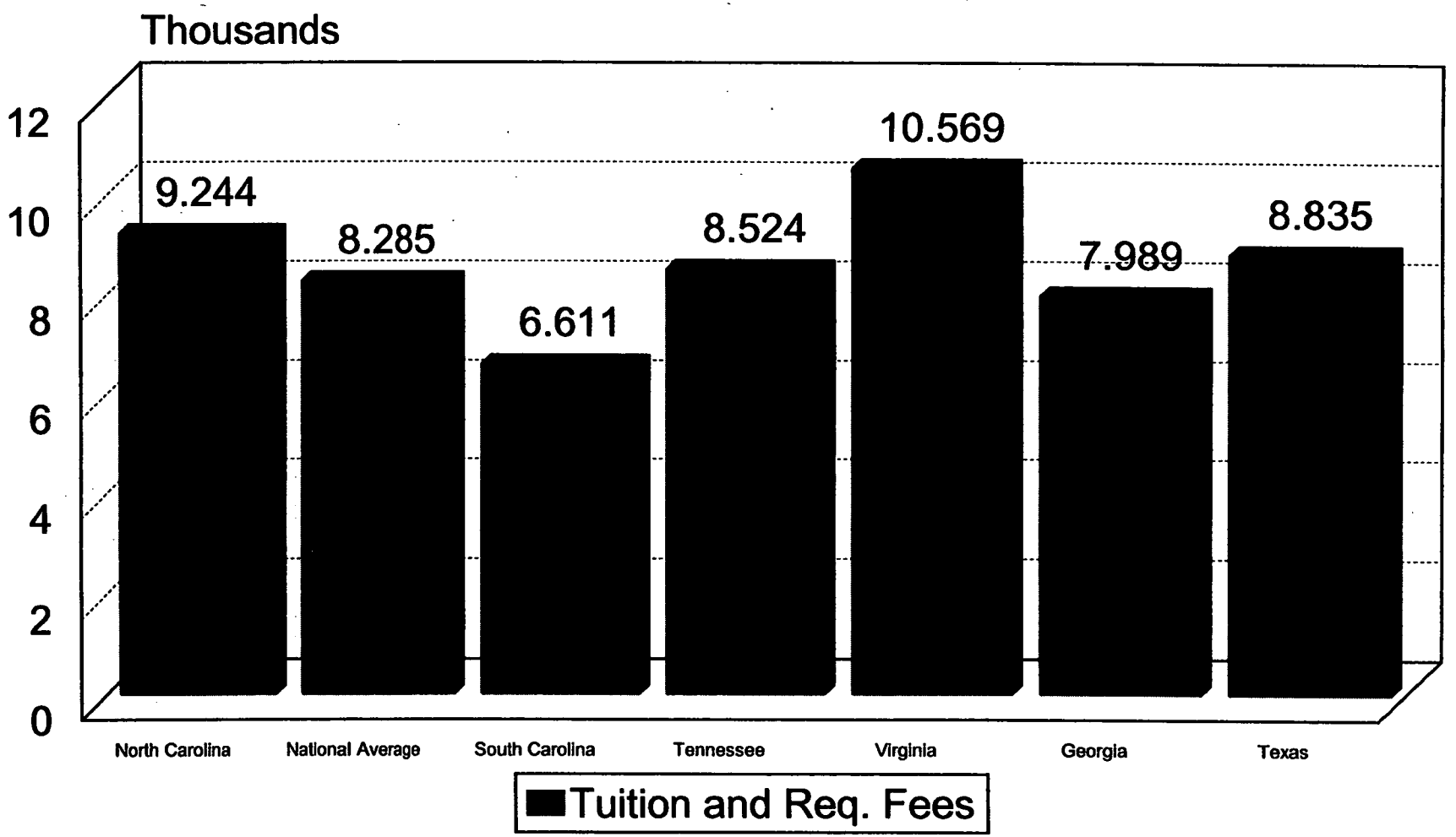
Resident Undergraduate Tuition and Required Fees Comparison

Comprehensive Colleges and Universities 2000-01



Nonresident Undergraduate Tuition and Required Fees

Comprehensive Colleges and Universities 2000-01



NATIONAL - TABLE 1
RESIDENT UNDERGRADUATE TUITION AND REQUIRED FEES
FLAGSHIP UNIVERSITIES

	1996-97	1997-98	1998-99	1999-00	2000-01	Percentage Increase	
						One Year	Four Year
Alabama	2,470	2,594	2,684	2,872	3,014	4.9%	22.0%
Alaska	2,535	2,710	2,770	2,845	3,420	20.2%	34.9%
Arizona	2,009	2,058	2,158	2,259	2,344	3.8%	16.7%
Arkansas	2,518	2,656	3,181	3,466	3,818	10.2%	51.6%
California	4,355	4,355	4,177 ^	4,047 ^	4,046 ^	0.0%	-7.1%
Colorado	2,840	2,939	3,038	3,118	3,188	2.2%	12.3%
Connecticut	4,974	5,242	5,330	5,404	5,596	3.6%	12.5%
Delaware	4,430	4,574	4,716	5,008	5,005 ^	-0.1%	13.0%
Florida	1,888	1,994	2,114	2,233	2,348	5.2%	24.4%
Georgia	2,694	2,739	2,930	3,034	3,276	8.0%	21.6%
Hawaii	2,421	2,949	3,045	3,141	3,157	0.5%	30.4%
Idaho	1,768	1,942	2,136	2,348	2,476	5.5%	40.0%
Illinois	4,185	4,406	4,586	4,770	4,994	4.7%	19.3%
Indiana	3,783	3,929	4,069	4,212	4,363	3.6%	15.3%
Iowa	2,646	2,760	2,868	2,998	3,204	6.9%	21.1%
Kansas	2,310	2,385	2,470	2,518	2,725	8.2%	18.0%
Kentucky	2,676	2,736	3,016	3,296	3,446	4.6%	28.8%
Louisiana	2,663	2,711	2,841	2,851	3,395	19.1%	27.5%
Maine	4,139	4,339	4,551	4,656	4,829	3.7%	16.7%
Maryland	4,169	4,460	4,699	4,939	5,136	4.0%	23.2%
Massachusetts	5,413	5,332 ^	5,229 ^	5,212 ^	5,212	0.0%	-3.7%
Michigan*	5,710	5,878	6,098	6,333	6,513	2.8%	14.1%
Minnesota*	4,453	4,473	4,602	4,649	4,877	4.9%	9.5%
Mississippi	2,631	2,731	3,053	3,053	3,153	3.3%	19.8%
Missouri	4,121	4,280	4,439	4,581	4,726	3.2%	14.7%
Montana	2,532	2,727	2,880	3,075	3,178	3.3%	25.5%
Nebraska	2,638	2,829	3,083	3,278	3,465	5.7%	31.3%
Nevada	1,920	1,995	2,070	2,145	2,220	3.5%	15.6%
New Hampshire	5,261	5,889	6,555	6,939	7,395	6.6%	40.6%
New Jersey	5,074	5,333	5,718	6,000	6,333	5.6%	24.8%
New Mexico	2,071	2,165	2,241	2,430	2,795	15.0%	35.0%
New York	4,190	4,340	4,510	4,510	4,715	4.5%	12.5%
North Carolina	2,110	2,173	2,211	2,314	2,710	17.1%	28.4%
North Dakota	2,528	2,677	2,830	2,956	3,088	4.5%	22.2%
Ohio	3,468	3,660	3,879	4,110	4,383	6.6%	26.4%
Oklahoma	2,278	2,403	2,633	2,686	2,861	6.5%	25.6%
Oregon	3,540	3,648	3,726	3,810	3,819	0.2%	7.9%
Pennsylvania	5,624	5,832	6,092	6,436	6,852	6.5%	21.8%
Rhode Island	4,460	4,592	4,752	4,928	5,154	4.6%	15.6%
South Carolina	3,362	3,534	3,630	3,740	3,868	3.4%	15.1%
South Dakota	2,727	2,824	3,015	3,243	3,448	6.3%	26.4%
Tennessee	2,136	2,576	2,744	3,104	3,362	8.3%	57.4%
Texas	3,178	3,279	3,847	3,422 ^	3,800	11.0%	19.6%
Utah	2,514	2,601	2,709	2,790	2,895	3.8%	15.2%
Vermont	7,229	7,550	7,788	8,024	8,288	3.3%	14.6%
Virginia	4,648	4,786	4,866	4,130 ^	4,160	0.7%	-10.5%
WASHINGTON	**3,250**	**3,366**	**3,495**	**3,638**	**3,761**	**3.4%**	**15.7%**
West Virginia	2,262	2,336	2,662	2,748	2,836	3.2%	25.4%
Wisconsin	3,030	3,240	3,405	3,735	3,788	1.4%	25.0%
Wyoming	2,144	2,326	2,330	2,416	2,575	6.6%	20.1%
National Average	**3,360**	**3,517**	**3,689**	**3,809**	**4,000**	**5.0%**	**19.1%**
Washington Rank	**22**	**22**	**23**	**23**	**25**		
CHANGES FROM PREVIOUS YEAR:							
National Average		**4.7%**	**4.9%**	**3.2%**	**5.0%**		
Washington		**3.6%**	**3.8%**	**4.1%**	**3.4%**		

*Average of lower division and upper division charges.
^Fees reduced.

NATIONAL - TABLE 2
NONRESIDENT UNDERGRADUATE TUITION AND REQUIRED FEES
FLAGSHIP UNIVERSITIES

	1996-97	1997-98	1998-99	1999-00	2000-01	Percentage Increase	
						One Year	Four Year
Alabama	6,268	6,808	7,216	7,722	8,162	5.7%	30.2%
Alaska	6,945	7,210	7,390	7,615	8,340	9.5%	20.1%
Arizona	8,377	8,710	9,110	9,411	9,800	4.1%	17.0%
Arkansas	6,040	6,604	7,981	8,659	9,488	9.6%	57.1%
California	12,749	13,339	13,751	14,221	14,660	3.1%	15.0%
Colorado	14,432	14,983	15,520	15,898	16,700	5.0%	15.7%
Connecticut	13,244	13,760	13,848	13,922	14,370	3.2%	8.5%
Delaware	11,690	12,204	12,716	13,378	13,754	2.8%	17.7%
Florida	7,133	7,911	8,769	9,222	9,686	5.0%	35.8%
Georgia	7,875	8,691	9,860	10,276	10,794	5.0%	37.1%
Hawaii	7,869	9,429	9,525	9,621	9,637	0.2%	22.5%
Idaho	7,420	7,742	8,136	8,348	8,476	1.5%	14.2%
Illinois	9,615	11,023	11,402	11,862	12,442	4.9%	29.4%
Indiana	11,403	11,853	12,310	12,920	13,418	3.9%	17.7%
Iowa	9,244	9,616	9,990	10,440	10,966	5.0%	18.6%
Kansas	8,370	8,690	8,918	9,121	9,493	4.1%	13.4%
Kentucky	7,356	7,536	8,376	9,216	9,666	4.9%	31.4%
Louisiana	5,963	6,311	6,621	7,051	8,695	23.3%	45.8%
Maine	10,679	11,209	11,631	11,946	12,299	3.0%	15.2%
Maryland	10,228	10,589	11,221	11,827	12,668	7.1%	23.9%
Massachusetts	12,180	12,342	12,450	13,365	13,465	0.7%	10.6%
Michigan*	17,916	18,444	19,156	19,761	20,323	2.8%	13.4%
Minnesota*	11,869	11,920	12,277	12,789	13,463	5.3%	13.4%
Mississippi	5,476	5,576	6,155	6,155	7,106	15.5%	29.8%
Missouri	11,342	11,723	12,107	12,495	12,895	3.2%	13.7%
Montana	6,913	7,431	7,931	8,343	8,673	4.0%	25.5%
Nebraska	6,508	6,872	7,350	7,785	8,220	5.6%	26.3%
Nevada	7,020	7,430	7,840	8,492	9,200	8.3%	31.1%
New Hampshire	14,231	14,749	15,275	15,829	16,465	4.0%	15.7%
New Jersey	9,482	10,004	10,672	11,187	11,511	2.9%	21.4%
New Mexico	7,822	8,174	8,461	9,172	10,548	15.0%	34.9%
New York	9,090	9,240	9,410	9,450	9,615	1.7%	5.8%
North Carolina	10,642	11,159	11,377	11,480	11,876	3.4%	11.6%
North Dakota	6,052	6,411	6,774	7,098	7,437	4.8%	22.9%
Ohio	9,813	10,869	11,448	12,060	12,732	5.6%	29.7%
Oklahoma	5,968	6,423	6,653	7,021	7,196	2.5%	20.6%
Oregon	11,664	12,099	12,510	13,197	13,839	4.9%	18.6%
Pennsylvania	11,964	12,406	12,908	13,552	14,394	6.2%	20.3%
Rhode Island	12,152	12,400	12,756	13,148	13,596	3.4%	11.9%
South Carolina	8,574	8,940	9,342	9,814	10,154	3.5%	18.4%
South Dakota	6,177	6,357	6,690	7,062	7,400	4.8%	19.8%
Tennessee	6,472	7,258	7,800	9,172	10,216	11.4%	57.8%
Texas	9,598	9,699	10,237	10,428	9,390 ^	-10.0%	-2.2%
Utah	7,713	7,998	8,251	8,495	8,828	3.9%	14.5%
Vermont	17,321	18,098	18,660	19,232	19,832	3.1%	14.5%
Virginia	14,434	15,030	15,814	16,603	17,409	4.9%	20.6%
WASHINGTON	**9,866**	**10,656**	**11,517**	**12,029**	**12,453**	**3.5%**	**26.2%**
West Virginia	7,124	7,356	7,846	8,100	8,362	3.2%	17.4%
Wisconsin	10,148	10,979	11,586	13,049	14,186	8.7%	39.8%
Wyoming	6,872	7,414	7,418	7,684	7,693	0.1%	11.9%
National Average	**9,506**	**9,994**	**10,459**	**10,934**	**11,440**	**4.6%**	**20.3%**
Washington Rank	**20**	**21**	**18**	**18**	**19**		
CHANGES FROM PREVIOUS YEAR:							
National Average		**5.1%**	**4.7%**	**4.5%**	**4.6%**		
Washington		**8.0%**	**8.1%**	**4.4%**	**3.5%**		

*Average of lower division and upper division charges.
^Fees reduced.

NATIONAL - TABLE 3
RESIDENT GRADUATE TUITION AND REQUIRED FEES
FLAGSHIP UNIVERSITIES

	1996-97	1997-98	1998-99	1999-00	2000-01	Percentage Increase	
						One Year	Four Year
Alabama	2,470	2,594	2,684	2,872	3,014	4.9%	22.0%
Alaska	3,390	3,620	3,700	3,800	5,088	33.9%	50.1%
Arizona	2,009	2,058	2,158	2,259	2,344	3.8%	16.7%
Arkansas	3,104	3,116	3,457	3,786	4,223	11.5%	36.1%
California	4,395	4,395	4,409	4,269 ^	4,268 ^	0.0%	-2.9%
Colorado	3,602	3,693	3,822	3,920	4,014	2.4%	11.4%
Connecticut	5,710	6,000	6,076	6,140	6,354	3.5%	11.3%
Delaware	4,350	4,490	4,626	4,762	5,005	5.1%	15.1%
Florida	2,375	2,631	2,801	2,951	3,108	5.3%	30.9%
Georgia	2,439	2,568	3,290	3,516	3,776	7.4%	54.8%
Hawaii	3,261	3,909	4,029	4,149	4,165	0.4%	27.7%
Idaho	2,308	2,482	2,676	2,888	3,016	4.4%	30.7%
Illinois	4,625	4,944	5,138	4,016 ^	4,200	4.6%	-9.2%
Indiana	3,722	3,871	4,013	4,213	4,407	4.6%	18.4%
Iowa	3,110	3,242	3,368	3,520	3,750	6.5%	20.6%
Kansas	2,676	2,767	2,852	2,910	3,102	6.6%	15.9%
Kentucky	2,916	2,976	3,276	3,596	3,766	4.7%	29.1%
Louisiana	2,672	2,720	2,850	2,860	3,404	19.0%	27.4%
Maine	3,912	4,102	4,258	4,348	4,514	3.8%	15.4%
Maryland	5,453	5,927	5,440 ^	5,440	5,560	2.2%	2.0%
Massachusetts	5,553	5,496 ^	5,802	5,642 ^	5,616 ^	-0.5%	1.1%
Michigan	9,500	9,816	10,192	10,501	10,821	3.0%	13.9%
Minnesota	5,150	5,454	5,611	5,517 ^	5,794	5.0%	12.5%
Mississippi	2,631	2,731	3,053	3,053	3,153	3.3%	19.8%
Missouri	4,132	4,284	4,439	4,580	4,728	3.2%	14.4%
Montana	2,520	2,636	2,839	3,025	3,128	3.4%	24.1%
Nebraska	2,373	2,537	2,766	2,940	3,090	5.1%	30.2%
Nevada	1,740	1,800	1,860	1,930	2,000	3.6%	14.9%
New Hampshire	5,083	5,689	6,308	6,647	7,083	6.6%	39.3%
New Jersey	6,766	7,199	7,701	8,043	7,992 ^	-0.6%	18.1%
New Mexico	2,279	2,381	2,474	2,682	3,084	15.0%	35.3%
New York	5,742	5,792	5,670 ^	5,970	6,053	1.4%	5.4%
North Carolina*	2,100	2,164	2,202	2,354	2,807	19.2%	33.7%
North Dakota	2,738	2,887	3,040	3,166	3,298	4.2%	20.5%
Ohio	4,941	5,187	5,445	5,730	6,048	5.5%	22.4%
Oklahoma	1,885	2,081	2,148	2,272	2,390	5.2%	26.8%
Oregon	5,889	6,150	6,384	6,750	7,056	4.5%	19.8%
Pennsylvania	6,268	6,502	6,786	7,160	7,620	6.4%	21.6%
Rhode Island	4,442	4,572	4,722	4,892	5,118	4.6%	15.2%
South Carolina	3,630	3,824	3,994	4,114	4,314	4.9%	18.8%
South Dakota	2,425	2,443	2,592	2,767	2,925	5.7%	20.6%
Tennessee	2,660	3,142	3,354	3,806	4,004	5.2%	50.5%
Texas	2,118	2,672	2,858	3,112	3,308	6.3%	56.2%
Utah	2,062	2,111	2,198	2,262	2,348	3.8%	13.9%
Vermont	7,229	7,550	7,788	6,372 ^	6,572	3.1%	-9.1%
Virginia	4,648	4,786	4,866	4,916	5,023	2.2%	8.1%
WASHINGTON	**5,044**	**5,232**	**5,433**	**5,583**	**5,745**	**2.9%**	**13.9%**
West Virginia	2,412	2,490	2,820	2,910	3,004	3.2%	24.5%
Wisconsin	4,373	4,690	4,926	5,403	5,884	8.9%	34.6%
Wyoming	2,591	2,812	2,816	2,920	3,117	6.7%	20.3%
National Average	**3,788**	**3,984**	**4,160**	**4,265**	**4,484**	**5.1%**	**18.4%**
Washington Rank	**12**	**12**	**13**	**11**	**12**		
CHANGES FROM PREVIOUS YEAR:							
National Average		**5.2%**	**4.4%**	**2.5%**	**5.1%**		
Washington		**3.7%**	**3.8%**	**2.8%**	**2.9%**		

*U of NC/Chapel Hill instituted a mandatory grad fee (AY99) at the Business School that is not included in the amount reported above.
^Fees reduced.

NATIONAL - TABLE 4
NONRESIDENT GRADUATE TUITION AND REQUIRED FEES
FLAGSHIP UNIVERSITIES

	1996-97	1997-98	1998-99	1999-00	2000-01	Percentage Increase	
						One Year	Four Year
Alabama	6,268	6,808	7,216	7,722	8,162	5.7%	30.2%
Alaska	6,450	6,620	6,780	6,980	9,024	29.3%	39.9%
Arizona	8,377	8,710	9,110	9,411	9,800	4.1%	17.0%
Arkansas	6,744	6,856	7,897	8,646	9,263	7.1%	37.4%
California	12,789	13,379	13,793	14,263	14,702	3.1%	15.0%
Colorado	14,216	14,767	15,304	15,686	16,506	5.2%	16.1%
Connecticut	13,652	14,180	14,256	14,320	14,778	3.2%	8.2%
Delaware	11,610	12,120	12,536	13,132	13,754	4.7%	18.5%
Florida	7,790	8,739	9,672	10,166	10,609	4.4%	36.2%
Georgia	6,999	8,058	11,300	12,204	12,794	4.8%	82.8%
Hawaii	8,205	9,837	9,957	10,077	10,093	0.2%	23.0%
Idaho	7,960	8,282	8,676	8,888	9,016	1.4%	13.3%
Illinois	10,979	11,617	12,014	8,784 ^	9,206	4.8%	-16.1%
Indiana	10,212	10,621	11,033	11,586	12,148	4.9%	19.0%
Iowa	9,628	10,014	10,404	10,874	11,420	5.0%	18.6%
Kansas	7,836	8,132	8,342	8,532	8,864	3.9%	13.1%
Kentucky	8,076	8,256	9,156	10,116	10,626	5.0%	31.6%
Louisiana	5,972	6,320	6,630	7,060	8,704	23.3%	45.7%
Maine	10,452	10,962	11,338	11,628	11,974	3.0%	14.6%
Maryland	7,953	8,487	8,000 ^	8,300	8,600	3.6%	8.1%
Massachusetts	11,617	11,868	12,527	13,112	13,186	0.6%	13.5%
Michigan	19,118	19,722	20,484	21,107	21,749	3.0%	13.8%
Minnesota	9,860	10,254	10,555	10,377 ^	10,921	5.2%	10.8%
Mississippi	5,467	5,576	6,155	6,155	7,106	15.5%	30.0%
Missouri	11,509	11,892	12,275	12,668	13,075	3.2%	13.6%
Montana	6,401	6,804	7,315	7,694	7,997	3.9%	24.9%
Nebraska	5,293	5,587	5,981	6,330	6,670	5.4%	26.0%
Nevada	6,840	7,235	7,630	8,277	8,980	8.5%	31.3%
New Hampshire	14,053	14,549	15,028	15,537	16,153	4.0%	14.9%
New Jersey	9,381	9,641	10,363	10,844	11,310	4.3%	20.6%
New Mexico	8,056	8,418	8,722	9,456	10,874	15.0%	35.0%
New York	9,058	9,108	9,286	9,286	9,369	0.9%	3.4%
North Carolina*	10,632	11,150	11,368	11,520	11,973	3.9%	12.6%
North Dakota	6,612	6,973	7,336	7,658	7,997	4.4%	20.9%
Ohio	12,831	13,473	14,145	14,865	15,639	5.2%	21.9%
Oklahoma	5,085	5,571	5,638	6,042	6,160	2.0%	21.1%
Oregon	10,062	10,449	10,812	11,409	11,958	4.8%	18.8%
Pennsylvania	12,706	13,180	13,712	14,392	15,286	6.2%	20.3%
Rhode Island	10,236	10,590	11,126	11,468	11,872	3.5%	16.0%
South Carolina	7,368	7,734	8,214	8,628	9,182	6.4%	24.6%
South Dakota	5,535	5,638	5,916	6,220	6,499	4.5%	17.4%
Tennessee	6,996	7,824	8,410	9,874	10,346	4.8%	47.9%
Texas	6,398	6,953	7,118	7,432	7,608	2.4%	18.9%
Utah	6,206	6,411	6,614	6,812	7,081	3.9%	14.1%
Vermont	17,321	18,098	18,660	15,712 ^	16,192	3.1%	-6.5%
Virginia	14,434	15,030	15,814	16,603	17,409	4.9%	20.6%
WASHINGTON	**12,475**	**12,966**	**13,479**	**13,872**	**14,283**	**3.0%**	**14.5%**
West Virginia	7,366	7,606	8,104	8,368	8,640	3.3%	17.3%
Wisconsin	13,294	14,393	15,188	17,107	18,594	8.7%	39.9%
Wyoming	7,325	7,900	7,906	8,190	8,199	0.1%	11.9%
National Average	**9,434**	**9,907**	**10,386**	**10,708**	**11,247**	**5.0%**	**19.2%**
Washington Rank	**11**	**11**	**11**	**11**	**11**		
CHANGES FROM PREVIOUS YEAR:							
National Average		**5.0%**	**4.8%**	**3.1%**	**5.0%**		
Washington		**3.9%**	**4.0%**	**2.9%**	**3.0%**		

*U of NC/Chapel Hill instituted a mandatory grad fee in the Business School that is not included in the amount reported above.
^Fees reduced.

NATIONAL - TABLE 5
RESIDENT UNDERGRADUATE TUITION AND REQUIRED FEES (State Averages)
COMPREHENSIVE COLLEGES AND UNIVERSITIES

	#	1996-97	1997-98	1998-99	1999-00	2000-01	Percentage Increase One Year	Percentage Increase Four Year
Alabama	5	2,359	2,489	2,668	2,761	2,892	4.7%	22.6%
Arizona	2	2,009	2,058	2,158	2,259	2,344	3.8%	16.7%
Arkansas	4	2,110	2,305	2,615	2,801	2,974	6.2%	40.9%
California	11	1,923	1,957	1,878 ^	1,847 ^	1,859	0.7%	-3.3%
Colorado	5	2,109	2,180	2,238	2,302	2,353	2.2%	11.6%
Connecticut	3	3,505	3,611	3,670	3,747	3,908	4.3%	11.5%
Florida	6	1,888	1,994	2,114	2,233	2,348	5.2%	24.4%
Georgia	8	1,932	2,059	2,144	2,239	2,361	5.5%	22.2%
Idaho	2	1,760	1,979	2,156	2,340	2,514	7.4%	42.8%
Illinois	5	3,203	3,392	3,500	3,844	4,002	4.1%	24.9%
Indiana	2	3,179	3,305	3,438	3,556	3,697	4.0%	16.3%
Iowa	1	2,650	2,752	2,860	2,988	3,130	4.8%	18.1%
Kansas	4	2,012	2,096	2,165	2,216	2,354	6.2%	17.0%
Kentucky	7	2,101	2,187	2,339	2,533	2,699	6.5%	28.4%
Louisiana	7	2,055	2,117	2,173	2,232	2,482	11.2%	20.8%
Maine	3	3,028	3,192	3,320	3,393	3,510	3.4%	15.9%
Maryland	6	3,702	4,003	4,228	4,426	4,650	5.1%	25.6%
Massachusetts	7	3,468	3,433 ^	3,337 ^	3,206 ^	3,260	1.7%	-6.0%
Michigan	6	3,327	3,456	3,603	3,800	4,027	6.0%	21.0%
Minnesota	7	2,674	2,754	2,931	3,076	3,238	5.3%	21.1%
Mississippi	5	2,370	2,415	2,689	2,689	2,789	3.7%	17.7%
Missouri	5	2,622	2,753	2,870	3,019	3,202	6.0%	22.1%
Montana	2	2,276	2,468	2,677	2,823	2,924	3.6%	28.5%
Nebraska	2	2,042	2,175	2,336	2,500	2,873	14.9%	40.7%
Nevada	1	1,920	1,995	2,070	2,145	2,220	3.5%	15.6%
New Hampshire	2	3,860	4,331	4,765	5,034	5,309	5.5%	37.5%
New Jersey	7	3,983	4,336	4,708	5,002	5,328	6.5%	33.8%
New Mexico	1	1,514	1,514	1,708	1,762	1,933	9.7%	27.7%
New York	10	3,831	3,866	3,917	3,963	4,006	1.1%	4.6%
North Carolina	5	1,618	1,700	1,757	1,862	2,025	8.8%	25.2%
North Dakota	4	2,218	2,525	2,623	2,709	2,790	3.0%	25.8%
Ohio	4	3,764	3,927	4,171	4,396	4,674	6.3%	24.2%
Oklahoma	6	1,645	1,830	1,837	1,944	1,996	2.6%	21.3%
Oregon	4	3,198	3,275	3,305	3,362	3,435	2.2%	7.4%
Pennsylvania	14	4,126	4,265	4,302	4,476	4,695	4.9%	13.8%
Rhode Island	1	2,999	3,073	3,149	3,260	3,371	3.4%	12.4%
South Carolina	1	3,010	3,270	3,350	3,350	3,350	0.0%	11.3%
South Dakota	2	2,613	2,768	3,008	3,258	3,485	7.0%	33.4%
Tennessee	6	1,940	2,233	2,441	2,622	2,852	8.8%	47.0%
Texas	9	2,012	2,289	2,467	2,468	2,651	7.4%	31.8%
Utah	1	1,863	1,935	1,986	2,042	2,106	3.1%	13.0%
Vermont	2	4,248	4,428	4,592	4,780	4,944	3.4%	16.4%
Virginia	5	3,997	4,058	4,139	3,658 ^	3,727	1.9%	-6.7%
WASHINGTON	**3**	**2,441**	**2,536**	**2,657**	**2,796**	**2,890**	**3.4%**	**18.4%**
West Virginia	7	2,101	2,185	2,280	2,393	2,494	4.2%	18.7%
Wisconsin	4	2,471	2,683	2,827	3,027	3,058	1.0%	23.8%
Average*		**2,645**	**2,786**	**2,917**	**3,025**	**3,168**	**4.7%**	**19.8%**
Washington Rank		**23**	**23**	**26**	**25**	**26**		
CHANGES FROM PREVIOUS YEAR:								
National Average			**5.3%**	**4.7%**	**3.7%**	**4.7%**		
Washington			**3.9%**	**4.8%**	**5.2%**	**3.4%**		

#Number of institutions in survey.
*Does not include Alaska, Delaware, Hawaii, or Wyoming.
^Fees reduced.

NATIONAL - TABLE 6
NONRESIDENT UNDERGRADUATE TUITION AND REQUIRED FEES (State Averages)
COMPREHENSIVE COLLEGES AND STATE UNIVERSITIES

	#	1996-97	1997-98	1998-99	1999-00	2000-01	Percentage Increase One Year	Percentage Increase Four Year
Alabama	5	3,979	4,753	5,112	5,337	5,628	5.5%	41.4%
Arizona	2	7,951	8,267	8,592	8,893	9,288	4.4%	16.8%
Arkansas	4	4,403	4,734	5,280	5,663	6,026	6.4%	36.8%
California	11	9,303	8,791 ^	9,259	9,965	9,241 ^	-7.3%	-0.7%
Colorado	5	7,379	7,645	7,916	8,074	8,406	4.1%	13.9%
Connecticut	3	8,849	9,089	9,179	9,287	9,661	4.0%	9.2%
Florida	6	7,133	7,911	8,769	9,222	9,686	5.0%	35.8%
Georgia	8	5,811	6,520	7,364	7,663	7,989	4.3%	37.5%
Idaho	2	7,270	7,909	8,216	8,400	8,634	2.8%	18.8%
Illinois	5	7,933	8,295	8,537	8,284 ^	8,580	3.6%	8.2%
Indiana	2	8,075	8,443	8,833	9,200	9,594	4.3%	18.8%
Iowa	1	6,868	7,136	7,415	7,748	8,094	4.5%	17.9%
Kansas	4	6,568	6,834	7,013	7,179	7,549	5.2%	14.9%
Kentucky	7	5,753	5,959	6,396	6,842	7,255	6.0%	26.1%
Louisiana	7	4,549	5,435	6,795	7,407	8,181	10.4%	79.9%
Maine	3	7,078	7,452	7,700	7,883	8,120	3.0%	14.7%
Maryland	6	7,611	8,380	9,009	9,600	10,175	6.0%	33.7%
Massachusetts	7	8,277	8,519	9,227	9,545	9,805	2.7%	18.5%
Michigan	6	7,915	8,026	8,340	8,732	9,149	4.8%	15.6%
Minnesota	7	5,554	5,721	5,971	6,406	6,574	2.6%	18.4%
Mississippi	5	4,959	4,999	5,631	5,631	6,510	15.6%	31.3%
Missouri	5	4,932	5,170	5,391	5,674	6,002	5.8%	21.7%
Montana	2	6,357	6,838	7,358	7,726	8,056	4.3%	26.7%
Nebraska	2	3,662	3,873	4,106	4,364	4,823	10.5%	31.7%
Nevada	1	7,020	7,430	7,840	8,492	9,200	8.3%	31.1%
New Hampshire	2	9,520	9,831	10,065	10,344	10,619	2.7%	11.5%
New Jersey	7	6,258	6,864	7,535	8,061	8,530	5.8%	36.3%
New Mexico	1	5,602	5,602	6,205	6,440	7,078	9.9%	26.3%
New York	10	8,731	8,765	8,817	8,863	8,906	0.5%	2.0%
North Carolina	5	8,604	8,661	8,857	9,021	9,244	2.5%	7.4%
North Dakota	4	5,066	5,507	5,737	5,952	6,167	3.6%	21.7%
Ohio	4	8,385	8,858	9,420	9,960	10,471	5.1%	24.9%
Oklahoma	6	3,970	4,313	4,320	4,599	4,651	1.1%	17.1%
Oregon	4	8,174	8,462	8,706	9,090	9,567	5.2%	17.0%
Pennsylvania	14	9,328	9,624	9,624 ^	9,244 ^	9,698	4.9%	4.0%
Rhode Island	1	7,519	7,729	7,929	8,185	8,471	3.5%	12.7%
South Carolina	1	6,020	6,450	6,610	6,610	6,610	0.0%	9.8%
South Dakota	2	5,607	6,300	6,683	7,077	7,438	5.1%	32.7%
Tennessee	6	6,276	6,829	7,275	7,810	8,524	9.1%	35.8%
Texas	9	8,432	8,709	8,863	9,076	8,835 ^	-2.7%	4.8%
Utah	1	5,550	5,730	5,886	6,058	6,283	3.7%	13.2%
Vermont	2	9,008	9,408	9,860	10,276	10,632	3.5%	18.0%
Virginia	5	9,714	9,937	10,193	10,289	10,569	2.7%	8.8%
WASHINGTON	**3**	**8,626**	**8,972**	**9,350**	**9,761**	**9,989**	**2.3%**	**15.8%**
West Virginia	7	5,151	5,390	5,575	5,791	5,993	3.5%	16.4%
Wisconsin	4	7,935	8,625	9,109	9,891	10,586	7.0%	33.4%
Average*		**6,928**	**7,276**	**7,649**	**7,948**	**8,285**	**4.2%**	**19.6%**
Washington Rank		**8**	**6**	**6**	**7**	**7**		
CHANGES FROM PREVIOUS YEAR:								
National Average			**5.0%**	**5.1%**	**3.9%**	**4.2%**		
Washington			**4.0%**	**4.2%**	**4.4%**	**2.3%**		

#Number of institutions in survey.
*Does not include Alaska, Delaware, Hawaii, or Wyoming.
^Fees reduced.

NATIONAL - TABLE 7
RESIDENT GRADUATE TUITION AND REQUIRED FEES (State Averages)
COMPREHENSIVE COLLEGES AND STATE UNIVERSITIES

	#	1996-97	1997-98	1998-99	1999-00	2000-01	Percentage Increase One Year	Percentage Increase Four Year
Alabama	5	2,415	2,552	2,625	2,848	2,993	5.1%	23.9%
Arizona	2	2,009	2,058	2,158	2,259	2,344	3.8%	16.7%
Arkansas	4	2,115	2,274	2,543	3,187	3,407	6.9%	61.1%
California	11	1,923	1,957	1,957	1,925 ^	1,939	0.7%	0.8%
Colorado	5	2,572	2,606	2,702	2,750	2,822	2.6%	9.7%
Connecticut	3	3,975	4,086	4,144	4,221	4,403	4.3%	10.7%
Florida	6	2,375	2,631	2,801	2,951	3,108	5.3%	30.9%
Georgia	8	1,758	1,939	2,414	2,601	2,737	5.2%	55.7%
Idaho	2	2,242	2,498	2,700	2,906	3,113	7.1%	38.8%
Illinois	5	2,840	3,043	3,179	2,903 ^	3,043	4.8%	7.1%
Indiana	2	3,299	3,429	3,564	3,691	3,835	3.9%	16.2%
Iowa	1	3,112	3,232	3,360	3,510	3,676	4.7%	18.1%
Kansas	4	2,274	2,399	2,442	2,502	2,646	5.8%	16.4%
Kentucky	7	2,290	2,376	2,548	2,747	2,921	6.3%	27.5%
Louisiana	7	2,016	2,082	2,117	2,197	2,452	11.6%	21.6%
Maryland	6	3,267	3,352	3,304 ^	3,484	3,652	4.8%	11.8%
Massachusetts	7	3,743	3,780	3,925	3,741 ^	3,833	2.4%	2.4%
Michigan	6	3,785	4,187	4,386	4,611	5,007	8.6%	32.3%
Minnesota	7	2,615	2,639	2,980	3,131	3,281	4.8%	25.5%
Mississippi	5	2,322	2,373	2,661	2,661	2,761	3.8%	18.9%
Missouri	5	2,945	3,141	3,281	3,503	3,699	5.6%	25.6%
Montana	2	2,115	2,213	2,445	2,687	3,006	11.9%	42.1%
Nebraska	2	1,748	1,839	1,970	2,116	2,290	8.2%	31.0%
Nevada	1	1,740	1,800	1,860	1,930	2,000	3.6%	14.9%
New Hampshire	2	3,858	4,520	4,900	5,198	5,010 ^	-3.6%	29.9%
New Jersey	7	5,276	5,422	6,024	5,843 ^	6,262	7.2%	18.7%
New Mexico	1	1,634	1,634	1,828	1,882	2,053	9.1%	25.6%
New York	10	5,474	4,928 ^	5,542	5,555	5,571	0.3%	1.8%
North Carolina	5	1,675	1,748	1,805	1,926	2,070	7.4%	23.6%
North Dakota	4	2,584	2,715	2,853	2,971	3,095	4.2%	19.8%
Ohio	4	5,060	5,286	5,651	6,018	6,378	6.0%	26.1%
Oklahoma	6	1,407	1,530	1,546	1,632	1,738	6.5%	23.5%
Oregon	4	5,084	5,295	5,461	5,734	6,065	5.8%	19.3%
Pennsylvania	14	4,027	4,173	4,210	4,546	4,972	9.4%	23.5%
Rhode Island	1	3,014	3,056	3,130	3,208	3,320	3.5%	10.2%
South Carolina	1	3,330	3,470	3,550	3,550	3,550	0.0%	6.6%
South Dakota	2	2,352	2,406	2,587	2,777	2,995	7.8%	27.3%
Tennessee	6	2,503	2,825	3,064	3,289	3,710	12.8%	48.2%
Texas	9	1,341	1,659	1,891	1,940	2,172	12.0%	62.0%
Utah	1	1,905	1,977	2,028	2,086	2,164	3.7%	13.6%
Vermont	2	4,120	4,296	4,592	4,780	4,944	3.4%	20.0%
Virginia	5	3,786	3,857	3,952	4,023	4,181	3.9%	10.4%
WASHINGTON	**3**	**3,895**	**4,051**	**4,235**	**4,438**	**4,589**	**3.4%**	**17.8%**
West Virginia	7	2,363	2,409	2,543	2,598	2,724	4.8%	15.3%
Wisconsin	4	3,228	3,475	3,659	3,918	4,195	7.1%	30.0%
Average*		**2,876**	**3,005**	**3,180**	**3,311**	**3,483**	**5.2%**	**21.1%**
Washington Rank		**8**	**10**	**8**	**9**	**9**		
CHANGES FROM PREVIOUS YEAR:								
National Average			**4.5%**	**5.8%**	**4.1%**	**5.2%**		
Washington			**4.0%**	**4.5%**	**4.8%**	**3.4%**		

#Number of institutions in survey.
*Does not include Alaska, Delaware, Hawaii, Maine, or Wyoming.
^Fees reduced.

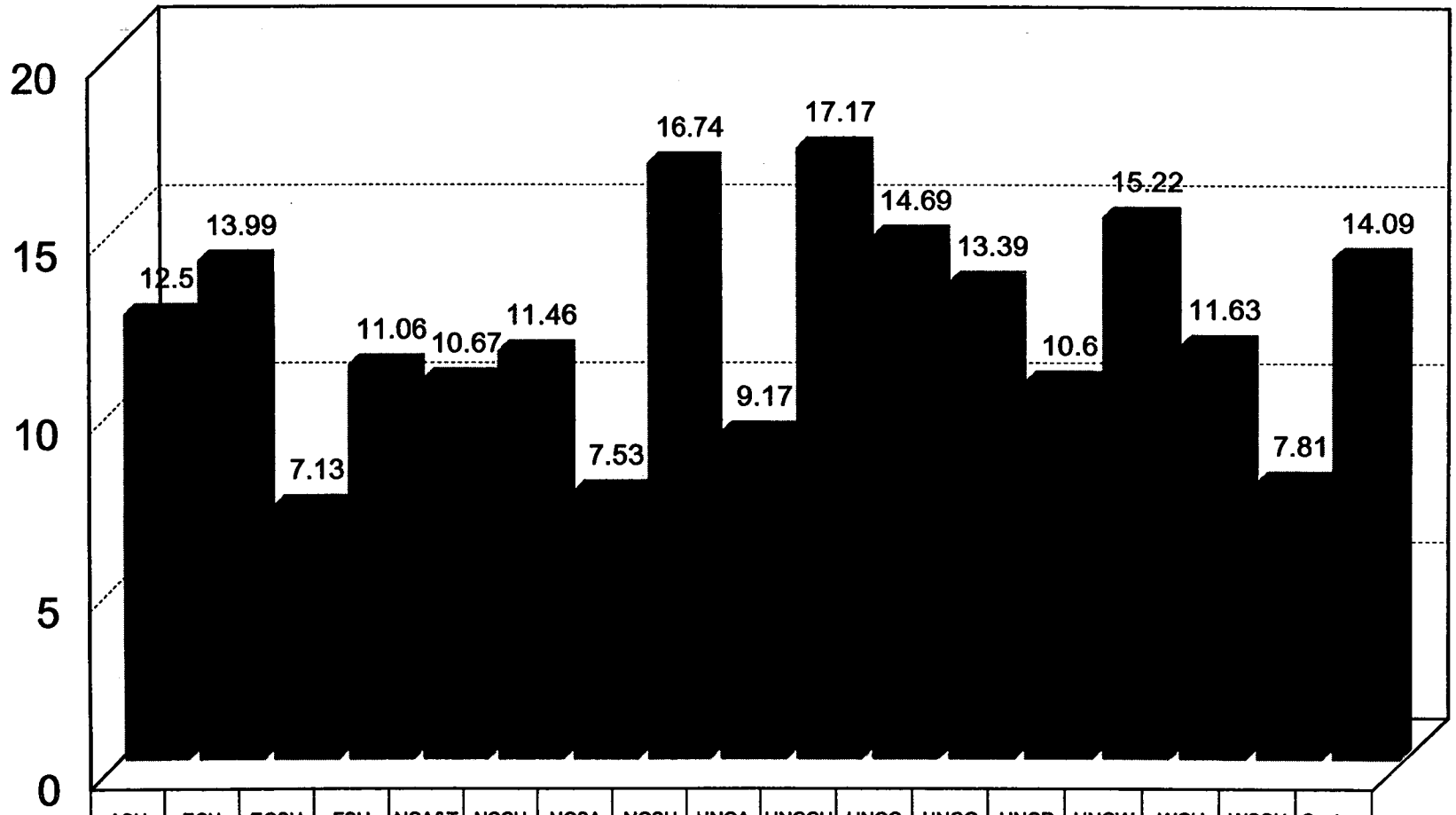
NATIONAL - TABLE 8
NONRESIDENT GRADUATE TUITION AND RQUIRED FEES (State Averages)
COMPREHENSIVE COLLEGES AND STATE UNIVERSITIES

	#	1996-97	1997-98	1998-99	1999-00	2000-01	Percentage Increase One Year	Percentage Increase Four Year
Alabama	5	4,078	4,931	5,073	5,669	5,886	3.8%	44.3%
Arizona	2	7,951	8,267	8,592	8,893	9,288	4.4%	16.8%
Arkansas	4	4,490	4,764	5,305	6,649	7,094	6.7%	58.0%
California	11	9,303	9,337	9,337	10,042	9,319 ^	-7.2%	0.2%
Colorado	5	8,187	8,458	8,787	8,867	9,207	3.8%	12.5%
Connecticut	3	9,288	9,540	9,629	9,737	10,132	4.0%	9.1%
Florida	6	7,790	8,739	9,672	10,166	10,688	5.1%	37.2%
Georgia	8	5,178	6,079	8,414	9,111	9,493	4.2%	83.4%
Idaho	2	7,752	8,428	8,760	8,966	9,233	3.0%	19.1%
Illinois	5	6,960	7,364	7,691	6,233 ^	6,477	3.9%	-6.9%
Indiana	2	7,933	8,295	8,679	9,039	9,429	4.3%	18.9%
Iowa	1	7,410	7,698	7,999	8,358	8,732	4.5%	17.8%
Kansas	4	6,156	6,437	6,573	6,733	7,059	4.9%	14.7%
Kentucky	7	6,319	6,381	7,022	7,485	7,871	5.2%	24.6%
Louisiana	7	4,510	5,421	6,741	7,199	7,722	7.3%	71.2%
Maryland	6	4,971	5,326	5,684	6,004	6,332	5.5%	27.4%
Massachusetts	7	8,110	8,365	9,227	9,358	9,470	1.2%	16.8%
Michigan	6	7,618	8,479	8,823	9,296	10,150	9.2%	33.2%
Minnesota	7	4,018	4,139	4,490	4,708	4,909	4.3%	22.2%
Mississippi	5	4,911	4,957	5,344	5,603	6,482	15.7%	32.0%
Missouri	5	5,619	5,931	6,193	6,615	6,995	5.7%	24.5%
Montana	2	5,095	5,400	5,845	6,505	7,319	12.5%	43.7%
Nebraska	2	3,103	3,262	3,455	3,681	3,940	7.1%	27.0%
Nevada	1	6,840	7,235	7,630	8,277	8,980	8.5%	31.3%
New Hampshire	2	4,378	7,495	7,790	8,108	7,890 ^	-2.7%	80.2%
New Jersey	7	7,153	7,351	8,239	8,144 ^	8,731	7.2%	22.1%
New Mexico	1	6,233	6,233	6,325	6,560	7,198	9.7%	15.5%
New York	10	8,790	8,799	8,858	8,871	8,887	0.2%	1.1%
North Carolina	5	8,829	8,876	9,075	9,270	9,288	0.2%	5.2%
North Dakota	4	6,458	6,801	7,149	7,463	7,794	4.4%	20.7%
Ohio	4	9,500	9,940	10,600	11,261	11,857	5.3%	24.8%
Oklahoma	6	3,307	3,570	3,586	3,812	3,865	1.4%	16.9%
Oregon	4	8,957	9,284	9,569	10,034	10,536	5.0%	17.6%
Pennsylvania	14	6,661	6,941	7,041	7,376	7,872	6.7%	18.2%
Rhode Island	1	5,570	5,684	6,046	6,196	6,326	2.1%	13.6%
South Carolina	1	5,778	6,850	7,010	7,010	7,010	0.0%	21.3%
South Dakota	2	5,132	5,601	5,911	6,230	6,524	4.7%	27.1%
Tennessee	6	6,839	7,421	7,898	8,477	9,321	10.0%	36.3%
Texas	9	5,621	5,943	6,101	6,238	6,382	2.3%	13.5%
Utah	1	5,739	5,895	6,054	6,234	6,476	3.9%	12.8%
Vermont	2	8,880	9,276	9,860	10,276	10,632	3.5%	19.7%
Virginia	5	9,275	9,490	9,784	9,947	10,232	2.9%	10.3%
WASHINGTON	**3**	**11,828**	**12,301**	**12,815**	**13,367**	**13,681**	**2.3%**	**15.7%**
West Virginia	7	6,368	6,583	6,848	7,078	7,328	3.5%	15.1%
Wisconsin	4	9,875	10,704	11,304	12,276	13,139	7.0%	33.1%
Average*		**6,772**	**7,206**	**7,618**	**7,943**	**8,293**	**4.4%**	**22.4%**
Washington Rank		**1**	**1**	**1**	**1**	**1**		
CHANGES FROM PREVIOUS YEAR:								
National Average			**6.4%**	**5.7%**	**4.3%**	**4.4%**		
Washington			**4.0%**	**4.2%**	**4.3%**	**2.3%**		

#Number of institutions in survey.
*Does not include Alaska, Delaware, Hawaii, Maine, or Wyoming.
^Fees reduced.

UNC: Percent of Academic Costs Paid by Resident Students

FY2000-01



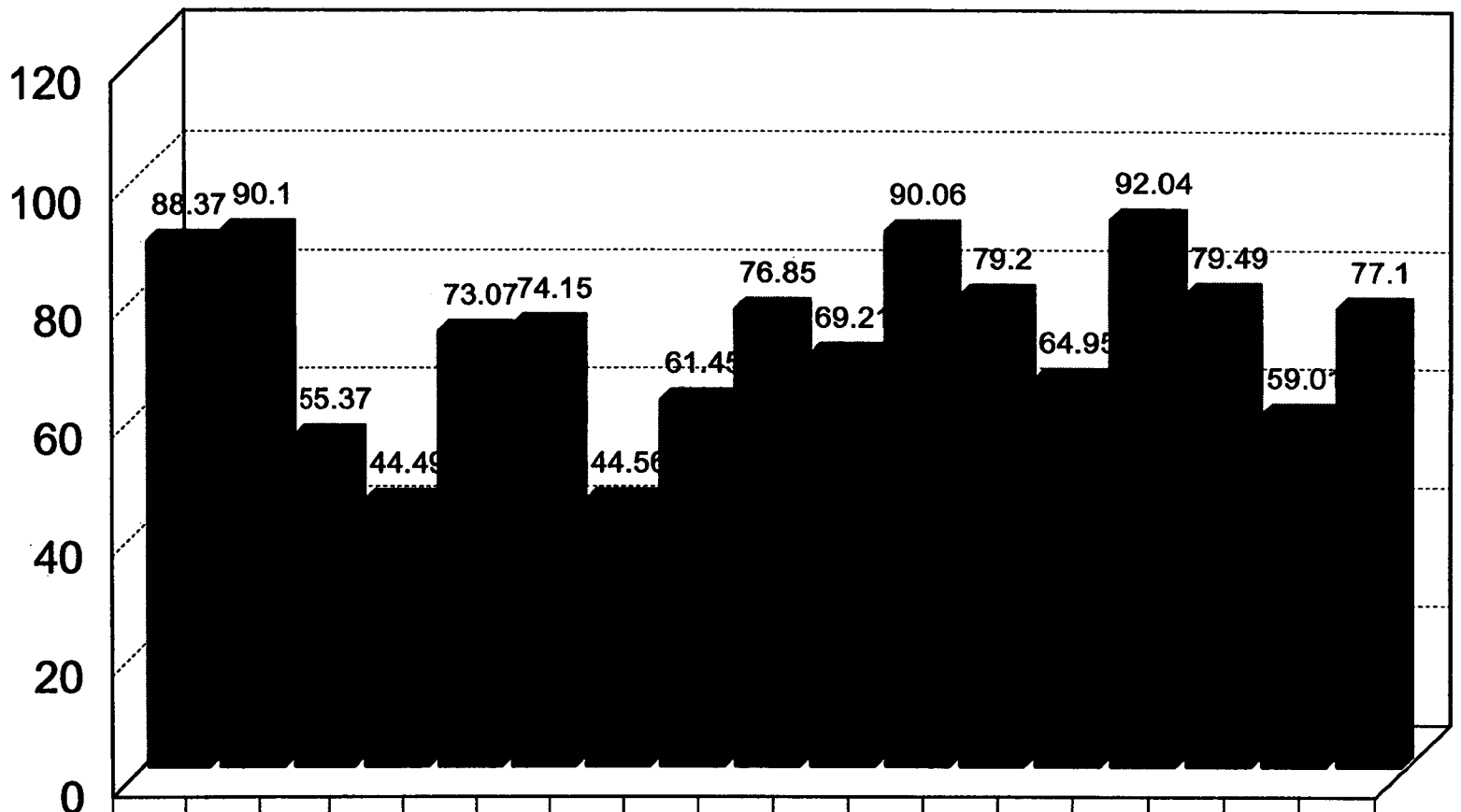
	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSA	NCSU	UNCA	UNCCH	UNCC	UNCG	UNCP	UNCW	WCU	WSSU	System
% paid by Resident Student	12.5	13.99	7.13	11.06	10.67	11.46	7.53	16.74	9.17	17.17	14.69	13.39	10.6	15.22	11.63	7.81	14.09

■ % paid by Resident Student

Excludes ECU Med School, NCSU Vet School, UNCCH health affairs

UNC: Percent of Academic Costs Paid by Nonresident Students

FY2000-01



	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSA	NCSU	UNCA	UNCCH	UNCC	UNCG	UNCP	UNCW	WCU	WSSU	System
% paid by Nonresident Student	88.37	90.1	55.37	44.49	73.07	74.15	44.56	61.45	76.85	69.21	90.06	79.2	64.95	92.04	79.49	59.01	77.1

% paid by Nonresident Student

Excludes ECU Med School, NCSU Vet School, UNCCH health affairs

Estimated Annual Student Costs for University of North Carolina Institutions, 2000-2001

	Tuition						Other Expenses		Total Student Budget	
Institution	In-State	Out-of-State	Fees	Room*	Board**	Books**	In-State	Out-of-State	In-State	Out-of-State
ASU	$982	$8,252	$1,006	$2,110	$1,700	$450	$2,000	$2,000	$8,248	$15,518
ECU	$1,195	$9,058	$1,062	$2,200	$2,270	$750	$1,630	$1,630	$9,107	$16,970
ECSU	$822	$7,240	$864	$2,364	$1,606	$400	$1,644	$1,844	$8,000	$14,618
FSU	$982	$8,252	$638	$2,120	$1,700	$350	$1,860	$3,110	$7,650	$16,170
NCA&T	$982	$8,252	$957	$2,560	$1,690	$700	$2,345	$3,489	$9,234	$17,648
NCCU	$982	$8,252	$993	$2,194	$1,643	$800	$2,095	$2,095	$8,707	$15,977
NCSA	$1,527	$10,155	$1,065	$2,431	$2,255	$800	$1,751	$2,363	$9,829	$19,069
NCSU	$1,860	$11,026	$954	$2,904	$2,370	$700	$1,400	$1,700	$10,188	$19,654
UNC-A	$822	$7,668	$1,171	$2,100	$2,200	$700	$1,903	$2,400	$8,896	$16,239
UNC-CH	$1,860	$11,026	$850	$2,620	$3,010	$700	$1,650	$2,150	$10,690	$20,356
UNC-C	$1,132	$8,402	$1,002	$2,304	$2,280	$800	$2,970	$2,070	$10,488	$17,758
UNC-G	$1,108	$9,562	$1,201	$2,229	$1,957	$688	$1,912	$1,912	$9,095	$17,549
UNC-P	$982	$8,252	$878	$2,030	$1,550	$350	$1,626	$1,626	$7,816	$15,086
UNC-W	$1,102	$8,452	$1,258	$2,870	$1,992	$700	$2,422	$2,538	$10,344	$17,810
WCU	$982	$8,252	$1,120	$1,694	$2,180	$427	$1,638	$2,052	$8,041	$15,725
WSSU	$822	$7,240	$983	$1,893	$1,735	$900	$2,500	$2,500	$8,833	$15,251

UNC-GA Prog/Assess/InstProf.AT002.K3-9-01

*Represents double occupancy.

**Represents full meal plan.

***Reflects 1999-2000 costs for Books and Other Expenses as reported by the institutions for the 2000-2001 Institutional Profiles.

Median Family Income
2000 UNC Freshman

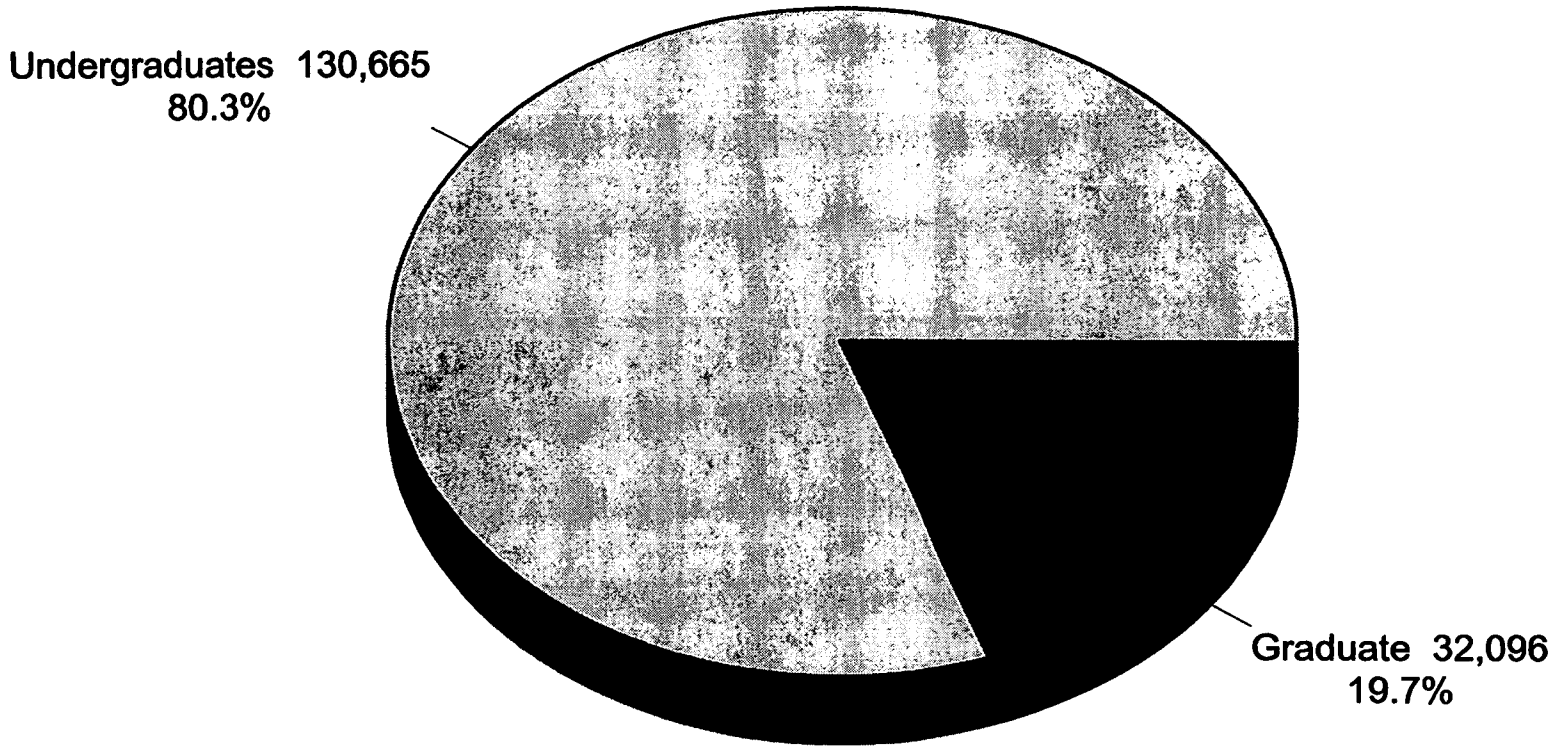
Institution	Median Income
Research I	
NCSU	$73,705
UNC-CH	$84,474
Research I Total	$76,980
Doctoral I	
UNCG	$55,691
Doctoral II	
ECU	$66,957
Master's I	
ASU	$69,684
FSU	$34,140
NCA&T	$36,321
NCCU	$37,195
UNCC	$51,858
UNCP	$42,708
UNCW	$70,625
WCU	$56,240
Master's I Total	$54,128
Bacc. I	
UNCA	$60,441
Bacc. II	
ECSU	$26,860
WSSU	$31,566
Bacc. II Total	$30,114
NCSA	$76,289
UNC All	$60,229

UNC-GA ProgAccess/FFS.UR001/2-22-01

Note: The median family income was calculat
student self reports of family income on
Fall 2000 Freshman Survey. Response
varied from a low of 42.3% at UNC-CH
a high of 80.4% at ASU.

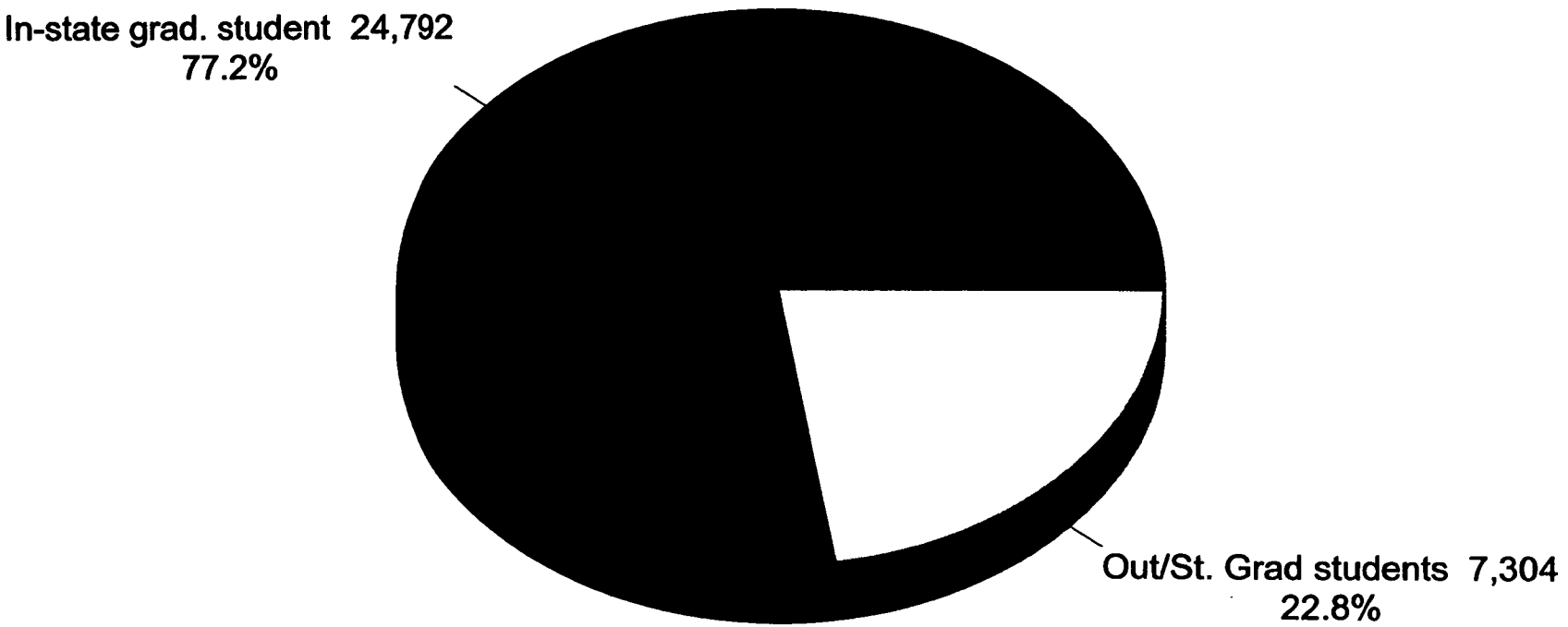
Undergraduate and Graduate Student Headcount

Fall 2000



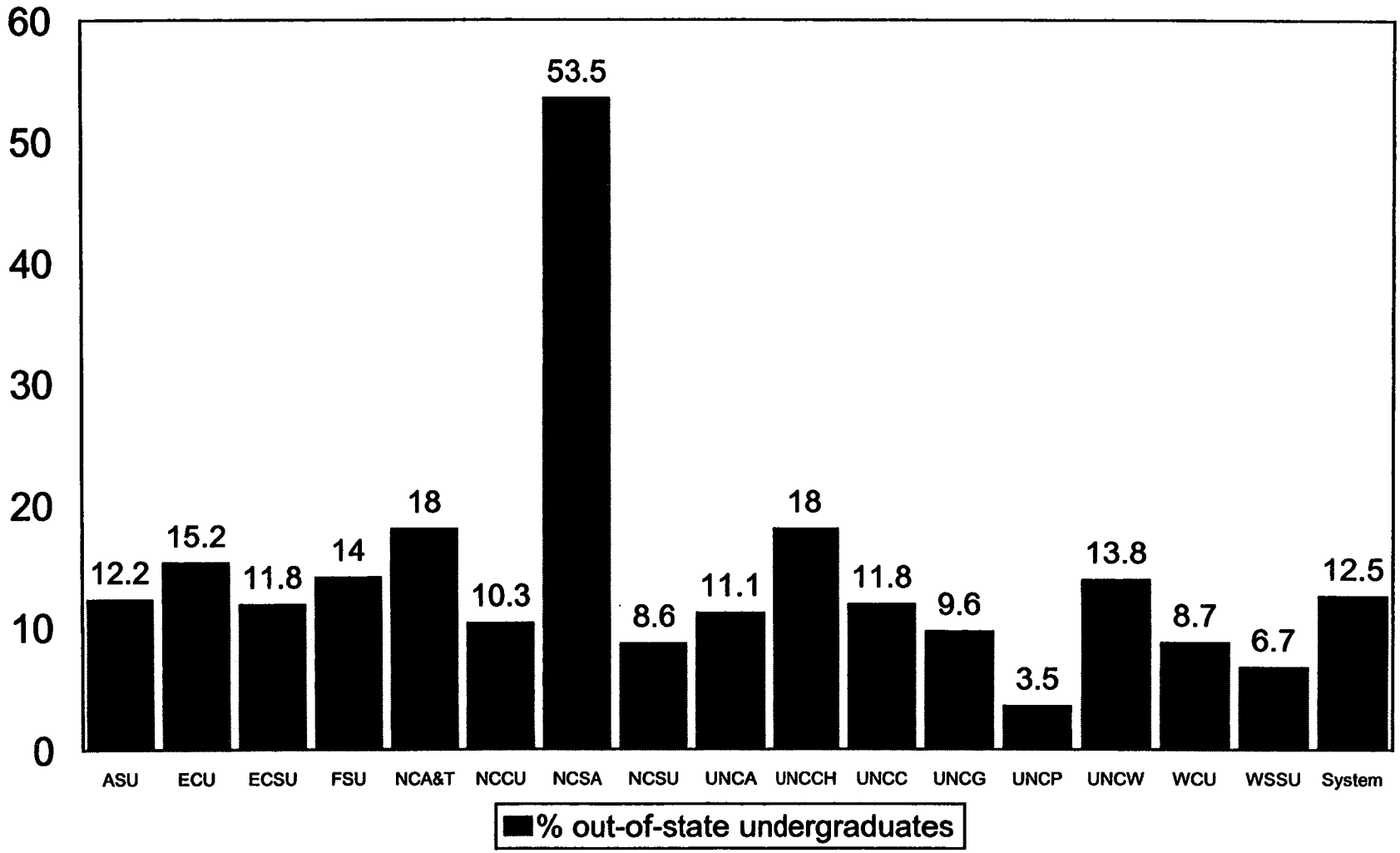
In-State Vs. Out-of-State Graduate Students

Fall 2000 Headcount



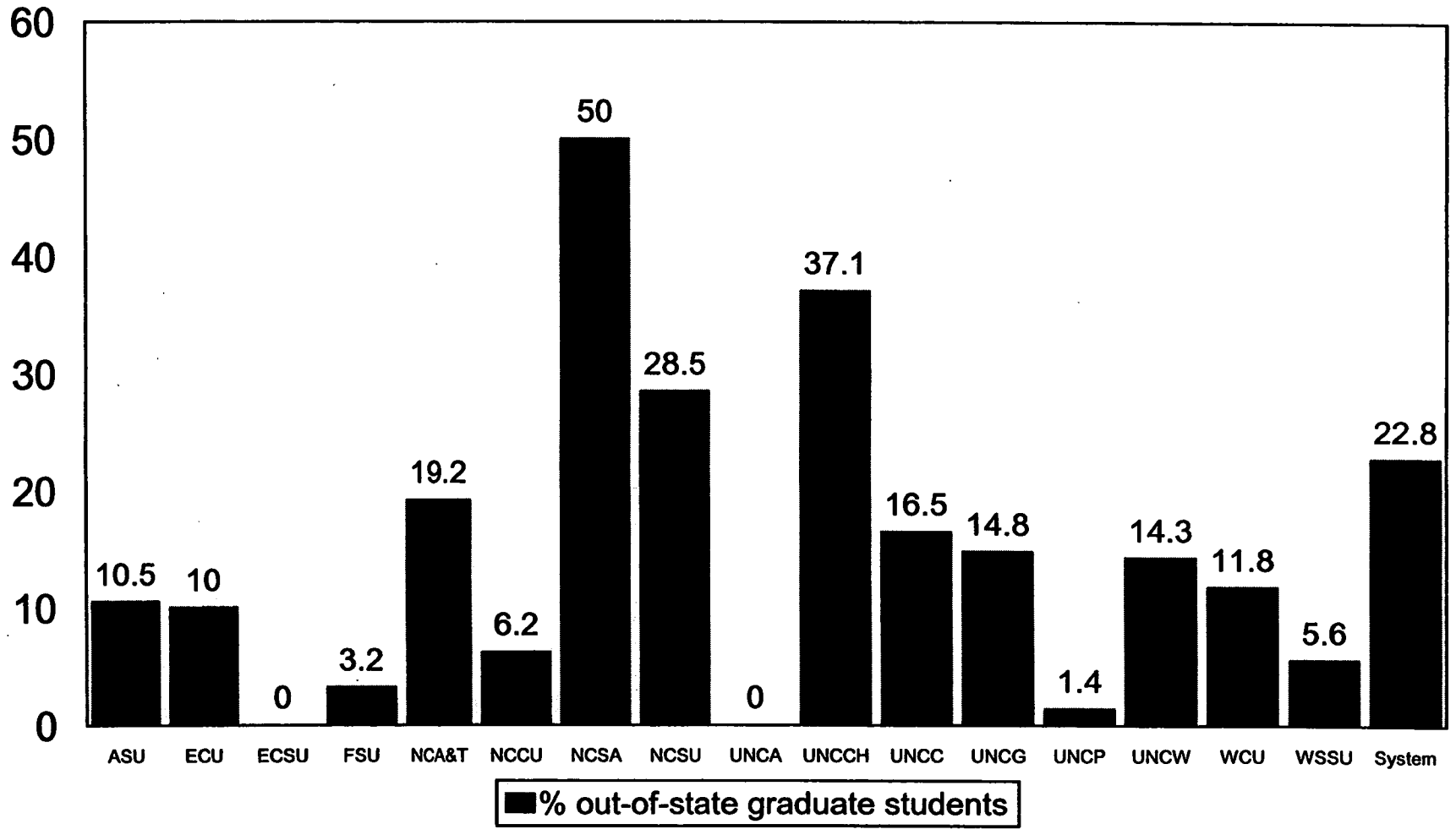
Percent of Out-of-State Undergraduate Students by UNC Campus

Fall 2000 Headcount

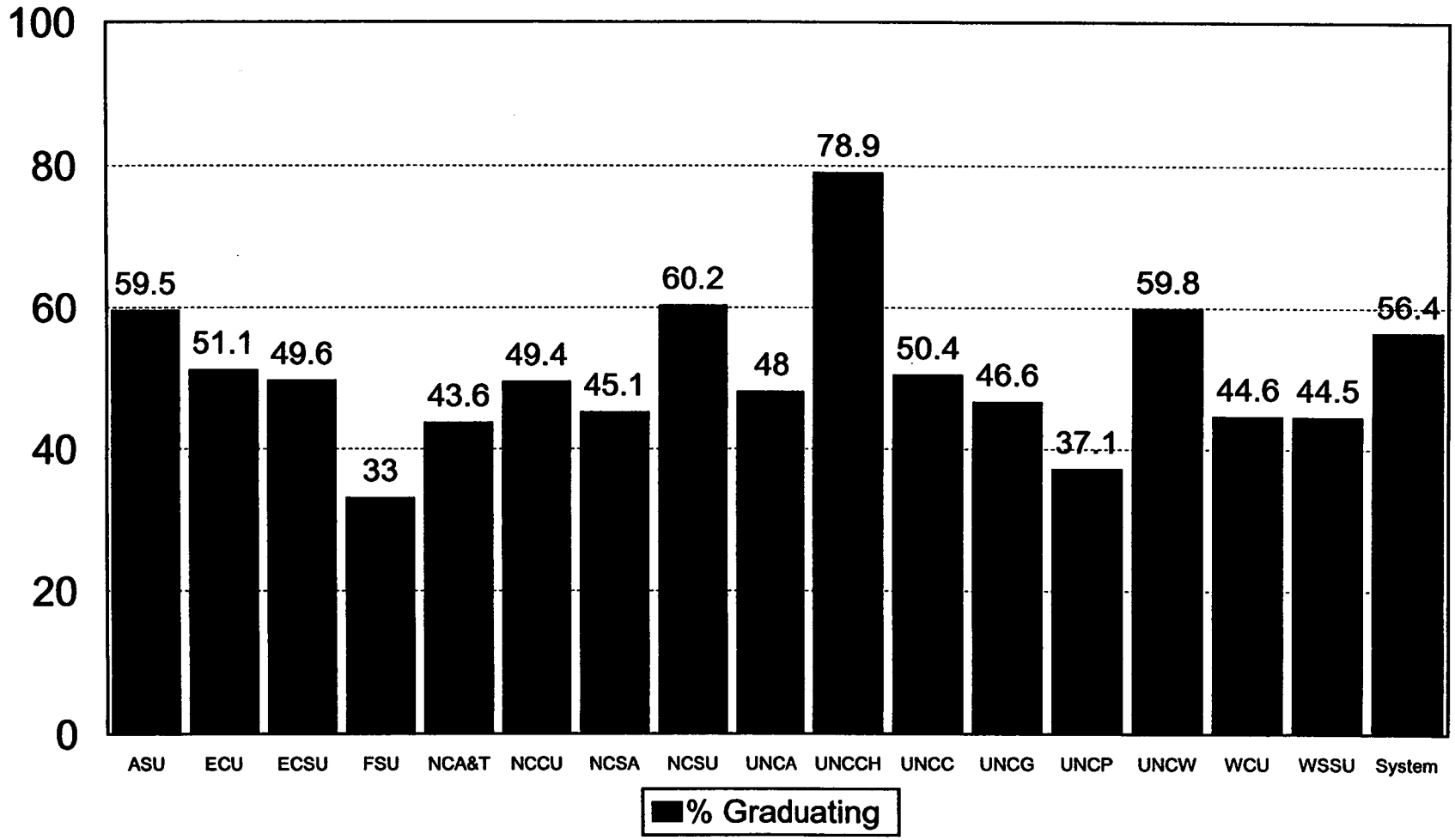


Percent of Out-of-State Graduate Student by Campus

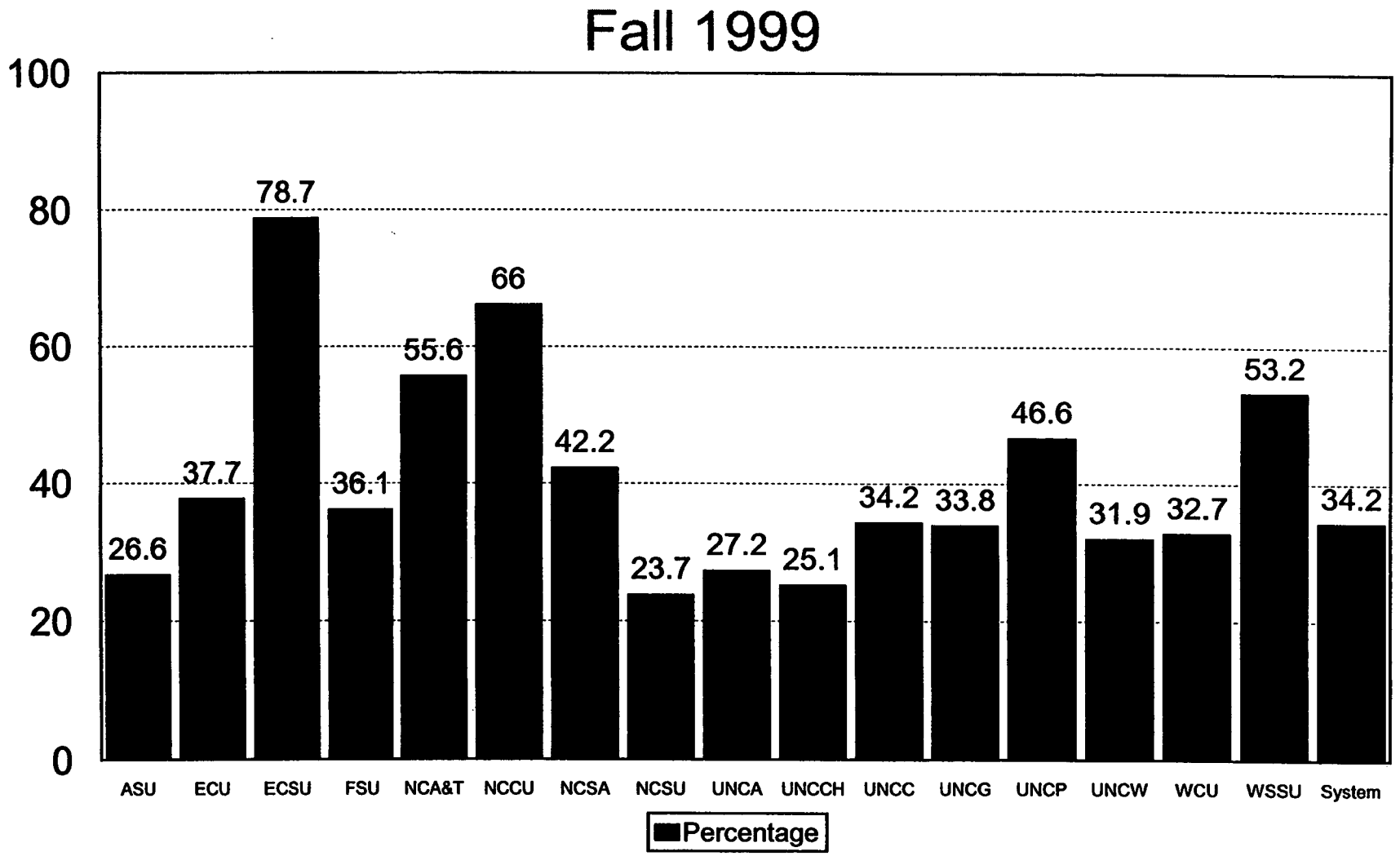
Fall 2000 Headcount



Graduation Rates for First-Time Full-Time Freshmen after 6 Years



Percentage of Undergraduates Receiving Need-Based Financial Aid



Fall Semester Enrollment at University of North Carolina Institutions, 2000

	Undergraduate											Graduate/	
Institution	Male	Female	Full-Time	Part-Time	Black	White	Amer. Indian	Other Races	In-State	Out-of-State	Total	First Prof.*	Total Enrollment
ASU	5,878	6,234	11,016	1,096	357	11,414	45	296	10,630	1,482	12,112	1,115	13,227
ECU	6,294	8,724	13,737	1,281	2,036	12,084	98	800	12,734	2,284	15,018	3,732	18,750
ECSU	767	1,255	1,787	235	1,553	432	6	31	1,783	239	2,022	13	2,035
FSU	1,348	2,358	2,743	963	2,825	617	35	229	3,187	519	3,706	781	4,487
NCA&T	3,252	3,598	6,094	756	6,282	402	22	144	5,619	1,231	6,850	898	7,748
NCCU	1,455	2,602	3,230	827	3,610	282	10	155	3,641	416	4,057	1,419	5,476
NCSA	408	284	665	27	55	588	5	44	322	370	692	76	768
NCSU	12,838	9,152	17,840	4,150	2,274	17,761	163	1,792	20,099	1,891	21,990	6,629	28,619
UNC-A	1,405	1,840	2,399	846	117	2,942	17	169	2,886	359	3,245	47	3,292
UNC-CH	6,161	9,447	14,713	895	1,743	12,562	114	1,189	12,793	2,815	15,608	9,284	24,892
UNC-CH	6,552	7,836	10,678	3,710	2,488	10,509	61	1,330	12,694	1,694	14,388	2,853	17,241
UNC-G	3,277	6,832	8,425	1,684	1,893	7,467	47	702	9,137	972	10,109	3,016	13,125
UNC-P	1,151	1,925	2,372	704	592	1,629	715	140	2,969	107	3,076	369	3,445
UNC-W	3,659	5,684	8,051	1,292	470	8,493	60	320	8,058	1,285	9,343	757	10,100
WCU	2,690	2,921	4,914	697	303	4,954	111	243	5,122	489	5,611	1,088	6,699
WSSU	906	1,938	2,267	577	2,349	448	2	45	2,653	191	2,844	13	2,857
UNC Total	58,041	72,630	110,931	19,740	28,947	92,584	1,511	7,629	114,327	16,344	130,671	32,090	162,761

UNC-GA Prog/Assess/InstProf.AT003.K/3-8-2001

*First professional includes law dentistry, veterinary medicine, medicine, and pharmacy.

CODE 160XX
DEPARTMENT THE UNIVERSITY OF NORTH CAROLINA

	(Per WSI)		2001-02			2002-03		
	ACTUAL 1999-00	AUTHORIZED 2000-01*	TOTAL AMOUNT RECOMMENDED	AMOUNT AND % INCREASE OVER 2000-01		TOTAL AMOUNT RECOMMENDED	AMOUNT AND % INCREASE OVER 2000-01	
TOTAL REQUIREMENTS	2,179,237,957	2,304,002,890	2,309,444,344	5,441,454	0.24%	2,316,729,399	12,726,509	0.55%
LESS RECEIPTS	500,032,863	504,520,544	504,520,544	0	0.00%	504,520,544	0	0.00%
APPROPRIATION	1,679,205,094	1,799,482,346	1,804,923,800	5,441,454	0.30%	1,812,208,855	12,726,509	0.71%
NO. OF EMPLOYEE POSITIONS	27,489.3	28,523.59	28,652.59	129.00	0.45%	28,845.59	322.00	1.13%

EXPLANATIONS OF MAJOR CHANGES OVER 2000-01:					
REQUIREMENT CHANGES:					
NONRECURRING APPROPRIATIONS REMOVED					
Model Teacher Consortium		(500,000)		(500,000)	
Education Cabinet		(500,000)		(500,000)	
Achievement Gap		(500,000)		(500,000)	
Piedmont Triad Center for Applied Manufacturing		(250,000)		(250,000)	
Chinqua-Penn Plantation		(100,000)		(100,000)	
[illegible]		[illegible]		[illegible]	
RESERVES FOR OPERATING NEW FACILITIES					
CAMPUS	BUDGET CODE				
UNC-GA	16010	2,585,751		3,581,175	
UNC-GA, Inst. Programs	16011	0		0	
UNC-GA, Related Programs	16012	0		0	
UNC-CH, Academic	16020	268,285		777,799	
UNC-CH, Health Affairs	16021	0		1,480,216	
UNC-CH, AHEC	16022	0		0	
NCSU, Academic	16030	387,104		872,056	
NCSU, Agri. Research	16031	76,147		50,031	
NCSU, Cooperative Ext.	16032	(47,891)		(47,891)	
UNC-Greensboro	16040	174,894		252,218	
UNC-Charlotte	16050	25,161		496,387	
UNC-Asheville	16055	222,279		378,378	
UNC-Wilmington	16060	537,910		889,292	
ECU, Academic	16065	580,560		1,843,628	
ECU, Health Affairs	16066	0		0	
NC A&T	16070	36,964		36,964	
WCU	16075	54,321		322,580	
ASU	16080	(445,272)		(182,272)	
UNC-Pembroke	16082	703,763		645,076	
WSSU	16084	46,373		469,962	
ECSU	16086	0		0	
FSU	16088	0		0	
NCCU	16090	0		0	
NCSA	16092	685,105		958,724	
NCSSM	16094	0		352,186	
UNC-Hospitals	16095	0		0	
[illegible]		[illegible]		[illegible]	
TRANSFERS BETWEEN BUDGET CODES					
Transfer Center for Ergonomics from the Department of Labor		500,000		500,000	
Transfer Biotechnology Funds from the NC Biotechnology Center		900,000		900,000	
[illegible]		[illegible]		[illegible]	
TOTAL REQUIREMENTS		5,441,454		12,726,509	
RECEIPTS:					
TOTAL RECEIPTS		0		0	

* One-time state reserves have been taken into account in the 2000-01 Authorized [illegible]nn (per WSI).

The University of North Carolina
2001-03 Building Reserves

Budget Code	Building Reserve/Project Name	Completion Date	2001-02 Building Reserves		2002-03 Building Reserves		2001-02 Adjusted Total	2002-03 Adjusted Total
			Bond	Non-Bond	Bond	Non-Bond		
16010 UNC-GA	CENTER SCHOOL LEADERSHIP DEVELOPMENT	01-Jul-01		786,743		451,124	2,585,751	3,581,175
	UNCTV DIGITAL	phased, beg. 11/1/01	1,573,730		2,909,773			
	UNCTV SATELLITE UPLINK	phased, beg. 11/1/01	225,273		225,273			
16020 UNC-CH, AA	ADMINISTRATIVE BUILDING - AIRPORT ROAD	phased, beg. 11/1/01		0		0	268,285	777,799
	PRINCIPAL'S EXECUTIVE PROGRAM BUILDING	correcting double count		(3,619)		(3,619)		
	MEMORIAL HALL ADDITION	14-Feb-03	0		97,084			
	KNAPP BUILDING - ADDITION & RENOVATION	05-Feb-02		201,425		339,340		
	STONE CENTER (BCC)	13-Jan-03		0		193,479		
	MURPHEY HALL - HVAC RENOVATION	21-Nov-02	0		45,689			
	INSTITUTE OF ARTS & HUMANITIES	15-Mar-02		70,479		105,946		
16021 UNC-CH, HA	BIOINFORMATICS BUILDING	27-Dec-02	0		667,644		0	1,480,216
	BIOLOGICAL SCIENCES RESEARCH BUILDING	removed - not in biennium		0		0		
	BEARD HALL ADDITION	15-Jul-02		0		776,306		
	CAROLINA LIVING AND LEARNING CENTER PHASE III	13-Sep-20	0		36,266			
16030 NCSU, Academic	Meat Processing Facility	01-Oct-02	0		266,034		387,104	872,056
	Oper Partners II	completed		147,380		147,380		
	Beef Ed. Unit	01-Feb-02		94,344		122,880		
	CC Info Booth/Visitors Ctr	01-Jul-02		0		0		
	College of Engineering Phase I Relocation	next biennium		0		0		

UNC-3/

The University of North Carolina
2001-03 Building Reserves

Budget Code	Building Reserve/Project Name	Completion Date	2001-02 Building Reserves		2002-03 Building Reserves		2001-02 Adjusted Total	2002-03 Adjusted Total
			Bond	Non-Bond	Bond	Non-Bond		
	Marine Science & Tech	completed		112,722		112,722		
	UGSTL Greenhouse Relocation	01-Apr-02	36,152		16,[illegible]			
	Infrastructure	completed		0		0		
	Arboretum Ed/Vistor Ctr	01-Apr-02		26,054		51,582		
	Cates Chiller Plant	completed		11,047		0		
	Partners III	01-Mar-03		0		200,646		
	Sullivan Dr. Shops	01-May-02		62,923		102,358		
	CVM Addition	next biennium		0		0		
	Avent Ferry Complex - Main	completed		317,457		275,444		
	Misc New Installations	completed		43,287		43,287		
	Toxicology Building (adjust for one-time costs)	21-Feb-00		(466,302)		(466,302)		
16031 NCSU, Ag. Rsrch	Waste Treatment Facility	01-Jul-01		76,147		50,031	76,147	50,031
16032 NCSU, Ag. Ext.	4-H Environmental Education Center (eliminate one-time costs)	N/A		(47,891)		(47,891)	(47,891)	(47,891)
16040 UNC-G	ODELL WAREHOUSE (ANNUALIZATION)	01-Aug-00		(5,710)		(5,710)	174,894	252,218
	NORTHRIDGE GROWTH LAB	26-Aug-02		0		80,324		
	1100 WEST MARKET STREET	30-Aug-00		170,888		170,888		
	NEW SCIENCE BLDG	03-Jul-03	0		0			
	SAFETY OFFICE ADDITION	05-Feb-01		9,716		6,716		
16050 UNC-C	CARC - Remove one-times; annualize	completed		(7,846)		(7,846)	25,161	496,387

The University of North Carolina
2001-03 Building Reserves

Budget Code	Building Reserve/Project Name	Completion Date	2001-02 Building Reserves		2002-03 Building Reserves		2001-02 Adjusted Total	2002-03 Adjusted Total
			Bond	Non-Bond	Bond	Non-Bond		
	Reserve - Humanities - Office (BOND)	01-Jul-02	[illegible]		195,115			
	Reserve - Humanities - Classroom (BOND)	01-May-03	0		187,850			
	Reserve - Science & Technology Main (BOND)	01-Jun-03	0		181,259			
	Reserve - Science & Technology Vivarium (BOND)	01-Jun-03	0		27,916			
16055 UNC-A	HIGHSMITH CENTER OFFICES (BOND)	01-Sep-01	[illegible]		121,722		222,279	378,378
	NC CENTER FOR CREATIVE RETIREMENT	01-Aug-02		0		150,997		
	CENTER FOR CRAFT CREATIVITY AND DESIGN	01-Feb-01		18,550		13,343		
	GREENHOUSE ADDITION TO LIBRARY	completed		0		0		
	PRINTING SERVICES BUILDING	02-Aug-01		72,057		72,965		
	RESIDENCE HALL, STUDENT AFFAIRS PORTION	01-Jan-02		0		4,665		
	VIVIAN ST. BUILDING RENOVATION	01-May-03		9,107		14,686		
	OPERATIONS SUPPORT FACILITY (ARBORETUM)	outside of biennium		0		0		
16060 UNC-W	SPORTS MEDICINE	01-Jan-02		120,294		142,000	537,910	889,292
	WESTSIDE HALL	Cnvt rec-sup to approp		207,774		178,266		
	GENERAL CLASSROOM BUILDING	01-Jun-01		93,100		93,100		
	SCHOOL OF EDUCATION BUILDING	12-Jan-03	0		359,720			
	BUILDING RENOVATIONS AND MODERNIZATION	removed - not in biennium	0		0			
	ACQUIRED BUILDINGS	01-Jul-00		116,742		116,206		
16065 ECU, AA	RIVERS BLDG. EXPANSION	07-Feb-03	0		162,488		580,560	1,843,628

The University of North Carolina
2001-03 Building Reserves

Budget Code	Building Reserve/Project Name	Completion Date	2001-02 Building Reserves		2002-03 Building Reserves		2001-02 Adjusted Total	2002-03 Adjusted Total
			Bond	Non-Bond	Bond	Non-Bond		
	CAMPUS COMPUTING CENTER	01-May-02	[illegible]		[illegible]			
	STRENGTH & CONDITIONING CTR	29-Jul-01		76,932		65,464		
	VARIOUS BLDGS ACQUIRED 99-01	01-Jul-01	[illegible]		[illegible]			
	PROPERTY ACQUISITION 01-03	01-Jul-01	[illegible]		[illegible]			
	SCIENCE LAB & TECH BLDG.	08-Apr-03	0		[illegible]			
16070 NC A&T	FITNESS & WELLNESS CENTER	completed		36,964		36,964	36,964	36,964
16075 WCU	ACADEMIC FACILITIES - HUMANITIES AND FINE ARTS	01-Jul-03	0		[illegible]		54,321	322,580
	WNC REGIONAL LABOR FORCE DEVELOPMENT CENTER	01-May-02		54,321		137,758		
16080 ASU	Reserve - Rankin Science Building Addition	01-Aug-02	0		[illegible]		(445,272)	(182,272)
	Reserve - App Convocation Center	completed in 2000		(420,374)		(420,374)		
	Reserve - Chancellor Residence	completed in 2000		(24,898)		(24,898)		
16082 UNC-P	PINE HALL	18-Aug-00		501,126		475,758	703,763	645,076
	JACOBS HALL	01-Jun-01	[illegible]		[illegible]			
	GENERIC BUILDING (SUBWAY/REGIONAL CENTER)	01-May-01		17,813		12,733		
16084 WSSU	Reserve - Anderson Center Renovation	01-Aug-01	[illegible]		[illegible]		46,373	469,962
	Reserve - Computer Science Building	01-Apr-03	0		[illegible]			
	Reserve - F.L. Atkins Building	01-Oct-02	0		[illegible]			
16092 NCSA	DFW/BILTRITE/BARKLEY/R&R/WAUGHTOWN	30-Jun-01		257,973		200,875	685,105	958,724
	FILM ARCHIVES	01-Jan-02	[illegible]		[illegible]			

UNC-40

The University of North Carolina
2001-03 Building Reserves

Budget Code	Building Reserve/Project Name	Completion Date	2001-02 Building Reserves		2002-03 Building Reserves		2001-02 Adjusted Total	2002-03 Adjusted Total
			Bond	Non-Bond	Bond	Non-Bond		
	STEVENS CENTER RENOVATION	08-Apr-03	0		[illegible]			
	SCHOOL OF MUSIC	08-Apr-02	[illegible]		[illegible]			
	HIGH POINT FILM STUDIO	01-Jul-01		161,216		114,905		
16094 NCSSM	ROYALL CENTER	01-Jul-02	0		352,186		0	352,186
	UNC TOTAL		[illegible]	**2,897,941**	[illegible]	**4,084,498**	**5,891,454**	**13,176,509**

UNC-41

Appalachian State University

- Offers baccalaureate and master's degrees
- 26.7% of freshmen received need-based aid in 1998-99
- **Graduation Rates for Fall 1993 Freshmen:**

After 4 Years	31.6%
After 5 Years	58.0%
After 6 Years*	61.9%

- **Undergraduate Enrollment (Fall 1999):**

  93% Full-time Students 7% Part-time

  51% Female 49% Male

- **Retention Rate for Fall 1998 Freshmen:**

  Freshmen to Sophomore 81.1%

- **Tuition**

In-state	$ 962
Out-of-state	$8,232
Required fees	$ 870

- **Authorized appropriation as of 12/31/00:** $87,915,063

- **Fall 2000 Student Headcount:** 12,150

East Carolina University

- Offers degree programs at the baccalaureate, master's intermediate, first professional (medicine)and doctoral levels

- 40.0% of freshmen received need-based aid in 1998-99

- **Graduation Rates for Fall 1993 Freshmen:**

After 4 Years	22.9%
After 5 Years	44.0%
After 6 Years	50.2%

- **Undergraduate Enrollment (Fall 1999):**

  91% Full-time Students 9% Part-time

  58% Female 42% Male

- **Retention Rate for Fall 1998 Freshmen:**

  Freshmen to Sophomore 79.0%

- **Tuition**

In-state	$ 992
Out-of-state	$8,558
Required fees	$1,006

- **Authorized appropriation as of 12/31/00 (Academic Affairs Only):** $123,354,475

- **Fall 2000 Student Headcount:** 18,223

Elizabeth City State University

- Offers baccalaureate degrees

- 78.7% of freshmen received need-based aid in 1998-99

- **Graduation Rates for Fall 1993 Freshmen:**

After 4 Years	35.5%
After 5 Years	42.9%
After 6 Years	44.4%

- **Undergraduate Enrollment (Fall 1999):**

  90% Full-time Students 10% Part-time

  63% Female 37% Male

- **Retention Rate for Fall 1998 Freshmen:**

  Freshmen to Sophomore 72.9%

- **Tuition**

In-state	$ 806
Out-of-state	$7,224
Required fees	$ 825

- **Authorized appropriation as of 12/31/00:** $22,227901

- **Fall 2000 Student Headcount:** 1,945

Fayetteville State University

- Offers baccalaureate, master's and doctoral degrees

- 65.0% of freshmen received need-based aid in 1998-99

- **Graduation Rates for Fall 1993 Freshmen:**

After 4 Years	14.2%
After 5 Years	30.6%
After 6 Years	34.9%

- **Undergraduate Enrollment (Fall 1999):**

  83% Full-time Students 17% Part-time

  65% Female 35% Male

- **Retention Rate for Fall 1998 Freshmen:**

  Freshmen to Sophomore 74.2%

- **Tuition**

In-state	$ 962
Out-of-state	$8,232
Required fees	$ 580

- **Authorized appropriation as of 12/31/00:** $31,390,892

- **Fall 2000 Student Headcount:** 4,345

North Carolina A & T University

- Offers baccalaureate, masters and doctoral degrees

- 79.0% of freshmen received need-based aid in 1998-99

- **Graduation Rates for Fall 1993 Freshmen:**

After 4 Years	21.1%
After 5 Years	39.0%
After 6 Years	42.1%

- **Undergraduate Enrollment (Fall 1999):**

  89% Full-time Students 11% Part-time

  52% Female 48% Male

- **Retention Rate for Fall 1998 Freshmen:**

  Freshmen to Sophomore 75.5%

- **Tuition**

In-state	$ 962
Out-of-state	$8,232
Required fees	$ 907

- **Authorized appropriation as of 12/31/00:** $61,224,022

- **Fall 2000 Student Headcount:** 12,150

North Carolina Central University

- Offers baccalaureate, master's and first professional degrees
- 72.0% of freshmen received need-based aid in 1998-99
- **Graduation Rates for Fall 1993 Freshmen:**

After 4 Years	24.7%
After 5 Years	42.0%
After 6 Years	49.4%

- **Undergraduate Enrollment (Fall 1999):**

  80% Full-time Students 20% Part-time

  63% Female 37% Male

- **Retention Rate for Fall 1998 Freshmen:**

  Freshmen to Sophomore 77.0%

- **Tuition**

In-state	$ 962
Out-of-state	$8,232
Required fees	$ 925

- **Authorized appropriation as of 12/31/00:** $45,981,242

- **Fall 2000 Student Headcount:** 5,441

North Carolina School of the Arts

- Offers arts diplomas at the high school and college levels, baccalaureate and master's degrees

- 60.1% of freshmen received need-based aid in 1998-99

- **Graduation Rates for Fall 1993 Freshmen:**

After 4 Years	36.1%
After 5 Years	38.2%
After 6 Years	39.6%

- **Undergraduate Enrollment (Fall 1999):**

  96% Full-time Students 4 % Part-time

  39% Female 61% Male

- **Retention Rate for Fall 1998 Freshmen:**

  Freshmen to Sophomore 75.0%

- **Tuition**

In-state	$ 1,497
Out-of-state	$10,125
Required fees	$ 930

- **Authorized appropriation as of 12/31/00:** $16,220,403

- **Fall 2000 Student Headcount:** 794

North Carolina State University

- Offers degrees at the baccalaureate, master's intermediate, first professional and doctoral levels in 125 fields of study

- 33.3% of freshmen received need-based aid in 1998-99

- **Graduation Rates for Fall 1993 Freshmen:**

After 4 Years	26.6%
After 5 Years	57.5%
After 6 Years	64.2%

- **Undergraduate Enrollment (Fall 1999):**

  83% Full-time Students 17% Part-time

  41% Female 59% Male

- **Retention Rate for Fall 1998 Freshmen:**

  Freshmen to Sophomore 88.0%

- **Tuition**

In-state	$ 1,528
Out-of-state	$10,694
Required fees	$ 886

- **Authorized appropriation as of 12/31/00 (Academic Affairs Only):** $272,378,931

- **Fall 2000 Student Headcount:** 26,927

UNC - Asheville

- Offers baccalaureate degrees and an interdisciplinary Master of Liberal Arts degree

- 40.8% of freshmen received need-based aid in 1998-99

- **Graduation Rates for Fall 1993 Freshmen:**

After 4 Years	32.5%
After 5 Years	51.3%
After 6 Years	55.1%

- **Undergraduate Enrollment (Fall 1999):**

  76% Full-time Students 24% Part-time

  58% Female 42% Male

- **Retention Rate for Fall 1998 Freshmen:**

  Freshmen to Sophomore 77.8%

- **Tuition**

In-state	$ 806
Out-of-state	$7,424
Required fees	$1,083

- **Authorized appropriation as of 12/31/00:** $26,105,764

- **Fall 2000 Student Headcount:** 3,164

UNC - Chapel Hill

- Offers baccalaureate, master's, intermediate, first professional, and doctoral degrees

- 33.0% of freshmen received need-based aid in 1998-99

- **Graduation Rates for Fall 1993 Freshmen:**

After 4 Years	63.0%
After 5 Years	77.7%
After 6 Years	79.9%

- **Undergraduate Enrollment (Fall 1999):**

  95% Full-time Students 5% Part-time

  61% Female 39% Male

- **Retention Rate for Fall 1998 Freshmen:**

  Freshmen to Sophomore 93.9%

- **Tuition**

In-state	$ 1,528
Out-of-state	$10,694
Required fees	$ 786

- **Authorized appropriation as of 12/31/00 (Academic Affairs Only):** $202,847,731

- **Fall 2000 Student Headcount:** 24,044

UNC - Charlotte

- Offers baccalaureate, master's, and doctoral degrees

- 42.0% of freshmen received need-based aid in 1998-99

- **Graduation Rates for Fall 1993 Freshmen:**

After 4 Years	18.5%
After 5 Years	41.6%
After 6 Years	48.7%

- **Undergraduate Enrollment (Fall 1999):**

  74% Full-time Students 26% Part-time

  54% Female 46% Male

- **Retention Rate for Fall 1998 Freshmen:**

  Freshmen to Sophomore 73.3%

- **Tuition**

In-state	$ 962
Out-of-state	$8,232
Required fees	$ 954

- **Authorized appropriation as of 12/31/00:** $98,398,080

- **Fall 2000 Student Headcount:** 16,844

UNC - Greensboro

- Offers baccalaureate, master's, intermediate, and doctoral degrees

- 38.0% of freshmen received need-based aid in 1998-99

- **Graduation Rates for Fall 1993 Freshmen:**

After 4 Years	19.9%
After 5 Years	42.1%
After 6 Years	46.9%

- **Undergraduate Enrollment (Fall 1999):**

  82% Full-time Students 18% Part-time

  66% Female 34% Male

- **Retention Rate for Fall 1998 Freshmen:**

  Freshmen to Sophomore 74.0%

- **Tuition**

In-state	$1,086
Out-of-state	$9,540
Required fees	$1,050

- **Authorized appropriation as of 12/31/00:** $96,169,238

- **Fall 2000 Student Headcount:** 12,998

UNC - Pembroke

- Offers baccalaureate and master's degrees

- 65.8% of freshmen received need-based aid in 1998-99

- **Graduation Rates for Fall 1993 Freshmen:**

After 4 Years	16.8%
After 5 Years	33.9%
After 6 Years	39.6%

- **Undergraduate Enrollment (Fall 1999):**

  80% Full-time Students 20% Part-time

  60% Female 40% Male

- **Retention Rate for Fall 1998 Freshmen:**

  Freshmen to Sophomore 66.6%

- **Tuition**

In-state	$ 962
Out-of-state	$8,232
Required fees	$ 744

- **Authorized appropriation as of 12/31/00:** $24,701,533

- **Fall 2000 Student Headcount:** 2,966

UNC - Wilmington

- Offers baccalaureate and master's degrees
- 57.1% of freshmen received need-based aid in 1998-99
- **Graduation Rates for Fall 1993 Freshmen:**

After 4 Years	28.9%
After 5 Years	50.8%
After 6 Years	55.9%

- **Undergraduate Enrollment (Fall 1999):**

  88% Full-time Students 12% Part-time

  59% Female 41% Male

- **Retention Rate for Fall 1998 Freshmen:**

  Freshmen to Sophomore 80.0%

- **Tuition**

In-state	$ 962
Out-of-state	$8,232
Required fees	$1,092

- **Authorized appropriation as of 12/31/00:** $60,692,155

- **Fall 2000 Student Headcount:** 9,757

Western Carolina University

- Offers baccalaureate, master's, intermediate, and doctoral degrees

- 41.8% of freshmen received need-based aid in 1998-99

- **Graduation Rates for Fall 1993 Freshmen:**

After 4 Years	21.4%
After 5 Years	42.1%
After 6 Years	47.1%

- **Undergraduate Enrollment (Fall 1999):**

  91% Full-time Students 9% Part-time

  52% Female 48% Male

- **Retention Rate for Fall 1998 Freshmen:**

  Freshmen to Sophomore 69.5%

- **Tuition**

In-state	$ 962
Out-of-state	$8,232
Required fees	$ 968

- **Authorized appropriation as of 12/31/00:** $53,272,012

- **Fall 2000 Student Headcount:** 6,353

Winston-Salem State University

- Offers baccalaureate degrees
- 75.0% of freshmen received need-based aid in 1998-99
- **Graduation Rates for Fall 1993 Freshmen:**

After 4 Years	21.1%
After 5 Years	33.1%
After 6 Years	36.9%

- **Undergraduate Enrollment (Fall 1999):**

  83% Full-time Students 17% Part-time

  66% Female 34% Male

- **Retention Rate for Fall 1998 Freshmen:**

  Freshmen to Sophomore 72.9%

- **Tuition**

In-state	$ 806
Out-of-state	$7,224
Required fees	$ 858

- **Authorized appropriation as of 12/31/00:** $28,788,091

- **Fall 2000 Student Headcount:** 2,679

Campus	Authorized Appropriation 12/31/2000	Misc. Contractual Services	% of Auth. Budget:	Travel	% of Auth. Budget:	Furniture & Equip. Purchases	% of Auth. Budget:
UNC-GA	$51,599,643	$4,003,374	7.76%	$926,199	2.71%	$1,057,256	2.05%
UNC Institutional Program	7,321,779		0.00%		0.00%		0.00%
UNC Related Ed. Program	99,666,502		0.00%		0.00%		0.00%
UNC-CH Academic	202,847,731	$2,762,048	1.36%	1,584,636	0.78%	3,367,872	1.66%
UNC-CH Health Affairs	158,923,421	$3,006,217	1.89%	765,974	0.48%	1,378,729	0.87%
UNC-CH Area Health Ed.	46,556,472	$227,584	0.49%	572,645	1.23%	11,724	0.03%
NCSU - Academic	272,378,931	$9,822,194	3.61%	2,624,779	0.96%	11,251,446	4.13%
NCSU - Agri. Research Sve.	48,233,487	$227,284	0.47%	590,919	1.23%	1,949,181	4.04%
NCSU - Agri. Extension Sve.	38,839,117	$181,105	0.47%	1,786,888	4.60%	112,400	0.29%
UNC-Greensboro	96,169,238	$1,468,873	1.53%	1,198,165	1.25%	6,229,565	6.48%
UNC-Charlotte	98,398,080	$301,174	0.31%	1,562,234	1.59%	8,578,581	8.72%
UNC-Asheville	26,105,764	$149,698	0.57%	454,098	1.74%	777,262	2.98%
UNC-Wilmington	60,692,155	$606,450	1.00%	1,135,612	1.87%	3,565,710	5.88%
ECU	123,354,475	$1,762,483	1.43%	1,390,786	1.13%	6,390,954	5.18%
ECU-Health Services	47,084,623	$1,602,420	3.40%	673,778	1.43%	2,572,180	5.46%
NCA&T	61,224,022	$1,314,449	2.15%	862,430	1.41%	2,754,325	4.50%
Western Carolina	53,272,012	$1,144,064	2.15%	1,245,456	2.34%	2,541,296	4.77%
Appalachian	87,915,063	$940,743	1.07%	1,397,437	1.59%	3,985,552	4.53%
UNC-Pembroke	24,701,533	$97,559	0.39%	266,657	1.08%	1,224,931	4.96%
Winston-Salem State	28,788,091	$0	0.00%	279,502	0.97%	2,020,905	7.02%
Elizabeth City State	22,227,901	$6,217	0.03%	242,943	1.09%	800,172	3.60%
Fayetteville State	31,390,892	$523,077	1.67%	242,600	0.77%	1,063,269	3.39%
NCCU	45,981,242	$438,234	0.95%	285,450	0.62%	2,267,155	4.93%
NC School of Arts	16,220,403	$420,258	2.59%	438,547	2.70%	896,855	5.53%
NCSSM	11,487,758		0.00%		0.00%		0.00%
UNC-Hospitals	40,688,939		0.00%		0.00%		0.00%
Total UNC	**$1,802,069,274**	**$31,087,595**	**1.73%**	**$20,527,735**	**1.14%**	**$64,797,320**	**3.60%**

The University of North Carolina
Modified Zero-Based Budgeting Approach

Below is a sample of the major purposes and types of expenditures listed on the Joint Appropriations Subcommittees Modified Zero-Based Budgeting Approach dated February 15, 2001 that listed an expenditure account number (items 3 through 12). This sample is representative of the majority of expenses in each account.

Miscellaneous Contractual Services

Purpose 101 – Regular Term Instruction - (Regular Term Instrn): This purpose includes all components of academic instruction offered by regular academic departments during regular academic terms and sessions. Instructional courses may be offered either for credit or noncredit. It includes academic department heads, departmental chairpersons, academic program directors, all budgeted regular term teaching positions, and support personnel supervised and directed by persons filling those positions. Also, this purpose includes supportive services, supplies, and equipment required by such positions.

- Non-university specialized course instructors and their travel cost
- Temporary employees from employment agencies
- Professional services of companies and individuals where our expertise was limited
- Local and Regional physician practices for mentoring medical students in a rural practice environment
- Payments made to Brody School of Medicine Hurricane Floyd Expenditures
- Information Technology Audit

Purpose 103 – Non-Credit Instruction - This purpose includes instruction for which degree credit is not granted, usually offered to students through extension divisions of the institution. It includes educational activities in the form of adult education, adult basic education, avocational education, continuing education, personal development, and professional review, renewal, and improvement. Instruction may be delivered as regular courses, short courses, special courses, conferences, consortia, correspondence courses, seminars, or workshops. Costs include program directors, instructional and support personnel, services, and materials required for non-credit extension instruction..

- Non-university specialized course instructors and their travel cost
- Temporary employees from employment agencies
- Contracts with external professionals who are considered 'independent contractors' to deliver subject matter when faculty isn't available

Purpose 152 – General Academic Support - (General Acad Support): This purpose includes nonlibrary academic support services of the institution which provide direct assistance to and are an integral part of one or more of the three primary activities (i.e., instruction, organized research, and public service), including their constituent purposes.

It includes academic and research administration (e.g., associate and assistant vice chancellors for academic affairs, college deans, academic deans, graduate school deans, faculty deans, research deans, and accompanying associate and assistant deans), ancillary support (e.g., academic advising, faculty awards, demonstration schools, glass blowing shops, laboratory schools, critic teacher programs, cooperative education programs, academic personnel development, course and curriculum development [when separately funded], The University Press, nuclear reactors, and planetariums), educational media (e.g., closed circuit television, learning resource facilities, and film, record, tape, audio, and video facilities), museums and galleries (e.g., art objects, arboretums, botanical gardens, zoological gardens, scientific displays, traveling exhibits, guidebooks, and publications), and academic information technology (not separately budgeted and accounted for within purpose codes 10X, 110, 120, 130 or 140).

- Hiring public school teachers to supervise Education students doing their student teaching
- Temporary employees from employment agencies
- Professional services of companies and individuals where our expertise was limited
- Acquisition of testing material
- Various services for Reading Together USA, Office of School Services, University-School Teacher Education Partnerships, etc.

Purpose 170 – Institutional Support - (Institutional Supt): This activity includes functions and services, exclusive of physical plant operations, which provide continuous general operational support to the institution. It includes all central, executive-level management of and long-range planning for the entire institution, all areas of executive direction (e.g., the governing board, the chief executive officer [i.e., the chancellor], and senior executive officers [e.g., vice chancellors and the provost]), fiscal operations (e.g., accounting, contracts and grants, payroll, trusts, systems and procedures, disbursements, cash management, cashiers, budget preparation and administration, investments, internal controls, internal auditing, and account collections), legal advisors and consultants, institutional research, facility and space management, employee personnel and records, central purchasing, nonauxiliary central stores, central transportation (e.g., campus traffic, campus buses, receiving and shipping, nonauxiliary motor pools), central mail services, central telephone services, nonauxiliary printing and duplicating services, alumni and community relations (e.g., alumni records and publications, public information, public relations, and news service), fund raising (e.g., development, and endowments), and related information technology.

- Professional Services of companies and individuals where our expertise was limited
- Contractor costs of implementing major human resources and financial systems

Purpose 180 – Physical Plant Operations(Phys Plant Operation): This activity includes functions and services of the institution which operate, repair, and maintain physical facilities and grounds, provide utility and environmental services, and their

accompanying administrative and support components. It includes custodial services, property insurance and controls, utility plants, utility acquisition and distribution, trash collection, campus architects, construction engineers, related information technology and campus safety and security (e.g., environmental health and safety, fire protection, campus security, campus police, guards, and watchers). It excludes capital expenditures for plant expansion, plant modifications, and related architectural services; these excluded expenditures are provided in activity 300 Capital Improvements. This activity is compatible with revenues generated within the institution from utility and other services provided to self-supporting (nonappropriated) operations.

- Outsourcing of maintenance and custodial services
- Payment to employment agencies for temporary employees to provide maintenance, custodial, and landscaping services

Rental/Lease of Equipment

Purpose 101 – Regular Term Instruction

- Leasing of major discipline software components and site licenses to support student computing environment

Purpose 133 – Cooperative Extension Service County Program Operation This purpose includes supervisory assignments and duties of district agents, as well as assignments and duties of county chairpersons, county agents, home economics agents, and support staff in the North Carolina Agricultural Extension Service. In addition, it includes operations of 4-H Club extension programs.

- Motor vehicle rentals for the counties. All 100 counties have the option of either driving a personal car or renting vehicles from motor fleet management

Purpose 170 – Institutional Support

- Mainframe Xerox Printers and midrange Computer Servers, leased copiers
- Software licenses for statistics and computer training
- Motor pool leases for all passenger vehicles for the campus from Motor Fleet Management

Travel

Purpose 101 – Regular Term Instruction

- Faculty to attend Professional meetings and conferences
- Research requires presentations at these conferences
- Faculty members who supervise and serve as mentors for Teacher Education Interns in the public schools

Travel Continued
Purpose 152 – General Academic Support

- Faculty and administrators to attend professional workshops, seminars, councils, boards, etc.
- Accreditation Visits
- Prospective Faculty/Administrators brought to campus
- Supervision of student teachers in internship experiences
- Supervision of students in the international setting

Purpose 170 – Institutional Support

- Chancellors and other administrators to attend meetings, professional development workshops,
- Development Fundraising activities
- Some motor fleet charges in this purpose

Cellular Telephones

Purpose 101 – Health Affairs

- Administrative health professionals who need to be in contact with the campus while away

Purpose 170 – Institutional Support

- Some campuses provide cellular phones to senior administrators that play a critical role on campus to increase productivity and ability to respond to emergency situations that might involve students, employees or facilities
- Information Technology areas where staff members need to be 'on call' to keep critical information systems up and running and again to maximize productivity

Purpose 180 – Physical Plant Operations

- Critical employees who have to respond to campus emergencies

Furniture and Equipment

Purpose 101 – Regular Term Instruction

- New and replacement classroom furniture as needed
- Technological equipment needed to deliver instruction
- Office furnishings for personnel engaged in supervising and delivering regular term instruction

Furniture and Equipment Continued
Purpose 107 – State Funded For Degree Distance Education

- Technological equipment needed to deliver instruction by distance methods
- Office furnishings for personnel engaged in supervising and delivering distance instruction

Purpose 152 – General Academic Support

- Teaching and learning with Technology Services
- Web-enabled Services for Students
- Network routers, network ports, video systems, classroom projectors, servers and server upgrades

Purpose 170 – Institutional Support

- New and replacement furniture as needed on campus
- Computing equipment and software such as network wiring, network switches, hardware and software, Student computer lab equipment, equipment used to train faculty and staff, Mail server, etc.

Other Aids and Grants

This includes but not limited to the following programs:

- AHEC Operations
- Regional Education Programs
- Private Medical School Aid
- Aid to Private Colleges
- Legislative Tuition Grants
- Medical Scholarships
- Student Incentive Grants Program
- Dental Scholarships

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East Carolina University
Elizabeth City State University
Fayetteville State University
North Carolina Agricultural and Technical State University
North Carolina Central University
North Carolina School of the Arts
North Carolina State University at Raleigh
University of North Carolina at Asheville
University of North Carolina at Chapel Hill
University of North Carolina at Charlotte
University of North Carolina at Greensboro
University of North Carolina at Pembroke
University of North Carolina at Wilmington
Western Carolina University
Winston-Salem State University

An Equal Opportunity/ Affirmative Action Employer

March 14, 2001

Charlotte Todd
Principal Fiscal Analyst
Fiscal Research Division
Legislative Office Building
300 N. Salisbury Street
Raleigh, NC 27603-5925

Dear Ms. Todd:

Each of the campuses has responded to the request from President Broad for a list of the positions that were vacant on January 31,2001, and had been vacant for six months prior to that time. The responses included faculty, EPA non-faculty, and SPA positions. We also asked that the chancellors provide narrative explanation where it was necessary to provide a context for the response.

Each of the chancellors and the Office of the President are aware of the challenges faced by the legislature; however, it is important that the budget flexibility that has been achieved be sustained during this critical time. It is, in fact, more important than ever that our campuses be able to manage wisely and strategically. In some cases, that management requires that campuses keep positions vacant to meet other pressing needs. This year, campuses experienced extremely high utility costs that needed to be covered through budget flexibility. The increased reliance on technology--for students and instruction as well as administrative functions--requires that each campus fund replacement equipment and new technologies from inadequate budgets.

UNC budget flexibility is a part of the solution to the State's current fiscal crises. Each campus has wisely set aside funds to address what early reports indicated would require a reversion and each campus is planning in anticipation of a similar reversion next year. In every case, reversions are preferable to budget reductions because such a strategy maintains the flexibility necessary for the campuses to address enrollment increases as well as other pressures on the budget.

The categories explaining the vacancies are identified in each case, but what is less clear is the context of the recruitment process and the differences that exist among the categories. This document seeks to provide that explanation.

The spreadsheets you have received show 240 vacant **faculty** positions. This represents 2.4% of the total faculty positions. Generally, these are positions for which searches have been underway but for which a candidate has not been identified. Frequently, an offer was made, the candidate declined, and the search has been extended or reopened. In some cases, it is necessary to hold a position open and use the lapsed salary money for temporary instruction while a campus secures funds for equipment/laboratory start-up for a faculty member. Some of the focused-growth institutions have reorganized for greater efficiencies and have chosen to keep positions open until administrative appointments are made.

The materials show 414 vacant **staff** positions. This represents 3.1% of the total staff positions. There are a number of reasons for these vacancies:

- It is difficult to keep staff in lower paid positions. The low rate of unemployment coupled with the movement of market wages at a faster pace than legislative increases have resulted in constant rotation with several searches always ongoing to fill the positions. Meanwhile, funds are necessary to contract with temporary staff to meet existing needs.
- Many of the staff positions requiring technical expertise do not have competitive salaries. This is particularly true for technology and computer support positions as well as clerical and research positions. UNC campuses cannot compete with industry salaries and benefits.
- Many positions for which State benefits used to be an attraction are no longer as attractive. Service sector jobs now offer benefits. These benefits are frequently better or more competitive than those provided by the State.
- The tight labor markets in the Triangle and Triad have contributed to the difficulties in recruiting for campuses located in these areas. Similar situation exist in other areas such as Charlotte.

The administrators on UNC campuses appreciate the budget flexibility that has enabled them to plan strategically to meet the ongoing needs of their campuses. The number of vacant positions does not represent a source of funds that can be eliminated without impacting the level of instruction mandated by the current and projected enrollment growth. Similarly, campuses must rely of a portion of lapsed salary to meet needs for equipment, utilities, contractual services, and temporary instruction and staff support.

Sincerely,

Gretchen M. Bataille

Gretchen M. Bataille

GMB/la
Xc: Molly Corbett Broad
Jeff Davies

UNC-92

University of North Carolina
Report of Positions Vacant for Six or More Months as of January 31, 2001
Summary

Institution	Total	EPA	SPA	Teaching	Non-Teaching
ASU	30	27	3	25	5
ECU	55	28	27	16	39
ECSU	10	5	5	0	10
FSU	3	2	1	0	3
NCAT	15	5	10	1	14
NCCU	28	8	20	7	21
NCSA	2	0	2	0	2
NCSU	186	86	100	34	152
UNCA	2	2	0	0	2
UNCCH	123	106	17	71	52
UNCC	84	60	24	42	42
UNCG	55	40	15	29	26
UNCP	5	3	2	0	5
UNCW	17	12	5	12	5
WCU	6	5	1	2	4
WSSU	29	3	26	1	28
Office of Pres	4	1	3	0	4
UNC System	**654**	**393**	**261**	**240**	**414**

Summary of Teaching Positions
Vacant for 6 Months or More
Since January 31, 2001

Campus	Position Filled after 1/31/01	Search Underway	Recruitment Issues	Reorganization/ Reclassification	New Management	Reserved for Institutional Operating Needs	Anticipated Budget Reduction	Total
ASU						7	18	25
ECU	2	2	2	3	2	5		16
ECSU								0
FSU								0
NCAT			1					1
NCCU						7		7
NCSA								0
NCSU 16030	3	10		6	2	13		34
NCSU 16031								0
NCSU 16032								0
UNC-A								0
UNC-CH AA		12				3	1	16
UNC-CH AHEC								0
UNC-CH HA	7	6	6	2	2	29	3	55
UNC-C	4	24	3	7	3	1		42
UNC-G	3	6			1	13	6	29
UNC-P								0
UNC-W		12						12
WCU	1	1						2
WSSU		1						1
UNC-GA								0
TOTAL	20	74	12	18	10	78	28	240

Summary of Non-Teaching Positions
Vacant for 6 Months or More
Since January 31, 2001

Campus	Position Filled after 1/31/01	Search Underway	Recruitment Issues	Reorganization/ Reclassification	New Management	Reserved for Institutional Operating Needs	Anticipated Budget Reduction	Other	Total
ASU	1			1			1	2	5
ECU	5	12	5	9		8			39
ECSU	1	3	2			1	3		10
FSU		1		1				1	3
NCAT	4		2	7		1			14
NCCU		1	13		1	6			21
NCSA	1			1					2
NCSU 16030	16	23	6	40	3	14			102
NCSU 16031	4	11		13	1	4			33
NCSU 16032	4	2		10		1			17
UNC-A				2					2
UNC-CH AA	4	4	6	5		3			22
UNC-CH AHEC	2		1			4			7
UNC-CH HA	4	6	4	5	1	3			23
UNC-C	13	9	7	10	3				42
UNC-G	6	5	6	9					26
UNC-P	1		1	1	1	1			5
UNC-W	1	1	1	2					5
WCU	1			2		1			4
WSSU	4	7	11	6					28
UNC-GA		1	1	1	1				4
TOTAL	72	86	66	125	11	47	4	3	414

Summary of EPA Positions
Vacant for 6 Months or More
Since January 31, 2001

Campus	Position Filled after 1/31/01	Search Underway	Recruitment Issues	Reorganization/ Reclassification	New Management	Reserved for Institutional Operating Needs	Anticipated Budget Reduction	Total
ASU	1					7	19	27
ECU	2	7	5	2	2	10		28
ECSU	1	1				1	2	5
FSU		1		1				2
NCAT			2	3				5
NCCU		1				7		8
NCSA								0
NCSU 16030	7	17	1	14	3	24		66
NCSU 16031	1	4		4		4		13
NCSU 16032	3	2		2				7
UNC-A				2				2
UNC-CH AA		14	5	1		6	1	27
UNC-CH AHEC	2		1			4		7
UNC-CH HA	8	11	10	5	3	32	3	72
UNC-C	11	30	5	10	3	1		60
UNC-G	7	8	1	4	1	13	6	40
UNC-P	1			1		1		3
UNC-W		12						12
WCU	2	1		1		1		5
WSSU		1	2					3
UNC-GA					1			1
TOTAL	46	110	32	50	13	111	31	393

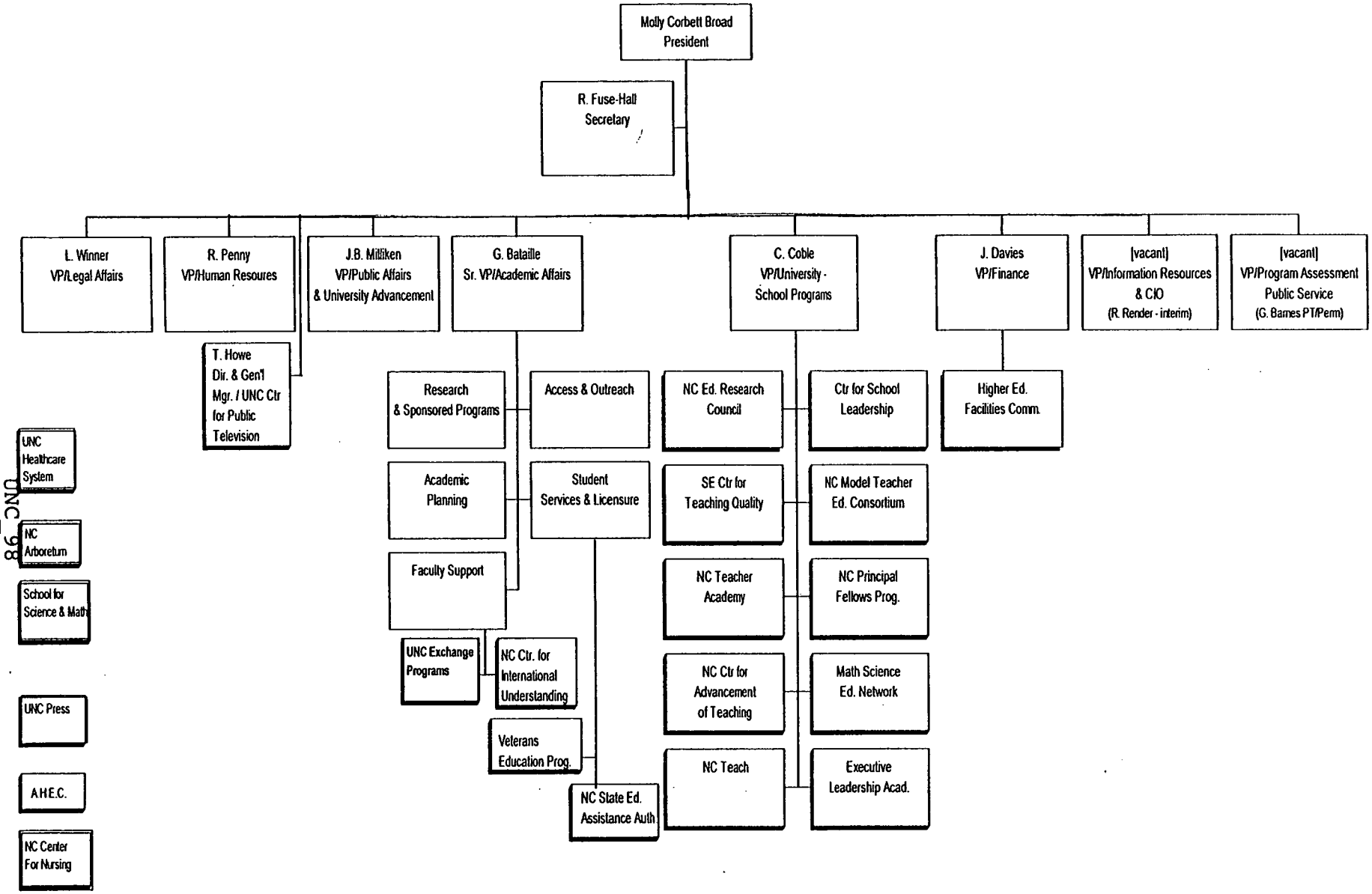
Summary of SPA Positions
Vacant for 6 Months or More
Since January 31, 2001

Campus	Position Filled after 1/31/01	Search Underway	Recruitment Issues	Reorganization/ Reclassification	New Management	Reserved for Institutional Operating Needs	Anticipated Budget Reduction	Other	Total
ASU				1				2	3
ECU	7	5	2	9		4			27
ECSU		2	2				1		5
FSU								1	1
NCAT	4		1	4		1			10
NCCU			13		1	6			20
NCSA	1			1					2
NCSU 16030	12	16	5	32	2	3			70
NCSU 16031	3	7		9	1				20
NCSU 16032	1			8		1			10
UNC-A									0
UNC-CH AA	4	2	1	4					11
UNC-CH AHEC									0
UNC-CH HA	3	1		2					6
UNC-C	6	3	5	7	3				24
UNC-G	2	3	5	5					15
UNC-P			1		1				2
UNC-W	1	1	1	2					5
WCU				1					1
WSSU	4	7	9	6					26
UNC-GA		1	1	1					3
TOTAL	48	48	46	92	8	15	1	3	261

University of North Carolina
SPA and EPA Full-time Equivalent (FTE) Positions
Appropriation Supported
2000-01 Authorized Budgets

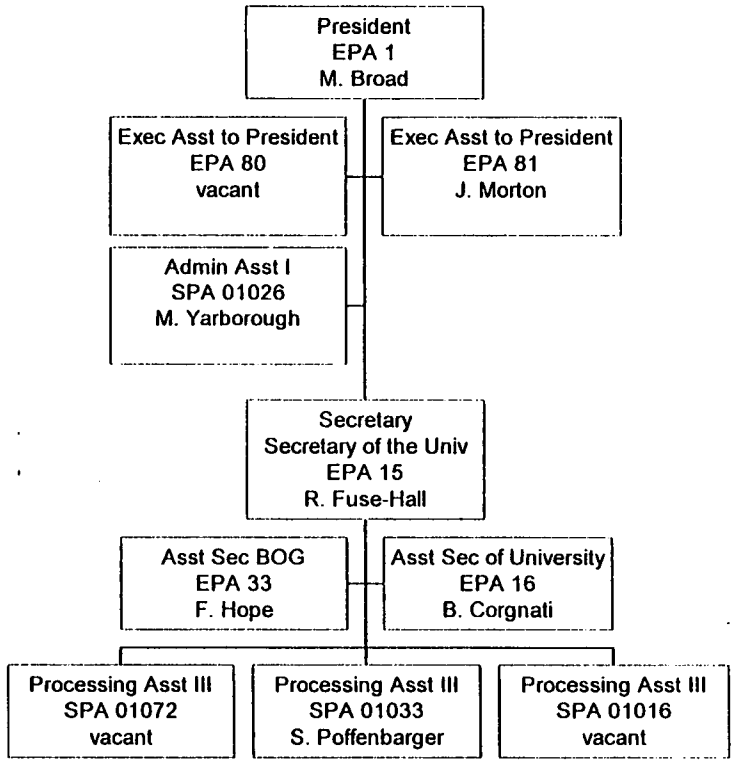
Code	Institution	SPA	EPA Faculty	EPA Non-Faculty	Total
16080	ASU	728.34	753.50	141.04	1,622.88
16065	ECU, AA	1,014.88	1,083.86	199.98	2,298.72
16066	ECU, HA	337.25	180.25	63.45	580.95
16086	ECSU	207.19	120.52	56.30	384.01
16088	FSU	282.00	240.97	49.00	571.97
16070	NCA&T	601.10	454.90	129.09	1,185.09
16090	NCCU	395.50	324.70	115.80	836.00
16092	NCSA	142.55	139.20	47.40	329.15
16030	NCSU, AA	2,111.60	1,775.00	507.79	4,394.39
16031	NCSU, Ag Research	560.90	0.00	333.20	894.10
16032	NCSU, Ag Extension	288.40	0.00	419.70	708.10
16055	UNC-A	263.05	187.26	58.74	509.05
16020	UNC-CH, AA	1,762.64	1,347.89	397.99	3,508.52
16021	UNC-CH, HA	986.25	769.66	132.91	1,888.82
16022	UNC-CH, AHEC	52.89	0.00	51.55	104.44
16050	UNC-C	810.22	893.63	170.36	1,874.21
16040	UNC-G	795.53	779.20	181.10	1,755.83
16082	UNC-P	212.64	166.53	60.60	439.77
16060	UNC-W	536.35	560.71	101.95	1,199.01
16075	WCU	490.01	378.44	123.55	992.00
16084	WSSU	266.12	179.08	61.05	506.25
16010	UNC-GA	226.95	0.00	105.10	332.05
	Total UNC	13,072.36	10,335.30	3,507.65	26,915.31

THE UNIVERSITY OF NORTH CAROLINA - GENERAL ADMINISTRATION OFFICE OF THE PRESIDENT

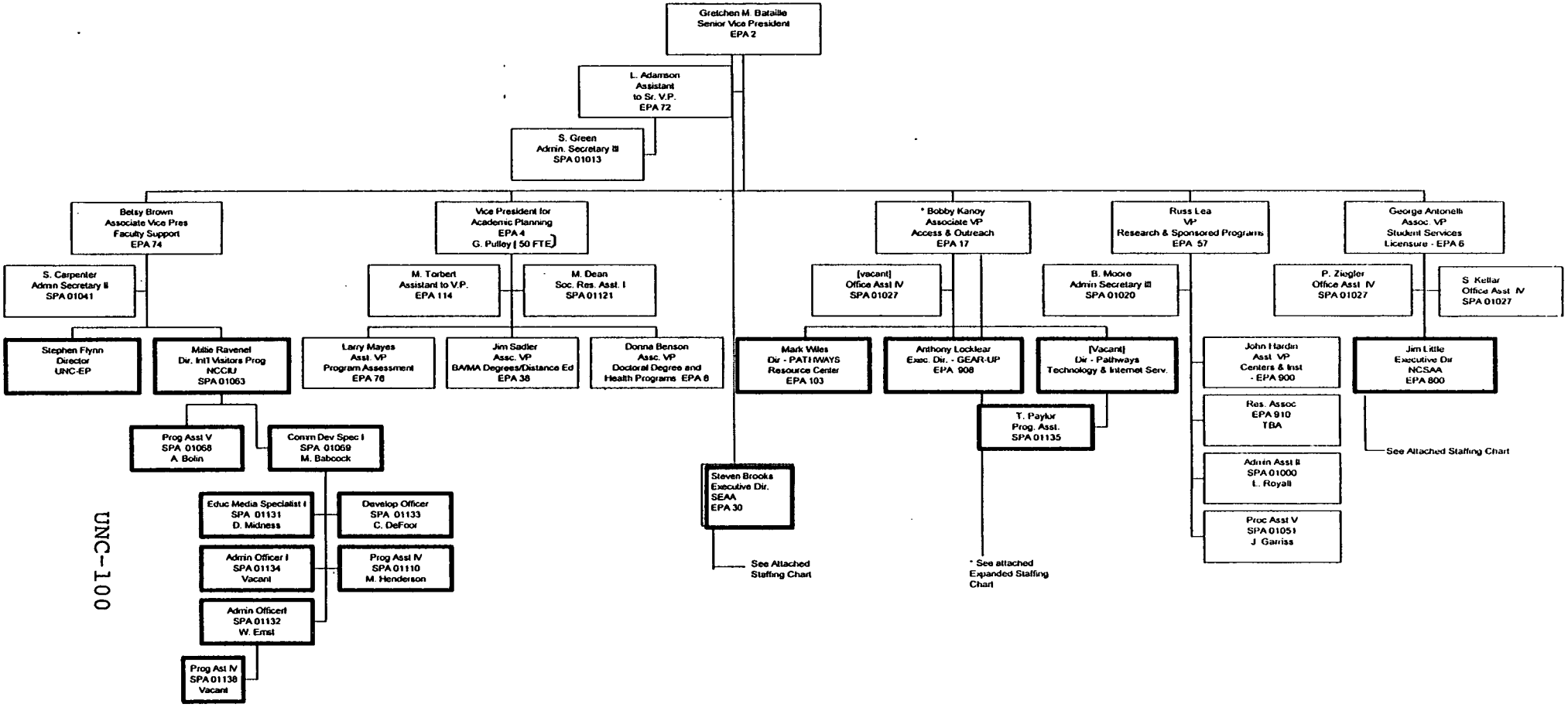


UNC_98

Office of the President

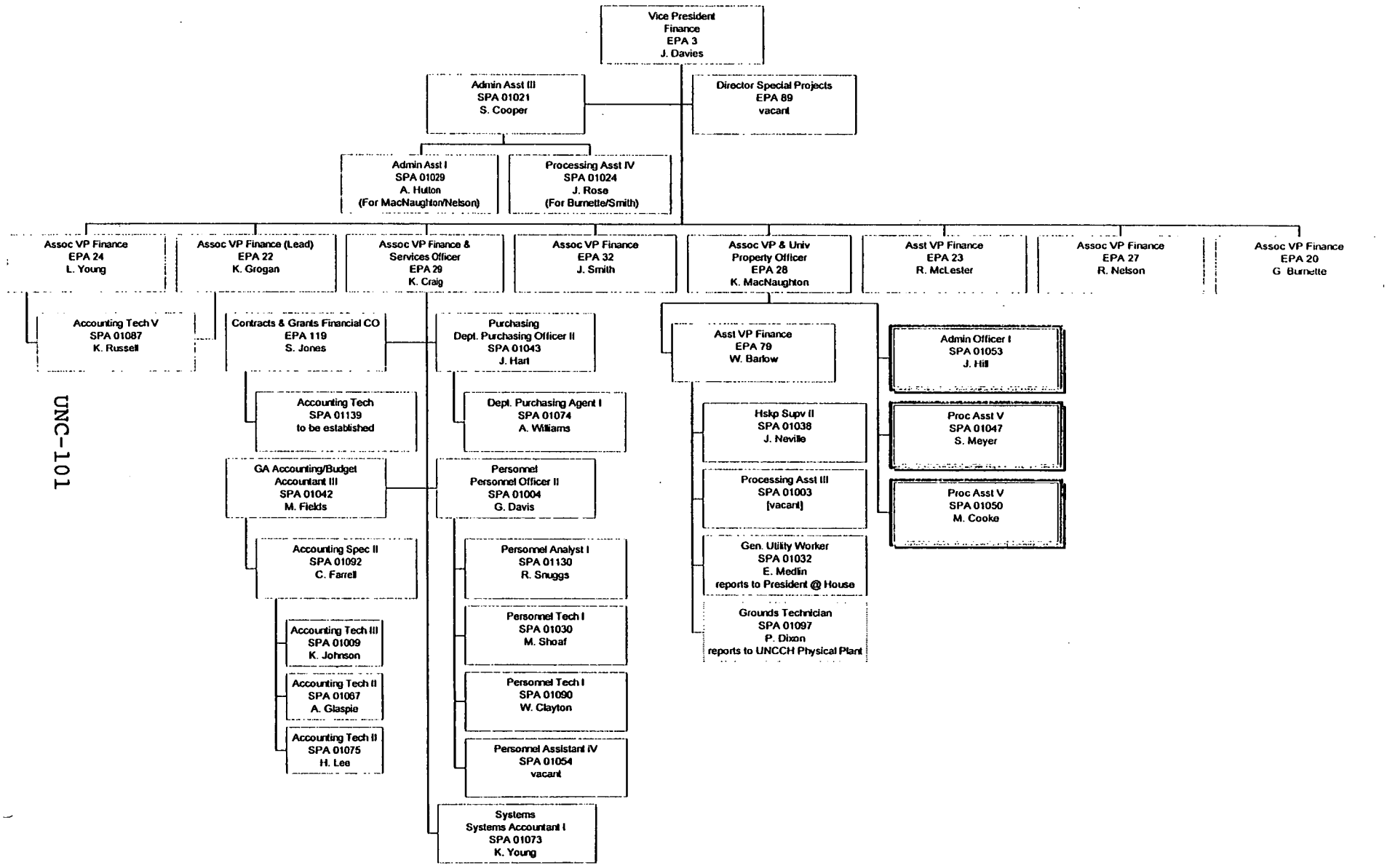


Academic Affairs



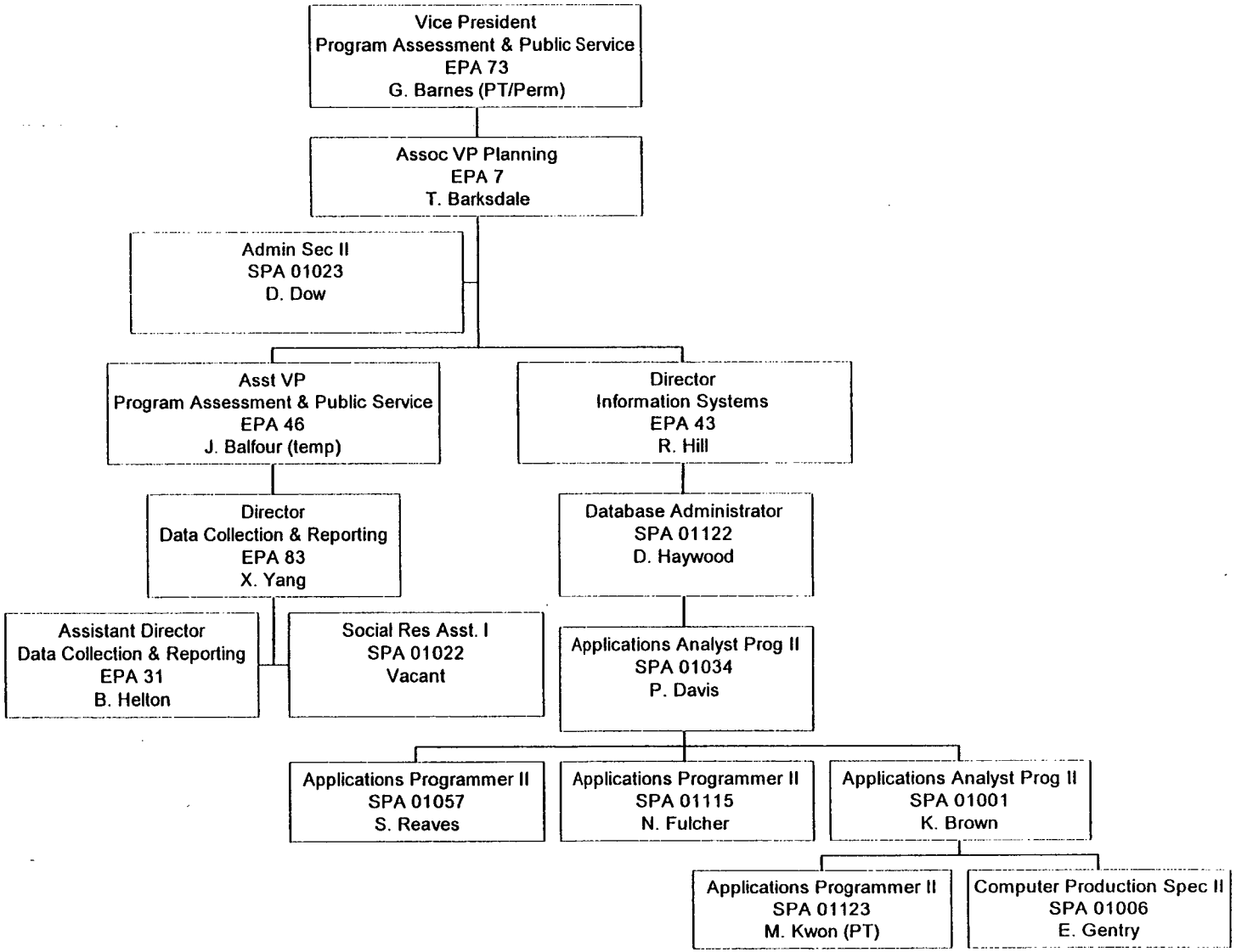
UNC-100

Finance



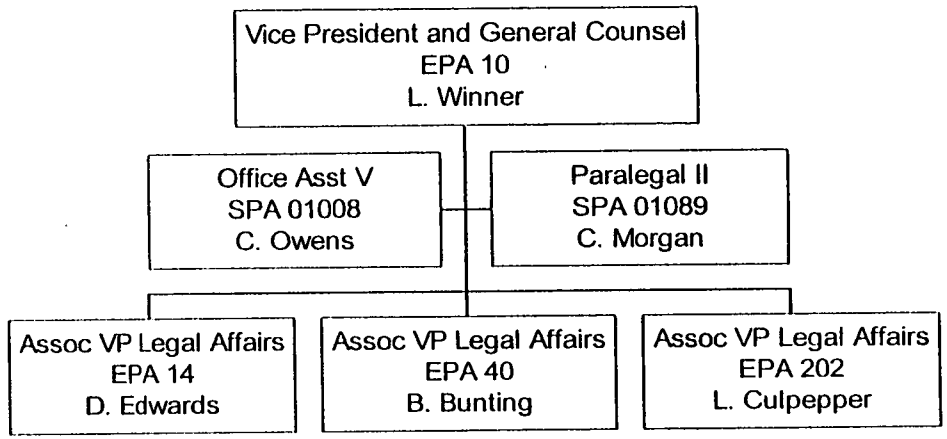
UNC-101

Program Assessment & Public Service

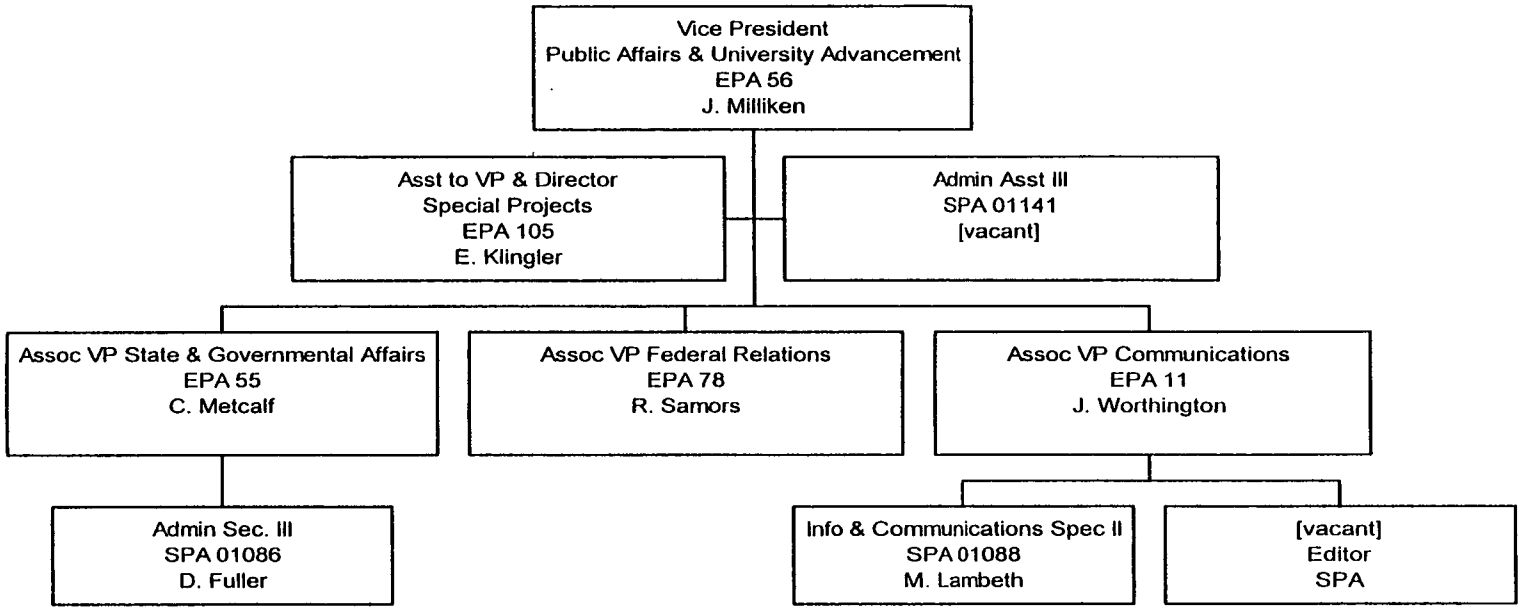


Legal Affairs

03/02/01

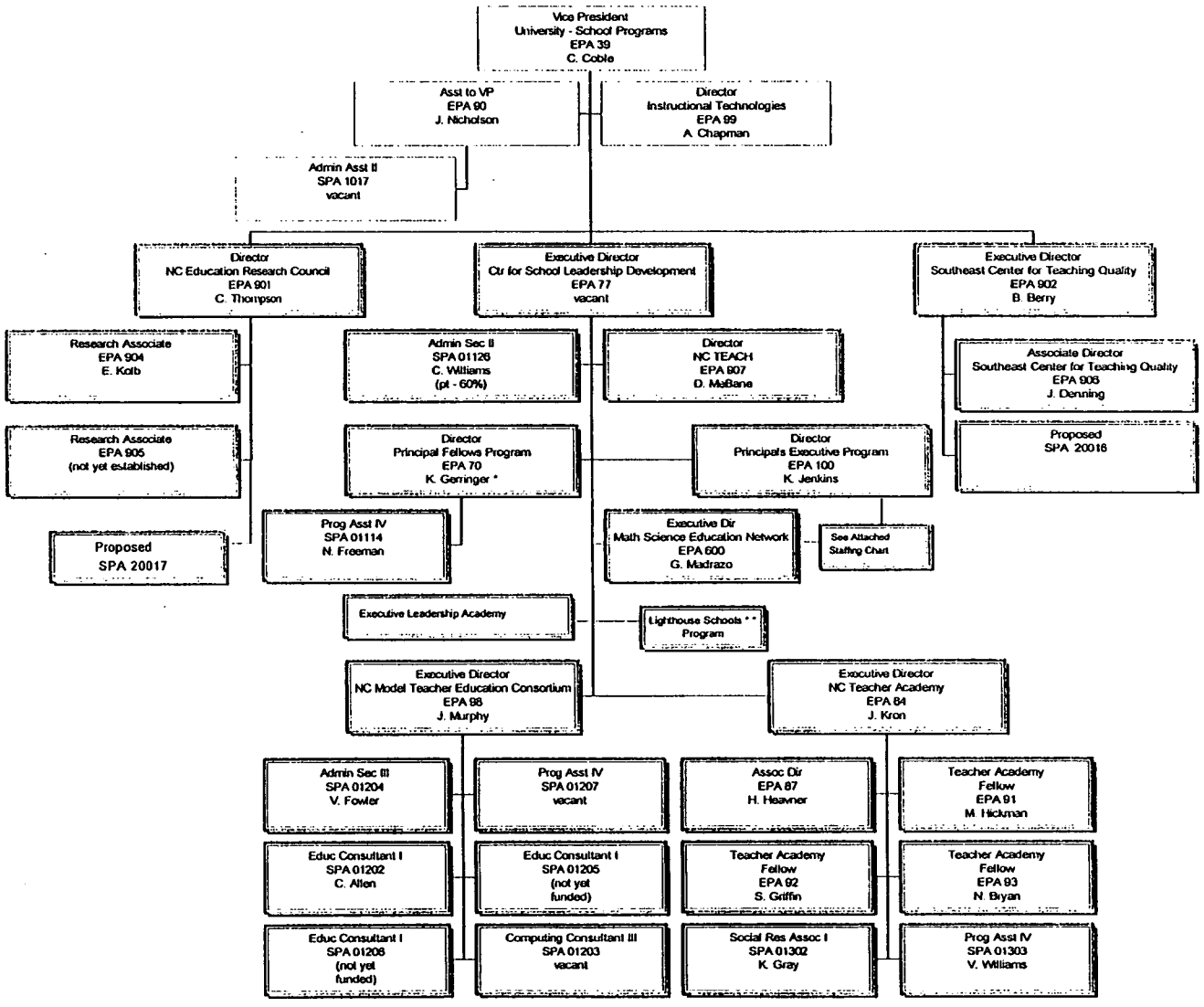


Public Affairs & University Advancement



University - School Programs

01/10/01

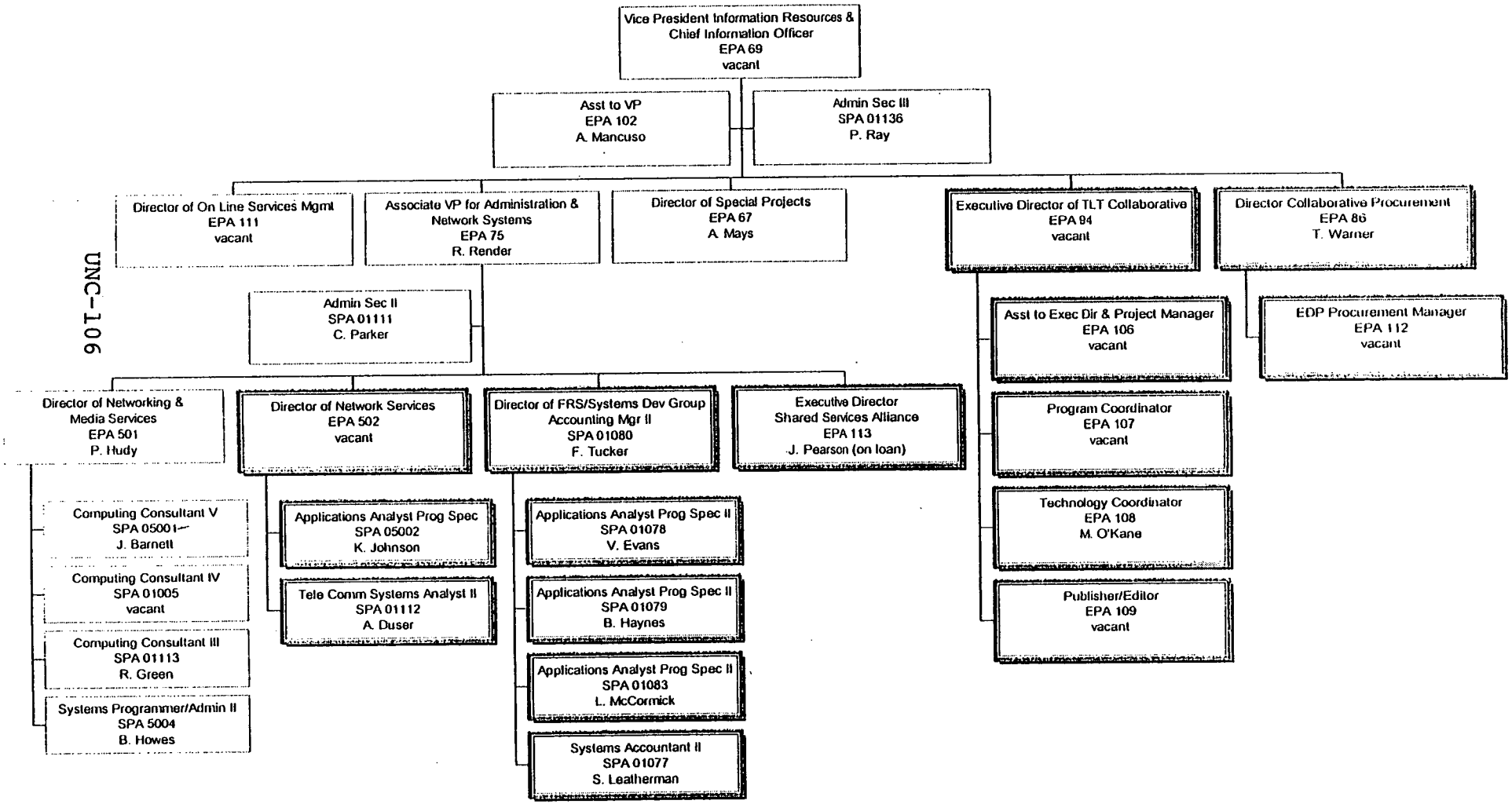


**Acting Associate Director for Center for School Leadership Development*
*** See Principals Executive Program*

UNC-105

Information Resources

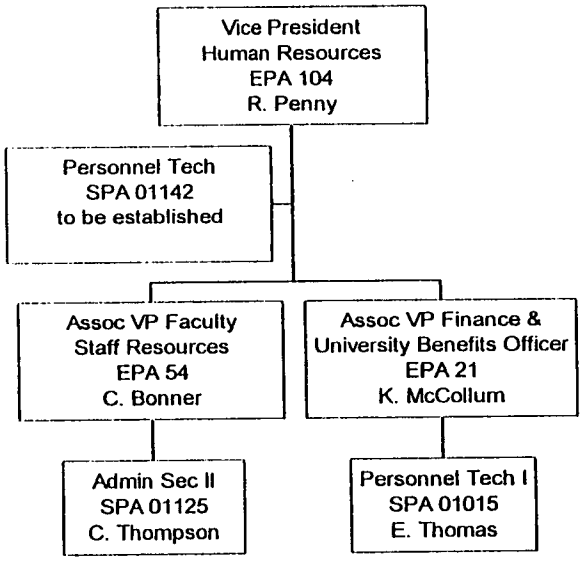
03/08/01



UNC-106

Human Resources

03/02/01



University of North Carolina - Office of the President

Position Number	Position Title	Budgeted Salary	EPA FTE	SPA FTE
001	PRESIDENT	299,860	1.00	
80	EXEC ASST TO PRESIDENT	52,854	1.00	
081	EXEC ASST TO PRESIDENT	53,045	1.00	
1026	ADMINISTRATIVE ASSISTANT I	35,822		1.00
015	SECRETARY OF UNIVERSITY	116,500	1.00	
016	ASST SECRETARY OF UNIVERSITY	62,245	1.00	
033	ASST SECRETARY, BOG	47,670	1.00	
1016	PROC ASST III	25,317		1.00
1033	PROC ASST III	22,924		1.00
1072	PROC ASST III	27,801		1.00
	Office of the President	**744,038**	**6.00**	**4.00**
002	SR VP FOR ACADEMIC AFFAIRS	223,600	1.00	
008	ASSOC VP - ACADEMIC AFFAIRS	80,961	1.00	
017	ASSOC VP - ACADEMIC AFFAIRS	100,000	1.00	
072	ASST TO VP - ACADEMIC AFFAIRS	45,760	1.00	
074	ASSOC VP - ACADEMIC AFFAIRS	100,000	1.00	
1027	ADM SEC III	33,067		1.00
1013	ADM SEC III	26,832		1.00
1041	ADMIN SEC II	27,593		1.00
057	ASSOC. VP - RESEARCH & SPONSORED PROGRAMS	140,000	1.00	
900	ASST VP FOR RESEARCH	47,000	1.00	
1000	ADM ASSISTANT II	32,120		1.00
1020	ADM SEC III	30,051		1.00
1051	PROC ASST V	28,789		1.00
076	ASST VP FOR PROGRAM ASSESSMENT	75,100	1.00	
1121	SOCIAL RESEARCH ASST I	33,164		1.00
006	ASSOC VP - STUDENT SERVICES	93,564	1.00	
1027	OFFICE ASST IV	24,841		1.00
1084	PROC ASST IV	25,000		1.00
004	VICE PRESIDENT FOR ACADEMIC PLANNING	73,250	0.50	
038	ASST VP - ACADEMIC PLANNING	85,145	1.00	
114	ASST TO VP FOR ACADEMIC PLANNING	40,000	1.00	
	Academic Affairs	**1,365,837**	**11.50**	**9.00**

University of North Carolina - Office of the President

Position Number	Position Title	Budgeted Salary	EPA FTE	SPA FTE
003	VP FOR FINANCE	164,100	1.00	
020	ASSOC VP - FINANCE	93,898	1.00	
022	ASSOC VP - FINANCE	161,315	1.00	
023	ASST VP - FINANCE	64,000	1.00	
024	ASSOC VP - FINANCE	87,500	1.00	
027	ASSOC VP - FINANCE	102,100	1.00	
028	ASSOC VP - FINANCE & UNIV PROP OFFICER	99,516	1.00	
032	ASSOC VP - FINANCE	98,315	1.00	
079	ASST VP - FINANCE	70,300	1.00	
089	DIR, SPECIAL PROJECTS	55,650	1.00	
1021	ADM ASSISTANT III	42,722		1.00
1024	PROC ASST IV	22,403		1.00
1029	PROC ASST V	28,452		1.00
1087	STATISTICAL RES ASST I	35,822		1.00
029	ASSOC VP - FINANCE & SERVICES OFFICER	86,200	1.00	
119	DIR., CONTRACT & GRANT / FINANCIAL REPORTING	73,000	1.00	
1004	PERSONNEL OFFICER III	56,058		1.00
1009	ACCT TECH III	29,680		1.00
1030	PERSONNEL TECH I	35,822		1.00
1042	ACCOUNTANT III	64,311		1.00
1043	DEPARTMENTAL PURCHASING OFF II	42,328		1.00
1054	PERSONNEL ASST IV	23,175		1.00
1067	ACCT TECH II	27,033		1.00
1073	SYSTEMS ACCOUNTANT I	47,746		1.00
1074	PROC ASST IV	30,051		1.00
1075	ACCT TECH II	27,033		1.00
1090	PERSONNEL TECH I	35,445		1.00
1092	ACCT SPEC II	41,913		1.00
1130	PERSONNEL ANALYST I	41,680		1.00
1139	ACCT TECH II	26,000		1.00
1003	PROC ASST III	25,791		1.00
1032	FLOOR MAINT ASST	20,946		1.00
1038	HOUSEKEEPING SUPR II	27,148		1.00
1097	GROUNDS WORKER II	26,631		1.00
	Finance Division	1,914,084.00	12.00	22.00
73	VP -PGM ASSESS. & PUBLIC SERVICE	73,500	0.50	
007	ASSOC VP - PGM. ASSESS. & PUBLIC SERVICE	103,200	1.00	
031	ASST DIR, DATA COLL & REPORTING	53,050	1.00	
043	DIR, INFO SYSTEMS	86,500	1.00	
046	ASST VP - PGRM ASSESS & PUBLIC SERV	65,000	1.00	
083	DIR, DATA COLLECTION & REPORTING	60,650	1.00	
1001	APPL ANAL PROG II	49,519		1.00
1006	COMP PROD SPEC II	36,817		1.00
1022	SOCIAL RESEARCH ASST I	30,253		1.00
1023	ADMIN SEC II	26,571		1.00
1034	APPL ANAL PROG II	58,800		1.00
1057	APPL PROG II	48,900		1.00
1115	APPL PROG II	43,445		1.00
1122	DATA BASE ADM	70,749		1.00
1123	APPL PROG II	32,612		0.75
	Program Assessment & Public Service Division	839,566	5.50	8.75
010	VP & GENERAL COUNCIL	150,000	1.00	
014	ASSOC VP FOR LEGAL AFFAIRS	103,500	1.00	
040	ASSOC VP FOR LEGAL AFFAIRS	96,500	1.00	
1008	ADM SEC V	27,750		1.00
202	ASSOC VP FOR LEGAL AFFAIRS	85,000	1.00	
1089	PARALEGAL II	37,176		1.00
	Legal Affairs Division	499,926	4.00	2.00

University of North Carolina - Office of the President

Position Number	Position Title	Budgeted Salary	EPA FTE	SPA FTE
011	ASSOC. VP - COMMUNICATIONS	80,500	1.00	
055	ASSOC VP FOR STATE & GOV'T AFFAIRS	120,560	1.00	
056	VP - PUBLIC AFFAIRS & UNIV. ADV.	163,000	1.00	
078	ASSOC VP FOR FEDERAL RELATIONS	109,810	1.00	
105	ASST TO VP FOR UNIV ADV AND PUBLIC SERV	45,000	1.00	
1086	ADM SEC III	33,454		1.00
1088	INFO COMM SPEC II	37,000		1.00
1141	ADM SEC III	40,000		1.00
	Public Affairs & University Advancement Division	**629,324**	**5.00**	**3.00**
039	VP - UNIVERSITY SCHOOL PROGRAMS	141,700	1.00	
090	ASST TO VP - UNIVERSITY SCHOOL PGMS	51,058	1.00	
099	DIR, INSTRUCTIONAL TECHNOLOGIES	74,230	1.00	
1017	ADM ASST II	34,668		1.00
	University School Programs Division	**301,656**	**3.00**	**1.00**
067	ASST VP - ITS	73,500	1.00	
069	VP FOR INFO RESOURCES & CIO	180,100	1.00	
102	ASST TO VP FOR INFO RES	60,000	1.00	
111	DIR, ON-LINE SERVICES MGMT	75,000	1.00	
1136	ADM SEC III	34,337		1.00
075	ASSOC VP - ADM. AND NETWORK SYSTEMS	131,250	1.00	
1111	ADM SEC II	31,555		1.00
501	DIR., NETWORKING & MEDIA SERVICES	66,950	1.00	
1005	COMPUTER CONSULTANT IV	48,067		1.00
1113	COMPUTER CONSULTANT III	41,455		1.00
5001	COMPUTER CONSULTANT V	56,378		1.00
5004	SYSTEM PROGRAMMER/ADMINISTRATOR II	70,245		1.00
	Information Resources Networking & Media Services	**868,837**	**6.00**	**6.00**
021	ASSOC VP - UNIV BENEFITS OFFICER	87,460	1.00	
054	ASSOC VP - FACULTY STAFF RESOURCES	90,754	1.00	
104	VP FOR HUMAN RESOURCES	130,000	1.00	
1015	PERSONNEL TECH I	30,434		1.00
1125	ADMIN SEC II	29,718		1.00
1142	PERSONNEL TECH I	30,000		1.00
	Human Resources Division	**398,366**	**3.00**	**3.00**

DRAFT

Programs Initiated or Expanded in Scope Since 1991

		UNIVERSITY:	BOG req.	91-92	BOG req.	92-93	BOG req.	93-94	BOG req.	94-95	BOG req.	95-96	BOG req.	96-97	BOG req.	97-98	BOG req.	98-99	BOG req.	99-00	BOG req.	2000-01
Access	1	Need-based Financial Aid																	Y	$1,300,000	Y	$5,000,000
Access	2	Student Work/Study Matching Funds									Y	$187,000										
		UNC-GA										$187,000										
Access	3	Incentive Scholarships for Native Americans							Y	$390,000	Y	$200,000										
Access	4	Minority Presence Grants							N	$150,000												
Access	5	Incentive Scholarship Program (FSU, NCCU, NCA&T, WSSU,UNCP)	N	$400,000	N	$400,000																
		FSU		$80,000		$80,000																
		NCA&T		$80,000		$80,000																
		NCCU		$80,000		$80,000																
		UNCP		$80,000		$80,000																
		WSSU		$80,000		$80,000																
Access	6	Pathways Program																	Y	$1,000,000		
Access	7	Focused Growth Enrollment																	Y	$10,000,000		
Access	8	Distance Education and Off-campus									N	$1,000,000	Y	$1,930,000			Y	$12,890,335	Y	$3,895,187	Y	$10,000,000
		Funding																				
Access	9	Engineering Graduate Research Center distance ed initiative (NCSU)											Y	$500,000								
Outreach	10	Institute for International Understanding																	Y	$112,000	Y	$218,573
Academic	11	ECU Doctoral II Status															N	$1,500,000	Y	$1,500,000	Y	$1,500,000
Academic	12	New Degree Programs:																				
		a. ECU,ECSU,NCA&T, NCSU, UNCC, WSSU																	Y	$1,340,000		
		b. NCSU Engineering in Asheville															Y	$300,000				
		c. UNCC, Allied Health and others													Y	$2,325,000						
		d. Masters in School Administration									Y	$800,000										
		e. Allied Health									Y	$1,700,000										
Academic	13	Reward Excellence in Teaching							N	$10,704,438			N	$1,432,324					Y	$7,077,639		

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Programs Initiated or Expanded in Scope Since 1991

		UNIVERSITY:	BOG req.	91-92	BOG req.	92-93	BOG req.	93-94	BOG req.	94-95	BOG req.	95-96	BOG req.	96-97	BOG req.	97-98	BOG req.	98-99	BOG req.	99-00	BOG req.	2000-01
Academic	14	Graduate Student Tuition Remission and Scholarships											Y	$1,684,532			Y	$8,000,000	Y	$3,500,000		
Academic	15	Area Health Education Centers (AHEC)									Y	$2,000,000			Y	$2,750,000						
Academic	16	Distinguished Professorships													Y	$1,000,000						
Academic	17	TEACCH program at UNC-CH School of Medicine					N	$150,000					Y	$343,646	N	$232,585						
Academic	18	Change in Institutional Status: UNC-P and UNC-A									Y	$669,454										
		UNC-A										$436,594										
		UNC-P										$232,860										
Academic	19	Board of Governors Teaching Awards									Y	$250,000										
Academic	20	Infection Control Program at UNC-CH Medical School									Y	$75,000										
Academic	21	NCCU School of Law Faculty Positions									Y	$150,000										
Academic	22	School of Science and Math Distance Learning Project							N	$350,000	Y	$200,000										
Academic	23	Agriculture Education Programs (FFA)									Y	$585,000										
Academic	24	Undergraduate Education Improvement Accountability											Y	$200,000								
Academic	25	Academic Enhancement of Research Campuses											N	$17,800,000								
Academic	26	Nurse Anesthetists			N	$150,000	N	$50,000														
		UNC AHEC				$150,000		$50,000														
Academic	27	Diabetes Program (UNC-CH)					N	$225,000														
Academic	28	Nursing Program Enhancements	N	$2,062,000	N	$680,000																
		UNC-GA		$1,546,000		$561,000																
		NC Center for Nursing		$341,000		$119,000																
		UNC AHEC		$175,000																		

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Programs Initiated or Expanded in Scope Since 1991

		UNIVERSITY:	BOG req.	91-92	BOG req.	92-93	BOG req.	93-94	BOG req.	94-95	BOG req.	95-96	BOG req.	96-97	BOG req.	97-98	BOG req.	98-99	BOG req.	99-00	BOG req.	2000-01
Academic	29	Nurse Midwifery Training	N	$95,000																		
		ECU		$95,000																		
Univ/Schls	30	Technology Training for Public School Teachers									N	$750,000	Y	$150,000								
		ASU										$50,000										
		ECU										$50,000										
		ECSU										$50,000										
		FSU										$50,000										
		NCA&T										$50,000										
		NCCU										$50,000										
		NCSU										$50,000										
		UNCP										$50,000										
		UNCA										$50,000										
		UNCCH										$50,000										
		UNCC										$50,000										
		UNCG										$50,000										
		UNCW										$50,000										
		WCU										$50,000										
		WSSU										$50,000										
Univ/Schls	31	Model Teacher Consortium				$170,000		$15,000							N	$600,000		$1,500,000 NR*			Y	$800,000
Univ/Schls	32	Teacher Academy								$3,800,000									N	$250,000	Y	$250,000
Univ/Schls	33	NC Center for the Advancement of Teaching (NCCAT)					N	$200,000			Y	$125,000	Y	$250,000							Y	$250,000
		WCU						$200,000														
Univ/Schls	34	Center for School Leadership Development																	Y	$1,000,000		
Univ/Schls	35	Reading Together (UNC-G)															Y	$300,000 NR	Y	$300,000		
Univ/Schls	36	World View and K-12 International Outreach Programs (UNC-CH)																	N	$260,000		
Univ/Schls	37	Learn NC (UNC-CH)																	N	$1,000,000		
Univ/Schls	38	Principal Fellows					N	$198,000	N	$992,000	Y	$1,050,000	Y	$950,000			Y	$380,000				
		UNC-GA						$198,000		$1,190,000												
Univ/Schls	39	Principals Executive Program									Y	$144,000	Y	$373,300								
		UNC-CH										$144,000										
Univ/Schls	40	Model Clinical Teaching Programs at ECU, UNC-W, and UNC-P									Y	$550,000										
		ECU										$350,000										

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Programs Initiated or Expanded in Scope Since 1991

		UNIVERSITY:	BOG req.	91-92	BOG req.	92-93	BOG req.	93-94	BOG req.	94-95	BOG req.	95-96	BOG req.	96-97	BOG req.	97-98	BOG req.	98-99	BOG req.	99-00	BOG req.	2000-01
		UNCP										$50,000										
		UNCW										$150,000										
Univ/Schls	41	School Administrators Training Program Reforms	N	$150,000	N	$420,000	N	$101,000														
		UNC-CH		$150,000		$420,000		$122,000														
Univ/Schls	42	School Administrators Professional Standards Board					N	$150,000	N	$100,000												
		UNC-CH						$150,000		$101,000												
Univ/Schls	43	Learning Link					N	$100,000														
		UNC-TV						$100,000														
Univ/Schls	44	Educational Consortia (UNCG, UNCW, WCU in 91) (ASU,ECU, NCCU,UNCC in 93)(UNC-CH in 94)	N	$450,000			N	$600,000	N	$150,000												
		ASU						$150,000		$150,000												
		ECU						$150,000		$150,000												
		NCCU						$150,000		$150,000												
		UNC-CH						$150,000														
		UNCC						$150,000		$150,000												
		UNCG		$150,000																		
		UNCW		$150,000																		
		WCU		$150,000																		
Univ/Schls	45	Legislators Summer Leadership School	N	$50,000					N	$50,000												
		ECU		$25,000																		
		WCU		$25,000																		
Univ/Schls	46	Summer Venture Program							Y	$150,000												
Univ/Schls	47	NC Scholastic Media Association Project													Y	$94,000						
Univwide	48	Strategic Initiative Reserve																	Y	$3,000,000		
Univwide	49	Equity Funding (ASU, ECU, UNC-G, UNC-W)													Y	$21,000,000						
		ASU														$3,400,000						
		ECU														$3,100,000						
		UNCC														$5,100,000						
		UNCG														$6,800,000						
		UNCW														$2,600,000						
Univwide	50	Additional Operating Support for UNC-CH											N	$400,000								

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Programs Initiated or Expanded in Scope Since 1991

		UNIVERSITY:	BOG req.	91-92	BOG req.	92-93	BOG req.	93-94	BOG req.	94-95	BOG req.	95-96	BOG req.	96-97	BOG req.	97-98	BOG req.	98-99	BOG req.	99-00	BOG req.	2000-01
Prvt Aid	51	Aid to Students Attending Private Colleges					N	$1,055,000	N	$4,000,000			N	$3,880,160	N	$7,864,668	N	$7,248,986	N	$8,022,850	N	$3,257,457
Outreach	52	Institute on Gerontology/Aging											Y	$450,000	Y	$100,000			Y	$100,000		
Outreach	53	Hispanic Initiative																	Y	$100,000		
Outreach	54	Manufacturing Extension Partnership																	Y	$900,000		
Outreach	55	NC Arboretum																	Y	$250,000		
Outreach	56	School of the Arts Summer Institute													Y	$500,000						
Outreach	57	Botanical Gardens at UNC-CH													N	$200,000						
Outreach	58	Training for Local School Board members											Y	$192,617								
Outreach	59	Mountain Resource Center-funds to assist local governments											N	$130,000								
Outreach	60	Cooperative Extension Service (NCSU)											Y	$450,000								
Outreach	61	NCSU Textbook Preparation for Grades 4-7					N	$174,000														
		NCSU						$204,000														
Outreach	62	Extension Service Support for the Meat Goat Industry							N	$200,000												
Outreach	63	Funds for Competitive Industries:							N	$1,360,000												
		a. Nonwovens Textile center $300,000																				
		b. Pulp & Paper Technology $360,000																				
		c. Furniture Manufacturing $500,000																				
		d. Agriculture Education $200,000																				
Outreach	64	World Trade Center			N	$184,000																
		NCSU				$184,000																
Outreach	65	Institute for Outdoor Drama																			Y	$60,000

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Programs Initiated or Expanded in Scope Since 1991

		UNIVERSITY:	BOG req.	91-92	BOG req.	92-93	BOG req.	93-94	BOG req.	94-95	BOG req.	95-96	BOG req.	96-97	BOG req.	97-98	BOG req.	98-99	BOG req.	99-00	BOG req.	2000-01
Outreach	66	Program on Southern Politics, Media, and Public Life																			Y	$225,000
Research	67	Matching Funds for NC A&T for Agricultural Research and Extension					N	$500,000	N	$450,000									Y	$750,000	Y	$1,222,208
								NR														
Research	68	Blue Crab Research																			Y	$500,000
Research	69	NCSU Poultry Research Positions															N	$100,000			Y	$150,000
Research	70	Biomedical/Biotechnology Research Institute Funds (NCCU)																	Y	$350,000		
Research	71	Replacement of UNC-CH and NCSU's contribution of overhead receipts to General Administration (eliminated 5% requirement)																	Y	$3,500,000		
Research	72	Center for Alcohol Studies																	N	$500,000		
Research	73	Institute of Medicine																	N	$200,000		
Research	74	Christmas Tree Research									Y	$150,000							Y	$100,000		
Research	75	Pfiesteria Research (NCSU)													Y	$400,000	Y	$600,000				
																NR						
Research	76	Forestry Biotechnology Program (NCSU)															N	$102,770				
Research	77	Overhead Receipts: Eliminate 10% contribution of overhead receipts to General Fund															Y	$7,700,659				
Research	78	Agricultural Research & Extension							N	$800,000					Y	$500,000						
		NCSU								$800,000												
Research	79	Lineberger Cancer Research Center Funds at UNC-CH													N	$1,000,000						
Research	80	Tobacco Research									N	$300,000										
		NCSU AG										$300,000										
Research	81	Animal Waste Management and Utilization Research									Y	$500,000										

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Programs Initiated or Expanded in Scope Since 1991

		UNIVERSITY:	BOG req.	91-92	BOG req.	92-93	BOG req.	93-94	BOG req.	94-95	BOG req.	95-96	BOG req.	96-97	BOG req.	97-98	BOG req.	98-99	BOG req.	99-00	BOG req.	2000-01
Research	82	Research Staff for Tidewater Research Station					Y	$500,000														
Research	83	Conifer Integrated Pest Management					Y	$64,000														
Research	84	Seafood Laboratory Funds (Morehead City)					Y	$125,000														
Research	85	Mountain Aquaculture					Y/N	$200,000														
		WCU						$136,000														
Research	86	NCSU Small Horticultural Crops Specializing in Strawberries							N	$100,000												
Research	87	Additional Faculty Position in Soil Science at NCSU located at the Tidewater Research Station							N	$100,000												
Research	88	Specialist Position for Mountain Conifer Industry at Fletcher							N	$70,000												
Research	89	Shellfish Enhancement Funds			N	$231,889																
		NCSU Coop. Institute for Fisheries				$23,189																
Research	90	NCSU Patent Research Funds			N	$97,000																
		NCSU				$97,000																
Technolog	91	Transfer of funds from Commerce to UNC-GA for purchase of services from MCNC											N	$13,000,000								
Technolog	92	Funds to Link ASU and UNC-W to CONCERT Network Operated by MCNC			N	$1,845,000																

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The University of North Carolina
Major Themes – Current Operations
2001-2002

SCHEDULE OF PRIORITIES

ACCESS	
Enrollment increases	$40,536,963
Need-Based Student Financial Aid – funding can be phased-in	26,000,000
"Year-round University" Pilots – Summer Term Appropriations	2,077,043
INTELLECTUAL CAPITAL FORMATION	
Libraries	15,000,000
Distinguished Professors Endowment Trust Fund	7,500,000
K-16 EDUCATION	
High Priority Initiatives	4,225,000
CREATION AND TRANSFER OF KNOWLEDGE	
Major Research Initiatives	
Biotechnology/Genomics	11,901,718
Environment and Marine Sciences	4,723,191
Optoelectronics and Optical Communication	1,090,002
TRANSFORMATION AND CHANGE	
Information Technology	19,824,000
Improvements in Smaller Universities	1,683,689
TOTAL	$134,561,606

ACADEMIC SALARY INCREASES

6% Salary Increase for Faculty	64,570,739
Competitive Faculty Salaries	28,486,588
TOTAL	$93,057,327

UNC Enrollment Growth Request				
UNC System Summary				
	2001-2002:		**2002-2003:**	
	GF Approp. Request:	**Receipts**	**GF Approp. Request:**	**Receipts**
Undergraduate Regular Term	$12,031,307	$4,188,969	$17,722,591	$5,891,482
In-state Graduate Regular Term	$8,414,659	$269,732	$7,385,496	$623,646
Out of state Graduate Regular Term	$7,912,862	$5,449,596	$1,029,270	$1,374,024
Undergraduate Distance Ed	$2,381,255	$562,131	$3,616,410	$758,661
In-state Graduate Distance Ed	$9,308,785	$889,316	$9,329,485	$934,048
Out of state Graduate Distance Ed	$488,095	$494,907	$416,777	$505,432
UNDERGRADUATE ENROLLMENT	$14,412,562	$4,751,100	$21,339,001	$6,650,143
IN-STATE GRADUATE ENROLLMENT	$17,723,444	$1,159,048	$16,714,981	$1,557,694
OUT OF STATE GRADUATE ENROLLMENT	$8,400,957	$5,944,503	$1,446,047	$1,879,456
TOTAL ENROLLMENT GROWTH:	**$40,536,963**	**$11,854,651**	**$39,500,029**	**$10,087,293**

General Fund Appropriation Request

University	Undergraduate Regular Term	In-State Graduate Regular Term	Out of State Graduate Regular Term	Undergraduate Distance Ed	In-State Graduate Distance Ed	Out of State Graduate Distance Ed
Appalachian State	1,746,450	-1,114,615	102,230	110,285	810,501	0
East Carolina	51,409 *	-2,895,579	329,569	134,471	2,171,289	208,841
Elizabeth City State	917,542	116,115	0	43,428	0	0
Fayetteville State	-17,189 *	4,975	-16,391	27,592	1,013	0
NC A&T	2,297,876	-741,517	-267,897	77,512	323,383	0
NCCU	-653,375 *	-63,375	12,529	91,698	600,164	12,359
NC School of the Arts	287,058	141,560	-34,785	0	0	0
NCSU	2,087,577	2,205,310	4,307,281	339,664	1,287,949	111,573
UNC-Asheville	382,068	-39,996	0	24,142	0	0
UNC-Chapel Hill	462,752	5,030,998	5,441,095	409,211	2,291,810	135,415
UNC-Charlotte	1,120,570	930,109	1,001,747	128,065	338,951	0
UNC-Greensboro	-852,803	3,919,608	-2,943,219	37,120	1,458,516	22,382
UNC-Pembroke	2,326,414	172,907	-7,640	360,493	63,446	0
UNC-Wilmington	543,710	246,537	-11,657	127,215	0	0
Western Carolina	975,737	-544,219	0	92,848	-38,237	-2,475
Winston-Salem State	355,511	1,045,841	0	377,511	0	0
UNC System Summary	**12,048,496**	**8,414,659**	**7,912,862**	**2,381,255**	**9,308,785**	**488,095**

**Includes "hold harmless" provision*

The University of North Carolina
2001-02 Proposed Board Initiated Tuition Increases

All Regular Full-Time Undergraduate Students

Institution		2000-01 Tuition		Proposed Board Increase		2001-02 Tuition	
		Resident	Nonresident	Resident	Nonresident	Resident	Nonresident
ECSU		822.00	7,240.00	32.00	32.00	854.00	7,272.00
UNC Asheville		822.00	7,668.00	32.00	32.00	854.00	7,700.00
WSSU		822.00	7,240.00	32.00	32.00	854.00	7,272.00
ASU		982.00	8,252.00	40.00	40.00	1,022.00	8,292.00
ECU		1,195.00	9,058.00	48.00	48.00	1,243.00	9,106.00
FSU		982.00	8,252.00	40.00	40.00	1,022.00	8,292.00
NCA&T		982.00	8,252.00	40.00	40.00	1,022.00	8,292.00
NCCU		982.00	8,252.00	40.00	40.00	1,022.00	8,292.00
UNC Charlotte	(1)	1,132.00	8,402.00	78.00	374.00	1,210.00	8,776.00
UNC Pembroke		982.00	8,252.00	40.00	40.00	1,022.00	8,292.00
UNC Wilmington		1,102.00	8,452.00	44.00	44.00	1,146.00	8,496.00
WCU		982.00	8,252.00	40.00	40.00	1,022.00	8,292.00
NCSU		1,860.00	11,026.00	74.00	74.00	1,934.00	11,100.00
UNC-Chapel Hill		1,860.00	11,026.00	74.00	74.00	1,934.00	11,100.00
UNC Greensboro		1,108.00	9,562.00	44.00	44.00	1,152.00	9,606.00
NCSA (2)		1,527.00	10,155.00	60.00	60.00	1,587.00	10,215.00

PART I UNIVERSITY OPERATIONS – Expansions and Improvements

All Regular Full-Time Graduate Students

ECSU		854.00	7,272.00	52.00	52.00	906.00	7,324.00
UNC Asheville		854.00	7,668.00	52.00	52.00	906.00	7,720.00
WSSU		854.00	7,272.00	52.00	52.00	906.00	7,324.00
ASU		1,022.00	8,292.00	62.00	62.00	1,084.00	8,354.00
ECU		1,238.00	9,100.00	74.00	74.00	1,312.00	9,174.00
FSU		1,022.00	8,292.00	62.00	62.00	1,084.00	8,354.00
NCA&T		1,022.00	8,292.00	62.00	62.00	1,084.00	8,354.00
NCCU		1,022.00	8,292.00	62.00	62.00	1,084.00	8,354.00
UNC Charlotte	(1)	1,172.00	8,442.00	103.00	399.00	1,275.00	8,841.00
UNC Pembroke		1,022.00	8,292.00	62.00	62.00	1,084.00	8,354.00
UNC Wilmington		1,142.00	8,492.00	68.00	68.00	1,210.00	8,560.00
WCU		1,022.00	8,292.00	62.00	62.00	1,084.00	8,354.00
NCSU		1,966.00	11,132.00	148.00	148.00	2,114.00	11,280.00
UNC-Chapel Hill		1,966.00	11,132.00	148.00	148.00	2,114.00	11,280.00
UNC Greensboro		1,154.00	9,608.00	70.00	70.00	1,224.00	9,678.00
NCSA (2)		1,590.00	10,218.00	93.00	93.00	1,683.00	10,311.00

(1) Includes increase attributable to Doctoral/Research Intensive classification.
(2) Does not include High School.

UNC Issues for Futher Discussion

- Enrollment Priorities
- Faculty Teaching Load
- Professional Development for Public Schools
- Remediation
- Accountabilty Measures
- Budget Flexibility

Aid to Students Attending Private Colleges

	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01
Legislative Tuition Grant (LTG) per Student	$1,150	1,250	$1,250	$1,300	$1,450	$1,600	$1,750	$1,800
Need- Based Scholarship Funding per FTE	$450	$550	$550	$600	$750	$900	$1,050	$1,100
Total Funding per Student/FTE	$1,600	$1,800	$1,800	$1,900	$2,200	$2,500	$2,800	$2,900
Increase by Year	$0	$200	$0	$100	$300	$300	$300	$100
Cumulative Increase over 1992-93	$0	$200	$200	$300	$600	$900	$1,200	$1,300
Annual % Increase	0%	13%	0%	6%	16%	14%	12%	3.60%
Cummulative % Increase since 1992-93								81%
Authorized Budget:								
LTG	$24,147,082	$26,282,833	$27,343,363	$28,900,459	$33,234,712	$36,587,122	$43,183,851	$43,911,790
SCSF	$11,240,662	$13,773,695	$13,741,209	$15,245,100	$19,655,632	$23,782,350	$29,233,484	$31,763,002
	$35,387,744	$40,056,528	$41,084,572	$44,145,559	$52,890,344	$60,369,472	$72,417,335	$75,674,792

MINUTES

JOINT APPROPRIATIONS SUBCOMMITTEE ON EDUCATION
Thursday, 22 March 2001
8:30 a.m.
Room 421, Legislative Office Building

The Joint Appropriations Subcommittee on Education met on Thursday, 22 March 2001, at 8:30 a.m. in Room 421 of the Legislative Office Building. Members attending the meeting were Representatives Boyd-McIntyre, Rogers, Yongue, Barnhart, Bell, Bonner, Carpenter, McLawhorn, Michaux, Russell, Teague and Warner. There were eight (8) Senators in attendance. The Agenda *(Exhibit 1)* and the Visitor Registration Sheet *(Exhibit 2)* are attached hereto and incorporated into the minutes.

The meeting was called to order by Representative Boyd-McIntyre. She began the meeting by welcoming committee members, staff and visitors. Pages in attendance were welcomed and asked to introduce themselves and their sponsoring member. The Chair proceeded to acknowledge the Sergeant At Arms staff and Committee Assistants in attendance.

The only item on the agenda was a presentation by representatives from the Southern Regional Education Board. Representative Boyd-McIntyre welcomed Mr. Mark Musick, President and Mr. Jim Watts, Vice President to deliver the presentation.

Mr. Musick utilized a slide presentation to discuss North Carolina's Educational accomplishments and improvements as it relates to the rest of the Nation. The presenters reviewed relative topics such as Educational Benchmarks 2000; remaining challenges/accomplishments and improvements, school readiness, student achievement, figures illustrating drop out rates for North Carolina's high school students versus the national rates. Other relative comparisons were also reviewed and discussed. For detailed information on these comparisons please review the entire slide presentation given by Mr. Musick and Mr. Watts attached to these minutes as *Exhibit 3*.

At the conclusion of the presentation Mr. Musick and Mr. Watts entertained questions asked by committee members. The meeting was then adjourned.

Respectfully submitted,

_____

Rep. Flossie Boyd-McIntyre
Presiding Co-Chair

Mia D. Bailey
Committee Assistant

Rep. Gene Rogers
Co-Chairman

Rep. Douglas Y. Yongue
Co-Chairman

Joint Appropriations on Education Committee

Agenda

Thursday March 22, 2001, 8:30 a.m.
Room 421, Legislative Office Building

Rep. Boyd-McIntyre, Chairing

- Presentation from the Southern Regional Education Board:

  Mark Musick, President, SREB
  Jim Watts, Vice President, SREB

House Appropriations Subcommittee on Education
Rep. Boyd-McIntyre (Chair)
Rep. Rogers (Chair)
Rep. Yongue (Chair)
Rep. Barnhart, Rep. Bell, Rep. Bonner, Rep. Carpenter
Rep. Holmes, Rep. McLawhorn, Rep. Michaux,
Rep. Morgan, Rep. Preston, Rep. Russell, Rep. Smith,
Rep. Teague, Rep. Warner

Senate Appropriations on Education/Higher Education
Sen. Lucas (Chair)
Sen. Garrou (Chair)
Sen. Dalton (Chair)
Sen. Carter, Sen. Cunningham, Sen. Garwood, Sen. Hartsell,
Sen. Wellons

Fiscal Research Division (g:\Fiscal\Education Team\2001 Agenda)

Exhibit 1

VISITOR REGISTRATION SHEET

APPROPRIATIONS/Subcommittee on Education — March ~~8~~ 22, 2001

Name of Committee — Date

VISITORS: PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
David Brown	OSBPM
David Bolick	ExplorNet
Sam Lee	OSBPM
Ed Kizer	UNC-Charlotte
[illegible]	OSBPM
Elizabeth Brownstein	OSBPM
Kim Rose	ExplorNet
[illegible]	UNC
Alistair Burrow	ECU
Darryl Davis	ECU
[illegible]	OSBPM
[illegible]	OSBM
Susan Hassman	UCRSS
Gretchen Baldwin	UNC
Jeff Davis	UNC
JB Minniken	UNC

Exhibit 2

VISITOR REGISTRATION SHEET

APPROPRIATIONS/Subcommittee on Education March ~~8~~ 22, **2001**

Name of Committee Date

VISITORS: PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Nick Cheney	NB
[illegible]	[illegible]
[illegible]	SBE
[illegible]	NCICU
[illegible]	NCSBA
Carol Hauser	EGHS
[illegible]	NCGA

3/22

SREB

Goals for Education

- School readiness
- Student achievement
- Dropout rates
- Adult education
- College readiness and attendance
- School and college effectiveness
- Teacher preparation
- Salaries and funding

Exhibit 3

SREB

Educational Benchmarks 2000

Accomplishments and improvements

- More children prepared for first grade
- Gains in student achievement
- Lower dropout rates
- More adults with high school diplomas
- More efforts to hold schools and colleges accountable
- Higher salaries for teachers and faculty

SREB

Educational Benchmarks 2000

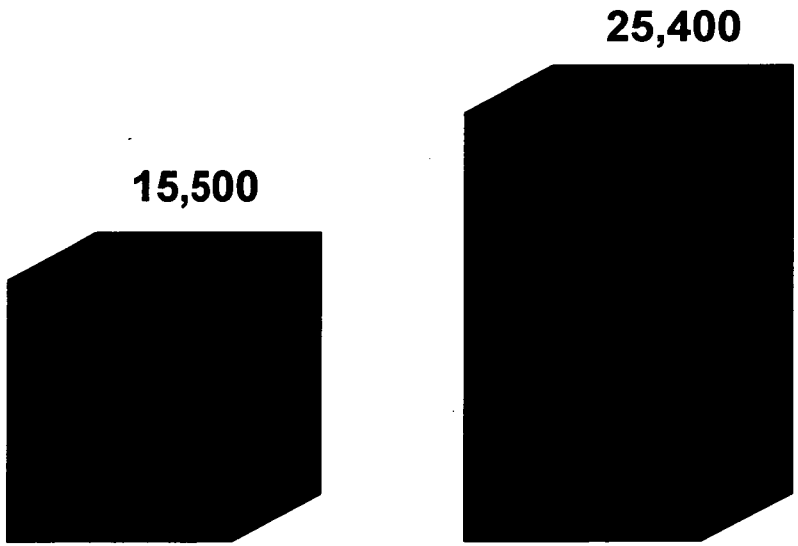
Remaining challenges

- Higher expectations for all students
- Joint efforts among colleges and universities and public schools
- Improved teacher quality and teacher preparation
- Development of effective leaders
- Help to low-performing schools

SREB

School Readiness

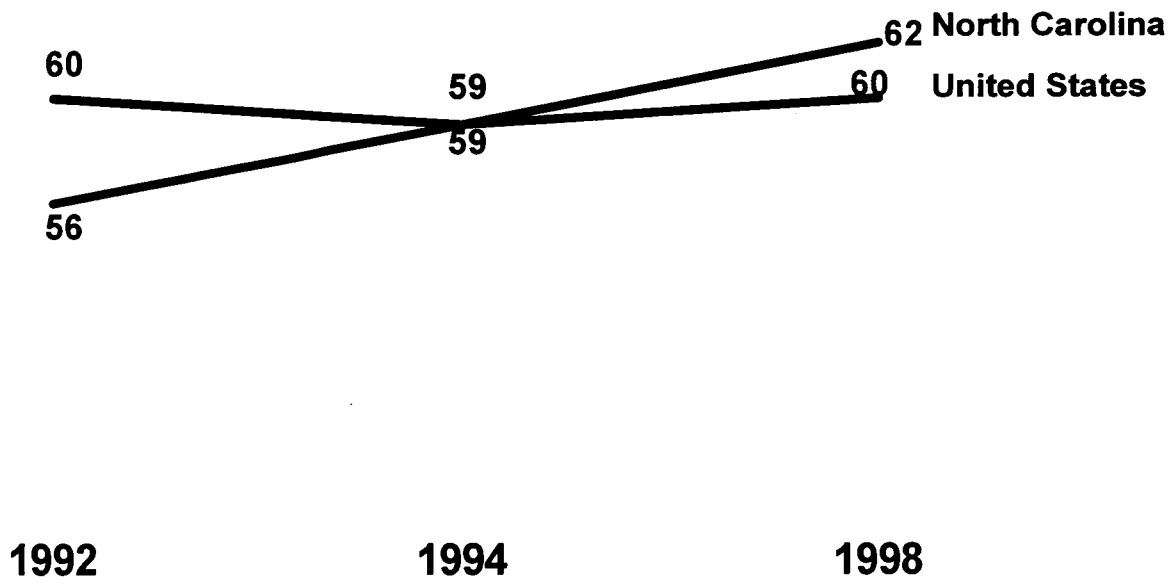
North Carolina Public Preschool Enrollment



SREB

Student Achievement

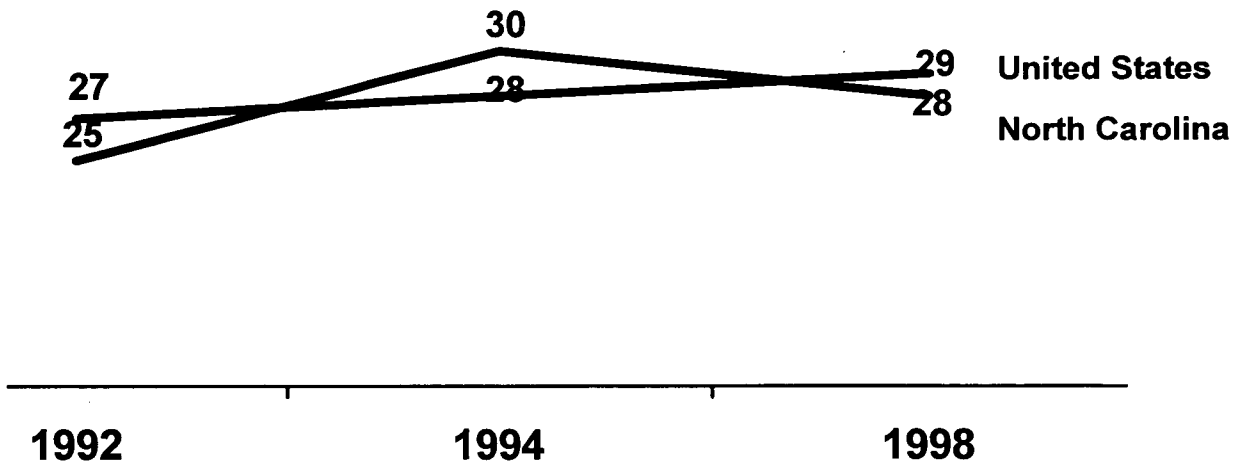
National Assessment of Educational Progress
Fourth-Grade Reading Assessment
Percent Basic and Above



SREB

Student Achievement

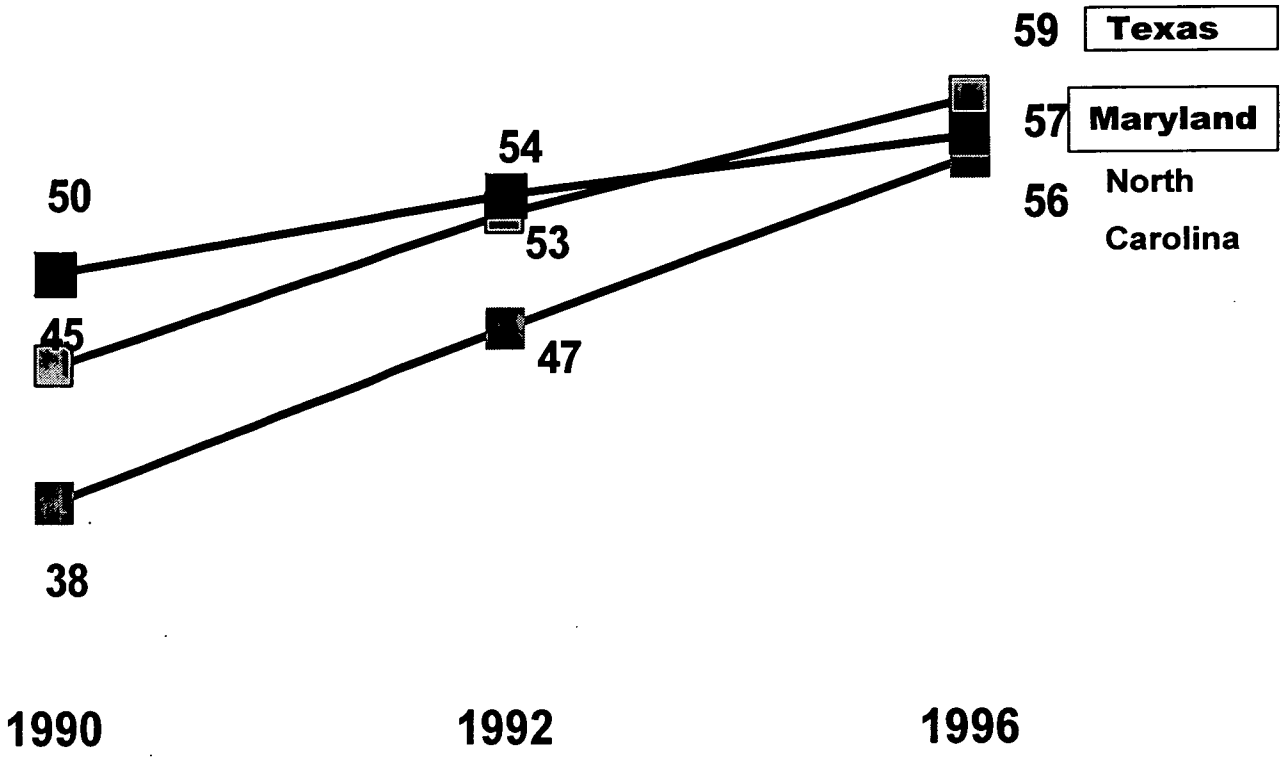
National Assessment of Educational Progress
Fourth-Grade Reading Assessment
Percent Proficient and Above



SREB

National Assessment

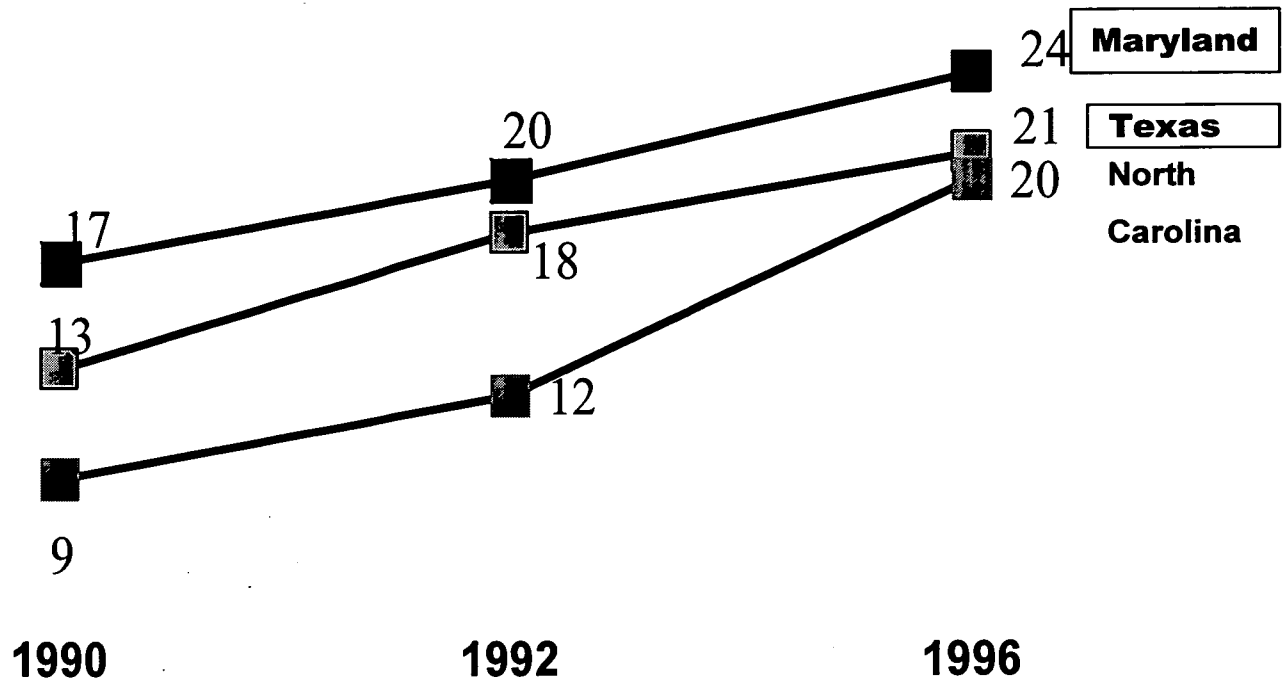
8th Grade Mathematics, Percent Basic



SREB

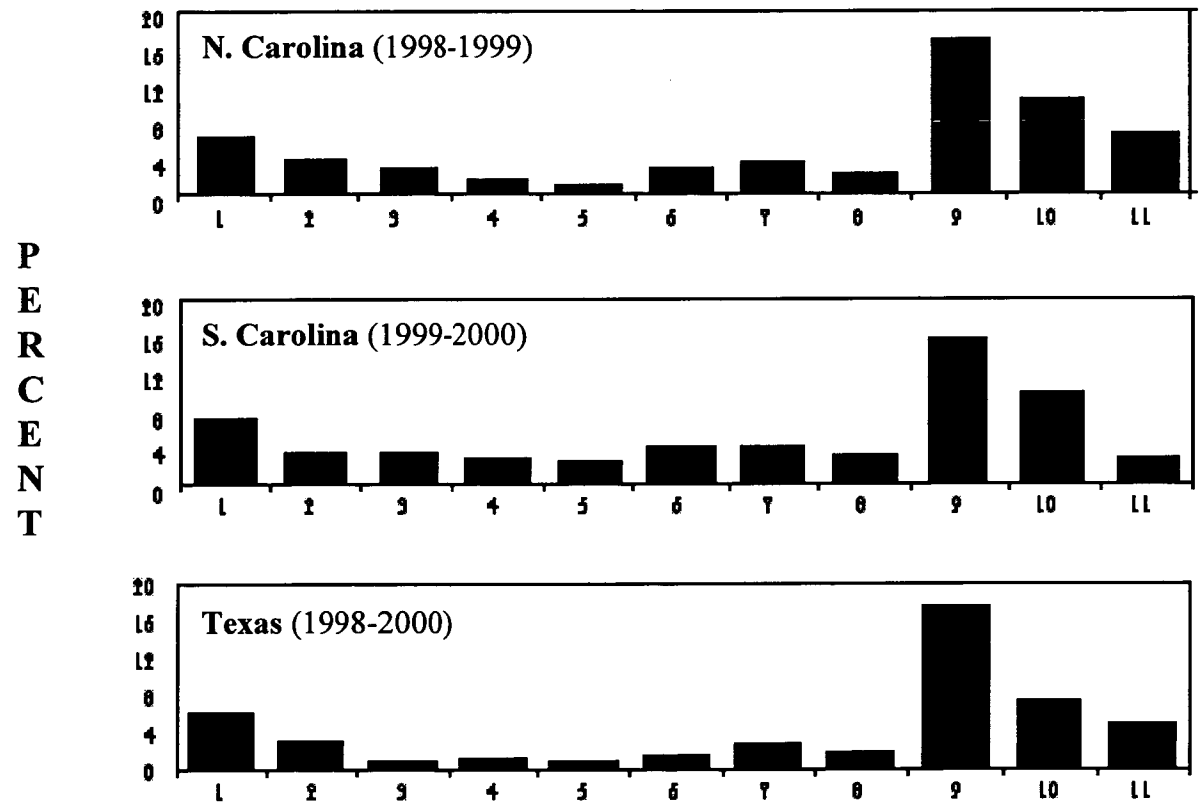
National Assessment

8th Grade Mathematics, Percent Proficient



SREB

Retention rates



SREB

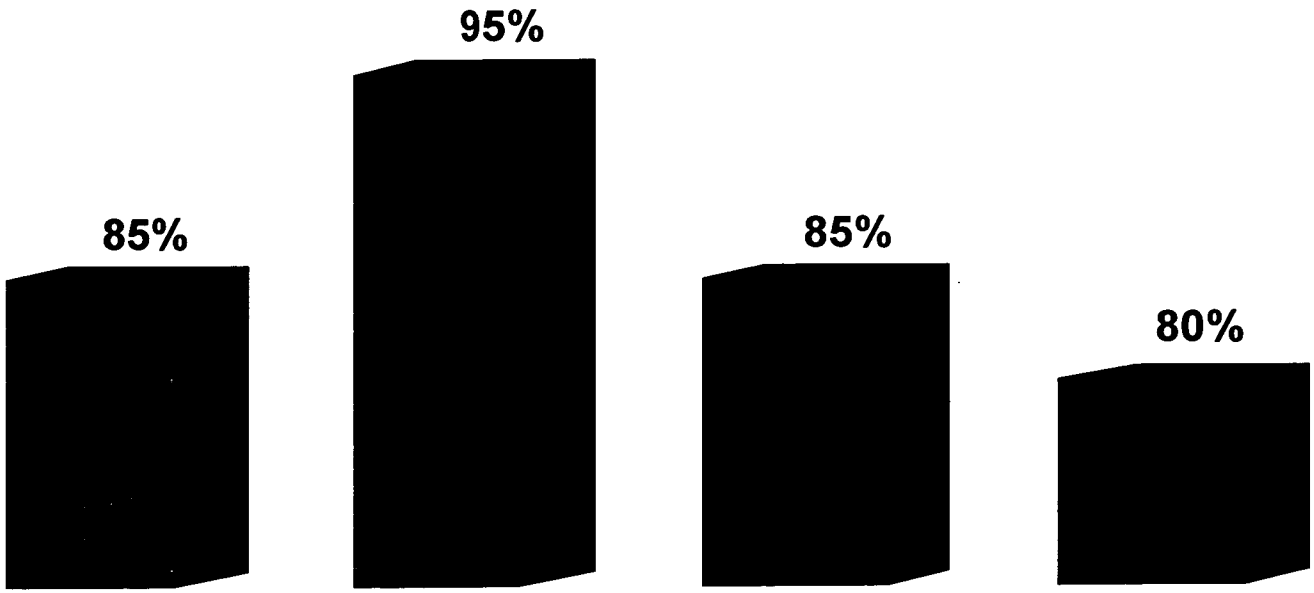
Dropout rates

	North Carolina	Nation
Annual rate	5 %	5 %
16-to 19-year-olds	12	10
Grade 12/grade 9	64	74

SREB

High School Completion

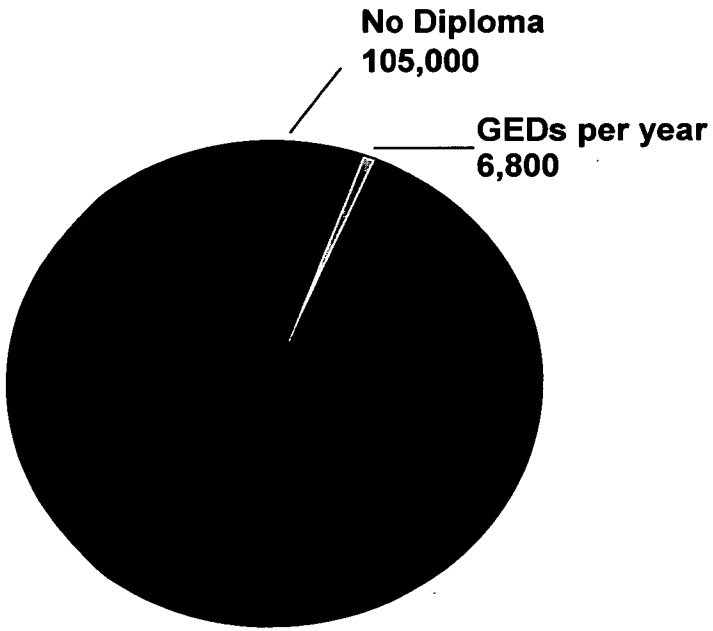
18- to 24-year-olds With High School Diplomas 1998



SREB

High School Completion

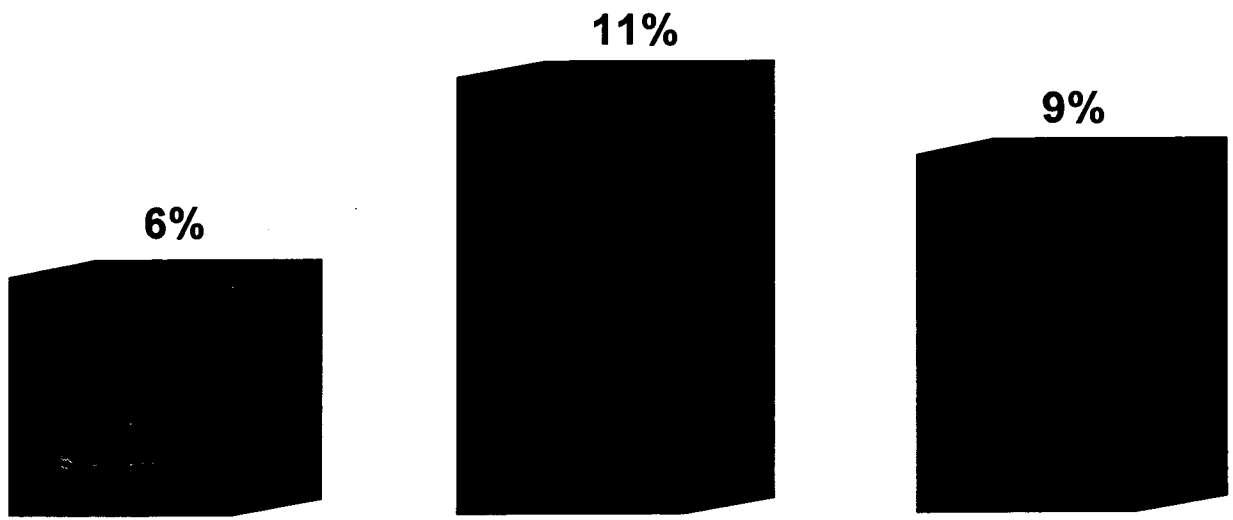
Young Adults With High School Diplomas
(18- to 24 year-olds)
1998



SREB

Public Colleges and Universities

Enrollment Growth
Fall 1989 to Fall 1997



SREB

Public Colleges and Universities

Enrollment Growth

1990s - increased faster than the nation, but at a slower rate than other SREB states

2000s - projected to be among the fastest growing states in the nation

SREB

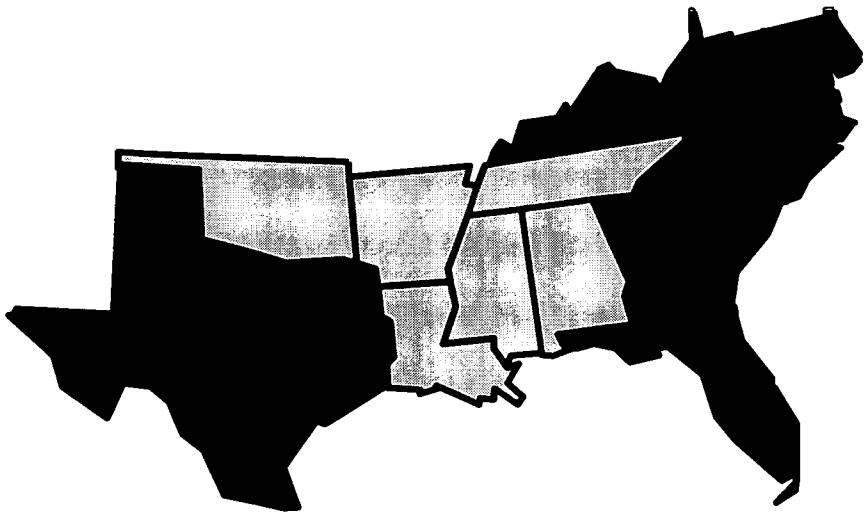
Participation in college

	NC	Top states
• High school freshmen	34%	54%
• High school seniors	59	70
• Young adults (18 to 24)	32	42
• Working age (part-time)	3	5

SREB

Student Achievement

Percent of Public Schools Offering Advanced Placement Courses 2000

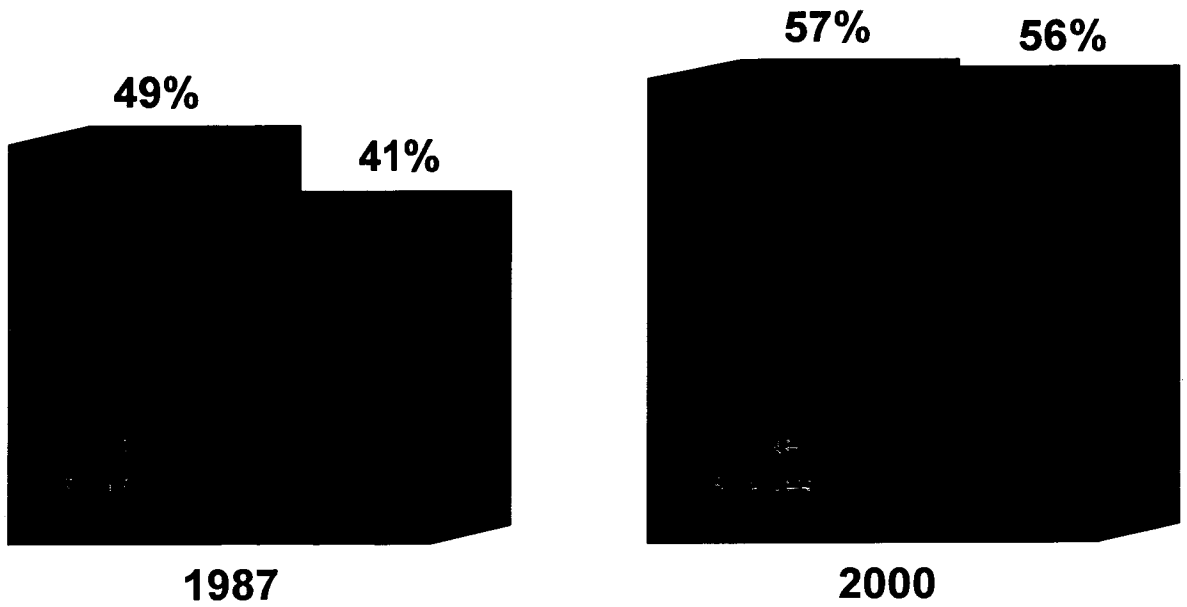


Less than 60% | 60%to 74% | 75% or more

SREB

College Readiness

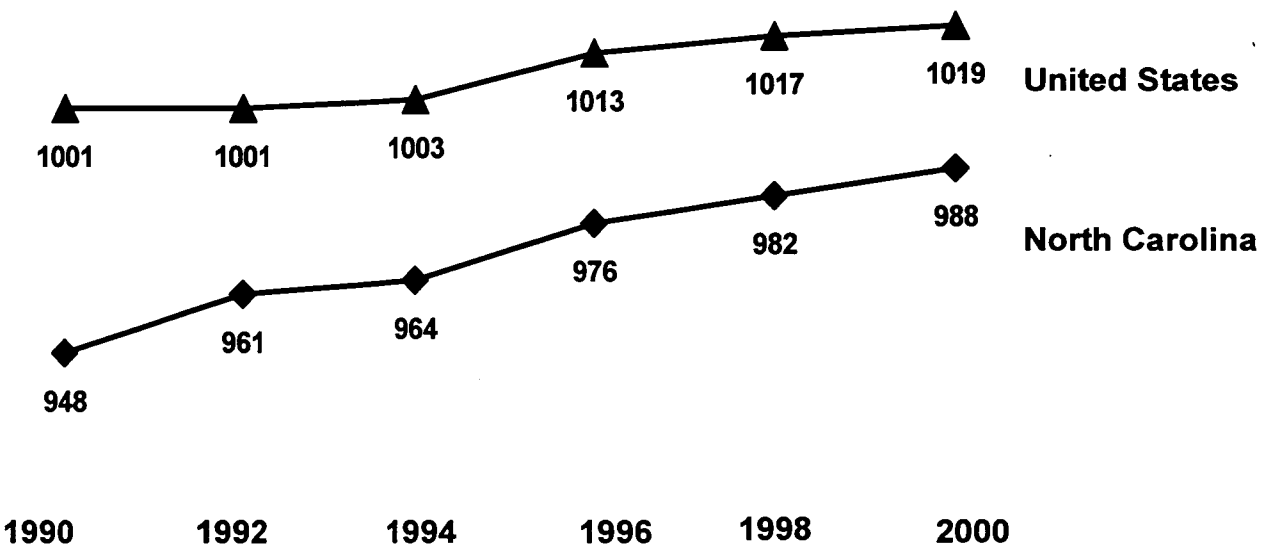
Percent Completing 18 or More Courses in Academic Subjects



SREB

College Readiness

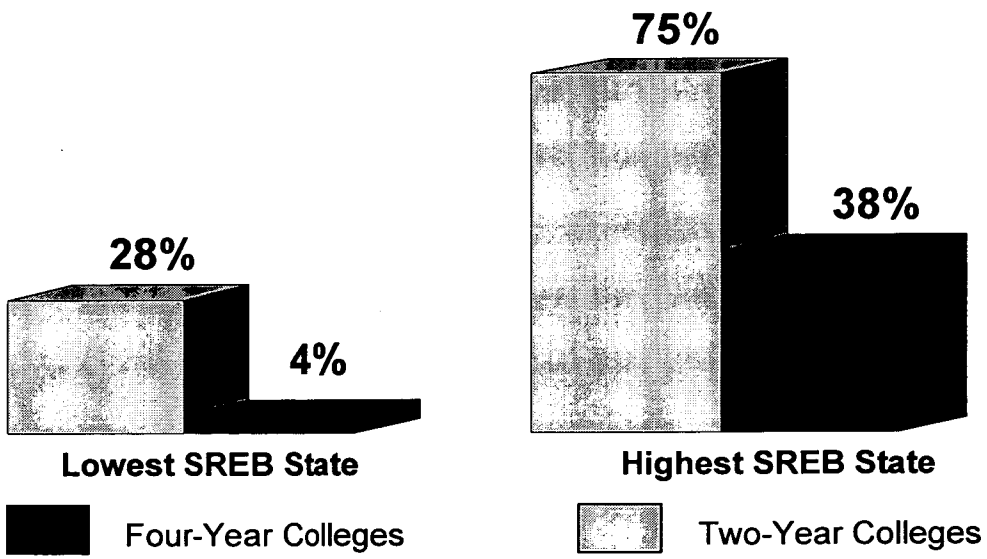
Average Combined SAT Scores



SREB

College Readiness

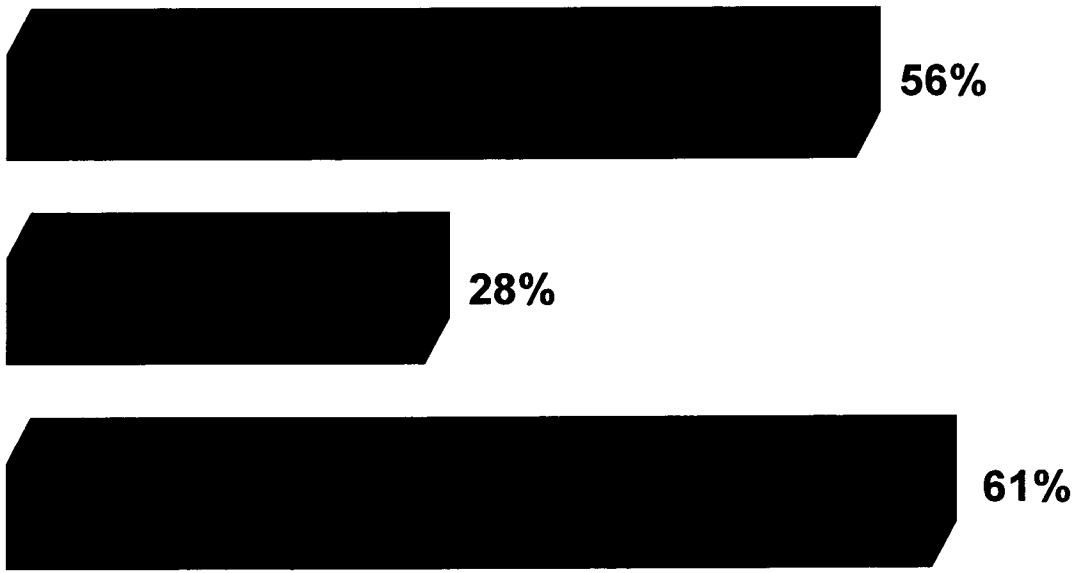
Percent of Freshmen Taking Remedial Mathematics



SREB

College Completion

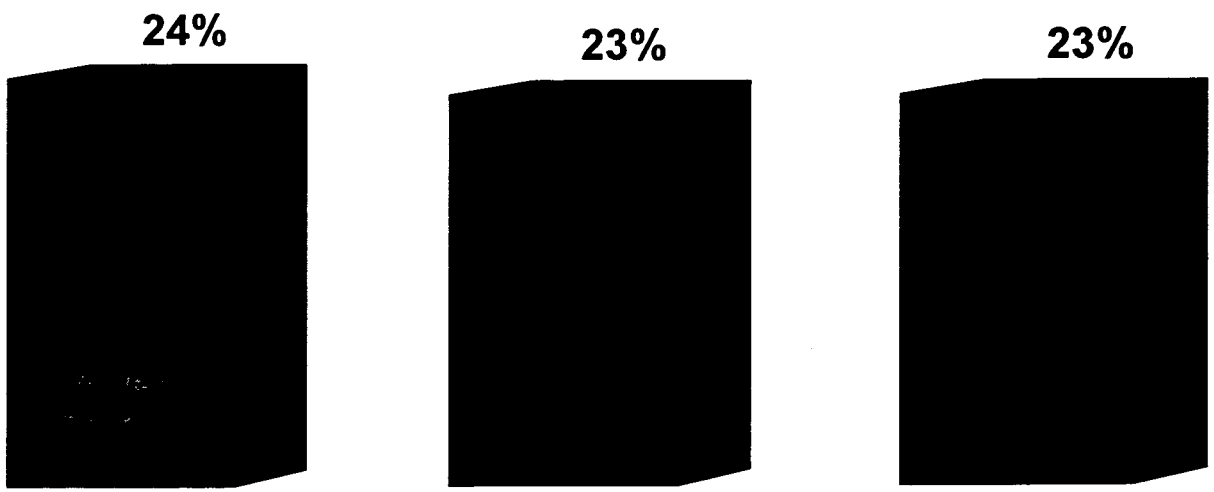
Six-year Graduation Rates for First-time Freshmen at Public Four-year Colleges



SREB

College Completion

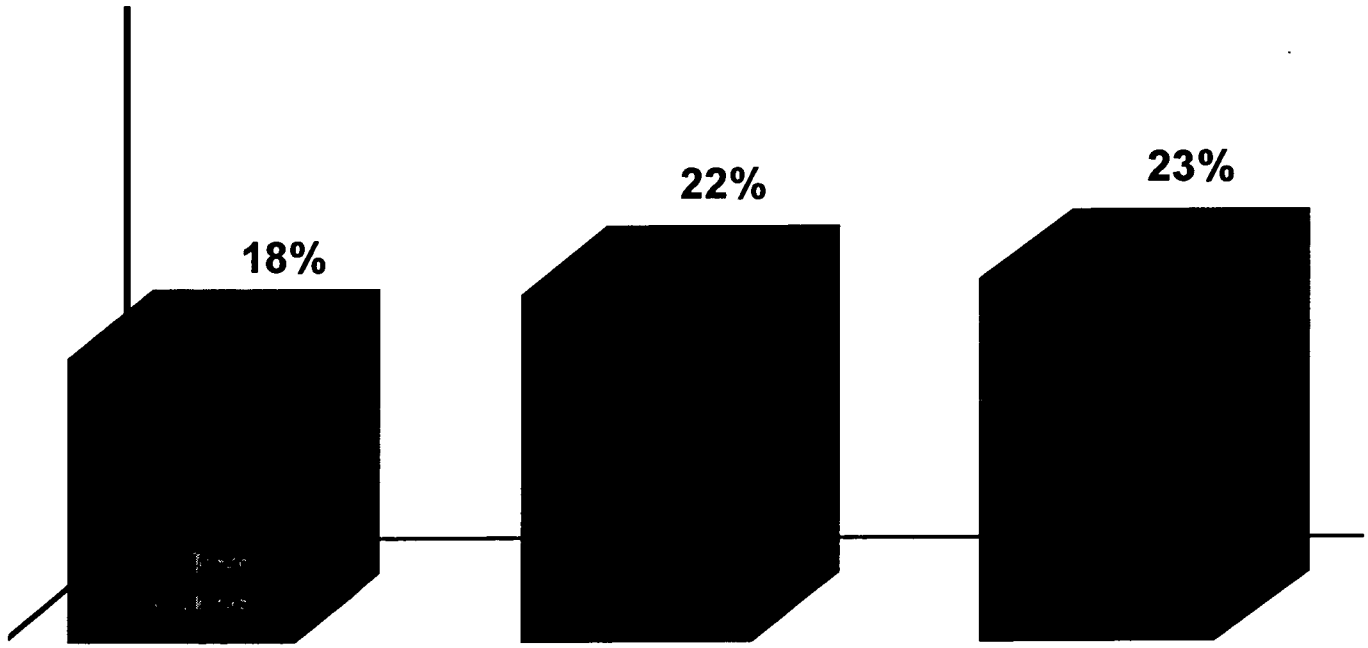
Percent of Adults with Bachelor's or Higher Degrees 1998



SREB

Public School Teachers

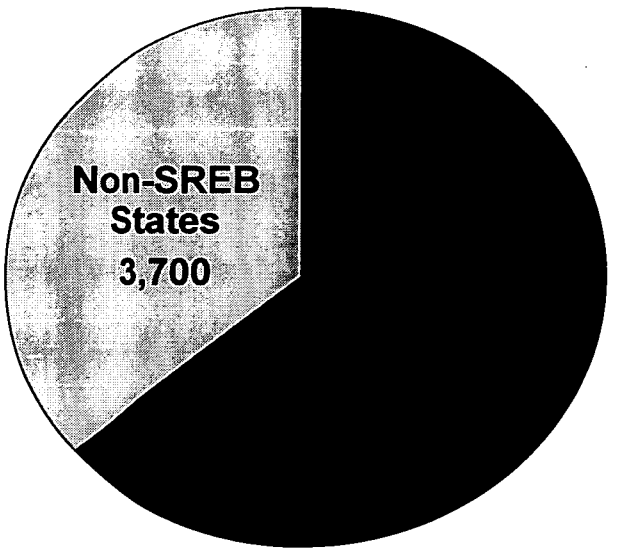
Growth in Number of Public School Teachers 1989 to 1999



SREB

Public School Teachers

Number of National Board for Professional Teaching Standards Certified Teachers 2000



NC = 2,400

9,500 Total Certified

SREB

Education Spending

State and Local Government Expenditures

True or False:

Every SREB state spends more for education now than ten years ago.

Education was not as high a budget priority in the late 1990s as in the late 1980s in nearly all SREB states.

Education was not as high a budget priority in North Carolina in the late 1990s as in the late 1980s.

Joint Appropriations on Education Committee

Agenda

Monday, March 26, 2001, 4:30 pm
Room 421, Legislative Office Building

Senator Linda Garrou, Chairing

4:30 – 4:35	Public School Forum	Jo Ann Norris
4:36 – 4:41	Schools Attuned	Charles Harrison/Gena Overby
4:42 – 4:47	Geographic Alliance	Douglas Wilms
4:48 – 4:53	Global Curriculum	Betsy Faulkner
4:54 – 4:59	Cued Speech	Mary Burch
5:00 – 5:05	Total Quality Education	Judy Phillips
5:06 – 5:11	Teacher Cadet Program	William Newkirk
5:12 – 5:17	ExplorNet	David Boliek
5:24 – 5:29	North Carolina Network	Myra Best
5:30 – 5:35	A+ Schools	Vincent Marron
5:36 – 5:41	Cities/Communities in Schools	Jackie Decker/Mike Stevens
5:42 – 5:47	AVID	Susan Agruso

House Appropriations Subcommittee on Education
Rep. Boyd-McIntyre (Chair)
Rep. Rogers (Chair)
Rep. Yongue (Chair)
Rep. Barnhart, Rep. Bell, Rep. Bonner, Rep. Carpenter
Rep. Holmes, Rep. McLawhorn, Rep. Michaux,
Rep. Morgan, Rep. Preston, Rep. Russell, Rep. Smith,
Rep. Teague, Rep. Warner

Senate Appropriations on Education/Higher Education
Sen. Lucas (Chair)
Sen. Garrou (Chair)
Sen. Dalton (Chair)
Sen. Carter, Sen. Cunningham, Sen. Garwood, Sen. Hartsell,
Sen. Wellons

Fiscal Research Division (g:\Fiscal\Education Team\2001 Agenda wTimes

JOINT APPROPRIATIONS SUBCOMMITTEE
ON EDUCATION/HIGHER EDUCATION

Minutes
March 26, 2001
4:30 p.m.

Senator Garrou, Co-Chair, presided over the Joint Appropriations Subcommittee on Education/Higher Education that met on Wednesday afternoon, March 26, 2001 at 4:30 p.m. in Room 421 LOB. There were 6 Senators present and the following House members: Representatives Smith, McLawhorn, Warner, Bell, Barnhardt, Carpenter, Preston, and Teague.

Twelve Non-Profit organizations that receive their funding from the Education Budget made short presentations. Handouts describing their respective programs were provided to the members and are attached. The presenters were: Jo Ann Norris, Public School Forum; Charles Harris, Schools Attuned; Douglas Wilms, Geographic Alliance; Suzanne Gulledge, Global Alliance; Mary Burch, Cued Speech; Tom Houlihan, Total Quality Education; Joyce Elliot, Teacher Cadet Program; David Bolick, ExplorNet; Myra Best, North Carolina Network; Vincent Marron, A+ Schools; Mike Stevens, Cities/ Communities in Schools; and Susan Agruso, AVID (Advancement Via Individual Determination).

Senator Rand spoke in favor of the "Schools Attuned" program. He called special attention to Dr. Levine's article, "Doctor's Orders", in the Newsweek magazine.

Senator Garrou thanked the presenters and announced that Molly Broad, President of UNC, would be the leadoff speaker at tomorrow morning's subcommittee meeting. The meeting was adjourned.

Linda Garrou
Senator Linda Garrou, Co-Chairman

Barbara R. Hocutt
Barbara R. Hocutt, Committee Assistant

Attachments

VISITOR REGISTRATION SHEET

JOINT APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER ED.
MONDAY, MARCH 26, 2001, 4:30 p.m.

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Vincent Manson	Kenan Institute / At Schools.
Paula A Hoff	Covenant w/NC's Children
Becky McCaskey	NCDPI
[illegible]	NCICU
Elizabeth Grossenstein	OSBPM
[illegible]	OSBPM
Bob Eubanks	All Kinds of Minds
[illegible]	NCAE
Robin [illegible]	CLP · SNF
[illegible]	NCPN
Evelyn Hawthorne	UNC Chapel Hill

VISITOR REGISTRATION SHEET

JOINT APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER ED.
MONDAY, MARCH 26, 2001, 4:30 p.m.

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Douglas C. Wilms	N.C. Geographic Alliance East Carolina University
Paul Donohue	Cued Speech
Mary Burch	Cued Speech
Myra Best	NC Network
Joyce Elliott	NCAE
Jack Polidoro	NCAE
Jan Crutts	NCASA
Victoria Deaton	ExplorNet
Clayton Henkel	Explor Net
Tom Hazel	NCPE
Dave Bolich	ExplorNet

VISITOR REGISTRATION SHEET

JOINT APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER ED.
MONDAY, MARCH 26, 2001, 4:30 p.m.

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Linda Dugger	NCASA
Bonnie Moore	ExplorNet
Pam Morris	Public School Forum
Gladys Graves	Public School Forum
Charles Harrison, Ben Case, Gena Overbay, Des Kelly	Schools A Hurred
[illegible]	NCASA
Carson Lawler	ECHS
David Brown	OSBPM
Sam Lee	OSBPM
Kay Amey	OSBPM
Suzanne [illegible]	ISSP / Global Curriculum

VISITOR REGISTRATION SHEET

JOINT APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER ED.
MONDAY, MARCH 26, 2001, 4:30 p.m.

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Charlotte Turpin	North Carolina Geographic Alliance

VISITOR REGISTRATION SHEET

JOINT APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER ED.
MONDAY, MARCH 26, 2001, 4:30 p.m.

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
[illegible]	Miller Co
Michael K. Stephens	CISNC
Linda Hamill	CISNC
Susan Agruso	Charlotte - Mecklenburg Schools
[illegible]	SBE
[illegible]	SBE
Barry Smith	Freedom Management

ame of Organization: Public School Forum (Teaching Fellows Administration)

Receipts/Operating Expenses	FY 1996-97	FY 1997-98	FY 1998-99	FY 1999-00	FY 2000-01*
State Appropriation	$420,564	$420,564	$420,564	$570,564**	$570,564**
Recurring	$420,544	$420,564	$420,564	$420,564	$420,564
Non-Recurring*			$150,000	$150,000	$150,000
Other Sources of Funding	$23,543***			$12,500****	
Total Available	$444.107	$420,564	$420,564	$588,764	$570,564
Total Actual Expenditures	$468,132	$454,630	$576,475	$601,264	$570,564*
Total Actual Encumbrances	-0-	-0-	-0-	-0-	-0-
sh Balance	-0-	-0-	-0-	-0-	-0-

* Projected figures for FY 2000-01
** $420,564 Appropriations; $150,000 Trust Fund
*** Corporate Contributions for 10 yr Celebration
**** Z. Smith Reynolds Grant for TF Video

s/TFEdAppropReport32001#2.doc

Name of Organization: Teaching Fellows Collections (Trust Fund)

Receipts/Operating Expenses	FY 1996-97	FY 1997-98	FY 1998-99	FY 1999-00	FY 2000-01*
State Appropriation**	$36,000	$36,000	$36,000	$96,000	$96,000
Recurring					
Non-Recurring (Trust Fund)	$36,000	$36,000	$36,000	$96,000	$96,000
Other Sources of Funding					
Total Available	$36,000	$36,000	$36,000	$96,000	$96,000
Total Actual Expenditures	$36,000	$36,000	$36,000	$96,000	$27,962
Total Actual Encumbrances	$47,176	$48,839	$57,310	$93,456	$27,962
Amount of Encumbrance*** Carried Over to Next Fiscal Year	($11,176)	($12,839)	($34,150)	$ 2,543****	$68,037
Cash Balance	-0-	-0-	-0-	-0-	-0-

* Projected figures for FY 2000-01
**Appropriation used for payment to contracted vendor to implement collections.
***Amount over appropriation carried over to next fiscal year with Equifax (RMA)
**** Returned to Trust Fund

Note: During the period of this report (96-97/00-01), the fund balance has been decreased by $10.5 million by legislative and budget office action. Decreases of over $2 million occurred prior to 1996-97.

Collection History Attached

s/TFEdApprop32001#1

Teaching Fellows Collections History

Prior to 1991, the Teaching Fellows staff served as collector of loan payments. In 1991, the legislation was amended to allow interest from the trust fund to be used for the costs related to collection of loan payments. The Teaching Fellows Commission contracted with Equifax to implement the collections process. Below is the history of collections.

Year	Appropriation	Expenditures	Amount Returned To Trust Fund at End of Fiscal Year	Amount of Collections
1987-91	N/A	N/A	N/A	$280,000.00
1991-92	$18,000	$ 6,755.48	$11,244.52	In Archives
1992-93	$22,000	$13,890.91	$ 8,109.09	In Archives
1993-94	$22,000	$21,854.48	$ 142.52	$214,057.88
1994-95	$22,000	$21,042.82	$ 957.18	$231,513.39
1995-96	$30,000	$22,609.22	$ 7,390.78	$284,314.74
1996-97	$36,000	$47,176.40	-0-	$457,001.54
1997-98	$36,000	$48,839.38	-0-	$515,200.98
1998-99	$36,000	$57,310.83	-0-	$728,765.82
1999-00	$96,000	$93,000.00	$ 2,543.21	$813,824.00
2000-01	$96,000	$27,962.23		$428,878.83

Note: Over $4,000,000 has been returned to the Trust Fund through the contracted collection agency. An additional $2,000,000 through the Commission staff office. This rigorous effort to collect loans along with the semester payment of scholarship funds has made it possible for the trust fund balance to be decreased by almost $14 million since the beginning of the program in 1986-87 by the state budget office and legislative action.

Number of Fellows in cash repayment: 527
Number of paid out loans: 56
Number of loans in bad debt: 213

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

TEACHING FELLOWS SCHOLARSHIP PROGRAM

Cash Receipts and Expenditures Report

For the Period of 7/1/2000 *to* 2/28/2001

	First Semester	Second Semester	Y T D Actual
Beginning Cash Balance			3,569,365.91
Budget Transfer In			7,660,000.00
Residual Equity Transfer Out			-2,000,000.00
Receipts:			
Loan Payment - TF/Equifax	520,876.82	118,284.54	639,161.36
Other Receipt / Prior Year	0.00	0.00	0.00
Interest Income:			
State Treasurer Interest	173,877.79	52,026.36	225,904.15
Loan Interest	141,388.91	60,677.94	202,066.85
Total Receipts	836,143.52	230,988.84	10,296,498.27
Expenditures:			
Expenditures	4,707,097.88	4,532,075.00	9,239,172.88
Return of Fund	-425.00	-12,075.05	-12,500.05
Total Net Expenditures	4,706,672.88	4,519,999.95	9,226,672.83
Costs:			
Collection Costs			96,000.00
Administration Cost			150,000.00
Ending Cash Balance			**$823,825.44**

Public School Forum (Teaching Fellows Program)
2000-01 Fiscal Year
Budgeted Expenditures

Types of Expenditures	Requirements		% of Total Budget
Temporary Help	$ 17,000		
Other Staff	$ 274,056		
Fringe Benefits	$ 65,773		
Total Personnel Services		$ 356,829	63%
Accounting	$ 14,200		
Bank Charges	$ 175		
Insurance	$ 1,800		
Legal Services	$ 500		
Sales Tax	$ 150		
Equipment Lease/Maint.	$ 12,500		
Equipment Purchases	$ 3,000		
Furniture Purchase	$ 1,200		
Rent	$ 47,324		
Phone/Communications	$ 5,500		
Total Operating/Contractual Services		$ 86,349	15%
Application Forms	$ 11,000		
Supplies	$ 8,275		
Postage	$ 9,000		
Printing	$ 26,000		
Graphics/Brochure	$ 3,000		
Promotion/Video	$ 15,500		
Total Supplies/Promotion		$ 72,775	13%
Campus Evaluations	$ 6,500		
Commission Meetings	$ 7,200		
Conferences/Meetings	$ 2,500		
Directors' Meetings	$ 3,500		
Regional Screening	$ 15,000		
Travel, Staff	$ 6,500		
Total Meetings/Travel		$ 41,200	7%
Data Processing	$ 1,000		
Software	$ 500		
Webpage/Tech. Maint.	$ 2,500		
Subcontractors	$ 2,500		
Total Technology/Maint.		$ 6,5000	1%
Affiliations	$ 400		
Subscriptions & Books	$ 1,000		
Staff Development	$ 2,800		
Other/Misc.	$ 2,711		
Total Affil/Staff Development		$ 6,911	1%
Total Budget		$ 570,564	100%

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Teaching Fellows Staff Salaries

The following list gives the staff members of the Public School Forum of NC who receive all or a prorated share of their salary/benefits from the appropriations to the Forum for the administration of the Teaching Fellows Program. The percentage represents the allotted time they devote to the Fellows Program. All are staff members of the Public School Forum and are not state employees.

Staff Member/Position	Salary Allocation	%
John Dornan, President/Executive Director	$11,700.00	9.00%
Jo Ann Norris, Associate Executive Director Administrator, Teaching Fellows Program	$58,975.68	70.00%
John Poteat Director, Public Policy Research	$ 1,194.00	3.00%
Gladys Graves Director, Teaching Fellows Program	$62385.84	100.00%
Cindy Gresham Coordinator, Special Programs Teaching Fellows Program	$36575.04	100.00%
Sherry Woodruff Program Officer, Teaching Fellows Program	$25,000.08	100.00%
Lara Nowell, Coordinator, Information Services Teaching Fellows Program	$35,969.00	100.00%
Lynne Mikielski, Administrative Assistant Teaching Fellows Program	$19,999.92	100.00%
Alisa Milliken, Office Manager	$2,599.92	10.00%
Valerie Mitchener Receptionist/Administrative Cerk	$9,250.00	50.00%
Nita Hanford, Business Manager	$ 727.00	25.00%
Temp	$8,813.28	100.00%
Total	$237,190.66	
Fringe Benefits Estimate (Includes fica, retirement, unemployment, life insur.)	$ 65,773.00	

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TEACHING FELLOWS

THE BEST AND THE BRIGHTEST SHOULD BE TEACHERS: NORTH CAROLINA'S TEACHING FELLOWS PROGRAM MAKES THIS A REALITY

In the ten years preceding 1986, the number and quality of students entering teacher education programs had declined. The North Carolina Teaching Fellows Program was created to reverse the trend. **Proposed by the Public School Forum of North Carolina, the program is the most ambitious statewide recruitment program in the nation.** It was created through the collaborative efforts of business, educational and political leaders in an effort to encourage outstanding high school seniors to enter the teaching profession. In its fourteenth year of operation, the Program is well on its way to achieving that goal. Already 5,600 of North Carolina's brightest and most talented high school seniors have been selected as North Carolina Teaching Fellows. Almost 2,000 Teaching Fellows graduates are teaching in the public schools in ninety-five North Carolina counties. The award recipients for the fifteenth class will be notified on April 10, 2001.

HOW DO WE ATTRACT THE BEST AND BRIGHTEST INTO TEACHING?

Proposed by the Public School Forum of North Carolina in 1986 and funded since 1987 by the North Carolina General Assembly, the North Carolina Teaching Fellows Program now provides a $6,500 per year scholarship to outstanding high school seniors who agree to teach four years in one of North Carolina's public schools or government schools following graduation from college.

The North Carolina Teaching Fellows Commission, appointed by the Governor, Lieutenant Governor, President Pro Tempore of the Senate, Speaker of the House of Representatives and Chair of the State Board of Education, develops the policies and regulations governing the Program. The staff of the Public School Forum of North Carolina, a non-profit partnership of business, educational and political leaders from throughout North Carolina, administers the Program.

The Forum initially proposed the Fellows Program as part of *Who Will Teach Our Children,* a ten point teacher recruitment proposal. This plan also provided for one teacher per high school to be designated as a Teacher Recruitment Officer. No longer funded, these individuals promoted the teaching profession to community groups and students in their schools. Their efforts fostered a greater sense of pride within the professional community, and teachers recruited their top students to enter teacher education. Although all of the components of the proposal were adopted by the NC General Assembly, only the Teaching Fellows Program and the Teaching Fellows Commission remain in operation and fully funded.

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THE TEACHING FELLOWS PROFILE

The scholastic profile of Teaching Fellows in the first fifteen classes is an SAT over 1150, a high school grade point average of 3.8 on a 4.0 weighted scale and class ranking in the top ten percent of their graduating classes. The average SAT score of the 2000-01 recipients is 1198, a GPA of 4.2 on a weighted scale, and a class rank in the top 7 percent. This year, approximately 19 percent of the 400 recipients are minority and 26 percent are male.

The Fellows' selection process occurs at the school district and regional levels. Selection committees are composed of educational, political, and community leaders from across the state. Over 1,200 volunteers are involved each year in identifying award recipients at the local and regional levels. Since its inception in 1986, over 27,270 students have applied for the Teaching Fellows Scholarship. It has become one of the most prestigious awards in North Carolina.

HOW IS THE TEACHING FELLOWS PROGRAM RESHAPING TEACHER PREPARATION IN NORTH CAROLINA?

The Teaching Fellows Program is currently limited to fourteen public and private institutions with teacher education programs. Each institution must design unique and specific programs for Teaching Fellows and undergo an annual review and evaluation conducted by the Commission.

Each institution must provide a full-time faculty member to serve as the Teaching Fellows Campus Director. The Campus Directors work closely with Forum staff to develop and implement programs, which further the goals established by the Teaching Fellows Commission. These Program Goals include:

⇒ Providing an academically and culturally enriched program that extends well beyond the regular college program.

⇒ Providing opportunities and experiences that encourage the development of leaders and decision-makers.

⇒ Providing opportunities for building an understanding of education's place in a broader social and economic context.

⇒ Instilling a sense of mission, service and professionalism in the Teaching Fellows.

⇒ Improving the image of teacher education candidates and teacher education programs campus-wide.

⇒ Recruiting and retaining greater numbers of male and minority teacher education candidates in North Carolina.

These broad goals are designed to encourage innovative and creative approaches to teacher preparation. Participating institutions have been given much latitude to develop unique program components.

The fourteen institutions are encouraged to be non-traditional in their approaches to program development. The Teaching Fellows Program has become a catalyst for change. Some institutions have included new course offerings in the curriculum for credit that incorporate some of the latest research and thinking about teacher preparation. Course topics such as *The At-Risk Student, Leadership in the Classroom, Cultural Diversity in the Social Context* are preparing students to think in new ways about school structure, collegiality and parental involvement.

A sequential program beginning in the freshman year includes structured observations and tutoring as part of field experiences. Several institutions provide rich pre-student teaching experiences for Teaching Fellows in the same school until graduation. This continuity and sequence provides public school experiences that foster a greater understanding of the total school program and the school community.

Mentors, faculty sponsors, graduate assistants, faculty advisors and campus directors are involved with the total student development. Teaching Fellows are required to attend designated cultural and multicultural activities as a group with follow-up discussions and seminars.

Institutions are requested to focus on the leadership development of Teaching Fellows. Leadership qualities such as visionary thinking and risk taking, which for so long have under valued in teachers and missing in many educational leaders, are stressed. Students are challenged and encouraged by business and political leaders to see beyond the teacher in classroom and to think about the connections of education to the quality of life and the economic survival of our state. Through internships, mentor relationships, seminars and other activities, students are exposed to university and community leaders who can expand their perspectives and challenge them to think differently.

SUMMER EXPERIENCES

Summer experiences, developed and coordinated by the Public School Forum staff, are designed to enhance the campus program and give insights into the challenges facing these students when they enter the classroom. The first summer program, DISCOVERY TRIP, gives the rising sophomores a first-hand look at the state. Traveling on nine buses over 1600 miles for seven days; the Fellows see every possible area of North Carolina including industry, farms, high tech, corporate, and schools. They also have additional opportunities to hear North Carolina authors, and see and hear music and drama. They quickly come to realize the diversity of a land and its people and the impact of mores and economic conditions upon schools in a locale.

The rising juniors attend a summer enrichment experience chosen from a list of over 30 options, ranging from a seven-day Outward Bound Course, a student musical production, environmental education, computer and biotechnology workshops, and numerous opportunities for travel abroad, some including credit for study. The Fellows then attend a conference that focuses on preparing teachers to respond to the needs of a diverse student population. Outstanding teachers identified by the North Carolina Center for the Advancement of Teaching are invited to serve as facilitators and work with small groups of Fellows, discussing students' concerns related to the "real world of teaching."

During the summer preceding the senior year, Fellows are required to attend an Orientation Week in a school system. This experience is designed to give students an introduction to the school system community and an understanding of the overall operation of a school district. They will interact with superintendents, curriculum supervisors, personnel directors, transportation, clerical and custodial staff as well as teachers and local governmental bodies. (In addition, this week offers opportunities to explore potential places of employment.) Many school systems also offer paid internships following the Orientation Week. The rising seniors come together for their last time as a cohort in a three-day conference around a specific theme, the most recent being, "Survive and Thrive".

A main goal of the summer programs is to provide a setting that fosters a sense of *esprit de corp* and encourages the networking and support systems needed for successful induction into the teaching profession.

SUMMARY

North Carolina has launched an exciting recruitment and retention program to ensure that the teachers of the 21st century are the most competent and best trained they can be. Offering comprehensive documentation and evaluation data, this program has had major significance in the state and national reform efforts to restructure teacher education. Last year, South Carolina passed legislation authorizing a Teaching Fellows Program and federal legislation was filed recently to implement a federal Teaching Fellows Program. The Program continues to develop leaders in education as evidenced when the new NC Teacher of the Year was announced. The 2000-2001 Teacher of the Year is Laura Bilro-Berry, a graduate of the UNC-Chapel Hill Teaching Fellows Program, a second grade teacher in Beaufort County. Laura is in her eighth year of teaching.

A great deal of progress has been made in meeting the challenges of developing the Teaching Fellows Program, but the challenges that lie ahead may be even greater. We must be visionary as these students enter the classrooms of our state and provide the environment needed to recognize their competence and give them true professional status.

The Teaching Fellows Program....at a Glance

From the Program's First Class in 1987-88 through 2000-01, there have been:

- **Teaching Fellows applications:** ***27,290***
- **Teaching Fellows regional finalists:** ***9,971***
- **Teaching Fellows Awards:** ***6,000 (as of 4/10/001)***
- **Teaching Fellows Graduates:** ***3,644 (as of 12/00)***
- **Teaching Fellows Graduates employed in 2000-01 in 95 counties:** ***1,988***
- **Teaching Fellows Graduates completing 4-year teaching service obligation:** ***1,417***
- **Teaching Fellows Graduates in graduate school (full-time), 1999-2000:** ***131***
- **Teaching Fellows Graduates with Natl. Bd. Certification:** ***9***
- **Teaching Fellows Graduates in Principal Fellows Program:** ***35***

OVER

at a Glance cont.

- **Teaching Fellows Graduates in Administration/central office:** ***50***

- **Teaching Fellows Graduates employed in 5th year after 4-year service payback (2000-01):** ***82%***

- **Teaching Fellows Graduates employed after 5th (6th-10th) year of service (2000-01):** ***63%***

- **All Teaching Fellows Graduates employed in public schools after service payback (5th-10th year, 2000-01):** ***73%****

- **1987 Teaching Fellows who finished service payback and are teaching in 10th year:** ***62%***

- **Teaching Fellows Graduation Rate:** ***(Classes 1987-1996): 84%***

- **Cancelled Notes:** ***1,726 (of which 82% were in teaching service payback)***

- **SAT average of 2001 recipients:** ***1198 (state average is 988)***

** Fellows may return after graduate school, travel, and/or childcare.*

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NORTH CAROLINA

TEACHING FELLOWS

PROGRAM

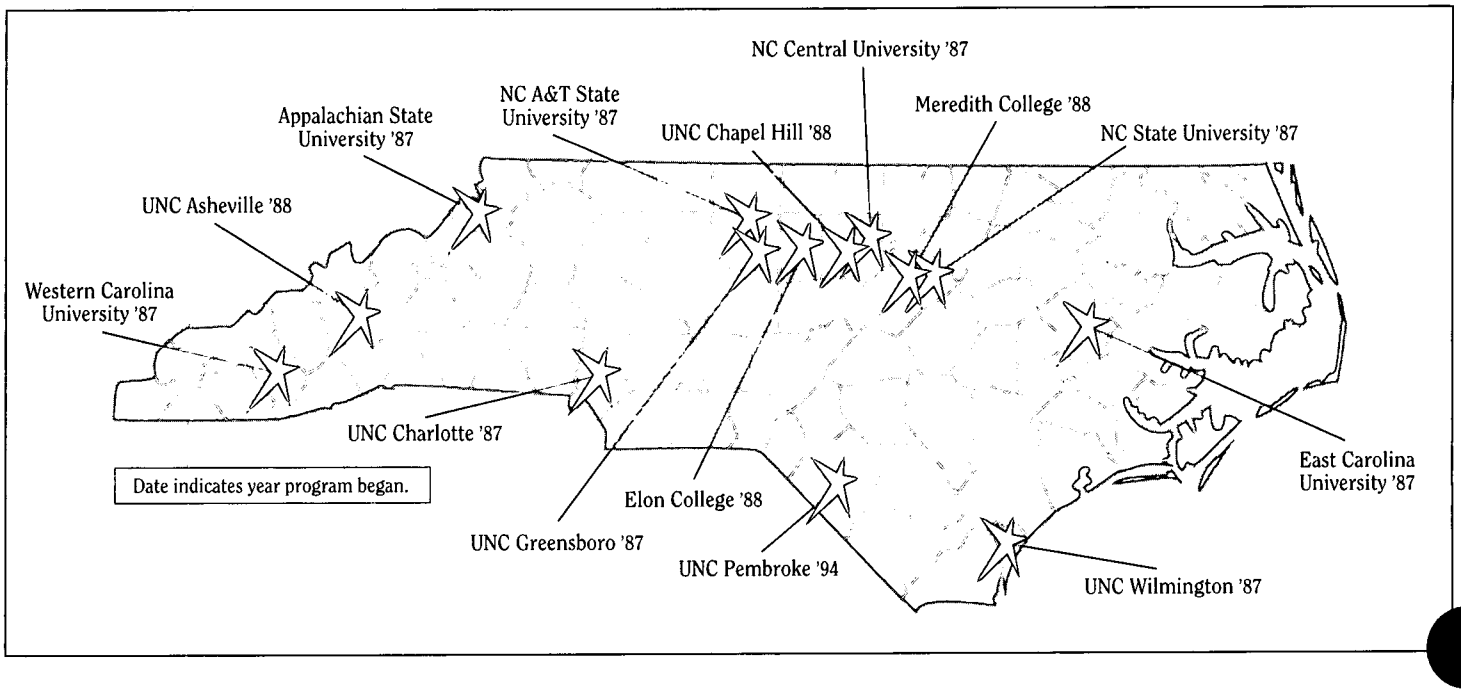
DOCUMENT A

PROGRAM INFORMATION

Documents A and B are to be given in their entirety to applicant. Applicant should return document B (application) only.

2000-2001

Colleges and Universities Participating in the North Carolina Teaching Fellows Program



Key Dates for 2000-2001 Applicants

2000	Oct 27	Completed application and three references submitted to the Teaching Fellows Liaison Counselor
	Nov 22	Local Interviews and writing essay completed
	Dec 1	Deadline for Teaching Fellows applications in Raleigh office by 5:00 pm
	Dec 31	Deadline for new SAT/ACT scores to be received in Teaching Fellows office
2001	Jan 16	Regional finalists notified (postmarked by this date)
	Jan 27, Feb 3	Optional recruitment days at specific campuses for regional finalists
	Feb 10	Screening interviews for regional finalists in regions 1, 2, and 3
	Feb 17	Screening interviews for regional finalists in regions 4, 5, and 6
	Feb 24	Screening interviews for regional finalists in regions 7 and 8
	Mar 3	Statewide make-up day for regional interviews for regional finalists
	Apr 9	2001 recipient notification (postmarked by this date)
	Apr 23	Deadline for award acceptance
	June 16	Freshman Orientation, Raleigh Conference and Convention Center (All recipients and parents or guardians are expected to be present; alternates are encouraged to attend.)

Teaching: A Career for the Future

As people look to the future of North Carolina, one profession is cited more and more as holding the key to the state's well-being. That profession is teaching. Economic, political and business leaders are realizing that an ever changing economy requires people who can "think for a living." Thinking for a living depends on the quality of the education provided by the teachers who work with North Carolina's 1.2 million young people. This recognition, combined with rapidly increasing numbers of students in schools, has dramatically heightened the demand for highly qualified teachers.

As a result of this increased demand, the North Carolina General Assembly has initiated pay raises and other program innovations to make the teaching profession more attractive. While teacher salaries historically have been lower than those paid to other college graduates, North Carolina's teacher salaries continue to increase. Today, a beginning teacher in North Carolina will make $25,000. For teachers holding a masters degree, the beginning salary will be $27,500.

Also, the state is improving working conditions by making class sizes smaller and providing teachers with more time to plan and work with individual students. In addition, the State Board of Education and legislative action are bringing a real opportunity for true involvement at the school level. In short, North Carolina is making a major drive to improve the salaries and conditions of teaching. There are also new support programs for beginning teachers that include mentors, professional development, and more time for new teacher orientation.

The Demand for Teachers Is Increasing

A basic question for any college student is whether there will be a job waiting after graduation from college. For students **preparing to be teachers** the answer to that question is "Yes."

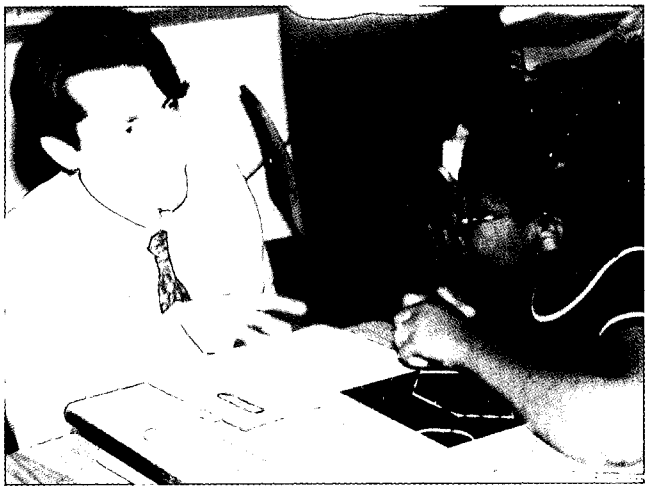
North Carolina, with the rest of the country, has seen major shifts in the job market in recent years. North Carolina's student population will increase by 20,000 every year for the next several years. Between 7,000 to 9,000 new teachers will be needed each year in our public schools. Additional teacher allotments have added thousands of new teaching positions over the past decade. Combined with the fact that North Carolina is one of the country's fastest-growing states, the job outlook for future teachers is excellent, particularly **if they are willing to relocate and accept challenging positions.**

The North Carolina Teaching Fellows Program

In order to meet the increasing demand for top quality teachers for North Carolina's public schools, the General Assembly in 1986 established the North Carolina Teaching Fellows Program. **The most ambitious teacher recruitment program in the nation, the Teaching Fellows Program provides $6,500 per year, for a maximum of four years of college, to 400 high school seniors who agree to teach for four years in North Carolina's public schools after being graduated from college.** The Program is governed by the North Carolina Teaching Fellows Commission, a group of 11 individuals who are appointed by the Governor, Senate President Pro Tempore, Speaker of the House, and State Board of Education Chair. The Commission Chair is appointed by the Lieutenant Governor. The Program is administered by the Public School Forum of North Carolina.

The Goals of the Program

- Provide an academically and culturally enriched preparation program that extends beyond the regular college program
- Provide opportunities and experiences that encourage the development of leaders and decisionmakers
- Provide opportunities for building an understanding of education's place in a greater social context
- Instill a sense of mission, service and professionalism in the Teaching Fellows
- Improve the image of teacher education candidates and programs campus-wide
- Recruit and retain greater numbers of male and minority teacher education candidates in North Carolina



Not Everyone Can Be a Teaching Fellow

The qualifications for becoming a Teaching Fellow are stringent. Applicants are screened and interviewed by committees within their school district and, then, by a regional screening committee. **The local and regional committees examine a number of criteria, including high school grades, a writing sample, class standing, SAT/ACT scores, extracurricular activities, references and an interview.**

The Teaching Fellows Program is succeeding in attracting many of North Carolina's brightest and best students into teaching. Since the first awards in 1987, Teaching Fellows award recipients have had SAT scores at or above the state average, while maintaining very high standards in other academic areas. The state average in 1999-2000 was 986.

Application Selection & Process

The North Carolina Teaching Fellows Program is open to current (2000-2001) North Carolina high school seniors who are interested in becoming teachers and are legal residents of North Carolina under General Statutes 116-11(7) and 116-144 and citizens of the United States. (Dependents of military personnel are eligible only if the parent/ guardian has declared North Carolina as their state of residence).

Each applicant file must include:

- An application form completed by the candidate
- A high school transcript and verification of SAT/ACT scores
- A writing sample *(to be completed at a time and place designated by the Teaching Fellows School District Screening Committee chairperson)*
- Three reference forms obtained from the counselor. *No other references will be considered. Students are encouraged to select persons who know them well to complete their references.*
- If in a home school, verification of the school's registration with the NC Division of Non-Public Schools

All applicants for the Teaching Fellows awards with Scholastic Profile Composite Scores of 30 or above will be interviewed by a local committee composed of people from the applicant's community. (Superintendents may choose to interview applicants with scores below 30.) Applicants who are selected as regional finalists will be screened by a committee composed of people from the educational region in which the applicant lives. At both the local and regional levels, applicant files will be reviewed and selected candidates will be interviewed. The committees will evaluate the applicants on their application material and the quality of their interviews. All application material is confidential. **Completed applications must be returned to the Teaching Fellows Liaison Counselor's office no later than October 27, 2000.**

Local screening and interviews will be completed by **November 22, 2000.** Regional screening and interviews will be completed by **March 3, 2001.** Award winners will be informed of the Teaching Fellows Commission's decision by letter postmarked by **April 9, 2001.**

Applicants must apply to and be accepted by the colleges of their choice offering the Teaching Fellows Program.

Recipient Requirements

Teaching Fellows award recipients will be required to maintain a **2.25 cumulative grade point average** on work attempted during the freshman year of college. By the end of the sophomore year, Teaching Fellows will be required to maintain a **cumulative grade point average of 2.5** and to meet the standards required for admission into a teacher education program. Several campuses require 2.75 or higher for admission to Teacher Education. A **cumulative grade point average of 2.5** must be maintained throughout the Teaching Fellows junior and senior years. Students should obtain information about unique features and requirements of specific campus programs and majors from each campus admissions office.

Teaching Fellows **will be required to participate in designated campus activities and selected summer programs.** Some programs will be limited in duration (1-3 weeks) and others will be designed as extended internships. Up to $400 per year of the Teaching Fellows award may be held in escrow to defray the costs of summer programs. **Teaching Fellows will be required to participate in each summer experience unless specifically exempted by the Teaching Fellows Commission. This may delay summer school or job participation until after the completion of the summer experience.**

Teaching Fellows are required to live in on-campus housing assigned by the institution during their freshman year and reside on site for all summer experiences. Living in private dorms, apartments, fraternities or sororities is not permitted. There are no exceptions to this policy.

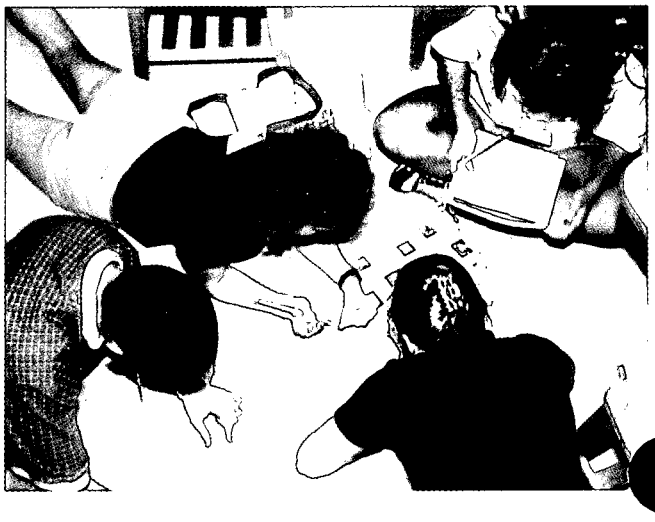
Academic Year & Summer Activities

Unique programs have been designed for the Teaching Fellows at each of the selected institutions. These programs include seminars, cultural events, faculty mentor programs, local school visitations and study-abroad programs. A strong emphasis is placed on leadership development skills and activities that will give the Teaching Fellows a broad range of experiences beyond the required course work.

Each summer during their college career, Teaching Fellows participate in special activities to expand their knowledge about the role of education and to enhance their preparation as effective teachers.

- **Rising Sophomores: Discovery Trip,** a seven-day trip across the state exploring schools, business and culture
- **Rising Juniors: Junior Enrichment,** a choice of week-long seminars, travel opportunities or internships and **Junior Conference,** focusing on cultural diversity issues
- **Rising Seniors: Senior Orientation,** a week-long visit to a school system, and **Senior Conference,** focusing on new systems of teaching and learning

Each Teaching Fellow is required to participate in these special activities and summer programs.



Frequently Asked Questions

Q1: If I am selected as a Teaching Fellow, what are my obligations?

A:
- Accept the scholarship offer and secure a co-signer for the promissory note (co-signer must be a parent or guardian if you are under 18).
- Enroll as a full-time student at an institution designated by the Teaching Fellows Commission for the academic year after receiving the award. There are 14 institutions designated as Teaching Fellows campuses.
- Pursue studies, as a full-time student, leading to licensure at graduation to teach in North Carolina's public schools.
- Maintain a minimum 2.25 cumulative grade point average on work attempted during the freshman year. By the end of the sophomore year, Teaching Fellows will be required to have a 2.5 cumulative grade point average on work attempted and meet the requirements for admission into a teacher education program. Campuses may have different GPA requirements for admission into Teacher Education.
- Participate in special summer programs each summer and other special activities as established by the Teaching Fellows Commission and campus programs. Summer programs may vary in length from seven days to employment/internship in summer schools or with other state agencies or businesses. Up to $400 per year of the Teaching Fellows award may be held in escrow to defray the costs of summer programs.
- If male, show evidence of registration with the military selective service.

Q2: How many years do I have to repay the scholarship/loan? Can I do graduate work or begin a family and still fulfill my obligations for repayment?

A: You will have seven years after graduation from college to repay your obligation to the state of North Carolina **by teaching as a licensed full-time teacher in a NC public school.** If you teach for four of the seven years, your debt is repaid. If you do not teach, you will begin repayment of the loan, with a 10% interest charge, payable in equal installments over a period of seven years. You do not have to begin teaching or repaying the loan immediately after graduation if you are enrolled as a full-time graduate student in related studies at an institution of higher education. (**The seven-year pay back period may not be used by Fellows to complete doctoral studies or advanced degrees in fields not related to teaching, i.e., law, medicine, pharmacy, engineering, and so on.**) If you begin teaching and leave for graduate work to enhance your teaching license or to begin a family, you are obligated to begin repayment at such time as you no longer have enough years remaining to fulfill your teaching obligation. The Commission can, on request, make an exception in cases of emergency. If you withdraw from the Program, or if you are removed from the Program because you do not meet the required GPA/credit hours or are not attending required activities, your scholarship/loan repayment begins 180 days from notification, even if you are still attending college. The Commission may call in your loan at any time if it determines you will not repay in teaching service.

Q3: Will I be guaranteed a job when I graduate?

A: No, but with the additional teacher allotments and the increased student enrollment in North Carolina, there will be a strong demand for new teachers. Also, the status and quality of Teaching Fellows are such that school districts are eager to employ those who have completed the Program. Due to supply and demand, Fellows are encouraged to consider all job opportunities regardless of locale in North Carolina.

Q4: What are some of the features of the Teaching Fellows Program that make it different from other scholarships or teacher education programs?

A: Teaching Fellows will be recognized on each campus as outstanding students and future teachers. Every effort will be made through a variety of training experiences to expose Teaching Fellows to the worlds of education and business. Classes, seminars, field trips, internships, conferences, and social and cultural events will be integrated into your program during the academic year and during the summer months. Many campuses will have faculty mentors or teachers from elementary and secondary schools working with Teaching Fellows on a one-to-one basis as coaches and advisors. Some campus programs include travel and study abroad.

Q5: Do I have to live on campus?

A: Teaching Fellows **must** live in on-campus housing during their **freshman year** and reside on site for all summer experiences. No exceptions will be made for any reason for freshman residency. Several institutions make arrangements for you to live in the same dorm with other Teaching Fellows.

Q6: Does this scholarship automatically guarantee my acceptance as a student at one of the institutions listed?

A: No. You must apply and be accepted by the institution you wish to attend. This includes requests for housing and all other requirements of application by that particular institution. We encourage applicants to apply to at least their first, second and third choice institutions. *Since the Commission has set a limit of 60 Teaching Fellows per campus, you may not be able to attend your first choice institution if you accept a Teaching Fellows award. Institution choices must be made carefully. Teaching Fellows identified as regional finalists will have an opportunity to make a final selection for their first, second, third, fourth and fifth choice institutions on the day of their regional interview.* ***These choices are final.***

Q7: What would happen if I decided to transfer to another college?

A: You may remain in the Teaching Fellows Program as long as you transfer to another institution participating in the Program, provided space is available in your class in the Teaching Fellows Program on that campus. There are 14 institutions where the Program is currently being offered *(see list on page 5)*. If you decide to transfer to an institution not offering the Teaching Fellows Program, you will be required to repay any amount of the scholarship, with 10% interest, which you have received to that date. Payment will begin 180 days after notification. Teaching Fellows freshmen may NOT transfer until the sophomore year. Teaching Fellows who wish to transfer must be in good standing academically.

College Selection

Teaching Fellows award recipients must apply to and be accepted by the college or university they wish to attend. Applicants will be notified as to which institution they have been assigned when they receive notification of having been selected for a Teaching Fellows award. The Teaching Fellows Commission has set a limit of 60 Teaching Fellows per campus; therefore, some students may not be able to attend their first choice.

After Teaching Fellows are selected, each participating institution receives the names of all applicants who have designated it as their first choice. **If there are more than 60 applicants on the list, the college or university selects the applicants it wishes to accept into the Program at its institution.**

Names of applicants who are not selected by their first choice will be forwarded to their second choice institution. If necessary, names will be forwarded to the institution of third choice, fourth choice and fifth choice.

College Costs

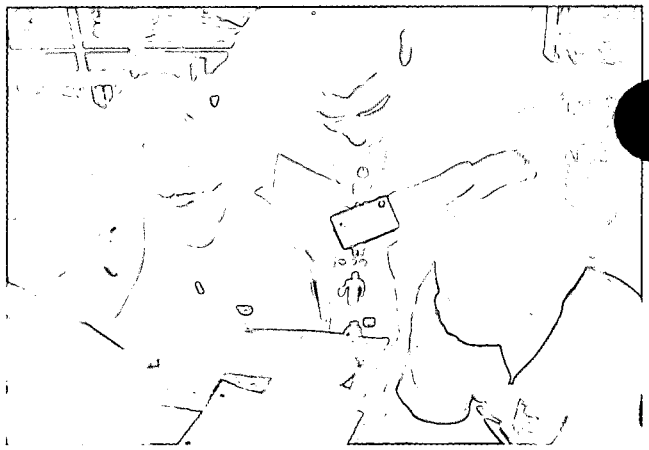
Teaching Fellows award recipients receive a state grant of $6,500 per year for four years. Up to $400 may be escrowed each year by the Commission to fund the summer experiences. The remaining funds are transferred in semester installments to the institution in each Fellow's name.

The financial aid office at each of **the public institutions** will subtract all costs for tuition, room, board, and fees and issue a check to the Fellow for the remaining funds, if any. Fellows will be responsible for all costs which exceed the state grant of $6,500.

The two private colleges participating in the Teaching Fellows Program must guarantee to Teaching Fellows who choose to attend them, at a minimum, an amount for costs of tuition, room, board and fees equal to the amount of the state grant of $6,500 per year. **Fellows attending private colleges will be responsible for all costs which exceed the grant and the college match.**

Funds are disbursed at the beginning of each semester, **but only after the Fellows' grades and credit hours have been verified by the Commission staff. Teaching Fellows should have enough money on hand until scholarship funds arrive each semester.**

Information regarding specific costs at each campus may be obtained from the admissions office at each institution.



ADDITIONAL NOTES

LOWER CAPS The following institutions have lower caps: Elon College - 25; Meredith - 30; NCSU - 40; UNC-Wilmington - 35.

EARLY BINDING AGREEMENTS Applicants accepting Early Binding Agreements at colleges and universities limit their options if selected as Teaching Fellows recipients. Early Binding Agreements DO NOT guarantee that the Fellow will be accepted by the Teaching Fellows Program on that campus. The Early Binding Agreement does not permit application to other institutions.

RECONSIDERATION A recipient who accepts the award at a campus other than his/her first choice may keep his/her name active for reconsideration if a vacancy occurs at the first choice campus by signing the statement of request on the acceptance form.

REJECTION OF AWARD Rejection of the award by the recipient removes that recipient from further consideration, even if a vacancy occurs at the recipient's first choice campus.

Participating Colleges & Universities Directors

The North Carolina Teaching Fellows Program is currently offered at 14 North Carolina colleges and universities. For information about these institutions, contact your high school counselor or the Teaching Fellows Directors listed below.

Appalachian State University
Mr. Joe Murphy
301 Duncan Hall
Boone, NC 28608
(828) 262-2298
murphyjr@conrad.appstate.edu

East Carolina University
Dr. Ronny VanSant
123 Speight Building
Greenville, NC 27858-4353
(252) 328-4126
vansantf@mail.ecu.edu

Elon College
Dr. Janet Warman
Campus Box 2105
Elon College, NC 27244-2020
(336) 278-5887
warman@elon.edu

Meredith College
Ms. Alma Lane Lee
209 Ledford Hall
3800 Hillsborough Street
Raleigh, NC 27607-5298
(919) 760-2334
leea@meredith.edu

NC A&T State University
To Be Announced
1601 East Market Street
Greensboro, NC 27411
(336) 334-7175

NC Central University
Mr. Dietrich A. Morrison-Danner
108 Taylor Education Building
Durham, NC 27707
(919) 530-7292
dmorrison@wpo.nccu.edu

NC State University
Dr. Terry Wall
College of Education and Psychology
204-A Poe Hall - Box 7801
Raleigh, NC 27695-7801
(919) 515-5519
terry_wall@ncsu.edu

UNC-Asheville
Ms. Brenda Hopper
Department of Education
146-A Zageir Hall
Asheville, NC 28804-3299
(828) 251-6901
bhopper@unca.edu

UNC-Chapel Hill
Howard Machtinger
School of Education
CB #3500 Peabody Hall
Chapel Hill, NC 27599-3500
(919) 962-0897

UNC-Charlotte
Ms. Misty Hathcock
College of Education
Office of Teaching Fellows
9201 University City Blvd.
Charlotte, NC 28223
(704) 547-4542
mhathcock@email.uncc.edu

UNC-Greensboro
Ms. Toni Knight
Curry Building, Room 323
P.O. Box 26171
Greensboro, NC 27412
(336) 334-3410
knightt@uncg.edu

UNC-Pembroke
Dr. Irene Aiken
Department of Education
P.O. Box 1510
Pembroke, NC 28372-1510
(910) 521-6450
aiken@papa.uncp.edu

UNC-Wilmington
Ms. Kathleen Benzaquin
601 S. College Road
Wilmington, NC 28403-3297
(910) 962-4001
benzaquink@uncwil.edu

Western Carolina University
Ms. Carol Burton
137 Killian Annex
Cullowhee, NC 28723
(828) 227-7056
burton@wcuvaxl.wcu.edu

NOTE

Documents A and B are to be given to the applicant.

NORTH CAROLINA
TEACHING
FELLOWS
PROGRAM

Thomas W. Lambeth, Chair

This application and supporting information are the property of the Teaching Fellows Commission and are confidential. Photocopying and/or sharing the material is expressly prohibited.

Questions about the Teaching Fellows Program and all correspondence should be directed to the Teaching Fellows Commission located at the office of the Public School Forum of NC, which serves as the Program administrator.

Direct inquiries to:
Jo Ann Norris, Administrator
Gladys Graves, Director
Cindy Gresham, Coordinator of Special Programs
Sherry Woodruff, Program Officer
Lynne Mikielski, Administrative Assistant
Lara Nowell, Coordinator of Information Services
tfellows@ncforum.org

DOCUMENT B

APPLICATION FORM

To the Applicant: Only current high school seniors who are U.S. citizens and legal residents of North Carolina are eligible. *Complete this application and return with three sealed reference forms to your Teaching Fellows Liaison Counselor by* ***October 27, 2000.***

NORTH CAROLINA
TEACHING
FELLOWS
PROGRAM

APPLICANT INFORMATION

NC Teaching Fellows Program

Date _____

Name _____ ❑ Male ❑ Female
Last First Middle Preferred Name

Permanent Address _____
Street/Box City State Zip Code County

Current Telephone Number (____) _____

Social Security Number _____-_____-_____
(Application will not be processed without SS#)

Birth Date ___/___/___ Race *(check one)* ❑ Native American ❑ Asian ❑ Black ❑ Hispanic ❑ White ❑ Multi-racial ❑ Other *(specify)* _____

LEGAL RESIDENCY

By my signature I, **the parent/guardian of the applicant**, affirm that I qualify as a **legal resident, for purpose of domicile** (own property, registered to vote, pay state income taxes, etc.) in the state of North Carolina (General Statutes 116.11 (7) and 116-144) and **the applicant is a U.S. citizen.**

If you have questions, contact your Teaching Fellows Liaison Counselor.

_____
Signature of parent/guardian

SELECTION OF COLLEGE

The Teaching Fellows Program is located only on select campuses. To receive the Teaching Fellows award, students must attend one of these campuses. Listed below are participating campuses. Indicate your preference of colleges by ranking them - **circle 1 by your first choice, 2 by your second choice, and so on.** ***Note***: *No campus may have more than 60 Fellows in each class. The following campuses have lower caps: Elon College - 25; Meredith - 30: NCSU - 40; UNC-Wilmington - 35. Make your choices carefully, and* ***be sure to give five choices.***

		Applied?				Applied?	
Appalachian State University	1 2 3 4 5	Yes	No	UNC-Asheville	1 2 3 4 5	Yes	No
East Carolina University	1 2 3 4 5	Yes	No	UNC-Chapel Hill***	1 2 3 4 5	Yes	No
Elon College*	1 2 3 4 5	Yes	No	UNC-Charlotte	1 2 3 4 5	Yes	No
Meredith College	1 2 3 4 5	Yes	No	UNC-Greensboro	1 2 3 4 5	Yes	No
NC A&T State University	1 2 3 4 5	Yes	No	UNC-Pembroke	1 2 3 4 5	Yes	No
NC Central University	1 2 3 4 5	Yes	No	UNC-Wilmington	1 2 3 4 5	Yes	No
NC State University**	1 2 3 4 5	Yes	No	Western Carolina University	1 2 3 4 5	Yes	No

**All Fellows must participate in the Studies in England semester.*
***Does not offer a degree in Elementary Education.*
****Fellows seeking preparation for secondary education teaching K-12 music and foreign language must complete an M.A.T., i.e., a fifth-year program at UNC-Chapel Hill. A strong academic record and GRE are required to be admitted into the UNC-Chapel Hill fifth-year program.The UNC-Chapel Hill MAT degree will provide only an entry-level license and does not qualify for the 10% given for other masters degrees.*

HIGH SCHOOL INFORMATION *(Please fill in every space)*

School _____ School System _____

School Address _____

Name of Principal _____ Telephone ( ) _____

Name of Teaching Fellows Liaison Counselor _____ Telephone ( ) _____

❑ Check if attending a home school. Provide verification of the schools' registration with the NC Division of Non-Public Schools.

The following must be completed and signed by your Teaching Fellows Liaison Counselor.

State Department of Public Instruction School Code # *(see NC Education Directory)* _____-_____
(for public schools only)

Class Rank_____ Class Size_____ **Weighted** GPA *(4.0 Scale)*_____ Educational Region *(1-8 – see list)* _____

SAT Composite_____ ACT Composite _____ *(Use the SAT-ACT Concordance Table to convert scores)*

SAT Math _____ Verbal _____ Date _____ Math _____ Verbal _____ Date _____ Math _____ Verbal _____ Date _____

SAT Math _____ Verbal _____ Date _____ Math _____ Verbal _____ Date _____ Math _____ Verbal _____ Date _____

ACT Date_____ Date _____ Date _____

Note: *List scores for each time the applicant has taken the SAT/ACT. Use highest math and verbal scores to determine composite. Pre-April '95 scores must be recentered before determining composite. Use the SAT Recentering and the SAT-ACT Concordance Tables provided by the Teaching Fellows Commission.*

_____
Signature of Teaching Fellows Liaison Counselor

SCHOOL/COMMUNITY ACTIVITIES – Do not add any additional sheets

The applicant should be careful to include all activities that would indicate personal leadership, commitment and initiative. Place a check in the appropriate [illegible] opposite the listed activity showing the year in which you participated in that activity. Also, indicate any positions of office **("A" for appointed, "E" for [illegible]ted)** held for that activity in the column for the year during which you held the office. This form is to be used as a guide. If you participated in any activity not shown on this form, add this information in the space provided at the end of each section. **Do not include additional sheets.** If the activity was not offered at your school, include this by writing **N/A once beside the listing.** Under **Credit** Column, **write "Y" for "Yes" and "N" for "No" to indicate if you receive credit for the listing.**

Membership & Offices Held (specify)

Student Government	Credit	F	S	Jr.	Sr.
Student Council	___	___	___	___	___
Honor Committee	___	___	___	___	___
Prefect	___	___	___	___	___
Office Assistant	___	___	___	___	___
Class Committee	___	___	___	___	___
Home Room Officer	___	___	___	___	___
Other *(specify)* _____					

Clubs	Credit	F	S	Jr.	Sr.
Beta Club	___	___	___	___	___
National Honor Society	___	___	___	___	___
Service Club	___	___	___	___	___
Debate Club	___	___	___	___	___
Monogram Club	___	___	___	___	___
FFA	___	___	___	___	___
FHA	___	___	___	___	___
FTA	___	___	___	___	___
FCA	___	___	___	___	___
[illegible]g Life	___	___	___	___	___
[illegible] Bowl/High IQ	___	___	___	___	___
Pep Club	___	___	___	___	___
FBLA	___	___	___	___	___
DECA	___	___	___	___	___
VICA	___	___	___	___	___
Academic Club *(specify)* _____					
Other *(specify)* _____					

Music	Credit	F	S	Jr.	Sr.
Glee Club	___	___	___	___	___
Chorus	___	___	___	___	___
Band	___	___	___	___	___
All-State Band	___	___	___	___	___
All-State Chorus	___	___	___	___	___
Other *(specify)* _____					

School Paper	Credit	F	S	Jr.	Sr.
Editor	___	___	___	___	___
Associate Editor	___	___	___	___	___
Other Editor *(specify)* _____					
Photographer	___	___	___	___	___
Staff	___	___	___	___	___
Contributor	___	___	___	___	___
Other *(specify)* _____					

School Yearbook	Credit	F	S	Jr.	Sr.
[illegible]r	___	___	___	___	___
[illegible]ciate Editor	___	___	___	___	___
Other Editor *(specify)* _____					
Photographer	___	___	___	___	___
Staff	___	___	___	___	___
Contributor	___	___	___	___	___
Other *(specify)*					

Membership & Offices Held (specify)

School Literary Magazine	Credit	F	S	Jr.	Sr.
Editor	___	___	___	___	___
Associate Editor	___	___	___	___	___
Other Editor *(specify)* _____					
Photographer	___	___	___	___	___
Staff	___	___	___	___	___
Contributor	___	___	___	___	___
Other *(specify)* _____					

School Military	Credit	F	S	Jr.	Sr.
Rank *(specify)*	___	___	___	___	___
Other *(specify)* _____					

Representing School in Convention or Conference	F	S	Jr.	Sr.
National Honor Society	___	___	___	___
Beta Club	___	___	___	___
FTA	___	___	___	___
Other Club	___	___	___	___
Student Government	___	___	___	___
Governor's School Officer	___	___	___	___
(area) _____				
Boy's/Girl's State Officer	___	___	___	___
NC Close-Up	___	___	___	___
US Close-Up	___	___	___	___
Model United Nations	___	___	___	___
Other *(specify)* _____				

Teaching Opportunities	Credit	F	S	Jr.	Sr.
Teacher Cadet	___	___	___	___	___
Project Teach	___	___	___	___	___
Other *(specify)* _____					

Other School/Community/ Charitable Activities	F	S	Jr.	Sr.
(specify) _____	___	___	___	___
_____	___	___	___	___
_____	___	___	___	___
_____	___	___	___	___
_____	___	___	___	___
_____	___	___	___	___
_____	___	___	___	___
_____	___	___	___	___
_____	___	___	___	___
_____	___	___	___	___
_____	___	___	___	___
_____	___	___	___	___
_____	___	___	___	___

Applications must be submitted on original forms. Photocopying and/or sharing the information in the applications is expressly prohibited. All applications and supporting information are the

EMPLOYMENT

Please list any jobs you have held (indicate whether during school year or summer)

Employer _____ Position _____ Dates _____ Hrs/Wk _____

Employer _____ Position _____ Dates _____ Hrs/Wk _____

Employer _____ Position _____ Dates _____ Hrs/Wk _____

ATHLETICS

Please put "V" for Varsity Sports sponsored by your school in which you were awarded a letter or monogram, "P" if participated but did not receive a monogram, and "B" for participation in non-varsity sports sponsored by your school. Note: If you were a captain or co-captain of a varsity team, please put "C" or "CC."

	Credit	F	S	Jr.	Sr.
Football	___	___	___	___	___
Basketball	___	___	___	___	___
Baseball	___	___	___	___	___
Tennis	___	___	___	___	___
Field Hockey	___	___	___	___	___
Swimming	___	___	___	___	___
Lacrosse	___	___	___	___	___
Track	___	___	___	___	___
Cross Country	___	___	___	___	___

	Credit	F	S	Jr.	Sr.
Wrestling	___	___	___	___	___
Soccer	___	___	___	___	___
Golf	___	___	___	___	___
Volleyball	___	___	___	___	___
Softball	___	___	___	___	___
Cheerleader	___	___	___	___	___

Other (specify) _____

HOBBIES & SPECIAL INTERESTS *(Please describe)*

_____

_____

HONORS & AWARDS

Academic *(list)* _____

_____

Athletic *(list)* _____

_____

Other *(list)* _____

_____

MEANINGFUL ACTIVITIES

In all your school/community activities, what two activities have been most meaningful to you, and why?

_____

_____

_____

_____

_____

DESCRIBE WHY YOU WANT TO TEACH

(Please include the major and grade level you think you will pursue.) Use only the lines provided.

_____

_____

_____

_____

_____

_____

_____

_____

_____

IT IS MY INTENT TO ACCEPT THE TEACHING FELLOWS SCHOLARSHIP, even if not at my first choice of institutions, if awarded.

❑ Yes ❑ Not sure Signature of applicant _____

NORTH CAROLINA TEACHING FELLOWS PROGRAM

SCREENING PROCESS GUIDE

2000-2001

A Guide for Selecting North Carolina Teaching Fellows

The North Carolina Teaching Fellows Program is designed to identify academically talented students who are U.S. citizens and legal residents of NC, who have leadership potential, and who are interested in teaching. It will help students become teachers by awarding scholarship loans of $6,500 each year for four years of undergraduate study, repayable by teaching for four years in North Carolina public schools.

The 14 classes of Teaching Fellows have been intelligent, energetic and inquisitive students. The scholastic profile of Teaching Fellows in the first 14 classes is an SAT score over 1100, a high school grade point average of 3.6 on a 4.0 scale (weighted) and a class ranking in the top 10 percent of the class.

Screening committee members will be asked to look for qualities – such as academic achievement, leadership potential, strength of character, strong demonstrated interest in the profession and a desire for learning – that are associated with successful teachers.

More than 1,000 people across the state of North Carolina will soon begin interviewing and assessing applicants for the North Carolina Teaching Fellows Awards. They deserve a special "thank you" for their dedication to improving our schools. As an aid to the persons who will be involved in this process, the following guide has been prepared.

Steps and Dates for Application & Screening

STEP ONE School superintendents designate a chairperson for the School District Screening Committee and name the members of the committee. **The committee, reflecting the diversity of the community, must include, but not be limited to, PTA/PTO members, school board members, local business people and school personnel and Teaching Fellows graduates.**

> **Note: The parent of a current applicant may not serve on any Screening Committee during this year.**

STEP TWO Students complete their application forms and return the forms and sealed references to their high school counselors office by **October 27, 2000.**

STEP THREE School counselors (Fellows Liaisons) receive and prepare the student applicant files for the screening committee. This involves completing the scholastic profile and filling out a composite form. (Only students who are U.S. citizens and legal residents of NC are eligible.) **Liaisons should not participate in other aspects of the process.**

STEP FOUR The school assessment committee ranks applicant potential. The principal must sign off on ranking. **This committee does not interview the applicant.**

STEP FIVE Counselors forward all applicant files to the chairperson of the School District Screening Committee.

STEP SIX The screening committee chairperson schedules writing and interview sessions for all applicants to be completed by November 22, 2000.

STEP SEVEN The School District Screening Committee interviews and assesses all applicants who have a score of 30 or above on their Scholastic Profile. The decision not to interview applicants with scores below 30 is to be made by the **superintendent** prior to screening and all applicants should be informed. **The superintendent will sign a verification of the decision and return it with the applicant files. All applicant files (interviewed and not interviewed) must be received by the Teaching Fellows Commission no later than the close of the business day on December 1, 2000.** Local committees do not "pick" winners.

STEP EIGHT The Teaching Fellows Commission reviews all of the local school system composite forms and forwards the application files of those selected as regional finalists to the chairpersons of the Regional Screening Committees.

STEP NINE Regional Screening Committees, appointed by the Teaching Fellows Commission, interview and assess finalists **between February 10 and March 3, 2001.**

> **Note: The parent of a current applicant may not serve on any Screening Committee during this year.**

STEP TEN The Teaching Fellows Commission reviews all of the regional composites and announces the Teaching Fellows Awards by **April 9, 2001.**

Applicant File

Teaching Fellows Liaisons should create an applicant file for each student completing an application. Please submit a manila folder with the applicant's name printed or typed on the tab. This file should include: the application, three sealed references, a composite form, and a high school transcript. After the applicant has completed the school district screening process, the writing sample also must be included.

Each file becomes the property of the North Carolina Teaching Fellows Commission. All contents are confidential. Photocopying and/or sharing the material is expressly prohibited.

School District Screening Procedures

The criteria to be considered in the local assessment process include academics, communication skills and extracurricular activities. Following is a brief description of each criterion and recommendations for the evaluation of each.

SCHOLASTIC PROFILE This portion of the ranking process is very rigorous. The composite ranking of student academic performance is based on data provided by the School Counselor's Office. It includes GPA, class rank, and SAT/ACT scores. Once determined, this composite score does not change. (New SAT/ACT scores will be accepted **if received by 12/31/00.**) The student must review the scholastic profile sheet after it has been completed by the counselor. Both the counselor and the applicant must sign the form agreeing that the information given is accurate. An applicant can score a possible 65 points on the scholastic profile composite. **All applicants' academic performance must be assessed using the composite form.** The designated Fellows Liaison (a counselor) in each high school will prepare the composite form for the School District Screening Committee. **Note: This is the only aspect of the composite form to be shared with the applicant.**

SCHOOL ASSESSMENT OF APPLICANT'S POTENTIAL AND COMMITMENT TO TEACHING The principal, along with a school committee designated by him/her, shall assess the applicant's contributions to the total school program. The assessment should reflect those characteristics, qualities and commitment to teaching which could contribute to the success of this applicant as a future teacher. This is an opportunity for school personnel who are most familiar with the applicant to have a voice in the selection process. Care should be taken not to let personal bias affect the assessment. **The principal must sign the assessment results.** The school committee should assess the potential impact for the applicant, the school, the school system and the Teaching Fellows Program of any circumstances related to actions by the applicant that may adversely affect his or her effectiveness as a teacher. This score will not be changed by Commission staff unless written evidence is provided by the principal and superintendent. **The school committee is not the interview committee.**

SCHOOL/COMMUNITY ACTIVITIES/EMPLOYMENT The score for this criterion will come from the committee's evaluation of the School/Community Activities sheet on the application form. There are three levels of involvement ranging from perfunctory involvement at the school and/or community level(s) to demonstrated leadership in both school and community. While the scholarship is not need-based, employment after school and during the summer will be considered as an indication of personal commitment and initiative on the part of the applicant. The committee should be sensitive to the amount of time and commitment required for any given activity, and to opportunities offered (or not offered) by the school program.

INTERVIEWS Interviews for all applicants who score 30 or above on the Scholastic Profile **must** be conducted by the School District Screening Committee. The decision **not** to interview applicants who score below 30 on the Scholastic Profile **must be made by the superintendent before the process begins and announced to all applicants.** The superintendent will sign a verification of the decision and return it with the applicant files. If a large number of applications are received, School District Screening Committees should be divided into subcommittees of at least three members each for these assessments. The purpose of the interview is to assess the following: an applicant's thinking ability, clarity of expression, grammar, self-confidence, enthusiasm and originality. Each of these attributes will be evaluated with a 1 (lowest) to 5 (highest) rating leading to a composite score. A form for rating will be available. There will also be a list of suggested questions. Committee members are encouraged to use their judgment and to ask follow-up questions in order to determine the attributes. There are no right or wrong answers. The chairperson should be sensitive to "conflicts of interest" regarding personal relationships between committee members and applicants.

SCHOOL DISTRICT SCREENING COMMITTEE ASSESSMENT OF APPLICANT'S POTENTIAL AND COMMITMENT TO TEACHING These points are to be used by the School District Screening Committee to indicate the applicant's abilities, leadership potential and commitment to teaching as a career as determined after review of the complete applicant file and interview. **Every** applicant interviewed should receive an assessment score (1 being lowest, 5 being highest). The applicant's score is an individual ranking against the criteria of the program. Applicants are **not** compared to each other.

WRITING SAMPLE* Applicants should be scheduled one hour before their interview for their writing sample or on a separate date as designated by the chairperson. The applicants should be placed in a quiet room, and a designated person should give each applicant a copy of the printed instruction sheet. This person should be present during the writing period to answer questions and monitor applicants. If necessary, several applicants can be scheduled at the same time. An alternate date may be set for emergencies or conflicts with schedules. The writing sample is to be placed in the applicant's file after the interview. **The essay will be assessed by a separate evaluation committee composed of representatives of the education regions before the regional screening takes place.**

REFERENCES* Counselors should give each applicant three reference forms with his/her application. References should be returned by the applicant to the counselor in sealed envelopes with the signatures of the persons completing the references written across the sealed flap of the envelope. The applicant has the **sole** responsibility for returning the three references. **Only references on the official form will be considered. Additional letters of reference will be removed from the file.**

**Writing sample and references will be considered only at the regional screening level.*

Tips For Interviewers

- Assign questions to specific committee members in advance.
- Assign a specific committee member to watch body language.
- The list of required questions MUST be asked of each candidate.
- Every committee member needs to listen carefully to all responses.
- Special attention should be focused on grammar/clarity of answers.
- A committee member should be designated to monitor time.
- The chairperson should introduce the applicant to the committee and the committee members to the applicant.
- The committee should reach a consensus score for each candidate and record the score on the applicant assessment form before moving to the next interview.
- At the end of the interview, applicants should be asked if they have any questions or comments for the committee.
- Applicants also should be told what the next step in the process will be and when they can expect to know the results.

Regional Screening Procedures

The eight Regional Screening Committees will be composed of educators, elected officials, business persons, PTA/PTO representatives and Teaching Fellows graduates. The screening will take place on Teaching Fellows campuses.

Note: The parent of a current applicant may not serve on any Screening Committee during this year.

The Regional Screening Committees will meet on a Saturday between **February 10 and March 3.** Each committee shall be trained in the morning, and interviews will take place in the afternoon.

The Regional Screening Committee will be divided into subcommittees. Following is a brief description of the criteria used for the evaluation of each regional finalist.

SCHOLASTIC PROFILE Once determined at the school district level, remains the same **(unless a higher SAT/ACT score is received by the Commission by December 31, 2000, or the local score was not correct).**

SCHOOL/COMMUNITY ACTIVITIES/EMPLOYMENT Same as school district screening procedures.

INTERVIEWS Same as school district screening procedures.

WRITING SAMPLE The score will be determined by a separate assessment committee before the regional screening.

REFERENCES The reference form will ask for an overall recommendation of the applicant, and the scores from each person writing a reference will be added to obtain the total score. Applicants receive one point for obtaining three references.

REGIONAL SCREENING COMMITTEE ASSESSMENT These points are to be used by the Regional Screening Committee to indicate the applicant's abilities, leadership potential and commitment to teaching as a career as determined after review of the complete applicant file and interview. **Every** applicant interviewed should receive an assessment score (1 being lowest, 10 being highest). The applicant's score is an individual ranking against the criteria of the program. Applicants are **not** compared to each other.

If you need more application forms contact the Commission staff immediately.

Frequently Asked Questions

Q: May any North Carolina senior apply?
A: Only current NC high school seniors who are U.S. citizens and legal residents of the state may apply.

Q: How many awards will there be?
A: The General Assembly has provided funding for 400 Teaching Fellows awards each year.

Q: Are applicants guaranteed their first choice institution?
A: As much as possible, students will be able to attend their first choice institution. However, no more than 60 (or Commission- or campus-imposed cap) Teaching Fellows will be assigned to an individual campus. As a result, some students may be assigned to their second, third, fourth, or fifth choice institution.

Q: Does receiving a Teaching Fellows award mean automatic acceptance to the institution of choice?
A: No. Teaching Fellows award winners must apply and be accepted by the institutions as any other student would. Applicants should apply early to at least their first three choices.

Q: What are the 'payback' provisions in the program?
A: For each year a Teaching Fellow teaches in a North Carolina public school following graduation from college/university, one-fourth of the award is forgiven. Therefore, the award is considered "repaid" after four years of teaching. Each Teaching Fellow has seven years following graduation to satisfy the four-year teaching requirement.

If a Teaching Fellow does not meet this requirement, he/she is obligated to repay the appropriate portion of the award with interest.

Also, if a Teaching Fellow does not maintain his/her grades during college/university, drops out before graduation, or graduates without eligibility for a license to teach, he/she is obligated to repay the total award made to that point, beginning 180 days after notification. This payback is required by law, whether or not the student is still attending college/university.

A Final Checklist

Before applicant files are returned to the Teaching Fellows Commission, make sure all forms are properly signed and the following are included in each manila folder:

- Application form (B)
- Three sealed references
- Verification of home school registration, if applicable
- Writing sample
- School district composite form
- Proof of SAT/ACT scores
- High school transcript (Weighted GPA on 4.0 scale must be on transcript)

Return the files in alphabetical order by school to:
North Carolina Teaching Fellows Commission, 3739 National Drive, Suite 210, Raleigh, NC 27612

All applications (interviewed and not interviewed) are the property of the NC Teaching Fellows Commission and must be returned to the Commission by **December 1, 2000.** If you have any questions, you may write the Teaching Fellows Commission staff, call them at (919) 781-6833, or email them at tfellows@ncforum.org.

SAMPLE COMPOSITE FORM

	Total Possible	Applicant Assessment	Composite
1. SCHOLASTIC PROFILE			
GPA *(Weighted scale)*	30	_____	
2.5-2.8 = *10 points* 3.7-4.0 = *25 points*			
2.9-3.2 = *15 points* 4.1+ = *30 points*			
3.3-3.6 = *20 points*			
Class Rank	20	_____	
Upper 30% = *4 points* Upper 10% = *16 points*			
Upper 20% = *8 points* Upper 5% = *20 points*			
Upper 15% = *12 points*			
SAT Scores (or ACT converted)	15	_____	
982- 999 = *3 points* 1200-1349 = *12 points*			
1000-1099 = *6 points* 1350-1600 = *15 points*			
1100-1199 = *9 points*			
Scholastic Profile Total	65		_____

The scholastic profile, once completed by the applicant's high school counselor, remains the same unless a higher SAT/ACT score is received by the Commission by December 31, 1999, or the profile score was computed inaccurately.

2. SCHOOL ASSESSMENT OF APPLICANT'S POTENTIAL AND COMMITMENT TO TEACHING
(To be completed by school personnel and considered at school district level only.) Assess the applicant's abilities, leadership potential and commitment to teaching as a career after the review of the applicant file. (1 - lowest; 10 - highest)

School Assessment of Applicant Potential Total	10	_____

3. SCHOOL/COMMUNITY ACTIVITIES/EMPLOYMENT CHOOSE THE ONE ANSWER using only whole numbers that best describes the applicant's level of school/community/employment activities. Determine the score within the range provided for that level of activity.

• Perfunctory involvement at school and/or community level(s)	1-10	
• Long-term involvement at school and/or community level(s), offices, honors, awards	11-15	
• School and community involvement including hobbies, special interests and jobs	16-20	
• Continuous employment as evidence of financial need	1-20	
School/Community/Employment Total	20	_____

4. INTERVIEW Rate each of the following with a (1 - lowest; 5 - highest) rating using only whole numbers. Each criterion **must** be scored.

• Thinking approach	5	_____
• Clarity of expression	5	_____
• Grammar	5	_____
• Self-confidence	5	_____
• Originality	5	_____
• Enthusiasm	5	_____
Interview Total	30	_____

5. LOCAL SCREENING COMMITTEE ASSESSMENT OF APPLICANT'S POTENTIAL AND TEACHING COMMITMENT
Assess the applicant's abilities, leadership potential and commitment to teaching as a career after the review of the applicant's file and the interview. (1 - lowest; 5 - highest)

Local Screening Assessment Total	5	_____
SCHOOL DISTRICT COMPOSITE	130	_____

THE FOLLOWING WILL BE EVALUATED AT THE REGIONAL LEVEL ONLY.

6. WRITING SAMPLE Score will be determined before screening.

Writing Sample Total	15	_____

7. REFERENCES Add points from reference forms to determine total, plus one point if student obtained three references.

References Total	10	_____

8. REGIONAL SCREENING COMMITTEE ASSESSMENT Assess applicant's abilities, leadership potential and commitment to teaching as a career. (1 - lowest; 10 - highest)

Regional Screening Committee Assessment Total	10	_____
REGIONAL SCREENING COMPOSITE *(total scholastic profile composite, school/community composite, interview, writing sample, references and committee assessment composites.)*	150	_____

North Carolina Teaching Fellows Commission
Teaching Fellows Program

Promissory Note & Scholarship Loan Agreement

S PROMISSORY NOTE AND SCHOLARSHIP LOAN AGREEMENT (hereinafter "the Note") is by and among the undersigned maker (hereinafter "the Fellow"), the Fellow's su d the North Carolina Teaching Fellows Commission (hereinafter "the Commission").

WITNESSETH:

WHEREAS, the North Carolina Teaching Fellows Program is designed to identify academically talented students interested in teaching and to assist those students in becoming teachers by the award of scholarship loans for four (4) years of undergraduate study, repayable through the means of service;

WHEREAS, the Fellow has been selected by the Commission to participate in the North Carolina Teaching Fellows Program and to receive scholarship loans thereunder.

NOW, THEREFORE, for and in consideration of the award of a scholarship loan for each of the Fellow's four (4) academic years of undergraduate study, the Fellow and his/her surety jointly and severally promise to pay to the Commission, its successors or any subsequent holder of this Note, the total principal amount of all funds advanced to the Fellow under this Note, up to the maximum amount of Twenty-Six Thousand and No/100 Dollars ($26,000.00), with interest on the unpaid principal at the rate of ten percent (10%) per annum, subject to the following terms and conditions:

1. SCHOLARSHIP LOANS Provided that the Fellow continuously complies with all of the terms, conditions and policies of the Commission and institutions of higher education, the Commission shall award a scholarship loan of Six Thousand Five Hundred No/100 Dollars ($6,500.00) to the Fellow during each of the Fellow's four (4) academic years of undergraduate study, subject to the terms and conditions herinafter set forth or incorporated by reference.

Upon receipt of any funds from the Commission pursuant to the scholarship loans provided for therein, the Fellow shall execute a certificate in the form of and containing the terms and conditions set forth in the Certificate of Receipt of Scholarship Loan Funds.

2. ACADEMIC REQUIREMENTS At all times during each of the Fellow's four (4) academic years of undergraduate study, the Fellow shall (a) remain enrolled as a full-time student at an institution of higher education participating in the North Carolina Teaching Fellows Program ("full-time" as used herein is defined in accordance with the institution's guidelines); (b) pursue continuously, as a full-time student, studies that will qualify the Fellow to teach in North Carolina's public schools upon graduation; (c) maintain a minimum cumulative 2.25 GPA at the end of the Fellow's freshman year and appropriate credit hours, and a minimum cumulative 2.50 GPA and appropriate credit hours at the end of the sophomore year, including course work in his/her teaching field and each semester thereafter; (d) be admitted into Teacher Education by his/her junior year; and (e) participate in designated campus activities and special summer programs or internships and other activities as directed by the Commission, unless the Fellow receives an exemption from said activities pursuant to the procedure from time to time as designated by the Commission.

The Fellow's failure to comply with any condition specified in this paragraph shall be a default hereunder. In the event that the Commission determines that such a default has occurred, the Commission shall notify the Fellow in writing of its determination and upon the Commission's giving of such notice, this Note shall become due and payable immediately and interest at the rate stated herein shall begin to accrue on the unpaid portion of the principal sum. Repayment shall be made over a period of seven (7) years, beginning on the 180th day following the Commission's notice of default to the Fellow. The particular terms and conditions of repayment that apply to this Note shall be set forth in a separate document, known as a Repayment Schedule, that the Commission shall provide to the Fellow before the repayment period begins.

3. FORGIVENESS BY MEANS OF SERVICE This Note shall be forgiven as provided by law and the rules of the Commission if, within seven (7) years following the Fellow's graduation from an institution of higher education participating in the North Carolina Teaching Fellows Program, the Fellow (a) has served in North Carolina's public schools as a teacher on a full-time b a period of four (4) school years or (b) a period of three (3) school years if in a school system classified by the State Board of Education as low performing or on warning status at the time v accepts employment with the system or (c) has served in a school operated by the federal government in North Carolina as a teacher on a full-time basis for a period of four (4) school y three (3) school years if low performing or warning status. For purposes of this section, "each full school year" is defined as teaching in a North Carolina public school for not less than six calendar months within one fiscal year. Service as a tutor, substitute teacher, part-time teacher, lateral-entry teacher, administrator, or service in a nonpublic school or community college or institution of higher education may not be used to discharge any amounts owing.

4. NOTICE OF INTENT TO SEEK FORGIVENESS Within 90 days following the Fellow's graduation from an institution of higher education participating in the North Carolina Teaching Fellows Program, the Fellow shall notify the Commission of his/her intention to seek, or to forego, forgiveness of the scholarship loans evidenced by this note by so affirming on the verification of employment form provided by the Commission.

If the Fellow notifies the Commission of the Fellow's intention to seek forgiveness of the scholarship loans evidenced by this Note, the Fellow annually thereafter shall provide the Commission with verification of employment by a date determined by the Commission in each ensuing year until service is completed. Said verification of employment shall be executed by the school system personnel director and certify for the applicable school year, that the Fellow has a position as a teacher on a full-time basis in a North Carolina public school or a school operated by the federal government in North Carolina. The referenced verification shall be submitted by the Fellow to the Commission on or before the date designated by the Commission for the current applicable year. The Fellow shall also reaffirm full-time employment as a teacher for the immediately preceding applicable school year on the verification form.

5. EXTENSION OF FORGIVENESS PERIOD Upon application of the Fellow by the date set by the Commission prior to the year of extension, the seven (7) year period for forgiveness of this Note through the means of service as provided herein, may be extended by the Commission for up to three (3) years on a year-to-year basis for each year if:

a. The Fellow is enrolled as a full-time graduate student at an institution of higher education in a master's degree program related to the teaching license (i.e., not a doctoral program);
b. The Fellow is on active duty with the Armed Forces of the United States; or
c. The Commission, in its sole discretion, determines that the circumstances stated in the Fellow's application warrant an extension; however, in no event shall the Commission grant more than three (3) such yearly extensions to the Fellow.

6. ACCRUAL OF INTEREST Except as otherwise provided herein, upon the Fellow's graduation from an institution of higher education, interest at the rate stated herein shall begin to accrue on the unpaid portion of the principal sum of this Note. This Note shall become due and payable immediately upon the happening of any of the following events:

a. Notice to the Commission by the Fellow in accordance with Paragraph 3 that the Fellow does not intend to seek forgiveness of this Note through the means of service as provided herein;
b. A determination by the Commission that the Fellow does not intend to seek forgiveness of this Note through the means of service; or
c. A determination by the Commission that the Fellow cannot receive forgiveness of this Note within the time frames specified in Paragraphs 3 and 5 hereof.

7. USE OF SCHOLARSHIP LOAN FUNDS The Fellow hereby acknowledges and agrees that monies obtained as a result of signing this Note shall be used solely for the expenses of attending an institution of higher education participating in the North Carolina Teaching Fellows Program for the purpose of preparing to become a teacher, including without limitation tuition, room and board, fees, books, supplies and equipment, laboratory expenses and transportation and commuting costs and other reasonable and authorized educational expenses.

8. SURETY The Fellow and the surety together affirm that the surety to this Note is over twenty-one (21) years of age, a U.S. citizen and resident of North Carolina, is regularly employed and has assets sufficient to repay the indebtedness evidenced by this Note in the event that the Fellow does not fulfill the requirements for forgiveness of the Note by means of service. For applicants under eighteen (18) years of age, the surety must be a parent or guardian.

9. WAIVER The Fellow and the surety to this Note hereby waive presentment for payment, demand, protest, notice of protest, nonpayment and dishonor and any and all other notices nds whatsoever and agree that any extension or extensions of time for payment of this Note for a definite or indefinite time shall not affect their liability hereunder and hereby waive of such extension. The Fellow and the surety acknowledge and agree that the Commission, its successors or subsequent holders of this Note may accept payments on account of principal and interest after maturity. The Fellow and the surety agree to continue and remain jointly and severally bound hereunder until payment is made in full either by repayment of the indebtedness evidenced by this Note or by forgiveness by means of service as provided herein.

SIGN AND RETURN WHITE AND YELLOW COPIES. KEEP PINK COPIES FOR YOUR RECORDS.

REVISED 1/00

10. LIABILITY FOR COLLECTION EXPENSES The Fellow and the surety acknowledge and agree that in the event the Commission deems it necessary to refer all or any portion of the unpaid principal or interest evidenced by this Note to an attorney or collection agency for collection, the Fellow and the surety jointly and severally shall be charged and bound to pay the amount of attorney fees or collection agency fees resulting from said referral. The Fellow and the surety agree to pay all charges and other costs, including attorney fees, that are permitted by federal and state law and regulations and are necessary for the collection of these amounts.

11. TRANSFER The Fellow and the surety acknowledge and agree that the Commission may transfer this Note and the underlying indebtedness and upon such transfer, the undersigned shall have the same rights and responsibilities with regard to the new holder that the undersigned had with regard to the Commission.

12. REPAYMENT Whenever repayment of the indebtedness evidenced by this Note is referred to herein, including without limitation in Paragraphs 2 and 6, repayment shall b on a monthly or quarterly basis over a period not exceeding seven (7) years and the first installment shall be due on the 180th day following the Commission's written notice to the Fellow. The particular terms and conditions of repayment shall be set forth in a separate document, known as a Repayment Schedule, that the Commission shall provide to the Fellow prior to the beginning of the repayment period.

13. DEATH OR DISABILITY This loan shall be forgiven upon death or permanent disability of the Fellow if the Commission finds that it is impossible for the Fellow to receive forgiveness as provided in paragraph 3 hereof.

14. DEFAULT In the event of default, the Commission may declare the entire unpaid amount of indebtedness evidenced by this Note, including interest, immediately due and payable. A default hereunder shall preclude further participation by the Fellow in the North Carolina Teaching Fellows Program. The following events in addition to those otherwise set forth herein and not by way of limitation, shall be considered a default hereunder:

a. Failure to maintain required cumulative GPA and credit hours;
b. Failure to maintain satisfactory progress toward graduation with licensure to teach as defined by the institution;
c. Failure to comply with any of the terms and conditions stated herein;
d. Failure to pursue a full-time program in teacher education or course work leading to SDPI licensure, or permanent withdrawal from college for any reason;
e. Failure to be admitted to the college's teacher education program by the junior year;
f. Withdrawal or expulsion from the college or university;
g. Failure to notify the Commission of a change in the Fellow's name, address, telephone number or school enrollment status;
h. Failure to notify the Commission in writing within ninety (90) days of the Fellow's graduation of the Fellow's intentions concerning forgiveness of the indebtedness evidenced by this Note;
i. Insolvency, assignment for the benefit of creditors or the filing of a petition in bankruptcy by or on behalf of the Fellow;
j. Use of the proceeds of this Note for other than payment of costs of attendance at an institution of higher education participating in the North Carolina Teaching Fellows Program;
k. Any representation, warranty or statement made or furnished to the Commission by or on behalf of the Fellow in connection with this Note proving to have been false in any material respect when made or furnished;
l. Failure to perform any obligation, covenant, liability or agreement contained or referred to herein;
m. Conviction or plea of guilty of a felony or other crime other than minor traffic cases;
n. Failure to make a payment when due;
o. Failure to maintain on-campus residency in campus housing for the freshman year.

Failure of the Commission or any subsequent holder of this Note to exercise any option available to said holder shall not constitute a waiver of the right to exercise such option in the event of a future default. No delay or omission on the part of the Commission or any subsequent holder of this note in exercising any right hereunder shall operate as a waiver of such right or of any other right of such holder nor shall any delay, omission or waiver on any one occasion be deemed a bar to or waiver of the same or of any other right on any future occasion.

Upon default, the Commission will notify the Fellow, in writing, of such default. The notice of default will be by certified mail, return receipt requested, addressed to the Fellow at the last address on file with the Commission. Refusal or non-delivery at that address shall be deemed delivery after seven (7) days.

Upon default, the Commission may disclose that the Fellow has defaulted, along with other relevant information, to credit bureau organizations. Furthermore, the Commissio turn the loan over to the Attorney General's Office and that office may disclose that the Fellow has defaulted, along with other relevant information, to credit bureau organiza

15. GENERAL PROVISIONS The Fellow hereby acknowledges receipt of a copy of this Note. This Note shall be deemed to have been made under and shall be governed by the laws of the state of North Carolina in all respects, including matters of construction, validity and performance. The indebtedness evidenced by this Note is unsecured and the Fellow shall not be obligated to provide security for this Note. The Fellow acknowledges and agrees that even though the Fellow may be under eighteen (18) years of age, the Fellow is legally obligated under Section 116-174.1 of the General Statutes of North Carolina for repayment of this Note.

16. FELLOW'S RESPONSIBILITY The Fellow hereby acknowledges and agrees that so long as said Fellow is participating in the North Carolina Teaching Fellows Program, said Fellow shall abide by the rules and policies set by the Commission and shall:

a. Report grades and credit hours to the designated campus director each semester;
b. Keep current name, address and telephone number on file with the Commission;
c. Participate in the evaluation of the North Carolina Teaching Fellows Program;
d. Assist with the orientation of new Fellows and, when possible, participate in the recruitment of future Fellows;
e. Maintain on-campus residency in campus housing for the freshman year unless at a campus which has an approved waiver by the Commission;
f. Participate in designated campus activities and summer programs unless specifically exempted by the North Carolina Teaching Fellows Commission. An extension request must be specific and may not be construed as extending to any other Teaching Fellows Program responsibility. A request for exemption must be in writing and pursuant to such rules as the Commission may from time to time designate; and
g. Sign a Certificate of Receipt of Scholarship Loan Funds each time funds are disbursed to the Fellow pursuant to this Note.

17. FELLOW'S FOLLOW-UP The Fellow acknowledges and agrees that following said Fellow's graduation the Fellow shall:

a. Keep current name, address, telephone number and employment information on file with the Commission;
b. Complete any and all surveys designed for research and longitudinal study purposes; and,
c. Provide verification of employment annually as provided in Paragraph 3 hereof.

18. ESCROW The Teaching Fellows Commission will place up to $400 of each award per year in escrow for summer programs.

19. PREPAYMENT The Fellow or the surety may prepay, without penalty, any or all of the principal or accrued interest evidenced by this Note at any time.

20. INVALID PROVISION Wherever possible, each provision of this Note shall be interpreted in such a manner as to be effective and valid under applicable law, but if any provision of this Note shall be prohibited by or invalid under such law, such provision shall be ineffective to the extent of any such prohibition or invalidity, without invalidating the remainder of such provision or the remaining provisions of this Note.

21. PARAGRAPH HEADINGS The paragraph headings are for the convenience of reference only and shall not be considered terms of this Note. Whenever required by the context, the masculine gender shall include the feminine, the singular, the plural, and vice-versa.

22. NOTICE Notices pursuant to this Note shall be in writing delivered in person or by certified or registered United States mail, return receipt requested. The last or best known address on file with the Commission shall be utilized and refusal or non-delivery at said address shall be deemed delivery after seven (7) days.

23. AMENDMENT This Note may be altered, amended or modified only by a writing signed by all of the parties hereto, and any written waiver of any requirement by all pa be for that one (1) occasion and shall not be continued unless expressly so provided in writing.

24. BINDING EFFECT This Note shall be binding upon the Fellow and the surety and the heirs, executors, administrators, successors and assigns thereof and shall inure to the benefit of and be enforceable by the Commission, its successors, transferees and assigns.

IN WITNESS WHEREOF, the parties hereto have caused this North Carolina Teaching Fellows Commission Promissory Note and Scholarship Loan Agreement to be executed properly under this seal, this the _____ day of _____, 20_____.

NORTH CAROLINA TEACHING FELLOWS COMMISSION

By: Thomas W. Lambeth

Representative

FELLOW

_____
Legal Signature [SEAL]

_____
Print Name Signed Above

_____
Social Security Number

_____
Street Address

_____
City/State/Zip

_____
Telephone

***SURETY**

_____
Legal Signature [SEAL]

_____
Print Name Signed Above

_____
Social Security Number

_____
Relationship to Fellow

_____
Street Address

_____
City/State/Zip

_____
Telephone

STATE OF NORTH CAROLINA
COUNTY OF _____

I, _____, a Notary Public in and for said County and State.

do hereby certify that _____ and _____, whose
Fellow *Surety*

names are subscribed to the foregoing Note, personally appeared before me on this _____ day of _____, 20_____.

and acknowledge the due execution of the above note.

WITNESS my hand and notarial seal, this the _____ day of _____, 20_____.

_____
Notary Public

My Commission Expires: _____

*This document must be executed by the Fellow's parent or guardian if the Fellow is under eighteen (18) years of age as of the date of execution. If the Fellow is eighteen (18) years of age or older, he/she must obtain the signature of a surety who is at least twenty-one (21) years of age and is a North Carolina resident. This surety may be the parent or guardian.

SIGN AND RETURN WHITE AND YELLOW COPIES.
KEEP PINK COPIES FOR YOUR RECORDS.

ARTICLE 24B.

Career Development Pilot Program.

§§ 115C-363 through 115C-363.14: Repealed by Session Laws 1991 (Regular Session, 1992), c. 900, s. 75.1(j).

Editor's Note. — Section 115C-363.10 was previously repealed by Session Laws 1989 (Reg. Sess., 1990), c. 1066, s. 103(a).

Sections 115C-363.12 through 115C-363.14 had been reserved for future codification purposes.

ARTICLE 24C.

Teacher Enhancement Program.

Part 1. Office of Teacher Recruitment.

§§ 115C-363.15 through 115C-363.21: Repealed by Session Laws 1993, c. 321, s. 128.

Part 2. North Carolina Teaching Fellows Commission.

§ 115C-363.22. North Carolina Teaching Fellows Commission established.

There is established the North Carolina Teaching Fellows Commission. This Commission shall exercise its powers and functions independently of the State Board of Education and the Department of Public Instruction. The Public School Forum of North Carolina, Inc., shall provide staff and office space to the Commission. Staff to the Commission are not State employees. (1985 (Reg. Sess., 1986), c. 1014, s. 63(a).)

§ 115C-363.23. Membership.

(a) The Commission shall consist of 11 nonlegislative members as follows:

(1) The Chairman of the State Board of Education, or his designee;
(2) The Lieutenant Governor, or his designee;
(3) Three persons appointed by the Governor;
(4) Three persons appointed by the General Assembly on the recommendation of the President Pro Tempore of the Senate, as provided in G.S. 120-121; and
(5) Three persons appointed by the General Assembly on the recommendation of the Speaker of the House of Representatives, as provided in G.S. 120-121.

Terms of commission members appointed under this section expire on June 30 of the year of expiration. In 1990, three members shall be appointed by the General Assembly upon the recommendation of the Speaker of the House of Representatives, one for a term to expire June 30, 1992, one for a term to expire June 30, 1993, and

one for a term to expire June 30, 1994. In 1990, three members shall be appointed by the General Assembly upon the recommendation of the President of the Senate, one for a term to expire June 30, 1991, one for a term to expire June 30, 1992, and one for a term to expire June 30, 1993. In 1990, three members shall be appointed by the Governor, one for a term to expire June 30, 1992, one for a term to expire June 30, 1993, and one for a term to expire June 30, 1994. Subsequent appointments are for a term of four years.

(b) Each of the appointing entities shall seek to achieve a balanced membership representing, to the maximum extent possible, the State as a whole. The Commission members shall be chosen from among individuals who have demonstrated a commitment to education.

(c) Commission members shall be appointed for four-year terms, with the first appointments to expire July 1, 1990.

(d) In the event a vacancy occurs for any reason, the vacancy shall be filled by appointment by the entity that made the appointment, except that vacancies in appointments by the General Assembly shall be filled under G.S. 120-122. The new appointee shall serve for the remainder of the unexpired term.

(e) The Lieutenant Governor or his designee shall serve as chairman.

(f) Members of the Commission shall receive per diem and necessary travel and subsistence expenses in accordance with Chapter 138 of the General Statutes.

(g) The Commission shall meet regularly at times and places the chairman deems necessary. (1985 (Reg. Sess., 1986), c. 1014, s. 63(a); 1989 (Reg. Sess., 1990), c. 1038, s. 19; 1995, c. 490, s. 58.)

Editor's Note. — Session Laws 1995, c. 490, which amended this section, in s. 65 provides: "This act applies with respect to terms beginning on or after January 1, 1997, and to vacancies occurring on or after that date regardless of the date the term began."

§ 115C-363.23A. Teaching Fellows Program established; administration.

(a) A Teaching Fellows Program shall be administered by the North Carolina Teaching Fellows Commission. The Teaching Fellows Program shall be used to provide a four-year scholarship loan of five thousand dollars ($5,000) per year to North Carolina high school seniors interested in preparing to teach in the public schools of the State. The Commission shall adopt very stringent standards, including minimum grade point average and scholastic aptitude test scores, for awarding these scholarship loans to ensure that only the best high school seniors receive them.

(b) The Commission shall administer the program in cooperation with teacher training institutions selected by the Commission. Teaching Fellows should be exposed to a range of extra-curricular activities while in college. These activities should be geared to instilling a strong motivation not only to remain in teaching but to provide leadership for tomorrow's schools.

(c) The Commission shall form regional review committees to assist it in identifying the best high school seniors for the program. The Commission and the review committees shall make an effort to identify and encourage minority students and students who may not otherwise consider a career in teaching to enter the program.

(d) All scholarship loans shall be evidenced by notes made payable to the Commission that shall bear interest at the rate of ten percent (10%) per year beginning September 1 after completion of the program, or immediately after termination of the scholarship loan, whichever is earlier. The scholarship loan may be terminated by the recipient withdrawing from school or by the recipient not meeting the standards set by the Commission.

(e) The Commission shall forgive the loan if, within seven years after graduation, the recipient teaches for four years at a North Carolina public school or at a school operated by the United States government in North Carolina. The Commission shall also forgive the loan if, within seven years after graduation, the recipient teaches for three consecutive years, unless the recipient takes an approved leave of absence, at a North Carolina public school in a local school administrative unit that, at the time the recipient accepts employment with the unit, is a low-performing school system identified in accordance with Article 6A of this Chapter or is on warning status as defined by the State Board of Education. The Commission shall also forgive the loan if it finds that it is impossible for the recipient to teach for four years, within seven years after graduation, at a North Carolina public school or at a school operated by the United States government in North Carolina, because of the death or permanent disability of the recipient.

(f) All funds appropriated to or otherwise received by the Teaching Fellows Program for scholarships, all funds received as repayment of scholarship loans, and all interest earned on these funds, shall be placed in a revolving fund. This revolving fund shall be used for scholarship loans granted under the Teaching Fellows Program. With the prior approval of the General Assembly in the Current Operations Appropriations Act, the revolving fund may also be used for campus and summer program support, and costs related to disbursement of awards and collection of loan repayments. (1985 (Reg. Sess., 1986), c. 1014, s. 63(a); 1989 (Reg. Sess., 1990), c. 1066, s. 101(a), (b); 1991 (Reg. Sess., 1992), c. 1030, s. 29; 1993, c. 330, s. 1.)

the FORUM

WHO WILL TEACH OUR CHILDREN?

A Proposal to
Recruit Quality Teachers
for Tomorrow's Schools

-1986-

Public School Forum of N.C.

Nearly 12,000 New Teachers Needed in Next Six Years

the FORUM

While the 1984 and 1985 sessions of the North Carolina General Assembly took historic steps to strengthen the State's public schools, the education reform movement has one Achilles heel which could undermine the most well-intentioned drive for school improvement. That Achilles heel is the growing inability of education to attract bright, capable people into the teaching profession.

Numerous studies have found that expanded job opportunities for women and minorities, an increasingly negative public perception of teaching as a career option, low salaries and poor working conditions are combining to make the search for excellent teachers more and more difficult.

Those findings would be worrisome in the best of times, but coming at a point when North Carolina and the nation will experience an acute teacher shortage, the findings are alarming. Even more alarming are the dimensions of the problem facing North Carolina. Consider the following:

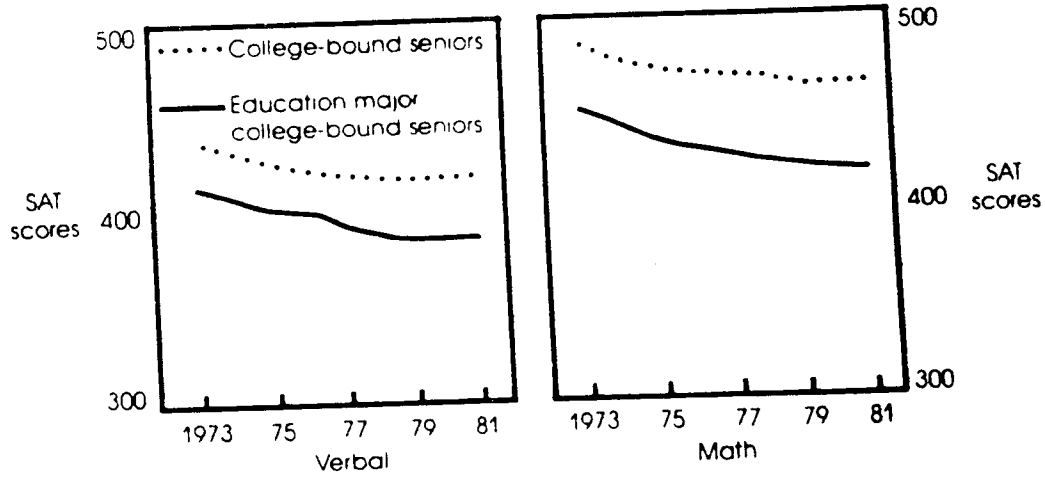
- 6,000 of North Carolina's educators are currently eligible for retirement.
- 2,000 more are eligible for early retirement.
- The recently enacted Basic Education Plan coupled with the expected increase in student enrollment will create a need for roughly 12,000 more educators by the 1992-93 school year.
- The number of college graduates receiving North Carolina teaching certificates has declined 56 percent from 1975.
- More than one-half of those who enter the teaching profession leave the classroom within the first five years of their career. Of the North Carolina college graduates who received teaching certificates in 1980, only 44 percent were teaching in 1985.

Research conducted by Dr. Phillip C. Schlechty, a former faculty member at the University of North Carolina at Chapel Hill and the chief architect of the Charlotte-Mecklenburg Career Ladder Plan, added a dimension to the recruiting problem which goes far beyond the raw numbers of teachers needed to staff the schools. Schlechty focused on the quality of students entering college education programs and on the quality of teachers leaving education after only a few years in the classroom. The outcome of both studies sent shockwaves across the nation.

The academic ability of prospective teachers, as measured by Scholastic Aptitude Tests (SAT), is declining precipitously.

Worse, the most talented teachers are those most likely to leave within their first few years of teaching. Using the National Teachers Examination (NTE), which is a requirement for all prospective teachers in North Carolina, the Schlechty study found that almost two-thirds of those scoring in the top 10 percent of the NTE had left teaching within seven years; of those scoring in the bottom 10 percent, two-thirds remained.

The Declining Ability of Prospective Teachers



Source: National Center for Education Statistics, The Condition of Education, 1982 Edition, p. 111

Fewer and fewer academically talented students are choosing teaching as a career.

Persons Teaching in North Carolina Public Schools During 1984-85 Who Completed Undergraduate Teacher Education Programs from North Carolina Institutions of Higher Education in the Past Five Years

Institution	Number Certified With Bachelors Degree 1980-85	Number Teaching During 1984-85	Percent Teaching During 1984-85
Appalachian State University	1,991	913	45.9
East Carolina University	1,932	903	46.7
UNC-Chapel Hill	965	413	42.8
UNC-Greensboro	966	365	37.8
Western Carolina University	795	322	40.5
Pembroke State University	544	317	58.3
UNC-Wilmington	482	233	48.3
UNC-Charlotte	474	208	43.9
Mars Hill College	442	207	46.8
North Carolina State University	433	205	47.3
Atlantic Christian College	374	175	46.8
Gardner-Webb College	341	159	46.6
Campbell University	267	141	52.8
Lenoir-Rhyne College	326	127	39.0
Meredith College	353	113	32.0
Elon College	288	110	38.2
Fayetteville State University	213	110	51.6
North Carolina Central University	220	99	45.0
Greensboro College	143	85	59.4
Winston-Salem State University	184	80	43.5
Elizabeth City State University	137	77	56.2
Wake Forest University	223	73	32.7
Catawba College	135	67	49.6
Wingate College	147	66	44.9
North Carolina Wesleyan College	127	66	52.0
North Carolina A&T State University	157	61	38.9
Sacred Heart College	107	56	52.3
Pfeiffer College	138	50	36.2
High Point College	154	48	31.2
Methodist College	123	47	38.2
Guilford College	80	35	43.8
St. Andrews Presbyterian College	89	32	36.0
Salem College	93	29	31.2
UNC-Asheville	70	24	34.3
Livingstone College	30	16	53.3
St. Augustine's College	45	15	33.3
Duke University	90	14	15.6
Bennett College	39	12	30.8
Warren Wilson College	47	10	21.3
Johnson C. Smith University	24	9	37.5
Queens College	43	8	18.6
Davidson College	43	7	16.3
Shaw University	21	5	23.8
Barber-Scotia College	14	3	21.4
Statewide	13,909	6,115	44.0

Source: Teacher Certification File — N.C. Department of Public Instruction

Less than one-half of the college students who receive degrees in education are still teaching in our public schools five years later.

Pool of Minority Candidates is Diminishing

As if the decline in quality and numbers of prospective teachers were not enough, there are additional regional problems unique to North Carolina and many of the states in the nation's Southeast.

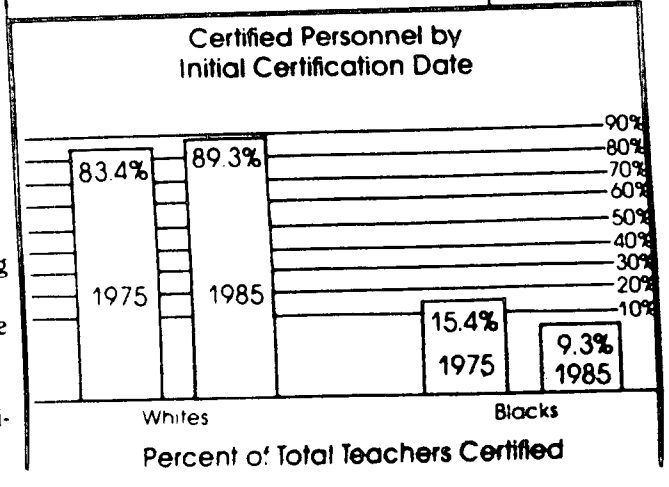
The first of these problems is the rapidly diminishing pool of minority candidates entering teacher education programs. While the percentage of minority students is on the increase, the number of minority teachers is on the decrease.

Two factors are exacerbating this decrease. First, job opportunities previously closed to minorities are opening up and minority students are looking at other fields. Second, the percentage of minority youths pursuing higher education is on the decline.

The number of degrees in education being granted at traditionally black colleges in North Carolina dramatically underscores the problem. North Carolina Central University, for instance, graduated 131 teachers in 1979, only 45 in 1985.

A second regional problem confronting North Carolina is the growing difficulty in recruiting teachers for rural areas. The teacher shortage will not be felt equally throughout the State. Some schools, located near urban centers and large universities, probably will have a much easier time finding candidates.

Other schools, located in isolated areas that lack the variety of housing, shopping, entertainment, higher education opportunities and competitive local salary supplements, are going to have an increasingly difficult time finding candidates who will enter and stay in teaching.



While the total number of newly certified teachers in 1985 was less than one-half the 1975 total, the decline has been much more precipitous among blacks — so much so that blacks now account for a smaller percentage of the

the FORUM

Salary Gap With Other Professions Widening

North Carolina, with the rest of the Southeast, faces a continuing salary dilemma. The Southeastern Regional Council for Educational Improvement conducted a study comparing teaching salaries in the Southeast with other occupations requiring a college education and found that the average gap between teaching salaries and other college-educated workers was $5,957. When considering the difficulty of recruiting talented people into the field of teaching, the gap on average beginning salaries was even starker: in 1983, the beginning teacher was lagging behind his/her college-educated counterpart in other fields by $3,725.

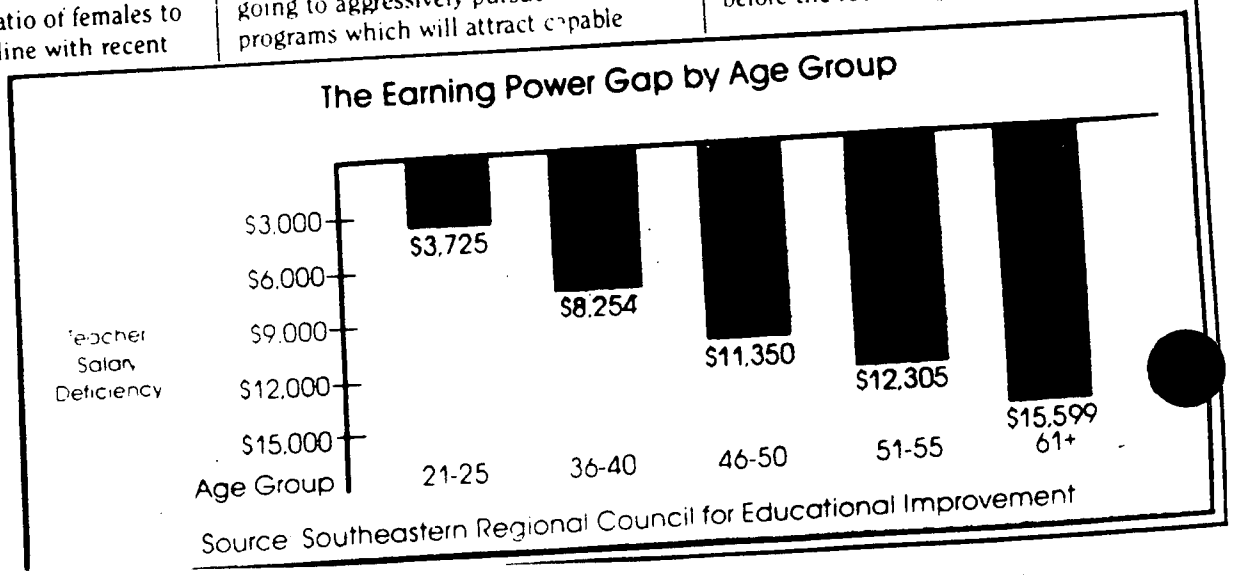
A companion study, also conducted by the Southeastern Regional Council for Educational Improvement, looked at factors leading students to choose one field over another and found that salaries were an inescapable factor. Further, students were not simply looking at beginning salaries, they were looking at life-time earning opportunities. Comparing teaching to other occupations requiring college education, the study found the salary gap continues to grow through a career.

While the alternatives which follow do not address the salary question, the data underscores the magnitude of the recruiting problem. When one calculates the potential earning losses a teacher in the Southeast suffers over a 25- or 30-year career of teaching, the quest for talented, capable teachers grows even more difficult.

The salary issue also may be a major factor contributing to an additional recruiting problem confronting North Carolina. Three-quarters of North Carolina's teacher work force is composed of females. The level of salaries coupled with the three-to-one ratio of females to males is very much in line with recent studies comparing salaries of occupation groups historically viewed as "female" versus those historically viewed as "male."

More to the point, if North Carolina is going to aggressively pursue recruiting programs which will attract capable young people, it is evident that the effort needs to be focused on both sexes. If teaching is discounted by most high school males who are considering a college major, the pool of potential teachers has been reduced by almost one-half before the recruiting effort begins.

The gap between salaries for teachers and their counterparts continues to grow throughout a career.



Solutions Address Short- and Long-Term Needs

In considering the barriers preventing North Carolina's schools from reaching new standards of excellence, the North Carolina Public School Forum views the diminishing pool of capable teachers as the most formidable challenge facing policy makers in 1986. Hundreds of millions of new dollars for school programs will not result in improvement if the quality of the classroom teacher erodes.

The problem facing North Carolina is twofold. The first issue is relatively short term. How will the State find the number of teachers needed to meet the demand for teachers in the next 10 years?

The second problem is much longer-term. How can the State devise policy changes which will reverse the declining appeal of the teaching profession and begin attracting bright, talented young people into the teaching profession?

Fortunately, policy makers in North Carolina have begun to focus on the problem. The 1983 General Assembly enacted a special scholarship program for prospective teachers. As a result of that program, now in its second year, roughly 400 students are receiving $2,000 per year to assist them in their college preparation and teacher training programs.

Governor Jim Martin, in a series of policy options which have been the subject of open hearings across the state, has included three initiatives which could respond to the problem. Included in his policy options are proposals for: 1) enhancing the existing scholarship program; 2) creating a three-person Office of Teacher Recruiting; and 3) providing tuition grants of $1,000 to current teachers who would be willing to take the courses necessary to change their areas of concentration to areas in high demand.

The Forum is proposing that policy makers build on the existing scholarship program and the Administration's proposals to design a comprehensive recruiting strategy.

The remainder of this paper will suggest various policy alternatives which address the teacher shortage. Given the gravity of the problem, what is at stake and the time it will take to reverse this pattern of decline, the Forum would urge policy makers to consider these alternatives now.

If the problem languishes, North Carolina could find itself in the position some states now face: specifically, the number of students entering schools could force the State to dramatically roll-back its certification standards to insure that there are enough "bodies" in the classroom. In light of the efforts to reach new standards of excellence in public schools, that would be a tragic error that could have negative consequences for an entire generation of North Carolina's young people.

the FORUM 2-Year Scholarship Program for College Students

Currently, the only scholarship programs offered by the State are targeted at high school seniors about to enter college. That means the State incurs both a four-year cost and a four-year waiting period between the awarding of the scholarship and the probable beginning of an individual's teaching career. Further, there is no assurance that the student will graduate in an area of subject matter need or teach in a geographical area of need.

To alleviate these uncertainties, the Forum proposes that the State annually offer two-year grants to 200 students entering their junior year of college who agree to teach in a needed subject or geographic area. The grants would provide $4,000 per year for the junior and senior years of college. The grants would be treated as loans, with one-quarter of the total grant being waived for each year of teaching in the State of North Carolina.

In addition to addressing the subject area and geographic needs, such a program would enable the State to focus on recruiting male and minority students, thus addressing the sex and racial imbalances in the teaching force.

the FORUM Retraining of Teacher Aides and Substitutes

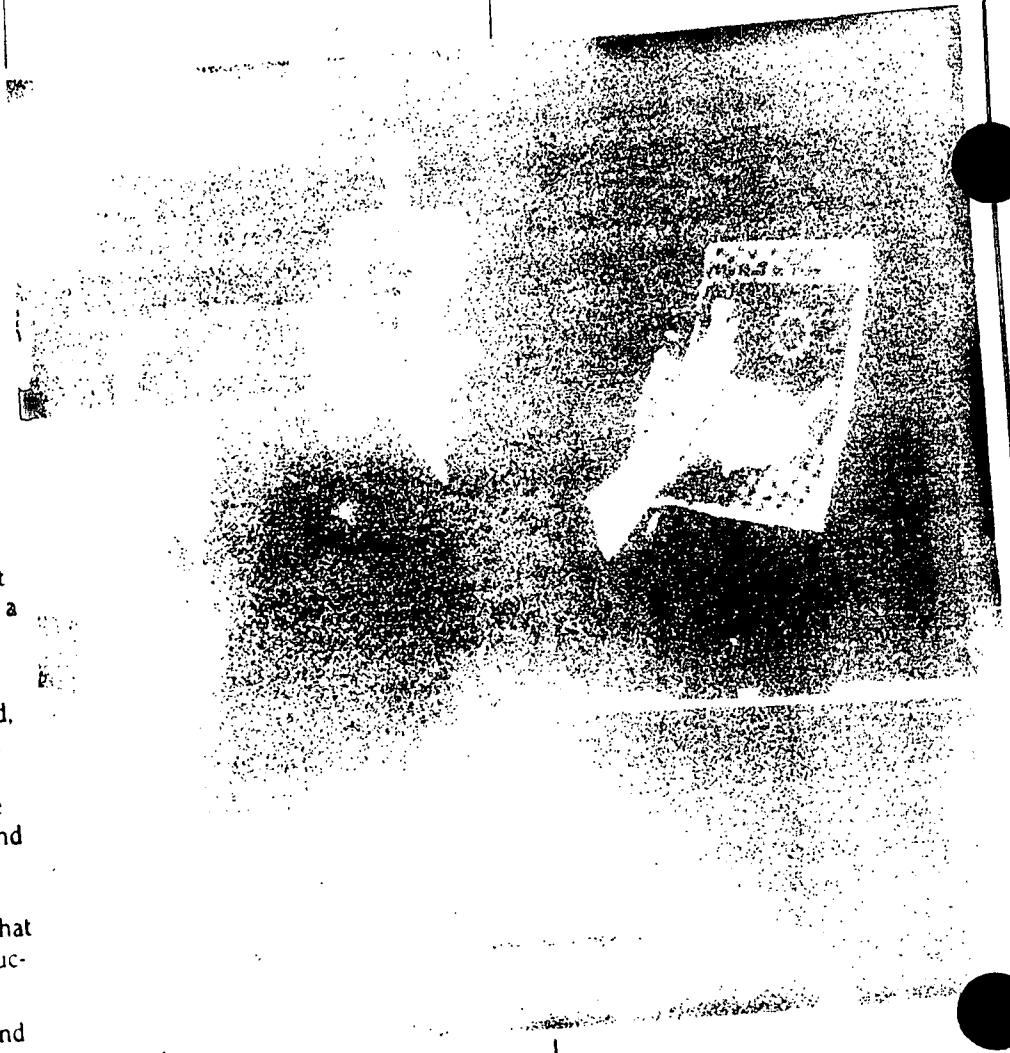
There are more than 16,000 teacher aides in the North Carolina public schools. Also, there are thousands of substitutes working part-time in the schools. An estimated 40 percent of these individuals hold college degrees, but they are not employed as teachers for a variety of reasons. Frequently, the individuals are either not properly certified, or they hold certificates in a subject area that is in low demand.

This pool of teacher aides and substitute teachers could provide a major source of new teachers as the State moves into the coming period of shortage.

The Forum proposes that the State annually offer one-year retraining grants to 150 currently employed teacher aides and substitute teachers who agree to: 1) enter a college program full-time and secure certification in a specified subject area; or 2) accept a teaching position in a specified county and/or region of the State upon certification.

During the one-year retraining period, the Forum proposes that the individual be paid the minimum salary offered to teacher aides, with fringe benefits. The State should bear the cost of tuition and books. An individual accepted for the retraining program would have to be sponsored by a public school system that would guarantee employment upon successful completion of the retraining.

In addition to addressing subject and geographic needs within a short time period, this program could open full-employment opportunities for underemployed college graduates who have proven their ability in the classroom.



Incentives for Returning Former Teachers

the FORUM

As earlier indicated, less than one-half of the college graduates with teaching certificates are currently teaching. This pool of experienced teachers could dramatically replenish the teaching ranks.

Another potential source of teachers for North Carolina is other states. However, few school systems in North Carolina aggressively recruit out-of-state teachers.

The Forum proposes that the State annually offer a one-time $3,000 incentive to 150 former teachers who have been out of the classroom for at least three years and who previously had achieved career status. These incentives should be offered on a case-by-case basis to teachers who would fill subject and geographic needs.

To encourage school systems to recruit out-of-state teachers, this money could be used to provide up to $3,000 in moving expenses for teachers agreeing to move to North Carolina. Again, such incentives would be provided on a case-by-case basis only to those teachers whose hiring would address subject and geographic shortages.

This program would enable teachers to be brought into the classroom immediately.

Tuition Grants for Certain Areas of Need

the FORUM

"Lateral entry" programs, which open career possibilities to individuals who hold college degrees but do not have teacher certification, have been the subject of much discussion. While these individuals represent an enormous source of potential teachers, there is concern that the integrity of the certification process must be maintained.

In addition, teachers currently in the classroom often suffer "burnout" and need opportunities within the teaching profession to refresh themselves.

To address these issues, the Forum proposes that the State waive tuition costs for current teachers in subject areas that are over-supplied who agree to retraining to be certified in a subject area of need.

Also, similar tutition grants could be offered to individuals with skills in a needed subject who lack teacher certification. This would enable these individuals to return to college to complete coursework leading to certification without incurring personal expense.

As many as 200 tutition grants could be awarded annually.

the FORUM Teaching Fellows Program

The teacher recruitment dilemma is partly one of substance and partly one of image. For the perception of teaching to be changed, high school students will have to perceive it as a competitive, sought-after field.

The Forum proposes, as one means of addressing this issue, that the State annually award 500 high school seniors scholarships of $5,000 for each of the students' four years in college. Such awards would be treated as loans, with 25 percent of the total award being forgiven for each year the student teaches in a North Carolina public school.

Such scholarships could begin to establish a positive image of the teaching profession among high school students. The fact that only the best students would be eligible for these competitive scholarships assures that all students would reassess their attitudes toward teaching in general.

Special attention should be given to minority and male teaching candidates, and stringent criteria relating to grade point average and SAT scores should be applied to the awards.

This program could serve as an upgrading of the current prospective teacher scholarship program, which awards $2,000 to 200 students each year.

the FORUM Teacher Recruiting Officer in High Schools

Only 27 of North Carolina's 400-plus high schools have maintained Future Teacher of America clubs, which served a recruiting need in the past. If long-term approaches to the quality shortage in tomorrow's schools are to be addressed, it is necessary to consider methods that will go directly to the source of tomorrow's teachers — today's high school students.

To address this need, the Forum proposes that the State provide a $300 annual stipend for teachers to serve as Teacher Recruiting Officers in every high school in the State. These teachers would be identified by the high school principals.

In addition to the stipend, the State should fund a three-day meeting each year that would bring all the Teacher Recruitment Officers together for training and sharing. The State also should provide program guides and information regarding teaching as a profession.

This program would establish a formal identification process to attract talented high school students into the teaching profession.

the FORUM State Office of Teacher Recruitment

Any recruiting program will require a central agency to coordinate and administer these efforts.

To accommodate the programs proposed by the Forum, a five-person Office of Teacher Recruitment should be established. Such an office should consist of a Program Director, a Supply and Demand Coordinator to gather the data regarding subject and geographic need, a High School Recruitment Coordinator to work with teacher recruiters in the high schools, and two support staff members.

The problem of teacher recruitment did not develop overnight, and it will not be solved overnight. If the State is to guarantee a growing pool of talented teachers, the recruiting effort must be maintained year-after-year. This will require on-going planning, managing and evaluation that can be properly conducted only by a central agency.

North Carolina Teaching Fellows Commission

the FORUM

For the Teaching Fellows program to succeed in generating interest in the teaching profession, the program must be carefully planned and administered. Ideally, the program should do more than simply award scholarships. It should work cooperatively with higher education institutions to build programs that would focus on the Teaching Fellows and provide enrichment programs to keep the Teaching Fellows working and learning together through their college years.

To achieve these goals, and to assure the smooth administration of the grant program, the Forum proposes that an independent commission be established to set guidelines and procedures for governing the program. Such a commission should consist of a Staff Director, one additional professional employee, and one support staff member. Funding also should be provided to establish regional review committees to screen applicants and make recommendations to the commission.

As proposed, the commission would be independent and function in much the same fashion as the Morehead Scholarship Fund. The commission staff would be responsible for working with local educational agencies, the Teacher Recruiters, and with higher education institutions which would be preparing students selected to be part of the Teaching Fellows program.

The commission also would work to avoid favoritism or inequity in the scholarship awards.

Business Involvement in Recruiting Teachers

the FORUM

Many teachers rely on summer or part-time employment to augment their salaries. Also, as more and more families rely on two wage earners, suitable employment for spouses of teachers is often a major factor when relocation is considered.

To address these concerns, the Forum encourages the business community to work with local schools to create summer employment opportunities for teachers and to establish placement programs for spouses of teachers.

In addition, business leaders could share with educational officials techniques to develop and improve teacher recruitment programs.

Organizations like local Chambers of Commerce, the Governor's Business Committee, and North Carolina Citizens for Business and Industry would be ideal contacts to establish these cooperative programs.

Promoting Teaching as a Career

the FORUM

If studies on factors causing students to reject teaching as a career are accurate, the education community can be considered part of the problem. Studies indicate that negative reinforcement from teachers and other members of the school community is a factor leading students to choose other careers.

To reverse this trend, the Forum proposes that major education organizations

ties aimed at encouraging high school students to choose teaching as a career.

These organizations — the North Carolina Association of Educators the North Carolina School Boards Association, and the North Carolina Association of School Administrators — have contacts in every school system in the state and regularly communicate with thousands of educators. They could help iden-

events, and produce material aimed at promoting teaching as a career.

For a concerted information and education effort to succeed at the high school level, the work of more than just one person is needed. If the associations would take the initiative and join in the effort to establish a long-range program to attract quality teachers, they could significantly strengthen the effort.

the FORUM The Time to Start is NOW

Who will teach tomorrow's students?

Unless targeted policy initiatives are established in the near future, there is little to make one believe that the current downward spiral both in the quality and numbers of people choosing teaching as a career will be reversed. In fact, the available data would point to the opposite conclusion.

These policy options offer steps which could speak to one major aspect of the problem facing education. These options will not succeed, however, if prospective teachers confronted with the salaries and working conditions of the field leave after a short period of time. They also will not succeed if a major effort is not made to enhance the image of teaching as an occupation. Future Forum policy discussions will explore avenues to address those issues.

In addition to exploring salary and working condition questions, it may be productive for the State to look at issues like providing day care for teachers with young children or at flexible employment options such as half-time employment or at 12-month employment options for teachers who need a full-year's salary to stay in the field. Given the large number of females in the teaching profession, providing day care and flexible employment options could make it possible for larger numbers of qualified people to remain in or return to teaching.

For the immediate future, the Forum cannot over-emphasize its belief that steps must be taken now to prevent a further decline in the quality of the teacher pool for North Carolina's public schools. Further, the Forum believes that this effort will require a long-term marketing campaign if the image of teaching as a career is to be improved.

These suggestions are offered to policy makers in the hope that another year will not go by without action being taken to guarantee that capable, talented teachers will be available to the students of North Carolina for years to come.

There is a time lag between the initiation of the proposals set forth by the Forum and the "production" of new or retrained teachers. Several of the programs rely on supply and demand data which would need to be collected; several others would require a year of preparation before the criteria would be properly established. Once procedures are in place, it would still take one, two or four years before new college graduates or retrained teachers, aides or substitutes began entering the work force.

That delay underscores the need for acting on this matter now. The problem of teacher recruiting was not created in one or two years, and the solution to the problem will not be found in one or two years. The longer the effort is delayed, however, the more severe the quality crisis may become.

A special note of thanks . . .

A sub-committee of the Forum worked to refine the final recommendations included in this document. Special thanks go to Jan Holem of the North Carolina School Boards Association, Dr. K.Z. Chavis of the North Carolina Association of Educators, Raymond Sarbaugh of the North Carolina Association of School Administrators and Dr. Pamela Mayer of the Wake County School System.

As to research, the NCAE's recent study on teacher recruitment and minority teacher percentages contributed to this study; the NCAE Director of Research, Marge Foreman, was responsible for that valuable study. Data related to the Southeast came from **Dynamics of the Teacher Labor Market in the Southeast,** (Bird, et al), Southeastern Regional Council for Educational Improvement.

Estimated 1,200 Teachers Generated by Proposals

the FORUM

Proposal	Year 1 1986-87	Year 2 1987-88	Year 3 1988-89	Year 4 1989-90	Year 5 1990-91	Year 6 1991-92
2-Year Scholarships	0	0	0	200	200	200
Retraining Aides, Subs	0	0	150	150	150	150
Incentives for Former Teachers	0	150	150	150	150	150
Tuition Grants	0	0	200	200	200	200
Teaching Fellows Program	0	0	200	200	500	500
Recruiting Officers	0		0	0	0	0
Office of Recruitment	0		0	0	0	0
Teaching Fellows Commission	0		0	0	0	0
Business Cooperation	0		0	0	0	0
Association Cooperation	0		0	0	0	0
Estimated total number of teachers generated	0	150	700	900	1200	1200

Note: The existing State scholarship program for teachers is scheduled to graduate its first teachers in 1988-89; while this proposal calls for that program to be combined with the Teaching Fellows program, the anticipated graduates are reflected in Program 5.

Estimated Cost of Proposals

the FORUM

Proposal	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2-Year Scholarships	$800,000	$1,600,000	$1,600,000	$1,600,000	$1,600,000	$1,600,000
Retraining Aides, Subs	$0	$1,500,000	$1,500,000	$1,500,000	$1,500,000	$1,500,000
Incentives for Former Teachers	$0	$450,000	$450,000	$450,000	$450,000	$450,000
Tuition Grants	$0	$200,000	$200,000	$200,000	$200,000	$200,000
Teaching Fellows Program	$2,500,000	$5,000,000	$7,500,000	$10,000,000	$10,000,000	$10,000,000
Recruiting Officers	$250,000	$250,000	$250,000	$250,000	$250,000	$250,000
Office of Recruitment	$250,000	$250,000	$250,000	$250,000	$250,000	$250,000
Teaching Fellows Commission	$160,000	$160,000	$160,000	$160,000	$160,000	$160,000
Business Cooperation	$0	$0	$0	$0	$0	$0
Association Cooperation	$0	$0	$0	$0	$0	$0
Sub-total	$3,960,000	$9,410,000	$11,910,000	$14,410,000	$14,410,000	$14,410,000
Savings if existing teacher scholarship plan is merged with teaching fellow proposal	$400,000	$800,000	$1,200,000	$1,600,000	$1,600,000	$1,600,000
Revised total cost estimates	$3,560,000	$8,610,000	$10,710,000	$12,810,000	$12,810,000	$12,810,000

Note: Proposals 2, 3 and 4 would require a year of planning before they could be implemented; therefore, no cost is included in the first year; proposals 9 and 10 would require voluntary effort on the part of the education associations and businesses and do not entail cost to the State.

A Partnership for North Carolina

the FORUM

The Public School Forum of North Carolina is based on a very simple premise: that a permanent partnership of business, educational and political leaders could make the public schools of North Carolina second to none in America.

The primary mission of the Forum is to:

- Foster further collaboration between business and education:
- Provide research and policy alternatives on matters of long-range educational consequence: and
- Work for broad-based consensus on policy initiatives aimed at improving the public schools of North Carolina.

In much the same way the Education Commission of the States and the Southern Regional Educational Board have had an impact on schools in the Southeast and throughout the country, the Forum will work to provide positive educational leadership within the State of North Carolina.

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NORTH CAROLINA TEACHING FELLOWS PROGRAM

THE BEST AND THE BRIGHTEST SHOULD BE TEACHERS: NORTH CAROLINA'S TEACHING FELLOWS PROGRAM MAKES THIS A REALITY

In the ten years preceding 1986, the number and quality of students entering teacher education programs had declined. The North Carolina Teaching Fellows Program was created to reverse the trend. **Proposed by the Public School Forum of North Carolina, the program is the most ambitious statewide recruitment program in the nation.** It was created through the collaborative efforts of business, educational and political leaders in an effort to encourage outstanding high school seniors to enter the teaching profession. In its fourteenth year of operation, the Program is well on its way to achieving that goal. Already 5,600 of North Carolina's brightest and most talented high school seniors have been selected as North Carolina Teaching Fellows. Almost 2,000 Teaching Fellows graduates are teaching in the public schools in ninety-five North Carolina counties. The award recipients for the fifteenth class will be notified on April 10, 2001.

HOW DO WE ATTRACT THE BEST AND BRIGHTEST INTO TEACHING?

Proposed by the Public School Forum of North Carolina in 1986 and funded since 1987 by the North Carolina General Assembly, the North Carolina Teaching Fellows Program now provides a $6,500 per year scholarship to outstanding high school seniors who agree to teach four years in one of North Carolina's public schools or government schools following graduation from college.

The North Carolina Teaching Fellows Commission, appointed by the Governor, Lieutenant Governor, President Pro Tempore of the Senate, Speaker of the House of Representatives and Chair of the State Board of Education, develops the policies and regulations governing the Program. The staff of the Public School Forum of North Carolina, a non-profit partnership of business, educational and political leaders from throughout North Carolina, administers the Program.

The Forum initially proposed the Fellows Program as part of *Who Will Teach Our Children,* a ten point teacher recruitment proposal. This plan also provided for one teacher per high school to be designated as a Teacher Recruitment Officer. No longer funded, these individuals promoted the teaching profession to community groups and students in their schools. Their efforts fostered a greater sense of pride within the professional community, and teachers recruited their top students to enter teacher education. Although all of the components of the proposal were adopted by the NC General Assembly, only the Teaching Fellows Program and the Teaching Fellows Commission remain in operation and fully funded.

THE TEACHING FELLOWS PROFILE

The scholastic profile of Teaching Fellows in the first fifteen classes is an SAT over 1150, a high school grade point average of 3.8 on a 4.0 weighted scale and class ranking in the top ten percent of their graduating classes. The average SAT score of the 2000-01 recipients is 1198, a GPA of 4.2 on a weighted scale, and a class rank in the top 7 percent. This year, approximately 19 percent of the 400 recipients are minority and 26 percent are male.

The Fellows' selection process occurs at the school district and regional levels. Selection committees are composed of educational, political, and community leaders from across the state. Over 1,200 volunteers are involved each year in identifying award recipients at the local and regional levels. Since its inception in 1986, over 27,270 students have applied for the Teaching Fellows Scholarship. It has become one of the most prestigious awards in North Carolina.

HOW IS THE TEACHING FELLOWS PROGRAM RESHAPING TEACHER PREPARATION IN NORTH CAROLINA?

The Teaching Fellows Program is currently limited to fourteen public and private institutions with teacher education programs. Each institution must design unique and specific programs for Teaching Fellows and undergo an annual review and evaluation conducted by the Commission.

Each institution must provide a full-time faculty member to serve as the Teaching Fellows Campus Director. The Campus Directors work closely with Forum staff to develop and implement programs, which further the goals established by the Teaching Fellows Commission. These Program Goals include:

⇒ Providing an academically and culturally enriched program that extends well beyond the regular college program.

⇒ Providing opportunities and experiences that encourage the development of leaders and decision-makers.

⇒ Providing opportunities for building an understanding of education's place in a broader social and economic context.

⇒ Instilling a sense of mission, service and professionalism in the Teaching Fellows.

⇒ Improving the image of teacher education candidates and teacher education programs campus-wide.

⇒ Recruiting and retaining greater numbers of male and minority teacher education candidates in North Carolina.

These broad goals are designed to encourage innovative and creative approaches to teacher preparation. Participating institutions have been given much latitude to develop unique program components.

The fourteen institutions are encouraged to be non-traditional in their approaches to program development. The Teaching Fellows Program has become a catalyst for change. Some institutions have included new course offerings in the curriculum for credit that incorporate some of the latest research and thinking about teacher preparation. Course topics such as *The At-Risk Student, Leadership in the Classroom, Cultural Diversity in the Social Context* are preparing students to think in new ways about school structure, collegiality and parental involvement.

A sequential program beginning in the freshman year includes structured observations and tutoring as part of field experiences. Several institutions provide rich pre-student teaching experiences for Teaching Fellows in the same school until graduation. This continuity and sequence provides public school experiences that foster a greater understanding of the total school program and the school community.

Mentors, faculty sponsors, graduate assistants, faculty advisors and campus directors are involved with the total student development. Teaching Fellows are required to attend designated cultural and multicultural activities as a group with follow-up discussions and seminars.

Institutions are requested to focus on the leadership development of Teaching Fellows. Leadership qualities such as visionary thinking and risk taking, which for so long have under valued in teachers and missing in many educational leaders, are stressed. Students are challenged and encouraged by business and political leaders to see beyond the teacher in classroom and to think about the connections of education to the quality of life and the economic survival of our state. Through internships, mentor relationships, seminars and other activities, students are exposed to university and community leaders who can expand their perspectives and challenge them to think differently.

SUMMER EXPERIENCES

Summer experiences, developed and coordinated by the Public School Forum staff, are designed to enhance the campus program and give insights into the challenges facing these students when they enter the classroom. The first summer program, DISCOVERY TRIP, gives the rising sophomores a first-hand look at the state. Traveling on nine buses over 1600 miles for seven days; the Fellows see every possible area of North Carolina including industry, farms, high tech, corporate, and schools. They also have additional opportunities to hear North Carolina authors, and see and hear music and drama. They quickly come to realize the diversity of a land and its people and the impact of mores and economic conditions upon schools in a locale.

The rising juniors attend a summer enrichment experience chosen from a list of over 30 options, ranging from a seven-day Outward Bound Course, a student musical production, environmental education, computer and biotechnology workshops, and numerous opportunities for travel abroad, some including credit for study. The Fellows then attend a conference that focuses on preparing teachers to respond to the needs of a diverse student population. Outstanding teachers identified by the North Carolina Center for the Advancement of Teaching are invited to serve as facilitators and work with small groups of Fellows, discussing students' concerns related to the "real world of teaching."

During the summer preceding the senior year, Fellows are required to attend an Orientation Week in a school system. This experience is designed to give students an introduction to the school system community and an understanding of the overall operation of a school district. They will interact with superintendents, curriculum supervisors, personnel directors, transportation, clerical and custodial staff as well as teachers and local governmental bodies. (In addition, this week offers opportunities to explore potential places of employment.) Many school systems also offer paid internships following the Orientation Week. The rising seniors come together for their last time as a cohort in a three-day conference around a specific theme, the most recent being, "Survive and Thrive".

A main goal of the summer programs is to provide a setting that fosters a sense of *esprit de corp* and encourages the networking and support systems needed for successful induction into the teaching profession.

SUMMARY

North Carolina has launched an exciting recruitment and retention program to ensure that the teachers of the 21st century are the most competent and best trained they can be. Offering comprehensive documentation and evaluation data, this program has had major significance in the state and national reform efforts to restructure teacher education. Last year, South Carolina passed legislation authorizing a Teaching Fellows Program and federal legislation was filed recently to implement a federal Teaching Fellows Program. The Program continues to develop leaders in education as evidenced when the new NC Teacher of the Year was announced. The 2000-2001 Teacher of the Year is Laura Bilro-Berry, a graduate of the UNC-Chapel Hill Teaching Fellows Program, a second grade teacher in Beaufort County. Laura is in her eighth year of teaching.

A great deal of progress has been made in meeting the challenges of developing the Teaching Fellows Program, but the challenges that lie ahead may be even greater. We must be visionary as these students enter the classrooms of our state and provide the environment needed to recognize their competence and give them true professional status.

Revised 3/16/01

Profile of Applicants, Finalists, & Recipients: 1987 - 2001

Region	*2001 Applicants*			*2001 Regional Finalists*			*2001 Recipients*		
	Total	Minorities	Males	Total	Minorities	Males	Total	Minorities	Males
1	115	33	25	39	7	9	22	4	5
2	229	35	53	90	15	29	55	13	23
3	258	80	54	102	23	16	59	18	13
4	218	79	48	85	23	19	56	22	15
5	336	51	67	139	10	32	77	9	19
6	280	38	44	109	6	16	63	6	10
7	177	6	37	74	3	17	43	3	13
8	174	5	40	70	3	22	40	3	10
State	1,787	327	368	708	90	160	415	78	108
Percent	100%	18%	21%	100%	13%	23%	100%	19%	26%

Region	*2000 Applicants*			*2000 Regional Finalists*			*2000 Recipients*		
	Total	Minorities	Males	Total	Minorities	Males	Total	Minorities	Males
1	126	33	38	49	11	14	33	9	10
2	224	52	47	86	13	20	50	7	11
3	285	64	59	96	29	21	64	21	15
4	233	66	61	91	22	31	52	13	17
5	329	57	69	138	10	20	76	8	7
6	302	49	62	115	16	22	64	10	16
7	160	10	42	66	4	16	38	2	8
8	176	14	47	65	2	21	37	1	12
State	1,835	345	425	706	107	165	414	71	96
Percent	100%	19%	23%	100%	15%	23%	100%	17%	23%

Region	*1999 Applicants*			*1999 Regional Finalists*			*1999 Recipients*		
	Total	Minorities	Males	Total	Minorities	Males	Total	Minorities	Males
1	94	22	17	38	5	7	21	3	6
2	218	51	53	103	22	25	67	18	21
3	286	78	47	112	27	15	66	20	10
4	241	93	46	94	27	15	49	20	9
5	331	64	47	125	15	15	69	10	10
6	274	36	57	106	8	17	58	8	15
7	174	9	35	72	2	19	43	1	15
8	157	1	33	76	0	15	40	0	12
State	1,775	354	335	726	106	128	413	80	98
Percent	100%	20%	19%	100%	15%	18%	100%	19%	24%

Region	1998 Applicants			1998 Regional Finalists			1998 Recipients		
	Total	Minorities	Males	Total	Minorities	Males	Total	Minorities	Males
1	94	12	9	36	3	8	21	3	6
2	210	54	40	81	29	17	50	25	13
3	276	80	63	101	33	19	57	23	14
4	261	115	56	97	41	24	67	35	18
5	335	64	80	128	25	28	68	16	14
6	261	27	66	109	6	15	65	5	10
7	176	6	42	76	2	18	43	1	12
8	152	9	36	63	5	10	36	4	7
State	1,765	367	392	691	144	139	407	112	94
Percent	100%	21%	22%	100%	21%	20%	100%	28%	23%

Region	1997 Applicants			1997 Regional Finalists			1997 Recipients		
	Total	Minorities	Males	Total	Minorities	Males	Total	Minorities	Males
1	99	19	18	37	5	8	24	4	7
2	228	57	50	84	26	24	55	21	16
3	307	84	66	107	39	27	62	30	19
4	223	87	46	82	35	21	49	27	13
5	380	88	103	141	20	37	82	12	19
6	282	40	47	97	10	14	56	9	8
7	178	10	34	66	4	14	40	4	7
8	168	5	37	71	3	22	39	2	16
State	1,865	390	401	685	142	167	407	109	105
Percent	100%	21%	22%	100%	21%	24%	100%	27%	26%

Region	1996 Applicants			1996 Regional Finalists			1996 Recipients		
	Total	Minorities	Males	Total	Minorities	Males	Total	Minorities	Males
1	128	48	36	47	13	10	33	11	7
2	222	56	43	73	12	19	48	11	14
3	338	108	72	103	20	18	64	18	16
4	220	96	49	81	28	18	57	25	14
5	371	62	93	120	13	33	71	11	27
6	261	58	65	88	9	24	50	7	19
7	185	18	43	74	6	23	46	6	19
8	155	7	43	64	5	18	41	4	15
State	1,880	453	444	650	106	163	410	93	131
Percent	100%	24%	24%	100%	16%	25%	100%	23%	32%

Region	1995 Applicants			1995 Regional Finalists			1995 Recipients		
	Total	Minorities	Males	Total	Minorities	Males	Total	Minorities	Males
1	110	32	16	38	9	6	24	5	5
2	226	46	52	88	18	27	55	16	23
3	283	69	64	104	24	32	66	17	22
4	217	99	49	73	30	19	51	23	17
5	370	82	91	130	23	36	82	14	27
6	244	45	57	82	9	23	49	7	19
7	189	16	44	71	6	15	42	4	10
8	184	11	48	72	2	24	45	1	13
State	1,823	400	421	658	121	182	414	87	136
Percent	100%	22%	23%	100%	18%	28%	100%	21%	33%

Region	1994 Applicants			1994 Regional Finalists			1994 Recipients		
	Total	Minorities	Males	Total	Minorities	Males	Total	Minorities	Males
1	96	18	24	35	5	13	20	2	11
2	213	54	48	101	23	32	59	13	18
3	233	60	47	99	25	25	59	18	16
4	220	91	51	91	42	28	68	33	24
5	298	57	75	116	18	35	74	8	19
6	187	24	41	71	10	20	46	7	17
7	180	7	43	74	1	20	44	1	5
8	144	9	41	62	3	20	42	3	12
State	1,571	320	370	649	127	193	412	85	122
Percent	100%	20%	24%	100%	20%	30%	100%	21%	30%

Region	1993 Applicants			1993 Regional Finalists			1993 Recipients		
	Total	Minorities	Males	Total	Minorities	Males	Total	Minorities	Males
1	121	37	30	50	13	19	33	6	14
2	276	82	60	105	37	34	68	27	24
3	272	86	58	100	35	28	58	16	10
4	232	105	50	91	43	24	56	29	15
5	301	60	58	115	15	28	62	8	16
6	268	48	55	75	9	15	43	6	10
7	164	11	52	76	6	34	43	2	16
8	177	5	44	71	2	21	40	2	11
State	1,811	434	407	683	160	203	403	96	116
Percent	100%	24%	22%	100%	23%	30%	100%	24%	29%

Region	1992 Applicants			1992 Regional Finalists			1992 Recipients		
	Total	Minorities	Males	Total	Minorities	Males	Total	Minorities	Males
1	103	33	26	34	8	10	22	6	7
2	222	60	44	98	20	20	61	14	13
3	272	95	58	107	35	29	67	25	17
4	236	111	60	91	33	28	60	26	20
5	276	42	58	107	12	30	67	11	23
6	233	32	37	67	6	11	42	6	8
7	153	5	34	83	4	25	54	3	21
8	149	11	34	61	5	15	35	3	9
State	1,644	389	351	648	123	168	408	94	118
Percent	100%	24%	21%	100%	19%	26%	100%	23%	29%

Region	1991 Applicants			1991 Regional Finalists			1991 Recipients		
	Total	Minorities	Males	Total	Minorities	Males	Total	Minorities	Males
1	124	47	35	38	9	15	23	7	8
2	270	59	64	109	22	32	70	12	23
3	273	93	56	76	23	16	32	8	4
4	231	95	45	111	41	18	58	29	12
5	324	65	52	113	22	21	71	16	17
6	249	37	42	71	8	13	42	5	7
7	198	9	52	78	5	26	55	5	17
8	175	2	39	74	0	18	49	0	10
State	1,844	407	385	670	130	159	400	82	98
Percent	100%	22%	21%	100%	19%	24%	100%	21%	25%

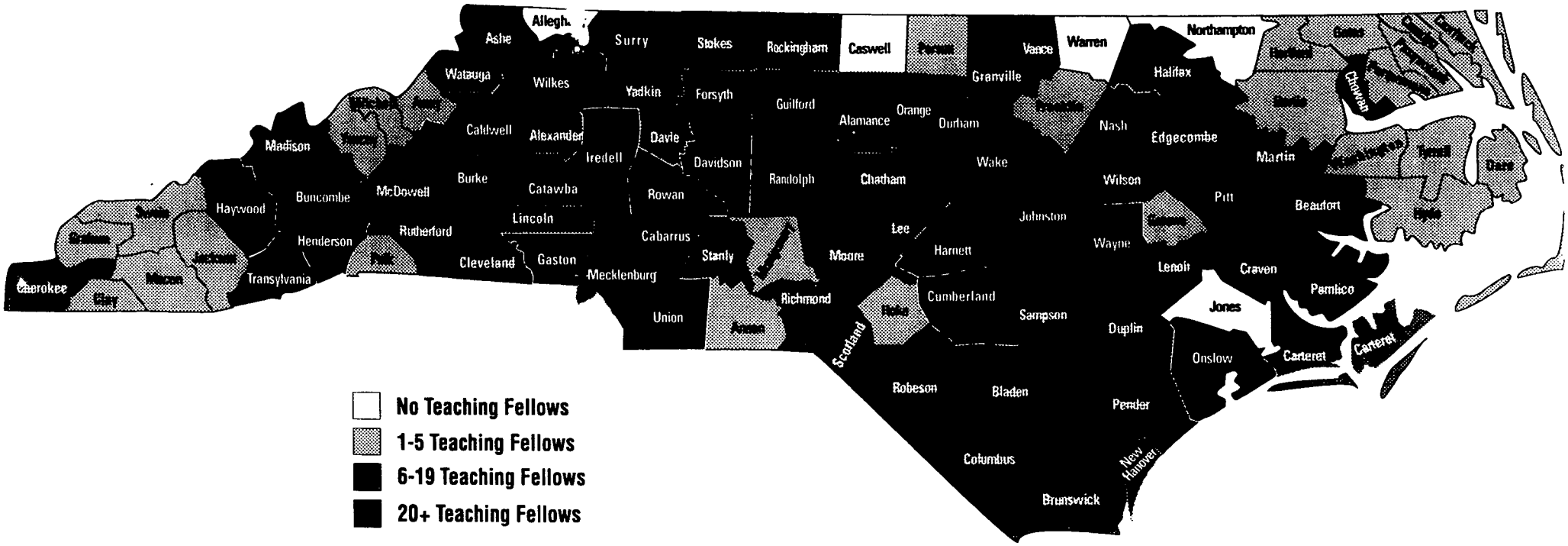
Region	1990 Applicants			1990 Regional Finalists			1990 Recipients		
	Total	Minorities	Males	Total	Minorities	Males	Total	Minorities	Males
1	95	31	16	41	14	9	30	9	9
2	250	50	46	102	19	26	64	13	19
3	270	87	47	95	32	17	59	16	13
4	245	97	46	91	39	17	55	22	12
5	315	49	65	112	15	32	64	11	22
6	225	39	43	62	7	13	40	6	8
7	188	10	50	76	4	26	45	2	20
8	166	4	42	71	3	25	43	1	20
State	1,754	367	355	650	133	165	400	80	123
Percent	100%	21%	20%	100%	20%	25%	100%	20%	31%

Region	1989 Applicants			1989 Regional Finalists			1989 Recipients		
	Total	Minorities	Males	Total	Minorities	Males	Total	Minorities	Males
1	120	30	27	44	15	15	26	8	7
2	283	60	61	84	25	34	56	11	19
3	352	106	68	80	37	31	45	11	12
4	257	118	50	79	45	20	51	21	13
5	423	78	82	120	32	68	79	8	24
6	317	46	58	80	18	27	55	5	11
7	221	12	54	70	3	42	40	0	13
8	224	6	53	78	4	38	49	1	14
State	2,197	456	453	635	179	275	401	65	113
Percent	100%	21%	21%	100%	28%	43%	100%	16%	28%

Region	1988 Applicants			1988 Regional Finalists			1988 Recipients		
	Total	Minorities	Males	Total	Minorities	Males	Total	Minorities	Males
1	161	46	34	52	14	13	31	10	8
2	267	55	65	78	14	22	49	10	13
3	329	96	58	85	17	21	58	11	16
4	247	84	47	76	29	20	50	17	13
5	409	73	83	104	21	26	70	12	19
6	343	38	53	78	8	10	49	5	8
7	268	15	64	74	5	24	51	2	19
8	206	9	54	70	4	15	43	2	11
State	2,230	416	458	617	112	151	401	69	107
Percent	100%	19%	21%	100%	18%	25%	100%	17%	27%

Region	1987 Applicants			1987 Regional Finalists			1987 Recipients		
	Total	Minorities	Males	Total	Minorities	Males	Total	Minorities	Males
1	118	33	27	64	8	15	48	7	11
2	213	41	43	75	7	17	49	6	12
3	247	67	53	95	26	28	61	19	19
4	174	53	37	69	15	12	46	14	9
5	241	30	47	78	4	15	51	2	11
6	184	21	34	75	3	17	49	1	13
7	182	9	33	72	2	16	48	2	12
8	150	3	37	68	0	20	48	0	16
State	1,509	257	311	596	65	140	400	51	103
Percent	100%	17%	21%	100%	11%	24%	100%	13%	26%

TEACHING FELLOWS IN THE FIELD



1,988 Fellows Employed as of February 2001

NC Teaching Fellows Program
2000 Summer Enrichment Schedule

Rising Sophomores

Discovery Bus Trip
May 21-27

- ☆ Visit to 36 NC school systems and the Fort Bragg Federal system, business/industry, and community organizations
- ☆ 7-day trip throughout all regions of North Carolina.

Rising Juniors

Junior Enrichment
May - August

- ☆ 43 options range from Outward Bound to overseas travel, teaching with technology to coastal ecology, teaching internships to counselor positions.
- ☆ Experiences range from one-week to eight weeks in length.
- ☆ State, national and international locations

Junior Conference
July 28-30

- ☆ Annual 3-day conference on Cultural Diversity interactive workshops, general sessions, small group discussions
- ☆ Alumni from the NC Center for the Advancement of Teaching and the Teaching Fellows Program serve as facilitators.

Rising Seniors

Senior Orientation
March and May

- ☆ Week-long program in school systems.
- ☆ Comprehensive orientation to functions of a school system: central office, school board, and school roles.

Senior Internship
May - August

- ☆ Optional program for rising seniors
- ☆ Opportunities include paid internships with school systems, teaching programs, government, foundations and nonprofits.

Senior Conference
July 21-23

- ☆ Annual 3-day conference on educational issues
- ☆ Focus on the realities of the schools and the classroom and on "new systems of teaching and learning."
- ☆ Interactive workshops, general sessions, small group discussions
- ☆ Alumni from the NC Center for the Advancement of Teaching and the Teaching Fellows Program serve as facilitators.

North Carolina Teaching Fellows

Discovery 2000

A Focus on NC's Entrepreneurial Schools & Partnerships

DAY 1 — SUN. MAY 21

- Registration/check in: Radisson Governors Inn
- Student leaders/bus facilitators meet
- Opening session Speakers: Chris Locklear, ECU TF alumnus, Laura Bilbro-Berry, 2000 NC TOY and UNC-CH TF alumna, and Dr. Michael Ward, NC State Superintendent
- Bus meetings

DAY 2 — MON. MAY 22

- School visits: Wake Co., Chapel Hill-Carrboro, Cumberland, Orange, Orange Charter, Ft. Bragg
- Other visits: African-American Cultural Complex, Poe Health Education Center, NC Public TV, SAS inSchool, IBM, Ft. Bragg Military Base
- Arrive at Hotel in Greensboro
- Presentation: *Middle Grades Kids are What's Happening!* Melissa McKinney, Davidson Co. Schools

DAY 3 — TUES. MAY 23

- School visits: Hickory City, Mt. Airy, Asheboro City, Davidson Co., Guilford, W-S/Forsyth, Rockingham, Rutherford, Lincoln
- Other visits: Seicor, Hancock & Moore, Historic Mt. Airy, Alpharma USPD, Inc., Kawai Mfg., Timberlake Gallery
- Arrive at UNCA/ASU
- Other events: A Night Out with Western NC Artists: Storytellers Becky Stone & Glen Bolick, Champion Clogger Lanna Bolick, The Mountain Warblers

DAY 4 — WED. MAY 24

- School visits: Swain, Asheville City, Alexander, Ashe, Avery, Caldwell
- Other visits: Hancock & Moore, Holy Trinity Episcopal Church Frescoes, Cheese Factory, Grandfather Mtn., The Mitchell Gold Co., Hot Springs Spa, Churches Nursery & Evergreen
- Arrive at NCSU

DAY 5 — THUR. MAY 25

- School visits: Warren, Granville, Craven, Pitt, Hyde, Johnston, Person, Wayne, Magellan Charter
- Other visits: Catalytical Pharmaceuticals, NAACO Mtls. Handling, Revlon Mfg., Cherry Point Military Base, Tryon Palace
- Arrive at Chowan College
- General Sessions: *Recruiting: The 4th R*, Laura Bilbro-Berry, 2000 TOY, Gail Holmes & Catherine Allen, Teachers-in-Residence, SDPI

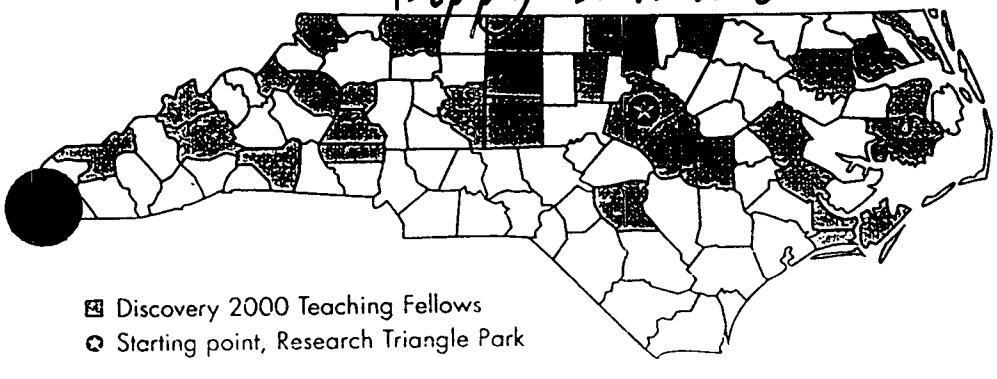
DAY 6 — FRI. MAY 26

- School visits: Camden, Perquimans, Edenton-Chowan, Carteret, Hyde, Tyrrell, Bertie
- Other visits: Somerset Place, Watermark, Albemarle Plantation, Newbold White House, Historic Edenton and Hertford, Perdue Farms, Ft. Macon State Park, Atlantic Beach
- Return to Chowan College
- Campus meetings
- Roadshow 2000: A Talent Show

DAY 7 — SAT. MAY 27

- Reflections of the week
- Evaluations
- Closing session
- Depart for home!

Happy Summer!



Discovery 2000 Teaching Fellows

Starting point, Research Triangle Park

NORTH CAROLINA TEACHING FELLOWS PROGRAM

How Do Principals Rate Teaching Fellows?*

Rating Category	Fellows	Other New Teachers
* Student Discipline	72%	49%
* Curriculum	88%	71%
* Instructional Methods	88%	73%
* Working With Parents	76%	63%
* Student Assessment	88%	63%
* Dealing with Diversity	82%	59%

NOTE: Percentages equal the number of principals ranking Fellows & other new teachers as "excellent" or "good" in a rating category.

*"Keeping Talented Teachers" 1995

NC TOY HONORED WITH AWARD

Laura Bilbro-Berry, 2000-01 NC Teacher of the Year, was awarded the first Jay Robinson Leadership Award at the Forum Board's annual retreat in September. The award was given in memory of the recently deceased distinguished educator, Jay Robinson.

Ms. Bilbro-Berry, a former North Carolina Teaching Fellow at the University of North Carolina at Chapel Hill, is a second grade teacher at John C. Tayloe Elementary School in Beaufort County and has taught for seven years, including work as a reading tutor for schools in Greenville and Washington and as a summer school teacher at Eastern Elementary in Washington.

Professionally, Ms Bilbro-Berry is a member of the International Reading Association and the North Carolina Council for the Teachers of Mathematics. She has been involved in a number of staff development leadership activities at Tayloe Elementary, including serving as a committee member for the school's Writing Improvement Team, as a teacher trainer/facilitator for Reading Renaissance, as project chair and coordinator for Family Math Night and as a mentor. She has also presented at a workshop for the North Carolina Council for the Teachers of Mathematics. She has received numerous awards including being named Beaufort County 2000 Teacher of the Year, Phi Kappa Phi Honors Society, *Caught Caring at Tayloe* recipient in 2000 and 1999, a 1999 North Carolina Council for the Teachers of Mathematics grant recipient, and Beaufort County

HONORED continued on p. 8

JAY ROBINSON LEADERSHIP AWARD

Given by the Public School Forum Board of Directors for creative and innovative leadership

in Honor of Dr. Jay Robinson,
Former Chair, State Board of Education, First President of the Public School Forum Board, and Emeritus Board Member until his death in April 2000.

Awarded to Laura Bilbro-Berry, Teacher Beaufort County Schools, NC Teaching Fellow and NC Teacher of the Year 2000-01, on Sept 8, 2000

Chamber of Commerce grant recipient, and in 1998, [illegible] County's Outstanding Elementary [illegible]tics Educator of the Year.

[illegible]ent at the ceremony for the Jay Robinson Leadership Award were Tom Bradshaw, Forum chair; Gerry Hancock, former chair; Sam Houston, chair-elect; and Dr. Robinson's wife, Lib Robinson.

Mrs. Lib Robinson (front row center) with members of the Forum Board after the presentation of the Jay Robinson Leadership Award given in memory of her husband, Jay Robinson. The recipient of the award is Laura Bilbro-Berry (front row right). (l-r) Tom Bradshaw, Forum Board Chair; Gladys Graves, Teaching Fellows Director; Jo Ann Norris, Forum Associate Director; Dr. George Stancil, Beaufort County Superintendent of Schools; Mrs. Jay Robinson, Mr. Gerry Hancock, former Chair of the Forum Board; Laura Bilbro-Berry, Dr. Sam Houston, Chair-Elect of the Forum Board; John Dornan, Executive Director of the Forum

In Memory of Jay Robinson

Dr. Jay Robinson, in whose memory the award was given, had an educational career that spanned over 40 years. Starting as a teacher in the mountains of North Carolina, Robinson went on to become the superintendent of the state's largest school system, Charlotte-Mecklenburg. Later, he was vice president of the University of North Carolina system. He ended his career as the chair of the State Board of Education. John Dornan, Executive Director of the Forum said, "What set Jay apart was not the jobs he held but the vision and boldness he brought to the jobs. Jay left a lasting mark and built lasting relationships wherever he went. His legacy is still being felt. Today's ABCs program that has received national recognition was crafted by Jay. The NC Teaching Fellows Program that remains the nation's most ambitious scholarship program for teachers was the result of Jay's leadership. [With the annual presentation of the Jay Robinson Leadership Award] we want to honor educators who have the potential to keep Jay's legacy of leadership and vision alive."

A Year of Service

[illegible]eacher of the Year, Laura will spend the [illegible]ear traveling the state as an ambassador for th[illegible]ching profession. She also receives a $7,500 stipend, a new automobile – thanks to the NC Automobile Dealers Association – and a two-year term as advisor to the State Board of Education. Laura begins a term of service on the Public School Forum's Board of Directors this fall. She will represent North Carolina in the National Teacher of

Laura Bilbro-Berry (third from left) former NC Teaching Fellow, receives the North Carolina Teacher of the Year award. She is congratulated by (l-r) John Dornan, Forum executive director, Governor Hunt and (far right) Jo Ann Norris, Forum associate executive director and former NC Teacher of the Year '79-'80.

IN RECOGNITION

Teaching Fellow Graduate Named Disney Teacher of the Year

Teaching Fellow Ron Clark was recently honored with the Disney Teacher of the Year award. Clark was one of 70,000 teachers nominated for the award.

Clark is a sixth grade teacher from P.S. 83, Harlem, NY. He is shown in the center of the photo below, celebrating with his students Dettrick Robertson (left) from North Carolina and Bernard Cochran (right) from New York during the taping of LIFETIME Presents Disney's American Teacher Awards. The award honors teachers who construct learning environments where students and teachers alike engage in a variety of stimulating experiences. Research suggests that creative approaches to learning maximize students' intellectual potential and enjoyment of learning.

In addition to public recognition, an awards ceremony and monetary honoraria, Disney's award winners participate in a professional development program.

The awards ceremony will be broadcast on Lifetime, December 22nd, at 7pm.

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22nd MEU
24th MEU
26th MEU

TUESDAY, MARCH 13, 2001

Teaching Fellows get home-schooled

White Oak grads spend a week in Onslow classrooms

BY ALISON LAURIO
DAILY NEWS STAFF

Ah, spring break. The traditional time for college students to hit the beach or the ski slopes.

But those kinds of activities were not for two 1998 White Oak High School graduates who are now North Carolina Teaching Fellows. Nicole Rademann and Andrew Corbin were in Jacksonville last week completing Senior Orientation Week in the Onslow County Schools.

Both are 20 years old and completing the third year of the N.C. Teaching Fellows School Program, which selects 400 high school graduates every year. Both attend UNC-Wilmington.

Students who promise to teach in the state for four years receive a $26,500 scholarship that is divided up for their four years of college. Certain experiences are included in the program, like special summer programs and the orientation week, Rademann said.

An elementary education student studying to teach kindergarten through sixth grade, Rademann visited four county grade schools and middle schools.

Corbin is seeking his bachelor of fine arts in theatre arts education for kindergarten through 12th-grade certification. He visited five elementary, middle and high schools.

Both spent time observing administrators as well.

"At the schools, you take a deeper look at what goes on," Rademann said. "You observe classes and administrators. I did a lot of in-depth work with children in the classroom. I also met with other staff, like cafeteria and grounds workers."

Corbin said administrators are grappling with a lot of big educational issues these days.

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"Lately, the ABCs and Gateways are big issues in education," he said. "I got to see a lot of policy in action, a lot of Intasc standards, which is how teachers are evaluated. I observed classes, worked with teachers and got to put some knowledge to work with students.

"It was a whole school experience."

Rademann's week helped her decide a very important question.

"For me, this week was an opportunity to solidify that I want to teach in Onslow County," she said. "I was so comfortable at the schools. Plus, I was able to see what kind of administrators were there. Now I'm looking forward to working with them. It was a chance for me to see things up close. Now, there's no doubt in my mind."

The teaching fellows program in general made Rademann assess her reasons for wanting to become a teacher in the first place.

"Originally, I thought it was for the kids, and I love children so much," she said. "Now I've learned from this program, that view adds to the turnover rate. Now I want to teach for the profession. It's like any doctor. They love the profession, not the instrument."

Corbin said he wants to teach for another reason.

"In education, you're continually learning," he said. "Once you're in a classroom, you're not done learning. You learn from the children. It's a continuing learning environment. You're never done.

"What I'm really looking forward to doing is getting my first production on the stage, watching the students go through the process and watching students grow. The product is important, but what's really important is the process."

Rademann is looking forward to classroom teaching and trying her hand at different instructional strategies, which help teachers reach all students no matter what their level.

"Differentiated instruction is important," she said. "I'm very eager to see what I can do with that. I believe the curriculum at UNCW has prepared me for that."

Onslow County Schools, like the other school systems that take part in senior orientation week, arrange with the colleges to bring teaching fellows into their schools, Rademann said.

With the entire state facing teacher shortages, she said programs like senior orientation week are important.

"Not just Onslow County, but the whole state has the difficult task and recruiting teachers and, especially, retaining them," Rademann said. "This particular program is a remedy for that. This week at Onslow County provided an excellent way to get teachers interested in this county. The activities and events really helped in my decision to stay here and build a career here."

Corbin said sometimes people forget that teachers are professionals.

"I wait tables," he said. "That's a job. There's a difference between a job, a career and a profession. Teaching is a profession, and teachers deserve as much respect as doctors and lawyers."

Alison Laurio can be contacted by e-mail at alaurio@jdnews.com or by telephone at (910) 353-1171, Ext. 233.

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NORTH CAROLINA TEACHING FELLOWS PROGRAM
FY 2000-2001 CALENDAR

2000-2001 MEETING DATES FOR SCHOOL DISTRICT SCREENING COMMITTEE TRAINING
ALL SESSIONS MEET FROM 1:00 – 3:00 PM

REGION	DATE	LOCATION
1	Wednesday, September 13 *(Cindy)*	***Edenton-Chowan County Schools*** White Oak Elementary School 111 Sandy Ridge Road, Edenton, NC
2	Thursday, September 7 *(Cindy)*	***UNC-Wilmington*** University Union, Room 100 601 S. College Road, Wilmington, NC Parking Permit Required for Visitors Parking
3	Wednesday, September 6 *(Jo Ann)*	***Meredith College*** Cates Center, Kresge Auditorium 3800 Hillsborough Street, Raleigh, NC
4	Wednesday, September 6 *(Cindy)*	***UNC-Pembroke*** 225 Adolph Dial Building (Old Classroom North) Pembroke, NC Parking Permit Required
5	Tuesday, September 12 *(Cindy)*	***NCA&TSU*** 007 Wendover Building 1020 E. Wendover Avenue, Greensboro, NC
6	Thursday, September 14 *(Gladys)*	***UNC-Charlotte*** Ben Craig Center 8701 Mallard Creek Road, Charlotte, NC
7	Tuesday, September 12 *(Gladys)*	***NW RESA (Former NW TAC)*** 201 Curtis Bridge Road, Wilkesboro, NC
8	Wednesday, September 13 *(Gladys)*	***Western Carolina University*** Hospitality Suite, Ramsey Center, Cullowhee, NC

September 11, 2000 **FINAL REQUEST FOR FALL 2000 FUNDS**

September 11, 2000	**Request for Nominations of Regional Screening Committee Mailed.** Also **mail letters to regional screening committee members who participated in the past two year's screening** to determine if they are interested again this year. *(Due by October 13)*
September 13, 2000	Press Release Mailed Re: Application Dates
September 15, 2000	**Due: Proposals for Junior Enrichment Activities** to Cindy Gresham
September 18, 2000	Letters Mailed to Fellows and Sureties of Students in GPA/Credit Hour Trouble
September 22, 2000	**Due: Employment Verification Forms** from Graduates
October 2, 2000	**Certificates of Receipt & Selective Service Forms** Mailed to Campus Directors
October 2, 2000	**UNCW Pre-Evaluation Materials** due to Gladys Graves
October 6, 2000	**Employment Verification Form** 2nd and **FINAL** Notice Mailed to Fellows Alumni and Sureties
October 6, 2000	**Due: Student Special Requests** to Lynne Mikielski
October 13, 2000	**DUE**: Nominations for Regional Screening Committees
October 20, 2000	**Due: Employment Verification Form** 2nd and Final Notice Response
*October (24), 25-26, 2000	***UNCW CAMPUS EVALUATION VISIT***
October 27 2000	**Due: 2000-2001 Teaching Fellows Applications** in Office of Liaison Counselors by Close of School Day
October 27, 2000	**Mail Campus Directors Agenda, Minutes, and Teacher Education Forms**
November 1-22, 2000	**School District Screening**
November 2, 2000	Mail **Reminder Letter** to Chairs
November 2, 2000	**Mail Collection Notices** for Years Not Payable in Service
November 3, 2000	**COMMISSION MEETING** - (Friday) 9:00 AM - 3:00 PM
November 8, 2000	**CAMPUS DIRECTORS MEETING** - (Wednesday) 9:30 AM - 3:00 PM **Due: Certificates of Receipt, Selective Service Forms, Admission to Teacher Education Forms, Campus Program Descriptions, Two Campus Directories, Campus Teaching Fellows Handbook** and **Regional Screening Maps** to Sherry Woodruff
November 8, 2000	Mail Letters Nominating Regional Screening Committee Members

November 8, 2000	**Request** (in writing) to **Lara** for **Recruitment files, lists and/or labels** to be distributed at January Meeting
November 8, 2000	**Junior Enrichment** and **Senior Orientation Week** Materials Distributed to Directors
November 9, 2000	**Senior Orientation online registration begins**
November 16, 2000	**Junior Enrichment online registration begins**
November 22, 2000	Mail **Cancellation Notes** to Fellows Completing Service
December 1, 2000	**Due: Teaching Fellows Applications** in Teaching Fellows Raleigh Office by 5:00 PM
December 15, 2000	**Fellows Who are Interested in Being Considered as a Bus Facilitator for Discovery 2001** should **Submit Letter** to Gladys Graves by this Date. Use a Business Format; Include Name, Campus/Home Addresses, Phone Numbers and E-Mail Addresses, Include "Why I Want to Be a Facilitator" and "What Experiences I Would Bring to the Position"
December 22, 2000	**Due: Grade/Credit Hours Reports and December 2000 Graduates** to Sherry Woodruff. Funds will be Requested for Those Schools Which Have Submitted Reports.
December 31, 2000	**Deadline for New SAT/ACT scores to be received** in the Teaching Fellows Office by 5:00 PM
January 5, 2001	**COMMISSION MEETING** – (Friday) 9:00 AM - 3:00 PM To Select **2000-2001 Regional Finalists**
January 11, 2001	**Deadline** for **Junior Enrichment Registration** No changes after this date except for summer school required because of low GPA
January 12, 2001	**Scholarship Funds Requested** from NC Department of Public Instruction
January 12, 2001	**Directors Check Junior Enrichment Online Registration** *(Contact Fellows who are missing from the list and get them signed up.)*
January 12, 2001	**2001 Regional Finalists** Notified By Mail *(Postmarked By This Date)*
January 16, 2001	**CAMPUS DIRECTORS MEETING** - (Tuesday) 9:30 AM - 3:00 PM *(UNCC and UNCG Surveys available for distribution)*
January 17, 2001	**Due: Senior Orientation Week applications** to School Systems
January 17, 2001	**Campus Mail** to Regional Finalists **Embargoed** until 5:00 pm
January 19, 2001	**Telephone Contacts** to Regional Finalists **Embargoed** until 5:00 pm

January 20, 2001	**Writing Samples** Scored
January 22, 2001	**Mail Regional Finalists List** to Superintendents, Chairs, and Teaching Fellows Liaisions
January 26, 2001	**Due:** Campus Directors Forward **Graduation Dates** and **Licensure Directory Information** to Sherry Woodruff *(Including MAT graduates from UNCCH)*
January 27, 2001	**Recruitment Day: These Dates Need to be Confirmed [ECU 9:00 AM - 4:00 PM; UNCA 8:30 AM - 1:00 PM; UNCC 8:30 AM – 1:00 PM]**
*February 3, 2001	**Recruitment Day: These Dates Need to be Confirmed [ASU 9:00 AM-4:00 PM; NCCU 1:00-4:00 PM; NCSU 1:00-4:00 PM; Meredith 1:00-5:00 PM; Elon 10:00-3:30 PM; UNCG 10:00 AM-2:00 PM; UNCP 8:30 AM - 1:30 PM; UNC-W 1:00-4:00 PM; WCU 1:00-4:00 PM].**
February 4, 2001	**Recruitment Day [UNC-CH 2:00 - 6:00 PM; UNCA Snow Date 1:00 - 4:00 PM**
February 5, 2001	Fellows Notified by School System of Acceptance for Senior Orientation
February 9, 2001	**Deadline** for **Campus Recruitment** *(12:00 midnight)*
February 12, 2001	**Final Request for Spring 2001 Funds** for Fellows
February 16, 2001	**Directors Check Senior Orientation Online Registration and Contact Fellows** Who Have Not Posted Acceptance
February 19, 2001	Letters Mailed to Fellows and Sureties of Students with GPA/Credit Hour Deficiencies

2000-2001 REGIONAL FINALISTS SCREENING

February 10, 2001 *(Make-up date March 3)*	**Region 1 ECU**
	Region 2 UNC-W
	Region 3 NCCU
February 17, 2001 *(Make-up date March 3)*	**Region 4 UNC-P**
	Region 5 NCA&T
	Region 6 UNC-C
February 24, 2001 *(Make-up date March 3)*	**Region 7 ASU**
	Region 8 WCU
March 3, 2001 Statewide Make-Up Day	**Region 9 MEREDITH**

March 1, 2001	Mail Certificates of Receipt to Directors **UNCC** and **UNCG Pre-Evaluation** materials due to Gladys Graves

March 2, 2001	**Due: Student Special Requests** to Lynne Mikielski *(Including Summer Experiences: Junior Conference, Senior Conference and Discovery 2001.* [Fellows who have permission to delay Discovery until 2001 cannot receive an exemption from Discovery 2002.]) *Use the Green Form for Summer Requests*
March 5-9, 12-16, March 19-23, 2001	**Senior Orientation Weeks** *(More Dates Available During Summer)*
March 9, 2001	**Request Summer Funds** from NC Department of Public Instruction
March 9	**Future Teachers of America** Convention
March 19, 2001	**COMMISSION MEETING** Select 2001 Award Recipients and Alternates (Monday) 9:00 AM - 3:00 PM
March 21-April 2, 2001	**Placement of Students at Institutions By Commission Staff**
March 22, 2001	**Due: Changes in Junior Enrichment Selection** to Cindy Gresham. *(No funds will be transferred between activities after this date except in emergency cases due to low GPA/Credit hours.)*
*March 24, 2001	***DISCOVERY 2001*** Bus Facilitators Meeting in Raleigh (Saturday) *8:30 AM-3:00 PM*
March 30, 2001	**DIRECTORS MEETING** - 9:30 AM - 3:00 PM
*April (1), 2-3, 2001	***UNCC CAMPUS EVALUATION* visit**
April (8), 9-10, 2001	***UNCG CAMPUS EVALUATION visit***
April 10, 2001	**2001 Award Recipients and Alternates Notified** By Mail *(Postmarked By This Date)*
April 12, 2001	**Junior and Senior Conference Online Registration Begins**
April 14, 2001	**Due: Certificates of Receipt** to Sherry Woodruff
April 16, 2001	**Mail Licensure Directory** to Superintendents, Chairs and and Personnel Directors
April 16, 2001	**Discovery 2001 Itinerary Available Online for Freshman Fellows**
April 18, 2001	**Mail Award Recipient List** to Superintendents, Chairs, and Teaching Fellows Liaison
April 19, 2001	**Online Registration Ends** for **Junior** and **Senior Conference** *(**NOT** May 2 as indicated on previous draft of calendar)*

April 20, 2001	**Directors Contact Fellows Who Have Not Registered for Summer Conferences** and for **Discovery 2001**
April 20, 2001	**Embargoed Date** for **Campus Contact** with **Award Recipients**
April 24, 2001	**Deadline for Acceptance of Scholarship** (*Postmarked Date*)
May 15, 2001	Teaching Fellows Staff Begin Preparation of Application Materials
May 19, 2001	***DISCOVERY 2001*** **Facilitators and (Student Leaders** *tentative*) **Meeting** at 3:00 PM
May 20-26, 2001	***DISCOVERY 2001,*** *Site: TBA* **Registration for Teaching Fellows is on Sunday, May 20 from 12:30 PM - 2:00 PM. Discovery 2001 ends about 10:30 AM with the Closing Session on Saturday, May 26, 2001.**
May 25, 2001	**Due: grade reports, confirmation of Graduate and Licensure Status Report** to Sherry Woodruff
June 1, 2001	**DUE: STUDENT SPECIAL REQUESTS** for June Commission Meeting submitted to Lynne Mikielski (*Includes requests for academic probation for Fall 2001*)
June 15, 2001	**Campus Program Annual Reports and 2001-2002 Academic Calendars due** in the Raleigh Teaching Fellows Office
June 16, 2001	**Freshman Orientation** ***(for Award Recipients, Alternates, and Sureties)*** Registration begins at 12:00 noon. The Program begins at 1:00 PM. Orientation ends at 4:00 PM - Raleigh Conference and Convention Center.
June 25-28, 2001	**STAFF/DIRECTORS/COMMISSION RETREAT** **Site: TBA** **Staff:** 2:00 PM (Monday, June 25, 2001) **Directors:** 10:00 AM (Tuesday, June 26-27, 2001) **Commission:** 12:00 Noon (Wednesday, June 27-28, 2001)

☆ **DUE at Retreat: Campus Program Description changes** to Cindy Gresham. *Note: If you rewrite your description, please email Cindy a copy as an attached document so that it can be revised more efficiently.*

June 28, 2001	**COMMISSION MEETING** (Thursday) 8:30 AM - 3:00 PM)
July 10, 2001	Letters to Chairs Naming Screening Committees (cc: Superintendent)
July 20-22, 2001	**Senior Conference-Site: UNC Asheville** **Registration begins Friday, July 20, at 12:30 PM. The Conference ends Sunday, July 22, by 12:30 PM.**

July 27-29, 2001	**Junior Conference - Site: UNC-Asheville** **Registration Begins Friday, July 27 at 11:00 AM. The Conference will begin at 12:30 PM with Home Group Meetings. The Conference ends Sunday, July 29 by 12:30 PM.**
August 10, 2001*	**Request Fall 2001 Funds** from NC Department of Public Instruction
August 14, 2001	Mail Request to Superintendents Re: Participation in 2002 Discovery, Senior Orientation and Summer Internships
August 17, 2001	**Employment Verification Forms** Mailed to All Graduates (Include "Request to Participate" Form to Alumni)
August 17, 2001	**Deadline For Orientation & Internship Validations** the Teaching Fellows Office
August 20-24, 2001	Pack School District Screening Materials

**** Prior to this date Directors should notify Sherry Woodruff, in writing, of any changes in the status of students' GPA/Credit Hours if different from May report.***

Spring Break Dates for Teaching Fellows College/University Campuses

March 5-9, 2001	UNC-Asheville, UNC-Charlotte, UNC-Greensboro, UNC-Pembroke, UNC-Wilmington, Western Carolina University, NC A&T University
☆ **March 12-16, 2001**	Appalachian State University, East Carolina University, Meredith College, NC Central University, NC State University, UNC-Chapel Hill
March 19-23, 2001	Elon College

Additional Dates for Senior Orientation Week Visits

May 14-18, 21-25	May 28-June 1	June 4-8, 11-15, 18-22, 25-29
July 9-13, 23-27, July 30-August 3	August 6-10	

SCHOOL DISTRICT SCREENING TRAINING SITES

	REGION 1	REGION 2	REGION 3	REGION 4	REGION 5	REGION 6	REGION 7	REGION 8
2000-01	White Oak Elementary School/ Edenton- Chowan	UNCW	MEREDITH	UNCP	NC A&T	UNCC	NW RESA	UNCA
2001-02	White Oak	UNCW	MEREDITH	UNCP	NC A&T	UNCC	NW RESA	WCU
2002-03	White Oak	UNCW	MEREDITH	UNCP	NC A&T	UNCC	NW RESA	UNCA
2003-04	White Oak	UNCW	MEDERITH	UNCP	NC A&T	UNCC	NW RESA	WCU
2004-05	White Oak	UNCW	MEREDITH	UNCP	NC A&T	UNCC	NW RESA	UNCA
2005-06	White Oak	UNCW	MEREDITH	UNCP	NC A&T	UNCC	NW RESA	WCU

REGIONAL SCREENING SITES

	Region 1	Region 2	Region 3	Region 4	Region 5	Region 6	Region 7	Region 8	Makeup
2001	ECU	UNC-W	NCCU	UNC-P	NCA&T	UNC-C	ASU	WCU	MEREDITH
2002	ECU	UNC-W	NCSU	UNC-P	UNCG	UNC-C	ASU	UNC-A	MEREDITH
2003	ECU	UNC-W	NCCU	UNC-P	UNC-CH	UNC-C	ASU	WCU	NCSU
2004	ECU	UNC-W	MEREDITH	UNC-P	NCA&T	UNC-C	ASU	UNC-A	NCCU
2005	ECU	UNC-W	NCSU	UNC-P	UNC-G	UNC-C	ASU	WCU	MEREDITH
2006	ECU	UNC-W	NCCU	UNC-P	ELON	UNC-C	ASU	UNC-A	NCSU
2007	ECU	UNC-W	MEREDITH	UNC-P	NCA&T	UNC-C	ASU	WCU	NCCU
2008	ECU	UNC-W	NCSU	UNC-P	UNC-G	UNC-C	ASU	UNC-A	MEREDITH

EVALUATION SCHEDULE FOR CAMPUS VISITS

2000-2001	UNC-C, UNC-G, UNC-W *(Fall)*
2001-2002	ECU, ELON (*Fall*), WCU
2002-2003	UNC-P (*Fall*), MEREDITH, NCA&T
2003-2004	UNC-A, UNC-CH (*Fall*)
2004-2005	ASU (*Fall*), NCCU, NCSU
2005-2006	UNC-C, UNC-G (*Fall*), UNC-W
2006-2007	ECU (*Fall*), ELON, WCU
2007-2008	UNC-P, MEREDITH (*Fall*), UNC-CH
2008-2009	ASU, NCCU, NCSU (*Fall*)

North Carolina Teaching Fellows Class Statistics

Class	Original Fellows	Total Grad.	Still In School	Cancelled Notes	Service Payback	Monetary Payback	Forgiven
1987	387	315	0	304	255	42	7
1988	400	352	0	320	270	47	3
1989	403	360	0	289	237	41	1
1990	398	340	0	291	253	38	0
1991	398	348	0	262	239	21	2
1992	400	330	0	165	147	16	2
1993	399	319	0	28	2	22	4
1994	401	342	2	23	4	19	0
1995	401	341	2	10	0	10	0
1996	401	292	35	13	0	13	0
1997	400	12	333	9	0	9	0
1998	400	0	379	5	0	5	0
1999	404	0	396	4	0	4	0
2000	400	0	400	0	0	0	0
Totals	5592	3351*	1547	1763	1407**	287	19***

Notes:
*Graduation Rate for classes 1987 through 1996 is 84%
** Percentage of Cancelled Notes in Service Payback is 80%
***Loans forgiven due to death or permanent disability

North Carolina Teaching Fellows Terminated Summary By College: 1987-2000*

College	Total	Under Grads	Grads
ASU	135	73	62
ECU	116	83	33
ELON**	42	15	27
MEREDITH**	64	30	34
NCA&T	36	14	22
NCCU	18	7	11
NCSU	207	107	100
UNCA**	56	34	22
UNC-CH**	193	126	67
UNC-Char	80	50	30
UNCG	123	81	42
UNCP***	12	10	2
UNCW	80	55	25
WCU	47	35	12
Totals	1209	720	489

* Terminated includes removal by Commission or voluntary withdrawal by Fellow
** Elon, Meredith, UNCA, & UNCCH entered program in 1988
*** UNCP entered program in 1994
****FSU awarded participation in 1994. Could not recruit minimum cohort of 15.
Terminated in 1997

student success centers

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The Student Success Centers are modeled on Dr. Levine's outstanding clinical practice at the Center for Development and Learning at The University of North Carolina at Chapel Hill. In his twenty-five years of practice, Dr. Levine has worked with parents from around the world to help children experience success in school. Each Center uses evaluation processes based on the work of Dr. Levine and his colleagues.

At The North Carolina Student Success Center in Chapel Hill

Our teams of specially trained pediatricians, psychologists and educational specialists:

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- Focus our efforts exclusively on the learning problems of children in grades Kindergarten through 12th grade.
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- Pinpoint breakdowns in very specific terms without using narrow labels.
- Emphasize each student's strengths and interests, not just deficiencies.
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- Follow up every evaluation with an in-depth written report that contains specific management plans based on the profile of each child to guide home and school interventions.
- Provide necessary direction and support to implement the learning plan.
- Link families with appropriate resources if needed to deal with other factors that may impede successful learning.
- Recommend follow-up visits to monitor progress, refine strategies, and provide support and advocacy.
- Prescribe medication and provide follow-up if necessary.
- Provide solutions that work, relieving families of the anxiety of not understanding what is broken and how to fix it.

For more information:

Phone	(919) 933-9378
Fax	(919) 933-9127
E-mail	ssc@allkindsofminds.org
WWW	http://www.allkindsofminds.org

North Carolina

schools attuned™

PROGRAMS FOR EDUCATORS FROM ALL KINDS OF MINDS

A Program to Help Educators Manage Differences in Learning

North Carolina Schools Attuned is a comprehensive professional development and service program that offers educators new methods for recognizing, understanding, and managing students with differences in learning. **Schools Attuned** gives classroom teachers and other school personnel the knowledge and skills, as well as a system of innovative tools, to meet the diverse needs of students. When implemented within schools, this program enriches the ways in which all students are educated.

Schools Attuned is based on over 25 years of work by Dr. Mel Levine, his colleagues at the Clinical Center for the Study of Development and Learning at the University of North Carolina School of Medicine in Chapel Hill, and other leading researchers in the field of brain research. The philosophy of Dr. Levine and his colleagues is the basis for the program and is threaded throughout the curriculum.

Through a grant from the **North Carolina General Assembly**, teams of educators from regions across the state are entitled to the benefits of this program. Although the tuition is $1200 per participant, as a result of the State's appropriation, **there is no charge to North Carolina educators.**

Our Approach to Learning

- Differences in learning may interfere with learning, social adjustment, academic productivity, and/or behavior.
- Labels may often oversimplify, have a negative connotation, or erode the self-image of students or their families. Understanding and responding to specific observable events lead to optimal educational care of individual students.
- Classroom teachers are in the best position to observe, describe, and respond to differences in learning.
- Teachers who use multiple strategies improve the learning environment for all students in their classrooms.

*"Recently the state legislature passed the Gateway program which requires an enormous amount of documentation and individual student evaluation. The **Schools Attuned** program has been a major asset to my students and me in comprehending and accomplishing these requirements and our goals. I do not know how we would have transitioned into this requirement without **Schools Attuned**."*

– Kelly Barton, Teacher
Dixon Middle School, Holly Ridge

Behavior Reflects the Inner Workings of the Mind

Schools Attuned provides a focused study of eight neurodevelopmental constructs that affect learning: attention, language, memory, neuromotor function, spatial ordering, temporal-sequential ordering, higher order cognition, and social cognition. The program enables educators to understand the role of these constructs in building or, for many students, undermining the foundation for learning.

Schools Attuned helps educators recognize and respond to learning differences among their students by modeling and providing practice in several critical processes:

- **Demystification** – a unique process involving students, parents, and teachers that enables students to understand and talk about their learning difficulties, appreciate their strengths, and take responsibility for achieving standards set by their teachers and themselves.
- **Attuning-a-Student** – a systematic process whereby educators, students, and parents use comprehensive observation instruments to understand students' learning behaviors and analyze their work to create an educational plan that addresses learning strengths, weaknesses, and affinities.
- **Classroom Accommodations** – adaptive strategies that build on individual students' strengths and work around their weaknesses to produce better learning results.
- **Interventions at the Breakdown Point** – teaching methods with which educators facilitate the strengthening of weak functions at the heart of the learning difference; such strategies tend to help all students in the classroom.
- **Strengthening and Leveraging Affinities** – the encouragement of students to exploit, enhance, and display their strengths and interests in order to experience success and develop authentic expertise.

Learn by Doing

Schools Attuned provides a core program of a minimum of 25 instructional hours plus a minimum of 25 hours of follow-up experiences and its implementation during the next school year. A total of 4.0 Continuing Educational Units will be awarded upon the completion of the training that requires participation in and attendance to all sessions. It is offered as a one-day overview in the summer with eight monthly 2 1/2 hour sessions held in each region. The training consists of guided studies of the eight constructs and applications in the classroom. Each participant selects one student who is struggling with learning and works with that student as a case study throughout the training. Participants bring observational data and work samples to the training – offering opportunities to "learn by doing."

The sessions offer presentations based on the work of Dr. Levine; readings from books and articles by Dr. Levine and others; small group work to provide opportunities for the active assimilation of content and practice of skills; exercises to reinforce the understanding of the content; case studies to help participants understand the constructs in the contexts of their own students; demonstration and practice to provide opportunities to use complex information and processes simultaneously and fluidly; preparation for implementing **Schools Attuned** in the school setting, including management strategies; and online follow-up experiences.

Who Should Attend

Schools Attuned will benefit educators working with grades 3-8, including classroom teachers, curriculum administrators, principals, guidance counselors, school psychologists, school nurses, and other specialists. School systems have encouraged individual school **Student Assistance Programs or Support Teams** to incorporate this training into their work with students who are not succeeding in the classroom. Other systems are including **Schools Attuned** in their approved courses for **AIG certification. National Board Certified Teachers** find that this program serves as a strong source of support for the National Board's standards. **ECP** directors advocate that regular classroom teachers participate in this training to undergird their work with students who do not receive ECP services but would benefit from management strategies. **Mentors, Initially Certified Teachers, and Lateral Entry Teachers** find that these sessions enhance their efforts to fine-tune teaching skills while working with all students' learning differences.

It is strongly suggested that at least three to four participants from one school or organization attend, preferably with the principal or other designated school administrator.

*"**Schools Attuned** is the most comprehensive and valuable program for students that our school has ever been involved in. It provides the very foundation that teachers need to offer individualized instruction and learning strategies for their diverse student population."*

– Glenda Walker, Principal Lincolnton Middle School, Lincolnton

Registration

To register, complete the registration form provided and return it to the address below or register online at www.allkindsofminds.org. More information about **North Carolina Schools Attuned** can be obtained by contacting any of the following:

All Kinds of Minds
Attn: North Carolina Schools Attuned
103 W. Weaver Street
Carrboro, NC 27510
Phone: (919) 933-8082
Fax: (919) 967-3590

Gena Overbey, Director for North Carolina Schools Attuned
Voice: Extension 61
Email: goverbey@allkindsofminds.org

Karen Triplett, Instructional Coordinator
Voice: Extension 60
Email: ktriplett@allkindsofminds.org

Michele Robinson, Instructional Coordinator
Voice: Extension 59
Email: mrobinson@allkindsofminds.org

Marcie Sellars, Project Coordinator
Voice: Extension 64
Email: msellars@allkindsofminds.org

Brad Sneeden, Department of Public Instruction Contact
Voice: (919) 807-3440
Email: bsneeden@dpi.state.nc.us

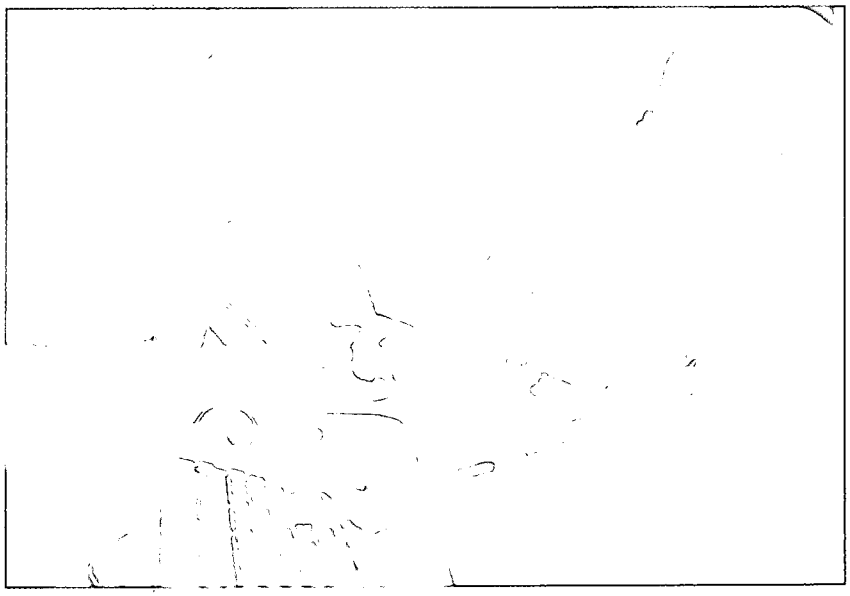
Carolyn Sneeden, Regional Coordinator
Voice: (919) 466-8892
Email: csneeden@ga.unc.edu

Sue Tripp, Regional Coordinator
Voice: (919) 387-2181
Email: stripp@wcpss.net

Nancy Hester, Regional Coordinator
Voice: (919) 560-2501
Email: hesternr@dpsnc.net

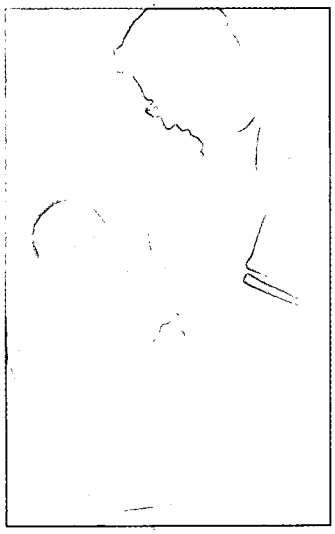
Bob Audette, Regional Coordinator
Voice: (704) 547-3763
Email: rhaudett@email.uncc.edu

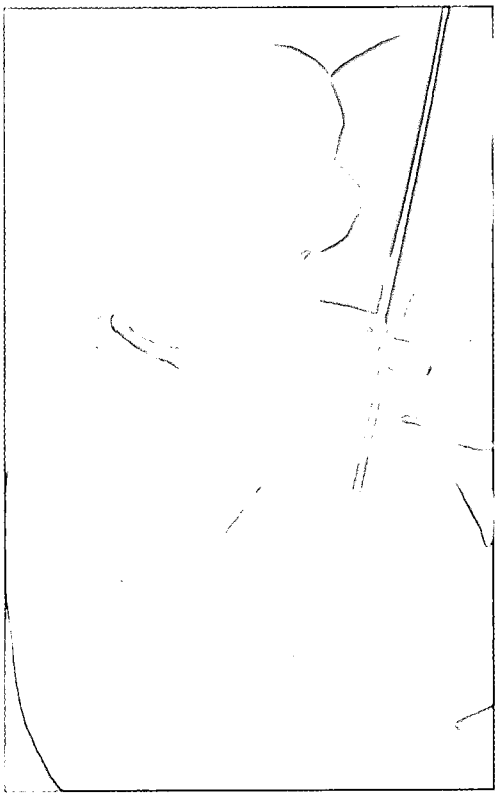
Glenda Walker, Regional Coordinator
Voice: (704) 735-1120
Email: gwalker@lincoln.k12.nc.us

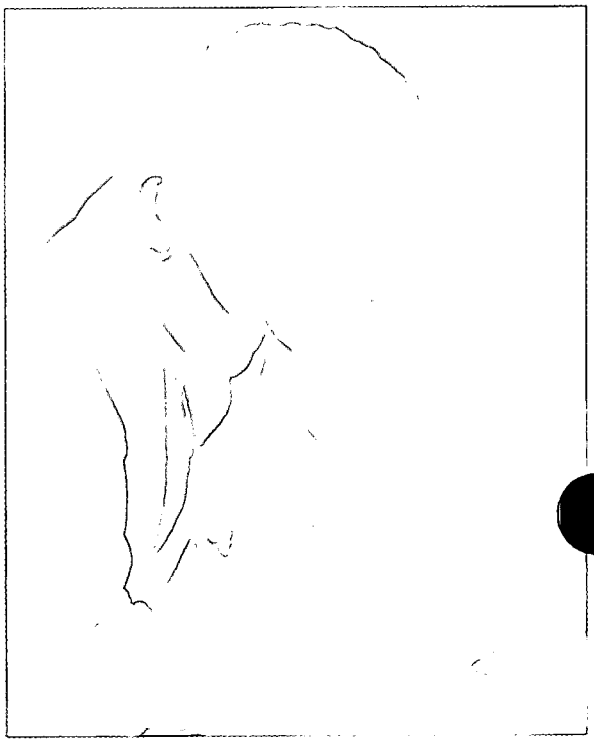


"Student diversity is such a blessing in our public schools; however, it can also pose unique challenges for teachers. ***Schools Attuned*** *has helped to educate me to the myriad of learning challenges that our students face. This vital program also equipped me with strategies to help students overcome these hurdles. This invaluable information and perspective just may help me to persevere another ten years in this profession! Thanks for this jewel!"*

– Kristy Williamson, Teacher
Bangert Elementary, New Bern

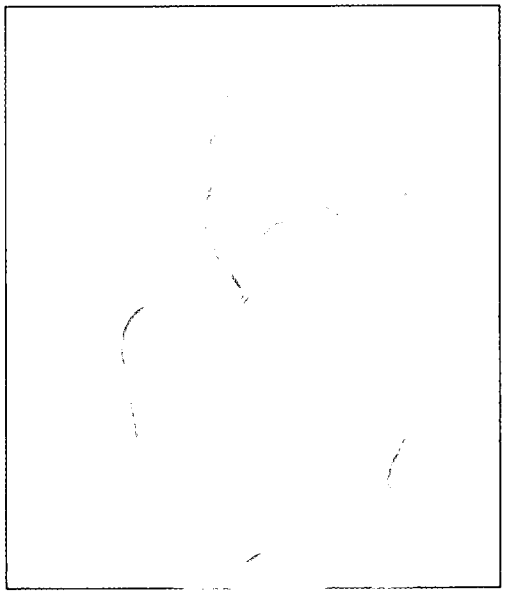






"School teams that are implementing the ***Schools Attuned*** *philosophy have had a significant reduction in labeling and referring students to the exceptional children's program. In each session, participants find relevant strategies and activities for immediate classroom application."*

– Nancy Hester,
Chief Information Officer
Durham Public Schools,
Central Office



"Over the last 30 years, I have taken many renewal courses both through the public schools and universities. Rarely have I been challenged in the way we have been during ***Schools Attuned*** *.... It delivers an opportunity to learn how children learn in a way comparable to graduate education courses. The instruction is of a high quality. The instructors are well prepared. We are stretched mentally in every session."*

– Patsy Bohlen, Teacher
Jones Magnet, Greensboro

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Post-it® Fax Note 7671	Date 3/15/01	# of pages ▶ 17
To Jim Newlin	From Colleen Causby	
Co./Dept.	Co. Schools Attuned	
Phone #	Phone #	
Fax # 715-3589	Fax #	

March 15, 2001

Mr. Jim Newlin
Mr. Phillip Price
NC General Assembly
Legislative Services Office
Fiscal Research Division
Suite 619, LOB
300 N. Salisbury St.
Raleigh, NC 27603-5925

Dear Sirs:

We are pleased to provide this information on North Carolina Schools Attuned (NCSA). All Kinds of Minds is very proud of this program, our first State-funded outreach to public schools.

We believe that by training educators to understand how their students learn and how to enhance that learning process, both educators and students have a greater opportunity for success. Making students successful will result in high-performing, stable schools.

The director of North Carolina Schools Attuned, Gena Overbey, deserves a great deal of credit for the success of the program. A nationally certified teacher, Gena and her staff have built NCSA from an idea to a very active program impacting literally thousands of students. In the **"Summary of North Carolina Schools Attuned,"** Ms. Overbey describes the impact of Schools Attuned across the state and provides a sample of reactions from educators.

We realize that the legislature, as stewards of the public trust, must see the real outcomes of this training. To that end, we enclose an overview of the evaluation being conducted by Dr. Rita O'Sullivan, an associate professor at The University of North Carolina at Chapel Hill. We expect more results in April, but to date, Dr. O'Sullivan reports that 97% of participants use their training in the classroom. We will continue evaluating our methodology in order to validate the success of this program.

all kinds of minds

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Financially, North Carolina Schools Attuned has been able to accomplish a great deal while operating within its budget. However, in order to grow this program and train more teachers, the program will need additional funding. All Kinds of Minds has sent a proposal to the General Assembly. In order to train an increased number of teachers, we must expand our instructional staff. We are also searching for opportunities to partner with local education agencies and colleges to leverage their infrastructure as a resource to build the program.

Finally, we have also enclosed some materials from All Kinds of Minds that we hope will give you more insight into our organization.

Thank you for your time and attention.

Very truly yours,

Charles B. Harrison
Chief Financial Officer

encl.
jfc

All Kinds of Minds - NC Schools Attuned

Receipts and Operating Expenses	FY 1996-97	FY 1997-98	FY 1998-99	FY 1999-00	FY 2000-01*
State Appropriation					
Recurring		$643,100	$643,100	$643,100	$643,100
Non-Recurring					
Other Sources of Funding					
Prior Year Carry-Forward					
Total Available					
Total Actual Expenditures		$255,375	$643,100	$643,100	$643,100
Total Actual Encumbrances		$387,725			
Cash Balance		$ -	$ -	$ -	$ -

ALL KINDS OF MINDS - NC Schools Attuned
2000-01 Fiscal Year
Budgeted Expenditures

Types of Expenditures	Requirements	% of Total Budget
Salaries	79,300	12%
Benefits	18,860	3%
Contractual Personnel Services	280,409	44%
Total Personnel Services	**378,569**	**59%**
Building Rent/Lease	61,000	9%
Equipment Rental/Lease		0%
Travel	15,000	2%
Telephone/Cellular Phone Services	2,400	0%
Misc. Contractual Services	99,500	15%
Total Purchased Services	**177,900**	**28%**
General Office Supplies	7,100	1%
R&D/Educational Supplies	45,000	7%
Total Supplies	**52,100**	**8%**
Furniture		0%
Computers	20,000	3%
Other	15,000	2%
Total Equipment	**35,000**	**5%**
Discretionary Grants		
Directed Grants		
Loans		
Other		
Total Aid & Public Assistance		
Total Reserves		
Total Other		
Total Budget	**643,569**	**100%**

ALL KINDS OF MINDS - NC Schools Attuned
2000-01 Fiscal Year
Budgeted Expenditures

Employees	Current Salary
Karen Triplett	46300
Marcie Sellars	33000

Summary of *North Carolina Schools Attuned*

North Carolina Schools Attuned is in its third year of funding from the North Carolina General Assembly. **By the spring of 2001, North Carolina Schools Attuned will have "attuned" 1,000 teachers and administrators from 134 schools. These educators will reach more than 86,000 students over the three academic years. Currently, the cost of this program is $23.00 per student.** As our trained teachers continue in their careers, the real monetary cost of this program decreases exponentially.

During its **first year**, ***North Carolina Schools Attuned*** covered **four major regions** representing **ten counties**. Four times a month, the ***All Kinds of Minds*** instructional staff presented eight sessions with the assistance of four regional coordinators. **Three hundred thirty-four teachers and administrators completed over 40 hours of classroom training** during **1998-1999**. We touched approximately **14,000 North Carolina students in 39 schools** in this first year alone.

The **second year of training** during the **1999-2000** school year was presented with a more **"hands-on" approach** for educators in **six regions.** ***All Kinds Of Minds*** worked with another **299 participants** who impact almost **13,000 students in 57 schools** in **13 counties.** In addition to new participants, the instructional staff provided additional training to the group trained in 1999.

For the **third year** of training during the current **2000-2001** school year, there are **336 educators** participating from **71 schools** in **16 counties** touching over **17,506 students**.

On the following pages are lists of the participating school systems in each of the regions over the last three years.

Registration for **2001-2002** is currently in progress. As we move into our fourth year of ***North Carolina Schools Attuned,*** we look forward to impacting thousands of North Carolina students and educators as we expand into other counties and regions across the state. With additional funding, we will offer two weeklong workshops during the summer months in Wilmington and Asheville that will provide the opportunity for educators in those regions to be "attuned."

On the last pages, educators' quotes summarize their responses to this question: *"How valuable is **Schools Attuned** to you and your educational philosophy?"*

We would like to thank the North Carolina General Assembly for supporting our endeavors to "attune" educators, students, and parents across the state through continued funding.

North Carolina Schools Attuned Three Year Summary

***From the fall of 1998 to the spring of 2001,* 1000 educators from 134 schools have worked with 86,000 students for 3 years at the cost of $23.00 per student.**

1998-1999 Cohort:
334 educators
14,000 students 98-99
14,000 for 99-00
14,000 for 00-01
Three-year total: 42,000 students

1999-2000 Cohort:
299 educators
13,000 students 99-00
13,000 students 00-01
Two-year total: 26,000 students

2000-2001
336 educators
17,506 students 00-01
One-year total: 17,506 students

1998-1999

	North Carolina School Systems Involved	*# of Participating Elementary and Middle Schools*	*# of Participants Per School System*	*Average # of Students Working with School Attuned Educators*
	CRAVEN	7	60	1680
	PITT	3	45	1260
REGIONAL TOTALS:	**2**	**10**	**105**	**2940**
	DURHAM	5	25	1564
	ORANGE	1	7	196
	WAKE	9	83	3620
REGIONAL TOTALS:	**3**	**15**	**115**	**5380**
	FORSYTH	3	26	1448
	GUILFORD	3	25	700
REGIONAL TOTALS:	**2**	**6**	**51**	**2148**
	CABARRUS	1	8	224
	LINCOLN	2	15	1212
	MECKLENBURG	5	40	1984
REGIONAL TOTALS:	**3**	**8**	**63**	**3420**
GRAND TOTALS:	**10**	**39**	**334**	**13,888**

1999-2000

	North Carolina School Systems Involved	*# of Participating Elementary and Middle Schools*	*# of Participants Per School System*	*Average # of Students Working with School Attuned Educators*
	CRAVEN	3	15	420
	PAMLICO	2	8	584
	PITT	1	4	112
REGIONAL TOTALS:	**3**	**6**	**27**	**1116**
	WAKE	8	53	1916
REGIONAL TOTALS:	**1**	**8**	**53**	**1916**
	DURHAM	14	41	1868
REGIONAL TOTALS:	**1**	**14**	**41**	**1868**
	CHAPEL HILL	10	76	3712
	ORANGE	1	7	196
REGIONAL TOTALS:	**2**	**11**	**83**	**3908**
	ALAMANCE	3	17	476
	GUILFORD	5	19	532
	WILKES	1	2	200
REGIONAL TOTALS:	**3**	**9**	**38**	**1208**
	CABARRUS	1	7	196
	LINCOLN	5	35	2060
	MECKLENBURG	3	15	420
REGIONAL TOTALS:	**3**	**9**	**57**	**2676**
GRAND TOTALS:	**13**	**57**	**299**	**12,692**

2000-2001

	North Carolina School Systems Involved	*# of Participating Elementary and Middle Schools*	*# of Participants Per School System*	*Average # of Students Working with School Attuned Educators*
	CRAVEN	4	19	532
	JONES	1	8	224
	ONSLOW	2	13	1300
	PAMLICO	1	3	84
	PITT/ECU	1	5	750
REGIONAL TOTALS:	**5**	**9**	**48**	**2890**
	WAKE	11	42	2256
	CHAPEL HILL	2	4	328
	ORANGE	1	7	196
REGIONAL TOTALS:	**3**	**14**	**53**	**2780**
	DURHAM	9	45	1404
REGIONAL TOTALS:	**1**	**9**	**45**	**1404**
	ALAMANCE	3	15	780
	FORSYTH	2	8	440
	GUILFORD	4	16	448
REGIONAL TOTALS:	**3**	**9**	**39**	**1668**
	CABARRUS	9	58	3640
	MECKLENBURG	8	22	904
REGIONAL TOTALS:	**2**	**17**	**80**	**4544**
	CATAWBA	2	10	1000
	LINCOLN	11	61	3220
REGIONAL TOTALS:	**2**	**13**	**71**	**4220**
GRAND TOTALS:	**16**	**71**	**336**	**17,506**

North Carolina Educators' Responses to
"How valuable is Schools Attuned to you and your educational philosophy?"

Over the last 30 years, I have taken many renewal courses both through the public schools and universities. Rarely have I been challenged in the way we have been during **Schools Attuned**.... It delivers an opportunity to learn how children learn in a way comparable to graduate education courses. The instruction is of a high quality. The instructors are well prepared. We are stretched mentally in every session.

Guilford

Student diversity is such a blessing in our public schools; however, it can also pose unique challenges for teachers. **Schools Attuned** has helped to educate me to the myriad of learning challenges that our students face. This vital program also equipped me with strategies to help students overcome these hurdles. This invaluable information and perspective just may help me to persevere another ten years in this profession! Thanks for this jewel!

Craven

School teams that are implementing the **Schools Attuned** philosophy have had a significant reduction in labeling and referring students to the exceptional children's program. In each session, participants find relevant strategies and activities for immediate classroom application.

Durham

Very valuable-it definitely focuses on the children and their needs. Education today seems to focus on testing needs instead of children's needs. Thanks for the refocus and reminder of why we do what we do.

Charlotte

It truly correlates with my beliefs. Many of the ideas and activities I was already doing and it was great to get affirmation. Kids need to be treated with respect and high expectations. They <u>love</u> learning the "teacher lingo."

Charlotte

I feel like it is a piece that I have been missing in my instruction. I've studied 7-step lesson plans, but they don't always deal with the kids. Although I try to adjust my lessons for my children, I need to adjust my children to the lesson. This is great stuff!

Charlotte

It is very valuable to me because it helps explain differences between learners without the use of negative labels.

Charlotte

Schools Attuned has given me the tools I need to explain to parents and students reasons for student's individual problems and successes.

Craven

I've always known that each student learns differently. After attending this workshop, I am better able to recognize and implement strategies that will help each student grow and become all he/she can be.

Craven

It is my most valuable tenet within my educational philosophy.

Wake

Extremely valuable. I believe that this training will have its greatest effect when it is a requirement at the college level as a part of educational training for teachers, principals, counselors, and psychologists. It is very disturbing when we diagnose difficulties children have in learning without strategies or remedies except "slower" tracks or "dummy-ing" down "traditional" methods.

Wake

It has reemphasized the importance of "tuning" in on the strengths and weaknesses of each student and working *with* them to find strategies/accommodations that would benefit them most.

Guilford

It is important to me, as an educator, to continue to learn new strategies to help my children. I feel **Schools Attuned** is an invaluable tool for all teachers to have. I have thoroughly enjoyed this year and have found so many lessons very practical for my classroom.

Guilford

Schools Attuned matches my educational philosophy very closely. It allows me to pin point learning problems and work through them with my students. Schools Attuned values all students and equips teachers with information and activities to reach out to them and help them become successful.

Guilford

I have found **Schools Attuned** to be right on target with my educational philosophy which is "all children can learn." Every child is different and all come with strengths and weaknesses. Schools Attuned has a wealth of information we can refer to so that learning does and will occur for all.

Guilford

The over-arching idea of supporting the child's strengths is powerful support for my program and the way that we (as ESL teachers) address our students' needs in our small allotments of time. I would like to see more staff trained in at least the basic components of **Schools Attuned**. I also really value the hands-on methods for teaching the students to help themselves.

Guilford

Schools Attuned has the capacity to impact positively any educational philosophy.

Chapel Hill

Extremely! I don't think labeling kids is helpful. Understanding how kids learn (ask them) is critical for their success. This has been a breath of fresh air and source of encouragement for me. I hope to use this with staff, parents, and students.

Chapel Hill

It helps me look at children as a whole instead of what problems they exhibit. I like the idea of focusing on the strengths of students and building on the good stuff. Thanks for the help!

Chapel Hill

It matches my philosophy to not pigeonhole students and to always look for, recognize, and work with their strengths.

Durham

Identifying/labeling children's differences in a positive manner and helping students to "see" (demystify) are empowering.

Durham

1999-01 SCHOOLS ATTUNED EVALUATION
OVERVIEW

Rita O'Sullivan, Director & Associate Professor
Evaluation Assessment, & Policy Connections (EvAP)
School of Education, University of North Carolina – Chapel Hill
Ritao@email.unc.edu

BACKGROUND

Schools Attuned provides educators with a neurodevelomental perspective "to enhance the ability of educators to recognize and manage students who experience learning difficulties related to neurodevelopmental deficits and co-occurring problems." Most recently, systematic evaluation efforts of Schools Attuned began in 1998 with North Carolina Schools Attuned, which received money from the NC State Legislature to train educators in North Carolina. Beginning in 2000, evaluation efforts include all 10 Regional Training Centers. The evaluation design has followed the following conceptual model of professional development:

Teacher Training → **Teacher Understanding** → **Classroom Changes** → **Student Success**

RESULTS OF NORTH CAROLINA SCHOOLS ATTUNED EFFORTS

To achieve its goals, Schools Attuned implemented training with three cohorts of educators:

- **355 educators from 10 districts across North Carolina in 1998-99;**
- **299 educators from 12 districts across North Carolina in 1999-00; and**
- **308 educators from 14 districts across North Carolina in 1900-01**

in a two-year (with an optional third year) comprehensive professional development program. Participating schools provided teams of at least three school staff members for the program. For each cohort in the first two years of training, the program began with a two-day summer training session followed by seven additional training sessions that covered eight Schools Attuned constructs (i.e., attention, language, memory, spatial ordering, temporal-sequential ordering, higher-order cognition, neuromotor function, and social cognition) as well as observation techniques and management strategies. By the end of the first year of training, participants are expected to have a basic understanding of Schools Attuned concepts and strategies and to have started implementation. Program implementation is the primary goal for year two of the program.

Based on the program's goals and Year 1 results, the evaluation team in collaboration with the Schools Attuned staff designed the Year 2 evaluation to focus on three main objectives:

- providing program staff with useful information for improving the Schools Attuned program;
- assessing the degree to which participants understand Schools Attuned concepts and modify existing educational practices; and
- developing instruments and methodologies for evaluating program components and implementation, including assessing students' success.

FINDINGS

Curriculum Improvement

Schools Attuned substantially enhanced the curriculum delivery training system for both North Carolina and the Regional Training Centers. While teachers' evaluations of training continued to be very positive among Year 2 first year trainees, program improvement suggestions pointed toward improved training strategies. Maintaining the integrity of the neurodevelopmental model, the training curriculum underwent major revisions during the Winter and Spring of 2000 to align training strategies with best practices for in-service teacher professional development. Participants at the training of trainers seminar, conducted in April 2000, on average rated the seminar as "Very Good" (4.1 on a scale of 1 to 5). One participant commented, "The course materials are so much more teacher-friendly and the schedule is so much more facilitator-friendly." Preliminary evaluation summaries from this summer's training (with data from seven of the nine centers completed) show near "excellent" (3.7 on a scale of 1 to 4) ratings with many comments like, "The information I received and the ways I received it will be just the beginning of a wonderful approach to my teaching in the future. Also sharing and instituting as much as possible within one's school is something I enthusiastically look forward to."

Teachers Use Schools Attuned Strategies

The 299 teachers who completed their first year of Schools Attuned training in Spring 2000 reported using Schools Attuned in their classrooms to benefit an average of 14.5 children (estimated total = 4,446 children). Overall 97.3% of participants reported using Schools Attuned in their classrooms. Most commonly, 27.6% of teachers reported using Schools Attuned to accommodate individual student strengths and weaknesses (e.g., "I now use highlighted text, peer tutoring, extended time for assignments, and have conferred with special education teachers."). Another 22.4% said they had used demystification with students to help them better understand what strategies would lead to academic success (e.g., "I have really used the demystification aspect and I feel it has brought better communication within my classroom"). Additionally, 17.2% explained that the Schools Attuned model had enhanced their teaching ability (e.g. "I have been much more aware of every part of the school day and the learning that is going on and how to have all students feel successful.").

Classroom Climate Remained Positive

From the beginning to the end of the school year, overall classroom climate in Schools Attuned classrooms remained positive (2.9 of 4 pre and post). Schools Attuned teachers have classrooms that are very positive in providing assistance and understanding (3.6 of 4.0) and have clear rules and expectations (3.4 of 4.0). Least positive of climate aspects was the flexibility of instruction, which improved from 1.8 in the beginning of the school year to 2.0.

Need for Clarification & Additional Support

While 49.2% of first year participants in School Attuned training during 1999-00 did not identify any areas in need of clarification, 25.4% reported that they needed clarification of the Schools Attuned content, 20.6% needed more time to understand the content, and 9.5% were interested in adapting the approach to specific populations. In terms of additional support, 41.3% wanted continued follow-up (e.g., support groups, periodic reviews, individual consults, etc.), 19.0% requested more print and electronic references, and 15.9% wanted additional information about specific topics.

TOOLS DEVELOPED FOR EVALUATION

During 2000-01, the evaluation continued to develop and modify the tools and methodologies that will be needed to embed evaluation into the curriculum as an integral part of the on-going assessment process as well develop strategies to measure classroom and student success outcomes.

- **Revised First-Year Teacher Survey:** a pre-and post-survey for comparing the strategies participants used to assist students experiencing different learning difficulties (e.g., reading,

writing, attention, etc.) before year-one training to the strategies they used after year-one training.

- **Schools Attuned Understanding Measure:** was integrated into the National Schools Attuned curriculum such that changes in teachers' hypotheses about students experiencing classroom difficulty can be compared at the beginning and end of training.
- **Schools Attuned Classroom Climate Survey:** also will be integrated into the National curriculum with academic and social self-efficacy components added.

STUDENT SUCCESS STUDIES

Beginning with the 2000-01 academic year:

- **North Carolina:** 40 second-year teachers from Cohort 2 will participate in evaluation efforts to identify the effectiveness of Schools Attuned with students in their classrooms. Grades and standardized achievement test data will be included in the study. In addition the approximately 600 teachers trained from 1999-2000 will be surveyed to find out how they have applied their Schools Attuned training and what outcomes they have observed as a result of this training in their classrooms.
- **Los Angeles:** approximately 60 teachers, who began training in Summer 2000, will track their effort during the academic year to capture what they have changed in their classrooms and what effect these changes have had on students' perception of classroom climate and their achivement.
- **New York:** 3 grade-level middle school teams (6th, 7th, 8th grades) from a New York City public school will chronicle how their Schools Attuned training has affected their work with their students. Measures of changes in classroom climate and students' achievement are included in the study.
- **New Jersey:** teachers from 4 elementary schools and 1 middle school are being asked to reflect on how they address challenges in their classroom. Both teachers who have had Schools Attuned training and those who have not are included in this study. One of the elementary schools is a feeder school for the participating Middle School is
- **Michigan:** 15-20 students who have received Schools Attuned attention will be provide the focus to gather information about the experiences of parents, teachers, and students concerning students' self-awareness, understanding and use of Schools Attuned concepts and strategies to improve their learning, social interactions, and behavior.

Schools Attuned

A Program to Help Educators Manage Differences in Learning

Schools Attuned is a comprehensive professional development and service program that offers elementary and middle school educators new methods for recognizing, understanding, and managing students with differences in learning. Schools Attuned gives classroom teachers and other school personnel the knowledge and skills, as well as a system of innovative tools, to meet the diverse needs of all students. When implemented within schools, this program enriches the ways in which all children are educated.

Schools Attuned is based on over 25 years of work by Dr. Mel Levine, his colleagues at the Clinical Center for the Study of Development and Learning at the University of North Carolina School of Medicine at Chapel Hill, and other leading researchers in the field. Among the guiding principles:

- Differences in learning may interfere with learning, social adjustment, academic productivity, and/or behavior.
- It is inappropriate to rely exclusively on standardized test scores as a sole means of understanding a student's underachievement.
- Regular classroom teachers are in the best position to observe, describe, and respond to differences in learning.
- Teachers who use behavioral supports and strategies improve the learning environment for all students in their classrooms.
- Students' differences in learning, in the long term, may well be relatively benign in their effects; however, when adults misunderstand and mismanage these differences, they may render them malignant, and create enduring negative consequences.
- Labels may often oversimplify complex phenomena, have a negative connotation, or erode the self-image of children or their families. A non-labeling approach to understanding differences in learning leads to the optimal educational care of children.

Schools Attuned provides focused study of eight neurodevelopmental constructs that affect learning: attention, language, memory, neuromotor functions, temporal - sequential ordering, spatial ordering, social cognition, and higher order cognition. The program enables educators to understand the role of these constructs in building – or for many children, undermining – the foundation for learning. Schools Attuned stresses the importance of avoiding public humiliation, and provides methods to nurture students' strengths and affinities.

Schools Attuned was great! The knowledge from the sessions can be a powerful tool in the classroom.

Schools Attuned is a one-year program providing a minimum of 35 instructional hours plus a minimum of 10 contact hours of follow-up. The course is taught at certified Schools Attuned Regional Training Sites, staffed by educators trained and supervised by All Kinds of Minds.

Schools Attuned also offers advanced courses for people who have completed the Schools Attuned core training (all eight constructs). The first of such advanced courses, Profile Advisor, is designed to help related service professionals (school psychologists, speech language pathologists, special education teachers, and school counselors) collaborate with classroom teachers using the Schools Attuned approach to managing students' differences in learning. More advanced courses are being added to the Schools Attuned program. All Kinds of Minds recommends that teams of at least three educators from one school or organization participate in the program.

Workshops are held in Chapel Hill, North Carolina as well as at Regional Training Sites throughout the United States.

To obtain more information about Schools Attuned or to register for this program, visit our web site: **www.allkindsofminds.org.**

> *We gratefully acknowledge the Geraldine R. Dodge Foundation in Morristown, New Jersey, and the United States Department of Education (Grant No. H029K30041-95) for the original funding of Schools Attuned.*

UNIVERSITY Gazette
THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
www.unc.edu/news/gaz/

FYI Research

Learning is not one-size-fits-all

There's probably no such thing as a lazy student. That's the message Mel Levine, professor of pediatrics, would like to get across to families and educators of children with learning differences.

"Many learning problems can make students appear to be lazy," Levine said. "For example, a student who avoids homework may seem lazy, but in reality the child might have a weakness in language functions — spelling, grammar, vocabulary — that makes writing a huge chore. Another child may have problems breaking assignments up into manageable pieces."

The important thing, Levine said, is not to label the child, but rather the problem.

Levine, director of the Center for the Study of Development and Learning, works closely with children who have trouble performing well in school. He wants them to understand their differences and help them become successful students.

It's important for parents and teachers to be able to recognize and appreciate these differences too. They need to understand where a child's ability to learn breaks down — i.e., memory, language skills or motor skills. They also need to be able to explain the learning difficulty to the child, so he or she can overcome or bypass the weakness.

That's why Levine founded All Kinds of Minds, a nonprofit institute that raises awareness about learning issues through training programs and other educational resources.

"The role of the institute," Levine said, "is to help families, educators and clinicians understand why a child is struggling in school and to provide practical strategies that help every child to be a successful learner."

The institute emphasizes that children have learning differences. Not disabilities. Not disorders. Not dysfunctions. That's because all children have strengths and weaknesses. Some students can spell and write well but have trouble with math. Others have problems focusing on science assignments but have special musical or artistic abilities.

SHOWING THE WAY Mel Levine works with a young boy in his office. Director of the Center for the Study of Development and Learning, Levine helps children who have trouble performing well in school understand their differences so they can become successful students.

One of the programs offered by the institute is Schools Attuned, a 35-hour professional development program for elementary and professional school educators. Through the program, teachers become knowledgeable about differences in learning and are taught innovative tools to observe, describe and manage children with diverse kinds of minds in a classroom.

The goal, Levine said, is to help all kids learn about their own minds while they are learning. There are five steps to the Schools Attuned approach:

- Because each child is "wired" a little bit differently, the program helps educators create a "profile" of each child's learning strengths and weaknesses based on comprehensive observations.
- Once specific problems are identified, teachers can help students understand and talk about their learning difficulties while appreciating their strengths. Levine calls this step "demystification."
- Next, teachers learn strategies for accommodating students' differences in the classroom. This might mean allowing a child who has strong organizational and creative skills but poor handwriting skills to use a keyboard during essay tests.
- The program then provides intervention strategies for getting to the core of the problem, so teachers can help kids strengthen their weaknesses.

"Each child has individual needs and none should have to struggle needlessly in school."

— Mel Levine

- Finally, the program encourages teachers to help students strengthen their strengths, so they can experience success and develop areas of expertise.

Currently, the Schools Attuned program is offered at 10 regional training sites. With a $10 million challenge grant from the Schwab Foundation for Learning, All Kinds of Minds hopes to expand the number of training sites. It also wants to open more centers like Chapel Hill's Center for the Study of Development and Learning that will help parents create a profile of their child's strengths and weaknesses and create a plan of action.

Other plans include a six-part public television special planned for the fall that will focus on actual students with learning problems. The shows will be shot documentary style and will follow the lives of the kids to see the progress they make.

While All Kinds of Minds expands nationally, Levine still thinks locally. Two days a week he personally sees children who are having trouble performing well in school.

"Learning is not one-size-fits-all," Levine said. "Each child has individual needs and none should have to struggle needlessly in school."

For more information on All Kinds of Minds, visit their web site at *http://www.allkindsofminds.org*

Provided by Graduate Studies and Research
Writer: Cate House
Editor: Nell Caudle

The New York Times

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THURSDAY, SEPTEMBER 2, 1999

This week Mobil is donating its space to ***All Kinds Of Minds.***

www.allkindsofminds.org

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Misunderstood minds

Ricky is a sixth grader with a brilliant imagination and advanced language skills, but he can't write. That's because he has trouble handling spelling, punctuation, grammar, letter formations and facts all at once with a sheet of paper in front of him. Adults call him lazy, and he is fast becoming a "bad" boy.

Then there's Beth, a bright kid who gets stymied by sequences of anything—multistep instructions or math problems, or even presenting her ideas when she talks or writes. Her classmate Wendy is an effervescent red-haired girl of many talents who nevertheless endures constant frustration because she has serious problems remembering what she has read, even though she can understand the content quite well. As she puts it: "Whenever I read, each sentence erases the one that went before it."

These are examples of children with normal or superior overall cognitive ability who are contending with differences in the wiring of their brains, subtle but important neuro-developmental variations that impede their learning productivity and enjoyment of education. In addition to deficiencies in basic skills—such as reading, writing or mathematics—some of the manifestations are less obvious. The kids may have difficulties managing time, expressing ideas in language, remembering facts or problem-solving methods on a test, understanding key concepts or gaining social acceptance from peers.

What's common, however, is that these struggling kids are often misunderstood by the adult world. Learning differences like these plague millions of children throughout America. But parents, teachers and the students themselves often have little or no insight into the reasons why the children are failing or how to manage their difficulties. So the children face daily public humiliations for the way they are wired, even though relatively easy and cost-effective means are available to help them.

A non-profit institute, *All Kinds Of Minds* was founded in 1995 to apply the latest neuro-developmental research to the understanding and management of differences in learning. The Institute provides families and teachers with a framework—a common language and tools—to enable this large, needy and highly vulnerable segment of America's schoolchildren to become more successful learners.

Throughout the country, this Institute is working to provide parents with the best assessment techniques and to train classroom teachers to help kids with learning differences. We strive to ensure that children receive the individualized education that will help them enhance their innate strengths and overcome difficulties they may have encountered in school. Please come visit our Web site at **www.allkindsofminds.org** to learn more.

As we approach the last academic semester of the 20th century and the first of the new millennium, recent scientific advances have provided us with a radically new understanding of variations in brain function. We must now apply that knowledge to help all kinds of minds contribute to our society in all kinds of constructive ways. We must acknowledge and celebrate this diversity of minds and usher in a new era of neuro-developmental pluralism.

Dr. Mel Levine
Founder and Co-Chair ***All Kinds Of Minds***

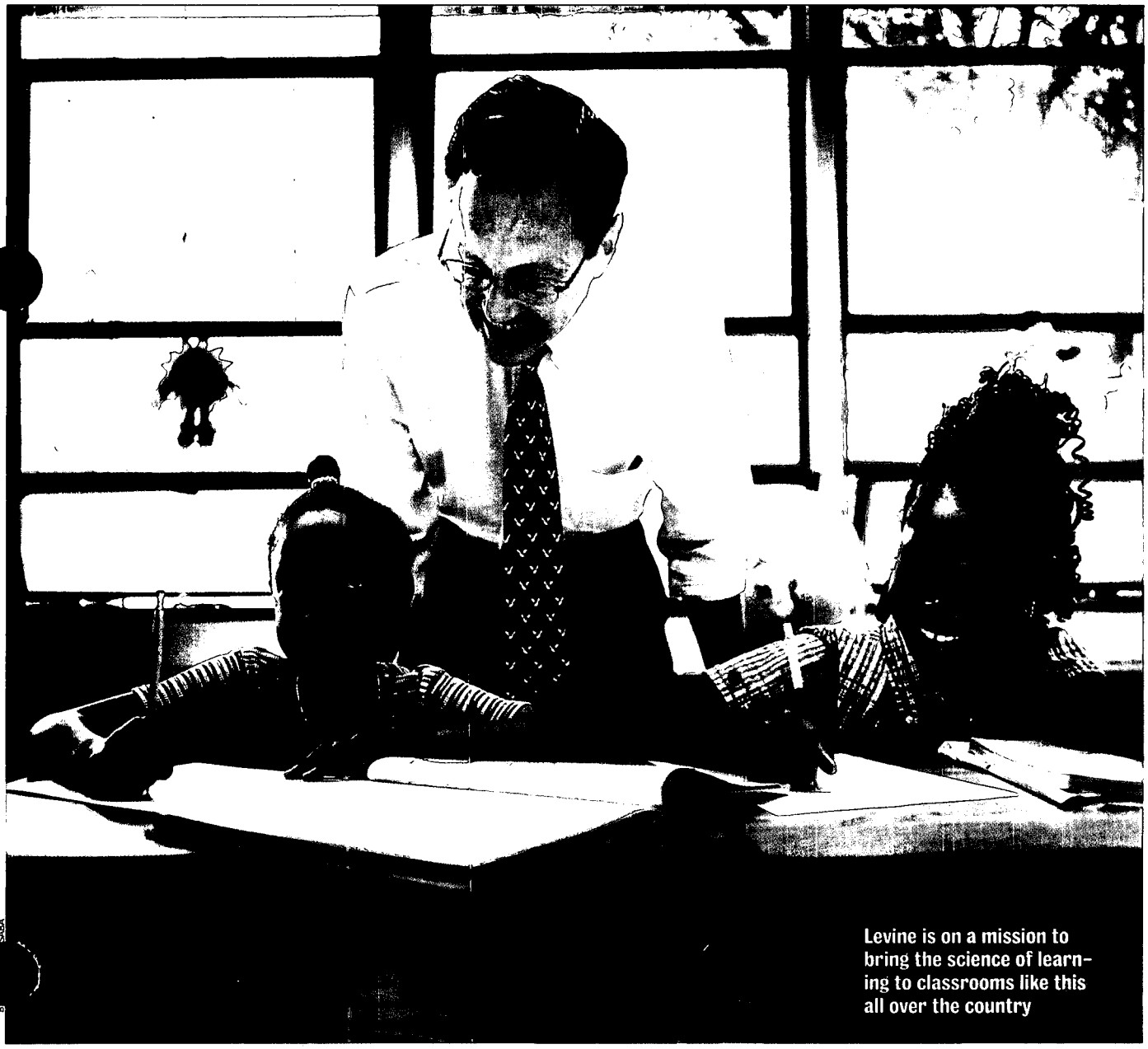
Newsweek

INNOVATOR: Pediatrician Mel Levine wants to revolutionize American education by showing teachers how children think. BY BARBARA KANTROWITZ AND PAT WINGERT

DOCTOR'S ORDERS

IF YOU SAT IN ON SHARON MCGreevey's class at Menlo Park Terrace Elementary School in Woodbridge, N.J., you'd recognize a familiar set of characters from your own third-grade days. There's the boy who's always waving his hand in the air; he loves to be the first to answer questions. Then there's the quiet girl who slinks down in her seat so she doesn't have to read aloud. There's another girl who gives long, meandering responses when she's called on and a boy who looks like he could have used a few more hours of sleep. So here's a pop quiz: which one is a typical 8-year-old?

All of the above and none of the above. That's the basic philosophy behind the work of Dr. Mel Levine, a pediatrician at the University of North Carolina who's on a mission to revolutionize the way teachers like McGreevey look at kids. Levine says the old, one-size-fits-all approach allows too many youngsters to fall through the cracks—kids who may be perfectly intelli-



Levine is on a mission to bring the science of learning to classrooms like this all over the country

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gent but struggle in school. Instead, he helps teachers understand how different children think so that they can tailor their teaching to each student. "There's a huge amount of knowledge about how learning works that hasn't gotten to the front lines, the teachers," says Levine, 60. Armed with new science about how kids' brains develop, he says a teacher can, for example, help a disorganized child remember his homework or show a socially awkward child how to work in a group.

At a time when many districts are grappling with how to rebuild their teacher ranks, a growing number of educators think Levine is pointing the way. He's already initiated thousands of teachers like Sharon McGreevey through his weeklong Schools Attuned training program, which costs $1,200. A PBS documentary about him is in the works, as is a 22-volume video series scheduled for release this winter. He's got two new books about learning styles coming out and a sophisticated Web site (allkindsofminds.org). And he has big money behind him. In 1999, discount broker Charles Schwab announced a five-year, $10 million challenge grant to the institute. Schwab's backing is attracting other big donors as well. Right now most of Levine's efforts are concentrated on elementary- and middle-school children, but there's a pilot program for high-schoolers too. Although he's eager to talk about his ideas, Levine seems slightly uncomfortable in the spotlight. His small, unpretentious office near the university shows that he's clearly marching to his own drummer. Virtually every inch of wall space is filled with prints of birds (mostly geese, his particular passion); the only human image is of his wife, Bambi, who helps edit all his books, and even she is shown cuddling a cat and with a horse. At their farm about 45 minutes away from the university, the residents include 240 geese, 40 pheasants, 19 peacocks, 10 swans, 10 donkeys, a horse and a mule.

Levine's interest in learning prob[illegible] dates back to his childhood on New Y[illegible] Long Island. A good student, he nonetheless felt humiliated by his lack of success at sports. It was his first exposure to the idea that no one's good at everything. He came back to the notion again and again in college at Brown, as a Rhodes scholar and at Harvard Medical School. For several years during the Vietnam War, Levine was the school doctor at Clark Air Force Base in the Philippines—an experience, he says, that really opened his eyes to the many ways kids learn. Since then his vocation has been merging the two worlds that fascinate him: medicine and education. He was running the outpatient clinic at Chil-

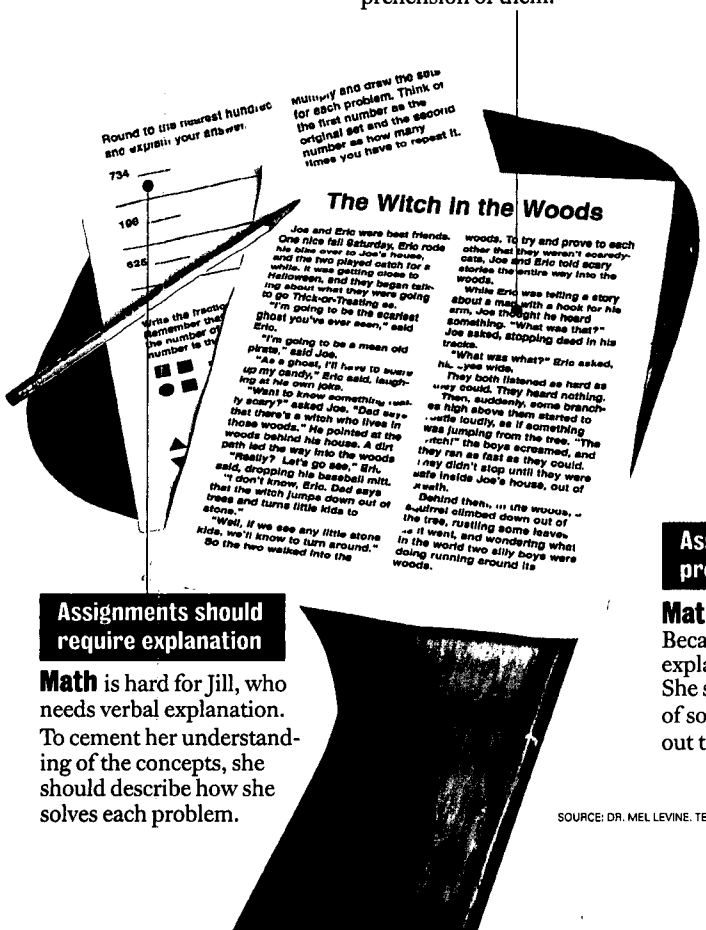
TEACHING APPLES AND ORANGES

According to Dr. Mel Levine, there's wide variation in how children learn and must be taught. In the example below, Jill is good at language but not at math; Liz is good at math but not at language. Jill needs verbal explanations to learn, while Liz requires a visual approach.

Jill: Learns from words

- Has good verbal skills
- Has trouble visualizing
- Uses vivid imagination
- Concentrates well

Reading comes easily to Jill. She should write her own summaries of readings to enhance her comprehension of them.



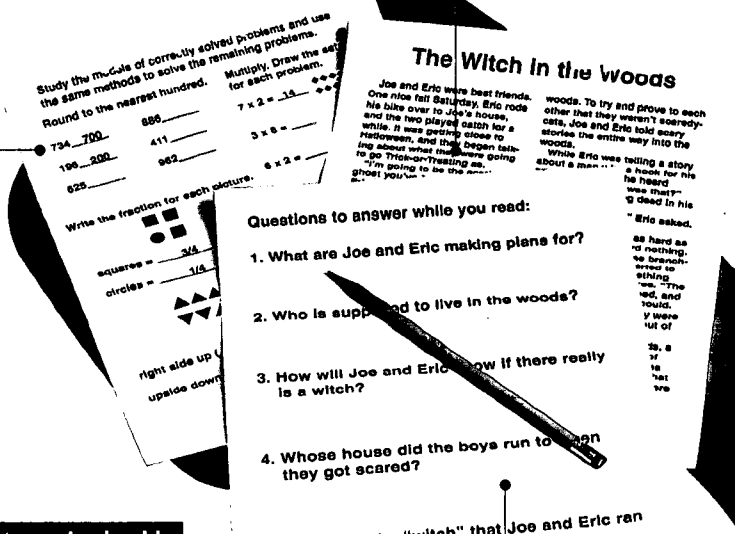
Assignments should require explanation

Math is hard for Jill, who needs verbal explanation. To cement her understanding of the concepts, she should describe how she solves each problem.

Liz: Learns from images

- Has weak verbal skills
- Prefers visualizing
- Pays attention to detail
- Recognizes patterns

Reading can overwhelm Liz. She should read with a highlighter in hand, concentra[illegible] on main points of the tex[illegible]



Assignments should provide examples

Math is Liz's strength. Because she learns visually, explanations aren't enough. She should study examples of solved problems to figure out the concepts for herself.

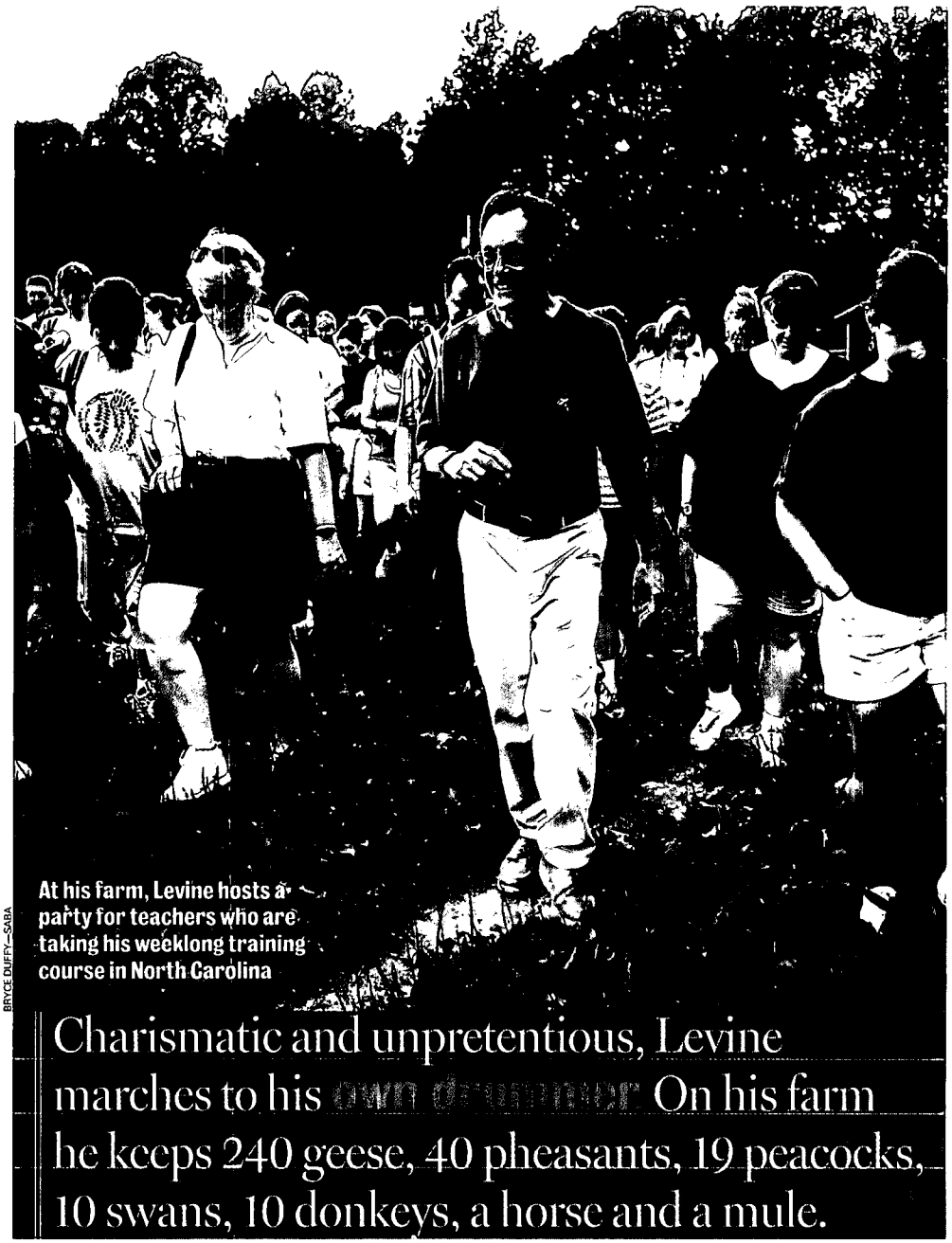
Scaffolding, or giving students questions to direct their reading, helps Liz read better by breaking stories into manageable details

SOURCE: DR. MEL LEVINE. TEXT BY JEREMIAH CONWAY AND MEREDITH SALISBURY, PHOTOS BY MELISSA KAY COHEN, GRAPHIC BY CHRISTOPH BLUMRICH—NEWSWEEK

dren's Hospital in Boston when North Carolina recruited him in the mid-'80s. In addition to his work at the university, Levine has treated hundreds of children with learning problems—many of whom he's followed for years as they make their way through school.

Levine bases his teacher training on a synthesis of all these experiences. To help teachers understand what science has discovered about the brain, he's organized current thinking about learning into eight categories that he calls "neurodevelopmental constructs," which include attention, language, memory, neuromotor function and social cognition. Within these, there are subcategories to convey the brain's complexity. These constructs interact differently in each individual brain to create unique ways of thinking, what Levine calls a "learning profile." It's a balance sheet of the child's strengths and weaknesses.

The training sessions include lectures by Levine at one of nine regional sites and workshops with people trained by him where the teachers spend a lot of their time poring over case studies of kids. They look for clues to what might go wrong. Does the child learn better by listening than reading? Does he need to sit closer to the teacher so he doesn't get distracted? The goal is to give educators the tools they need to diagnose a kid's talents and problems, just the way a pediatrician analyzes a patient. In Levine's view, the more specific the diagnosis, the more specific the remedy and the better the chances of success. "What we label are some things called 'observable phenomena'," he says. "Teachers more than anyone else have access to observable phenomena. Schools Attuned gives you a language to talk about this."



At his farm, Levine hosts a party for teachers who are taking his weeklong training course in North Carolina

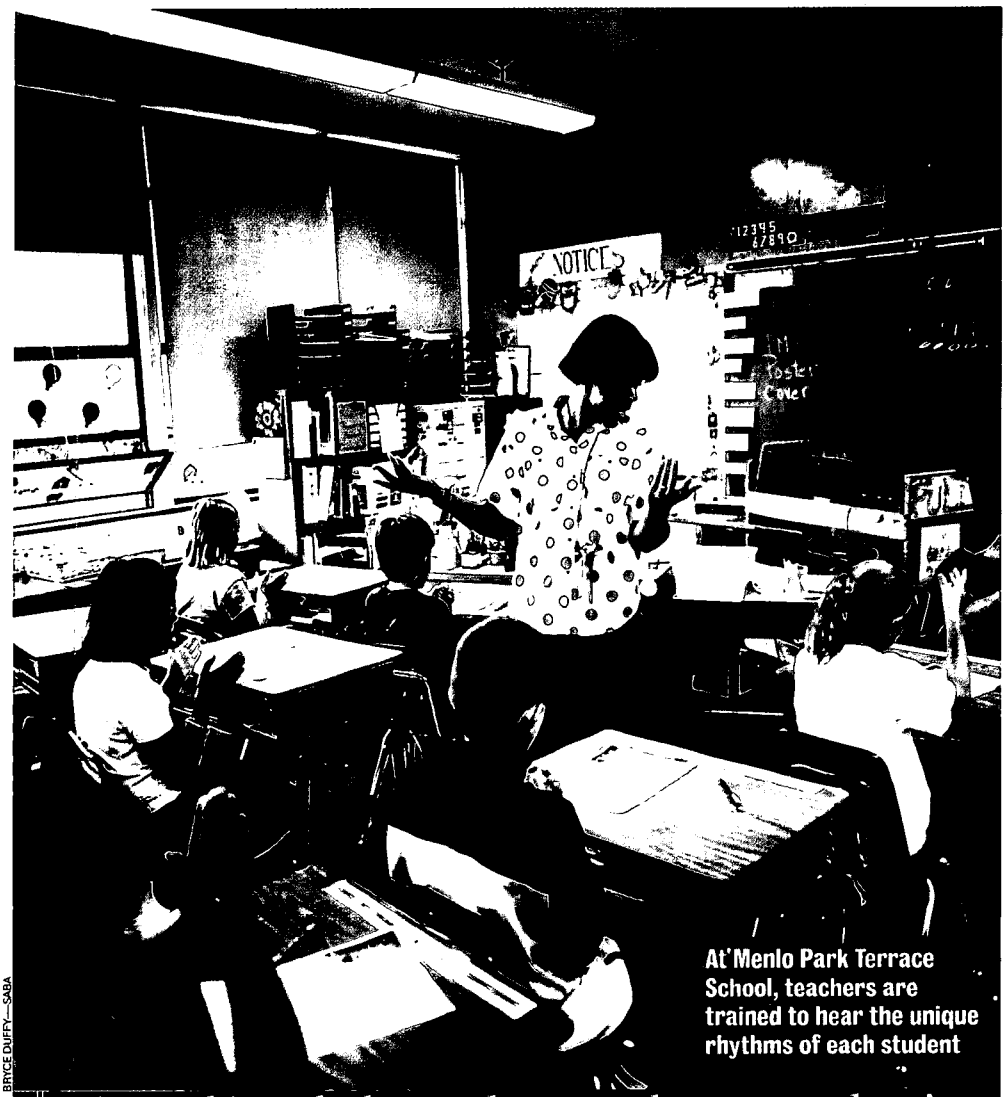
BRYCE DUFFY—SABA

Charismatic and unpretentious, Levine marches to his own drummer. On his farm he keeps 240 geese, 40 pheasants, 19 peacocks, 10 swans, 10 donkeys, a horse and a mule.

Here's how it might work. Every teacher's been puzzled by a kid who constantly looks up and down when he's copying something from the board. And even then, he'll miss part of what he should be writing down. An untrained teacher might accuse him of cheating because he's looking at another student's paper to fill in the blanks or penalize him for not completing his work. But a teacher who had taken Levine's course would recognize that the youngster had short-term memory problems. Some solutions: let him work with another kid or give him a copy of what he needs already written down. Above all, Levine says, tell him exactly what the problem is, a process Levine calls "demystification." "The more we can impart specificity to the kid, the more they are going to be upbeat and feel in control," he says.

Many educational researchers think Levine is a provocative theoretician whose approach could be the wave of the future. "Mel is a brilliant clinician," says Dr. G. Reid Lyon, chief of the child-development and -behavior branch of the National Institute of Child Health and Human Development. "He can sit with a patient and tease apart all the things that might be influencing the youngster's development, especially in the academic areas." And, Lyon adds, "I think he's been a tremendous influence on education with his message that learning is complex, and that many kids learn differently." People who train classroom teachers also say Levine represents a major shift in education. "Teachers have to become more diagnostic and prescriptive," says Art Levine (no relation), the head of Columbia University's Teachers College. "At this moment, philosophy is central to education. Equally important in the future will be biology"—how the brain works.

But his critics and even some of his fans worry that Levine may be trying to do too much too soon. They say that with all the public pressure on schools, his ideas could be embraced as the next quick fix. There is also concern that he might draw money and attention away from children with the



BRYCE DUFFY—SABA

At Menlo Park Terrace School, teachers are trained to hear the unique rhythms of each student

His goal is to help teachers see how a student's behavior reflects the of the child's mind. Everything is a clue—even the way a youngster sits at his desk during class.

most severe problems or from proven programs. "His concepts and the way they are described and presented still have to be tested for validity," cautions Lyon. "You need evidence that people should trust this stuff." Much of that evaluation is still in progress. Rita O'Sullivan, an expert on testing at the University of North Carolina, has been overseeing a three-year study of how well his approach trains teachers. The results indicate that in the first year of the study, teachers were confused by the medical jargon although they believed the information would ultimately help them do a better job. Since then, the training has been streamlined and teachers give it much higher marks. But its effect on student achievement is still untested.

No one—least of all Levine—thinks it's easy to understand the process of learning. He's just not willing to wait for a perfect system when there are so many kids who need help now. And, as schools push to raise standards, it's increasingly important to make sure no one falls behind, he says. Levine likes to think of himself as an "academic entrepreneur" and he acknowledges that he's a little bit of a maverick in his world. "Some members of the scientific community are not respectful of Mel Levine," he concedes. He knows what they might say about the way he's translated brain research for nonscientists: "Here comes Mel Levine, the scientific slob who takes big swaths, cutting and pasting a model together."

That model can seem rather daunting at first—even to experienced educators. Sharon M[illegible] Greevey's principal, John Ing[illegible] took Levine's course in the sum[illegible] of 1998. Although he admits that his head was "spinning" when he first heard the eight constructs, he was impressed with the way Levine "put everything together" and created a model that connected brain science to education. He came away determined to create a school as close as possible to Levine's ideal. With money from private foundations, he ultimately sent all 25 of his classroom teachers to Levine's training, along with the nurse and the music and gym teachers. Since he started using Levine's work, Ingemi said he and his teachers have been able to help many children in the classroom who might otherwise have been referred to remedial services.

McGreevey, a teacher for 12 years, says that when she took the course last year, it "gave me a new map." Her thick Schools Attuned notebook has become a kind of classroom bible that she refers to many times each week. She shares that in[illegible] formation with her students, tr[illegible] to help them understand [illegible] process of learning as they make their way through reading and math. One afternoon last week, the kids clearly identified with the case study they were reading about in Levine's book, "All Kinds of Minds." The subject was a boy named Eddie, who was popular and very creative but fidgeted when he should have focused on school. "When Eddie did sit at his desk, his body often looked all twisted up," McGreevey read aloud. "You'd think he was trying to tie his legs in knots ... At times like this, Eddie looked like a living pretzel!"

By this time, McGreevey's room was filled with tiny contortionists as virtually every child in the class unconsciously adopted some version of Eddie's unusual posture. The class talked about how Eddie's body reflected his sometimes disorganized mind. One girl revealed that she tapped her head when she found her thoughts drifting in class. A boy boasted that he could keep his mind on several things at the same time. "I have four sets of eyes," he explained. "Two here" (touching his eyelids) "and two in here" (tapp[illegible] the top of his head). Somewhere, [illegible] Levine was smiling.

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TEACHER

magazine

PROFESSIONAL DEVELOPMENT ISSUE

Dr. Doolittle Meets Dr. Spock

From his farm in North Carolina, pediatrician Mel Levine trains teachers to cultivate the hidden talents of kids

All Children Great and Small

For nearly 30 years, pediatrician and child-development expert Mel Levine has argued that it's dangerous for schools to label kids as learning disabled. Now, he's taking his crusade directly to teachers.

By David Ruenzel

Interviewing Mel Levine at his sprawling farm in North Carolina may not have been such a good idea, I'm beginning to think some 20 minutes after I arrive. It's not that the 30-acre farm isn't beautiful—called Sanctuary, it has a lake, meadows, tall grasses, and other splendors of the kind that populate the poems of William Wordsworth. Levine is a gracious host, too, even though his farm and home have been invaded repeatedly over the past two years by reporters. Winner of the prestigious C. Anderson Aldrich Award—an honor bestowed on such renowned child experts as Dr. Spock and Terry Brazelton—Levine already enjoys considerable celebrity, and he is on the brink of becoming a household name. In the coming months, he'll publish two new books on children and learning. PBS will air a documentary this spring about his work. Levine, a slight man whose voice sometimes fades out in the middle of his sentences, appears rather pained by this attention. Nevertheless, he is answering all my questions patiently and will later take me to meet his donkeys.

Actually, it's the donkeys that are spoiling the interview. Levine's farm is a veritable menagerie, and the dozens of animals are driving me crazy. As we talk on the patio outside his house, 10 donkeys bray persistently for him from the pasture below, not because they're hungry, Levine explains, but because "they love me." Meanwhile a pair of Great Danes the size of Toyota Corollas, two of the seven dogs on the farm, bark endlessly. They are afflicted, Levine asserts, with "severe attentional problems." He has hundredsof geese as well, some of which are endangered species from the other side of the globe, but many of which are honking. In a tree above the table where Levine and I sit, monkeys dangle. These are actually Levine-commissioned sculptures, but I almost expect them to start screeching, too.

The bucolic remoteness of the farm—it is almost an hour's drive from the University of North Carolina at Chapel Hill, where Levine is a professor of pediatrics—seems to suit the doctor and his work perfectly. Over the past three decades, he has disassociated himself from conventional thinking about children and schooling. He refuses to accept the validity of such labels as "ADD" and "learning disabled," and he insists that there is no one way in which children learn. With such views, Levine has stood far from the maddening crowd of medical experts who see drugs such as Ritalin as a cure-all.

 COVER PHOTOGRAPH BY BRIAN GOMZAK

In recent years, however, Levine has attracted a loyal following of fellow dissenters. Thanks to generous funding from financier Charles Schwab, he founded an institute, All Kinds of Minds, that has waged an aggressive public relations campaign to promote his ideas about children and learning. He also is working to establish Student Success Centers across the country that will bring together teams of edcation specialists, pediatricians, and psychologists to work with struggling students. But by far the biggest of Levine's initiatives is Schools Attuned, an increasingly popular professional development program for teachers. Started as a series of random lectures given by Levine, it's evolved into full-service training, with weeklong workshops attended by 1,200 teachers every year. Expansion plans call for the program to enroll at least 15,000 teachers over the next five years. The goal: equip educators with the latest research about children's brain development, and then help them put that knowledge to use in the classroom.

While I'm at the farm, Levine tells me stories about children he's encountered in his medical practice and his work for All Kinds of Minds. The kids are different ages and come from various backgrounds, but they face the same problem—a mysterious meltdown in school. Take "Kevin," for example, a creative and gifted 13-year-old. Seemingly overnight, the boy stopped turning in assignments. School specialists evaluated him and concluded that he did not have a learning disability. His parents and teachers were baffled. Had Kevin become lazy? Rebellious? Depressed? Eventually, the boy visited Levine's clinic—the doctor is the director of the university's Clinical Center for the Study of Development and Learning—and went through a battery of tests. It turned out Kevin had a problem, far from uncommon, with graphomotor function. Specifically, he had a condition called finger agnosia, which often results in an awkward writing grip. In Kevin's case, the physical act of writing words on paper had become so torturous that he stopped doing assignments.

"Many teachers do not even know that there is such a thing as graphomotor dysfunction, which often surfaces in children who have trouble learning cursive," Levine comments. "Kids with this problem are often called messy or lazy, when in reality they just are not able to write any neater or faster."

Levine also told me about a high school girl named "Laura," who had great visual and artistic skills and even designed some of her own clothing. But she struggled academically. The high-powered private school she attended in New York City placed a premium on verbal skills, in which she was noticeably weak. Her failings in class were magnified by the fact that her parents were both lawyers who were extremely articulate—exactly what she was not.

When Levine met the girl, she had hit rock bottom, having been suicidal, hospitalized, and placed on various medications. This was an extreme situation, he says, but not unusual. Students with learning problems—and language difficulties in particular—almost always blame themselves and sometimes sink into severe depression. Schools unwittingly make things worse sometimes by affixing the label of "learning disabled" or "emotionally disturbed."

To Levine, labeling is destructive and misguided. A student identified as dumb, hyperactive, dyslexic, depressed, or simply bad at math may carry that stigma for life. Yet the brain is too complex and varied to be characterized in such broad strokes, he argues. Minds are configured an infinite number of ways (hence, the name All Kinds of Minds for his institute), and learning difficulties can stem from a host of problems. To Levine, the brain's circuitry is as complex as the electrical system on a 747 jet: A short can occur at any

JOSEPH MASPERI

THERE ARE NO LAZY CHILDREN HERE: Levine with students at a New Jersey school.

juncture along literally miles of wiring. Yet teachers too often assume a student's failures are due to something big, like engine failure.

Consider attention deficit disorder. ADD, Levine argues, has become a catch-all diagnosis for learning problems that stem from distinctly different neurological glitches. It's often assumed, for example, that students who become distracted when a teacher is lecturing or giving directions are not capable of sustained concentration. But that's too simple an explanation, the doctor insists. In fact, those students may struggle with language processing and find it hard to follow a sequence of sentences. Or they may struggle with what Levine terms "saliency determination," meaning that they have a hard time determining what information is important, and what's not.

To Levine, it's critical that teachers understand the brain's complexity and resist the temptation to slap labels on students. Through Schools Attuned, he wants to arm teachers with the knowledge and techniques to diagnose children's learning problems in a nuanced, sophisticated way. Educators, he argues, should be able to build neurological profiles of students and then teach accordingly.

"We are striving for much greater specificity in understanding students' learning difficulties," Levine says. "We believe that it ought to be possible to dissect, say, a child's attention issues without saying, 'This is a pathology'—to look at his neurocognitive profile without being judgmental."

Such ideas have made Levine a pioneer in pediatrics, but until recently, he's worked quietly, without fanfare. A charming but reticent man, he's so uncomfortable with small talk that he doesn't attend his college reunions. Indeed, his idea of a good time is to dine alone in an empty restaurant. Yet now, with the publication of his books and the PBS special, he's stepping into the limelight. And with good reason, he says. Having just turned 60 years old, he feels an obligation to push his ideas publicly, to court a little fame in the hope that more people will hear his message. "For me, it's therapy to be a nonentity," he explains. "But I'm getting to the final chapter of my life's work now, and I know that if I want to get this thing up to scale—to do the greatest good for the greatest number—I've got to make myself available."

Levine is a pioneer in pediatrics. 'He's brought our profession back to looking at kids on an individual basis instead of just making a pat diagnosis,' says a colleague. Now, with a PBS special and two books due out soon, he's on the brink of celebrity.

Levine's office outside Chapel Hill is decorated almost exclusively with prints of his beloved geese. Among the few knickknacks scattered around are amethyst rocks and quartz, baubles for the children who come to see him as patients. Above his desk, Levine has prominently displayed several Robert Frost poems. Frost, he explains, is his favorite poet. "The Road Not Taken" seems to have particular relevance. "At my age you realize that you only have a finite amount of time left, and so I think quite a bit about the road I didn't take."

Levine, who was once an English major at Brown University, says he might have been a novelist. "Writing has always come easy to me," he explains, "and I love telling stories." Levine has written several books setting out his ideas, including *Educational Care* and *Keeping a Head in School*, a guide for students struggling with school. The two books he will publish next year, *The Ways of Learning* and *The Myth of the Lazy Child*, are both intended for mass audiences.

At times, Levine muses about how he might have been a teacher. "I want to come back in my next life as an English teacher. I would enjoy coming home each night and reading my students' stories."

Though Levine occasionally laments the road not taken, the road he chose was seemingly mapped out for him at a very young age. His exploration of the way people learn began with his compulsive reading of biographies. As a boy, he would curl on the floor of his house in Long Island and spend hours poring over everything from Irving Stone's account of Vincent Van Gogh's life to Thomas Edison's biography.

"I had this fascination with reading about people with very different interests," he explains, "especially in terms of the different kinds of careers they chose. What led someone to become an artist? Or a doctor? I wanted to know

more about the pathways people took over time."

Levine's own biography begins with his birth to parents whose lives are a storybook rags-to-riches tale. His father, Rubin Levine, a Russian immigrant, was, quite literally, a rag salesman who rose through the ranks of the garment industry to become a successful executive. Later in life, he managed the finances of two chums from his boyhood in Brooklyn, opera stars Robert Tucker and Robert Merrill, with whom he had sung at weddings and the like. "From my father I acquired a love of classical music," Levine says. "However, neither my mother nor my father cared anything about animals, so I don't know where I get that from. My parents told me that when I was 18 months, the sight of a dog or cat would send me into ecstasy."

As a boy, Levine went to a summer camp at the foot of the White Mountains in New Hampshire. He was an awkward child so inept at sports that during baseball games, he played right field for both teams, passing the time by hunting in the grass for snakes. Despite his failings on the ball field—the camp director declared him the worst athlete—Levine was well-liked, largely on account of his smarts and the wickedly self-deprecating sense of humor that he still brandishes today. Everyone, Levine learned, enjoys a brainy kid who makes clever fun of himself.

After high school, Levine enrolled at Brown and returned to the camp during the summers as a counselor. As he matured, he found he was a reasonably adept mountain climber and regularly took campers on treks. On these trips, he grew intrigued by the differences in children. "I thought a lot about why some kids would just run up a mountain whereas others would get completely stressed out," he explains. "I was fascinated by the potential in each and every kid."

After Levine graduated from Brown in 1961, he attended Oxford University as a Rhodes Scholar. There he studied philosophy, and existentialism in particular, because he was infatuated with the idea that "nobody around you can create a beautiful life for you—you have to create it out of this meaninglessness." After Oxford, he enrolled at Harvard medical school, where he found himself much more interested in patients' social well-being than their physical health.

This fascination with psychology, combined with a newly minted pediatrics degree and a draft notice, led to his 1969 posting to a school for American kids on a Philippines military base. Working with children and their learning problems for the first time, he found his calling.

"I realized that you had to know what was going on with kids in school if you wanted to help them," Levine explains. "School is the outcome for so many things. Health care issues, learning issues, emotional issues, social interaction, parenting practices—everything converges on the way children are functioning in school. And the outcome a student has depends, to a great extent, on how optimistic or pessimistic a teacher is regarding a specific child."

Upon returning to the United States, Levine became director of outpatient services at Boston Children's Hospital, where he saw a lot of kids who were struggling in school, though they suffered from no apparent disability and came from loving families. Learning problems, he became convinced, are no one's fault.

Such views rendered him somewhat of an outsider in the medical establishment, which tended to assign blame when children stumbled in school. "At that time" he recalls, "whenever a kid wasn't doing well in life or in school, [the experts] would explain to the parents that that they were not sufficiently motivating the child. Or alternately, they'd offer up a very psychoanalytical explanation—the parents were putting too much pressure on the kid."

In the mid-1970s, Levine founded an informal group of like-minded pediatricians who called themselves "splitters." These doctors eschewed the common practice of lumping children into broad categories and chose instead to try to pinpoint children's specific learning problems. The splitters, of which there are now several hundred across the country, devote one or two days a week to evaluating and helping kids having trouble in school; they also meet every couple years to present and discuss cases.

Levine and the splitters' group

Levine's critics say he is serving up a warmed-over version of Howard Gardner's theory of mulitple intelligences. But others credit him with helping teachers apply brain research in the classroom—and making students savvy agents of their own learning.

changed the outlook of many doctors. "Mel took us beyond labels, further into the complexities of the brain," says Skip Baker, a pediatrician and splitter in the Los Angeles area, who first heard Levine speak at a conference more than 20 years ago. "He's brought our profession back to looking at kids on an individual basis instead of just making a pat diagnosis."

Still, Levine was not satisfied. Doctors can only do so much to influence children's learning, he reasoned; teachers are the key. But how could he reach them with his message?

The opportunity to do just this presented itself when he and his wife, Barbara, left Boston in 1985 for North Carolina. They were enticed in part by a tour of farms in the state—there was plenty of room for animals—but Levine was also excited about the job available as head of UNC's child development center. At the time, the center focused on mental retardation issues, but Levine quickly broadened its mission to include children who simply had difficulties in school. Two years later, in 1987, he started the Schools Attuned program.

In the early years, Schools Attuned was pretty much a traveling road show, with Levine giving talks to educators at colleges, workshops, and seminars. Despite his shyness, Levine is a captivating speaker, and he wowed his audiences. Teachers at the time were especially primed to rethink their practice. Harvard psychologist Howard Gardner's "multiple intelligences" theory—first outlined in his ground-breaking 1984 book *Frames of Mind*—was popular in schools, and Levine's neurocognitive scheme, while clinical in nature, seemed to ground Gardner's ideas in science. Teachers are nurturers by nature, and it was easy for them to buy into the idea that there are no "smart" or "dumb" children but rather kids whose lack of intelligence in one area is inevitably offset by an abundance in another.

Levine, however, wasn't satisfied simply to do a series of talks. In 1994, he founded All Kinds of Minds, now the parent institute for School Attuned and Levine's other initiatives. Five years later, Charles Schwab gave the institute a $10 million challenge grant. Schwab, who was dyslexic as a child, serves with Levine as co-chairman of All Kinds of Minds.

Today, Schools Attuned consists of 10 regional sites across the country. Levine's role is something akin to a guru: Though he still gives occasional talks to teachers, and though he watches over the workshops and their content, he doesn't have a day-to-day role in Schools Attuned. He recruits teachers to lead the classes and pass on his method of diagnosing learning problems. "I leave it to other people to figure out the best way to teach it," he explains.

One day this past August, about 120 teachers arrived at the Children's Health Center in Palo Alto, California, just down the road from Stanford University, for a weeklong Schools Attuned workshop. They came from all over the country, and some school districts had sent three and four representatives, ponying up $1,200 for each.

During breaks, the teachers gathered in the center's sun-filled quad, sipping juice and mineral water as they gushed about the transformative power of Levine's ideas. Most had attended a Levine lecture or watched an All Kinds of Minds videotape before the workshop, and they were uniformly enthusiastic, almost like athletes at a pep rally raving about their coach. "Levine completely changed the way I teach," said a middle school teacher from Denver who had first heard Levine speak in 1990. "He asks us to take a phenomenological approach with kids, paying very careful attention to how they learn. Once you buy into this approach and realize that different kids learn in very different ways, it's no longer possible to label kids."

A high school teacher from nearby Marin County ex-plained why he was at the Schools Attuned workshop. "I've got a 16-year-old kid in my class the school is destroying. He's designing Web pages and writing a novel, and instead of encouraging his efforts, they're saying he has 'conduct disorder.' You should see the staff meetings—the labels they slap on kids are incredible. We are here to learn how we can get rid of the labels."

For the workshop, teachers were divided into classes of about 25, each led by a facilitator—usually a teacher or former teacher—who had completed intensive School Attuned training. The activities were varied, participatory, and fast-paced, shifting every 20 to 30 minutes. During one session, teachers were asked to draw a straight line with their eyes closed as well as render by hand a complex geometric figure. This was followed by a Levine video on graphomotor dysfunction and a discussion.

Key to the training was a detailed analysis of Levine's "neurocognitive constructs," which are groupings of brain functions correlated to specific learning tasks. Under the "attention" neurological construct, for example, Levine includes any brain activity related

to the ability to concentrate and to finish tasks, among other things. The other constructs include memory, language, and neuromotor functions.

Each day of the workshop was devoted to the study of one or two of the constructs and the symptoms that suggest a possible breakdown within them. With this information, teachers can evaluate a student's neurological strengths and weaknesses. During this evaluation—a process Levine calls "attuning"—the parents and student work with the teacher, who observes the child and records his or her behaviors. Together, they create a "learning profile" of the student.

To demonstrate the attuning process, the facilitator at the Palo Alto workshop showed the teachers documents from the case of a middle school student named "Carmen." As part of her self-evaluation, Carmen had responded to a long series of statements, her answers offering clues to her neurological makeup. In the segment focused on the attention construct, for example, Carmen had responded to the statement "I want to get up and move around class" by checking "almost always." Another statement—"I'm fidgety. I need to keep doing things with my hands and feet"—elicited the answer "always." Carmen's teacher and parents had responded to a similar battery of statements.

Attuning is an intensive endeavor. Sally Peck, a 5th grade teacher from nearby Menlo Park who had taken a Schools Attuned workshop the previous summer and was now back for a refresher, said evaluating her first student, a boy with writing and reading comprehension problems, took nearly six months. "After you've gone through the process once you can tighten it up, but it still is going to take at least a few weeks of observing a student very closely."

Eventually, the teacher, student, and parents assemble the learning profile, a document that summarizes the child's strengths and weaknesses as identified through the attuning process. In Carmen's case, the evaluation noted her considerable strengths—she was popular, an excellent athlete, and a creative writer—while identifying weaknesses in the attention construct. She was a poor speller, for example, and her writing included many incomplete sentences.

While these are common sense observations, teachers who have used Schools Attuned say that simply alerting the family to the nature of a child's problems—a step Levine calls "demystification"—usually yields big results. "Demystification—making parents and children aware of the learning issues—is probably the biggest part of the intervention process," says Peck. "It is impossible to overestimate the importance of making students aware of the areas they are strong and weak in."

Levine and his colleagues say demystification is the most important step of the attuning process, as it often reveals to children and their parents what has sometimes been hidden for a lifetime. Karen Grites, who facilitated several of the Palo Alto workshop sessions, told me: "This is the only reform, with its emphasis upon demystification, that makes kids savvy agents of their own learning. We very consciously bring children into the conversation regarding their own learning. The goal is to make children less dependent on teachers and parents in terms of addressing their learning issues."

Gena Overbey, an award-winning former teacher who is now director of North Carolina Schools Attuned, believes that demystification eases often crippling fears for kids. "Kids will think that there's something very deeply wrong with them and then find out that they have, say, a sequencing problem," Overbey says. "It's such a relief."

After the learning profile is complete, the parents, teacher, and student agree to a few remedies. In Carmen's case, Ritalin was not prescribed. Instead, it was decided that Carmen would get more frequent breaks and would tape-record lectures; Carmen was also to work on pacing herself when writing and to use some mnemonic strategies for recalling details.

Levine insists, however, that "fixing" problems should not always be the goal of attuning. Often, he recommends strategies to bypass children's weaknesses and play to their strengths. A child whose gross motor difficulties hinder his ability to play baseball may want to hone his musical gifts instead. A child who is a weak speller may want to spend more time building her organizational skills, which may be more important for success in the long run.

Of course, some learning difficulties can't be ignored. Certainly, a 2nd grader needs help if his or her trouble with phonics is making reading difficult. And a child who is susceptible to bullying obviously needs help acquiring key social skills. But "build on strengths" seems to be the unofficial motto of Schools Attuned. Adults, Levine notes, typically succeed in careers when they choose work that emphasizes their strengths. In this way, their weaknesses become more or less irrelevant. Silicon Valley, Levine told me at one point in our conversations, was in large part built by engineers who had suffered while in school from various language dysfunctions.

"From a neurological stand-

point," Levine says, "it's harder to be a kid than an adult. Kids are asked to be generalists in school, to do everything fairly well. We adults don't ask that of ourselves."

Though Levine is well-regarded by pediatricians and educators, he does not go unchallenged. Critics contend that his ideas aren't rooted in science, that he is serving up a warmed-over version of Howard Gardner's theory of multiple intelligences. And they argue he has yet to prove that Schools Attuned workshops will boost student performance. A researcher at the University of North Carolina is studying just that, but the results won't be in for some time.

Levine also faces the practical problem that his Schools Attuned approach asks a lot of teachers. Learning Levine's neurocognitive terms and concepts is no easy feat. At the Palo Alto workshop some of the teachers called his terminology "difficult," "challenging," and "a bit esoteric." Plus, the process of attuning even just one student is exhaustive.

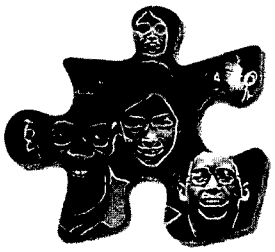
Some school reformers say Levine's methods may be too complicated and too extensive to translate to widespread change in schools. Barnett Berry, director of the Southeast Center for Teacher Quality, thinks there are substantial obstacles to doing high-quality professional development on a large scale. "Levine's strategy, to his credit, is that teachers need a heck of a lot of time to figure out why Johnny can or cannot learn. His training is very respectful of the intellectual nature of teaching and learning. But even in the culture of good schools, there is little sharing of knowledge—the kind of sharing Schools Attuned will need to really grow. And to get into the schools of education in a pre-service way would be very expensive."

Levine, however, insists his program is not all that arduous. "How complicated would it be for a teacher to know what kind of memory is involved in physics? What kinds of spatial abilities? What kind of reasoning abilities? Similarly, I don't think it is asking a 2nd grade teacher too much to know what language and spatial abilities her students need to learn. If you teach 2nd grade, you should know what its cognitive challenges are."

Still, Levine and his staff suggest that teachers attune only one or two students their first year after taking the workshop. The program's impact is measured in more than just the number of students attuned, they say; it forces teachers to see all their children in a new light. Claire Wurtzel, a professor at the Bank Street College of Education in New York City and director of the first Schools Attuned site, says that the training "changes teachers over the course of the year. You hold up a mirror to your own teaching and question some of the things you've always been doing. It's not so much a question of attuning one or two children, but of re-examining your entire approach. And as you re-examine your approach, other teachers in your school will hopefully do so, too."

Before I leave Levine's farm and escape the clamor of his animals, the doctor talks a bit about one of his favorite novels, *The Plague*, by the existentialist philosopher Albert Camus. In the novel, dying rats appear on the streets, followed by the deaths of tens of thousands of people. A plague is raging though France.

"I relate to the doctor in the novel, Rieux," Levine says, referring to the protagonist. "Everyone around him was asking why all these children were dying. 'They never did anything wrong—why is God punishing them?' Rieux kept saying: 'I really don't know, but it's not my job to find out. It's my job to arithmetically reduce the total amount of suffering.' That's the kind of philosophy I subscribe to." ■



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One Mind At A Time

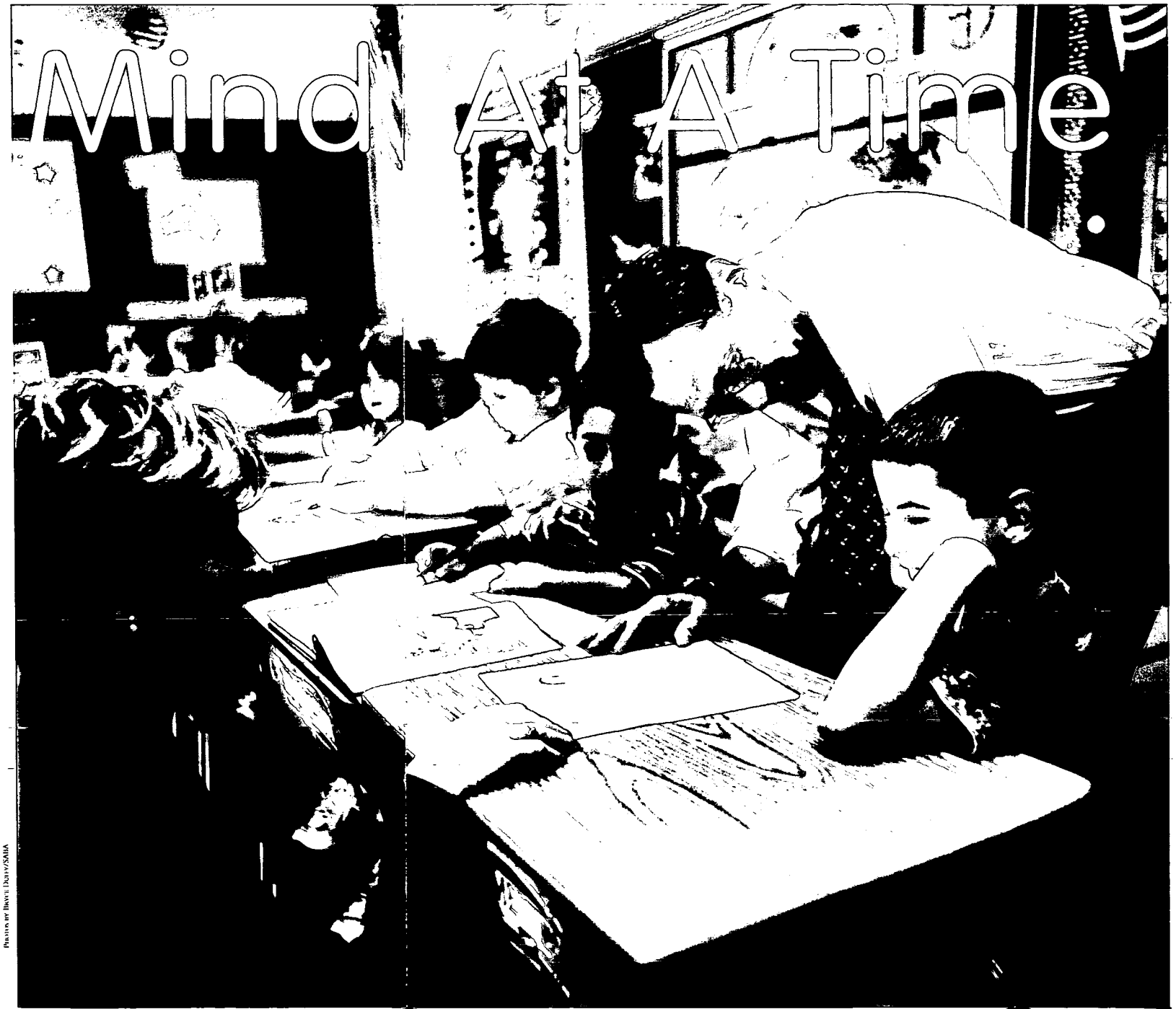
MEL LEVINE IS SELLING SCHOOL TEACHERS ON THE IDEA HE'S REFINED OVER THE PAST 25 YEARS: NO ONE HAS A PERFECT BRAIN.

by Billy E. Barnes '57

Case history: When Al was a child, his parents noticed something different about the way his brain worked. At one time, they feared their son was retarded.

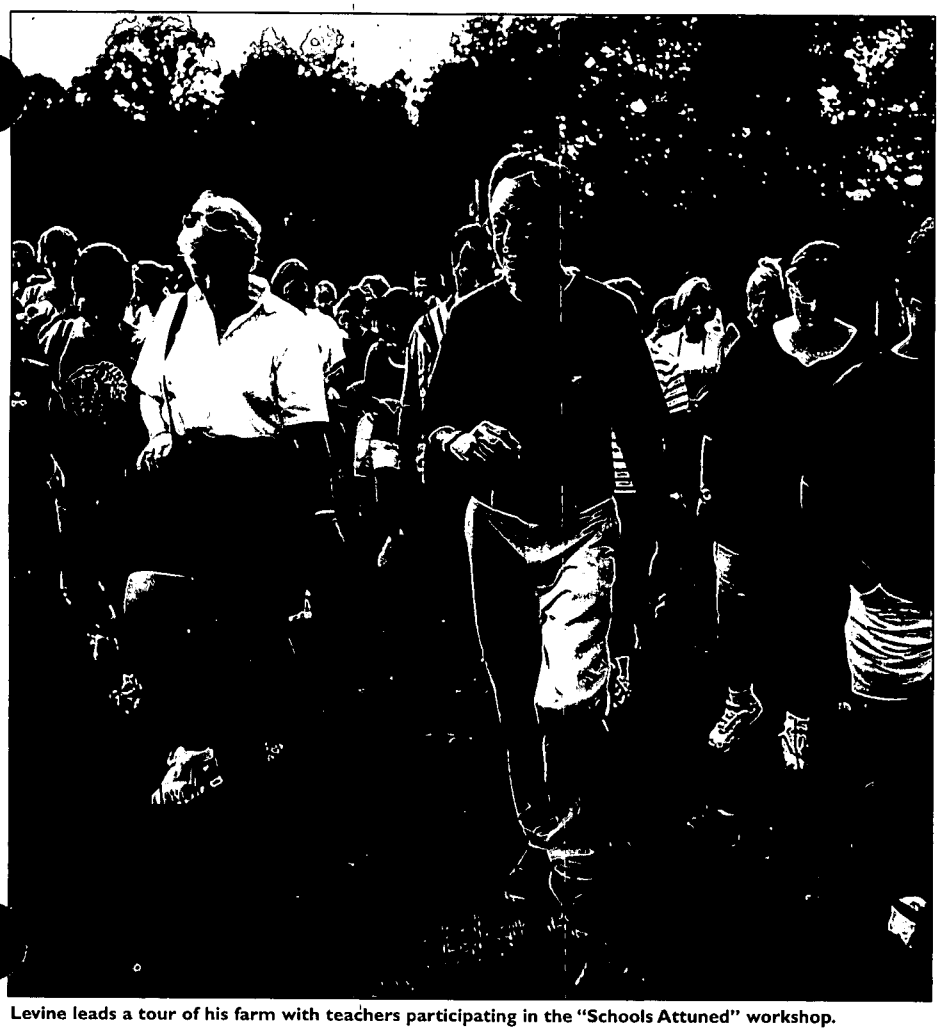
In school, Al demonstrated minimal scholastic ability, making especially lousy grades in history, geography and languages, and at one point he was asked to leave high school because he was disrupting class and damaging respect for the teacher.

At age 16, anxious to pursue a degree in electrical engineering, he took what today would be called an SAT test. He flunked. But when his parents moved him to a new school, Al encountered a teacher who talked about the "how" and "why" of things instead of forcing students to memorize a litany of facts. Humming in tune with this new teaching method, Al's mind began to soar as it soaked up information in his favorite areas—physics and mathematics.



Photos by David Doisy/SMM

Levine visits with students in Sharon McGreevey's class at Menlo Park Terrace School in Metuchen, N.J. McGreevey trained at Levine's "Schools Attuned" in 1999.



Levine leads a tour of his farm with teachers participating in the "Schools Attuned" workshop.

Al went on to win a Nobel prize and become known as the world's smartest person. Today his trademark cherub face, wild haircut and $e=mc^2$ formula are as familiar to us as Mona Lisa's smile.

The young Albert Einstein would have been the perfect project for the far-flung efforts of UNC pediatrics Professor Mel Levine, who travels the world in an effort to convince parents, teachers, governors, legislators and students that it's OK for young people to come to school with brains that absorb information in a variety of different ways.

Like an old-fashioned tent preacher, Levine is on fire with a message for parents, educators, psychiatrists and physicians. "People's brains are wired in many different ways, so our educational system shouldn't rely on the same methods of teaching for everyone," he says. "Some children have very specialized minds. ... They're expected to be good at everything, which means they're not encouraged to use their special strengths, and this causes the children to pay a heavy price.

"If someone's mind is different, that doesn't mean he or she is abnormal or has some kind of 'disease' like ADD [attention-deficit disorder]. ... So our basic premise at All Kinds of Minds, is: Let's respond to variation. Let's increase the portion of children who can experience successes, and do it while they're still children."

All Kinds of Minds is the product of a quarter century of Levine's study of the differences children bring to the educational table, and the possibilities they all could take away something valuable from it. Widely published on the subject, today he writes, travels and speaks in a crusade to sell his approach to educators, parents, physicians and politicians.

This is what has made the studious-looking 60-year-old UNC pediatrician a magnet for mega-grants, plum speaking engagements and major awards—and a darling of frustrated school teachers.

'Trigger a revolution'

Levine is devoted to abolishment of school "labeling." Many educators find it useful to be able to identify a struggling student as ADD or dyslexic, but Levine believes schools are confusing "variation" with "deviation."

He believes it just isn't necessary for kids to suffer—academically and socially—simply because the schools won't adapt teaching to their special needs. Anyone who has ever known an exceptional child can appreciate Levine's point.

"I would like for us to trigger a revolution in education, creating in our schools a better understanding of how kids' minds work and how different children's minds work differently," Levine said. "This involves developing a new kind of teacher—a teacher who is an outstanding observer of kids. It also involves a new kind of school, where teachers, students and parents can celebrate all kinds of minds. I envision schools where a child who is not very good with language, but has a marvelous mechanical aptitude, can finish first in his high school class."

"We shouldn't assume that, if a child has trouble concentrating, that she's deviant and has something called 'ADD.' Some kids' minds tend to roam, and while roaming, they often see relationships and come up with bright ideas that other kids could never conjure up. We've developed some ways to help kids concentrate, without labeling them as a people with pathological problems."

The function of the All Kinds of Minds Institute is to inject these philosophies and skills into school systems throughout the world. Through a program called "Schools Attuned," trainers at 10 regional centers across the United States have taught Levine's principles to more than 5,000 teachers. Dealing with struggling students is no simple matter, and neither is the "Schools Attuned" approach. It centers on four basic steps:

◆ "Management by Profile," a process by which the teacher analyzes a student's

learning behavior and creates an education plan that addresses the child's strengths, weaknesses, likes and dislikes.

◆ "Demystification," a technique for helping the student understand and discuss both his special strengths and his learning difficulties as a first step toward realizing his potential.

◆ Classroom strategies, developed by the teacher, that build on the student's strengths and help the student "work around" his or her weaknesses.

◆ At the same time, equipping the teacher with a bag of intervention tricks to help students fortify weak skills, experience successes and rewards, and pursue excellence in the student's favorite subject areas.

The "Schools Attuned" courses are designed to return teachers to the classroom with specific, proven remedies that can be applied to all kinds of minds.

Its suggested remedies for classroom-focus problems are remarkably simple:

◆ Give the child frequent short breaks, allowing him or her to walk to the back of the room or even up and down the hall.

◆ Have a secret signal (a tap on the shoulder, a wink or a nod) between teacher and student that reminds the student, without humiliating him or her in front of fellow students, to stay on task.

◆ Build a cardboard "attention meter" with a large arrow that points to 100 percent when the teacher is discussing something especially important.

◆ Split classroom lessons and lectures into small, digestible portions with frequent breaks or changes of pace in between.

◆ Move the student to a front-row seat so the teacher can maintain direct eye contact.

Simple? Obvious? Maybe so, but teachers say the strategies work.

Finding their own needs

When Glenda Walker first encountered the "Schools Attuned" philosophy, she was a third-grade teacher in Lincoln County.

"I went to Chapel Hill for a one-week, continuing-education course and it dramatically changed my style of teaching," Walker said. "I thought I always had been flexible and student-centered, but the course made me more tolerant. As I began to help children circumvent their differences, I felt that I was changing from being a good teacher and moving toward being a great teacher."

> *'I would like for us to trigger a revolution in education, creating in our schools a better understanding of how kids' minds work and how different children's minds work differently.'*
>
> MEL LEVINE

Today, as principal of Lincolnton Middle School, Walker is unabashedly enthusiastic about the new Teachers Attuned training provided through the joint efforts of the All Kinds of Minds Institute and the state of North Carolina.

"The training is even more effective than what I received in Chapel Hill the first time around," she said. "Schools Attuned brings the training here to a group of our teachers once a month for eight months. Between monthly sessions the teachers have time to read the Teachers Attuned materials, observe their students, process the information, then come to the next training session and talk about the strategies they developed and what worked and didn't work."

> *'People's brains are wired in many different ways, so our educational system shouldn't rely on the same methods of teaching for everyone.'*
>
> MEL LEVINE

Not long ago, Walker was observing a middle-school classroom whose teacher was using the Teachers Attuned curriculum.

"These kids, all of whom were considered 'at-risk,' were intently discussing the parts of the brain and how they control memory and language," Walker said. "They were acquiring tools to help them understand their own learning needs. And regardless of which teacher they have next year, they'll be able to express their needs. For example, they might say to the teacher, 'I have a problem with my short-term memory. To help me get ready for the test, can you give me some cue cards, copies of the overhead and questions to ask myself when I'm studying?'"

Walker, who has two master's degrees, says Teachers Attuned is the best educational training she's ever received.

A recent independent survey conducted by Evaluation Assessment and Policy Connections, a unit of the UNC School of Education, queried teachers about the extent to which their newly learned Schools Attuned strategies had been successful in the classroom in the 1999-2000 school year. Of 292 teachers surveyed, 98.2 percent reported improved results in their efforts to help students overcome behavioral, reading, writing, attention, communication, and conceptual difficulties.

Although North Carolina at present is the only state whose official goal is to provide Attuned training to every teacher, the program's concepts are catching on in other states. At Monte Cassino, a parochial school in Tulsa, Okla., Sister Mary Clare applies her Schools Attuned training in kindergarten. When children have trouble learning something, such as reading, that comes easily to others in the class, "they think they're stupid and feel bad about it," she said. "The earlier we can catch learning differences, the more time we have to work on them."

In fourth grade, all Monte Cassino students study the workings of their own brains in a six-week science course based

Levine preaching the gospel of All Kinds of Minds at a teachers' "Schools Attuned" workshop.

on an All Kinds of Minds work book.

"By the end of the course, it's amazing how the kids identify their own strengths and weaknesses," said science teacher Nancy Decker. "Before they get into middle school, they know that everyone can be an expert in something, and it makes them aware of their potential."

Levine struggled

If these children had tuberculosis instead of learning disabilities, Dan Rather would be declaring it a national-emergency epidemic. The National Institutes of Health estimates that 15 percent of children in the United States struggle with a significant learning disability, but those are just the ones who qualify for special school services. In addition, there is a larger group with problems that don't meet the schools' criteria for learning disability; this group is made up of children with attention and organization problems, social-skill weaknesses, memory deficiencies and lack of motor coordination. Late last year, a Roper survey indicated that 40 percent of parents say they have a child with learning difficulties serious enough to require consultation with a teacher, clinician or learning specialist. The dropout rate for learning-disabled students is twice the rate of the student population as a whole, and most students with learning disorders end up in low-wage jobs.

> *'By the end of the course, it's amazing how the kids identify their own strengths and weaknesses. Before they get into middle school, they know that everyone can be an expert in something, and it makes them aware of their potential.'*
>
> NANCY DECKER

Levine—who was a Rhodes Scholar after graduating summa cum laude from Brown University—points out that he himself came into this world "wired a little differently." Growing up on Long Island, he had trouble using a scissors properly (he still does) and didn't color inside the lines. In fifth grade, he couldn't get himself organized, failed to hand in assignments and didn't get along with his teacher. Even the glory of being a Rhodes Scholar didn't erase memories of his childhood school struggles.

As a young Air Force pediatrician, he

was stationed on a military complex in the Philippines, where his job included working as the school doctor. With children there, and later in Boston, he developed an intense interest in students who are intelligent but who have trouble academically and socially in school. Today, he is one of the nation's most influential advocates for such children.

On campus, Levine directs the UNC School of Medicine's clinical center for the study of development and learning, which works with people with a broad range of dysfunctions and handicaps, ranging from learning disorders to mental retardation. Each summer, he also teaches a course for 300 teachers, pediatricians and psychologists from throughout the world in a program jointly sponsored by All Kinds of Minds, the UNC School of Medicine and UNC's Division of Continuing Education. To keep his mind on what matters—the children—he allots time each week for personal involvement in evaluation of children who come to the clinical center.

Levine continues to draw attention for his findings. The cover of the April 2000 issue of *Scholastic Instructor* carries as its lead headline: "No one has a perfect brain, says Mel Levine, M.D. Why not teach to a child's strengths, not weaknesses?"

His efforts have been supported by a host of blue-chip organizations, including Mobil Corp., the Geraldine R. Dodge Institute and the Eisner Family Foundation (named for the CEO of Disney).

In 1995, he received the American Academy of Pediatrics' Aldrich Award, whose previous recipients include Anna Freud; child-care guru Dr. Benjamin Spock; and T. Berry Brazelton, often called "the baby boomers' Dr. Spock". He's in the hall of fame of the 32,000-member Children and Adults with Attention Deficit/Hyperactivity Disorder.

Now, Levine's message appears to be set to really take off with a $10 million challenge grant from Wall Street wizard Charles Schwab, himself a dyslexic, who has passionately praised Levine's work.

A two-hour Public Broadcasting System special is expected in the next few months; also a 22-tape video library to be published by WGBH of Boston. The institute is planning to open five to 10 teacher training sites per year in the United States and abroad. North Carolina Schools Attuned hopes to have trained 1,100 teachers by next spring.

Shortly after she took the second Teachers Attuned course, back when she was in the classroom, Glenda Walker encountered a student who had performed below-average academic work in first and second grades but had begun to blossom in her classroom. A family move abruptly required the boy to transfer to another school. On his final day, he looked up at his teacher and said, "Ms. Walker, I sure hope my next teacher is attuned." ▥

BILLY E. BARNES '57 *is a freelance writer based in Chapel Hill and a frequent contributor to the* Review. *The All Kinds of Minds Institute is located in Carrboro; its Web site is* www.allkindsofminds.org

THE WALL STREET JOURNAL.

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THURSDAY, SEPTEMBER 2, 1999 INTERNET ADDRESS: http://wsj.com

*This week Mobil is donating its space to **All Kinds Of Minds**.*

Misunderstood minds

Ricky is a sixth grader with a brilliant imagination and advanced language skills, but he can't write. That's because he has trouble handling spelling, punctuation, grammar, letter formations and facts all at once with a sheet of paper in front of him. Adults call him lazy, and he is fast becoming a "bad" boy.

Then there's Beth, a bright kid who gets stymied by sequences of anything—multistep instructions or math problems, or even presenting her ideas when she talks or writes. Her classmate Wendy is an effervescent red-haired girl of many talents who nevertheless endures constant frustration because she has serious problems remembering what she has read, even though she can understand the content quite well. As she puts it: "Whenever I read, each sentence erases the one that went before it."

These are examples of children with normal or superior overall cognitive ability who are contending with differences in the wiring of their brains, subtle but important neuro-developmental variations that impede their learning productivity and enjoyment of education. In addition to deficiencies in basic skills—such as reading, writing or mathematics—some of the manifestations are less obvious. The kids may have difficulties managing time, expressing ideas in language, remembering facts or problem-solving methods on a test, understanding key concepts or gaining social acceptance from peers.

What's common, however, is that these struggling kids are often misunderstood by the adult world. Learning differences like these plague millions of children throughout America. But parents, teachers and the students themselves often have little or no insight into the reasons why the children are failing or how to manage their difficulties. So the children face daily public humiliations for the way they are wired, even though relatively easy and cost-effective means are available to help them.

A non-profit Institute, *All Kinds Of Minds* was founded in 1995 to apply the latest neuro-developmental research to the understanding and management of differences in learning. The Institute provides families and teachers with a framework—a common language and tools—to enable this large, needy and highly vulnerable segment of America's schoolchildren to become more successful learners.

Throughout the country, this Institute is working to provide parents with the best assessment techniques and to train classroom teachers to help kids with learning differences. We strive to ensure that children receive the individualized education that will help them enhance their innate strengths and overcome difficulties they may have encountered in school. Please come visit our Web site at **www.allkindsofminds.org** to learn more.

As we approach the last academic semester of the 20th century and the first of the new millennium, recent scientific advances have provided us with a radically new understanding of variations in brain function. We must now apply that knowledge to help all kinds of minds contribute to our society in all kinds of constructive ways. We must acknowledge and celebrate this diversity of minds and usher in a new era of neuro-developmental pluralism.

Dr. Mel Levine
*Founder and Co-Chair **All Kinds Of Minds***

The Washington Post

Monday, December 13, 1999

Teacher Says

When Kids Learn Differently

Use Their Own Strengths To Build Successes

By Evelyn Porreca Vuko
Special to The Washington Post

BY LOEL BARR FOR THE WASHINGTON POST

Katie has to take her socks off to do middle school math but she's got Christmas Eve dinner totally handled. She designed, printed and mailed the invitations; planned the menu; compiled grocery lists; rented extra tables and chairs; hand-lettered seating cards and designed centerpieces that do nothing but shine.

Teacher Says: Celebrate learning differences. Help kids understand and use their own strengths and weaknesses to more successfully navigate the ever-changing demands of school.

"Kids who experience difficulties in school as a result of the unique strengths and weaknesses of their minds comprise a much larger portion of the population than parents, schools and clinicians generally recognize," says pediatrician Mel Levine of Chapel Hill, N.C. Levine is founder of the All Kinds of Minds Institute, which works with families, educators and clinicians to provide practical strategies for kids who are struggling in school.

"The expectation that kids will be good at everything all through their time in school can make it very tough on kids. It may sometimes cause variation to be confused with deviation," says Levine, author of "Educational Care: A System for Understanding and Helping Children With Learning Problems at Home and in School" (Educators Publishing Service, $31.50).

Levine says some learning difficulties are really just poor fit. It may be that Katie is labeled "delayed" in math when the problem really is a mismatch in her learning situation. Would she be more responsive to math if class were occasionally held in the school kitchen instead of the classroom?

Maybe there's a mismatch between her learning style and the teaching style. Would food-based examples provide her better memory links than football analogies? "Mismatching under certain circumstances is not a disease," says Levine.

Some learning difficulties might be developmental. "Children grow and change over time," he says. "Sooner or later most children will face a learning situation which they are not wired for. This perspective on learning is critical to understanding and nurturing a child's mind."

Critical, too, is showing kids how to use their own talents to handle the rough spots. "Helping a kid get better at what she is good at can really help her work through or around any weakness she might have. You can use her strengths to improve her weaknesses," says Levine.

Teachers and parents should start with a high-powered mindscope on Katie. "Look for recurring themes in the child's life. What are her patterns? They are telling us how the kid is wired. Get to know your child and don't assume anything," says Levine. Guide your mindscope with the following questions:

Where is the breakdown in learning occurring? Only in math class?

What concepts/facts are always falling out of her head? 8 + 4?

Is she strategic? Does she plan first or just plunge in?

How does she organize her time and space?

Is she always losing her possessions or does she keep them orderly?

Does she sequence numbers, ideas and events properly?

Can she focus on unexciting things?

How is her spatial sense? Can she visualize how to accommodate 13 people around the dining room table?

Then, fueled with the data your mindscope yields, make Katie "part of the solution," says Levine.

Educational therapist and author Lawrence J. Greene agrees. "The likelihood of your child's overcoming his learning problems improves significantly if you can help him become an active, voluntary participant in the process. Uncovering the pain and examining it is the first step in finding solutions," Greene writes in "Finding Help When Your Child Is Struggling in School" (Golden Books, $14).

To help older kids, like Katie, sort through their strengths and weaknesses, Greene suggests a written self-evaluation as a springboard to discussion. "Your goal," Greene tells parents, "is to draw out your child and stimulate a discussion about impressions and reactions."

Keep follow-up discussions short and don't allow Katie to become saturated. She should rank herself on a scale of 1-10 on the following questions:

What is the quality of my work in my best subject?

Quality of work in my worst subject?

How intelligent do I think I am?

How much effort do I put in?

How happy am I in school?

How happy am I at home?

Help younger kids sort out their unique strengths and weaknesses by using concrete analogies. Use a computer and its mouse to strike up the following dialogue:

The computer is controlled by the mouse and the keyboard—what do you use to control your brain? Deep breaths? Karate?

What causes your brain to "boot up" creative ideas? Holiday dinners?

What keeps your brain running smoothly? Sleep? Good food? TV?

What causes your brain to "crash and burn"? Marshmallow whip?

How does your brain store information if the subject is exciting? If it's really boring, like multiplication tables?

Does your brain have enough memory? How can you upgrade?

Then help Katie develop some "bypass strategies," says Levine. Find alternative methods that allow kids to remain on track while they're working to strengthen their skills. "Open up another mode and bypass the problem," he advises.

Use a common courtroom strategy if Katie's brain shuts down every time she's asked a question in math class: Prepare her for questions in advance. Before class, her teacher gives her "advance warning about questions to be asked," says Levine, perhaps even telling her the exact questions she will be called on to answer. This "bypass strategy" gives her a taste of success in math class while she's learning precisely where to move that decimal point.

Allow Katie to bypass pages of mind-numbing math problems with graphs that capitalize on her strong visual sense and organizing ability. Find excellent graphs for all subject areas in "Organizing Thinking: Graphic Organizers" (Critical Thinking Press, $32.95), by Sandra Parks and Howard Black.

Teach Katie to celebrate the unique workings of her own mind. Show her, now, in her childhood, how to bypass obstacles blocking her way to success. Play up her strengths—strengths that most likely could be the basis of a successful adult career. Then sit back and watch as she does nothing but shine far into a brand-new century.

All Kinds of Minds Institute, www.allkindsofminds.org; books from Educators Publishing Service, 800-225-5750; books from Critical Thinking Press, 800-458-4849.

Contact Evelyn Vuko online at evuko@teachersays.com or write her at Style Plus, The Washington Post, 1150 15th St. NW, Washington, D.C. 20071.

Los Angeles Times

WEDNESDAY, DECEMBER 15, 1999

Learning: Many Problems but Many Remedies

■ Saying 'we've never found a perfect brain,' Dr. Mel Levine uses a model of learning's components to pinpoint weak spots. The approach has won fans—and $10 million in backing from Charles Schwab.

By RICHARD LEE COLVIN
TIMES EDUCATION WRITER

TWICE FAILED
California's Lost Students
■ Last in a series

CHAPEL HILL, N.C.—They stood face to face, the doctor and his patient, thumbs in their ears, fingers wiggling. The doctor was Mel Levine, a pediatrician winning praise nationally for his diagnoses and theories about learning difficulties. The patient was Teddy Shinkle, a 13-year-old from Michigan dressed in an oversize flannel shirt and Doc Martens.

What they were doing was trying to pinpoint why Teddy, a bright, hard-working kid with ambitions of becoming an architect or a lawyer, writes sentences like this: "If I happen to get of this I would start a small company." Before the exam in his cramped office, Levine was reassuring.

"We could do this with all the kids in your class and we'd find different strengths and weaknesses," Levine said as he administered the first of 31 tests, including the finger-wiggling, to see if Teddy could keep track of his hands without seeing them. "We've never found a perfect brain."

That philosophy—which stresses learning differences rather than learning disabilities—is at the heart of Levine's pioneering approach.

Drawing on more than 20 years as a clinician as well as the research of cognitive scientists, Levine compiled what is the only comprehensive model of the components of learning.

Laid out on a placemat-size sheet of paper, it is daunting in its complexity. It has eight "constructs," such as language, memory, attention and social cognition (important for reading cues from fellow students or the teacher).

Levine says every person has a neuro-developmental profile that combines strengths and weaknesses. "Everyone has dysfunctions. It's all a question of which ones they have."

What schools should do, he says, is play to individual students' strengths and figure out ways to bypass or strengthen their weaknesses. But schools rarely are that flexible. Instead, he says, they tend to slap labels on kids who don't measure up, calling them slow, lazy or learning disabled. And that narrow approach, he says, has caused the number of learning-disabled students to rise 38% nationally in a decade.

To decide who is disabled, schools generally rely mostly on tests of IQ and academic skills.

But such tests are widely discredited, even by top special education officials with the U.S. Department of Education. They can be very inaccurate. And they don't result in a diagnosis or a prescription. They merely produce a label.

Such labels, Levine says, discourage kids. "They interpret it to mean their brain isn't very good."

Levine acknowledges that his approach to learning has yet to be scientifically validated. He also agrees that its successes are anecdotal.

But as he presents his theories to teachers across the country, support is growing.

Last summer, 1,800 teachers completed two weeks of training in his theories, observation techniques and teaching methods at 10 regional "Schools Attuned" centers, including three in California: the Etta Israel Center in Los Angeles, UC Irvine and the Children's Health Council in Palo Alto.

Among the high-profile backers of such ventures is Charles R. Schwab, the stockbroker and financier who discovered as an adult that he is dyslexic.

"Mel is a real pioneer," said Schwab, whose family foundation recently put up $10 million in a matching grant to support the spread of Levine's ideas. "There isn't just one mind that fits all sizes, just like there are many sizes of shoes."

But, in most cases, Schwab said, teachers think "there's only one way to teach kids."

Many parents and students wind up searching for help outside schools. "I just want him to reach his potential," said Linda Shinkle, Teddy's mother, explaining why she sought out Levine, who is director of the Clinical Center for the Study of Development and Learning at the University of North Carolina.

Ruling Out Various Problems

Teddy's learning problems started in the first grade with reading. He could memorize words fine. But he had trouble linking letters to their sound. By second grade, Teddy was leaving the house each morning in tears, telling his mother he wasn't smart enough for school. A school psychologist told Linda he would never learn to read.

But Shinkle, an attorney in private practice in the town of Williamston, near Lansing, didn't accept that dire prediction. She hired a tutor who worked with Teddy an hour a day on letter sounds. She also put him in a private school with small classes.

Today, Teddy reads fine, if slowly, and has some lapses in spelling. He's strong in math and science, enjoys art and is popular and athletic. But his writing is laboriously slow. Even his speech is halting. "In school, I want to say things, but I have a hard time putting it into words," he told a therapist.

In Levine's office, Linda Shinkle watched anxiously as Levine had Teddy touch his fingers to thumbs in a rapid-fire sequence, draw a long line between two other lines, and write the alphabet as one long word as fast as he could. That told Levine that Teddy's small motor functions were fine and shouldn't hinder his writing.

Other tests, such as a game of pig Latin and answering questions such as "What is a piece of clothing that rhymes with the word 'ox?'," showed that he had no trouble with language. And further exercises revealed that his memory and conceptual understanding were intact.

Teddy stumbled only when asked to make up a sentence and to orally summarize a paragraph Levine read to him about pollution's effect on birds. He understood it, but when he tried to retell it he got it all out of order and even made up details.

Levine said the tests showed that Teddy's dysfunction is isolated and relatively mild. He has a rich imagination and is thoughtful, but has trouble getting ideas across.

"It's like a marvelous factory that creates all sorts of wonderful packages, but there's not enough delivery trucks to get the product out," Levine told Linda and Teddy after the exam.

Because difficulties like Teddy's are not severe, they would probably be overlooked initially in school. But that could be disastrous, with frustration leading to anger. "When you neglect these language expression problems, these are the kids who get put on Prozac in the 11th grade," Levine said.

He recommended a long list of ways for Teddy's teachers and mother to help him practice expressing himself, by summarizing a book or the action in a football game, for example. He also recommended that Teddy use a computer, and dictate the first draft of essays or reports into a tape recorder.

"There's a lot of stuff you could do for him that wouldn't cost a penny," Levine said.

Obviously, teachers have neither the

Tips to 'Manage' Learning

Dr. Mel Levine, a North Carolina pediatrician who has specialized in learning and behavior difficulties for 25 years, contends that schools are far too quick to label children as learning disabled. Learning is complex, requiring the smooth meshing of different skills, such as memory, attention and language.

All people have strengths and weaknesses in various areas, he says. Teachers, therefore, should modify their classrooms in response to those differences in help students "manage" their learning as effectively as possible.

ATTENTION

As alternatives to Ritalin or other stimulants prescribed for students with problems paying attention, teachers can try:

o Front-row seating. The child is closer to the teacher and in a direct line of sight.

o Special signal. A prearranged cue can tell the child to get back on task without humiliating him or her.

o Attention meter. When the teacher is giving directions, for example, he or she could put a cardboard meter's pointer at 100%.

o Frequent short breaks. The child should be allowed to stretch or walk around before getting back down to business.

o Breaking up lessons. This can help maintain focus.

o Color-coding. On overheads or handouts, most important information should be in one color with nonessential information in other colors.

MEMORY

Schools require students to memorize massive amounts of information, but a poor memory does not necessarily indicate poor understanding. Also, there are different types of memory: short term, long term and active. Some tips:

o Practice. Build working memory with mental math. Give students a list and have them repeat it—backward.

o Repetition. When giving directions, have students repeat them.

o Multi-mode. Give directions orally, but also write them on the board.

o Modify assignments. Allow students with long-term memory trouble to write key information on cards to use during tests.

o Technology. Students with short-term memory trouble often have difficulty putting their ideas on paper in cursive writing. A computer keyboard seems to be easier for many students.

o Modify tests. Oral tests place less drain on memory than do written tests, while still determining whether concepts have been learned.

o Strategies. Teach children to picture something they need to memorize. Then, keep checking to make sure they are using it.

Sources: Schools Attuned; Bina Varughese, coordinator of educational services, Summit View School, North Hollywood

time nor the expertise to conduct as extensive an exam as Levine. But, he said, they can learn to observe students in a variety of settings and can consider all the factors that go into learning.

Take writing, for example. A student must have ideas, must access the words to get them across, and must form them into phrases that conform with the rules of English. Beyond that, forming letters involves four neurological processes: visualizing the shape of letters and words, accessing the sounds of words from their storage place in long-term memory, creating letters, and monitoring one's progress, which Levine calls a feedback loop.

Interest in Learning Developed in Philippines

Levine, 59, was a Rhodes scholar, then attended medical school at Harvard University. After that, he enlisted in the U.S. Air Force and it was while stationed in the Philippines that he became interested in learning, volunteering to be the local school's doctor.

Back in Boston, he was on the faculty at Harvard and also became the chief of ambulatory pediatrics at Children's Hospital. While there, he helped write the special education law for Massachusetts, which did not require students to be diagnosed as disabled to receive services. Federal law, only recently changed, did.

Because he's a doctor, not an educator, Levine said, his ideas are not always popular in schools of education. So he's had to take them directly to teachers and parents.

Helping him do that have been some powerful allies.

The Geraldine R. Dodge Foundation supported the compilation of his model of learning with a $1.2-million grant. Then the Harvard Graduate School of Education convened a meeting to see how Levine's work might be shared more widely.

It was there that Levine met Schwab. Together, they formed an institute called All Kinds of Minds.

Two purposes of the institute are the support and development of the regional centers, which help classroom teachers understand Levine's model and how to use it to help their students. Another powerful ally is the family foundation of Disney Chairman Michael Eisner, which recently donated $1 million to Levine's institute.

Another boost will come a year from now, when public television will broadcast a major series featuring Levine that will be accompanied by books, videos, audiocassettes and a Web site.

Parents, many of whom have grown discouraged by their children's lack of progress in traditional special education courses, tend to be devoted fans.

Jim McCarthy, a public affairs executive with Citgo Petroleum in Tulsa, Okla., has seen positive effects from it with his fifth-grade daughter, Caitlin.

She has great difficulty writing. Her attention span is short. And it's hard for her to understand speech, but it's easier if she can focus on someone's lips when they talk.

So, to help her, her teachers at Monte Cassino School, one of the city's top private schools, make sure she is looking at them when they talk. She's allowed to use a computer to write her assignments, which seems easier for her than writing by hand, and she completes her spelling tests orally.

"The game is to find a way to unlock that ability to learn . . . so they have that joy and excitement," McCarthy said.

Teachers Also Like Levine's Work

Teachers too find Levine's work valuable. They say his model gives them terms and justifications for some of the things that good teachers do instinctively, such as breaking up long lessons into shorter chunks. But it also helps them consider other explanations for an apparent lapse in learning.

Barbara Smith, a second-grade teacher at Mangum Primary Center in Durham, N.C., is in her first year of using Levine's ideas. One of her students, Morgan Parks, would read a particular word perfectly, but "then when it comes up again, he wouldn't have a clue."

After consulting her materials from the Schools Attuned training, she decided he needed to work on decoding words. Smith sent home word games. "Now," she said, "he's making a lot of progress."

But Smith and other teachers also say that Levine's model can be overwhelming, especially for young teachers who are merely trying to get through the material they need to cover.

Part of it is that each of the eight "constructs" Levine describes could be the topic of a dissertation itself. And part of it is that Levine uses terms such as "temporal-spatial organization" and "ideational linkage cohesion."

G. Reid Lyon, director of federal reading research programs at the National Institute of Child and Human Development, praised Levine's emphasis on improving teachers' level of understanding. "There's no doubt that teachers are going to be much better practitioners, the more they know that is valuable to know," he said.

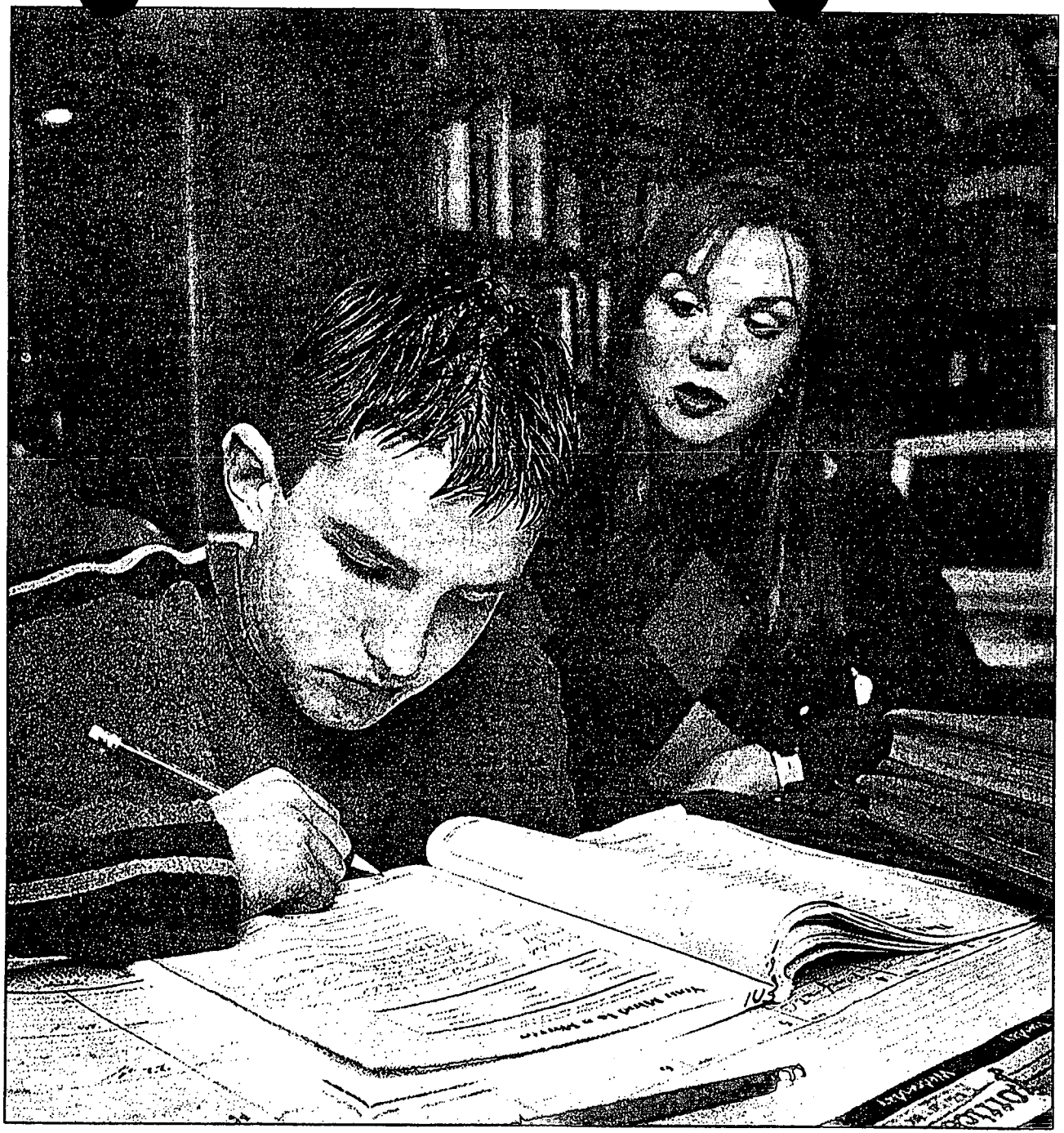
But Lyon too worries that Levine's model is overly complex. Plus, he said, it includes concepts not yet proven to be germane to effective learning.

In response to such concerns, Levine and his staff are rewriting the Schools Attuned curriculum to make it less theoretical and more practical.

Celia Ripke, principal of Gardner Elementary School in Los Angeles, and two of her teachers spent two weeks last summer being trained in Levine's work at the Etta Israel Center. They decided to try it out immediately, rather than wait until they had mastered all of the ideas.

Teachers at the school gave them the names of 22 children who seemed ripe for referral to special education. After observing them closely, as Levine does, Ripke and her teachers decided that 10 of them were not learning disabled. Instead, they had other issues that could be addressed in alternate ways.

"In the past," Ripke said, "all of them would have been referred to special education because we wouldn't have had that tool."



AL GOLDIS / For The Times

GRANT HALVERSON

Teddy Shinkle does homework with his mother, Linda Shinkle. At right is Dr. Mel Levine, a pediatrician who takes a new approach to overcoming learning difficulties.

THE NEWS & OBSERVER

WEDNESDAY, AUGUST 2, 2000

Metro

www.newsobserver.com/triangle/

ON CAMPUS | ALL KINDS OF MINDS

Pediatrician demystifies the mysterious learning process

BY RACHEL RINALDO
STAFF WRITER

CHAPEL HILL — More than 100 teachers watched quietly as 8-year-old Mally, unruffled, faced his pediatrician across a small table.

"Everyone has a different way of learning, and we're having this discussion so you know what you need to work on," Dr. Mel Levine, a UNC-Chapel Hill pediatrician, told the child.

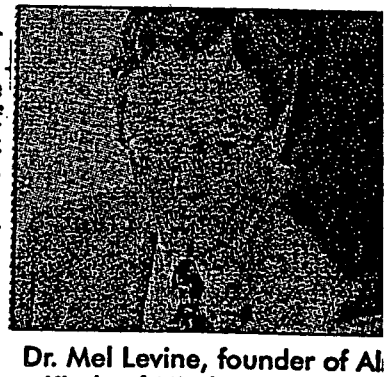
The different ways that children learn were what the teachers had come to Chapel Hill from all over the country to hear about. Levine, founder of the All Kinds of Minds Institute in Chapel Hill, has for many years preached that children needlessly suffer academic and social problems because schools often fail to serve individual needs.

Schools Attuned, the nonprofit institute's flagship program, has, since 1987, trained about 5,000 teachers in nine states to replace standard teaching methods with approaches that recognize students' differences.

Levine, who also directs the Clinical Center for the Study of Development and Learning at UNC-CH, has acquired a broad following as the nation debates issues of school accountability and how to serve the needs of students.

"He's the keynote speaker at every learning disability conference I've ever been to," said Alexa Culwell, executive director of the Schwab Foundation for Learning, headed by financier Charles Schwab.

SEE LEARNING, PAGE 5B



Dr. Mel Levine, founder of All Kinds of Minds Institute in Chapel Hill, believes that students suffer when learning differences aren't recognized.
STAFF PHOTO BY MEL NATHANSON

INSIDE

WHAT'S HAPPENING: Activities on college and university campuses. ▶2B

UNIVERSITY PEOPLE: Triangle faculty members make news. ▶5B

LEARNING

CONTINUED FROM PAGE 1B

Schwab is co-chairman of the institute with Levine. With a $10 million grant from the foundation, All Kinds of Minds is expanding its programs across the country.

At a recent Schools Attuned workshop, Mally helped Levine demonstrate a key process he calls "demystification" — giving students an understanding of their strengths and of the learning difficulties that may frustrate and baffle them.

He began with some of Mally's strong points. Mally was good at building things with LEGOs, using complicated words such as "ubiquitous" and telling jokes, Levine said. He had a strong interest in Pokémon. He was popular.

But Levine explained, Mally has difficulty with reading because he remembers many things at once. "One thing gets kinda scrambled up with the other things," Mally said.

Concentration, organization and getting things done on time are also problems for the boy, Levine said. "A lot of really smart kids have trouble staying tuned in," Levine reassured Mally. "They take little mind trips."

Finally, before the boy had a chance to get bored, Levine said there were lots of things Mally might become when he grows up: a comedian, a veterinarian, anything involving teaching or people skills, a designer or someone who builds things. Mally seemed pleased.

Schools Attuned, based on 25 years of research by Levine, teaches educators to recognize and evaluate neurodevelopmental difficulties, and to develop a specific profile of a student's strengths and weaknesses.

Demystification is part of the process, helping the student understand these strengths and weaknesses in a way that bolsters self-esteem. Teachers provide the student and parents with strategies to build on strengths and work on weaknesses.

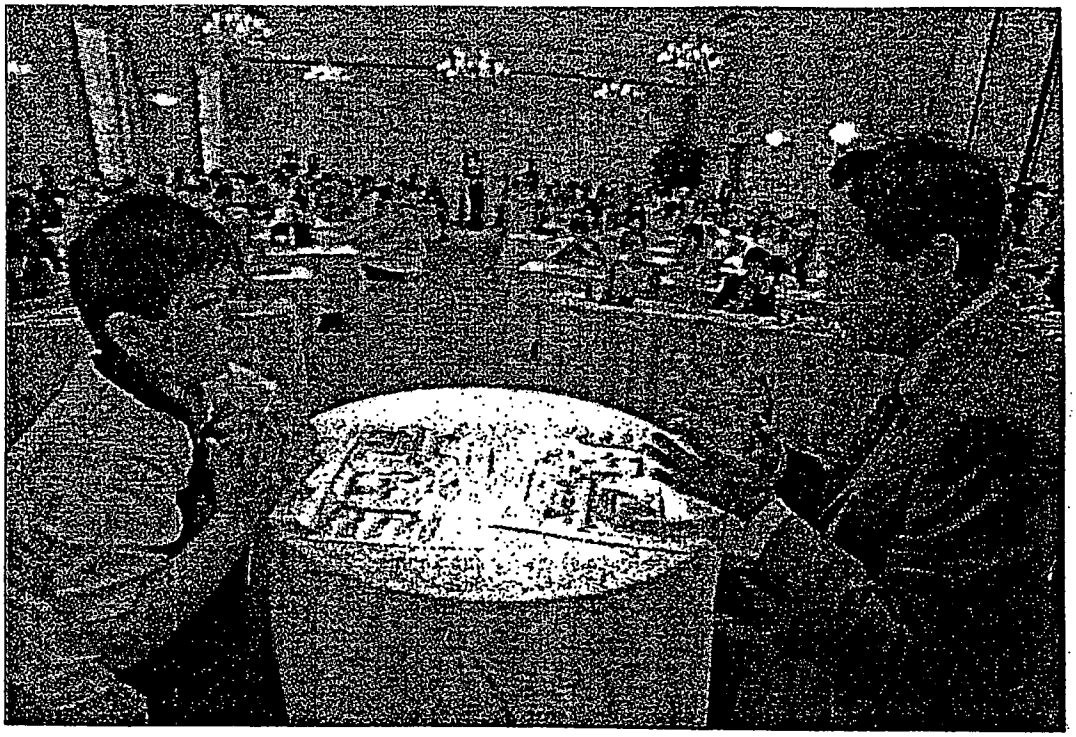
Many North Carolina educators are excited about Schools Attuned.

"It's the most beneficial program I've seen in a long, long time that actually changes the way we teach kids," said Sue Tripp, principal of Apex Middle School. More than a dozen Apex Middle teachers have used the training, she said.

Several teachers say the program has helped them treat their students individually.

"You start to think more like possibly what the children are thinking," said Bonnie Yelverton, who teaches a remediation program for first-graders at Wiley International Elementary Magnet School in Raleigh.

For one student with disciplinary problems, things got better after Yelverton learned to maintain frequent eye contact and offer positive comments on what the girl did correctly.



Dr. Mel Levine, right, points out Mally Smith's learning strengths and weaknesses recently as teachers from across the country observe his methods at a Schools Attuned workshop.

STAFF PHOTO BY MEL NATHANSON

"You get so in tune to everybody doing the same types of things," Yelverton said. "But I realized that you need to do more about kids who have different learning needs."

While recognizing the value of the Schools Attuned individual assessments, some educators said they worry that the large class size in many districts simply does not allow time to profile each student.

"With 18 to 25 children in your class, it is hard to work one-on-one with any child," said Holly Buchanan-Fishback, a third-grade teacher at Mangum Elementary in Durham.

But for one pupil who had difficulty understanding instructions, Buchanan-Fishback talked with the parents about using more individualized instructions at home and at school. She began checking in with the student more often, to help her focus.

"It seemed like it made a difference for her that we made that one-on-one effort," Buchanan-Fishback said.

Alisa Smith, Mally's mother, first noticed problems with Mally when she was using flashcards to teach him the alphabet. He couldn't identify letters on cards she had shown him previously, but if she named a letter he could write it.

In kindergarten, Mally scored very high on some tests and low on others. "His kindergarten teachers knew there was a problem, but they weren't optimistic about his chances," Smith said. Mally's self-esteem sank terribly low.

After kindergarten, the Smiths decided to home-school Mally and to send him part-time to the Hill Center in Durham, which uses an approach similar to Levine's for children with average or above-average intelligence who have learning disabilities. Smith said her son improved dramatically this past year.

Children like Mally, who have difficulties in school but are considered developmentally normal or even gifted, are often labeled as "special needs" students. In North Carolina, the number of children in the special education category, which includes those with attention problems, has grown dramatically in the past five years.

Levine deplores such labeling, arguing that it becomes a stigma and a self-fulfilling prophecy. "Very often these children are condemned. They condemn themselves. They grow up constantly hearing, 'You can do better.' "

Levine says that schools need to become more flexible. He supports raising academic standards but says children should not be evaluated only with standardized tests, which are not adequate for the different ways students process information.

"You can't standardize brains, even though you can standardize testing," Levine said.

His ideas have encouraged critics of high-stakes testing.

"One would not be using standardized tests the way we are if we were paying attention to what Levine says," said Monty Neill, executive director of the National Center for Fair & Open Testing.

Levine is spreading his message. This winter, All Kinds of Minds will be the subject of a two-hour PBS special and a 22-tape video library produced by WGBH-Boston. Mary-Dean Barringer, national director of Schools Attuned, hopes to open five to 10 teacher-training sites per year in the United States and abroad.

Parents will be able to find assessments and strategies for their children at a network of evaluation centers, with the first one scheduled to open in Chapel Hill this fall.

North Carolina Schools Attuned, which was funded by the General Assembly in 1998, expects to have trained 1,100 teachers from across the state by next spring.

"We found it to be extremely beneficial, especially regarding zeroing in on what exactly makes each student tick," said Virginia Berg, principal of Chapel Hill-Carrboro's Frank Porter Graham Elementary, where 18 teachers have completed the training.

Although the program is spreading in popularity, some cautions remain among educators and researchers.

The Schools Attuned programs look strong, but "they need to be tested experimentally," said Reid Lyon, director of federal reading research programs at the National Institute of Child and Human Development. There is scientific data to support the idea that people learn differently, he said, but the proposals for how to teach need to be assessed.

Schools Attuned is undertaking a major research effort this year to see whether children perform better once their teachers have been trained. Rita O'Sullivan, an outside educational evaluator, is directing the study.

Staff writer Rachel Rinaldo can be reached at 836-4978 or rrinaldo@nando.com

THE THINKING BEHIND ALL KINDS OF MINDS

Dr. Mel Levine's philosophy of education underlies the services offered by the All Kinds of Minds Institute and the curriculum of Schools Attuned. Levine stresses learning differences rather than learning disabilities. Here are some of the tenets of the All Kinds of Minds approach:

- Everyone's brain is neurologically "wired" to learn differently. Some patterns of wiring can result in difficulties with learning, attention or other things.
- Schools are usually set up to accommodate and reward a certain style of learning.
- Classroom teachers who see students every day are in a unique position to identify and help students deal with differences in learning.
- Differences in learning may not matter very much once the child is an adult. But parents and teachers can cause lasting harm if they misunderstand and mismanage these differences.
- Standardized tests should not be the only way to measure a student's achievement. Some children have great difficulty with these sorts of tests, and the results may not reflect their true ability.

SCHOOLS ATTUNED

In Schools Attuned, teachers learn these steps in recognizing and responding to students' learning differences.

- Assess the student and create a learning profile of neurodevelopmental strengths and weaknesses, as well as the student's interests.
- Demystification — Help the student understand and discuss his or her learning difficulties. The teacher praises the things at which the student excels and outlines areas where the student needs work. To help the student understand his or her potential, the teacher discusses careers that might be open to someone with these strengths and interests.
- Classroom accommodations — Develop strategies to build on a student's strengths and work around weaknesses. Adjustments might be made, for example, for a student who has difficulty remembering oral instructions, or a student who has trouble writing but types well.
- Work to strengthen the student's areas of weakness.
- Build on strengths and affinities. The teacher encourages the student to further develop and show off strengths or interests. This allows the student to experience success and become an "expert" in something. A student who has math difficulties but loves to write stories might be encouraged to write more stories for the school literary magazine.

For information on books, tapes, programs and other services for clinicians, educators, parents and children, contact the All Kinds of Minds Institute in Chapel Hill at 933-8082 or online at www.allkindsofminds.org

THE NEWS&OBSERVER

MONDAY, SEPTEMBER 25, 2000

Doctor, broker foster success despite 'learning differences'

Charles Schwab became a billionaire despite having dyslexia, and he has given $10 million to help children with learning disabilities.

BY BONNIE ROCHMAN
STAFF WRITER

CHAPEL HILL — Billionaire broker Charles Schwab has a way with money but not with the written word.

"I think I'm just as smart as anyone else, but I can't read very well," he said Sunday at the inauguration of the Student Success Center, an arm of a local nonprofit group dedicated to helping children learn.

Schwab, who discovered he was dyslexic after his youngest son was diagnosed with the same condition, has given $10 million to All Kinds of Minds, the nonprofit group.

Encouraging children to learn in the best way for them has been a goal of Schwab's since he met Mel Levine, a pediatrician and founder of All Kinds of Minds.

"When you find out your kid is slow in reading, first you panic, then you throw up your hands, then you turn to your friend," Schwab said.

Levine had a plan.

For 25 years, he has studied how to evaluate children. He has decided that children learn differently because the wiring in their brains is unique. That's the philosophy underpinning his institute, which is affiliated with UNC-Chapel Hill.

Because children process information in different ways, they require individual attention if they are to overcome their "learning differences." That's All Kinds of Minds-speak for "learning disabilities."

Levine eschews labels. At the Student Success Center, nestled in a third-floor suite in a Chapel Hill office building, there are none. "There's no ADD (attention deficit disorder) or LD (learning disabled) here," said Levine, director of UNC's Clinical Center for the Study of Development and Learning. "So we really don't declare a kid is abnormal."

Instead, they evaluate the child from several angles. A pediatrician, a psychologist and an educator each meet with the child to assess reading, writing and math; neurodevelopmental abilities such as attention, memory, language and sequencing (putting words, numbers and steps in the right order); and whether coordination between the brain and the muscles is working as it should.

The specialists confer and develop a profile of strengths and "areas in need of improvement" — otherwise known as weaknesses. Then they share their findings with the parents and their child, a process the center calls "demystification."

"We might tell them, 'Your difficulty with expressive language — formulating thoughts into sentences — is why you're having trouble writing,'" said Susan Wienke, one of two full-time educators at the center. "The parents are going, 'Oh my gosh.'"

Soon after the visit, parents receive an in-depth written evaluation of their child and recommendations for use at home and school. A child who has trouble with expressive language, for example, will be encouraged to speak in full sentences and to prepare ahead of time for class participation. Parents can also read recommendations online about how to help their child.

The center saw its first child on Friday. An average one-day visit costs $900, staffers said. Six months to one year later, children are encouraged to return for a follow-up visit. In some cases, Levine said, children will return regularly over the years.

All Kinds of Minds plans to launch two more Student Success Centers next year in San Francisco and New York, although Chapel Hill will remain its headquarters. Levine expects other centers to follow.

Schwab, whose brokerage's beginning was modest, toasted the center's future. "You don't realize what happens when you start with a small, little enterprise and then before you know it, you have thousands of associates all over the country," he said. "Here's to that dream."

For more information about the Student Success Center, call 933-9378.

Staff writer Bonnie Rochman can be reached at 829-4871 or brochman@nando.com

EDUCATING EDUCATORS

Mel Levine, founder of a nonprofit institute for the study of the ways people learn, and his staff spent five hours summarizing his research and practical applications for educators from seven public school districts and 17 private schools during a seminar in Fort Worth. 6B

FORT WORTH METRO

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DIGEST 2B
OBITUARIES 13-15B
OPINIONS 16-17B

Serving Aledo, Azle, Benbrook, Blue Mound, Burleson, Cleburne, Crowley, Edgecliff Village, Everman, Forest Hill, Fort Worth, Granbury, Lake Worth, River Oaks, Saginaw, Sansom Park, Weatherford, Westworth Village, White Settlement

SATURDAY, FEBRUARY 3, 2001 Star-Telegram www.star-telegram.com

'Label the problem, not the kid,' Tarrant teachers advised

BY MARTHA DELLER
Star-Telegram Staff Writer

FORT WORTH — Most teachers have had a student who spends class time playing with a toy car, fidgeting with a pencil or twisting his arms and legs like a pretzel.

The typical reaction may be to snatch the toy away and order the child to sit up and concentrate on his school work. What most teachers don't realize, says national child development expert Mel Levine, is that some children use movement to help them focus.

"Many kids come to class on half a tank of [mental] fuel. They use their fingers to wake themselves up. That's the only way they can concentrate," Levine told about 100 Tarrant County educators at a workshop Friday at Hill School.

Levine, a North Carolina pediatrician, is founder of All Kinds of Minds, a nonprofit institute for the study of the different ways people learn. The institute grew out of Schools Attuned, Levine's program to train teachers to recognize different learning styles and help students adapt to them.

"If you have a kid who can't write well or refuses to do his homework, you need to ask, where's the breakdown in skills?" Levine said. "The regular classroom teacher is in the best position to make this determination."

Levine and his staff spent five hours summarizing his research and practical applications for educators from seven public school districts and 17 private schools.

They hope many of the teachers will return this summer to his first five-day seminar in Fort Worth. The city may become the 10th regional site of the Schools Attuned program through the efforts of Hill School, its new Learning Center and the Sid Richardson Foundation, which paid for Levine's appearance.

The Hill School is a 25-year-old Fort Worth private school for students with learning differences. In January, its board helped found the Learning Center of North Texas, a nonprofit resource center that offers student testing, parent information and teacher training about learning differences.

Levine described the cases of a little girl named Fantasy who forgets one sentence while reading the next and of a boy named Ricky who had a gift for carpentry even though his other teachers considered him a failure.

Those students would probably be diagnosed as dyslexic or learning disabled or as having attention deficit disorder, Levine said. Those labels once helped children get needed help, but he now considers them harmful.

"We shun labels. That runs the risk of self-fulfilling prophecies, and a whole bunch of kids fall between the cracks," he said. "Why can't we help kids with a reading problem without labeling them? We want to label the problem, not the kid."

Five Hill School teachers who attended a Levine seminar last year say they are using what they learned there to help their students with specific learning problems. Three Trimble Technical High School teachers who attended the workshop Friday want to return for the summer seminar.

"Some of his examples sound like me when I was a kid," said Stu Tennyson of Trimble Tech, who teaches math to students with learning problems. "A lot of the new philosophy in teaching in Texas is directed toward individual learning.

"This sounds like a great thing."

For information about Levine, his institute and future programs in Fort Worth, call the Learning Center of North Texas, (817) 923-9482, or check the institute's Web site, www.allkindsofminds.org.

Martha Deller, (817) 390-7857
mdeller@star-telegram.com

Star-Telegram/DALE BLACKWELL

Mel Levine, founder of All Kinds of Minds, hopes educators will consider the different ways students learn and will adapt their teaching. Councilwoman Becky Haskin met with him, then gave him a key to the city.

Arkansas Democrat-Gazette

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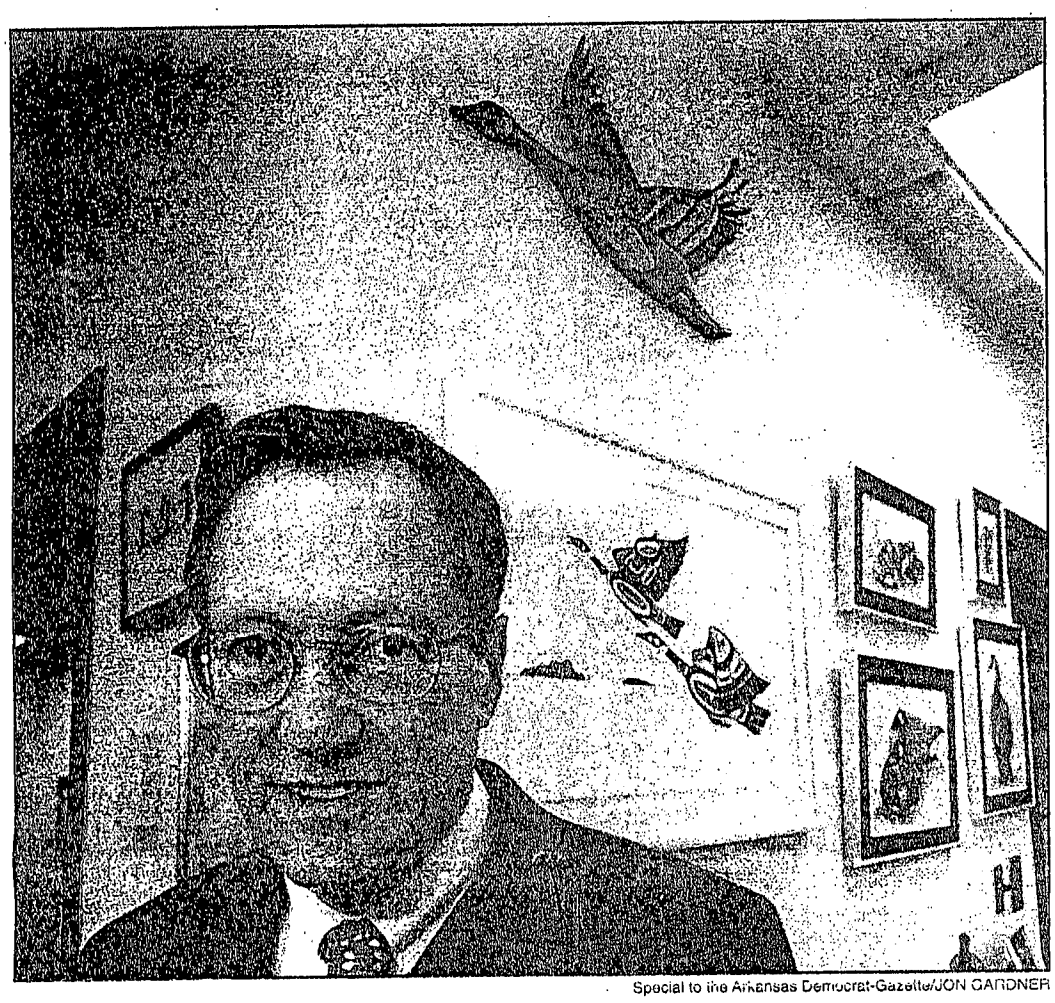


Special to the Arkansas Democrat-Gazette/JON GARDNER

Geese portrayed in paintings, photographs and woodwork make Dr. Mel Levine's office different from that of the average pediatrician. Levine raises geese on his 30-acre farm near Chapel Hill, N.C.

All Kinds of Minds helps kids struggling in school by taking the view that, in the real world, it's the strength of your strengths that matters.

BY RHONDA OWEN
ARKANSAS DEMOCRAT-GAZETTE

CHAPEL HILL, N.C. — As a description, "different" is better.

Better than disability. Better than disorder. Better than dysfunction.

Because different are the ways in which children's minds work.

For 25 years, Dr. Mel Levine has labored to get that word out to educators and parents. Different. He eschews the other D words for learning problems, instead focusing on differences of individual minds.

Whether teachers and parents recognize learning differences can mean a difference in a child's success or failure in school, Levine says. Whether a child is labeled also has an impact.

"You call someone lazy long enough and he'll surely act lazy. It becomes part of his identity," says Levine, a Harvard-educated pediatrician who is director of the University of North Carolina Medical School's Clinical Center for the Study of Development and Learning.

At the center, he personally spends two days a week working with children who have trouble performing well in school.

In his cozy office, Levine has created a place where kids can be comfortable while he assesses their strengths and weaknesses. The walls are covered with photographs of the geese he raises on his 30-acre farm. He has 240 geese, which he refers to as "my Prozac." Shelves on one wall are filled with rocks such as quartz and amethyst that visitors are allowed to pick up and handle. Not a collector himself, Levine says, he keeps the rocks because "the kids like them."

Levine evaluates each child to determine such things as his language skills, reading ability, ability to remember things in a sequence, and ability to determine the significance of information he receives in school.

But he is able to reach only a few children in his clinical practice. Thousands can be reached through the All Kinds of Minds Institute, the nonprofit organization he set up to raise awareness about learning issues.

"We believe that together, parents, teachers and the kids themselves have the power to engineer their own program of success, once they understand the diverse ways that people learn," he said in a news release last year. "Frustrated children do not need to give up on themselves and their futures."

"We believe that together, parents, teachers and the kids themselves have the power to engineer their own program of success, once they understand the diverse ways that people learn. Frustrated children do not need to give up on themselves and their futures."

All Kinds of Minds supplies information and recommends resources for parents and teachers through its Web site at

www.allkindsofminds.org

The institute also trains teachers to recognize and address their students' learning problems.

"We are trying to get schools away from labeling kids. We teach them to label the phenomena, not the child," he says.

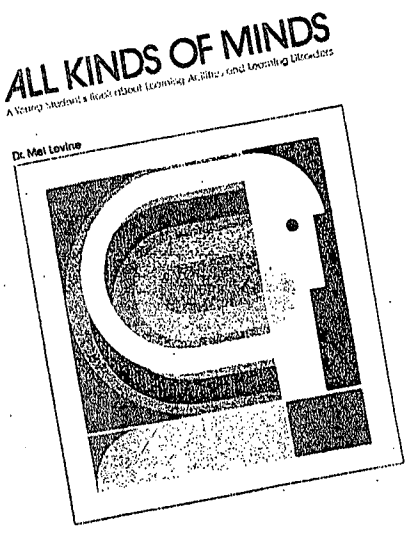
A child who doesn't turn in his homework might have a weakness in language functions — spelling, grammar, vocabulary. He may have trouble concentrating or remembering facts. "If a kid has problems like these, he'd rather not write, and since a lot of homework involves writing, a lot of it doesn't get done.

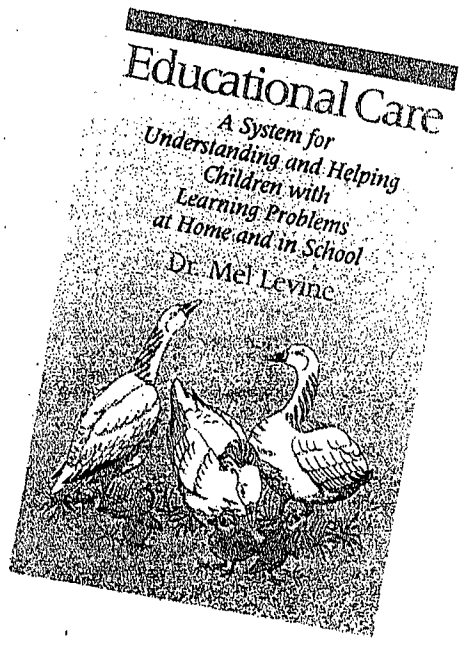
"Schools have a very poor understanding of kids who can't do the work," Levine says. "Teachers often assume it's a moral issue. The kid has a bad attitude. He's not really trying. He's not motivated. All these imply that he's failing intentionally."

If a teacher recognizes where a child's ability to learn

See MINDS on Page 8F

For those who learn by reading





Dr. Mel Levine, who has written several books explaining children's learning disorders, is working on two more. They're scheduled for publication in 2001.

The Myth of Laziness is "based on the firm belief that there's no such thing as a lazy kid," Levine says. "If a kid isn't putting forth enough effort, there's a good reason for it."

The second book, *The Ways of Learning*, deals with different ways children learn.

Books by Levine that are already published include:

- *All Kinds of Minds*: Helps children in the elementary grades (7-11 years old) understand how they learn and how they may have different strengths and weaknesses in some areas of learning.
- *Educational Care*: Identifies for parents and teachers the phenomena that interfere with a child's learning experiences at different ages.
- *Keeping A Head in School*: Aims to help students age 11 and up understand their distinct learning profiles by offering specific alternatives to approaching schoolwork.

For information about these books or for a comprehensive list of All Kinds of Minds programs and products, call (919) 933-8082; or see the Web site at

www.allkindsofminds.org

—Rhonda Owen

Learning disability resources

Not all parents can travel to Dr. Mel Levine's clinic in North Carolina to have their child evaluated for a learning disorder. In fact, Levine doesn't recommend they try to.

Assessment and assistance are better provided locally, he says, because children need consistent help.

The Learning Disabilities Association of Arkansas has a wealth of information about facilities that help children with learning problems. The group can also provide literature and other educational materials for parents and children. Its library includes Levine's books. The association has a Web site at

www.ldaarkansas.org

The organization can also be reached by e-mail at

See RESOURCE[illegible] Page 8F

Common warning signs of learning problems

If parents are aware of the common signs of learning disabilities, they might be able to recognize potential problems early. The following is a checklist of characteristics that may point to a learning disability. It appears on the Schwab Foundation for Learning Web site: **www.schwablearning.org**.

The list comes with the warning that most people will, from time to time, see one or more of these signs in their children. This is normal. Problems arise, however, when several of these characteristics exist simultaneously over a long period of time. To determine the specific disability (dyslexia or attention deficit hyperactivity disorder, for example), a person should be evaluated by a psychologist or other professional who specializes in learning problems.

SOURCE: Schwab Foundation for Learning

Preschool

- Speaks later than most children
- Pronunciation problems
- Slow vocabulary growth, often unable to find the right word
- Difficulty rhyming words
- Trouble learning numbers, alphabet, days of the week, colors, shapes
- Extremely restless and easily distracted
- Trouble interacting with peers
- Difficulty following directions or routines
- Fine motor skills slow to develop

Grade 1-4

- Slow to learn the connection between letters and sounds
- Confuses basic words (run, eat, want)
- Makes consistent reading and spelling errors including letter reversals (b/d), inversions (m/w), transpositions (felt/left) and substitutions (house/home)
- Transposes number sequences and confuses arithmetic signs (+,-,x,/,=)
- Slow to remember facts
- Slow to learn new skills, relies heavily on memorization
- Impulsive, difficulty planning
- Unstable pencil grip
- Trouble learning about time
- Poor coordination, unaware of physical surroundings, prone to accidents

Grades 5-8

- Reverses letter sequences (soiled/solid, left/felt)
- Slow to learn prefixes, suffixes, root words and other spelling strategies
- Avoids reading aloud
- Trouble with word problems
- Difficulty with handwriting
- Awkward, fist-like or tight pencil grip
- Avoids writing compositions
- Slow or poor recall of facts
- Difficulty making friends
- Trouble understanding body language and facial expressions

High school students

- Continues to spell incorrectly, frequently spells the same word differently in a single piece of writing
- Avoids reading and writing tasks
- Trouble summarizing
- Trouble with open-ended questions on tests
- Weak memory skills
- Difficulty adjusting to new settings
- Works slowly
- Poor grasp of abstract concepts
- Either pays too little attention to details or focuses on them too much
- Misreads information

Arkansas Democrat-Gazette/GREG MOODY

Resources

• Continued from Page 1F

idaa@aristotle.net

and by telephone at (501) 666-8777.

Resources outside of Arkansas include:

■ The All Kinds of Minds Web site at **www.allkindsofminds.org**

■ Learning Disabilities Association of America, 4156 Library Road, Pittsburgh, Pa. 15234; (888) 300-6710. The Web address is **www.ldanatl.org**

■ National Center for Learning Disabilities, 381 Park Ave. South, Suite 1401, New York, N.Y. 10016; (888) 575-7373 for general information; (212) 545-7510 for detailed information. The Web address is **www.ncld.org**

■ Parents & Educators Resource Center, a program of the Charles & Helen Schwab Foundation, 1660 S. Amphlett Blvd., Suite 200, San Mateo, Calif. 94402; (800) 471-9545 for general information; (650) 655-2410 for detailed information. The Web address is **www.schwablearning.org**

Raleigh News Observer/HARRY LYNCH

When not in the office, Dr. Mel Levine relaxes by raising mammoth donkeys, as well as geese, on his farm. The donkeys are intelligent and gregarious creatures, he says.

that is central to Levine's philosophy and techniques) the child.

Demystifying is simply explaining to the child why he is a slow learner. It's telling him why he holds the pencil the way he does.

The next step is providing the student ways to deal with the lack of proprio-kinesthetic feedback, Swartz says. One strategy could be allowing the child to give oral reports instead of turning in written reports. Another might be allowing the child to use a keyboard to take notes.

The teacher can also explain to the student and his parents that whatever learning problem he's having may be an issue only while he's a child. Being a slow writer more than likely will have no effect on the child when he becomes an adult, Swartz says. "The trick is to get parents and teachers to understand the profile today. A child isn't meeting the expectations of the ninth grade, but if we get him to young adulthood, he'll be great."

A good example of that is investment giant Charles Schwab, who has been co-chairman of All Kinds of Minds since 1996 and who recently gave the institute a $10 million "challenge" grant. The grant requires All Kinds of Minds to match it two-to-one by raising $20 million over five years.

In the late 1980s, Schwab's son was diagnosed with dyslexia, a reading disorder. About the same time, Schwab discovered that his own struggle with reading and writing was attributable to dyslexia, but it had never been diagnosed. By himself and not having a name for his struggle, he developed ways to compensate during his youth. As an adult, he has employees who take care of the areas in which he is weak.

That's how it is for most adults in the working world, Swartz says. "I'm terribly disorganized, so I have a secretary who does that. The problem is that when you're 11, you can't take a secretary to school."

STRONG FOCUS

Through Schools Attuned, Levine says, he also hopes to teach teachers and administrators to spend more time developing ways for children to strengthen *strengths*.

"It's a tragedy when a kid has a strength that schools can't address," Levine says. A student who enjoys electronics or computers, but who isn't good at verbalization or visualization, shouldn't be made to sit through four years of English classes. Instead, he should be allowed to take classes in his area of interest.

"I would like to see a system of de-stigmatized vocational education. If a kid likes to fix cars, instead of being made to feel dumb or like a second-class citizen, there should be included in the education system classes on how to rise up" in the automotive industry, Levine says.

"The level of interest doesn't imply the level of aspiration."

SPREADING THE WORD

As well as helping teachers assist their students, All Kinds of Minds has programs to educate parents.

All Kinds of Minds' Web site (see learning disorder resource list on Page 1F) provides answers to parents' questions and has links to other resources, such as the Learning Disability Association of America. Through the Web site, parents can order books (see book list on Page 1F) and videotapes about learning differences.

During the next five years, All Kinds of Minds hopes to establish satellite centers throughout the nation where parents can take their children to be evaluated and helped with learning problems. The centers will be modeled on the clinic at Chapel Hill, where children are evaluated by a team that includes a pediatrician, an educational diagnostician and a psychologist. Levine will train the staff, and All Kinds of Minds will provide ongoing assistance.

The practical application of Levine's philosophy on learning will be documented in a six-part PBS special planned for the fall. The foundation of PBS station WGBH in Boston is producing the series, which will focus on actual students with learning problems, says Mark Grayson, All Kinds of Minds executive director.

The shows are being shot documentary-style. "We'll take a couple of cases of kids in crisis and follow their lives to find out their problems and the progress they make," Grayson says. The tapes will include Levine's interviews with and assessments of the children.

The PBS series is part of a plan that includes production of a 22-tape video library to show parents and teachers the "visual manifestation of learning problems," he says. "The tapes will actually capture kids in the classroom. They won't be simulations."

Schools tune in to individuality

The Schools Attuned program's regional training sites and the contact people are:

■ Bank Street College Graduate School, New York, N.Y. Contact: Claire Wurtzel, (212) 875-4708.

■ Manzano Day School/Rio Grande School, Albuquerque, N.M. Contacts: Margaret Anderson, (505) 243-6659, and Claire Romero, (505) 983-1621.

■ Christian Learning Center, Grand Rapids, Mich. Contact: Doug Bouman, (616) 245-8388.

■ Etta Israel Center, Los Angeles, Calif. Contact: Rick Goldman, (818) 385-1637.

■ The Cleveland Clinic Foundation, Cleveland, Ohio. Contact: Ellen Brick, (216) 445-1697.

■ Holland Hall School, Tulsa. Contact: Alana Trisler, (918) 481-1111.

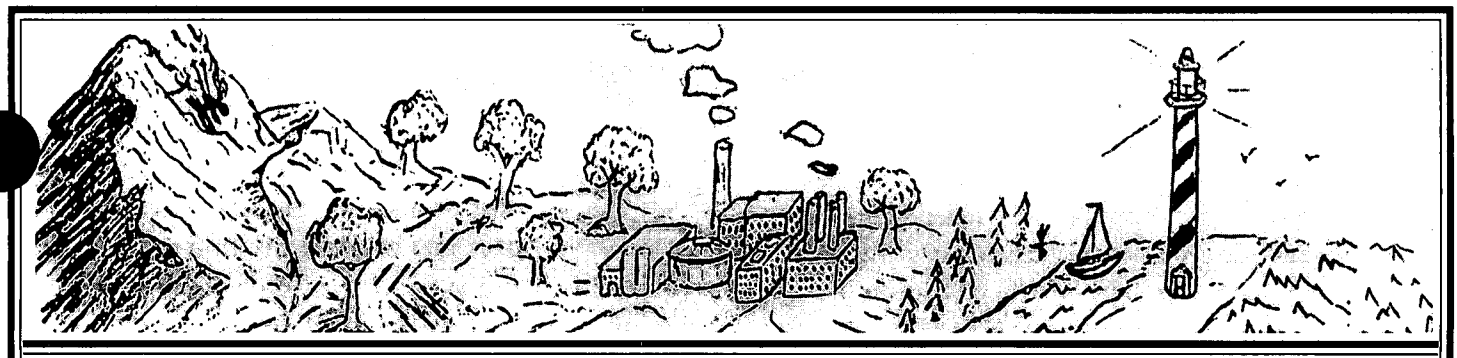
■ All Kinds of Minds Institute, Chapel Hill, N.C. Contact: Stephanie Lind, (919) 966-6312.

■ The Children's Health Council, Palo Alto, Calif. Contact: Karen Grites, (650) 326-5530.

■ Ramapo College, Ridgewood, N.J. Contact: Carol Wilson, (609) 497-1907.

■ University of California, Irvine Department of Education, Irvine, Calif. Contact: Dr. Rita Peterson, (949) 824-6626.

All educational materials and programs offered by All Kinds of Minds are done with the goal of spreading the idea that learning isn't one-size-fits-all, Levine says. "We're trying to get a philosophy across that's humanistic and humane."



NORTH CAROLINA GEOGRAPHIC ALLIANCE NEWSLETTER

VOLUME 12, NUMBER 1 — WINTER 2001

Coordinator's Column

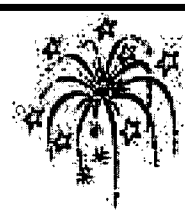
from Doug Wilms
Alliance Coordinator
East Carolina University

Your Alliance board members were quite busy last October in preparation for our annual meeting in Burlington. I was especially delighted to see such a large number of Teaching Fellows in attendance. There they were--all young and enthusiastic, excited about rubbing shoulders with experienced mentor teachers, and excited too about learning important new geographical principles that they could use in their own classrooms in the very near future. One of them told me, "This is the best meeting I've ever attended." High praise to all those who participated.

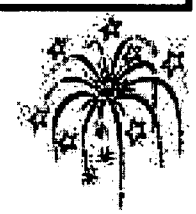
Your Alliance continues to offer a variety of in-service opportunities and this summer will be no exception. Indeed there will be four separate summer institutes available to you. Two of them will be offered on the ECU campus. The first deals with the disastrous flooding that Hurricane Floyd brought to eastern North Carolina: "Science, GIS and Hurricane Floyd." The second institute, offered in cooperation with The College Board, is titled "Advanced Placement (AP) Human Geography." ASU will host two institutes as well. One deals with the "New River" while the second is a wonderful renewal opportunity for Alliance TCs. Look elsewhere in this issue for full details of each, as well as the application forms.

As you all know, the North Carolina General Assembly, the Department of Public Instruction, and the National Geographic Society have all been very supportive of our Alliance with financial assistance that allows our programs, publications, and newsletters to remain ongoing successes. We are now being presented with a wonderful opportunity by the National Geographic Society that will keep our geography education program viable into the future.

(continued on page 2)



SUMMER HIGHLIGHTS



SUMMER INSTITUTES

June 24-30, 2001	Hurricane Floyd Institute Greenville, NC
June 25-29, 2001	TC Advanced Training Boone, NC
July 8-13, 2001	AP Geography Institute Greenville, NC
July 8-17, 2001	New River Institute Boone, NC

***Applications inside...**

Alliance Offers First AP Summer Institute

The much-anticipated Advanced Placement (AP) Human Geography course is a reality and the North Carolina Geographic Alliance, in cooperation with The College Board, is sponsoring a one-week summer institute on the East Carolina University campus from July 8 - 13, 2001. For information contact: Dr. Douglas Wilms, Department of Geography, East Carolina University, Greenville, NC 27858. Phone (252) 328-4163; Fax (252) 328-6054; e-mail DougWilms@aol.com.

***Application form is on page 6.**

The Society has offered us this proposal: If our Alliance can raise $500,000, then the Society will match our efforts, dollar for dollar, for the establishment of a $1,000,000 endowment that will support the Alliance and geography education projects in perpetuity. That's correct, the Society will give our Alliance $500,000! Plus, they will assume all administrative and overhead costs so that all the monies generated by the endowment will go to support geography education in North Carolina.

You will be interested to know that eighteen states have already taken advantage of this opportunity and have raised their required $500,000 and now enjoy the fruits of their respective million-dollar endowments. So, what can we do? First, I am pleased to report that the Alliance has received strong letters of endorsement from Supt. Mike Ward and the President of the North Carolina School Board, Mr. Phil Kirk. With their support we now must contact our legislators and ask for their help to establish the endowment. Our legislators convene in January and your supporting letters will help in this effort. Please take a moment to contact your state legislators and tell them how important the Alliance has been in your life and the life of your students. Working together we can make the geography endowment a reality. Thanks for all your help on this very important project.

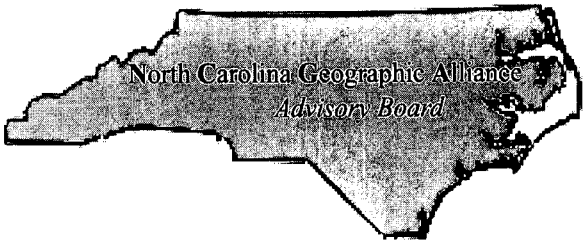
Discover NASA! All expenses paid!
NASA EDUCATIONAL WORKSHOPS

Expand your educational horizons:

•Spend 2 weeks at a NASA Center and visit unique facilities.
•Observe NASA's state-of-the-art research.
•Interact with NASA scientists, engineers, technicians, and educational specialists.
•Acquire and use NASA educational support materials that align with the National Education Standards.

Who can apply:
K-12 educators with special interests in science, mathematics, technology, and geography

Application deadline is February 20, 2001.
For an application:
NSTA
NASA Educational Workshops-V
1840 Wilson Boulevard
Arlington VA 22201-3000
http://education.nasa.gov/NEW
http://www.nsta/org/programs/new.htm
Fax: (703) 522-5413



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A Geographer's Journal
by Franklin Shaw

The Uses of Geography

Do you teach geography or do you teach *using* geography? Geography as a subject is taught in schools throughout the country. Many high schools are offering AP Geography as an elective for students. But geography is so much more than a body of knowledge to be learned. It is to be applied, or used, to help us understand the world in which we live.

Over the past several issues of the *NCGA Newsletter* the Six Essential Elements of the Geography Standards have been examined. These elements - The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, and Environment and Society – are content based. The last of these elements, The Uses of Geography, is about applying the content of geography.

The human story is understood through three interrelated perspectives – space, environment, and chronology. Geography enables us to apply the spatial and environmental perspectives to interpret past events, understand present events, and plan for the future. Without geography, history is merely a chronology of events. The environment of where the events take place is key to understanding the relationships among seemingly unrelated events. Simply put, geography is the stage upon which history takes place.

Current events take place within a spatial and environmental context. We might read about an earthquake in Turkey, a typhoon in the Pacific, or an avalanche in the Alps. A knowledge of physical systems and physical characteristics of place, as well as the human-environmental relationships in those regions, is needed to fully understand the significance of the events. Geography brings together these elements to explain the how and why of current events.

Geography also helps us see how events are a part of a local to global continuum. Relatively few events occur in isolation. Local issues not only affect a community, but also have implications in a wider region, state, or nation. The axiom "think globally, act locally" has an inverse correlation, "think locally, act globally." Decisions made in a community about land use in a watershed have implications for scores of other communities downstream. Being geographically informed will aid in wise use of resources such as fresh water.

A final use of geography is in planning for the future. Are there any decisions we will make as a community, state, or nation that are not geographic decisions? The environment, geo-politics, military intervention, diplomacy, international relations, response to natural disasters, and allocation of resources all relate to the geographic themes of space and place. A recent newspaper article ranked North Carolina 8th in development leading to increased urban sprawl. Planning, or the lack of planning, by urban, suburban, and rural communities will determine whether this trend continues or is addressed and improved. Will regions retain some local characteristics, or will they become a series of strip malls and fast food restaurants indistinguishable from one another? Decisions such as these will be made by the students who are in our classrooms now. How will they be equipped to deal with issues such as these? Will they be able to use geography to make informed decisions?

Reflecting on the uses of geography, I have come to the conclusion that educators need to teach *using* geography in their classrooms. Teaching a body of knowledge without providing a way for students to apply that knowledge will not equip students to be the decision makers of the future. One way to help students learn to use geography is to utilize the Five Skills of Geography from *Geography for Life*, the National Geography Standards. These five skills are

- Asking geographic questions
- Acquiring geographic information
- Organizing geographic information
- Analyzing geographic information
- Answering geographic questions

In addition to providing a framework for geographic inquiry, these skills lead students to the higher order thinking skills that will equip them to make future decisions for themselves as well as their communities, state, region, nation and world.

Alliance Summer Institutes – 2001

Science, GIS, and Hurricane Floyd, East Carolina University, Greenville: June 24-30; grades 6-12

The Institute is designed for Middle School and High School Science Teachers who teach earth science and social science. This workshop will introduce some general earth science concepts related to weather, hydrology, and soils. We will then turn our attention to the flood associated with Hurricane Floyd to examine practical issues in hydrology and human use of the floodplain. You will also be given an overview of the use of Geographic Information Systems (GIS) and Global Positioning Systems. The idea is to provide you with some knowledge about the tools you might use to collect data and to represent it. You will be given opportunities to learn how to measure weather and hydrologic data in field situations so that you may initiate field-based projects with your own students. Once we have collected the desired data, you will be shown how to enter it into a GIS so that it can be represented graphically and manipulated to convey appropriate patterns. The course will involve some lecture time devoted to covering basic information, field time devoted to learning techniques to measure data, and lab time devoted to learning how to use GIS to analyze the data. You will also have several sessions in which you will be asked to devise some teaching units on these topics and to share your ideas with other workshop participants.

The Institute will start on Sunday, June 24 and end on Saturday, June 30. At least one follow-up session will be scheduled. Completion of the entire program will qualify participants to be a Teacher Consultant for the North Carolina Geographic Alliance; completion will also provide 4 continuing education credits (1 technology). The Institute is limited to 30 teachers. Participation in the workshop will be supported with a stipend of $30.00 per day to cover food and transportation costs. Teachers who live beyond commuting distance to Greenville will be able to avail themselves of a limited number of stipends to cover hotel costs. These will be awarded on a first-come-first-serve basis. You will also receive teaching resources including videos, reference books and some field equipment to allow you to duplicate in your own classes the field experiments we demonstrate to you.

For additional information:

Dr. Paul Gares
Department of Geography
East Carolina University
Greenville, NC 27858-4353
GARESP@mail.ecu.edu
phone: 252-328-6084

New River Institute, Appalachian State University, Boone: July 8-17; grades 4-12

This Institute will provide an introduction to basic hydrology principles, environmental issues, and geographic field methods. The Institute activities will focus on the New River in Watauga, Ashe, and Alleghany counties. The New River has been designated as a National Historic River, but faces many threats from human activity. Participants will have the opportunity to examine the natural characteristics of the river and to study the impact of development on the river. Although basic instruction will take place in classrooms at Appalachian State University, much of the instruction will take place in the field. The Institute will conclude with a three-day fieldtrip to the New River Gorge in West Virginia. The Institute is sponsored by the North Carolina Geographic Alliance, with support from the National Committee for the New River.

The Institute will start on Sunday, July 8 and end on Tuesday, July 17. At least one follow-up session will be scheduled. Completion of the entire program will qualify participants to be a Teacher Consultant for the North Carolina Geographic Alliance; completion will also provide 4 continuing education credits. The Institute is limited to 15 teachers. This is a residential institute; rooms and meals will be provided during the time in Boone (at facilities on the ASU campus) and while on the fieldtrip to West Virginia (all room/board costs are paid by the Alliance).

For additional information:

Dr. James Young
Department of Geography and Planning
Appalachian State University
Boone, NC 28608
e-mail: youngje@appstate.edu
phone: 828-262-8482

There is a $25.00 registration fee for each institute. Please enclose a check with your completed application form. Send the check and application to the director of the Institute you are interested in attending.

North Carolina Geographic Alliance

Alliance Summer Institutes – 2001

June 24-30, 2001 – Science, GIS, and Hurricane Floyd (East Carolina University)
July 8-17, 2001 – New River Institute (Appalachian State University)

Institute Application Form

Application deadline: May 24, 2001

A $25.00 reservation fee is required to reserve a place at the Institute. Send the reservation fee and application to the Institute Director for the institute you wish to attend.

Name _____
Last First Middle Initial

Home Address _____
Street City State Zip Code

Home Phone ( ) _____ School Phone ( ) _____

School _____ District _____

School Address _____
Street City State Zip Code

Email Address _____

Grade Level Taught _____ Teaching Assignment(s) _____

Institute Applying For:

____ June 24-30, 2001 – Science, GIS, and Hurricane Floyd

Mail the application and a $25.00 check (made out to **NCGA/East Carolina University**) to:

Dr. Paul Gares
Department of Geography
East Carolina University
Greenville, NC 27858-4353

_____ July 8-17, 2001 - Appalachian State University: New River Institute

Mail the application and a $25.00 check (made out to **NCGA/Appalachian State University**) to:

Dr. James Young
Department of Geography and Planning
Appalachian State University
Boone, NC 28608

Signature _____ Date _____

North Carolina Geographic Alliance

Advanced Placement Human Geography

July 8-13, 2001

Application Form

Application deadline: June 15, 2001

The North Carolina Geographic Alliance, in cooperation with The College Board, is sponsoring its first AP summer institute on the ECU campus in Greenville, NC. Registration is limited and requests will be filled on a first-come, first-served basis. A $295.00 registration fee (made out to **NCGA/ECU**) is required to reserve a place at the Institute. Room and board are the responsibility of the participants. Send registration fee and application form to the Institute Director. If you have colleagues who may wish to attend, please have them photocopy this form. A brochure outlining all aspects of the institute will be sent to each applicant.

Name _____
Last First Middle Initial

Home Address _____
Street City State Zip Code

Home Phone ( ) _____ School Phone ( ) _____

School Address _____ District _____

School Address _____
Street City State Zip Code

e-mail Address _____

Grade Level Taught _____ Teaching Assignment(s) _____

Signature _____ Date _____

Mail the application and $295.00 registration fee (made out to NCGA/ECU) to Institute Director:

Dr. Douglas Wilms
Dept. of Geography
East Carolina University
Greenville, NC 27858-4353

Lesson Plan: Uses of Geography

Janet McElfresh, NCGA Advisory Board

Grade Level: 7

Geographic Themes: Place, Movement

Geographic Standard: The geographically informed person knows and understands:

Standard 17 - How to apply geography to interpret the past.

Standard 18 - How to apply geography to interpret the present and plan for the future.

Purpose:

Every continent in the world was affected by European colonialism. Nowhere else in the world was this more evident than Africa. European influences remain there today. The purpose of this lesson is to have students interpret a map in order to analyze the impact of European colonization of Africa in the past and today.

Objectives: 7th Grade

1.1 Identify the origins, characteristics, and influences of major groups of people in Africa.
1.3 Assess the role, status, and social class of individuals and groups in Africa, past and present.
4.2 Compare the cultural characteristics of regions within Africa.
6.2 Compare ways in which people, goods, and ideas moved in the past in Africa with their movement today.
8.4 Compare forms of government in Africa and explain how and why they have changed over time.
12.3 Trace an economic, political, or social development through the history of Africa, judge its impact, and predict future changes.

Materials:

Map of colonial Africa
Current African map
Reference book with languages of African countries

Background:

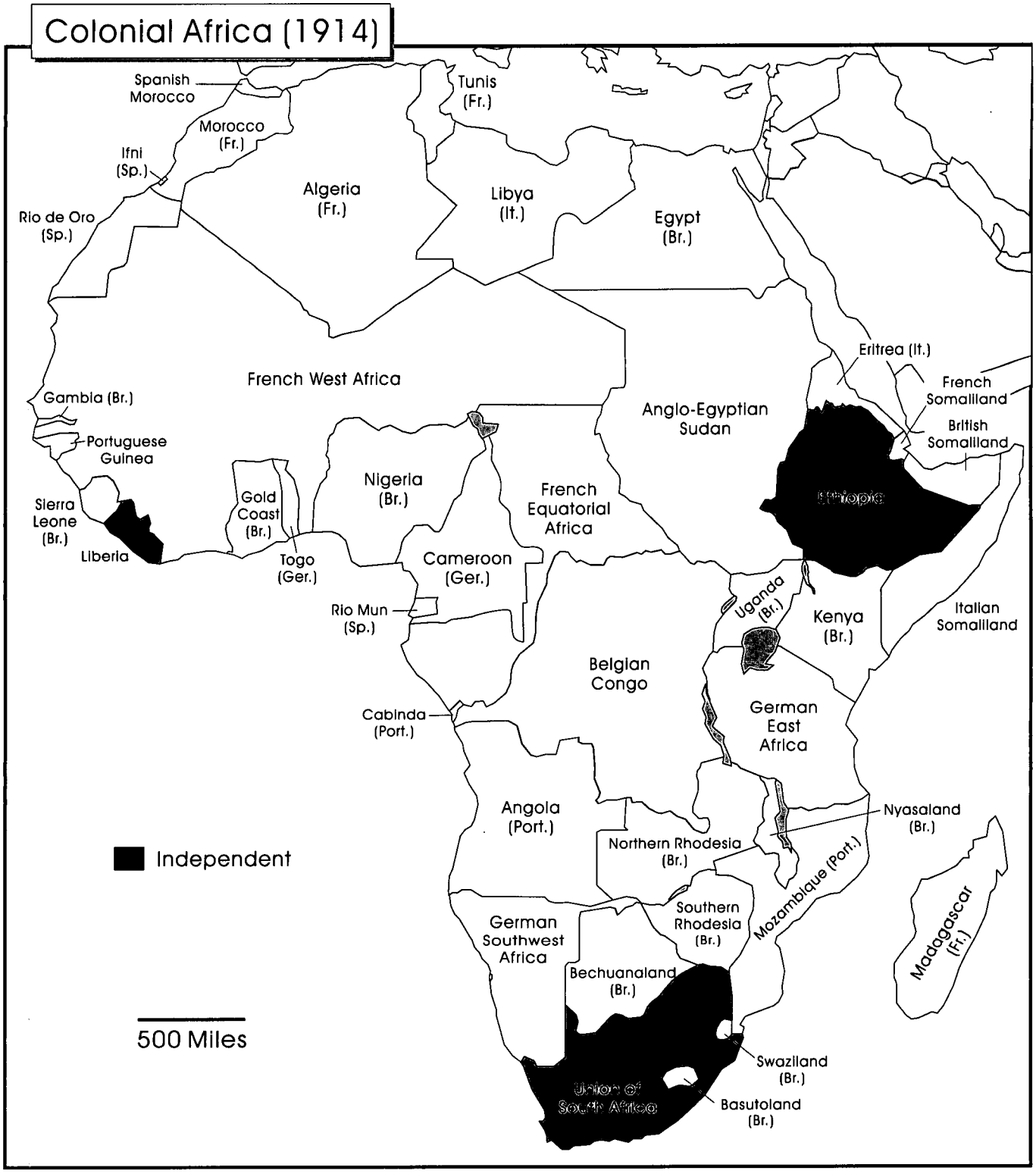
Europeans carved Africa into many colonies. Their influences can still be seen on the continent today. Language is a key indicator of colonization.

Procedure:

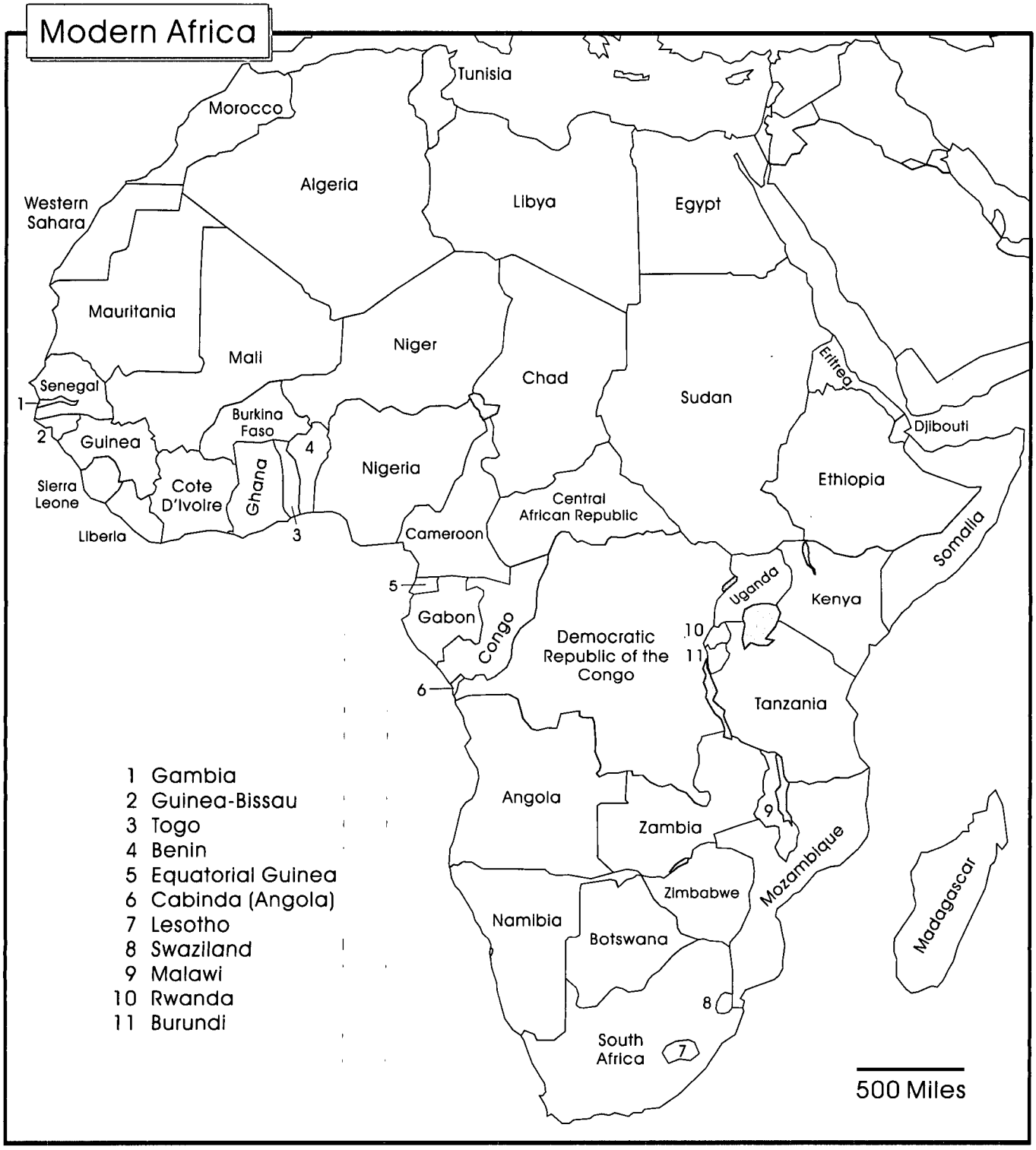
Begin by having students look at the map of Africa in 1914. Have them list the European countries who claimed territory in Africa. Discuss the two countries that remained independent (Liberia and Ethiopia) and their histories. Have students look at a current map of Africa. Students will then create a chart with four columns labeled Country, European Country that Colonized, Major Languages Spoken Today, and Official Languages. Using the two maps, the students will fill in the first two columns. Then, using a reference book (some textbooks include this information), students will find the languages spoken in the country, including official languages. After students complete the charts, have students analyze the European influence by discussing the following.

How many countries still use the language of their European colonizer?
What other influences can be seen by languages spoken in these countries?
(Students should recognize the Arab influence in North Africa)
What other aspects of life might still be influenced by European imperialism?
(Teacher may have to ask leading questions about government, religion, economy, etc.)

***Additional maps are available on the NCGA website: welcome.to/ncga**



North Carolina Geographic Alliance, 2001.
Produced at Appalachian State University.



North Carolina Geographic Alliance, 2001.
Produced at Appalachian State University.

Europe In Focus: Travel and Tourism

Submitted by Patrick Vernon

Subject: **Geography and Social Studies**

Grade: **Sixth Grade**

General Education Goal: The goal for this lesson is to have students recognize the aspects of a country that entices tourists to visit. They take on the role of a travel agent "selling" their countries to potential travelers. (This is an excellent activity to introduce students to the distinctiveness of each of the countries of Europe.)

Geographic Standards Engaged: 4, 5, 6, 10, and 18

Geographic Themes Engaged: Location, place, and region.

Time Required For Completion: Two to three blocks (90 minutes each)

Materials Used: Library books on countries, travel guides, Culturgrams©, donated travel brochures for cutting, art supplies

Procedure:

Part #1: Handout detailing the assignment. Show students examples of quality projects.

Part #2: Have students peruse and research what makes the country attractive to tourists.

Part #3: Students acquire photos from the donated travel brochures and plan their posters.

Part #4: Students put together their posters.

Assessment: Students role play that they are part of travel agent sharing great things about the countries they are promoting.

This project is part of a year-long project in which students focus on one European country. This is an excellent spring board to excite the students about their researching journey.

Author Of Lesson: Patrick Vernon
Western Middle School
2100 Eldon Drive
Elon College, NC 27244

Project Contract

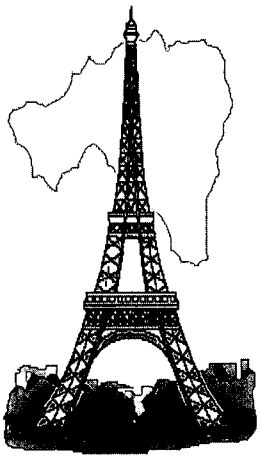
First Nine Weeks: Travel & Tourism
Library Research & Class Preparation Dates:
Posters Due In Class:
Presentation Dates:

Assignment:

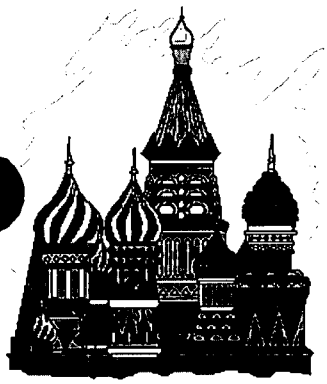
Using one sheet of 18 x 24 construction paper, design a travel & tourism poster on the assigned country in Europe. This poster should make travelers want to come to your country. Your poster must include:

1) a national flag
2) photographs of the landscape & major sites to visit
3) captions under these photos to explain what they are (it can't just be pictures)
4) anything extra that you want to tell about your country

Be creative and original -- you are "selling" your country.
*All writing on poster must be in pen, marker, or typed (no pencil).



Suggestions:



•Always sketch out your plans on scratch paper.
Get your sketch approved BEFORE starting on the poster board.

•Use the brochures that travel agencies have provided us.
Your teacher has these.

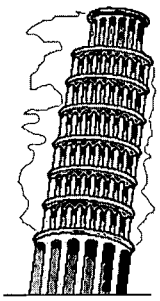
•Use magazine/newspaper clippings.

•If you need ADDITIONAL library time, this can be arranged.

•National Geographic magazine is an excellent resource.

•If you need special materials, ask your teacher.
If you wish to purchase your own poster board, you may.

•Even though the presentation is "extra," you should do it for practice.
In other projects the presentation will be a larger part of the grade.



GRADING WILL BE BASED ON:

1) Information and facts given	4 points
2) Materials Used (clippings, pictures, etc.)	4
3) Effectiveness of poster	4
4) Neatness	4
TOTAL:	16
5) Presentation	+2 extra

WHAT IS A "4"?

4 = Exceptionally good
3 = Good for a sixth grader
2 = Meets the minimum standard, some work needed
1 = Components missing, needs much work
N = Not able to score

*Points may be deducted for spelling errors, not putting name on poster, etc.
*While two students might be working on the same country in each class, **this is an individual project**
*Remember this is 15% of your nine weeks' grade.

I understand the assignment given to me and accept responsibility for it. Student Signature_____

I acknowledge that my child has shown me this contract. Parent Signature_____

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Teacher Consultants – The Foundation of the Alliance

The North Carolina Geographic Alliance has been providing programs and activities for thirteen years. During that time, several hundred teachers have participated in NCGA training programs that qualified them to be Teacher Consultants (TCs). Although the Alliance Co-coordinators (at East Carolina University and Appalachian State University) work hard and receive a lot of attention, the NCGA could not function without the continuing efforts of the Teacher Consultants. The TCs serve on the Board and guide the operation of the Alliance; help organize and run workshops, summer institutes, and the NCGA Fall Meeting; engage in outreach and promotional activities with teachers, schools, and state organizations; and assist with fund raising. The TCs are the high-energy, hard-working people that make the NCGA a success.

Unfortunately, many TCs are unable to maintain a long-term commitment to the Alliance. Perhaps they move on to a new position or retire; perhaps they move out of the state. Others have changes in their lives that create new responsibilities and reduce the time they have for the Alliance. Perhaps they simply burnout from all the demands that teaching makes of their time and energy. Whatever the reason, the North Carolina Geographic Alliance often ends up with a small (but dedicated) group of TCs.

The need to expand the core group of TCs is critical. If you are not a Teacher Consultant for the Alliance, you might consider attending one of the 2001 summer institutes; you will learn a lot about geography and develop skills to help you spread the word about the importance of geographic education. If you have received training to be a TC, but have drifted away from an active role in the Alliance, you might consider participating in some activities just for TCs.

On Saturday, April 28, Dr. Tom Ross (UNC-Pembroke) will lead a full-day fieldtrip exploring the Carolina Bays. Carolina Bays are an interesting physical phenomenon and Tom is a recognized expert on the geography of the Bays. To kickoff the weekend, we will have a TC reunion dinner the evening of Friday, April 27. This promises to be an exciting and informative weekend; we hope to make this an annual event for TCs.

During the last week of June, the Alliance will sponsor a TC Institute for the first time. This institute will offer TCs an opportunity to come to Boone and receive advanced training in geography and leadership skills. The focus of the TC Institute will be a two-day workshop called Technology of Participation (ToP). Dr. Garry Cooper from Appalachian State University will lead the ToP workshop; participants will develop new skills with group facilitation methods. The remainder of the TC Institute will be spent learning more about geography (mainly through fieldtrips). The TC Institute is an opportunity to renew your interest in geography and to learn some new skills.

Information about the TC weekend and the TC Institute was sent out to everyone on the NCGA mailing list who indicated that she/he was a TC. If you did not receive this information, but would like to hear more about the opportunities for TCs, please contact Jim Young. We have limited space for both the Carolina Bays fieldtrip and the Institute in Boone.

The NCGA Board has been discussing new and exciting ways to reach out to more geography teachers and their students. However, the active participation of many TCs is needed if the NCGA outreach programs are to be successful.

Fall Meeting Offers Diversity, Fun, and Excitement

Almost a hundred teachers came to Burlington on October 14, 2000, for the thirteenth Annual Meeting of the North Carolina Geographic Alliance. Many of the participants were preservice teachers representing training programs from universities throughout the state (North Carolina A&T was particularly well represented). The energy and enthusiasm of the preservice teachers helped set the tone for the entire meeting.

NCGA Teacher Consultant Janice Gibson presented an overview of the Geography Awareness Week (GAW) theme and materials. Follow-up sessions allowed teachers at the K-5 and 6-12 levels to learn about GAW ideas and activities relevant to their students. Dr. Lorraine Stewart, Wake Forest University, presented the luncheon address; her talk addressed "The Geography in You." The afternoon sessions offered a diversity of topics. Teachers had the opportunity to learn about Carolina Bays, numigeoarthistography (using coins in geography, art, and history), North Carolina state parks, the NC Wild program, the Flood of 1999, mapping, and land cover in North Carolina. We want to give a special thank you to all the people who presented sessions at the meeting: TCs Janice Gibson, Arvil Sale, and Steve Pierce; geography professors Tom Ross, Doug Wilms, Jim Young, and Henry Castner; and Randy Cotton, Marti Kane, and Gar Travis.

Everyone attending the Fall Meeting received a copy of the full-color Land Cover of North Carolina map. This beautiful map (created by student cartographers at Appalachian State University) was accompanied by a set of lesson plans. Overall, it was a busy, exciting, and informative day for the participants; to top off a great day of geography, just about everyone walked away with a door prize

The NCGA Annual Fall Meeting is a wonderful opportunity to get together with other geography teachers, to learn new things, and to pick up some new ideas and materials (always popular with teachers). The 14th Annual Fall Meeting once again will be at the Ramada Inn in Burlington. Mark your calendars for Saturday, October 27, 2001.

YOUNG CARTOGRAPHERS' INTERNATIONAL MAP EVENT
THE BARBARA PETCHENIK INTERNATIONAL CHILDREN'S MAP COMPETITION

The U.S. National Committee of the International Cartographic Association (ICA) invites teachers and students from all over the United States to participate in the Barbara Petchenik International Children's Map Competition. The competition is held every two years, in conjunction with the International Cartographic Conference. The next conference will be held in Beijing, China, in August 2001.

The Competition is an excellent way to introduce students to the principles of cartography and an appropriate way to put maps into your school's curriculum. The Competition is perhaps the only venue for young American cartographers to have their work displayed with those from children all over the world.

For detailed information on the Petchenik Competition, and to see previous winning entries, please visit the ICA website at http://www.icaci.org/en/competition.html.

Summary of some of the rules and guidelines:

- Any student who is 15 years old or younger may submit a map.
- The theme of the Competition is "Save the Earth." Entries should depict the whole world rather than part of it.
- The maximum size for maps is 17 x 11 inches, or 42 x 30 centimeters.
- Each map must have a title, and the name, age, school name and address (or home address if home-schooled), and country of the participating cartographer. All of this information must be written on a label attached to the back side of the map.
- Special consideration is given to young cartographers, with at least one award given to children younger than 9 and children between 9 and 12 years old.

Entries must be sent to the following address no later than April 15, 2001:
Leo Dillon
INR/GGI Room 8742
U.S. Department of State
Washington, DC 20520-6510

Questions concerning the Barbara Petchenik Competition may be addressed to Leo Dillon of the U.S. National Committee at the address above or through email at acldillo@us-state.osis.gov.

Note to teachers: A guide for teaching cartographic elements and principles has been developed by officials from the International Cartographic Association. It is available on the Internet; go to the following address: http://artsandscience.concordia.ca/ica-ccc/ccc-menu.htm and click on "BARBARA PETCHENIK AWARD TEACHERS HANDBOOK."

HEADS UP ON A NEW MAP GIVEAWAY

The National Geographic Society, in partnership with World Wildlife Fund and the Ford Motor Company, will distribute classroom sets of a world ecoregions map, produced by National Geographic Maps in collaboration with WWF's mapping and education staffs, to all U.S. schools in January 2001. An interactive map will be produced with ESRI, as an extension of the National Geographic's web site (nationalgeographic.com/wildworld). The map will have two or more "layers" of information, including a map of the world's ecoregions and WWF's "Global 200" ecoregions, selected for their critical biological importance. Users will be able to "click" on the web map to call up descriptions of individual ecoregions, as well as photographs, video clips, species lists, and other features. Clicking on any ecoregion of the hypermap will access a brief description summarizing the region's biodiversity, endemic species, and the level and types of human threats. The "Global 200" ecoregion will each feature a more detailed description with a series of visuals. Ten of the "Global 200" will be singled out for even richer treatment, represented with an immersive environment for schoolchildren to explore, gaining access to descriptions, lists, and images, but also to other elements such as interviews with scientists, video clips, etc. Check with your media director or principal to find out when the printed map arrives.

Fall Meeting Offers Diversity, Fun, and Excitement

Almost a hundred teachers came to Burlington on October 14, 2000, for the thirteenth Annual Meeting of the North Carolina Geographic Alliance. Many of the participants were preservice teachers representing training programs from universities throughout the state (North Carolina A&T was particularly well represented). The energy and enthusiasm of the preservice teachers helped set the tone for the entire meeting.

NCGA Teacher Consultant Janice Gibson presented an overview of the Geography Awareness Week (GAW) theme and materials. Follow-up sessions allowed teachers at the K-5 and 6-12 levels to learn about GAW ideas and activities relevant to their students. Dr. Lorraine Stewart, Wake Forest University, presented the luncheon address; her talk addressed "The Geography in You." The afternoon sessions offered a diversity of topics. Teachers had the opportunity to learn about Carolina Bays, numigeoarthistography (using coins in geography, art, and history), North Carolina state parks, the NC Wild program, the Flood of 1999, mapping, and land cover in North Carolina. We want to give a special thank you to all the people who presented sessions at the meeting: TCs Janice Gibson, Arvil Sale, and Steve Pierce; geography professors Tom Ross, Doug Wilms, Jim Young, and Henry Castner; and Randy Cotton, Marti Kane, and Gar Travis.

Everyone attending the Fall Meeting received a copy of the full-color Land Cover of North Carolina map. This beautiful map (created by student cartographers at Appalachian State University) was accompanied by a set of lesson plans. Overall, it was a busy, exciting, and informative day for the participants; to top off a great day of geography, just about everyone walked away with a door prize

The NCGA Annual Fall Meeting is a wonderful opportunity to get together with other geography teachers, to learn new things, and to pick up some new ideas and materials (always popular with teachers). The 14th Annual Fall Meeting once again will be at the Ramada Inn in Burlington. Mark your calendars for Saturday, October 27, 2001.

TRIVIA QUESTIONS (Geography: Past, Present, and Future)

1. Owing to its strategic location at the tip of the Malay Peninsula, this former British colony gained independence in 1965. What is the name of this country?
2. The Magna Carta was signed in 1215 by King John on a meadow near London. Name the meadow.
3. Large numbers of Irish migrated to the United States in the 1840s and 1850s because of the failure of what staple food crop?
4. By 326 Alexander the Great had conquered an empire that stretched from Greece to India. His homeland is today a region of Greece and a former republic of Yugoslavia. Name this region and country.
5. Along which Virginia river did the English establish their first permanent settlement?
6. The "shot heard 'round the world," the first exchange of fire of the American Revolution took place in Lexington, Massachusetts. Near what important colonial city did this take place in 1775?
7. Women's suffrage, or the right to vote, was first granted in which country in 1893?
8. The Sandwich Islands, named by Captain James Cook, are known by what present-day name?
9. The Industrial Revolution began when water power from streams and rivers was harnessed to power machinery in factories. In what country did it originate?
10. The first transcontinental railroad in the United States was largely built by two immigrant groups. Name these two groups.
11. The moveable type printing press had a profound effect on the movement of ideas of the Renaissance and Reformation. In what country was Gutenburg's printing press first used?
12. What economic lure brought more than 70,000 people to California in 1849, leading to statehood a year later?
13. The eruption of what volcano in AD 79 destroyed the Roman towns of Pompeii and Herculaneum?
14. In 1901, a route across Central America was first proposed to be built across what country?
15. The English Channel and the Strait of Dover have given the British Isles a certain measure of protection from invasion. When did the last successful invasion of the British Isles, resulting in the defeat of the monarch, take place?
16. Rivers have played an important role in the development of civilizations. Name the river valleys where the two oldest civilizations developed.
17. Peter the Great of Russia wanted more contact with Western Europe. He had a city built on the banks of the Neva River near the Gulf of Finland. What is the name of this city, Peter's "window on the west?"
18. Geographers often do not agree on defining the regions of Eastern Europe, Central Europe, and Western Europe. During the Cold War, what term coined by Winston Churchill was used to mark the political boundary separating Eastern Europe and Western Europe?
19. Napoleon's army was forced to retreat from its invasion of Russia in 1812 in part because of what natural phenomena?
20. Sir Francis Drake took possession of a region on the U.S. west coast that he called New Albion. What is the name of the leading city of this region today?

*Trivia answers on back page.

NCGA OFFERINGS FOR PRESERVICE TEACHERS

It was exciting to have almost 50 college students who are studying to be teachers join us for our annual meeting in Wilmington last October. Among those who took the opportunity to participate having their registration fee waived were Teaching Fellows from Elon University, UNCC, UNCW, as well as an entire social studies methods class from NC A & T who attended with their instructor. A special concurrent session was held to broaden these preservice teachers understanding of geographic education and the many opportunities afforded them by NCGA and the National Geographic Society. Every student who attended took many useful materials and some interesting strategies with them as they returned to their respective campuses.

In July, 2000, NCGA had a facilitator at both the NC Teaching Fellows Junior and Senior Conferences. Students from all 16 campuses that offer Teaching Fellows scholarships had numerous newsletters, maps, inflatable globes, posters, t-shirts, tote bags, and numerous other instructional materials given to them to support their beginnings into the teaching profession.

NCGA looks forward to continuing our association with these bright and enthusiastic young people as they embark on educational careers we hope will be full of geo-possibilities.

NCGA Enrollment/Address Change

Return the form below to either sign up for the newsletter or to update your address. If you have any colleagues or friends that you think might enjoy a newsletter subscription, please pass along this form (or a photocopy) to them.

Mail to:
Dr. James Young, Coordinator
Department of Geography and Planning
Appalachian State University
Boone, NC 28608

Or E-Mail to:
blethencd@appstate.edu

***This newsletter and the activities inside can be found on our website.**

Check out NCGA on the web...
You can find all the information contained in the newsletters and much more! Visit us online at:

www.geo.appstate.edu/ncga/home.html
or
welcome.to/NCGA

Name: _____

Address (with zip): _____

Phone Number: _____ **E-mail Address:** _____

School and District: _____

TC: Y_____ **N**_____

Trivia Answers

1. Singapore
2. Runnymeade
3. The potato
4. Macedonia
5. James River
6. Boston
7. New Zealand
8. Hawaii
9. England
10. Irish and Chinese
11. Germany
12. Gold
13. Mount Vesuvius
14. Nicaragua
15. 1066, the Norman Invasion
16. Tigris and Euphrates Rivers (Mesopotamia) and Nile River (Egyptian)
17. St. Petersburg
18. The Iron Curtain
19. Severe winter weather
20. San Francisco

*Trivia questions are located on page 14.

PLANNING CALENDAR

Feb. 22-23, 2001	NC Council for the Social Studies Greensboro, North Carolina
April 6, 2001	State Geography Bee Raleigh, North Carolina
April 28, 2001	TC Spring Fieldtrip UNC-Pembroke
May 22-23, 2001	National Geography Bee Washington, D.C.
June 24-30, 2001	Hurricane Floyd Institute Greenville, North Carolina
June 25-29, 2001	TC Advanced Training Boone, North Carolina
July 8-13, 2001	AP Summer Institute Greenville, North Carolina
July 8-17, 2001	New River Institute Boone, North Carolina
August 1-4, 2001	National Council for Geographic Education annual meeting Vancouver, Canada
October 27, 2001	NCGA Fall Meeting Burlington, North Carolina

North Carolina Geographic Alliance
Appalachian State University
Boone, NC 28608

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NATIONAL GEOGRAPHIC SOCIETY
EDUCATION FOUNDATION

STATE GEOGRAPHY EDUCATION FUNDS

THE NEED FOR GEOGRAPHY

The decline in geographic literacy among Americans has been widely recognized and has led to disturbing results. Americans recognize the social and economic value of geographic knowledge. According to a 1988 Gallup study, "9 in 10 American adults think it is important to know something about geography in order to be considered a well-rounded person," and "7 in 10 believe it absolutely necessary to be able to read a map." Yet in 1988 America was dangerously close to geographic illiteracy. The same survey revealed that "1 in 7 could not identify the U.S. from a world map" and "1 in 4 could not identify the Pacific Ocean."

THE NATIONAL GEOGRAPHIC SOCIETY'S RESPONSE

Alarmed that U.S. students were steadily losing ground in geographic knowledge, the National Geographic Society became convinced that such ignorance was undermining our nation's social, political and environmental leadership potential. As a result, the Society began its second century by making a focused commitment to geography education. At the heart of the effort is a state-by-state network of "geographic alliances" – partnerships between K-12 teachers and universities to provide in-service training in geographic content and teaching skills for practicing teachers. The network is funded by the Society's Education Foundation. Individual alliances support local efforts to restore geography to the curriculum, train teachers, prepare teaching materials, and raise public awareness of the importance of geographic education. Most important, the alliances help ensure that the next generation of students will graduate with the geographic skills and knowledge that will guarantee their readiness to meet the economic, environmental and civic challenges of the 21st Century.

THE NATIONAL RESPONSE

The National Geographic Society's work in schools has been reflected in both the national and local landscapes. In 1990, the President and the governors included geography in the National Education Goals among the five "core" subjects. States, too, have worked to ensure that geographic literacy is at the forefront of their own educational reform agendas.

WHY A STATE ENDOWMENT?

Efforts by government and by the Society must be complemented at the local level if the progress is to continue. Support will be necessary to build on and institutionalize the work of the Society in the individual states. Therefore, in addition to the nationwide support it provides annually through its Education Foundation, the Society has pledged to help establish $1 million endowments for geography education in every state in the U.S. and in Puerto Rico, D.C., and Canada. To date, individual "Geography Education Funds," as they are called, have been created in Connecticut, Colorado, Florida, Indiana, Iowa, Kansas, Michigan, Minnesota, Mississippi, Nebraska, Oklahoma, Tennessee, Virginia, Wyoming, and the District of Columbia. Building a statewide endowment is a powerful way to establish a permanent, self-sustaining source of support for teacher training and educational improvement. A state fund will support programs that encourage and improve the teaching of geography in that state and increase and disseminate geographic knowledge more broadly throughout the state.

Recycled-content paper

CREATING A STATE ENDOWMENT

The National Geographic Society will match *dollar-for-dollar* -- up to $500,000 -- all local contributions in a state for the express purpose of establishing a total endowment of $1 million for geography education. The earnings of each new endowment may be used only to support geography education in that state. The National Geographic Society Education Foundation invests the funds and covers all administrative costs ensuring that the maximum amount is available for geography education in the state.

All income from an endowment is earmarked for support of educational programs exclusively in the state for which it was created. To ensure local accountability, grants are recommended by a local advisory committee for approval by the Board of Trustees of the National Geographic Society Education Foundation. Once established, an endowment provides an ongoing and growing revenue source for geography education.

Income from a state fund will benefit a broad array of programs, including professional development institutes for teachers and administrators, curriculum materials, exhibitions, and resource collections. To the extent possible, a fund will work through the state's geographic alliance.

KEY FEATURES

State geography funds are distinguished by a number of features:

New Funds for Education — The value of local contributions will be matched dollar-for-dollar by the National Geographic Society, thereby doubling the philanthropic capital available for geography education in each state.

Permanent Benefits — A state fund will be established in perpetuity so that future generations will benefit from today's investment.

Local Accountability — State Geographic Alliances, which will carry out the programmatic activities, are housed in state universities, governed by local teachers and administrators, and work with local schools.

Growth — The corpus of the fund will be invested and any income beyond the annual payout rate will be returned to the fund for use in subsequent years.

Professional Portfolio Management — The National Geographic Society's investment record is sound and highly competitive -- the average annual rate of return since the Foundation's inception is 14.2%.

No Fees — The Society will pay all administrative costs of operating a state fund.

FOR MORE INFORMATION

For additional information about the National Geographic Society Education Foundation and the challenge grant to create a geography education fund in your state, please contact Lanny Proffer, Executive Director, National Geographic Society Education Foundation at (202) 828-6689.

SOURCES OF SUPPORT FOR GEOGRAPHY EDUCATION ENDOWMENTS

In the USA

1. Colorado	Funded by state appropriation and private contributors.
2. Connecticut	Funded by a single state agency.
3. D.C.	Funded by private contributors.
4. Florida	Funded by state appropriation and private contributors.
5. Hawaii	Funded by private contributors.
6. Indiana	Funded by a single private foundation.
7. Iowa	Funded by a single private contributor.
8. Kansas	Funded by state appropriation.
9. Michigan	Funded by state appropriation.
10. Minnesota	Funded by state appropriation.
11. Mississippi	Funded by private contributors.
12. Nebraska	Funded by state appropriation.
13. Oklahoma	Funded by state appropriation and private contributors.
14. Tennessee	Funded by a single private contributor.
15. Virginia	Funded by private contributors.
16. Wyoming	Funded by private contributors.

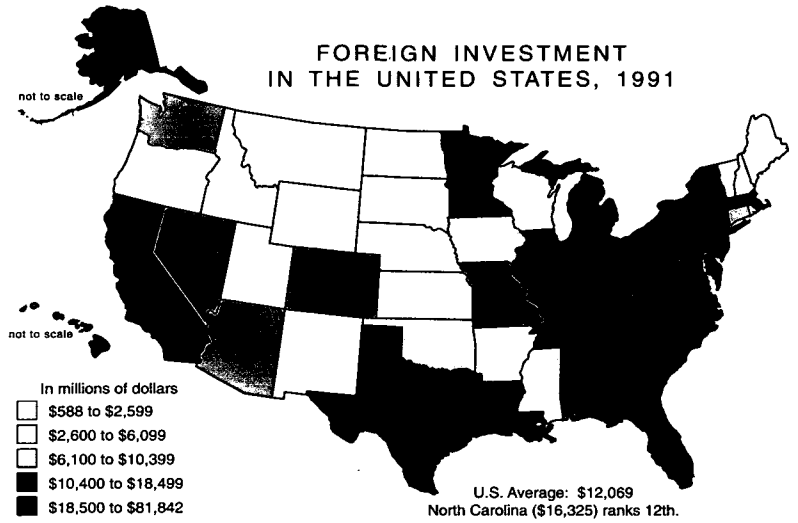
Internationally

1. Canada	Funded by a single private contributor.

GEOGRAPHIC PERSPECTIVES

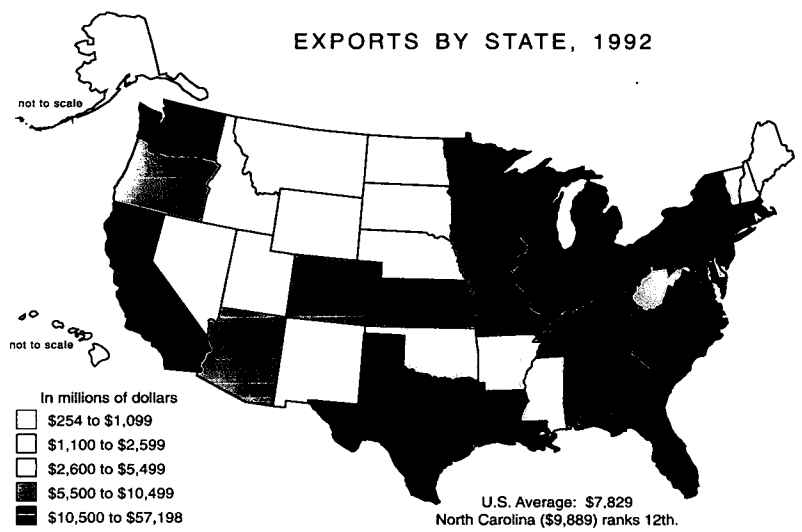
NORTH CAROLINA'S PLACE IN THE WORLD

FOREIGN INVESTMENT IN THE UNITED STATES, 1991



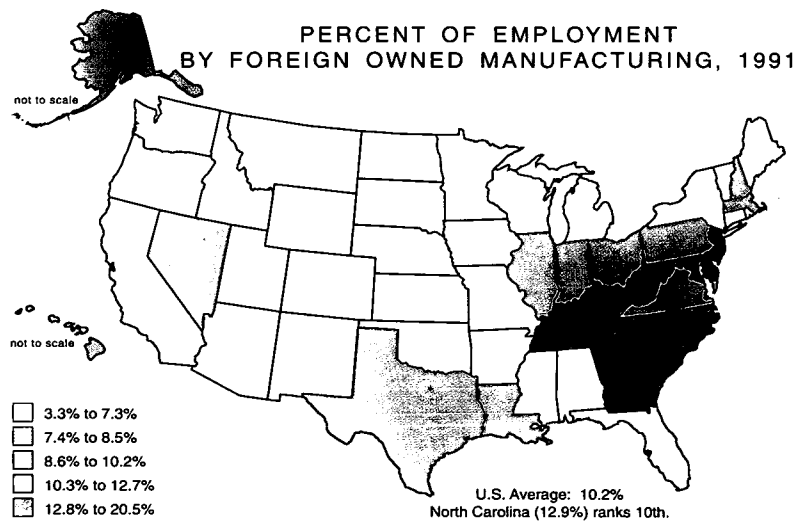
Foreign investment traditionally has been concentrated in the northeastern United States. Major state economic development initiatives have attracted many companies to the southeastern and mid-Atlantic states. The countries which contribute most to foreign investment include the United Kingdom, the Netherlands, Japan, Germany, and France.

EXPORTS BY STATE, 1992



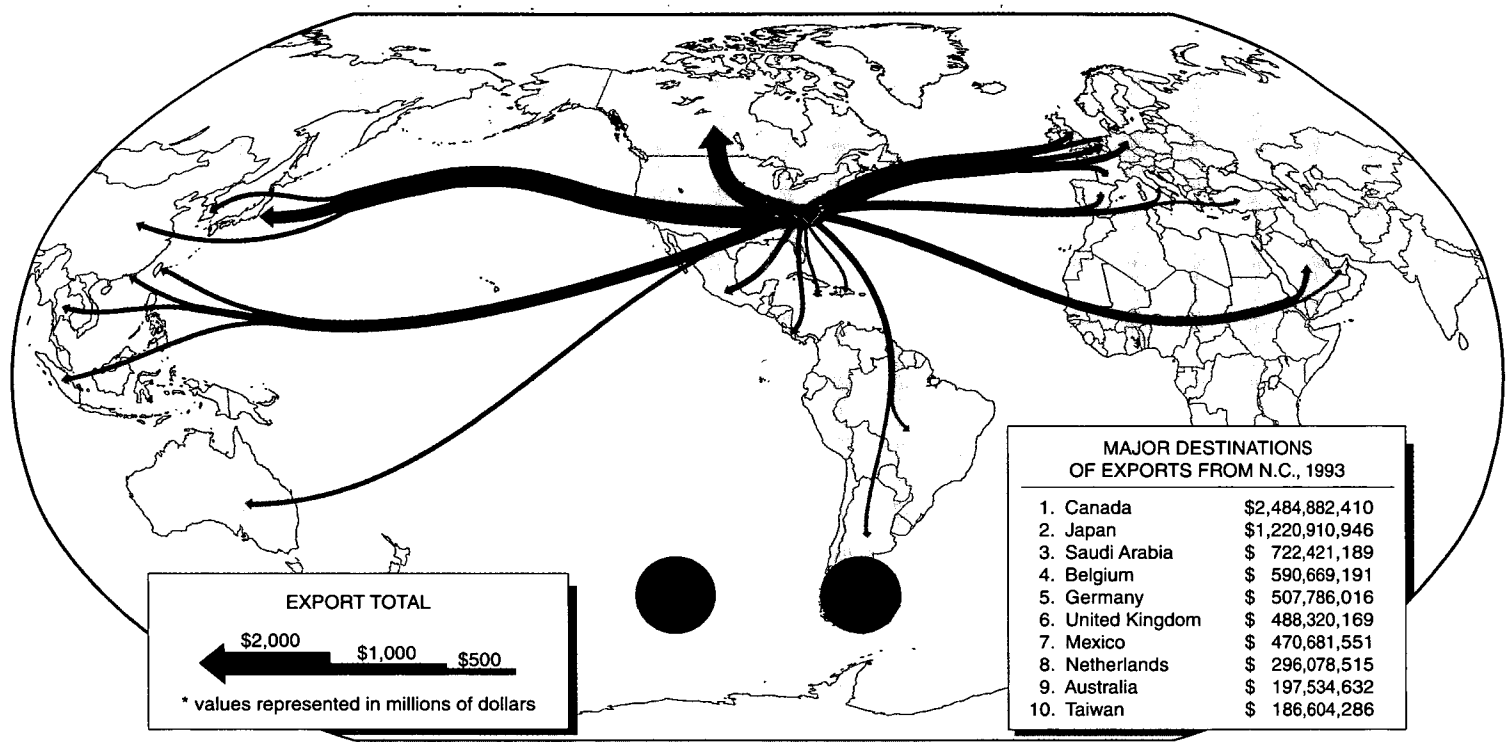
States which have major port facilities export a great amount of goods. Other states rely on these ports to export their products, although air cargo is becoming more important.

PERCENT OF EMPLOYMENT BY FOREIGN OWNED MANUFACTURING, 1991



States with high percentages of foreign owned manufacturing employment tend to be those states which have high quantities of foreign investment. The concentration of employment in the eastern United States is the result of high levels of European investment.

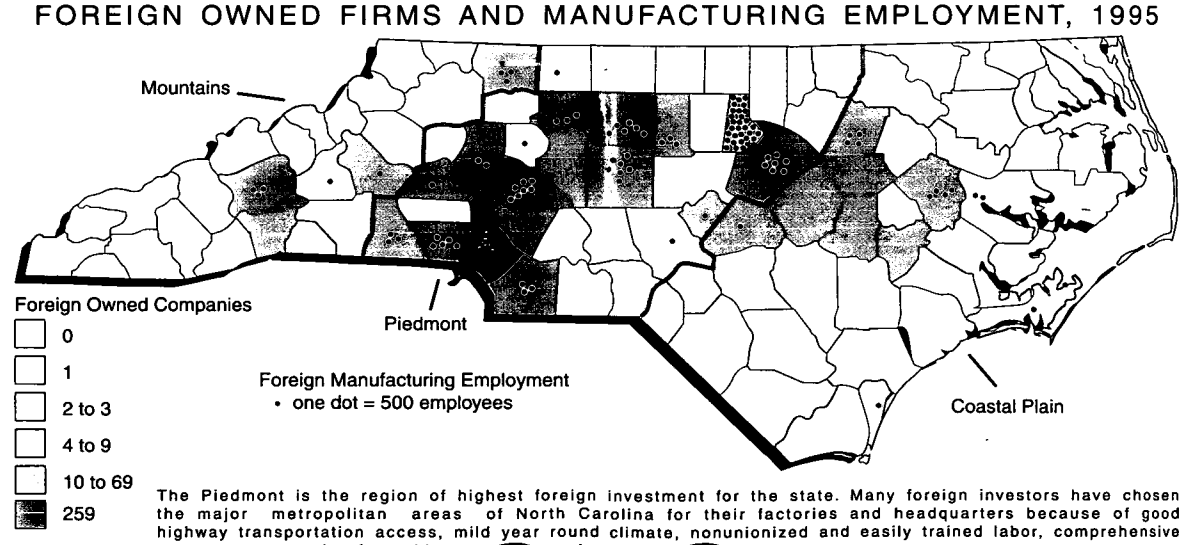
NORTH CAROLINA EXPORTS, 1993



MAJOR DESTINATIONS OF EXPORTS FROM N.C., 1993	
1. Canada	$2,484,882,410
2. Japan	$1,220,910,946
3. Saudi Arabia	$ 722,421,189
4. Belgium	$ 590,669,191
5. Germany	$ 507,786,016
6. United Kingdom	$ 488,320,169
7. Mexico	$ 470,681,551
8. Netherlands	$ 296,078,515
9. Australia	$ 197,534,632
10. Taiwan	$ 186,604,286

North Carolina plays an important role in world trade. Major export destinations include Canada, Western Europe, the Middle East, and the Pacific Rim.

FOREIGN OWNED FIRMS AND MANUFACTURING EMPLOYMENT, 1995

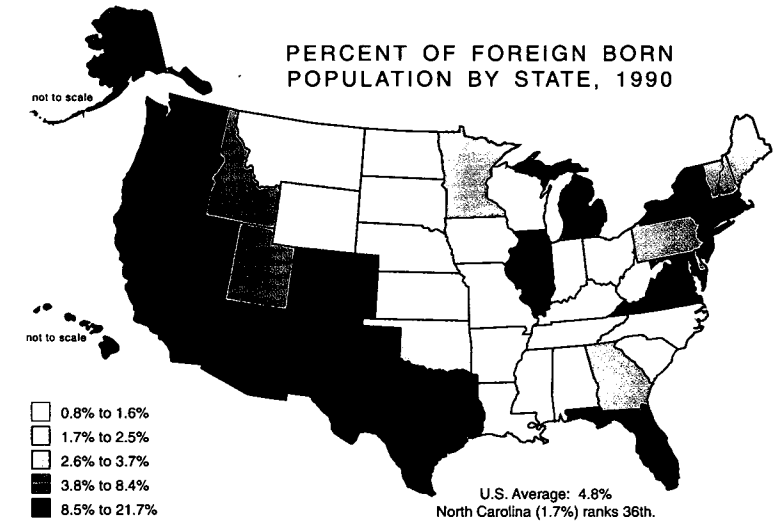


The Piedmont is the region of highest foreign investment for the state. Many foreign investors have chosen the major metropolitan areas of North Carolina for their factories and headquarters because of good highway transportation access, mild year round climate, nonunionized and easily trained labor, comprehensive state support, and a favorable corp[illegible] environment.

This map sheet was designed and produced in the Ge[illegible] Information Sys[illegible]) Laboratory, Department of Geography and Planning, Appalachian Sta[illegible]niversity, Boone, No[illegible]arolina, 28608.
Dr. James E. Young, Editor; David L. Lambert, Senior Cartographer; Stephen T. Dettbarn, Assistant Cartographer.
Special thanks to Dr. Ole Gade for help with data collection and analysis.
Project funding provided by the North Carolina Geographic Alliance, Dr. Doug Wilms, Department of Geography, East Carolina University, Greenville, North Carolina, 27858.

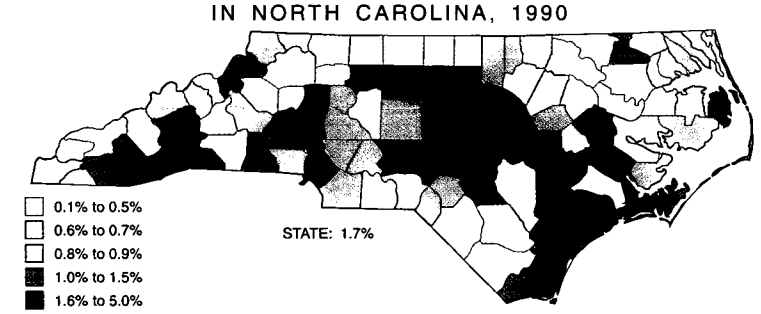
Appalachian State University is committed to equality of educational opportunity and does not discriminate against applicants, students or employees based on race, color, national origin, religion, sex, age, disabling condition or sexual orientation. Moreover, Appalachian is open to people of all races and actively seeks to promote racial integration by recruiting and enrolling a large number of African-American students.

PERCENT OF FOREIGN BORN POPULATION BY STATE, 1990



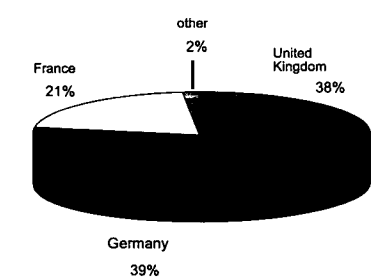
States with high percentages of foreign born population tend to share a boundary with a foreign country or have a historic port-of-entry. In addition, major national metropolitan areas are an attraction for those seeking to better their economic status.

PERCENT OF FOREIGN BORN POPULATION IN NORTH CAROLINA, 1990



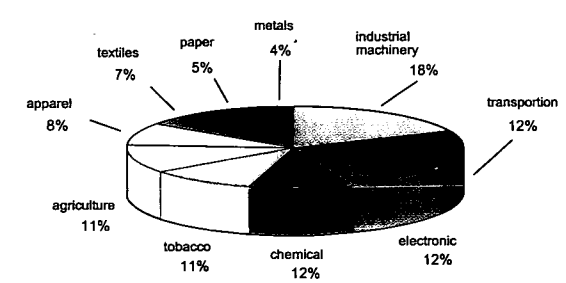
High percentages of foreign born population are concentrated in the urban counties. Counties which rely heavily on agriculture also have high percentages of foreign born people. This is the result of expanding activities which pay low wages and require high amounts of labor (for example, hog or poultry production).

FOREIGN VISITORS TO NORTH CAROLINA, 1993



More than seventy-three thousand foreign visitors came to North Carolina in 1993. The United Kingdom, Germany and France accounted for ninety-eight percent of the visitors. Other visitors came from Italy, Japan, Switzerland, Netherlands, and Sweden.

TOP TEN NORTH CAROLINA EXPORTS, 1993



Tobacco and other agricultural products make up less than one-fourth of North Carolina exports. The changing economic structure of the state has made manufacturing exports more important.

Appalachian STATE UNIVERSITY BOONE, NORTH CAROLINA 28608

Sources: *North Carolina International Travel Task Force*, (1994); *North Carolina Export Facts*, (1989-1993); *Statistical Abstract of the United States*, (1993); *North Carolina Manufacturers Directory*, (1995); *North Carolina International Firms*, (1991); *County and City Data Book*, (1994);
Map Sheet #6, December, 1995.

NORTH CAROLINA GEOGRAPHIC ALLIANCE

Name of Non-Profit 2000-01 Fiscal Year Budgeted Expenditures		
Types of Expenditures	**Requirements**	**% of Total Budget**
Salaries *		
Benefits	$6,000.00	4.2%
Contractual Personnel Services	9,346.12	6.5
Total Personnel Services		
Building Rent/Lease	583.05	0.4
Equipment Rental/Lease		
Travel (Alliance Board)	4,063.45	2.9
Telephone/Cellular Phone Service	1,135.48	0.7
Misc. Contractual Services		
Total Purchased Services		
General Office Supplies	1,773.00	1.2
R&D / Educational Supplies 2000 Institutes	37,865.37	26.6
Total Supplies		
Furniture		
Computers		
Other All. Newsletter/Pubs.	19,149.48	13.4
Total Equipment		
Discretionary Grants		
Directed Grants		
Loans		
Other All Annual Meeting	3,124.68	2.2
Total Aid & Public Assistance		
	83,040.63	58.4
Total Reserves		
Encumbered-2001 Institutes	59,229.18	41.6
Total Other		
Total Budget	$142,269.81	

* If salaries are paid from State funds, please provide a list of employees and current salaries.

ECO/DEPT OF GEOGRAPHY FAX:252-328-6054 MAR 15 '01 14:44 P.02

Name of Organization

NORTH CAROLINA GEOGRAPHIC ALLIANCE

Receipts and Operating Expenses		FY 1996-97	FY 1997-98	FY 1998-99	FY 1999-00	FY 2000-01*
State Appropriation						
Recurring						
Non-Recurring		$50,000	$50,000	-	$50,000	$50,000
Other Sources of Funding	National Geographic	50,000	75,000	$50,000	50,000	50,000
	Eisenhower F.	67,172	59,807	-	29,982	-
	NCCAT		13,150			
Prior Year Carry-Forward						
Total Available						
Total Actual Expenditures						
Total Actual Expenditures						
Cash Balance		0	0	0	0	0

* Projected figures for FY 2000-01

NORTH CAROLINA GEOGRAPHIC ALLIANCE
(Sources of Funding 1987-2000)

State Funds	Private Foundations	National Geographic
1987 General Assembly $50,000		$50,000 (Match)
	**36 North Carolina Teachers trained at NGS headquarters in Washington, D.C. @ average cost of $5,000 per teacher for a total of $180,000*	
1988 General Assembly $50,000		$50,000 (Match)
1989 General Assembly -0-	Z. Smith Reynolds - $30,000 Cannon - $25,000	$50,000 (Match)
1990 Dept. Public Inst. $50,000		$50,000 (Match)
1991 Dept. Public Inst. -0-	Janirve - $10,000 Bryan - $10,000 R.J. Reynolds - $10,000 Hillsdale - $12,000 Rogers - $5,600 Hanes - $3,000 Perkins - $3,950 Wachovia - $2,500 M. D. Biddle - $1,000	$50,000 (Match)
1992 Dept. Public Inst. $50,000	UNC-Chapel Hill - $10,000	$50,000 (Match)
1993 Dept. Public Inst. $50,000	Eisenhower Found. $25,000 Blumenthal Found. $ 2,500	$50,000 (Match)
1994 Dept. Public Inst. $50,000	Eisenhower Found. $25,000	$50,000 (Match)
1995 Dept. Public Inst. $50,000	Eisenhower Found. $25,000 Eisenhower Found. $25,000	$50,000 (Match)
1996 Dept. Public Inst. $50,000	Eisenhower Found. $34,964 Eisenhower Found. $32,208	$50,000 (Match)
1997 Dept. Public Inst. $50,000	Eisenhower Found. $29,808 Eisenhower Found. $29,999	$50,000 (Match)
	NGS Incentive Grant NCCAT Match $13,150	$25,000

1998	Dept. Public Inst. -0-		$50,000
1999	General Assembly $50,000	Eisenhower Found. $29,982	$50,000 (Match)
2000	General Assembly $50,000		$50,000 (Match)

$550,000 TOTAL STATE EXPENDITURES	**$395,661 TOTAL FOUNDATION EXPENDITURES**	***$905,000 NGS EXPENDITURES**

GRAND TOTAL: $1,850,661

NOTE:

North Carolina's contribution as percent of Grand Total = 30%

PROGRAM BUDGET REPORT
(SEPTEMBER 1, 1999 - AUGUST 31, 2000)

Please use the following template to report on your alliance budget:

BUDGET ITEM	NGSEF	NON-NGSEF	IN-KIND	TOTAL
Operating Budget:				
Coordinator Honoraria	$6,000.00			$6,000.00
Release Time				
Administrative Assistance	4,000.00	5,346.12		9,346.12
Steering Committee Meetings	583.05			583.05
Alliance meetings	3,124.68			3,124.68
Office Costs: *phone, postage, supplies*	1,135.48			1,135.48
Travel	179.57	3,883.88		4,063.45
Other office setup	1,773.00			1,773.00
Assessment				
Curriculum				
Outreach	14,149.48	5,000.00		19,149.48
Professional Development	19,054.74	18,810.63		37,865.37
TOTAL	$50,000.00	$33,040.63	0.00	$83,040.63

Amount Received from NGSEF:	$50,000.00
Amount Received from Non-NGSEF Sources:	$58,125.00
In-Kind Contributions:	0.00
Earned Income:	0.00
Roll-Over Funds Used this Year:	$34,144.81
Total Program Budget:	$142,269.81
Year-End Surplus	$59,229.18

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Highlights
of the
North Carolina Geographic Alliance

* Matching fund raising for NC grants of $550,000; Foundation and Federal funds: $395,661; and National Geographic Society matching grants: $905,000. For each $1.00 granted by a N.C. agency, the Alliance has been able to raise a match of approximately $2.36.

* Affiliated with the National Geographic Society Alliance Program since 1987. Thirty-six NC teachers trained at National Geographic Society headquarters in Washington, D.C.

* 600+ N.C. teachers trained at intensive 2-week summer institutes in geography on various UNC-system campuses. An average of two institutes are held each summer.

* 500 N.C. teachers trained annually in one and two-day grade-specific workshops at various LEAs across the state by professional geographers and NGS trained teachers.

* Annual fall meeting in Burlington, N.C.

* 4,000 N.C. teachers and each public school receives a copy of the Alliance Newsletter.

* Development of education materials: monographs, lesson plans, maps, and other aids geared to the N.C. Standard Course of Study, the Five Themes of Geography, and the national geography standards, Geography For Life.

* Promotion of geography-oriented activities such as:
  - Geography Awareness Week
  - State and National Geography Bee Competitions
  - American Express Geography Competition

* Three N.C. teachers and three N.C. students sent to Middle East on project Marco Polo sponsored by the National Geographic Society, the U.S. Navy, and the N.C. Geographic Alliance.

* Thirty-one N.C. teachers sent out-of-state to attend NGS-sponsored environmental education, educational technology, and Advanced Placement summer institutes.

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A Statewide Initiative for Social Studies Leaders

The ultimate goal of the International Social Studies Project is to enhance the teaching and learning of social studies in North Carolina. A collaborative effort of the School of Education at the University of North Carolina—Chapel Hill, the Southern Center for International Studies, and the North Carolina Department of Public Instruction, the ISSP began in 1996 to recruit, train and provide instructional materials to social studies master teachers in the state's public schools.

ISSP RESOURCES INCLUDE:

- International Materials
- Training Workshops
- Distance Learning Opportunities
- Internet Resources
- Access to Scholars
- Dramatic Productions

The ISSP is bringing the modern world and its economic, geographical, historical, cultural and political issues into North Carolina schools in a widespread and systematic fashion. It is fast proving to be a model for successful international education in the United States.

ISSP
The International Social Studies Project
School of Education
210 Peabody Hall, CB#3500
University of North Carolina
Chapel Hill, NC 27599-3500

ISSP

The International Social Studies Project

Providing leadership and expertise in international social studies teaching, curriculum development and instructional innovation with up-to-date materials and strategies

School of Education
University of North Carolina-Chapel Hill
www.unc.edu/depts/issp

The World in Transition

International Materials

Units include:

Africa **East Asia**

Europe After the Cold War

The Middle East

Latin America

Russia and the Former Soviet Republics

The End of the Soviet Union

and coming soon

Europe (revised)

Materials produced by

the Southern Center for International Studies in Atlanta, GA

In a dynamic, rapidly changing world, traditional texts can be quickly outdated. Each package in the "World in Transition" series is designed to provide educators and their students with timely information, analysis, and lessons on contemporary international issues and events. The materials are intended to complement and extend conventional textbook coverage.

Multi-media Educational Materials for Middle and Secondary Schools

Each unit contains: A Teachers Guide & An Instructional Videotape

In addition to developing critical thinking skills, student learning is accomplished through discussions and debates, problem solving, role playing, developing analytical essays, conducting research projects, interpreting primary sources, analyzing maps and reviewing videotaped footage of actual events in focus countries and discussions among political figures and world leaders.

ISSP

The ISSP's cadre of Master Teachers present workshops across North Carolina, based on the World in Transition materials. Presentations correlate to the North Carolina Standard Course of Study for middle and high schools. Workbooks and videotapes are distributed free of charge in conjunction with the training. To date, over a thousand teachers have been reached by the Project.

The International Social Studies Project

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(919) 962-8911
Fax: (919) 962-1533
Email: issp@unc.edu

On the web at:
www.unc.edu/depts/issp

The International Social Studies Project
at the School of Education
of the University of North Carolina-Chapel Hill

Global Curriculum

Funding provided by the NC General Assembly through the Department of Public Instruction for the operation of the

International Social Studies Project

The International Social Studies Project (ISSP) was established in 1996 at the University of North Carolina at Chapel Hill by the North Carolina General Assembly. It enables the School of Education, through the North Carolina Department of Public Instruction and in collaboration with the Southern Center for International Studies (SCIS), to enhance and support the state's public school teachers in international and global/world studies teaching and learning.

The ISSP provides teachers with up-to-date teaching materials and information related to international studies. It also provides training and support for master teachers to train other classroom teachers. The outreach training of colleagues is supported by the ISSP and all trainees are provided with sets of instructional materials developed by SCIS that include videotapes, teacher's guides and instructional materials. To date, some 1200 teachers have received materials and training from the ISSP, and over 650 social studies departments now have access to these resources.

With connections to the North Carolina Educational Consortium, the LEARN North Carolina Project, the UNC-CH Center for International Studies, World View, and others, the ISSP establishes a professional network that includes experts in international studies, university faculty, state and local education leaders and classroom teachers. The goal of the International Social Studies Project is to help public school students become well-informed citizens and decision makers in our rapidly changing and increasingly complex world.

www.unc.edu/depts/issp

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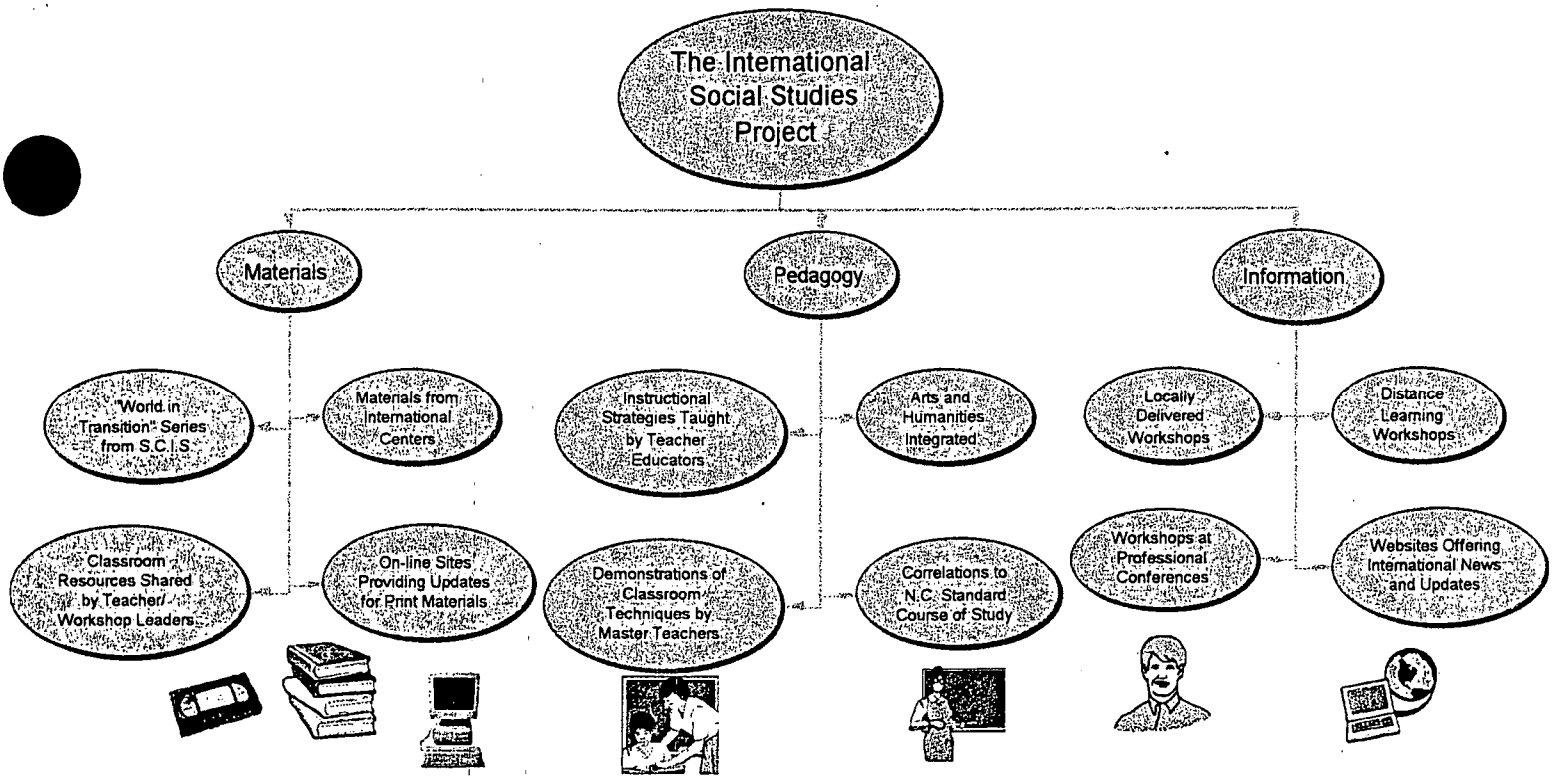
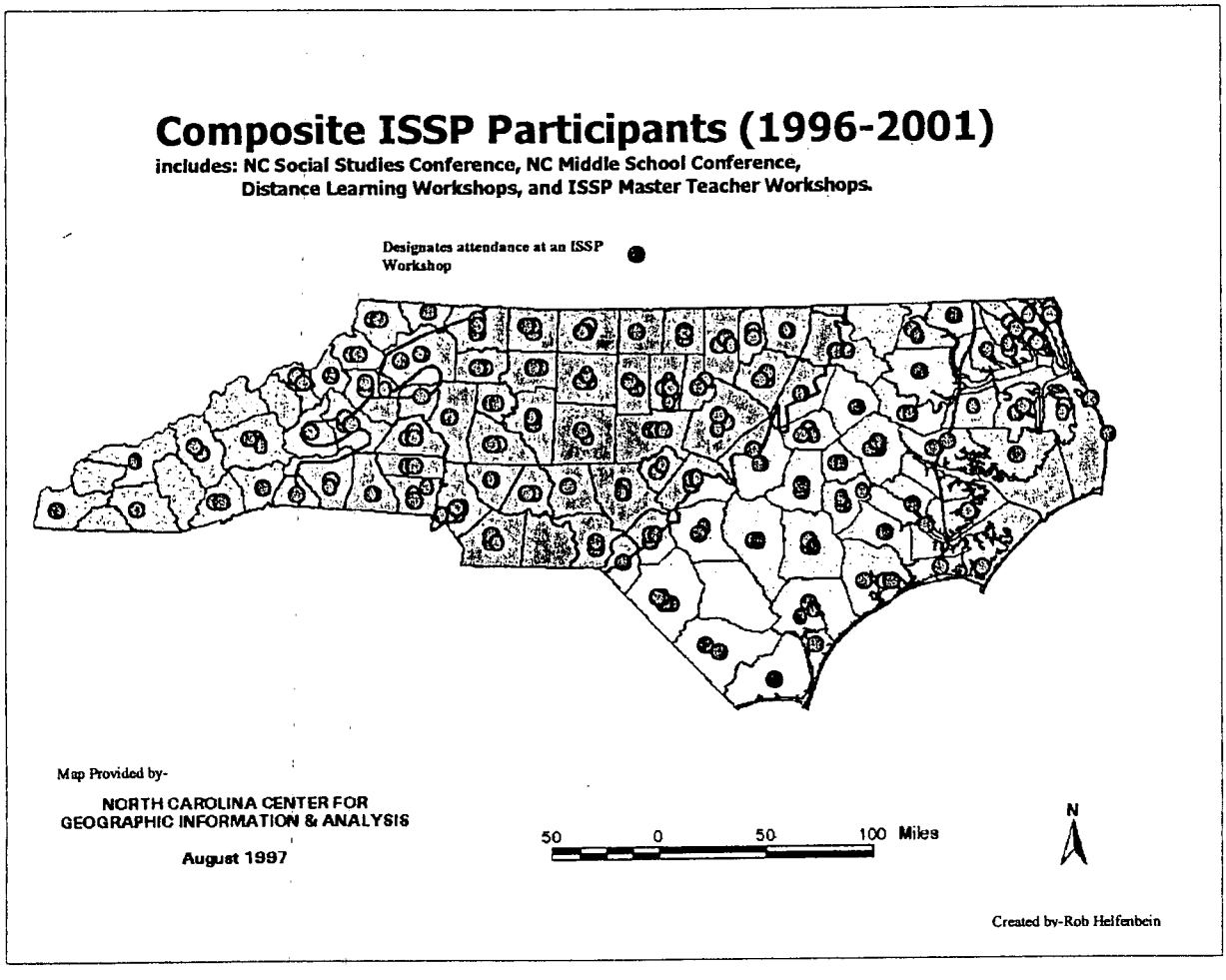

The International Social Studies Project
Materials
Pedagogy
Information
"World in Transition" Series from S.C.I.S.
Materials from International Centers
Instructional Strategies Taught by Teacher Educators
Arts and Humanities Integrated
Locally Delivered Workshops
Distance Learning Workshops
Classroom Resources Shared by Teacher/ Workshop Leaders
On-line Sites Providing Updates for Print Materials
Demonstrations of Classroom Techniques by Master Teachers
Correlations to N.C. Standard Course of Study
Workshops at Professional Conferences
Websites Offering International News and Updates


Composite ISSP Participants (1996-2001)
includes: NC Social Studies Conference, NC Middle School Conference, Distance Learning Workshops, and ISSP Master Teacher Workshops.
Designates attendance at an ISSP Workshop
Map Provided by-
NORTH CAROLINA CENTER FOR GEOGRAPHIC INFORMATION & ANALYSIS
August 1997
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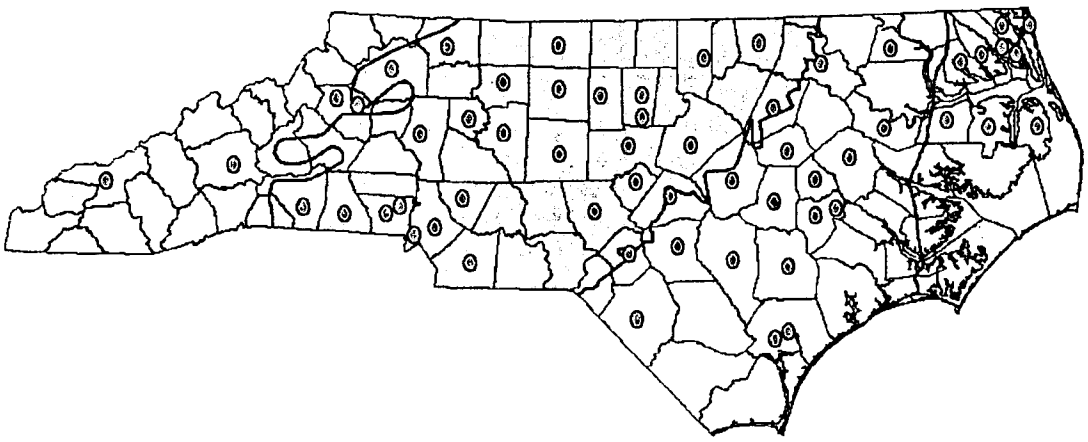
Created by-Rob Helfenbein

2000-2001 ISSP Participants

includes: NC Social Studies Conference, NC Middle School Conference, Distance Learning Workshops, and ISSP Master Teacher Workshops.

Designates attendance at an ISSP Workshop



Map Provided by-

NORTH CAROLINA CENTER FOR GEOGRAPHIC INFORMATION & ANALYSIS

August 1997

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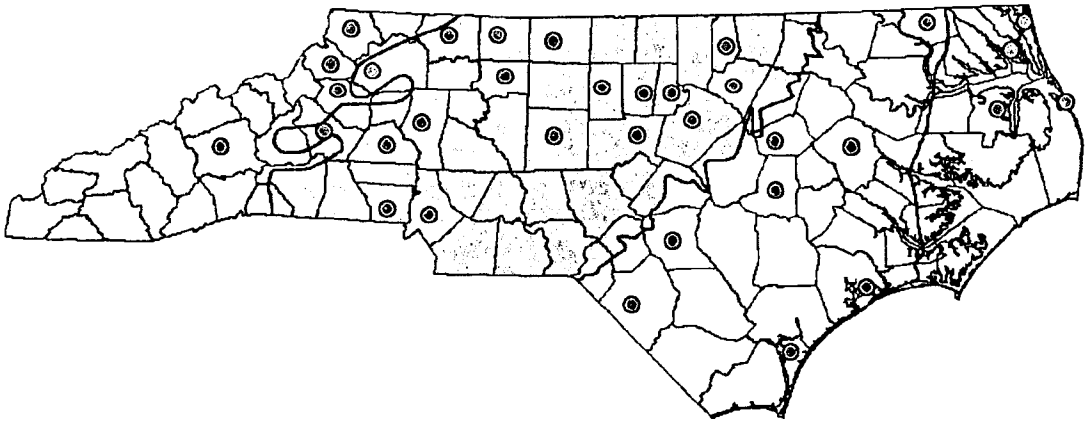
Created by-Rob Helfenbein

1999-2000 ISSP Participants

includes: NC Social Studies Conference, NC Middle School Conference, Distance Learning Workshops, and ISSP Master Teacher Workshops.

Designates attendance at an ISSP Workshop



Map Provided by-

NORTH CAROLINA CENTER FOR GEOGRAPHIC INFORMATION & ANALYSIS

August 1997

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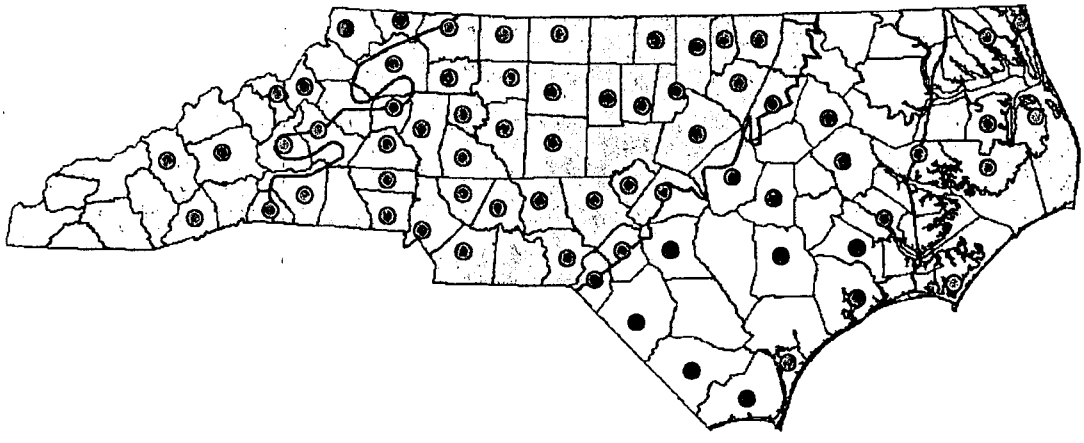
Created by-Rob Helfenbein

1998-1999 ISSP Participants

includes: NC Social Studies Conference, NC Middle School Conference, Distance Learning Workshops, and ISSP Master Teacher Workshops.

Designates attendance at an ISSP Workshop ●



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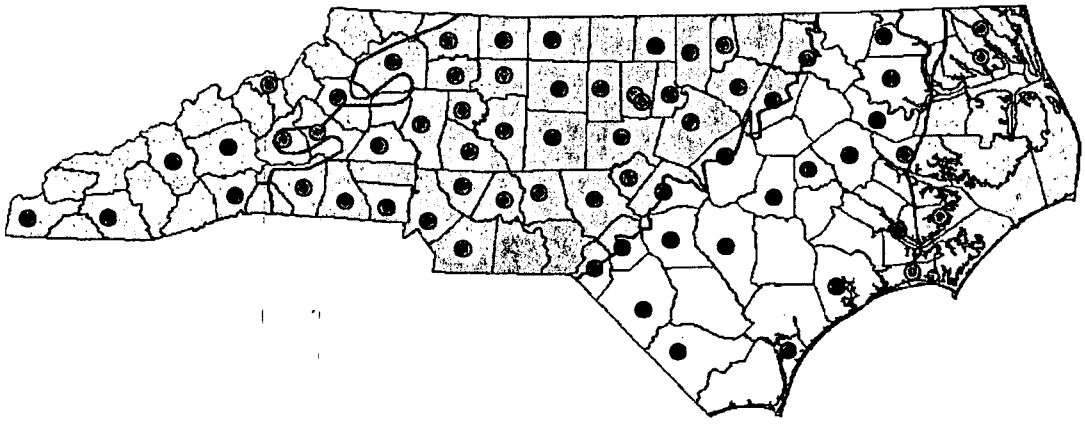

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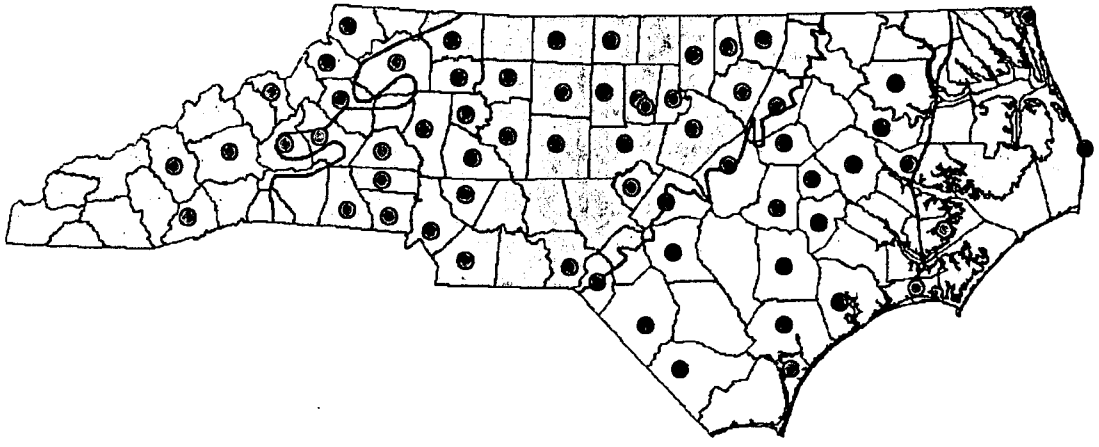

Map Provided by-

NORTH CAROLINA CENTER FOR GEOGRAPHIC INFORMATION & ANALYSIS

August 1997

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Created by-Rob Helfenbein

ISSP NEWS

Volume 5, Issue 2 *December 2000*

The Newsletter of

The International Social Studies Project

in the School of Education at the University of North Carolina - Chapel Hill

The INTERNATIONAL SOCIAL STUDIES PROJECT at the University of North Carolina-Chapel Hill is a collaborative effort of the UNC-CH School of Education, the NC Department of Public Instruction, and the Southern Center for International Studies in Atlanta, Georgia.

Bringing the modern world and its economic, geographical, historical, cultural and political issues into North Carolina schools is proving to be a model for successful international education in the United States.

For more information, please contact:

Dr. Suzanne Gulledge
Executive Director

Paul Freilick
Program Coordinator

Rob Helfenbein, Jr.
Research Assistant

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"Rainshark" Furthers Arts Initiative

"Rainshark," the second offering of the ISSP's GlobalArts Initiative, was presented on November 9 and 10 at East Chapel Hill High School. The play, a comedy set in post-apartheid South Africa, explored how tradition and history interact with the country's evolving society.

"Rainshark" was performed for two student audiences during the day, with teachers sending their social studies and English classes. The teachers were each given an Educator's Packet, which included a copy of the play, information about the story and characters, and articles documenting the play's historical and cultural background *(see page 4 for excerpts from the Educator's Packet.)*

Dante Walker, Beverly Bryant, Sharlene Thomas, and John Murphy (from left) in Rainshark.

A third audience was drawn from the community at large on Friday evening. Some 75 people attended the evening's performance, including a group of educators assembled by Suzanne Gulledge. The educators participated in a workshop on the "Africa in Transition" materials prior to the performance.

The performances were "moderated" by Dr. Alphonse Mutima, an African and Afro-American Studies professor at both Duke University and the University of North Carolina. Dr. Mutima, who grew up in Zaire, was able to provide considerable insight

Continued on page 4

ISSP to Present Workshops at Annual Social Studies Conference

North Carolina's social studies teachers will assemble for their annual conference in Greensboro on February 22-23. This year the ISSP plans to present a number of workshops at the conference, providing additional resources for social studies instruction to teachers from across the state.

The latest addition to the "World in Transition" series, Africa, will be featured in two separate workshops, aimed at high school and middle school teachers, respectively. Interest is expected to be high, since those materials were not yet available last year.

The ISSP also intends to offer workshops on such popular units as Russia and the Middle East, and to demonstrate how the Southern Center for International Studies keeps these materials up-to-date through internet technology. All sessions will be limited to 50 participants to ensure that all attendees receive hands-on training in the materials.

As always, the ISSP will have a table in the exhibit hall to provide additional information.

Inside

Middle East Resources *page 2*
UCIS unveils offerings *page 3*
Ginger Wilson receives national teaching award *page 5*

On the Middle East Crisis

Bethlehem, revered by Christians as the birthplace of Jesus Christ, has cancelled its Christmas festivities this year because of continuing Israeli-Palestinian violence.

The city fathers have decided that festive street lights—still hanging from last year's celebrations—will not be switched on, and more than a dozen concerts which usually attract thousands to Manger Square have been abandoned. Nor is it clear whether the famous giant Christmas tree in the square will be decorated or left bare.

"In view of the very bad situation we are living in, it doesn't make sense that we celebrate," said Tony Marcos, a spokesman for the municipality. "So many people have been killed."

Like many Palestinian areas, the town itself has been sealed off for security reasons, keeping tourists and other non-Palestinians out—with disastrous effects for the local economy.

"Manger Square by this time should have been filled with tourists, guides and visitors. Now it is empty," Mr Marcos said.

Last year thousands thronged Bethlehem to mark the last Christmas before the year 2000.

Local merchants had anticipated record business for this Christmas, predicting that visitors would flock in huge numbers to celebrate Jesus's 2,000th birthday.

"People were preparing for Christmas from the beginning of this year. We thought we would see the most tourists ever," one trader said. He added that it had been over a month and a half since a tourist had bought something from his shop.

The immediate future looks just as gloomy. A spokeswoman for Bethlehem 2000, the body set up by the Palestinians as part of their millennium celebrations, said some travel operators had already cancelled tours as far ahead as Easter.

-adapted from BBC News, www.bbc.co.uk

A Palestinian throws back to Israeli soldiers a teargas canister during clashes in the West Bank town of Ramallah, Oct. 25, 2000. (AP Photo/Enric Marti, from http://www.merip.org)

RESOURCES

The Middle East on the Web

The following sites contain a wealth of information on the tumultuous situation in the Middle East, many with separate sections specifically for k-12 education.

- *http://www.usis-israel.org.il/publish/peace/peace1.htm*
  US Embassy Resources page, links to transcripts, pictures and policy
- *http://menic.utexas.edu/menic/k.html*
  Center for Middle Eastern Studies, University of Texas at Austin. Links, databases and country specific information designed for k-12 educators
- *http://www.middle-east-pages.com/*
  Miscellaneous resources on the Middle East including newspapers and business concerns
- *http://news.bbc.co.uk/hi/english/world/middle_east/default.stm*
  BBC News coverage of the ongoing Middle East crisis
- *http://www.southerncenter.org/ns/*
  Southern Center for International Studies

Master Teachers take "World in Transition" Materials to Educators statewide

The ISSP master teacher cadre has been busy this fall, introducing teachers across the state to the brand new "Africa in Transition" materials and leading workshops on other SCIS units. The ISSP office has scheduled these workshops following several different models.

The state's distance learning system has proved an excellent venue for ISSP workshops. There are currently seven cyber-campuses" in North Carolina. **Ginger Wilson** and **Jim Litle** presented a workshop on Africa to four of those sites in September.

In Charlotte, assistant superintendent Becky Finger arranged a series of workshops as staff development for teachers in the Charlotte/Mecklenberg system. **Eileen Woodward, Jennie Nardone, Tom Snodgrass,** and **Suzanne Gulledge** all participated. The ISSP was also able to call on Pal Nijhawan and Beth Eckstein of the North Carolina Council for Economic Education to provide teachers with additional resources.

Other master teachers who have set up workshops include **Eileen Benjamin** in Gaston County, **Avon Ruffin** in Winston-Salem, **Steve Harvel** at the North West RESA and in Stokes County, **Billie Lennon** in Pitt County, and **Cindy Gurley** and **Angie Brady-Andrew** in Chatham County.

Two counties without resident master teachers have requested workshops for the spring: one in Johnston County on February 12 and another in Randolph County on February 1 and 28. The ISSP will find available workshop leaders and facilitate the workshop presentation.

The ISSP will also present a series of workshops at the state social studies conference *(see article, page 1)* and will make a presentation on the Middle East during the World View Symposium in March.

To request a workshop or more information about ISSP offerings, please contact the ISSP office. Workshops are also listed on the ISSP website.

UCIS Programs Provide Valuable Resources for State Educators

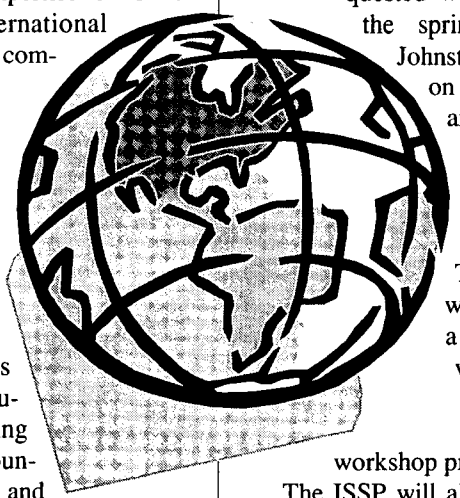
The University Center for International Studies (UCIS), a frequent collaborator with the ISSP, has two important new programs of interest to social studies teachers.

Under the aegis of the North Carolina Consortium for Teaching about Asia, UCIS will conduct a series of intensive seminars for secondary school teachers who are teaching about East Asia. The sessions will be held on the UNC-Chapel Hill campus.

The seminar will examine themes that correspond to the outline of periods and topics established by both the new national Advanced Placement (AP) World History exam and the National Standards in World History. Participating teachers will be involved in six Saturday sessions of instruction and discussion between February 3 and April 21.

Teachers selected to participate will be paid $500. Participants will also receive up to $200 worth of selected materials, and their school libraries will receive $300 each for instructional materials. In addition, there may be an opportunity for some participants to join a subsidized three-week study tour to East Asia in the summer of 2003. For more information, contact Bogdan Leja at (919) 962-0299.

UCIS has also created a K-12 International Outreach Program. The program utilizes the talents and expertise of UNC faculty, international students, and community members, who visit classrooms to provide performances and informative presentations that engage students in learning about other countries, cultures, and international current events.



The Program can also help to provide workshops and speakers for international festivals or multicultural events, and loans out various teaching resources. It is funded by the state legislature and so is a free resource to North Carolina teachers. For more information, call Kim Chapman at (919) 962-6860.

GlobalArts Initiative Proving a Success

Continued from page 1

into the play, expanding on the significance of the concept of the "rainmaker" for Africans, and documenting the continuing development of South African culture.

The GlobalArts Initiative is made possible by the financial support of the North Carolina Humanities Council, with additional funding from the University Center for International Studies, the National Council for Economics Education, and the University Center for Slavic, Eurasian and East European Studies. Actors, designers, and production personnel are drawn from practicing professionals in the Triangle area, and scholars are contacted through the University of North Carolina.

The ISSP intends to remount "Rainshark" for other school systems, and to bring back as well its earlier production of "A Walk in the Woods." Lee Blessing's play about arms negotiations between the United States and Russia played to enthusiastic audiences last spring, and Robert McDowell of *Spectator Magazine* called it a "provocative presentation... certainly one of the finest plays of the new season."

The ISSP sees the GlobalArts Initiative as an opportunity to expand the resources the Project can provide to social studies teachers across the state. By exposing students to stories of individuals dealing with historical and cultural events, we are providing new perspectives on that history and culture, and a catalyst for discussion of the human forces at work in the world.

More information on the GlobalArts Initiative is available at the ISSP website (www.unc.edu/depts/issp).

THE CRITICS WEIGH IN

Robert McDowell, *Spectator Magazine*: "Some of the best drama in the Triangle is performed for free, in short runs, by the UNC-Chapel Hill School of Education's International Social Studies Project.

Superb staging...splendid set...mesmerizing performance [by] Dante Walker.... It is a pity that *Rainshark*, the second production of the ISSP's new GlobalArts Initiative, had only one public performance.

Orla Swift, *Raleigh News & Observer*: "McCarthy's writing is a sizzling feast of witty and astute dialogue and observations."

Excerpts from the "Rainshark" Educator's Packet

HISTORY

....Until the mid-1980s, South Africa gave little indication that it was ready to end apartheid. Then, in 1985, influenced by the economic sanctions imposed by most of the outside world, growing internal violence, and long-term demographic trends, the South African government began to change its mind.

...In 1990, the new president, Frederick W. de Klerk, ended the ban on the ANC and freed Nelson Mandela.

Later in 1990, de Klerk declared it was time to negotiate a new constitution that would eliminate apartheid. Soon afterwards, Mandela called off the ANC's armed struggle, the Separate Amenities Act was overturned, the National Party opened its ranks to all races, and the Lands and Group Areas Acts were rescinded....

QUESTIONS

Why is the political and social situation in Africa still so unstable?

How would a system like *apartheid* affect ordinary people in South Africa?

What are the different roles that the characters play in the society depicted?

Playwright Neil McCarthy writes that "Confusion is the accepted state of mind for many South Africans at the moment." What are the causes of confusion for the characters in the play?

GLOSSARY

"be on one's bicycle": "be on one's way," "get going"
cossie: swimsuit
forced removal: the relocation of the entire population of a village to a designated "homeland"
Jo'burg: short for Johannesburg
lounge: living room, sitting room
mush: slang for nice
rand: South African currency, equal to about 15 cents
skelm: dishonest person, a "rascal"

Ginger Wilson Receives National Honor

Virginia "Ginger" Wilson, a teacher at the North Carolina School of Science and Math and Duke University, as well as an ISSP master teacher, was honored as National Secondary Social Studies Teacher of the Year. The award was presented at the 80th National Conference of the National Council for the Social Studies in San Antonio, Texas on November 18.

Ginger was cited for her creative use of instructional materials, incorporation of innovative teaching strategies, and utilization of national thematic strands and new scholarship in social studies. Her professional involvement and her ability to foster democratic values and skills for citizenship were also cited.

Ginger was one of the very first ISSP master teachers and was instrumental in bringing the SCIS materials to North Carolina. Teachers who attended the ISSP distance learning workshop in Kinston, Elizabeth City, Halifax and Pender County in September saw Ginger, along with her colleague Jim Litle, present the new "Africa in Transition" materials. Ginger and Jim teach daily classes using the School of Science and Math's Distance Learning technology, and last fall led the first ISSP workshop using that technology.

Dr. Ginger Wilson

PEOPLE & PLACES

Rob Helfenbein Serves ISSP in New Capacity

Rob Helfenbein, Jr. has joined the ISSP as Research Assistant. A member of the master teacher cadre, Rob has been involved with the ISSP for three years. This fall he returned to UNC-Chapel Hill to pursue a Ph.D in Curriculum and Instruction.

Rob received his undergraduate teacher training at UNC-CH, his master's at Appalachian State and taught social studies in Raleigh for five years. Last summer he became the lead social studies teacher the Governor's School East.

Rob has already shepherded workshop sessions in Charlotte and will be involved in all aspects of the ISSP work. He and Paul Frellick collaborated on the Educator's Packets for the recent GlobalArts production of "Rainshark."

His special interest in technology will provide a focus for his research and he is particularly intent on exploring the potential of the distance learning technology.

The ISSP is thrilled to have a colleague of Rob's experience and capabilities.

NCEE Joins with ISSP to Sponsor International Education Week Activities

With funds provided by the National Council for Economic Education (NCEE), the ISSP assembled a number of area teachers in observance of International Education Week. The teachers participated in workshops about Africa and attended the GlobalArts production of "Rainshark."

Designated by President Clinton, International Education Week (November 13-19) is part of a national initiative to focus attention on the need for global awareness and global education in K-12 curricula.

Among the workshops offered was "Economics in Africa in Transition." Teachers and others who attended the production of "Rainshark" were invited to participate in a post-production discussion that included consideration of the changing economic situation in post-apartheid South Africa.

The NCEE's support included teaching materials titled *Roosters to Robots.* These materials use an "active-learning" approach to examine transition and market economies, productivity and trade issues. Consequently, they provide lessons that are complementary to the economic concepts covered in the SCIS materials.

The International Social Studies Project
www.unc.edu/depts/issp

Volume 5, Issue 2
December 2000

ISSP

www.unc.edu/depts/issp

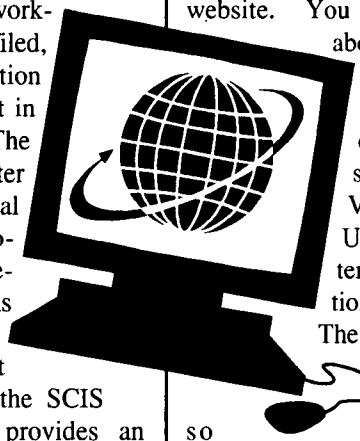
Website Provides Latest Word on ISSP Activities

You are invited to visit the ISSP website, which is designed to provide the latest information on ISSP activities and access to resources from around the world.

The website includes a calendar of ISSP events for the 2000-2001 school year. The calendar charts up-coming workshops and collaborative projects and is frequently updated.

Also featured is information on the ISSP's GlobalArts Initiative, including reviews, poster art, and the supplemental materials provided to educators who bring students to the performances. It's the next best thing to being there.

The website also highlights the "World in Transition" materials that form the basis of ISSP workshops are profiled, with information about each unit in the series. The Southern Center for International Studies, producer of the series, maintains an excellent website that not only up-dates the SCIS materials but provides an abundant collection of links to global information on the internet. That website is linked to the ISSP site.



Information about North Carolina's school systems and the ISSP master teacher cadre may also be accessed at the website. You can also learn about agencies with whom the ISSP has collaborated, such as World View and the University Center for International Studies.

The ISSP website continues to evolve, so visit early and often, and please send us any suggestions you have on how to make the site more useful.

In This Issue...

NCEE and ISSP observe International Education Week. See page 5.

The International Social Studies Project
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University of North Carolina
Chapel Hill, NC 27599-3500

Global Curriculum / International Social Studies Project (ISSP)

Receipts and Operating Expenses	FY 1996-97	FY 1997-98	FY 1998-99	FY 1999-00	FY 2000-01*
State Appropriation					
Recurring **				$150,000	$150,000
Non-Recurring	$150,000	$150,000	$150,000		
Other Sources of Funding					$1,500
Prior Year Carry-Forward					$93,303
Total Available	$150,000	$150,000	$150,000	$150,000	$244,803
Total Actual Expenditures	$150,000	$150,000	$150,000	$56,697	$244,803
Total Actual Encumbrances					
Cash Balance	$0	$0	$0	$93,303	$0

* Projected figures for FY 2000-01

** Funds allocated to NCDPI and granted to Global Curriculum/ISSP at UNC-CH School of Education

Global Curriculum/International Social Studies Project
2000-01 Fiscal Year
Budgeted Expenditures

Types of Expenditures	Requirements	% of Total Budget
Salaries*	87,410	
Benefits	15,893	
Contractual Personnel Services	1,400	
Total Personnel Services	104,703	42.77%
Building Rent/Lease		
Equipment Rental/Lease		
Travel	10,215	
Telephone/Cellular Phone Service	912	
Misc. Contractual Services	47,160	
Total Purchased Services	58,287	23.81%
General Office Supplies	400	
R&D / Educational Supplies	79,829	
Total Supplies	80,229	32.77%
Furniture		
Computers	1,584	
Other		
Total Equipment	1,584	0.65%
Discretionary Grants		
Directed Grants		
Loans		
Other		
Total Aid & Public Assistance		0.00%
Total Reserves		0.00%
Total Other		0.00%
Total Budget	244,803	100.00%

* If salaries are paid, please provide a list of employees and current salaries.

Cued Speech Center, Inc.
Financial History

Receipts and Operating Expenses	FY 1996-97	FY 1997-98	FY 1998-99	FY 1999-00	FY* 2000-01
State Appropriations					
Recurring				$200,000	$200,000
Non-Recurring	$273,754	$213,750	$415,487	73,750	73,750
Other Sources of Funding	65,699	60,480	11,722	41,841	37,552
Prior Year Carry-Forward (Cash Only)	2,436	9,761	7,529	75,628	54,126
Total Available	341,889	283,991	434,738	391,219	365,428
Total Actual Expenditures	291,592	293,767	346,400	326,011	339,445
Total Actral Excumbrances	0	0	0	0	0
Cash Balance and Other Net Assets	$50,297	-$9,776	$88,338	$65,208	$25,983

*Projected for FY2000-01

Cued Speech Center, Inc.
2000-01 Fiscal Year
Budgeted Expenditures

Type of Expenditures	Requirements	% of Total Budget
Salaries*	$201,142	59.25%
Benefits	17,728	5.22%
Contractual Personnel Services	9,900	2.92%
Sub-Total Personnel Services	228,770	67.39%
Building Mortgage	20,532	6.05%
Equipment Rental/Lease	0	0.00%
Travel	17,500	5.16%
Telephone/Cellular Phone Services	11,410	3.36%
Misc. Contractual Services	4,575	1.35%
Sub-Total Purchased Services	54,017	15.91%
General Office Supplies	3,000	0.88%
Educational Supplies	800	0.24%
Sub-Total Supplies	3,800	1.12%
Furniture	0	0.00%
Computers	500	0.15%
Other	250	0.07%
Sub-Total Equipment	750	0.22%
Discretionary Grants	0	0.00%
Directed Grants	0	0.00%
Loans	0	0.00%
Other	0	0.00%
Sub-total Aid & Public Assist.	0	0.00%
Total Reserves	0	0.00%
Total Other	52,118	15.35%
Total Budget	$339,455	100.00%

*Per Attached List

Cued Speech Center, Inc.
Employees and Current Salary
2000-01 Budget

Employee	Budget Title	Annual Salary
Mary E.E. Burch	Executive Director	$48,300
Laura Bell-Hansel	Secretary	25,032
Sherry Tyndall*	Transliterator	13,250
Beth C. Brown	Director of Clinical Services	52,500
Krista Heavner	Speech Pathologist	41,160
Paul J. Donohue*	Director of Accounting	20,900
Total Salaries		$ 201,142

*Part Time

Report to the Joint Appropriations Committee on Education

$73,750 appropriation in continuing funding
from

The Cued Speech Center, Inc.
304 East Jones Street
Raleigh, North Carolina 27601

The Cued Speech Center's appropriation of $73,750 in continuing funding enables the Center to provide training, consultation and mentoring to teachers – to enable deaf students to develop language and understandable speech and to be mainstreamed in public school classrooms.

The Cued Speech Center has worked under contract with the state for more than a decade to further oral deaf education. We are pleased to say that North Carolina today is in the forefront of states in providing auditory-based intervention and in the mainstreaming of oral deaf students.

Percentages served:

The $73,750 appropriation funds one of two master's-level training positions at the Center. The funding has remained at the same level for the last five years, despite escalating costs in salaries and a higher level of professional expertise required with the new Auditory-Verbal certification.

For 1995-96, when Cued Speech was the favored oral method of communication, 95 percent of preschool teachers in the public schools received training and consultation. In 1997, the percent increased to 96 percent, and in 1998-99, the number increased to 100 percent. For the last two years, the technology has swung to auditory-based intervention. Despite an increase in numbers of teachers, the percentage of early intervention and kindergarten teachers receiving training and consultation has remained essentially at 100 percent.

Teachers trained by the Center serve the majority of the 242 deaf children of preschool age in early intervention programs in North Carolina.

***

Importance of Early Intervention

The Cued Speech Center is a vital link in the state's early intervention and oral education efforts. The state has made significant strides in the last 18 months in furthering oral education for the deaf:

- Earlier this month, DHHS announced the closing of the Central School for the Deaf in Greensboro, redirecting many of the students to be mainstreamed in the public schools.
- The state this past year started the universal newborn screening program – to identify hearing loss in infancy, and provide early intervention to prevent a delay in language development.
- In the fall of 1999, the state established the Division of Early Intervention and Education (DEIE) to supervise the Schools for the Deaf and to direct early intervention and oral education efforts.
- Deaf preschoolers who are 3- and 4-years old have just this year come under the supervision of the Department of Public Instruction, which, working in coordination with DEIE, helps insure a smooth transition from preschool into mainstreamed public schools.

The teacher training that the Center provides supports all these efforts, and is a bargain for the state. The Center's state funding is crucial to our continued operation.

The Cued Speech Center is the only educational center in North Carolina providing auditory-based training for public school teachers. Nobody else provides the training we do, externally or internally.

According to state public school officials who oversee our programs, our services are critically needed. North Carolina is nowhere near the saturation point in training teachers in auditory-based methodology.

***

The technology of the cochlear implant has become sufficiently advanced in the last few years that more parents of deaf children are choosing the implant to give their children the chance to hear. Additionally, UNC Hospitals in Chapel Hill is the foremost implant center in the Southeast, driving the rapid move in the direction of oral education.

Consequently, the number of children in North Carolina receiving the cochlear implant who, in turn, need Auditory-Verbal therapy to learn to hear and to speak, and auditory-based intervention in the schools in order to be mainstreamed, is escalating. We expect this trend to continue for the foreseeable future, placing an even greater demand on the state for services – and on our Center for contract services.

Complying with federal law

North Carolina has a sufficient number of cochlear implant recipients and other "oral" deaf students in the public schools now that, to fail to provide auditory-based intervention training, would risk the state being in violation of 1997 federal law that requires school districts to provide the deaf child with an education using the communication method the parents choose.

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EXECUTIVE DIRECTOR
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Partnership for Excellence Inc.

March 13, 2001

Mr. Jim Newlin
Fiscal Research Division
Legislative Services Office
Suite 619, LOB
300 N. Salisbury St.
Raleigh, NC 27603

Dear Jim;

In response to your request for information regarding Total Quality Education, I am attaching the appropriate budget information for your review. I also look forward to the opportunity to provide an update to the Joint Appropriations Committee on Education at the designated time and date.

The funds received for this effort through the North Carolina Department of Public Instruction are all used for a funding formula to provide funds directly to our school system partners. No funds are used for any other purpose but that of local school systems.

Attached to this letter is also a set of information to help explain the use and effectiveness of the funds. These attachments include;

- A one-page flyer about the North Carolina Partnership for Excellence
- A copy of the most recent Annual Report (including fiscal/audit data)
- A copy of the accountability data for 1998-99
- A copy of the accountability report for 1999-2000
- A recently prepared document used by the Brunswick County School System as they considered becoming a partner.

Thank you for the opportunity to share this information with you. If I can be of further service please don't hesitate to call or write.

Sincerely yours,

G. Thomas Houlihan
President/CEO

STATE COALITION OF THE YEAR AWARD
NATIONAL ALLIANCE OF BUSINESS

221 E. Main Street, Suite 201 • Oxford, NC 27565 • 919-603-9750

BUDGET INFORMATION REQUESTED BY GENERAL ASSEMBLY

JOINT APPROPRIATIONS COMMITTEE ON EDUCATION

NORTH CAROLINA PARTNERSHIP FOR EXCELLENCE

State Appropriation*	1996-97	1997-98	1998-99	1999-2000	2000-2001
Recurring				400,000	400,000
Non-Recurring	450,000	450,000	450,000		
Other Sources of Funding**					
Prior Yr. Carry- Forward***	0	0	0	0	0

*Funds appropriated by the NC General Assembly are administered by the Department of Public Instruction and funding formula data supplied to Granville County Schools for administration

** NCPE's annual budget has ranged from $2.1- 2.6 million annually. Funds have been received by business/industry, foundation grants and gifts, and federal grants.

*** All funds appropriated by the General Assembly are spent by June 30th of each fiscal year.

P.O. Box 2383 • Smithfield, NC 27577 • 919-989-6907

BUDGET INFORMATION REQUESTED BY GENERAL ASSEMBLY

JOINT APPROPRIATIONS COMMITTEE ON EDUCATION

North Carolina Partnership for Excellence
2001-2002 Fiscal Year
Budgeted Expenditures

Types of Expenditures	Requirements	% of Total Budget
Salaries		
Benefits		
Contractual Personnel Services		
Building Rent/Lease		
Equipment Rental/Lease		
Travel		
Telephone		
Miscellaneous Contractual Service		
General Office Supplies		
R&D/ Educational Supplies		
Furniture		
Computers		
Other		
Discretionary Grants		
Directed Grants	400,000 (based on approved funding formula to 40 LEAs)	100%
Loans		
Other		
Total Budget	$400,000	

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North Carolina Partnership for Excellence

BUDGET

June 1, 2000

REVENUE (July 1, 2000 to June 30, 2001)		
NCPE REVENUE	**Restricted**	**Unrestricted**
Contributions To Date & Carryover		946,432
Needed to Raise		725,000
SERVE (federal grant)	40,000	
DOE (federal grant)	111,565	
DPI School Improvement Grant	150,000	
Projected Revenue (*)	70,000	201,667
SUBTOTAL	*371,565*	*1,873,099*
OTHER SUPPORT FOR QUALITY		
General Assembly Funds (**)	400,000	
SUBTOTAL	*400,000*	
TOTAL REVENUE	**771,565**	**1,873,099**
TOTAL REVENUE COMBINED	**$2,644,664**	

(*) Projected potential income sources: Wachovia, First Union, RJR, BB&T, Food Lion, Fees, Sales, Services, Interest

(**) Funds that are committed to quality effort but not under direct control of the NC Partnership for Excellence

EXPENSES

PROGRAM EXPENSES - PARTNERSHIP	
School Allotments	761,406
Contract Services	396,315
Staff Development	388,200
Telephone & Website	35,000
Postage	11,000
Printing and Binding	21,000
Supplies	70,100
Equipment (Lightspan Subscriptions)	412,567
Reserve	343,897
	2,439,485

ADM. EXPENSES - PARTNERSHIP	
Salaries	99,079
Utilities	3,600
Travel	19,500
Fundraising Expenses	15,000
Memberships & Dues	2,000
Benefits	63,500
Miscellaneous	2,500
	205,179
	8.41%

Special Note: General Assembly funds are administered separately from the NC Partnership for Excellence

TOTAL PROGRAM AND ADMINISTRATIVE EXPENSES **$2,644,664**

Revised
9/22/00

Partnership for Excellence Inc.

At a Glance

Who We Are

In 1993, North Carolina's leading business CEO's, working in concert with educators, created a research and development project designed to significantly improve K-12 education. This research effort was designed to answer the question: "Can the principles of quality and the Baldrige framework improve public education in North Carolina?"

The initial results of the 6 pilot system partnerships (later expanded to 26 in 1996), were outstanding! Student achievement rose significantly, and employee morale/involvement exceeded expectations. With the business community as the major funding source through 1996, the impact of this effort was becoming a major tool for reform in education. As word spread, the demand for services continued to grow.

In 1997, the R & D effort concluded in the original partnerships. The CEO's, who initially started the effort created the *North Carolina Partnership for Excellence* with an overriding goal to offer services and support to any school system in North Carolina desiring assistance.

Today, the number of school system partnerships has grown to 45, which represent 70% of the student population in the state. From small rural schools to large urban districts, the principles of quality/Baldrige are being implemented on a continuous improvement basis.

NCPE helps school systems raise academic standards, measure performance against those standards, establish clear accountability for results, and strengthen public confidence in North Carolina's education system.

NCPE is a non-profit public-private partnership that is funded by business/industry, foundation grants, federal/state competetive grants, and the NC General Assembly. The success of this partnership was thrust into the national spotlight in 1999, when NCPE was selected by the National Alliance of Business as a "State School-Business Coalition of the Year."

Mission, Vision, and Values

Mission

- To support and coach education systems to meet and exceed customer requirements.
- To align the efforts of all organizations that support education systems.

Vision

- All NC students are nationally and internationally competitive.
- All NC students assume responsibility for their own learning.
- All schools assume a pattern of continuously improving an environment that supports student achievement.

Customer Requirements of Partnership

- Improve student achievement in NC.
- Intensify the application of Baldrige and quality principles at all education levels.
- Facilitate statewide alignment effort to support continual school improvement.
- Develop a model of school improvement that can be sustained over time.

NCPE Services Listed On Reverse

FOR DETAILS ON STUDENT ACHIEVEMENT AND OTHER INFORMATION, VISIT NCPE ON THE WORLD WIDE WEB AT:
WWW.NCPE-ONLINE.ORG

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Services Provided by NCPE

- High Performance Seminars
- Custom Designed Seminars
- Leadership Development
- Networking, Coaching and Communications
- Alignment and Coordination Service
- Virtual Learning; NCPE/Lightspan Partnership
- Research and Development
- Classroom Application of High Performance Principles

To learn more about these services, contact Mary Braswell.

To schedule seminars, contact Judy Phillips.

NCPE Funders

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PO Box 2383 • Smithfield, NC 27577

Mary Braswell -- 919.989.7978 • 919.989.7292 (fax)
Judy Phillips -- 919.934.1993 • 919.934-0371 (fax)

OXFORD, NC
221 Main St. • Suite 201 • Oxford, NC 27565

Tom Houlihan -- 919.603.9750 • 919.603.9751 (fax)

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STUDENT ACHIEVEMENT RESULTS - 12/1/99

Student achievement data collected for three groups of school systems involved in the NCPE initiative:

- Original six pilot school systems - 1993-1999 data
- First group of expansion districts - 1996-1999 data
- Second group of expansion districts - 1997-1999 data

HIGHLIGHTS

1. **READING PROFICIENCY HAS <u>INCREASED IN ALL 40 SCHOOL SYSTEMS</u> PARTICIPATING IN THE PARTNERSHIP'S INITIATIVE.**

2. **MATHEMATICS PROFICIENCY <u>HAS INCREASED IN ALL 40 SCHOOL SYSTEMS</u> PARTICIPATING IN THE PARTNERSHIP'S INITIATIVE.**

3. **GRADE SEVEN WRITING PROFICIENCY <u>HAS INCREASED IN 37 OF 40 PARTICIPATING SCHOOL SYSTEMS</u>.**

4. **THE <u>LONGER</u> A SCHOOL SYSTEM IS INVOLVED WITH NCPE, THE <u>HIGHER</u> THE TENDANCY TO ACHIEVE IMPROVED SAT SCORES.**

NORTH CAROLINA IS THE ONLY STATEWIDE INITIATIVE IN THE NATION USING QUALITY/BALDRIGE PRINCIPLES WITH THIS KIND OF LONG-TERM DATA COLLECTION AND ACHIEVMENT.

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Partnership for Excellence Inc.

ADDITIONAL HIGHLIGHTS

Original six pilot school systems – 1993 - 1999

- **All six** have **improved** on SAT performance, with improvement ranging from 12.4% to 17.5% over the time frame.
- Reading proficiency has **increased** in **all six school systems**.
- Math proficiency has **increased** in all **six school systems**.
- Grade seven writing proficiency has **increased** in all **six school systems**.

First group of expansion districts – 1996 - 1999

- **10** of the school systems **improved** SAT performance, **4** systems **declined**, and 4 systems did not test a statistically significant number to adequately assess SAT performance.
- Reading proficiency has **increased** in all **18 school systems**.
- Math proficiency has **increased** in all **18 school systems**.
- Grade seven writing proficiency has **increased** in **16 of 18 school systems**.

Second group of expansion districts – 1997 - 1999

- **10** of the school systems **improved** SAT performance and **6** systems **declined**.
- Reading proficiency has **increased** in all **16 school systems**.
- Math proficiency has **increased** in all **16 school systems**.
- Grade seven writing proficiency has **increased** in **15** of **16 school systems.**

KEY TERMINOLOGY - The term **proficient** means students are achieving on grade level - or proficiency level. For example in 1993, 65% of Johnston County 3-8 graders were proficient in reading. In 1999, 82% of Johnston County's 3-8 graders were proficient, or reading, on appropriate grade level.

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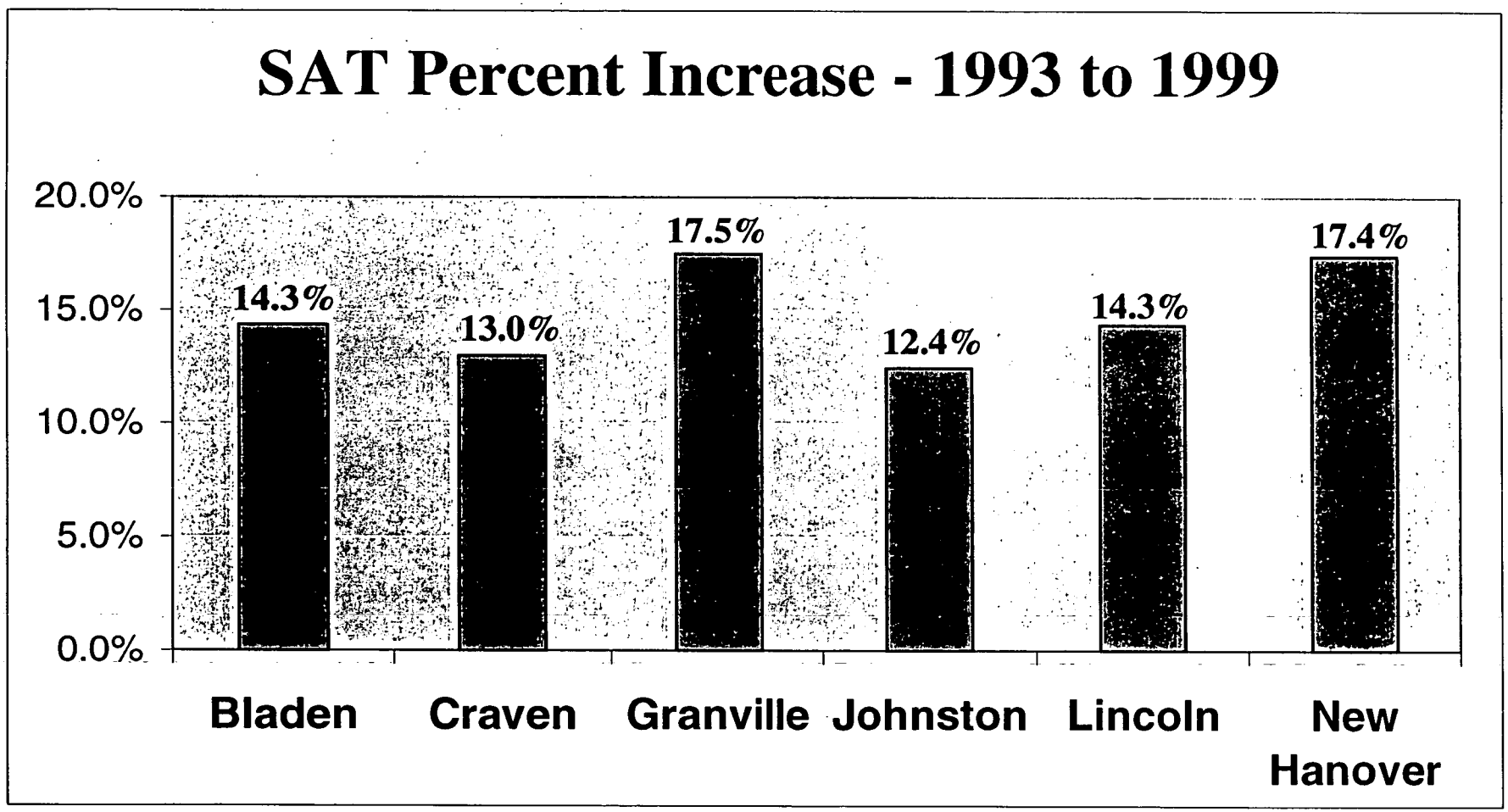
Progress Toward Quality

1993 Pilot School Systems

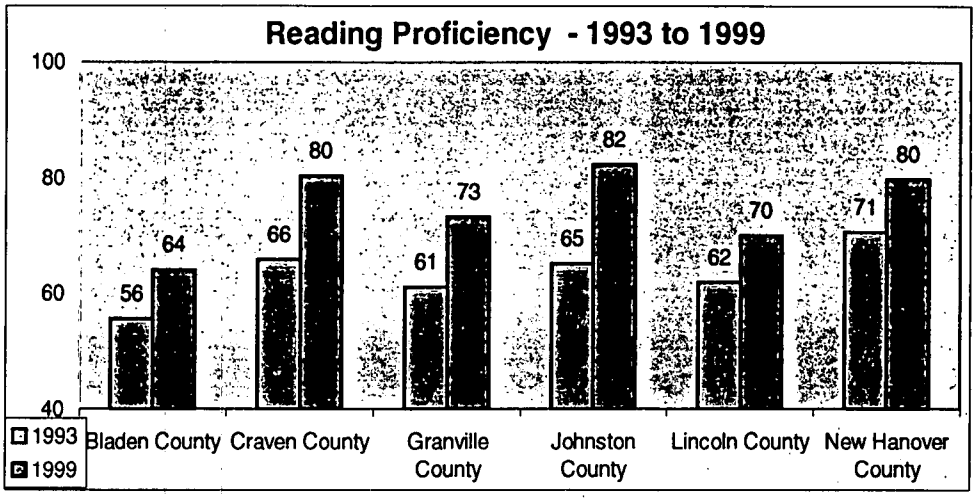


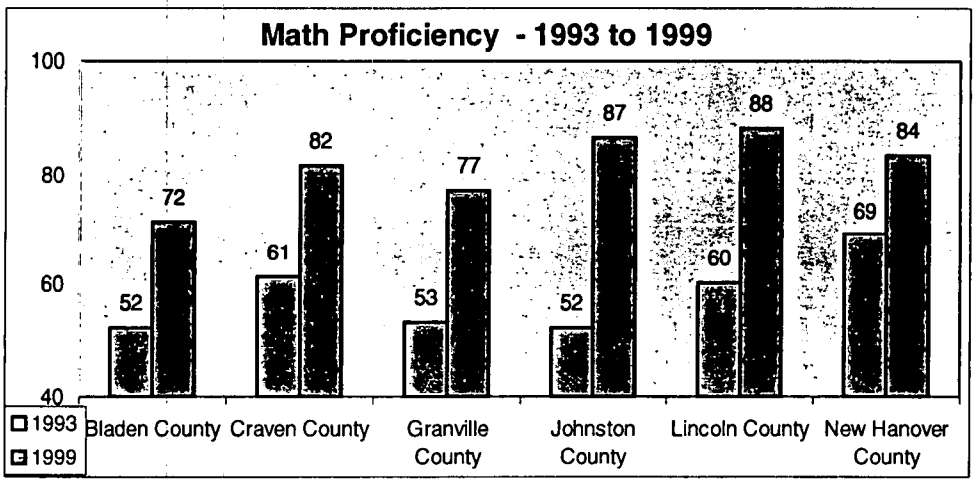
NOTE: Data Source: Report Card; the State of School Systems in NC and A Report Card on the ABCs of Public Education Volume II 1998-1999. North Carolina Department of Public Instruction

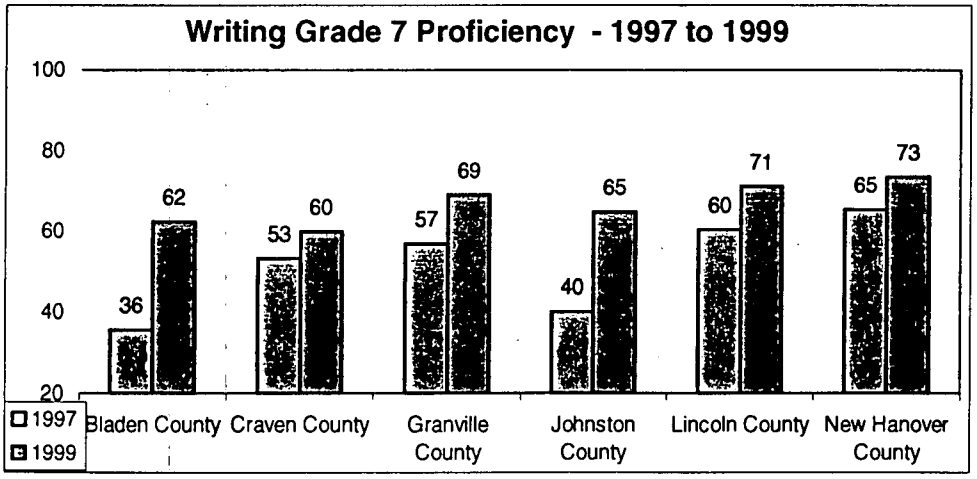
SAT Scores re-centered in 1995 and 1st reported in 1996.

North Carolina Partnership for Excellence

1993 Pilot School Systems



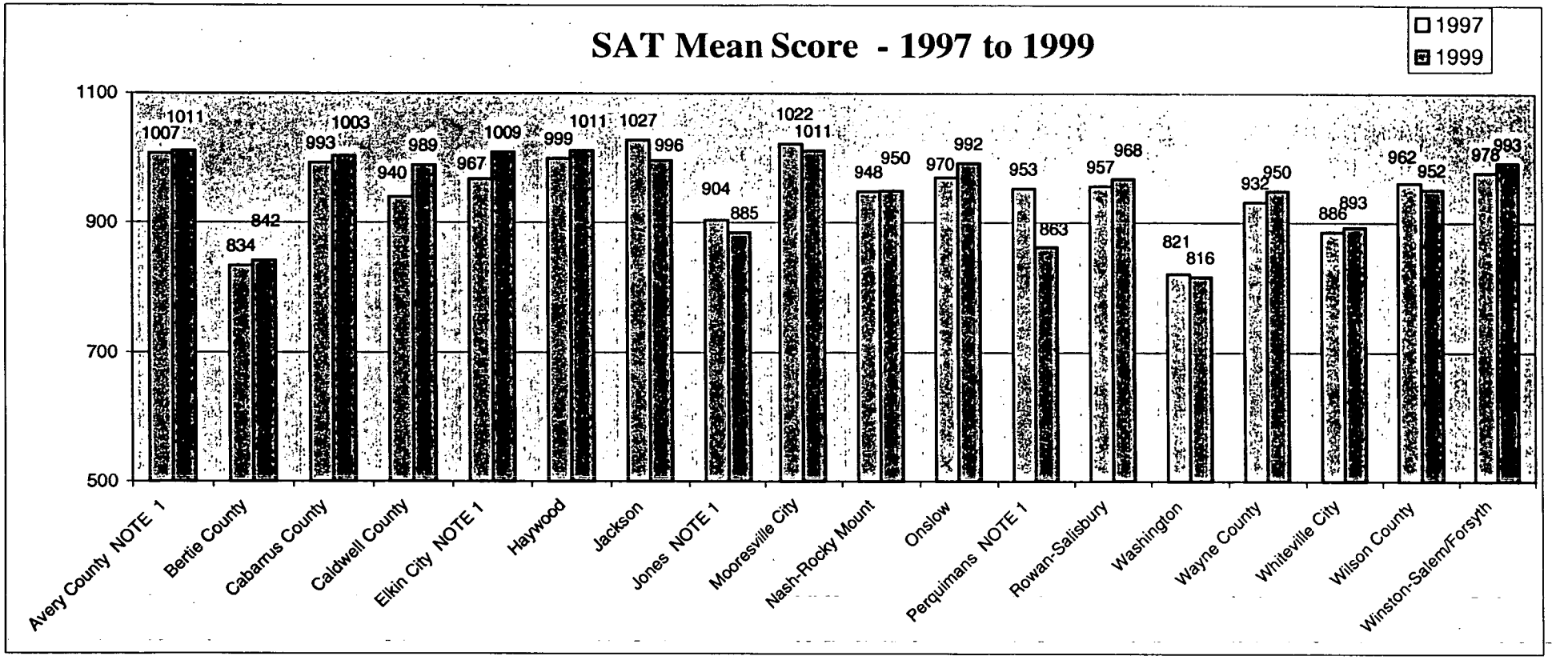




NOTE: Performance Measurements are based on end of grade tests grades 3 through 8 for Reading and Math; grades 4 and 7 for Writing. Data Source: Report Card; the State of School Systems in NC; A Report Card on the ABCs of Public Education Volume II 1996-1997 and A Report Card on the ABCs of Public Education Volume II 1998-1999. North Carolina Department of Public Instruction

North Carolina Partnership for Excellence

1996 Expansion School Systems

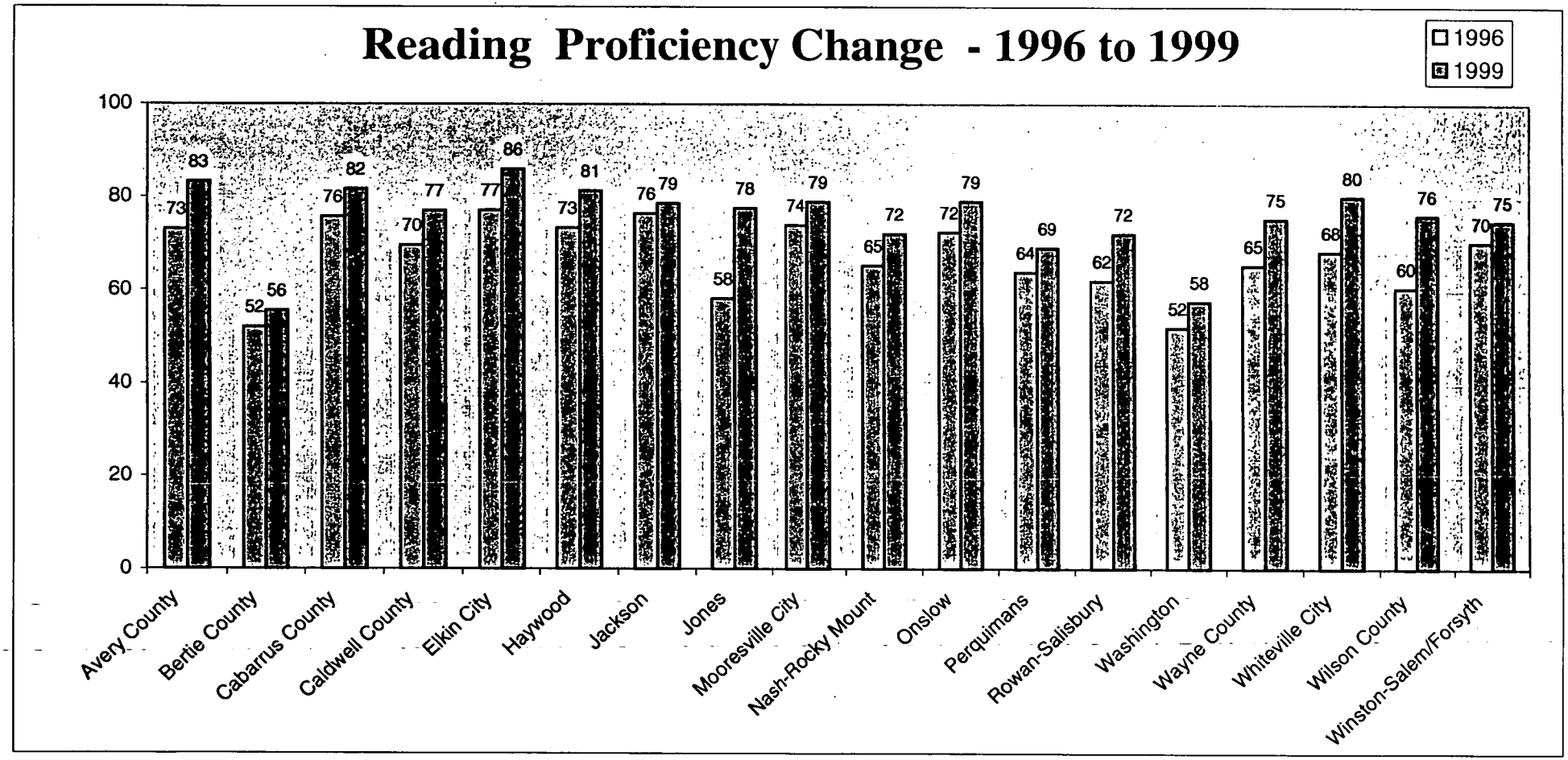


Note 1: These school systems had less than 75 Students tested. Due to the low number of participants year to year trends are not valid.

NOTE: Data Source: Report Card; the State of School Systems in NC and A Report Card on the ABCs of Public Education Volume II 1998-1999. North Carolina Department of Public Instruction

North Carolina Partnership for Excellence

1996 Expansion School Systems



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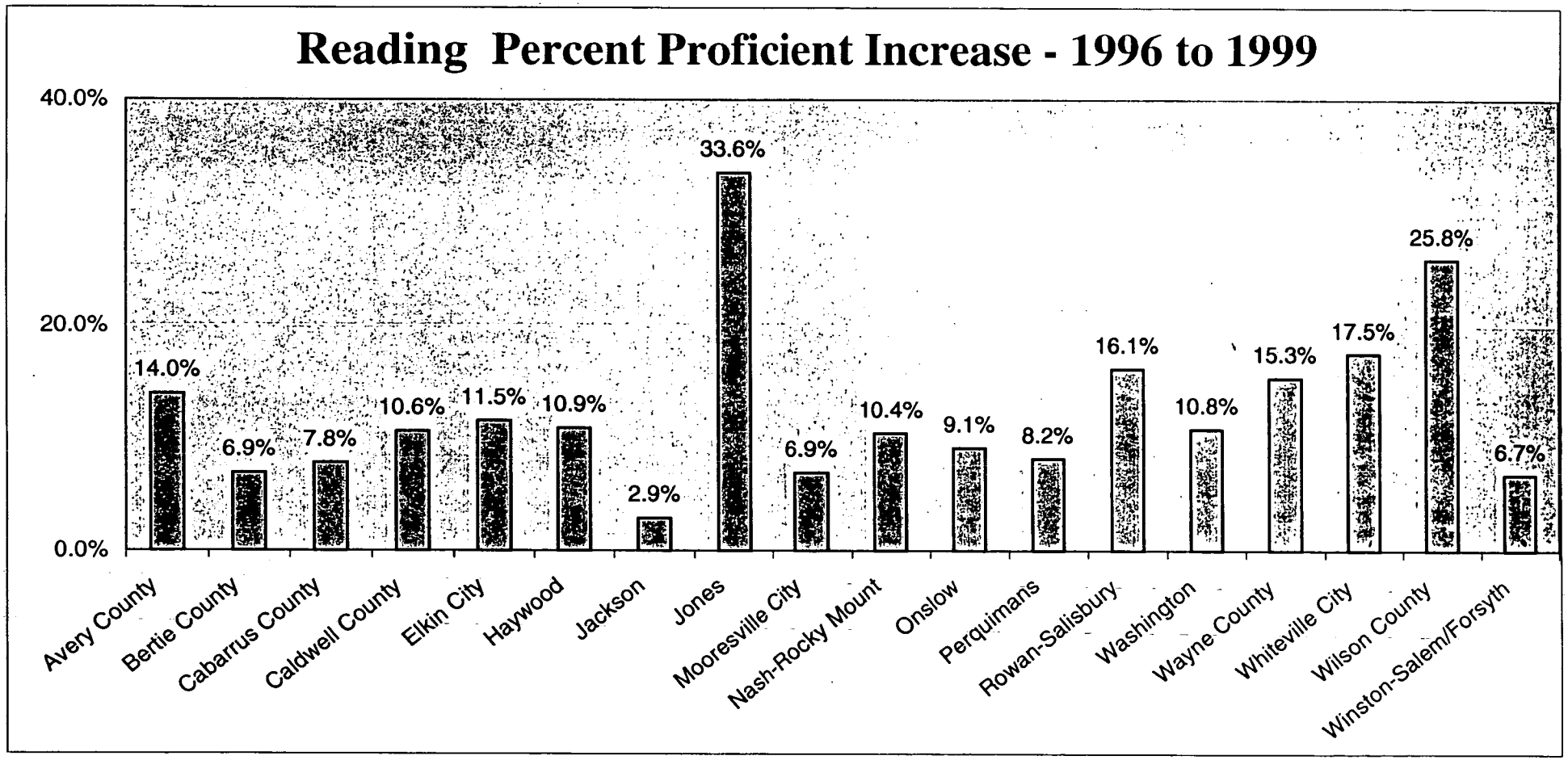
1996 Expansion School Systems



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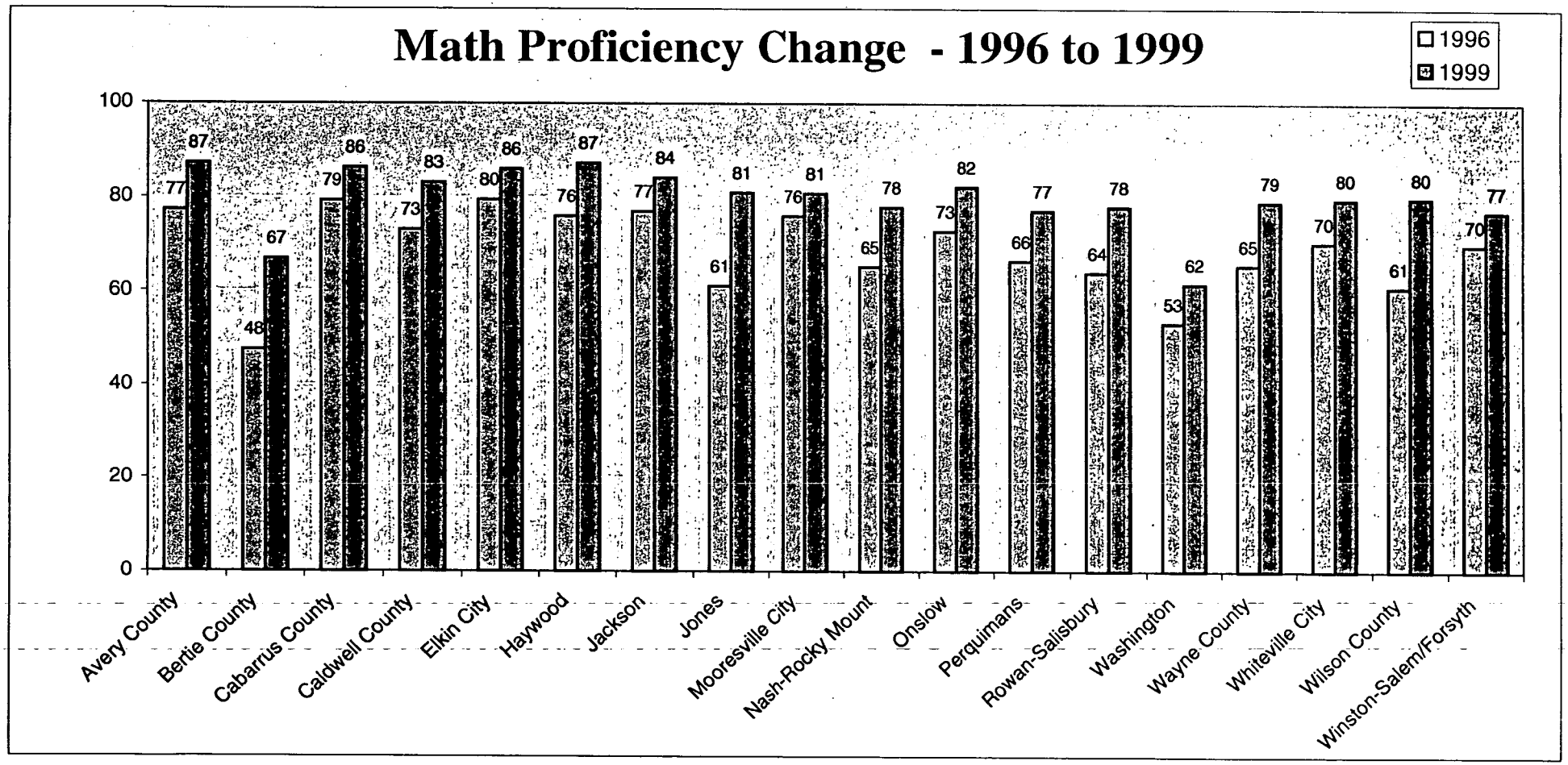

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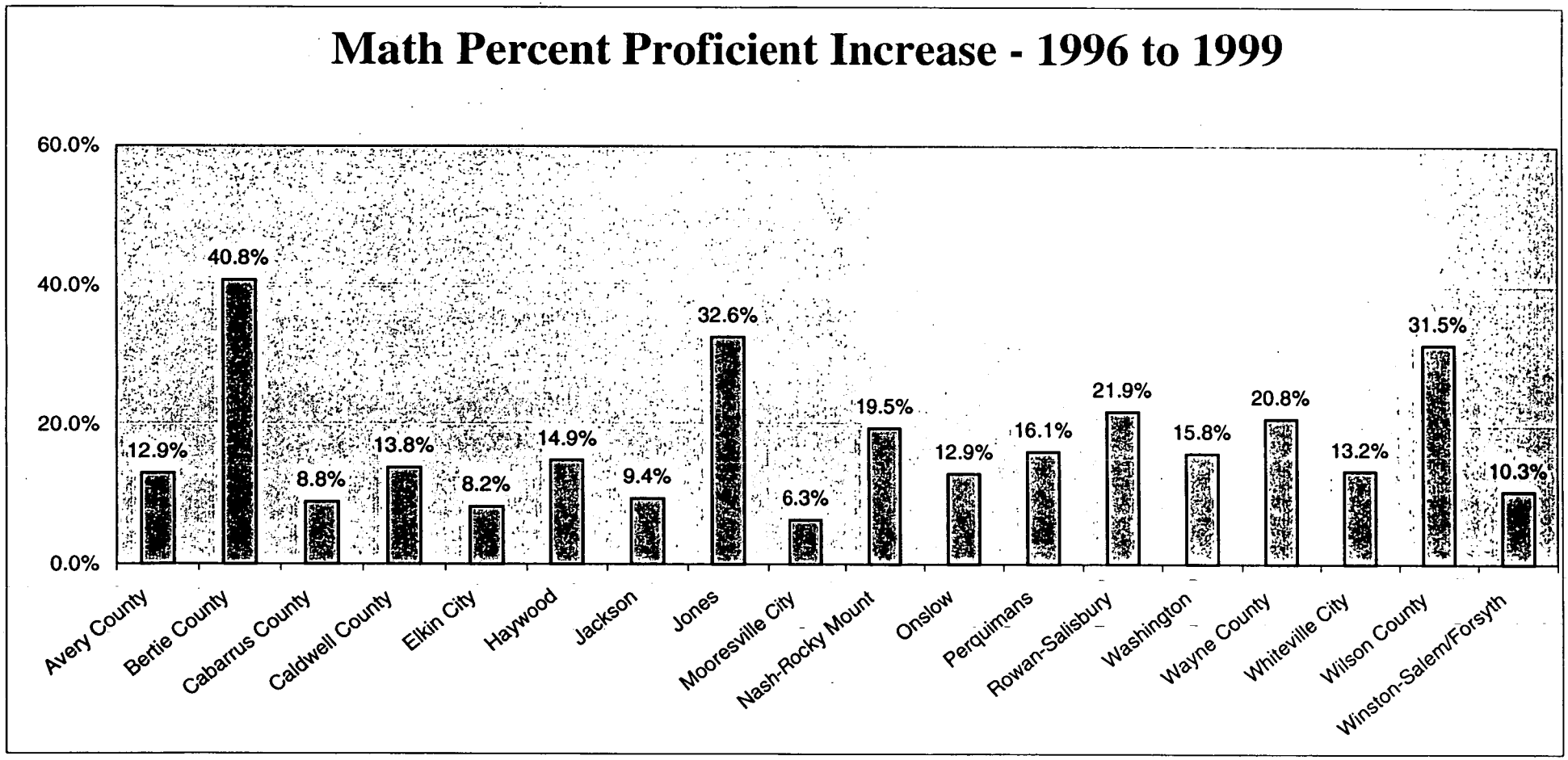

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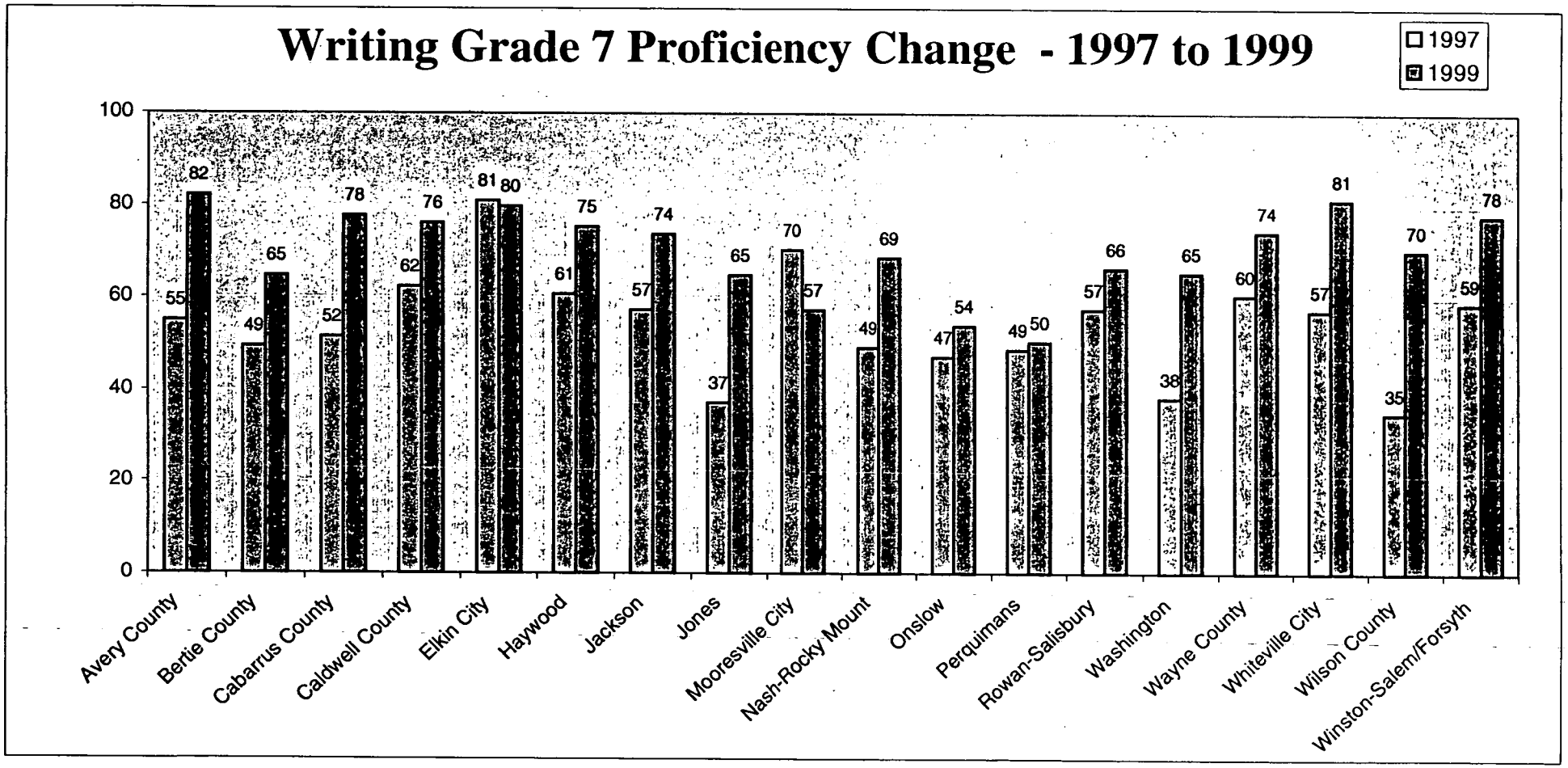

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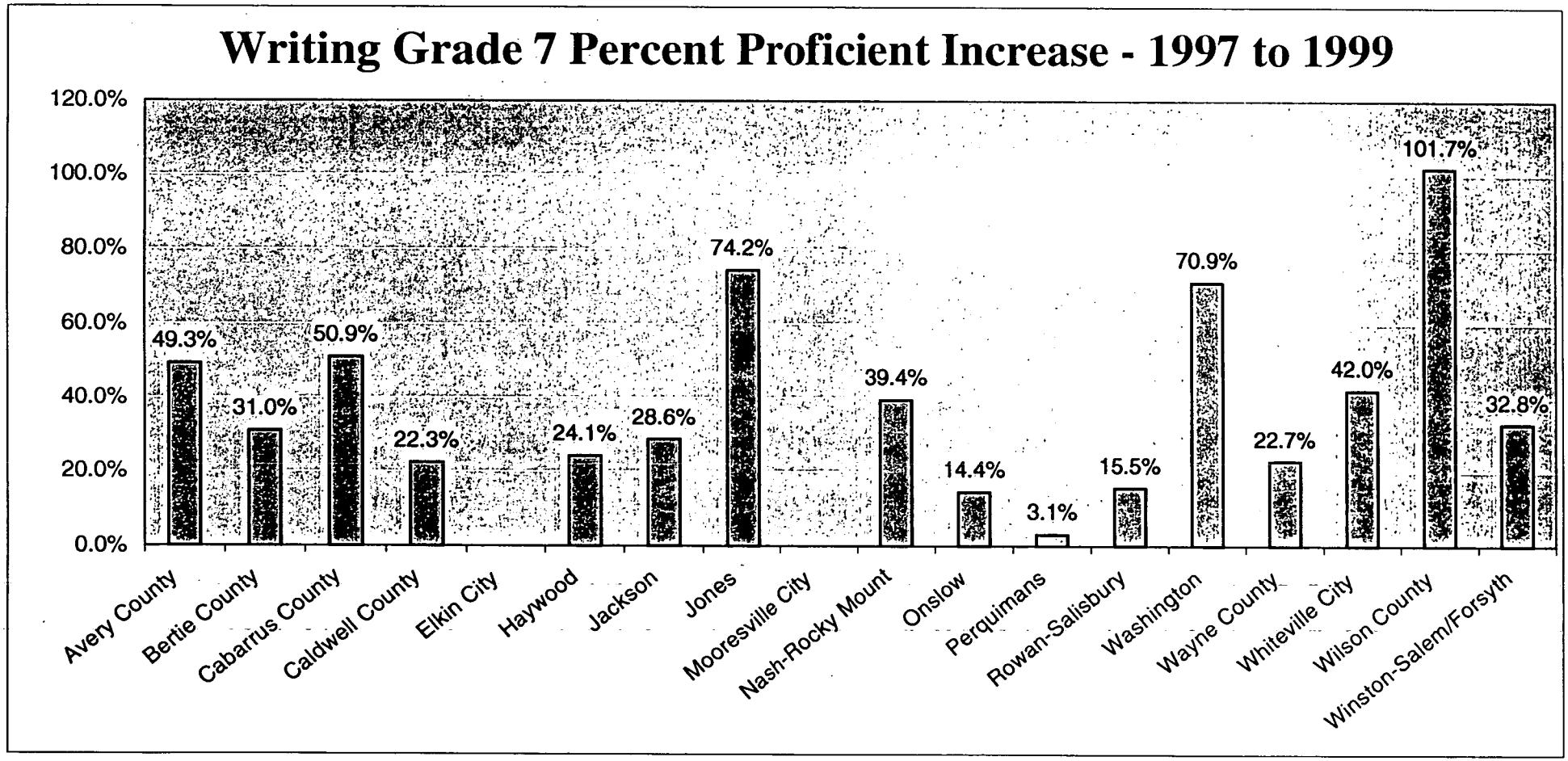

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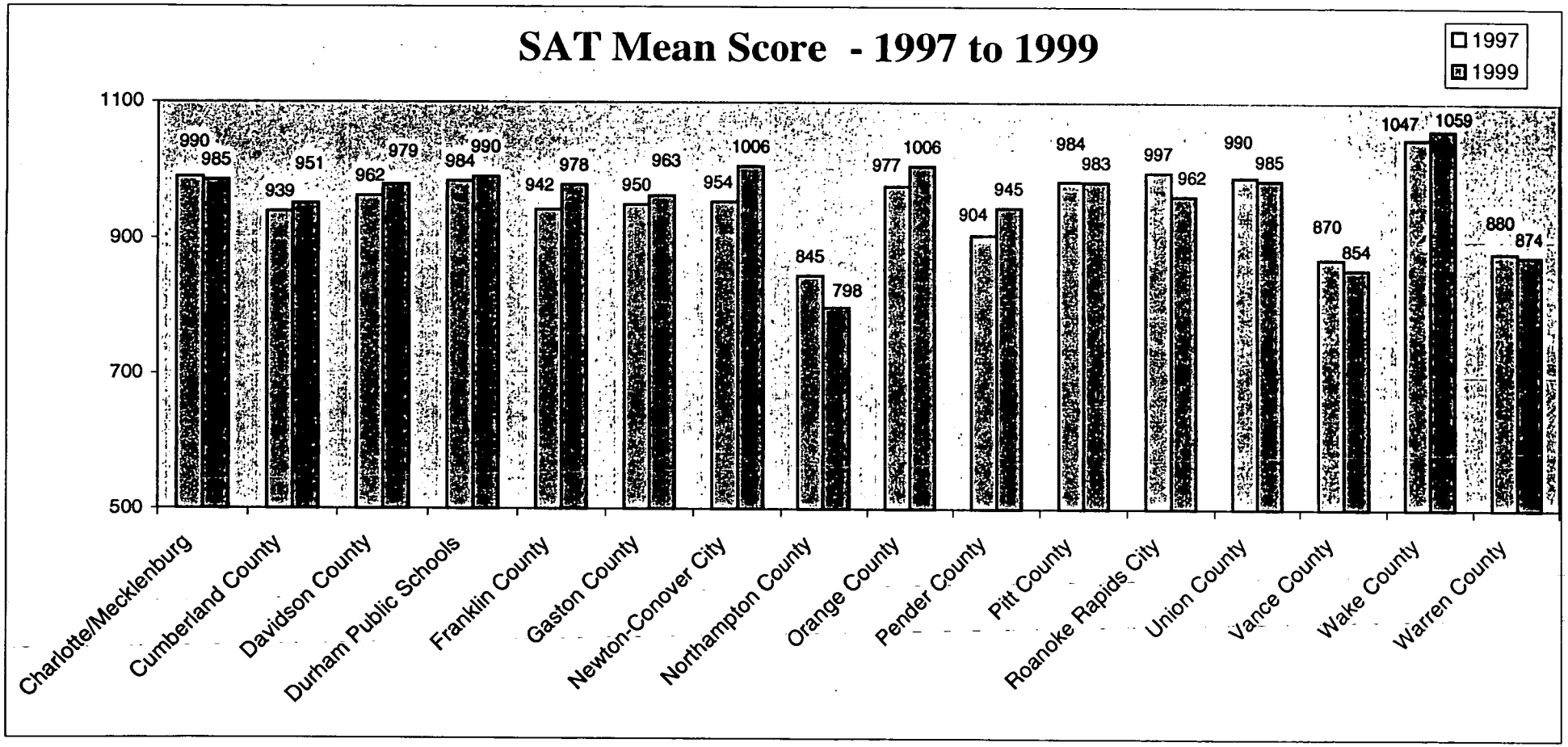

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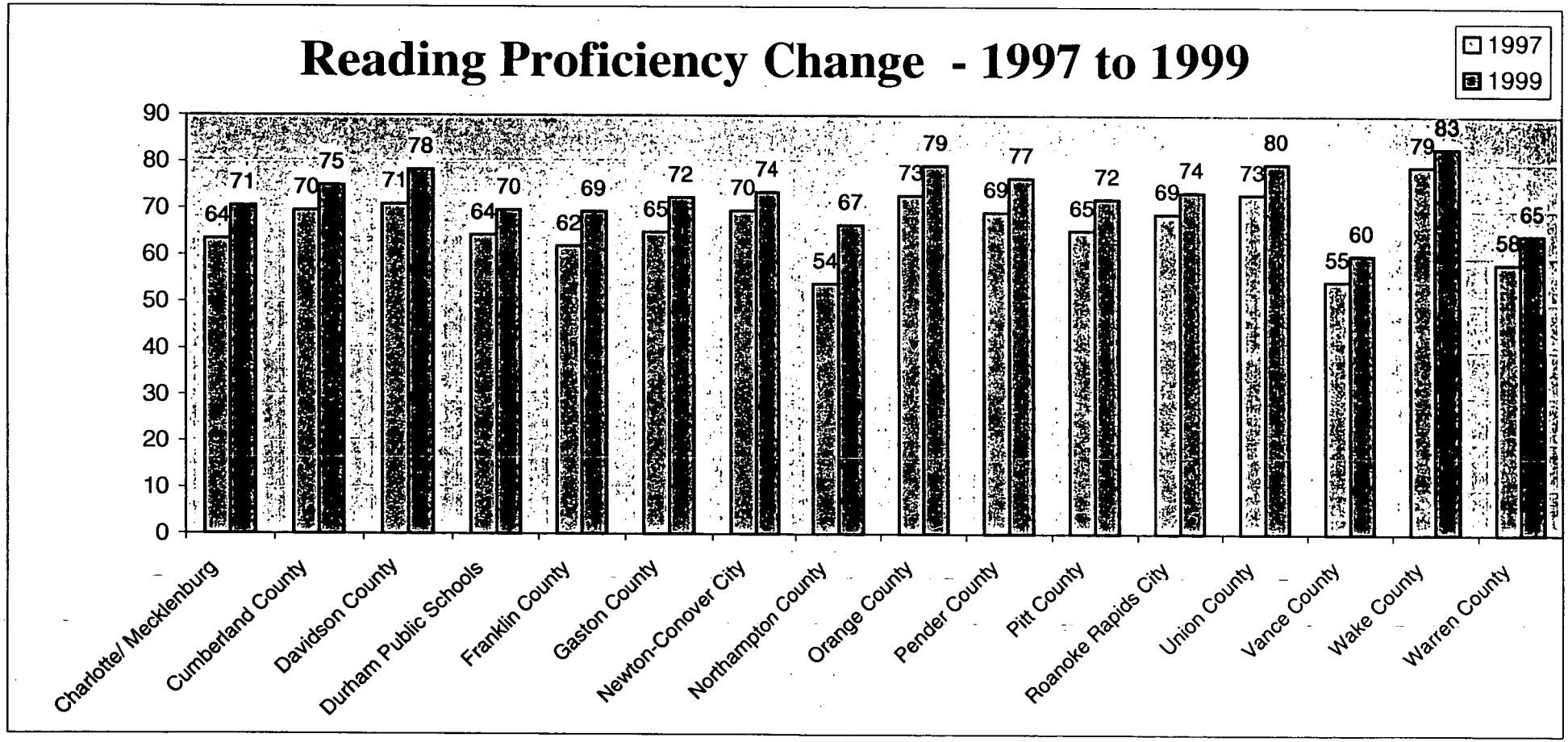

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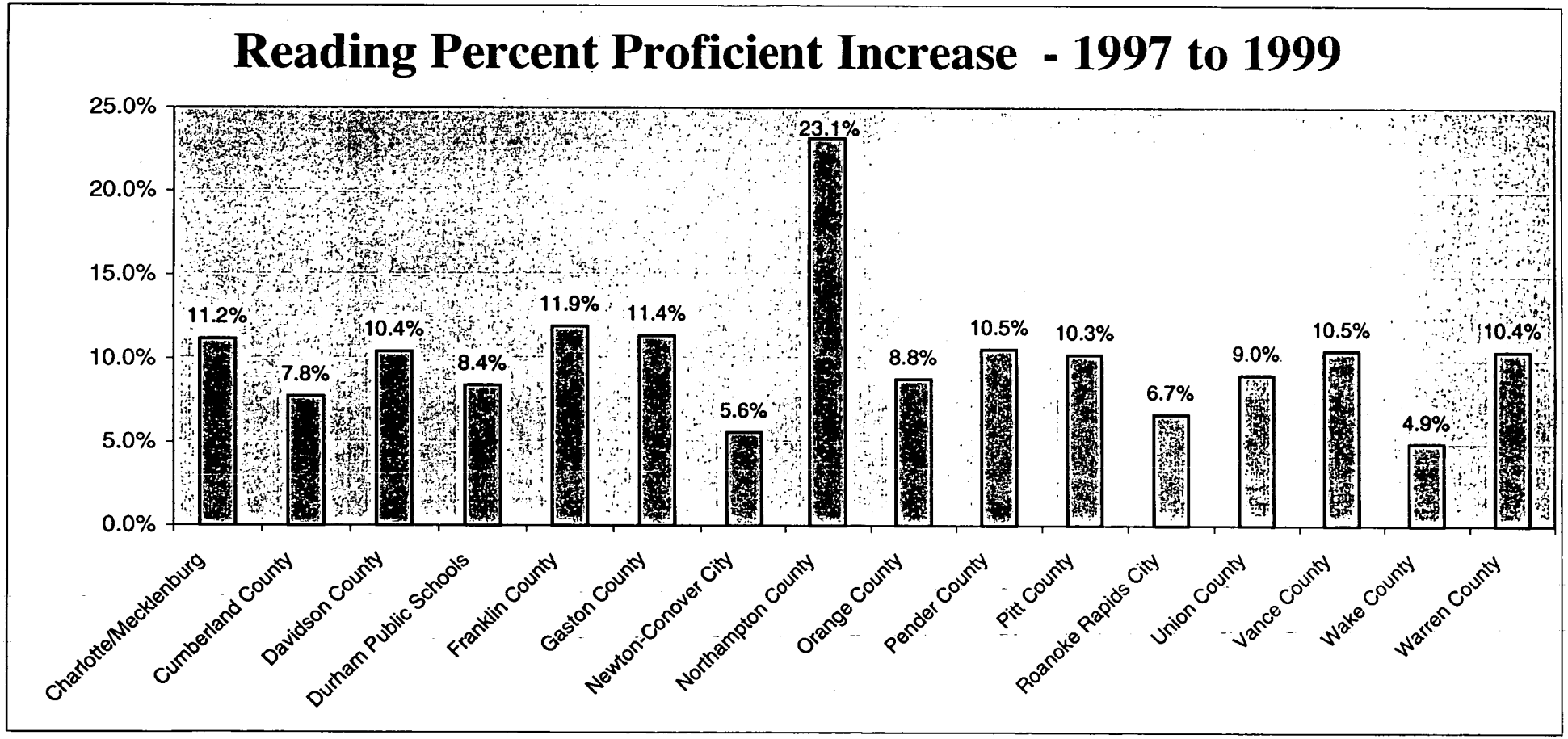
1997 Expansion School Systems



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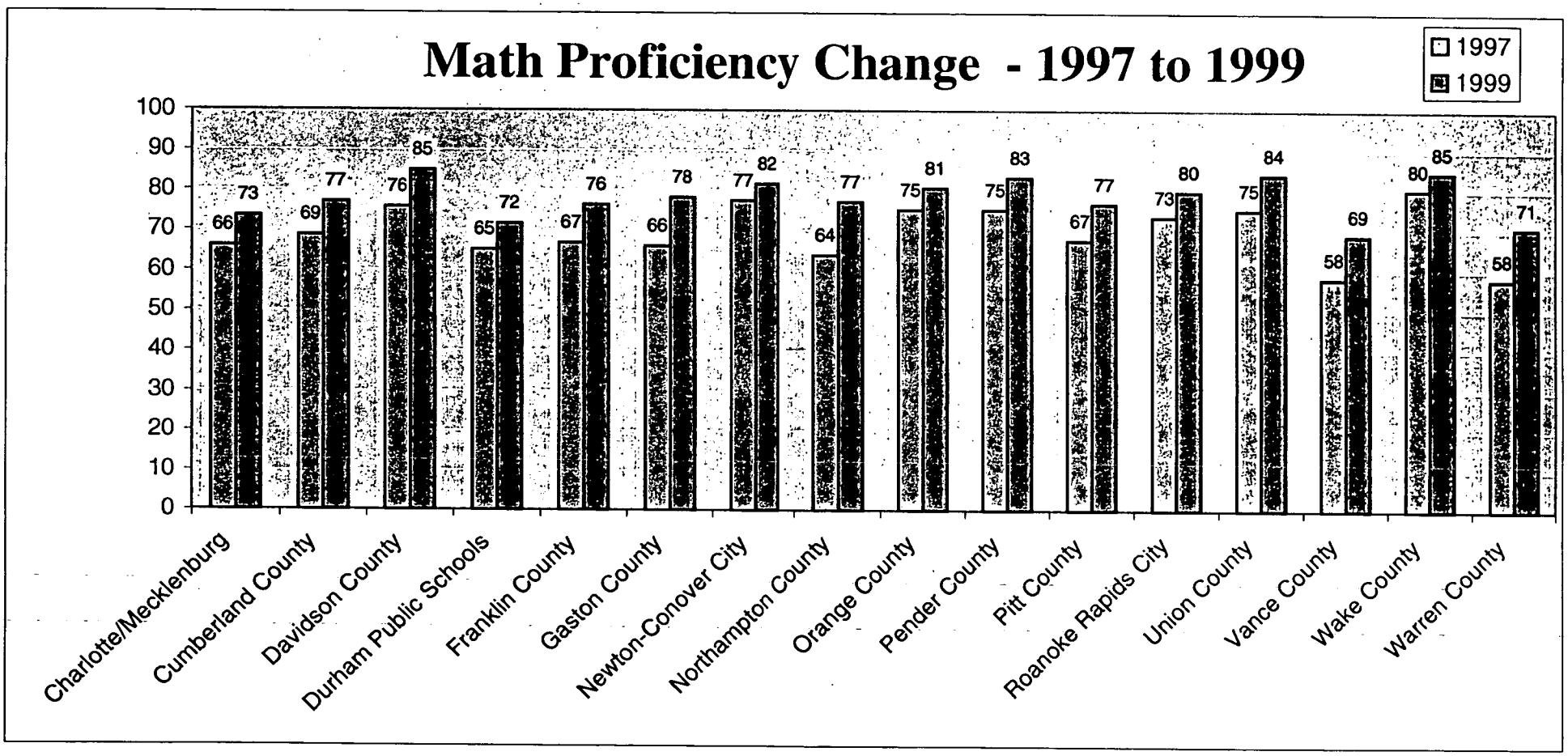

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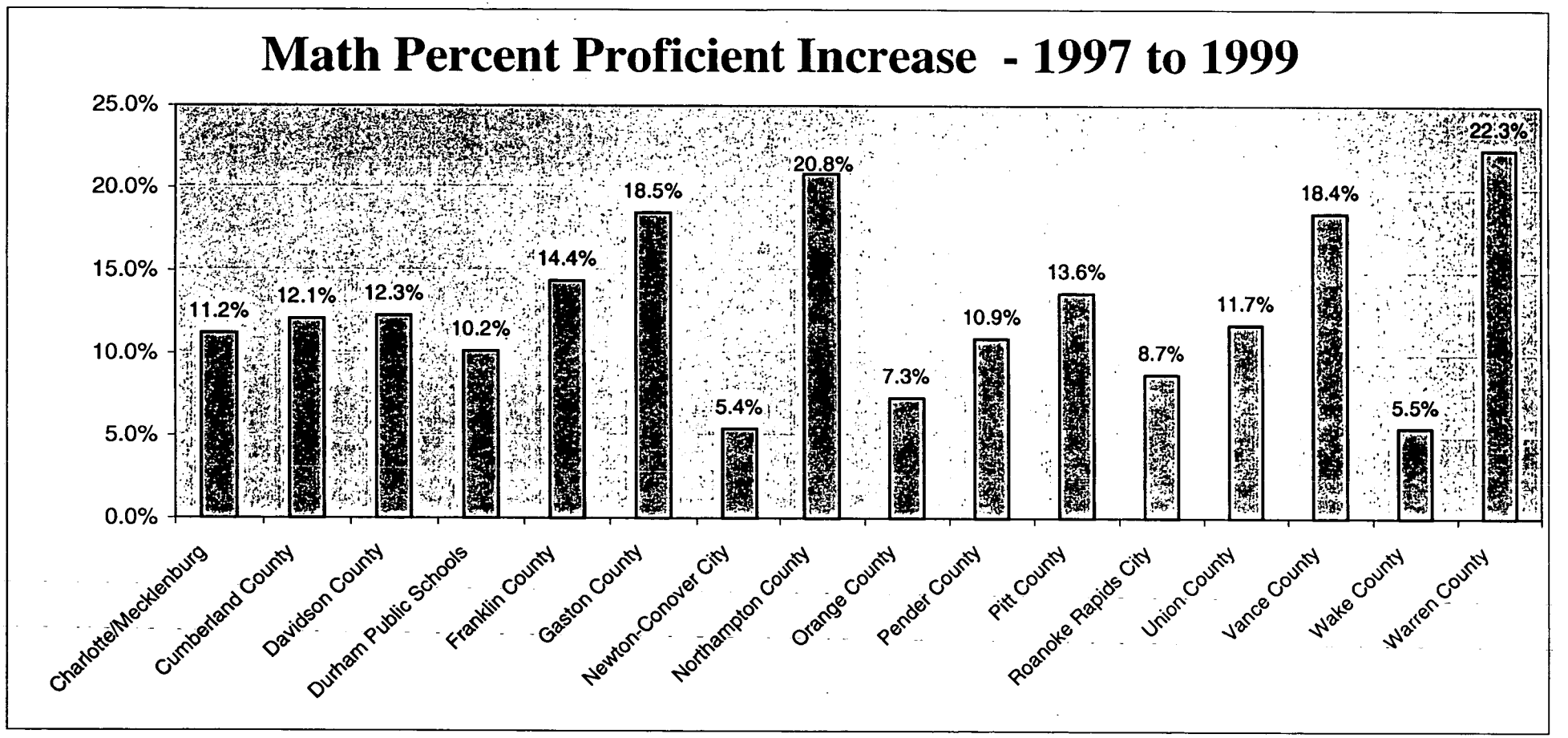

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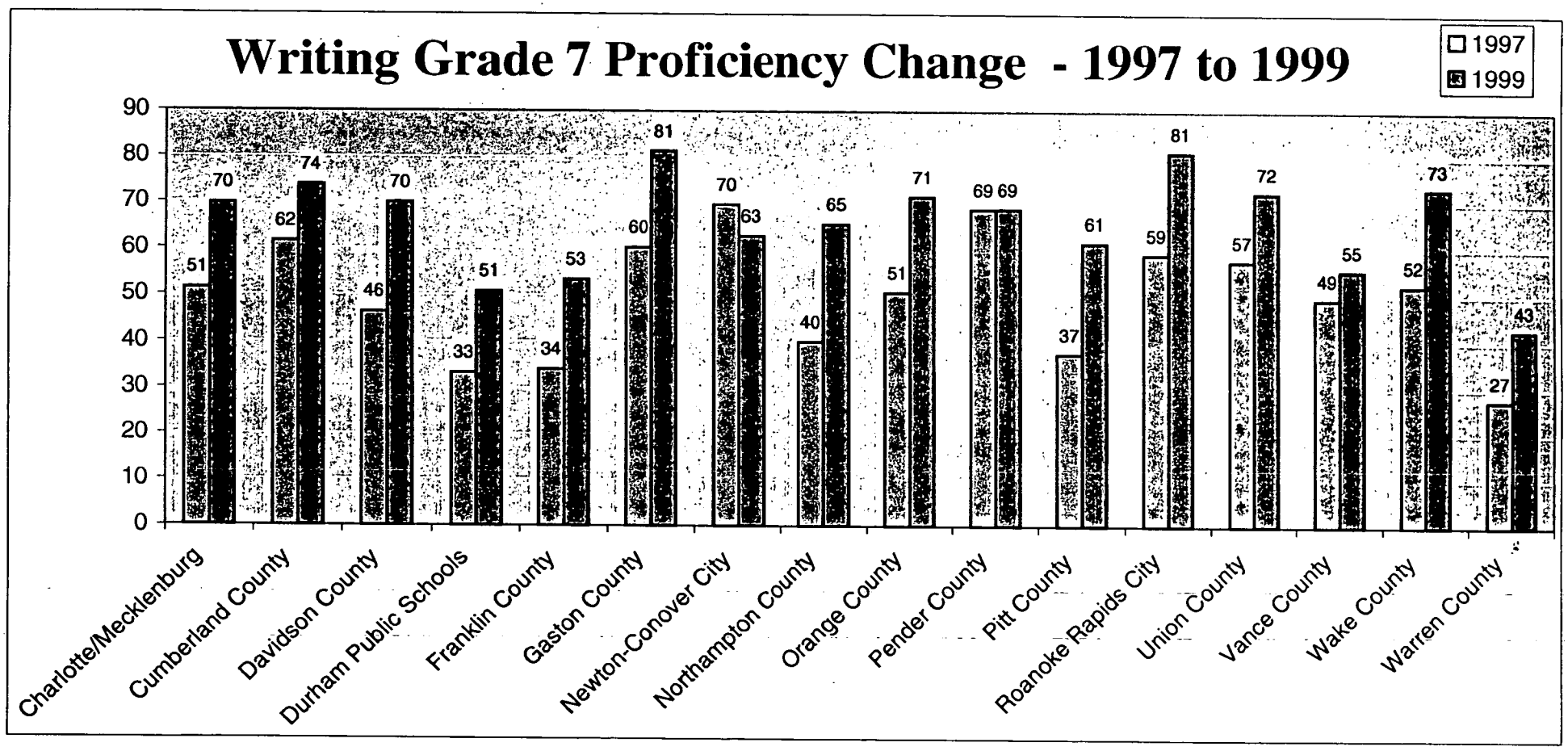
1997 Expansion School Systems



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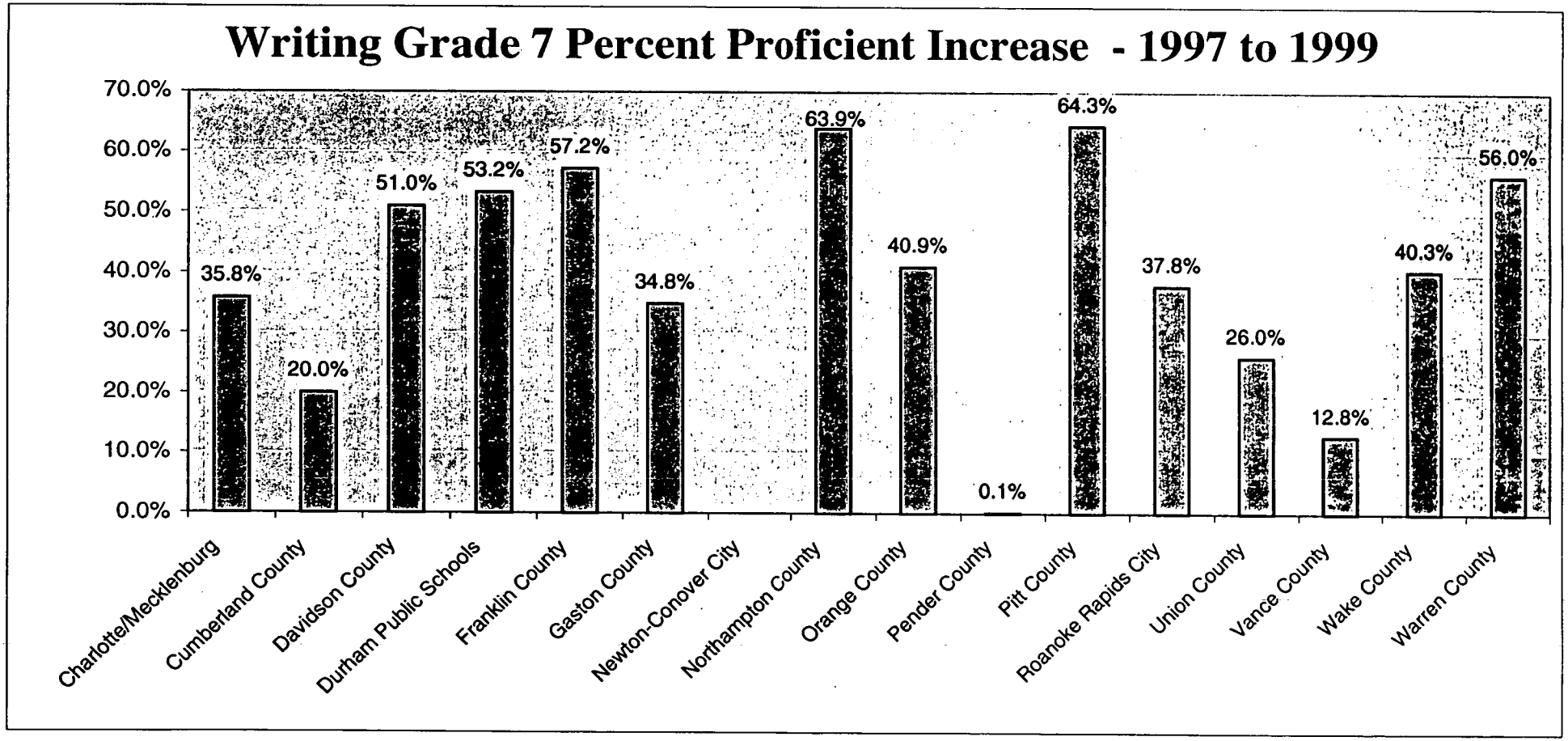

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1999-2000 Student Accountability Report

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NORTH CAROLINA PARTNERSHIP FOR EXCELLENCE

1999-2000 Student Accountability Report

Report to funders, partners, supporters, and the public on student achievement trends in 40 school systems participating in the High Performance model of organizational design.

Partnership School/System Data Included in this Report:

Bladen County
Craven County
Granville County
Johnston County
Lincoln County
New Hanover County
Bertie County
Cabarrus County
Caldwell County
Elkin City Schools
Winston-Salem/Forsyth County
Haywood County
Jackson County
Jones County
Nash-Rocky Mount
Onslow County
Perquimans County
Rowan-Salisbury County
Washington County
Whiteville City Schools
Wilson County
Cumberland County
Davidson County
Durham County
Franklin County
Gaston County
Charlotte-Mecklenburg County
Newton-Conover City Schools
Orange County
Pitt County
Roanoke Rapids City Schools
Union County
Vance County
Wake County
Warren County

Partnership Systems not included in this report (multi-year trend data not NCPE-related).

Beaufort County
Martin County
Rockingham County
Scotland County
Yadkin County
Brunswick County
Lexington City Schools
Moore County
Pamlico County
Clinton City Schools
Transylvania County

Funded through a Research and Development grant provided by the National Center for High Performance

~ FOREWORD ~

The North Carolina Partnership for Excellence is a 501-C-3 public-private partnership serving the public schools of North Carolina and a few selected sites in other states in the USA. The purpose of the organization is to significantly impact student achievement through the implementation of a model of organizational design titled the High Performance Model.

During each of the last five years, NCPE has published traditional student achievement data of those partners where multi-year participation has produced trend lines in student performance. The data reported has been SAT and end-of-grade test scores.

This report varies significantly from previous accountability reports. First, the format is quite different. The 1999-2000 Accountability Report is written in article format and is designed to be a communication vehicle for further analysis of the issues impacting student accountability.

Second, the data presented in this report involves analysis at a very different level of statistical review. While traditional performance is reported, NCPE is introducing the concept of Statistical Process Control in analyzing data.

NCPE is attempting to create a new *dialogue* about systemic transformation in public education. Conversation and understanding about this issue is the logical first step — we need to have a "learning conversation" — a dialogue about this important subject.

If we are able to create a common meaning and build a working consensus around action in this area, our effort will have been successful. This is not about argument or debate, but rather common meaning. In short, we can "learn to learn" through conversation and the building of a common understanding of standards, assessments, and accountability.

It goes without saying that this report is in no way meant to be critical of any current practice or means of data collection. We are all — educators, Department of Public Instruction, State Board of Education, and other policymakers — trying to meet the ever increasing demands for accountability and improvement. Indeed, North Carolina is to be highly commended for tackling this issue in such a comprehensive manner. This report is trying to assist in the dialogue of making our state's system of education even stronger in the future.

A special thanks to David Bayless (bayless@mindspring.com) and Jim Lunsford (jndlunsford@aol.com) who were commissioned to provide the data analysis conveyed in this report. Their perseverance, review, and guidance provided the impetus for this report.

G. Thomas Houlihan, author
President/CEO
North Carolina
Partnership for Excellence

Mission, Vision, and Values

Mission

- To support and coach education systems to meet and exceed customers requirements.
- To align the efforts of all organizations that support education systems.

System

- All NC students are nationally and internationally competitive.
- All NC students assume responsibility for their own learning.
- All schools assume a pattern of continuously improving an environment that supports student achievement.

Customer Requirements of Partnership

- Improve student achievement in NC.
- Intensify the application of Baldrige and quality principles at all education levels.
- Facilitate statewide alignment effort to support continual school improvement.
- Develop a model of school improvement that can be sustained over time.

What is the Future of the Public School System?

or

(Can We Change and Improve the Performance of the System of Education?)

In recent weeks, I have had the opportunity to be in social settings with two very different but distinctly important friends in my life. One friend is a lawyer in a large urban law firm in a midwestern capital city. This friend has three children, all of whom attend the public schools in a neighboring county system.

The second friend is an insurance executive whose one child graduated from a top-notch public school six years ago. He is very interested in K-12 education but is admittedly removed, and therefore, not up to speed on the public schools of his community.

During lunch one day with my lawyer friend, I was describing the work NCPE was doing with our Governor, State Superintendent, educators, students, etc. After describing in detail the goals we were trying to accomplish, my friend in a very innocent yet forceful way asked:

This is great, but do you really think the public schools are salvageable?

His comment took me back, not because I thought he was woefully uninformed, and not because I thought he had some political/ideological issue at hand. What unnerved me was the sincerity and depth of this question. As a public school supporter whose children were in public schools, this individual obviously was supportive of our schools. Yet his question drew a fundamental reaction — does this supporter really have doubts about the viability of public schools; and if so, what about all of those others who aren't as supportive?

As I pushed him further to explain why he asked the question, I had to admit his thoughts were often true. My friend said:

"Don't get me wrong — I want our schools to succeed — we all do. But it seems to me as if our current education system is still operating like when we were in school — certainly not like every other institution in our society that has changed dramatically over the years."

Approximately one month later, I has having dinner with a second friend, and the topic turned to our accountability results in North Carolina. This particular friend is someone I respect deeply, with a background in organizational design and development. After proudly describing our work to date, this friend turned to me and asked the exact same question as friend #1:

Tom, do you really think our public schools are salvageable?

After being asked the exact same question within a one-month time frame by two very close friends, the reality of this question hit home. Once again pushing this second individual for clarification, I asked him to explain his question. This friend said:

"It seems to me we have a current system that has a 'machine' mentality, not a living, flexible proactive approach. Don't get me wrong. I'm not blaming our schools. Yet, if the schools are salvageable, then explain to me why —

- The system continues to herd kids, sorts them, rates them, and ranks them.
- There appears to be only one other form of motivation — a test score.
- Any system can succeed if it continually loses 30-40% of its clients?"

Are the public schools of this country and North Carolina salvageable? If so, what must be done to address this question in a positive way? And, if not, what is the future impact of a less than satisfactory answer on the expectations of our country and its citizens? Depending upon which way we go, the implications of the answers to each question are extremely important.

One Customer Group's Perspective

At the most recent Executive Committee meeting of the NCPE Board of Directors, a detailed presentation was made of the 2000 student performance results of NCPE partner systems. Once again, the results were quite impressive: 90-100% of students in grades 3-8 reading (Figure 1.0) and mathematics (Figure 1.1) demonstrated higher proficiency rates. In addition, results in Algebra 1 proficiency (Figure 2.0) and English 1 proficiency (Figure 2.0), produced extremely positive trend lines as well.

(Note — For a definition of the statistical terms used in the report, please refer to the appendix for further clarification.)

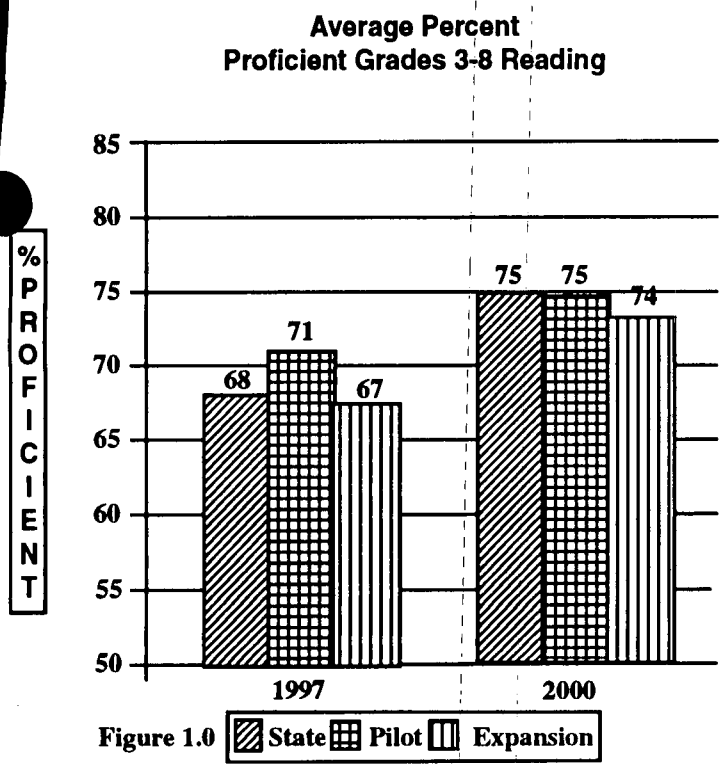


Figure 1.0

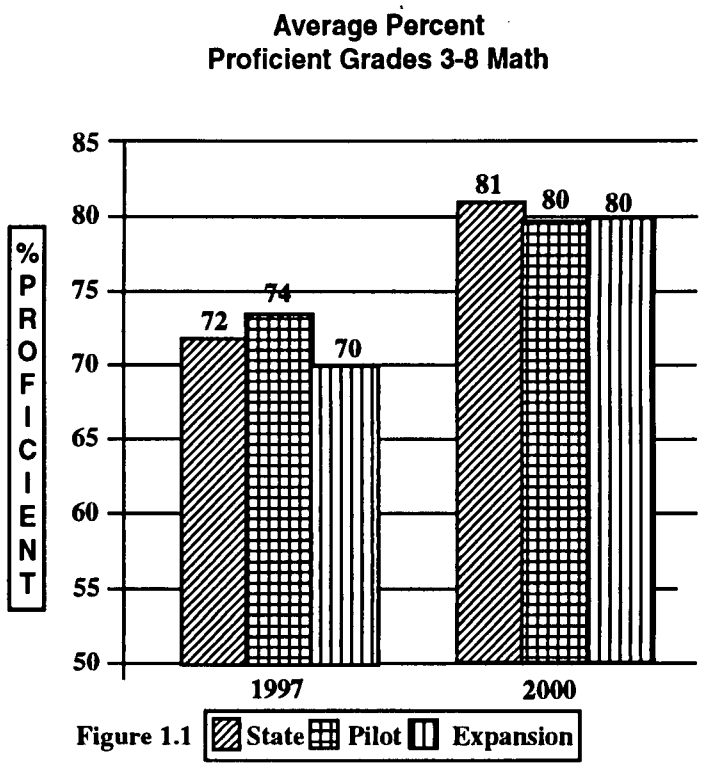


Figure 1.1

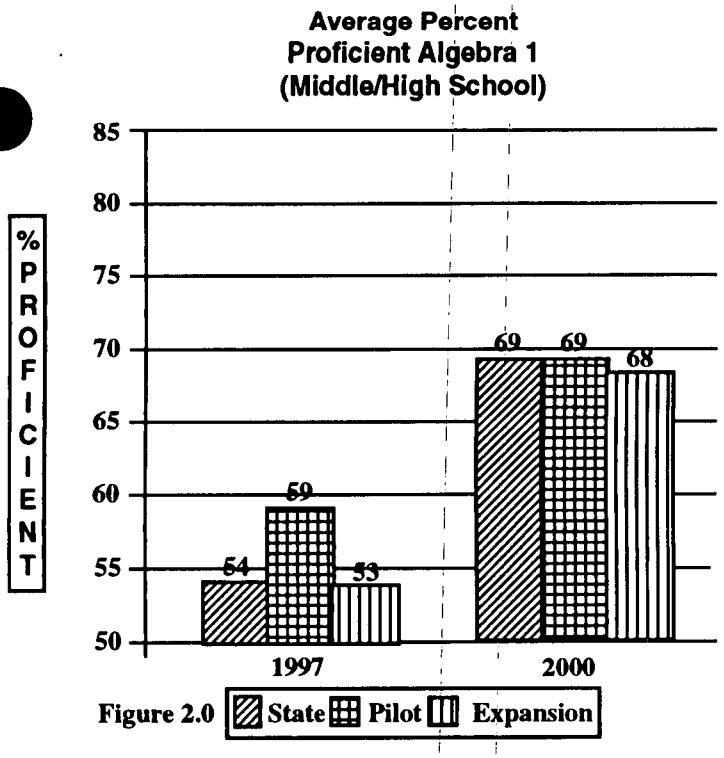


Figure 2.0

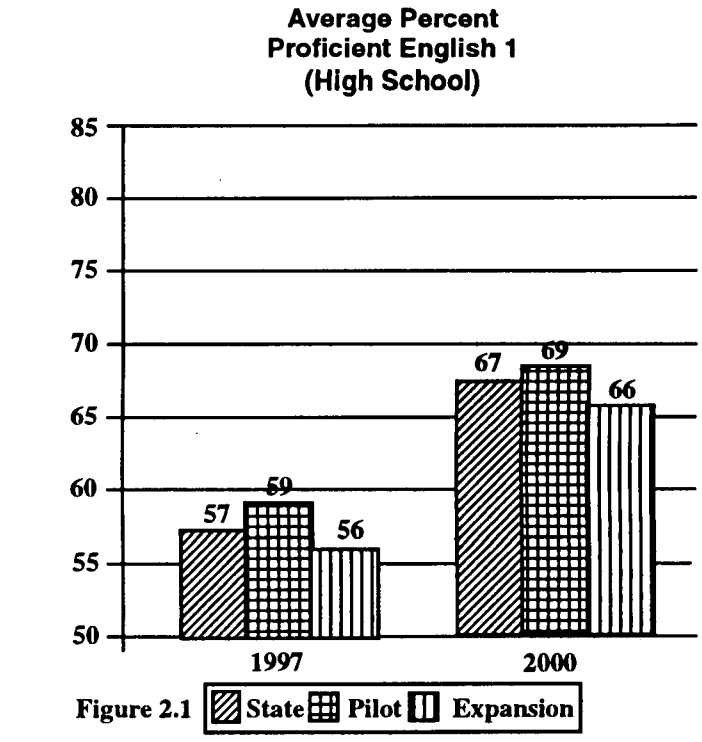


Figure 2.1

In addition to the NC testing results, SAT data was very positive. Figures 2.2-2.4 provide a sample o SAT results.

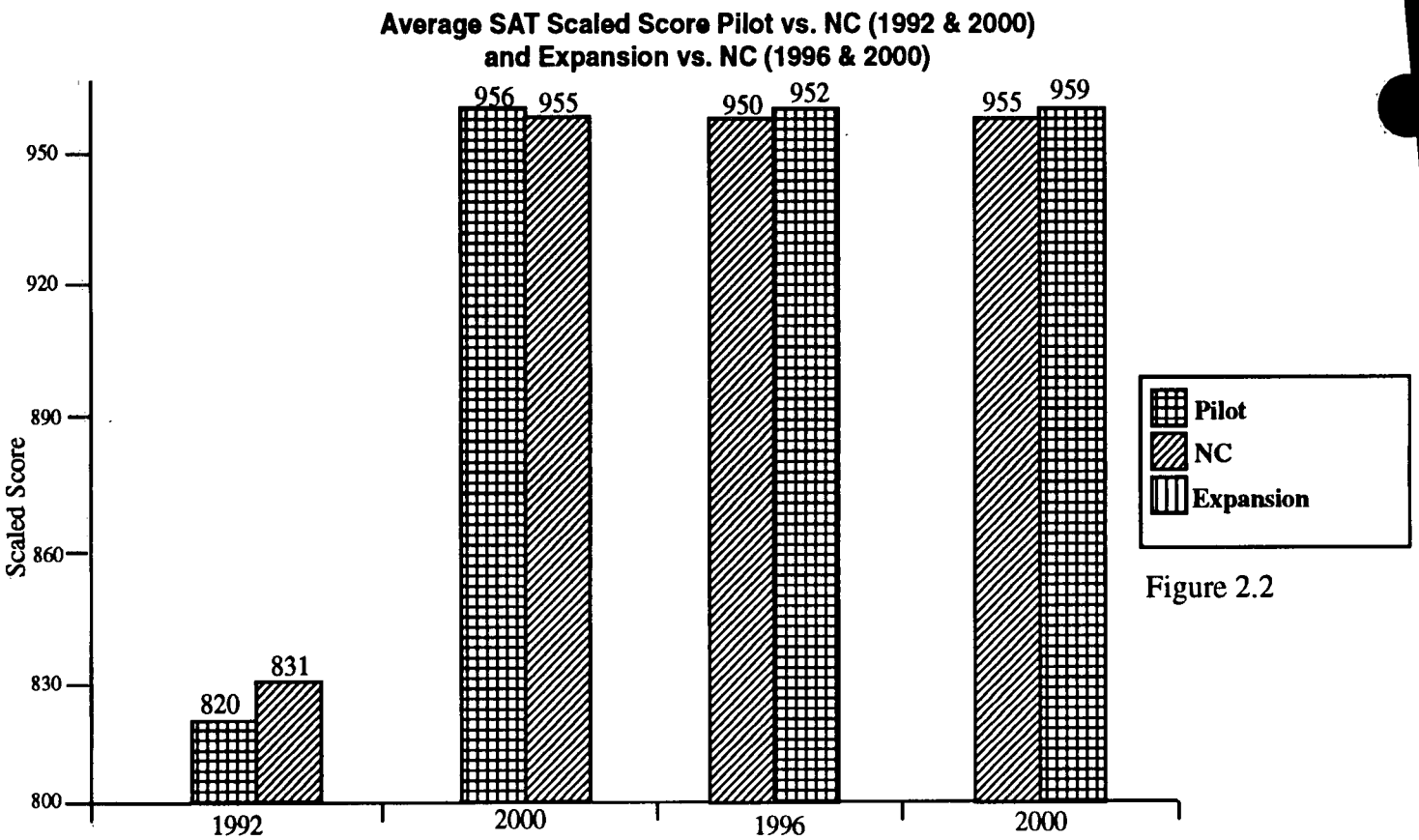


Figure 2.2

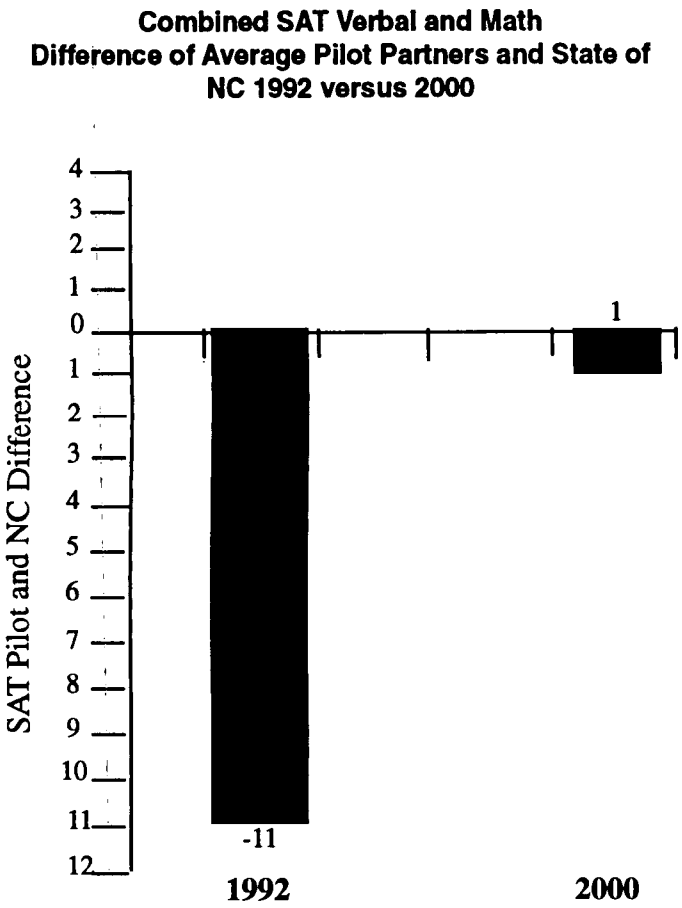


Figure 2.3

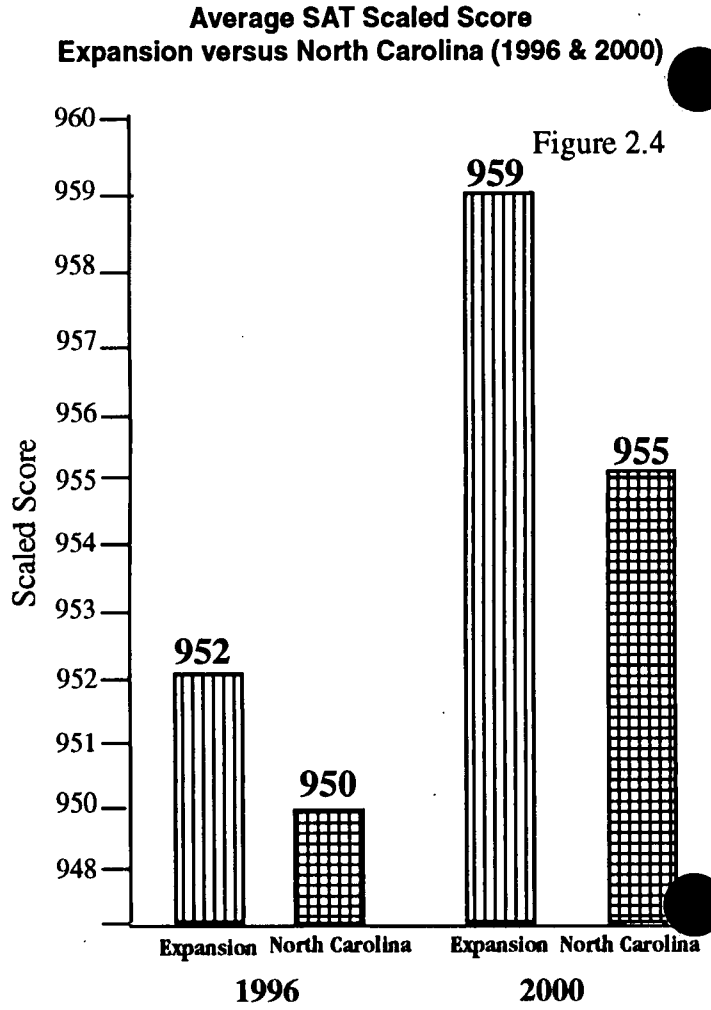


Figure 2.4

Yet after these results were presented, and after we finished congratulating ourselves on another spectacular year for student performance, our chair led us through a strategic discussion about the future of the North Carolina Partnership for Excellence.

"We should be very proud of our work since 1997," stated chair Olin Broadway, "but we have to encourage even more to make up ground in the future. You see, the requirements for skills and knowledge are changing more rapidly than ever; and our K-12 systems must be able to respond more quickly — or faster — than is currently the case."

Olin Broadway went on to state: "Can our school systems either transform themselves or be transformed into organizations that can change as rapidly as the world around us? That is the major issue we face, and that is the ultimate question NCPE must address."

The Sobering Reality of our Institutions

No other state in the nation has made the kinds of gains on student achievement as has North Carolina during the decade of the 1990s. And no other state has as dedicated a group of leaders as North Carolina.

But in reality this is likely not good enough if our schools are to be #1 in the country by the year 2010. Furthermore, the sobering reality is that our "system" from top leadership to local classrooms is trying harder than ever before; but our rate of improvement may not be fast enough. We must question if our "system" has the right expectations for student achievement. There is a primary reason for this:

Note the term "system" is being used as opposed to placing blame on any one person or part of the system. As we have learned in our studies of the High Performance model, this is a systems issue that must be addressed by all if we are to be successful.

But there is a way to begin transforming our system of education by applying what we have learned in our work in the NCPE initiative. We can turn to the work of many accomplished statisticians and gain from them one way to move forward in a positive way.

This statistical approach is called:

Statistical Process Control

All of us associated with the High Performance effort grasp at a basic level the idea that "Our education system is designed to produce exactly what it produces." This is not meant as a criticism, for this statement is made from a statistical process control derivation of student performance.

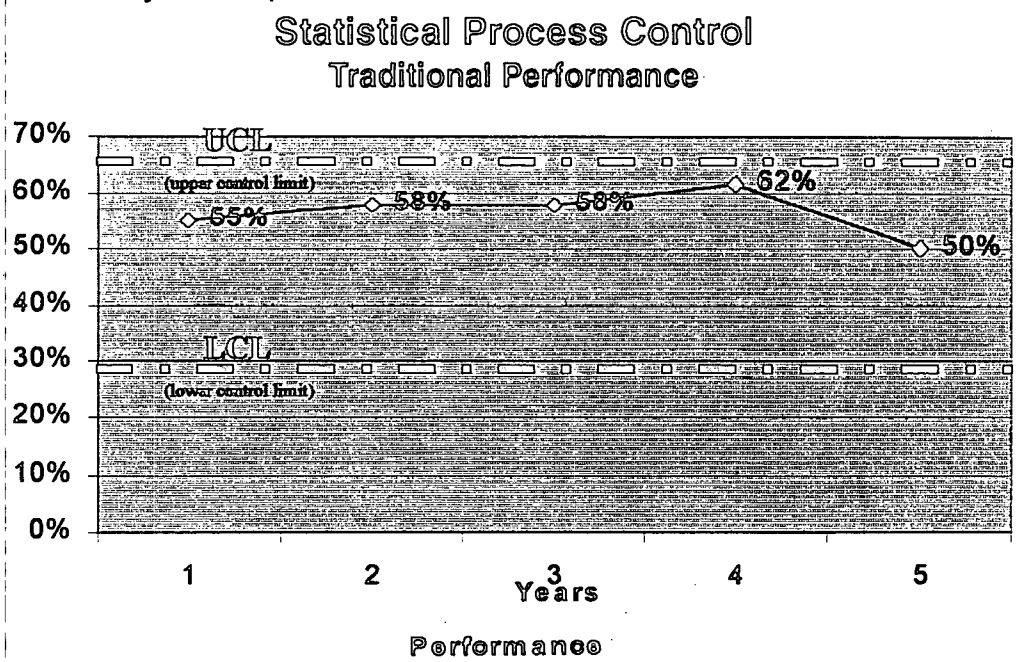


Figure 3.0

Any system is designed to produce exactly what it produces.

While recognizing the complexities of attempting to define any system over a multi-year period, nevertheless some important thoughts can be shared. Figure 3.0* provides a visual description of what is meant by traditional performance falling within the Upper Control Limit and the Lower Control Limit.* Determination of UCL and LCL is made by analyzing a system's performance trends and then applying a statistical equation to determine the various control limits. The conclusion reached from a Statistical Process Control analysis of education is whether or not a system's performance is stable. In other words, does the variation in an education system's performance fall within

the expected range of the performance indicator due to common causes that are defined by the lower and upper limits of this statistical derivation.

The Shewart/Deming concept of Statistical Process Control provides a statistical analysis of whether or not a system's performance is stable. To change the performance levels in a stable system, we must change the system. In simple terms, if we want significantly higher performance in our school systems, we must change the system. These changes for continual or breakthrough improvement in the system's performance are not just guesswork or a "hunch" but are based on long-proven knowledge backed by scientific evidence through the application of statistical methods.

In the example provided, performance in fact is termed Stable Performance, because the system's performance over time did not vary outside the statistically validated limits. And herein lies the crux of the dilemma in education:

1. If stable performance over time falls within expected statistically valid limits, do we reward and/or punish those systems falling within the limits?

2. If a system shows continual improvement every year in proficiency levels, but falls within the statistically valid control limits, are expectations for student performance high enough?

3. Conversely, if a system's performance shows continual decline, yet falls within statiscally valid control limits, are we punishing the wrong performance because of a lack of understanding of what high performance really is?

4. Finally, if we have a system of rewards/consequences, what do we do with the following potential scenarios:

a) Performance continually improving and above expectations <u>and</u> above standards?

b) Performance continually declining and below expectations?

Figure 3.1* provides a visual example of what is titled "Raising Performance to a Higher Level." Another way of understanding this idea is to think of this as possible "Breakthrough Performance." Note that in this example, performance as measured by proficiency has increased each year and has actually reached levels above the upper limit of expected proficiency. This improvement is for more than one year and is approaching the upper performance limit that represents a performance level associated with a different system than the current system.

Raising Performance - Higher Level

Traditional Performance

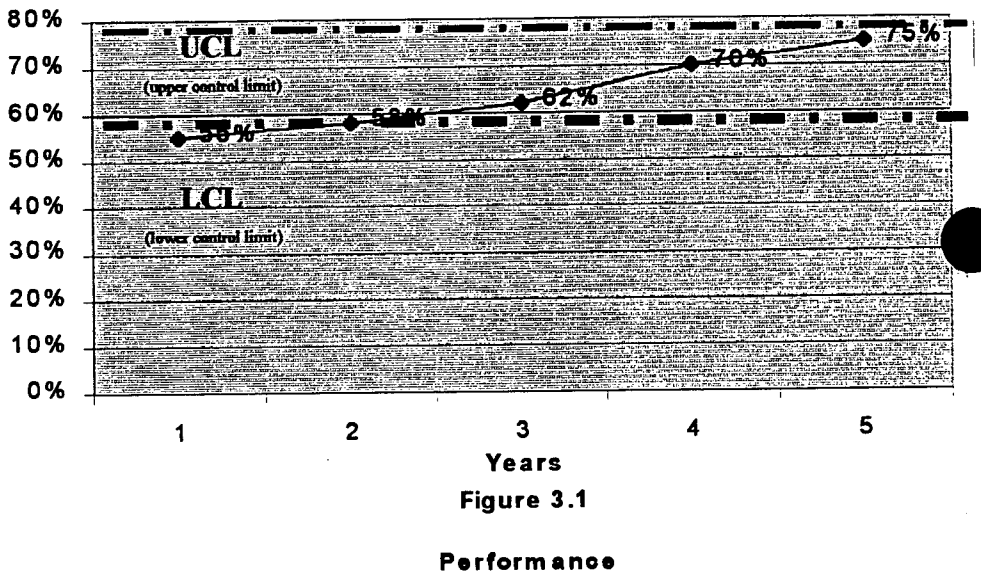


Figure 3.1

"Breakthrough Performance"

In Figure 3.0*, the expected level of performance — the measure for rewards/punishments — is proficiency, or being at grade level. In Figure 3.1* the "Breakthrough Performance" level is not grade level but could perhaps be understood as performance at a significantly higher level.

Which of these examples is the kind of performance needed with higher expectations, grade level, or above grade level? Which of these examples pro-

***Note — The performance indicator values and control limits in Figures 3.0 and 3.1 are for illustrative purposes only. They do not represent the performance of a school system or group of school systems in North Carolina.**

vides the greatest opportunity for "fast response" to ever changing skill requirements? The answers to these questions appear to be obvious, and in fact higher levels of performance are absolutely critical for education improvement. Yet even with breakthrough performance (significantly higher performance levels), there is no guarantee that it will represent a level of performance that is "world class." Customer input is critical to determine skills needed by students, with these skills requirements tied to accountability systems that measure what is needed in a comprehensive manner.

To meet customer expectations and requirements, our system of education must analyze traditional accountability systems to determine if they strive for significantly higher performance (Breakthrough Performance) or reward traditional performance (At Grade Level). To really meet customer expectations/requirements, it is also necessary to go beyond higher performance levels — to make sure we are measuring the skills needed in the 21st century. Within this context of high expectations aligned to appropriate assessments might lie one of the keys to the transformation of our K-12 education system in North Carolina (and the nation).

The issue of expectations is an insidious one, as obviously our policy makers, educators, etc. are trying very, very hard to raise performance. But if we are in a system that unintentionally rewards/punishes expected performance that is below customer needs/requirements, the dilemma regarding the future of K-12 education is a very real dilemma. This issue is further complicated by the need to achieve "Breakthrough Performance" in the right areas of measurement!

Hope for the Future!

For the first time since the North Carolina Partnership for Excellence has been collecting and reporting data on partnership student performance, the use of Statistical Process Control was applied to determine extremely high levels of performance. And the findings have the potential to demonstrate hope!!

In an analysis of student performance from 1997-2000 (4 school years), the following results are reported regarding "Continual Improvement Performance" and perhaps even to a higher level of performance excellence:

- SAT Scores (V&M) — Four (4) Partner Systems achieved continual improvement breakthrough performance, while Three (3) former Partner Systems (no longer actively participating in the initiative) showed continual decline.

- Algebra 1 Proficiency (High School/Middle School) — Fourteen (14) Partner Systems achieved continual improvement breakthrough performance

- English 1 Proficiency (High School) — Ten (10) Partner Systems achieved continual improvement breakthrough performance

- Mathematics Proficiency (Grades 3-8) — Twelve (12) Partner Systems achieved continual improvement breakthrough performance

- Reading Proficiency (Grades 3-8) — Fourteen (14) Partner Systems achieved continual improvement breakthrough performance

*Note — For the analysis of this paper/report, no UCL or LCL were computed that permit conclusions of continual breakthrough improvement and/or decline. The anaysis in this report focuses on the interpretation of trends representing continual improvement and/or decline. Subsequent reports currently being prepared will analyze the performance indicators using UCL and LCL to make conclusions.

Concluding Comments:

The North Carolina Partnership for Excellence made a conscious decision to report student performance/accountability in a very different mode for the year 2000. To continue to report system-by-system proficiency would be to continue to say that the current traditional performance improvements are acceptable as present. Yet based on input from the NCPE Board of Directors, and the ongoing work of the Department to improve testing practices, this is just not an acceptable position.

Yet at the same time, in the spirit of cooperation and collaboration, NCPE reports the positive results of systems that have achieved continual improvement breakthrough performance. These systems provide examples of the potential of meeting new levels of performance. Hopefully, in the future, our state will create rewards for achieving those higher levels of expectation. If we have higher levels of expectations and measure the 'right things,' our K-12 system will be envy of this nation and the world.

One thing we all know — We can't expect to change performance without changing the system that produces that performance. As we so often say — this last statement is not 'rocket science,' but the transformation of our K-12 system to achieve new levels of higher improvement is the toughest challenge the education system has faced in decades.

We simply cannot fail.

Appendix A — Definition of Student Achievement Results

Student Achievement results are reported for groups of school systems actively involved in the NCPE initiative:

◦Original 6 pilot school systems that started in the fall of 1993

◦Expansion group of 29 school sytems that started in the fall of 1996 and 1997 where multi-year trend data is available

(Note — The 29 systems reported do not include those school systems no longer actively a part of the partnership.)

◦Student performance data for all 35 partnership school systems

1. General trend data for student performance measured by the **Total SAT Score.**

2. **Algebra I Proficiency** measured in the percent of students in the system whose middle or high school end-of-course (EOC) assessment test scores were classified at or above grade level.

3. **English I Proficiency** measured in the percent of students in the system whose high school end-of-course (EOC) assessment test scores were classified at or above grade level.

4. **Math Proficiency** measured in the percent of students in the system whose grades 3 to 8 whose end-of-grade (EOG) assessment test scores were classified at or above grade level.

5. **Reading Proficiency** measured in the percent of students in the system whose grade 3 to 8 end-of-grade (EOG) assessment test scores were classified at or above grade level (i.e., the developmental scaled score was at achievement level 3 or 4).

Appendix B
Key Factors of Data Collection in this Report

The baseline year of 1997 was selected because it is the first year of the North Carolina ABC accountability program. The current year of 2000 and the years of 1997, 1998, and 1999 were selected because they provide complete and accurate EOG and EOC assessment indicator values over the operational years of the ABC accountabiliy program to report for the trend and comparative analyzes. This analysis approach of this report models the result category of the performance excellence criteria.

KEY TERMINOLOGY — The term **proficiency** means students of the system are achieving on grade level or above — or proficient level. For example in 1997, 65% of Johnston County's 3-8 graders were proficient in reading or reading on grade level.

The **percent difference** of each student achievement indicator between the baseline year (1997) and current year (2000) is reported. For example, the percent change in Algebra 1 proficiency from 1997 to 2000 for Granville County Schools is 18% (e.g. 80% in 2000 minus 68% in 1997 divided by the 68% in 1997 is 18%).

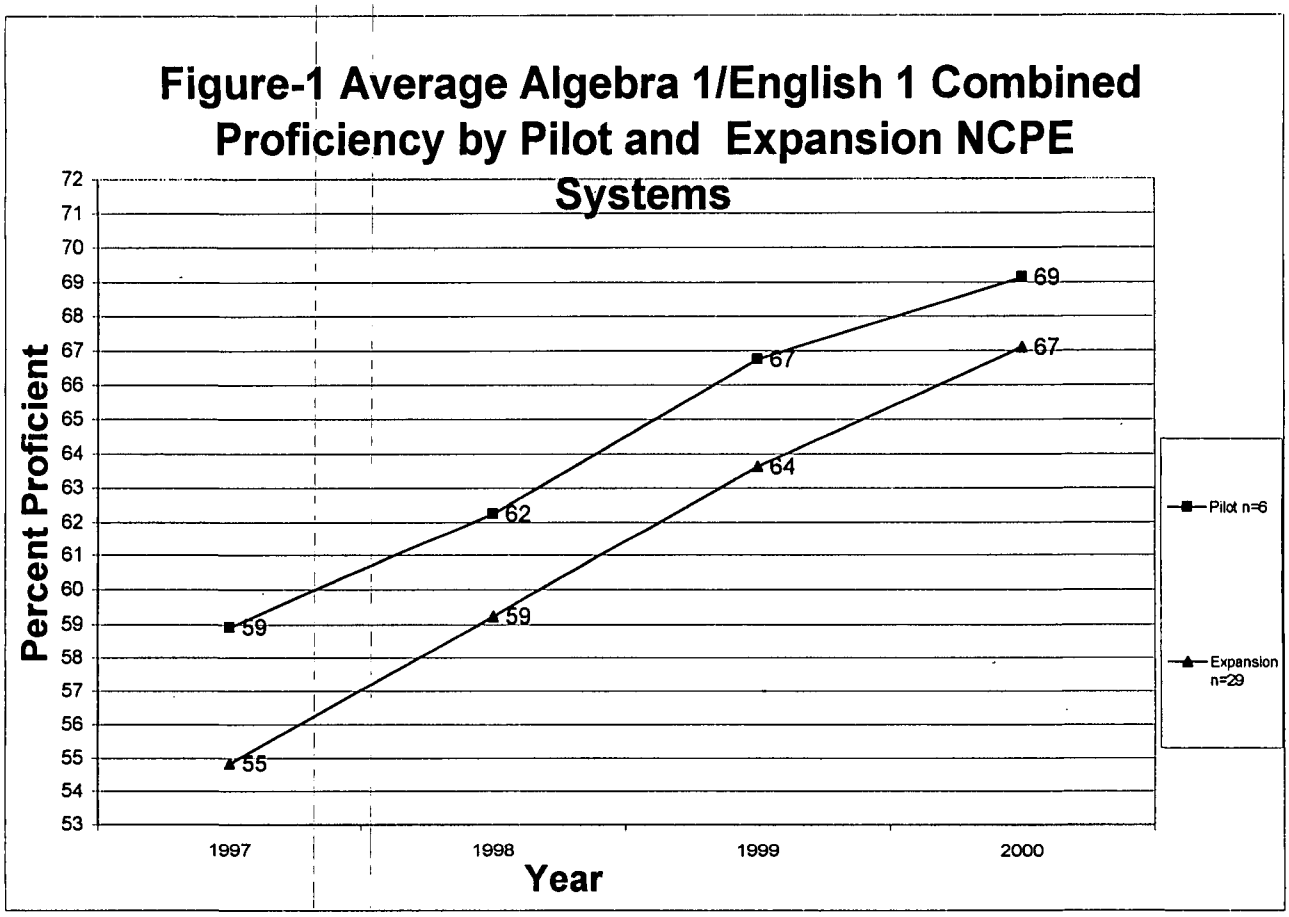
Continual Improvement or Continual Decline

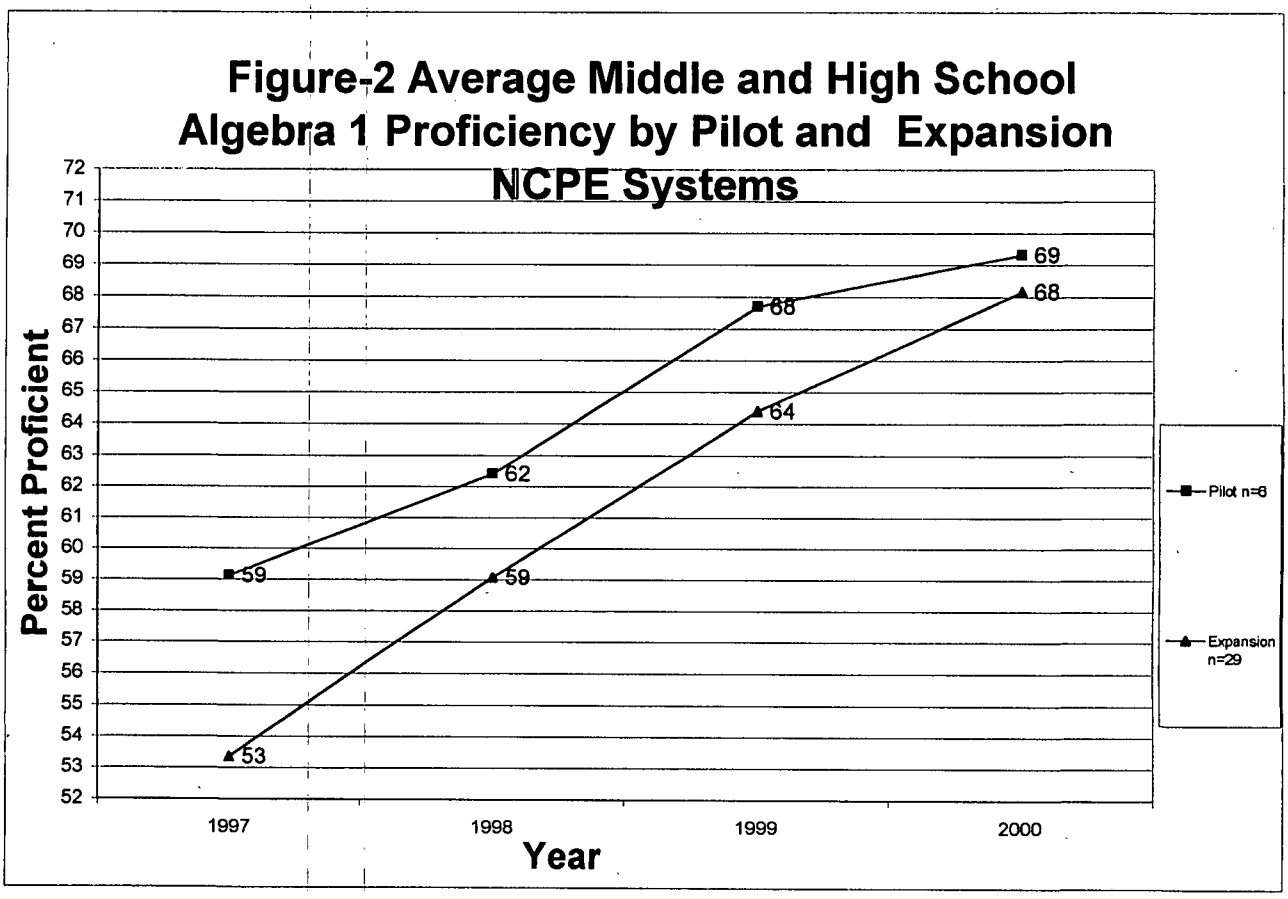
These terms are used in conjunction with the concept of Statistical Process Control (SPC) and refer to systems that have "broken through the Upper Control Limit (UCL) of common system variation" or "broken through the Lower Control Limit (LCL) of common system variation." Data trends that indicate either **continual breakthrough improvement (CI)** would categorize that system as a **Special Cause** regarding student performance.

The term **continual breakthrough improvement (CI)** or **continual decline breakthrough (CD)** of the trend analysis means ALL the year to year values of the student achievement indicator either increases or declines for the following successive pairs of years: 1997 to 1998; 1998 to 1999; 1999 to 2000.

For example, in the Wake County Public School System that the Total SAT Scores were 1047 in 1997, 1052 in 1998, 1059 in 1999, and 1061 in 2000. This resulted in successive year to year increases of 5 scaled score units from 1997 to 1998, 7 units from 1998 to 1999, and 2 units from 1999 to 2000. These successive year to year increases are defined and reported as a **continual breakthrough improvement** in the next section of this report.

Appendix C
Additional Student Achievement Data





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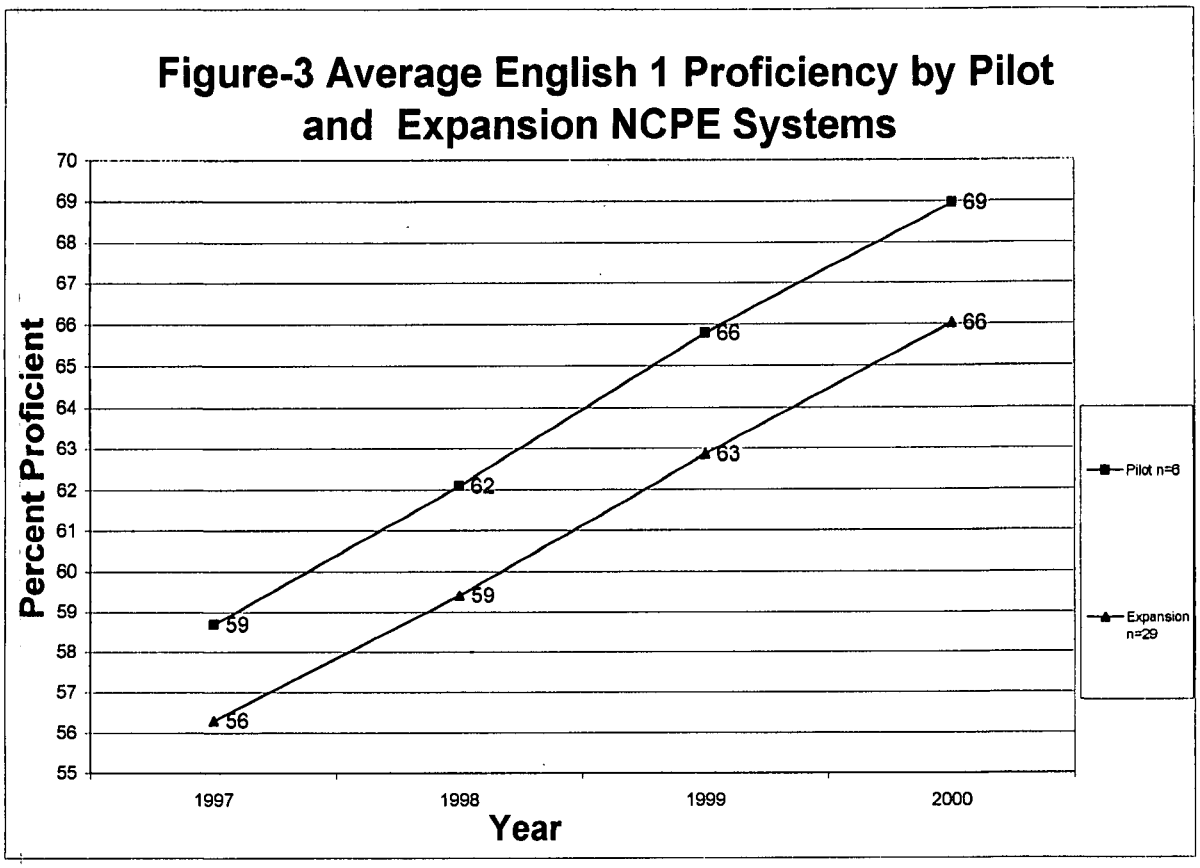

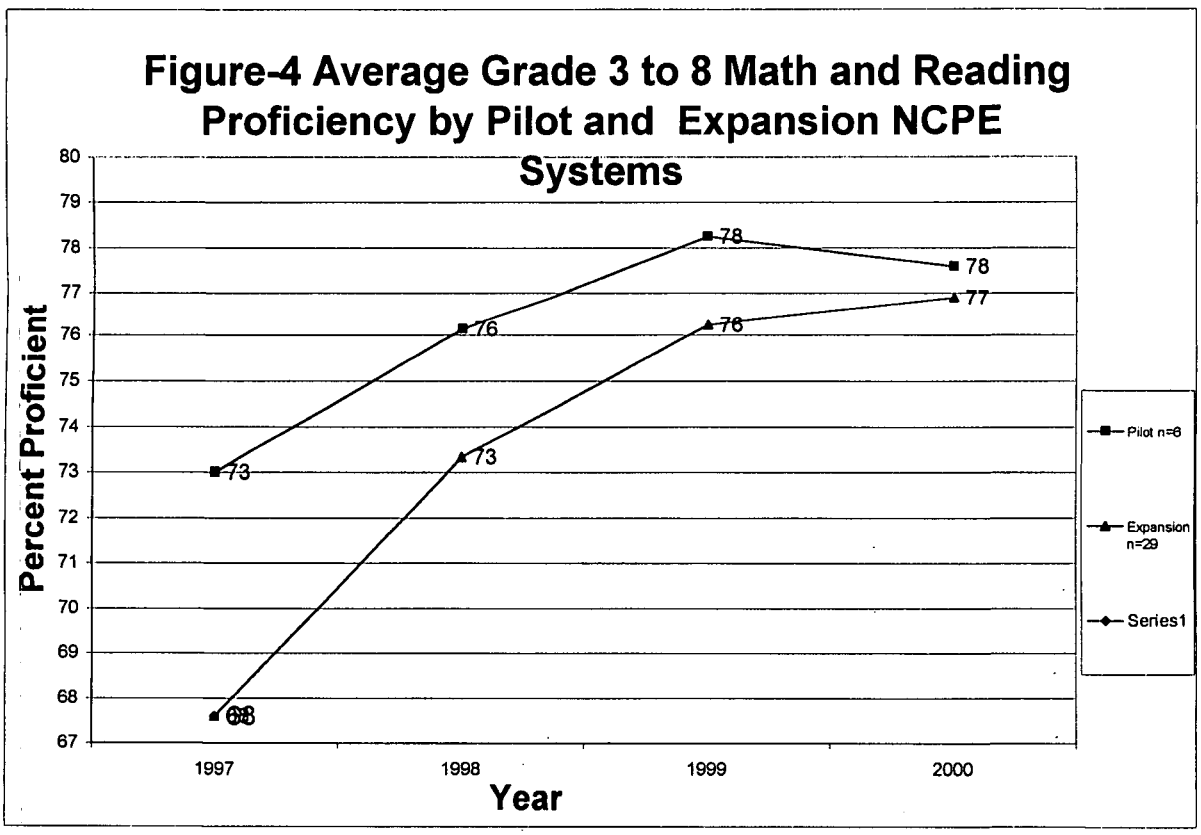

BRUNSWICK CO
PARTNERSHIP

AGENDA ITEM

QUALITY SCHOOLS PARTNERSHIP AGREEMENT
NC PARTNERSHIP FOR EXCELLENCE

The NC Partnership for Excellence was created on September 1, 1997 as a 501-C-3 non-profit public-private partnership. Following approval of the proposed business plan by NCBCE on March 20, 1997, the Business Council of Management and Development formally endorsed this entity on August 22, 1997. In September, 1999 the National Alliance of Business selected the NCPE as a National Coalition of the Year . . . "North Carolina is the only state that has a school-business partnership sustained over time and achieving significant student results. The NC Partnership for Excellence is the model for other states to follow."

The mission of NCPE is: 1) That all North Carolina students will be nationally and internationally competitive; 2) That all students will assume responsibility for their own learning; and 3) That all schools will assume a pattern of continuously improving an environment that supports student achievement.

Key Indicators of Mission:

- Approximately 6000 educators/school boards/community members impacting over 600,000 students have received training in the model of quality referred to as the **High Performance System** for education.
- 32 of 118 school boards in North Carolina have had exposure to training, ranging from state-sponsored school board seminars to day-long training for specific school boards.
- Every employee in the Department of Public Instruction (500+) has received training in the **High Performance System**.
- The State Board of Education, as part of its 1998 retreat, met in Craven County, North Carolina (one of the original pilot sites) for extensive school visits and a review of NCPE's approach to system school improvement. The State Board of Education has also received training and has created a clear set of goals and objectives that are driving the state's education system.

- The number of partnerships has risen from 6 to 26 to a current/potential interest level of 45 partnerships throughout North Carolina.
- Student performance of partnership school systems as measured by the "ABC" program indicates a trend of continuous improvement at both the 3-8 and 9-12 levels of measurement.

With approval of our membership to the NCPE, Brunswick County Schools will qualify for funding in the amount of $15,675. A system-wide plan will be developed which will include training initiatives and site visits to other network school districts.

ACTION REQUESTED:
BOARD APPROVAL

OVERVIEW OF THE NORTH CAROLINA PARTNERSHIP FOR EXCELLENCE

Historical Background

Shortly after the election of James B. Hunt, Jr., as Governor of North Carolina in 1992, a meeting was held involving Governor Hunt and the Business Council of Management and Development. The Business Council, made up of CEOs of among the state's largest employers, issued a sharp directive to Governor Hunt regarding the state of education in North Carolina. To put it simply, the CEOs were exasperated with "feel good- do nothing" school-business partnerships that had little long-term impact on student achievement.

This group of CEOs, led by Bill Lee of Duke Power (now deceased), included 25 additional business leaders, issued a challenge to Governor Hunt. The challenge was as follows;

"If your administration will develop a comprehensive, long-term, systemic change strategy for education, we will commit resources and support to make the strategy succeed."

Governor Hunt requested that Tom Houlihan, Senior Education Advisor, work with a group of business and education leaders to create such an effort. After months of extensive planning, an effort titled "Total Quality in Education"(TQE) was presented to the Business Council. Key components of the TQE change strategy included;

- Implement a 4-year Research and Development project using the business principles of quality management and Baldrige criteria to determine if applying these business principles to public education could significantly improve schools.
- Create six pilot partnerships involving a local school system, higher education partner and business partner all working together to improve student achievement.
- Raise funds from the Business Council and other appropriate sources to provide funding for these pilot partnerships.
- Develop a comprehensive reporting document annually that outlined student achievement and other data to determine the success of such an effort.

Under the direction/leadership of Tom Williams and the North Carolina Business Committee for Education, the pilot effort began in 1993 and concluded in 1997. Annual reports were published in 1995, 1996 and 1997, and student data was reported as well.

A total of $3 million was raised over four years to support this R+D effort, most of the funds coming from the members of the Business Council. In 1995 the North Carolina General Assembly began to take note of the positive student performance trends and began allocating funds to expand the pilot project into other school systems across North Carolina. As of July 1, 1997, a total of 26 school system partnerships have been created, modeling the pilot effort began in 1993.

Given the positive success of the R+D model, the Business Council of Management and Development, voted in August, 1997 to create the North Carolina Partnership for Excellence as a non-profit, public-private partnership. These business leaders authorized NCPE to carry the model forward to all school systems in North Carolina voluntarily desiring to implement this proven method of school improvement.

September 1, 1997- The North Carolina Partnership for Excellence

The North Carolina Partnership for Excellence is a non-profit public-private partnership created to support the existing 26 school system partners and to create additional partners involving business, higher education, school systems and local communities.
Furthermore, NCPE is designed to assist in developing partnerships with state policy-making organizations to assist them in the work of improving education in North Carolina.

The mission of NCPE is; 1) To support and coach education systems to meet or exceed customer requirements, and 2) To support and coach organizations that have responsibility for the alignment of education in North Carolina.

The vision of NCPE is; 1) That all North Carolina students will be nationally and internationally competitive, 2) That all students will assume responsibility for their own learning, and 3) That all schools will assume a pattern of continuously improving an environment that supports student achievement.

NCPE's customer requirements, as outlined by the business/policy-making community, include the following; 1) Improve student achievement, 2) Intensify the application of quality principles/Baldrige criteria at all education levels, 3) Facilitate state wide aligned efforts to support continual school improvement, and 4) Develop a model of school improvement that can be sustained over time.

The organization, created on September 1, 1997, is governed by a Board of Directors consisting of a majority of business leaders and including key government, community and education leaders from throughout North Carolina. Also included are representatives of each of the education systems in the state (K-12, University and Community College). The Board employs two full-time personnel (President and Vice-President) and contracts with a full-time trainer and part-time secretary. A list of the Board and the Organizational Design of NCPE is attached.

The Board of Directors has been very clear that funds raised must go to support school system partnerships, with administrative costs kept to a minimum. Therefore, NCPE will maintain the current staffing pattern of two full-time employees, with all other administrative needs being outsourced as necessary.

NCPE- September 1, 1997- current

Since the creation of NCPE, the following actions are highlighted to provide a sampling of the organization's work and mission;

- Approximately 6000 educators/school boards/community members impacting over 500,000 students have received training in the model of quality/Baldrige, which is now referred to as the **High Performance System** for education.
- Every employee in the Department of Public Instruction (500+) has received similar training in the **High Performance** model, involving over 6000 contact hours with DPI personnel. NCPE has recently been asked by the Leadership Team at the Department to provide an additional 6000 contact hours of ongoing training based on the success of the original training.
- The State Board of Education has received training from Pinellas County Schools, and as a result, has created a clear set of goals/objectives that are driving the state's education system. The State Board will also receive additional training in the future.

- NCPE will expand from 26 current partners to 40+ partners during 1998. Involvement is strictly voluntary and must be finalized with a signed partnership agreement involving all parties to the contract.
- NCPE has raised in excess of $4.6 million in cash, in-kind contributions and multi-year pledges. Funds have been equally divided among business/industry, government sources, and foundation/federal grants.
- NCPE's High Performance model has been selected by the National Alliance of Business as a model to be considered in a nation-wide campaign to achieve in other states what NCPE has accomplished in North Carolina.

In addition to these action-related examples, NCPE has facilitated a series of successful school-business partnerships that are producing very positive results. While all school systems are involved in partnerships- a sample of the current partnerships include;

- Nortel- Johnston County Schools- East Carolina University
- Duke Power- Lincoln County Schools- UNC- Charlotte
- IBM/Lenox China- Granville County Schools- UNC-Chapel Hill
- CP & L- New Hanover County Schools- UNC- Wilmington
- DuPont- Bladen County Schools- Fayetteville State University

NCPE will be announcing numerous additional partnerships in the coming months.

Since the creation of the North Carolina Partnership for Excellence on September 1, 1997, financial support has been received from four primary sources. The sources and the total amount of gifts and pledges are listed below:

1) Business/Industry community of North Carolina-Over 20 companies representing the business community have contributed in excess of **$1.5 million** to support the organization's activities. This figure represents actual cash contributions to the partnership. In addition, numerous companies have contributed in-kind services, such as serving on leadership councils, providing training opportunities, and contributing other services at the local school level. The total amount of in-kind contributions/services is in excess of **$1.5 million** to support the organization's activities.

   By combining both cash and in-kind services, the North Carolina business community has contributed in excess of **$3.0 million** for partnership activities since September 1, 1997.

2) North Carolina General Assembly-In both the 1997-98 and 1998-99 fiscal budgets, the North Carolina General Assembly, acting in concert with Governor Hunt's budget recommendations, has allocated **$900,000** to support partnership activities. This recent support, combined with earlier commitments, brings the total of funding from the North Carolina General Assembly to **$1.7 million**.

3) State and Federal grants-Both the North Carolina Department of Public Instruction and the United States Department of Education have made competitive grant awards to the North Carolina Partnership for Excellence. In addition, SERVE, the southeastern federal lab, has made a multi-year pledge as well. The combined allocation of state and federal competitive grants that have been awarded to NCPE totals **$1.45 million** over a multi-year time frame.

4) Grant/foundation community-The North Carolina Partnership for Excellence has received grants and foundation gifts from a variety of business foundations and such organizations as the Z. Smith Reynolds foundation. Total grants received from these sources total **$500,000**.

Why the North Carolina Partnership for Excellence?

Given the seemingly endless number of organizations and efforts currently in place to help public education, one might legitimately ask; "Why a new non-profit partnership effort?" NCPE was created for four distinct reasons.

#1- To bring a focused, aligned school improvement strategy to the "system" of education in North Carolina.

North Carolina has repeatedly been referred to as the "zig-zag state of education reform- if there is a new idea to be tried, North Carolina is willing to give it a shot". (Quality County- Education Week, 1996) North Carolina's political, policymaking and business leaders have been remarkably supportive of school improvement efforts throughout the 1980s and 1990s. Unfortunately, this has created a "system" of education that is fragmented, short sighted and often lacking in long-term improvement. The attached graphic is referred to as Random Acts of Improvement- lots of efforts to improve, but most going in one direction or another. In short, education in North Carolina lacks coherence, clarity and a focused direction.

NCPE was created in part to help educators, business leaders and policymakers realize the current fragmented system is not likely to achieve long-term significant student improvement unless those responsible receive extensive education and training.

NCPE is not another policymaking organization that describes the "what" of education issues. Instead, NCPE is an organization that actively helps those involved in education learn the "how" of implementing a **High Performance** model that brings alignment to the system and results in higher student performance over time.

This organization was created to work directly with those involved in the education "system" to improve performance through an aligned approach from the State Board of Education level to the classroom level.

#2 "Progress is impossible without change, and those who cannot change their minds cannot change anything" (George Bernard Shaw).

NCPE was founded on the fundamental belief that change in education (or any organization) must be initiated from outside the current system. Despite best intentions it is all but impossible to achieve long-term, systemic change without an outside source of support, a new visions, and the infrastructure support to help those responsible for change to be successful. History has taught us one fact quite clearly- asking people within the system to make change without outside assistance has rarely, if ever, been successful over a long-term period of time.

NCPE is the outside change agent organization that helps to create the vision and provides the training, resources and infrastructure support to sustain the change over time. Thus, it is the only organization of its kind created in recent memory that not only actively provides a new model of improvement, but also provides the knowledge, expertise and financial/in-kind support to be successful.

#3 "Doing your best isn't good enough if you don't know what you are doing" (W. Edwards Deming)

Another key reason NCPE was created was the fundamental belief that asking people to take on new responsibilities or operate different than in the past almost always fails if those involved do not receive adequate education and training, or professional development.

Approximately 90% of the funds provided to existing partnerships have been used for education and training of school board members, educators, community members, etc. Policymakers tend to view staff development funds as "soft" money that is not as high a priority as other needs. Quite often these policymakers have difficult funding decisions to make, and quite legitimately the professional development dollars are often the first to be eliminated. After all, there are limited tax dollars available for seemingly endless needs.

NCPE was created to help fill this void. The business community clearly understands the need for professional development. Most of the companies supporting NCPE spend 6-8 times as much money on employee training as is spent in education. This understanding has led to a belief that the public-private partnership effort is a strategic way of increasing professional development for those involved in changing the "system" of public education.

In addition to the financial aspects of professional development, NCPE has created a High Performance model with accompanying professional development. Based on four years of research with the pilot partnerships, the High Performance model is a product of countless hours of training and revision involving thousands of participants. In short, the High Performance model combines the best of business and education principles/practices that when applied to education, have raised student achievement.

NCPE was created to a) help people change through professional development, b) provide a model of change that can be implemented throughout the "system' of education, and c) to provide resources to reach virtually everyone with a role in making the kinds of changes advocated.

No other organization currently exists that provides a model of long-term education improvement, a set of resources to implement that model, a focus on an aligned effort that involves all segments of the education community, and has a proven track record of effectiveness in bringing about long-term change and improved student performance.

#4 The organization was created by the state of North Carolina's business community as a radical new approach to improve schools and student achievement.

While the previous three reasons for the creation of NCPE are obviously important, the bottom line is quite simple- business leaders in North Carolina were very unhappy with the current status of public education and demanded a new approach. By using the best practices of business and by applying many of the key variables that led to improved organizational success by business, NCPE has been created to apply those principles to education. Strong business commitment to education through public-private partnerships is a key to the future of education in North Carolina (or any state). Business is firmly committed to NCPE, is extremely pleased with results to date, and understands its role in making this public-private partnership the model for long-term success.

NORTH CAROLINA
TEACHER
CADET
PROGRAM

EXPERIENCING EDUCATION

- The Learner
- The School
- The Teacher and Teaching
- Culminating Activities

A Program of the North Carolina Foundation
for Public School Children

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History of Education

The NC Teacher Cadet Program is an innovative yearlong or semester block activity based curriculum for high school seniors. The course is designed to promote a better understanding and create interest in those students who are considering teaching as a profession. It is an honors-type program that details many components of the education environment and involves students in content, application, observations and teaching. There are five units of study:

THE LEARNER

THE SCHOOL

THE TEACHER AND TEACHING

HISTORY AND GOVERNMENT

PROFESSIONAL GROWTH

ACTIVITIES / PORTFOLIOS

The NCAE/FTA committee serves in an advisory capacity to the Teacher Cadet Program. The members of the NCAE/FTA committee are:

Monda Griggs, Chair
Rowan County

Debra Jones
Lexington

Charlene Evans
Washington

Theresa Russell
Scotland County

Millicent Fernandez
Guilford County

Patricia Randall
Cumberland County

Beth Punte
Pender County

Joyce Hawkins
Wake County

Debra Blackwell
Jones County

Nelda Oelkers
Rutherford County

Paula Harrison
Alamance/Burlington

Joyce Griffin
Wilson County

Doug Collins
Randolph County

Doris Lewers
Catawba County

Jametta Martin
CharlotteMecklenburg

Jacqueline Summey
Asheville

"To Teach Is To Reach"

The

NORTH CAROLINA TEACHER CADET PROGRAM

North Carolina Foundation for Public School Children

Requirements for Teacher Cadet Teachers:

- must be a certified teacher in the public schools
- must be trained for N.C. Teacher Cadet Program
- must be committed to teach the course after taking the training and receiving the curriculum

All materials needed to enhance the curriculum can be purchased through the NC Foundation for Public School Children.

Any School System interested in joining the already actively engaged schools teaching this program should contact:

Jane Hansel
NCAE
640-E Washington Street
Washington Arms Bldg.
Eden, NC 27288

Phone (336) 627-9100
Fax (336) 627-8899

Requirements for Students to participate in the Teacher Cadet Program:

- rising senior
- enrollment in a college preparatory curriculum
- written recommendations by teachers
- a written essay on why the student wants to be in the class
- participation in an interview

impact of the Teacher Cadet program has statistically shown an:

- increase in SAT scores
- larger numbers of students seeking teaching as a profession
- a networking of teachers, students and colleges

How Does the Teacher Cadet Program Work for NC?

NCAE holds a site license and has contracted with the SC Center for Teacher Recruitment to allow our organization to Modify the curriculum to better meet the needs of students in NC. Teacher Cadet Program is a part of the NC Foundation for Public School Children and has received funding from the NC General Assembly. The Teacher Cadet Trainer Cadre is certified to teach the curriculum. Those members are:

Jane Hansel
NCAE

Susan Martin
Alamance - Burlington

Patricia Randall
Cumberland County

Kay Sinclair
McDowell County

Dee Sizemore
Alamance - Burlington

Nancy Wilkinson
Alamance - Burlington

TEACHER CADET HIGH SCHOOL SITES

Teachers have been trained from these North Carolina sites: May 1999 – May 2000

Richmond High School	Richmond County
Westover High School	Cumberland County
Southwest High School	Guilford County
Washington High School	Beaufort County
South Iredell High School	Iredell County
Chase High School	Rutherford County
Northwest High School	Guilford County
Iredell County High School	Iredell County
Salisbury High School	Salisbury\Rowan Cnty.
Rutherford Central High School	Rutherford County
Southern Nash High School	Nash County
South Stanley High School	Stanley County
Parkland High School	Forsyth County
East Bladen High School	Bladen County
McMichael High School	Rockingham County
Northwest High School	Guilford County
Madison High School	Madison County
Eastern Randolph High School	Randolph County
Jacksonville High School	Onslow County
Northside High School	Beaufort County
Sellars-Gunn Voc. Ed. Center	Alamance\Burlington
Wayne County High School	Wayne County
Ledford Senior High School	Davidson County
West Stokes High School	Stokes County
Southern Vance High School	Vance County
East Guilford High School	Guilford County
Hendersonville High School	Henderson County
North Gaston High School	Gaston County
Dudley High School	Guilford County
East Rutherford High School	Rutherford County
Belfast Academy	Wayne County
West Davidson High School	Davidson County
Western Alamance High School	Alamance\Burlington
West Stokes High School	Stokes County
McDowell County High School	McDowell County

East Rutherford High School	Rutherford County
East Bend High School	Yadkin County
East Columbus High School	Columbus County
North Davidson High School	Davidson County
Asheville High School	Buncombe County
High Point Central High School	Guilford County
Northeastern High School	Eliz\Pasquotank
Trinity Sr. High School	Randolph County
Southwest Randolph High	Randolph County
Randleman High School	Randolph County
Page High School	Guilford County
Richlands High School	Onslow County
Mt. Tabor High School	Forsyth County
West Columbus High School	Columbus County
South Stokes High School	Stokes County
A. C. Reynolds High School	Buncombe County
Southern Academy	Wayne County

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Empowering People Through Technology in Education

Legislative Report 2001

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By The Numbers

The Wiring Project:

- 26,000 – volunteers who helped wire classrooms from 1996-98
- 25,505 – classrooms wired as a result of North Carolina NetDay projects
- 8.5 Million – feet of high speed data wire was installed in NC schools
- $47 Million – the savings to NC as a result of ExplorNet's voluntary effort

Computer Recycling Program:

- 5,470 students have gained hands-on computer engineering skills through the Computer Recycling Program
- 4,804 new multimedia computers have been placed in classrooms as a results of the CPR Program
- 2,464 machines have been upgraded to state-of-the art standards by students
- $7.1-million dollars – the total value of the student-built computers placed in schools through the CPR Program.
- $1.2 Million has been saved as a result of the student-built computers
- 8,000+ hours of computer maintenance were provided by CPR students in 1999-2000
- 8,000+ hours in maintenance and support are expected to be returned this year as part of the CPR Program
- $320,000-$560,000 has been saved in tech-support fees as a result of students in the CPR Program
- 112 schools, including three juvenile detention centers, now offer CPR
- 112 teachers have received intensive hands-on training to teach CPR/CET within their district. As many as 50 additional teachers will be trained in the summer of 2001
- 70 schools districts currently offer the CPR Program
- 11 new districts/LEAs will be trained this summer for 2001-2002
- 81 school districts will offer the CPR Program, starting in Fall 2001
- $703,125 has been provided in grants to schools participating in the CPR Program

SmarTech Public-Private Partnerships:

- 78 companies have provided donated hardware, software, mentoring, and internships to the CPR Program for the 2000 fiscal year
- $311,676 worth of computer processors donated by the Intel Corporation to CPR schools (1998)
- $400,000 worth of computers, components, and high-tech labor for flood-ravaged schools through ExplorNet's Operation Re-Boot Project
- $37,500 has been saved by participating CPR schools through vendor partnerships

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Trailblazer Magazine:

- 22,000 copies of the magazine are issued each month free of charge to 4th-6th grade classrooms across North Carolina
- $518,000 -- in Internet-based learning materials provided to schools through Trailblazer
- 310,393 – the number of students potentially reached each school year through Trailblazer Magazine and its web site

Technology Road Show:

- 2,000 educators gained technology training through ExplorNet's Tech Road Show customized-workshops

ENTech (ExplorNet's Technology Centers for Teachers):

- 4 ENTech centers opened in the spring of 2001, providing the first statewide, consistent professional development model to help teachers integrate curriculum with technology in the classroom.
- 200 teachers will be trained at each center during the first pilot year
- $137,000 in software donations from vendors
- $0.00 – the cost to schools for ENTech. Enrollment is free!

Network Essentials:

- 20 schools will pilot Network Essentials in Fall 2001
- $70,000 in grants will be provided to these districts to jumpstart the course

Programming Essentials:

- 12 schools will pilot Programming Essentials in Fall 2001
- $24,000 in grants will be provided to these districts to jumpstart the course

TechReady:

- 3 schools field-tested this innovative reading improvement course that's uses technology-based instructional materials to boost computer literacy
- 6 schools will offer the full pilot for TechReady in 2001-2002

Digital Storytelling:

- 6 schools will pilot the Digital Storytelling workshop in the spring and fall of 2001
- 100 -- the number of students who will benefit from concise writing, project planning, interview techniques, and video and editing skills provided through the pilot workshops

CTSOs/ ExplorIT Technology Camps:

- 90 – the number of students who attended ExplorNet's Technology Camps in 2000
- 40 – the number of contact hours each camper received, enhancing their awareness and exposure to technology
- 12 – the number of ExplorIT camps that will be offered for Summer 2001
- 200 – the number of students ExplorNet expects to reach through this year's camps

(8) David Balich

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Raleigh, NC 27609
www.explornet.org

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www.explornet.org

March 15, 2001

Dear Members of the General Assembly:

Thank you for the opportunity to be of service to you and to the people of North Carolina. Meeting with you is an exciting opportunity to review what you have made possible for our state.

Through ExplorNet, the North Carolina General Assembly has established the only program of its type. ExplorNet's multi-faceted program is designed to accomplish two crucial goals for the state - 1) Help assure that schools use technology in a way that increases learning for all students in all schools; and 2) Help prepare the highly skilled Information Technology workforce every community in North Carolina must have as it goes into the future. ExplorNet focuses on underserved, as well as rural schools so that all students in all schools can learn these valuable skills. This focus assures all North Carolinians can participate in the economy that relies so heavily on technology.

By our most conservative estimate, since July 1, we have saved the state and its schools $1,084,000 in direct costs and attracted $450,000 in one-time federal seed dollars. This one-time funding allowed us to allocate many expenses that otherwise would have been borne by the state.

More important than the savings, this year alone 2,700 high school students in 112 high schools in 70 school districts will earn real-world job skills through the CPR Computer Engineering course. If they go to work upon graduation, those students will be able to earn two-and-a-half-times the minimum wage most of their classmates can command and at least 12% more than the current per capita income for all North Carolinians. ($29,120 vs. $26,003)

The jobs these students can hold are not limited to dot-com companies or high-tech companies in Research Triangle Park. These students can find good jobs, many times in their hometown. Seventy percent of all technology jobs are in traditional, core businesses. Technology is now a vital part of every business in North Carolina - from farming to research; fishing to bio-tech; auto mechanics to medicine.

The program works beyond our wildest imagination. CPR students in Durham earn $14 an hour after school. CPR graduates are paying their way through community colleges and universities earning $30 per hour as computer technicians. Schools are helping themselves. In Chatham County and Elizabeth City, CPR graduates have been hired by the school district to direct maintenance of technology equipment for their entire school district. In both cases, these professionals call on the CPR classes to help.

CPR is a foundation course for one of four career pathways in Information Technology. This fall, we will pilot the other three in 38 schools. Programming Essentials will introduce students to programming concepts; Network Essentials will lay the groundwork for greater student success in more rigorous networking courses; and Digital Storytelling will break entirely new ground helping people communicate using new media, such as the Internet.

Schools will receive significant grants from the funds you provided to provide the materials and training the instructors need. Without this level of commitment, many school districts would not be able to offer these courses, allowing the digital divide to grow wider and the economic gap to grow deeper.

The benefit of the public-private partnerships you asked us to form can be seen most clearly in last spring's Operation Reboot. Students and industry volunteers, working side by side, built more than 200

Phone: (919) 878-0540 Toll Free: (888) 507-3800 Fax: (919) 878-0533

high-speed computers in just over 12 hours. The North Carolina National Guard delivered the computers and network experts rebuild school networks. As a result, schools ravaged by Hurricane Fran were made whole and it cost them nothing. Those savings came to about $400,000.

One of the most exciting projects is a series of at least nine teacher preparation centers being established throughout the state. North Carolina wants teachers to use technology, but has not had a uniform, mountains to the sea program that shows them how to do it. We have some very rich resources available to teachers and there has been instruction on how to use the resources. But most teachers are still at a loss on how to use technology.

That's why we are establishing the ENTech Centers. These centers immerse teams of teachers in computers, digital cameras, the Internet, but they are not learning just how to use technology. They are learning how to shape their curriculum so that technology is a tool that helps them help students learn more. ENTech is about curriculum. ENTech is about learning. Technology is just a tool.

Local school superintendents see these centers as so important, they are competing to house them and the Regional Education Service Alliances, which host ENTech Centers, are asking that we provide more than one per region, so critical is the need.

ExplorNet is providing excellent stewardship of the funds appropriated to us. We are doing as you directed. We are building public-private partnerships and leveraging the state's dollars so that our programs come in at the lowest cost to taxpayers. We have carefully crafted our programs to meet the state's needs in workforce development and education technology. We are moving quickly in partnership with you, with business and industry and with our education community.

North Carolina's leadership has been nationally recognized. The Smithsonian Institution honored ExplorNet as a laureate for innovation. CPR is now a part of the permanent collection on Information Technology at the Smithsonian.

The 21st Century Workforce Commission, created by Congress, identified ExplorNet programs as the prototype program that can bring Information Technology workforce preparation to rural America. The recognition came because it's already being done in North Carolina.

We have two requests from the General Assembly.

1) Please broaden the language that currently restricts us to K-12 schools. It doesn't cost any more for us to do what we're doing in community colleges and other adult programs.
2) Please provide a permanent exemption from Purchase and Contract rules (provisions of Article 3 of Chapter 143 of the General Statutes), as was done in the 1997 legislation. This allows all participating schools, including OJJ schools, to benefit from lowest prices and latest technology.

Thank you again for the opportunities you provide the schools and students in North Carolina.

With best regards,

Dave Boliek

Phone: (919) 878-0540 Toll Free: (888) 507- 3800 Fax: (919) 878-0533

ExplorNet
www.explornet.org

4909 Windy Hill Drive
Raleigh, North Carolina 27609

Report to the North Carolina General Assembly

March 2001

Phone (919)878-0540 Fax (919)878-0533 Toll Free (888)507-3800

ExplorNet 2000-01 Fiscal Year Budgeted Expenditures		
Types of Expenditure	**Requirements**	**% of Total Budget**
Salaries	$ 1,008,895	
Benefits	$ 232,046	
Contractural Personnel Services	$ 328,650	
Total Personnel Services	$ 1,569,591	42.52%
Building Rent/Lease	$ 41,784	
Equipment Rental/Lease	$ 1,250	
Travel	$ 62,451	
Telephone/Cellular Phone Service	$ 49,900	
Misc. Contractural Services	$ 1,250	
Total Purchased Services	$ 156,635	4.24%
General Office Supplies	$ 21,265	
R&D/Educational Supplies	$ 497,853	
Total Supplies	$ 519,118	14.06%
Furniture	$ 159,320	
Computers	$ 163,980	
Telephone Equipment		
Other	$ 750	
Total Equipment	$ 324,050	8.78%
Discretionary Grants		
Direct Grants	$ 326,800	
Loans		
Other	$ 11,400	
Total Aid and Public Assistance	$ 338,200	9.16%
Total Reserves	$ 177,787	4.82%
Total Other	$ 606,061	16.42%
Total Budget	$ 3,691,442	100.00%

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Receipts and Operating Expenses	FY 1996-97	FY 1997-98	FY 1998-99	FY 1999-00	FY2000-01*
State Appropriation	$ -	$ 500,000	$ 1,000,000	$ 2,500,000	$ 2,500,000
Recurring		500,000	1,000,000	2,500,000	2,500,000
Non-Recurring		-	-	-	
Other Sources of Funding	58,835	192,437	214,040	1,285,043	1,092,750
Prior Year Carry-Forward	-	3,828	208,519	39,152	1,392,641
Total Available	$ 58,835	$ 696,265	$ 1,422,559	$ 3,824,195	$ 4,985,391
Less: Total Actual Expenditures	55,007	418,143	1,277,671	2,257,318	4,139,862
Less: Total Actual Encumbrances	-	69,603	105,736	174,236	
Cash Balance	$ 3,828	$ 208,519	$ 39,152	$ 1,392,641	$ 845,529

*projected figures for FY 2000-01

ExplorNet

SALARY SCHEDULE FOR NORTH CAROLINA PROGRAMS

	SALARY*	%NC	NC SALARY
Boliek, David L	121,000	70%	84,700
Booth, Rita S	22,500	100%	22,500
Bradford, Julie A	55,000	75%	41,250
Burgett, A Kathleen	42,000	75%	31,500
Crawford, Marilyn	23,333	80%	18,666
Deaton, Victoria P	93,000	80%	74,400
Edmunds, Julie A	12,500	40%	5,000
Eisenstadt, Arthur G	50,000	60%	30,000
Fred, Robin E	63,375	25%	15,844
Hamby, Erika L	15,500	100%	15,500
Henkel, Clayton C	58,500	70%	40,950
Herring, Susan S	24,000	70%	16,800
Hix, Valerie E	30,600	10%	3,060
Hyatt, Thomas D	29,500	75%	22,125
Johnson, Janice P	63,000	90%	56,700
Klarman, Virginia	24,000	100%	24,000
Lee, Michael D	24,000	90%	21,600
Matzin, Nita	28,000	100%	28,000
McCracken, Cynthia S	32,500	90%	29,250
Midgett, DJ	48,750	100%	48,750
Miller, Steven	43,000	100%	43,000
Moore, Bonita B	65,000	100%	65,000
O'Shields, Christopher C	51,000	70%	35,700
Rose, David A	20,000	100%	20,000
Rose, Kimberly E	36,000	100%	36,000
Ross, Diane S	56,000	100%	56,000
Sargent, Thomas M	46,200	100%	46,200
Sobol, Priscilla	40,000	60%	24,000
Swain, Vann W	36,000	60%	21,600
Vadala, Laurel G	30,800	100%	30,800
	1,285,058		1,008,895

*weighted average for FY2000-01

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Overview

Evaluation report on ExplorNet's educational technology initiatives

ExplorNet launched its public-private partnership in 1997 to encourage and expand technology in the North Carolina Public Schools in accordance with Senate Bill 352, Section 8.24. Over the past four years, our 501(c) 3 non-profit has dedicated itself to developing North Carolina's technologically capable workforce by promoting information technology, workforce development education and the effective and efficient use of technology in the schools and communities.

In ExplorNet's charter, the General Assembly directed six project streams:

Project Stream approved by General Assembly	ExplorNet Project
1. Wire schools for Internet access	ExplorNet Wiring Project & NetDay projects
2. Put computers into classrooms	Computer Recycling Project (CPR)
3. Connecting the schools to the Internet	CPR computers complement SIPS services
4. Train teachers and other educators in the use of technology	Technology Road Show, ENTech
5. Develop Internet-based learning programs	*Trailblazer Magazine,* ENTech
6. Testing, evaluation, research and development	Survey System, IT Career Academy

As this report details, ExplorNet has achieved and exceeded those goals and has become an integral partner with North Carolina's Business Community and the Department of Public Instruction in expediting programs that respond to North Carolina's need for a technologically capable workforce as the state looks into the future.

Without this commitment, North Carolina could splinter into two regions – a prosperous, urban state and a poor and rural one. Over the past decade, the area between Charlotte and Raleigh has developed as the state's "Technology Crescent" while rural areas have borne the brunt of job layoffs. It will take more than simply Internet access to close this gap. Worker training and greater investments in rural schools are needed to level the playing field and lure new industry to these areas.

Seventy percent of today's technology jobs are in traditional and core businesses.* Technology is far more than dot-coms. Technology reaches every business in North Carolina – from farming to research; to fishing to bio-tech; from auto mechanics to medicine. All use and rely on technology.

ExplorNet's Technology Learning Project is composed of a series of inter-related programs that provide students with hands-on technology learning while helping schools maximize technology resources. This approach enables schools to prepare students

** ITAA: Bridging the Gap, April 2000*

ExplorNet has leveraged its legislative funding to provide the following savings to North Carolina:

- **$47 Million dollars in wiring cost through NetDay**
- **$1.2 Million dollars in computer purchases through CPR**
- **$320,000-$560,000 in computer repairs Through CPR**
- **$703,125 in grants to participating schools**
- **$37,500 in hardware savings through vendor partnerships**
- **$190,000 in equipment and networking through ENTech**
- **$137,000 in software donations through ENTech**
- **$518,000 in Internet-based learning materials through Trailblazer**

Total: $50,105,625.00+

for technology-rich careers, meet their technology plans, integrate technology into their classrooms and find business sponsors in their communities or statewide to provide support, training and jobs.

By enlisting public, private and volunteer sectors, ExplorNet's public-private partnership model brings technology and workforce training to North Carolina Public School classrooms at minimal cost and expense to the State and its taxpayers.

Information Technology Career Academy:

ExplorNet's IT Career Academy is a collection of courses designed to prepare students for technology-based jobs and careers.

When we neglect to provide students with opportunities to learn about designing, building, and troubleshooting computers and networks, we limit their abilities to enter the highest paying and growth occupations.

The foundation of the IT Career is the Computer Recycling Program, which currently is the North Carolina Department of Public Instruction's recommended prerequisite for all hand-on technology courses in North Carolina.

CPR is a foundation course for one of four industry-identified career pathways. Three more foundation-level courses have been developed. Network Essentials and Programming Essentials will be piloted in the Fall. Digital Storytelling began its pilots this spring. These courses are designed so that students can earn real-world job skills and prepare themselves to be successful in more rigorous courses that will enable them to fill more technologically-demanding positions. The IT Career Academy curriculum focuses on school districts with limited resources, especially those with limited resources in poor and rural areas, so that all students and communities in North Carolina can benefit from these classes.

Network Essentials will be piloted in up to 20 schools this fall. Twelve additional schools will pilot Programming Essentials. Six schools are piloting Digital Storytelling. They will be offered statewide, pending proper evaluation, in the Fall of 2002. These vendor-neutral courses are designed so that more students, communities, and employers can benefit from high school level workforce development programs. Where possible the training will be tied to nationally recognized certifications, which fits directly into a career path.

TechReady:

By examining our early results, ExplorNet has learned that many at-risk students appear to benefit significantly from the hands-on, technology-oriented nature of the Computer Recycling course. However, their success may not translate into documented success in the form of either VoCATS scores or A+ certification because the students' poor reading skills hamper their test-taking abilities.

Working in conjunction with experts in curriculum design, learning styles, reading remediation and technology education, ExplorNet developed the TechReady reading program for students in middle school to ninth and tenth grades. This program combines the fascination of technology and fun of hands-on learning with a targeted program to help students read better. While specifically intended to allow future IT Career Academy students to succeed, this program may also be applied to students with other career interests but for whom technology is also attractive.

Professional Development and support:

To assist North Carolina's teachers in incorporating technology into daily lessons, ExplorNet has developed ENTech. These regional training centers will establish the first statewide plan to help teachers appropriately integrate curriculum and technology in the classroom.

The ENTech model establishes, for the first time, a consistent, statewide instructional design that incorporates best practices, new designs for learning, and new tools for learning including technology. In its commitment to serve rural and under-served areas, which have not been able to afford programs of this type, ExplorNet will provide enrollment in this program free of charge. The first four ENTech Centers are located in Carthage (Moore Co.), Roper (Washington Co.), Canton (Haywood Co.), and Kenansville (Duplin Co.).

The ENTech advisory board is made up of many of the state's top education officials including Deputy State Superintendent Brad Sneeden, Instructional Technology Director Frances Bradburn, and Instructional Services Director June Atkinson, as well as technology directors and administrators from throughout North Carolina. The board is chaired by Elsie Brumback, former Director of Instructional Technologies for NCDPI. The curriculum team, developing the BEST model, consists of integration specialists from across the state, educators-on-loan and curriculum specialists from the Department of Public Instruction.

The centerpiece and the foundation of this training is North Carolina's Standard Course of Study. Statistics show that end-of-grade tests do improve when teachers focus on curriculum standards. On this foundation of curriculum standards, teachers will build a knowledge-base of best teaching practices that incorporates new designs of learning and classroom management strategies that will have a positive impact on student performance.

ExplorNet has created unique, cost-effective partnerships to create these centers. For example, students from the Computer Recycling Program built the machines in each of these centers with Cisco Academy students networking the centers. Space for the centers and costs are provided by sponsoring RESAs (Regional Education Service Alliance). Software companies have donated software valued at $137,000 to the centers. This approach provided real experience for students, and saved the state about $400,000 that otherwise would have been required.

ExplorNet's *Trailblazer Magazine* supports the preparation that is provided through the four ENTech Centers. *Trailblazer Magazine* is keyed to the state's standard course of study and is designed to support and strengthen student performance in end-of-grade testing. The monthly circulation of more than 22,000 magazines and teachers' guides provides a powerful tool for educators regardless of technological access.

ExplorNet will continue to investigate and develop new means of using computer-based technology in classrooms and assuring that this information is available to all educators and students.

Recognition:

ExplorNet has been honored as a Smithsonian Laureate for innovation that provides students with valuable job skills and rural schools with practical strategies to maintain equipment parity with more affluent school districts. As part of the award, ExplorNet's Computer Recycling Project is now part of the permanent research collection on information technology at the Smithsonian's National Museum of American History.

The 21st Century Workforce Commission has identified ExplorNet programs as the prototype program that can bring Information Technology workforce preparation to rural America, as it does in rural North Carolina. Congress formed the independent commission in the 1998 Workforce Investment Act to determine the need for IT workers and find the best practices to prepare that workforce.

The ExplorNet IT Career Academy Project

The Four Major IT Career Cluster Concentrations/Pathways as defined by the U.S. Department of Education and Department of Labor

Information Support & Services	Networking Systems	Programming & Software Development	Interactive Media

The IT Career Academy provides foundation-level courses in each of the identified career pathways. ExplorNet's courses are list below:

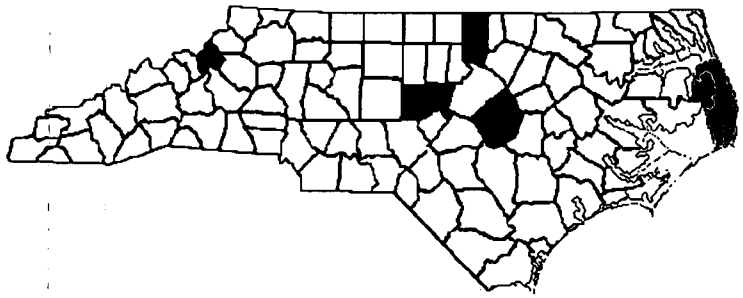
TechReady*	TechReady*	TechReady*	TechReady*
Computer Engineering Essentials (CPR)	Network Essentials*		
	Network Engineering / Network Administration		

*Field testing Fall 2000. Piloting in Fall 2001.

Growth of the Computer Recycling (CPR) Program:

ExplorNet's Computer Recycling (CPR) Program was piloted in six North Carolina high schools in 1997. The idea was simply to teach a few students in under-served communities to take apart donated computers and replace the outdated parts with state-of-the-art components. Students would then install this equipment in classrooms, libraries, or community centers enabling others to benefit from this technology.

That first year, students in the pilot sites built 250 computers.

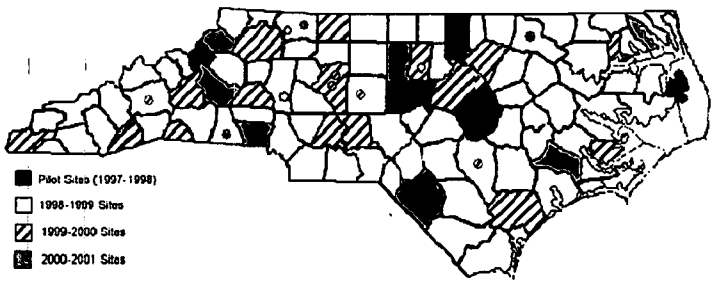


CPR expanded to 52 sites in our second year, and 87 in the third year as administrators quickly realized the program provided an excellent way to leverage limited technology dollars while providing students with real-world job skills. CPR classes have developed into major technology support programs for school districts that often have a hard time paying for computer repairs and tech support. Students are capable of doing the maintenance on the school district's computers, given the knowledge they gain in the CPR course. The outcome is students who are educated for North Carolina's technology-based economy of the 21st century.

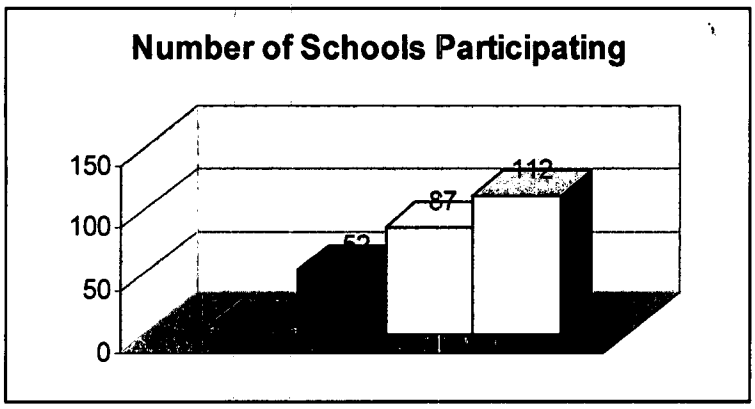
For the 1999-2000 school year, 1,864 North Carolina students enrolled in the Computer Recycling Project and assembled and deployed nearly 2,500 computers.

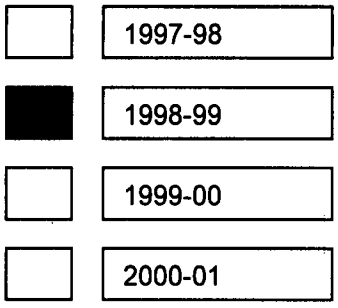
- 98% of these students completed the course
- 52% of these CPR students are college-bound
- 30 % of these students have identified 'computer repair technician' as their primary occupational interest
- 80% of our CPR classes provide free tech-support for their school or district, offering same or next day service.

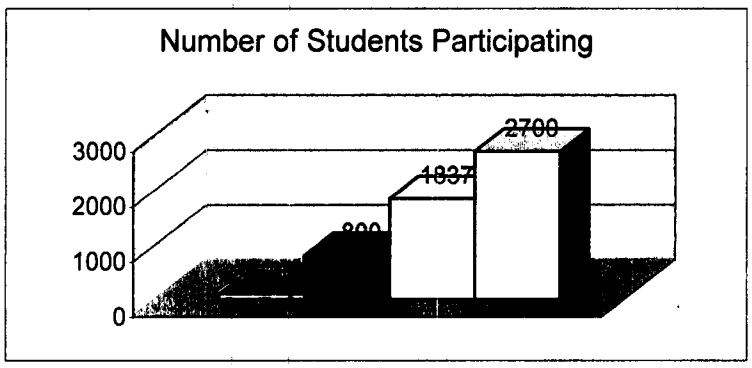
This year, CPR is active in 112 schools across the Tar Heel state, including three state training schools for youthful offenders. Program enrollment this year has grown to 2,700 students. It's projected they will build and upgrade more than 3,600 computers by the end of the school year.

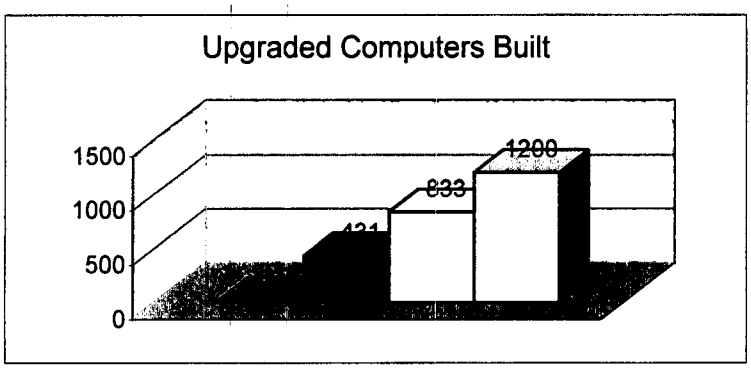


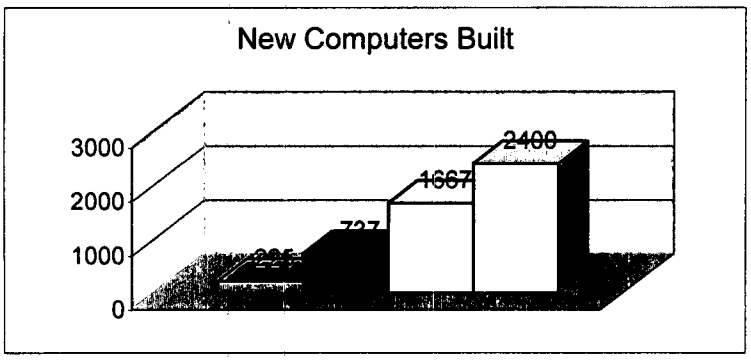
ExplorNet's Computer Recycling Program 1997-2001











and what ergonomic controls will reduce the injury.

◇ It would require employers to become doctors. Employers would be required to make medical decisions as to the cause of an employee's complaint, if the complaint is in any way related to a job activity, what ergonomic controls will alleviate the symptom, and if it's reasonable and feasible for the company to implement those corrective measures. There are few widely accepted medical standards to guide such decisions.

◇ The training requirements are overly burdensome. Employers would be required to provide employee training classes tailored to the exact MSDs they may be in danger of developing. A company with 60 employees could well determine that the workers could be exposed to 20 different ergo stressors, which would require 20 different training sessions. In addition, employers would also be required to provide training classes on ergo stressors employers may encounter away from the job, such as doing weekend yard work or playing church league softball.

◇ It would require companies to make costly, unproved modifications to the workplace. Unless employers can prove a negative — that a worker's complaint is not causally related to their job and that it's not reasonable and feasible to buy new equipment — companies would be forced to invest in new tools and workstations, to alter how work is done or to allow longer or more frequent work breaks.

The Labor Department will conduct a second round of public hearings on the proposed ergonomics standard sometime later this year.

Membership News: New members since Oct. 1 include: **Adams-Wells Commerical Real Estate,** Hickory; **Ball Container Corp.,** Reidsville; ***The Business Journal,*** Greensboro; **Cannon & Gruber, Realtors,** Atlantic Beach; **Charlotte Center City,** Charlotte; **Crescent Public Relations,** Charlotte; **Currycomb Farm Inc., Farm American Feeds,** Maple Hill; **Dees, Jackson, Watson & Associates,** Smithfield; **Emory Wilson,** Greensboro; **ENS Inc.,** Raleigh; **Gem Theatre,** Kannapolis; **Geoscience & Technology, P.A.,** Winston-Salem; **John Harrison & Associates,** Pinehurst; **Kaiser Permanente,** Charlotte; **McMurray Fabrics Inc.,** Aberdeen; **Hank Palmer & Associates Inc.,** Salisbury; **Helen Powers,** Asheville; **Pro Feet Inc.,** Burlington; **Research Triangle Consultants,** Cary; **H. P. Taylor Jr.,** Wadesboro; **TradeMark Properties Inc.,** Raleigh.

A LETTER FROM PHIL KIRK

ExplorNet a Strong Force for Computer Literacy

As chairman of the State Board of Education, I have been spending some time visiting schools across the state and I am always amazed at the growing use of technology in our classrooms.

I have also noted how so many of our students are excited about and involved with computers. Teachers are enthused not only about existing uses of technology but also about the future. Frankly, many students are being "turned on" to education through the use of technology, which adds excitement to school. While I cannot yet prove it, I believe that using technology ultimately will reduce the number of school dropouts.

Because of many other education funding priorities, I doubt full funding for technology needs will ever be realized. So what's the answer?

ExplorNet, a 501 (c)(3) non-profit, is the brainchild of Dave Boliek, the former WTVD-Durham newsman who is the first and only president of ExplorNet.

When Dave came to my office in 1996 to talk about the technology needs of our public schools, I do not believe even he realized both the potential in his ideas and how they could be expanded because of support from business and the legislature and the cooperation from the General Assembly.

The goals of ExplorNet are: Help wire the state's schools, help get computing equipment into classrooms, help connect schools to networks, help teachers use technology in classrooms, help develop online learning materials, and evaluate the effectiveness of these programs.

After gaining the early endorsement and enthusiastic backing of NCCBI, Lt. Gov. Dennis Wicker, the Public School Forum and the Rural Economic Development Center, ExplorNet's first project was NetDay '96, which was designed to wire public school classrooms for Internet access. More than 11,000 classrooms have been wired by an equal number of volunteers at no cost to the taxpayers, who, in fact, were saved more than $16 million. Businesses by and large footed the bill for the materials.

Because of Dave Boliek's enthusiasm for technology in our schools, ExplorNet is much bigger now. Perhaps its next biggest project is the ComPuteRecycling (CPR) Project, which has a priority of helping rural and low-wealth schools obtain more computers. Businesses are encouraged to donate old computers, which are then repaired by vocational education students. This method fulfills a double mission — providing more computers for schools and providing students with experience for career opportunities in technology. Also, because students repair expensive equipment, large savings in maintenance and repair fees are realized.

The CPR Project was launched last year in high schools in Avery, Chatham, Granville, Johnston and Dare counties. One hundred and six students built 250 computers. Schools were saved $243,500 in computer purchases.

This school year will find approximately 45 schools participating with a potential savings of $4.3 million in computer purchases. Having gained this real-world experience in computer repair, students are expected to receive first-year earnings of $37.4 million on which they will pay income taxes to the tune of $2,467,800!

Evaluation procedures for the CPR program are being put into place. Students who give permission will be tracked for 10 years to determine how they use the skills they learned in the class to see if the benefits followed them into the workplace.

A new idea underway is the SmarTech project, which is designed to provide educational mentoring and instruction for teachers.

Another recent innovation is the creation of the Trailblazer Magazine which is designed to encourage teachers to utilize technology to help their students learn. Teachers determine the content of the magazine. All materials are aligned to the North Carolina standard course of study.

One of the strong points of the project has been the collaboration among many interested players — the business community, local school systems, Department of Public Instruction, the General Assembly, Lt. Gov. Wicker, and others.

To get involved in any of these projects individually or as a business, please contact Dave Boliek at ExplorNet, 5128 Flint Ridge Place, Raleigh, NC 27609; phone: 919-781-5509; or www.explornet.org.

NORTH CAROLINA GENERAL ASSEMBLY
PRESIDENT PRO TEMPORE
SENATOR MARC BASNIGHT
RALEIGH 27601-2808

March 12, 2001

Dear Friends:

Thank you for the inviting me to participate in today's opening of the ExlporNet EnTech training center. I regret that a previous commitment prevents me from being with you.

Please accept my congratulations about the opening of the center. As our economy becomes increasingly complex, our students must be familiar with technology. Of course, this also means that our teachers must also be familiar with computers and, most importantly, trained about how to make them part of their classrooms. That's why the legislature has provided support for these training labs – to make certain that both our teachers and their students have the resources they need to succeed.

I also want to thank all of those involved in bringing the training center to Roper. It is very important that North Carolina's rural areas offer the same educational opportunities as those often taken for granted in our state's urban areas. Locating the center in Roper is an important step toward ensuring that all of North Carolina is prepared for the 21st century economy.

Thank you again for inviting me and for all you do for our young people and our state.

Sincerely,

Marc

Marc Basnight

1ST DISTRICT • STATE LEGISLATIVE BUILDING • RALEIGH, NORTH CAROLINA 27601-2808 • TEL (919) 733-6854 FAX (919) 733-8740

CISCO SYSTEMS

Cisco Systems, Inc.
7025 Kit Creek Road
P.O. Box 14987
Research Triangle Park
NC 27709
Phone: 919 392-2000
http://www.cisco.com

March 7, 2001

Mr. Dave Boliek
Chief Executive Officer
ExplorNet
4909 Windy Hill Dr.
Raleigh, NC 27609

Dear Dave,

I wanted to let you know what a pleasure it has been for me personally and for Cisco Systems-Research Triangle Park to deepen our partnership with ExplorNet. The great synergies between ExplorNet's computer repair curriculum and Cisco's Networking Academy curriculum have been evident for a number of years. Our mutual goal of providing basic skills to students who possess a desire to work in the Information Technology field is realized through our programs. ExplorNet's programs dovetail well with the Cisco Networking Academy by providing an important foundation in technology. Students who have a sound foundation have a much better chance of success in advanced networking studies or moving into an IT field. We are extremely pleased that ExplorNet and Cisco have introduced and quickly grown complementary programs that will provide students with extremely marketable job skills.

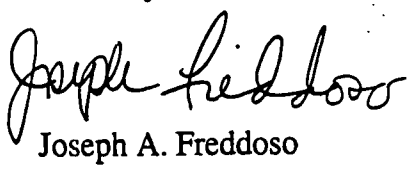
In addition to fulfilling the education portion of our missions, the ExplorNet and Cisco partnership has deepened in the past year. I am particularly excited about Cisco's role in a couple of exciting programs including:

- The ENTech Training Centers for Teachers-this is a wonderful ExplorNet program designed to give basic technology integration skills to teachers. The Internet can be such a powerful tool in building curriculum and for filling the "hungry minds" of motivated students. An instructor skilled in navigating the Internet for information can open a world of possibilities for students. Cisco was happy to arrange for Networking Academy students to help wire the first four training centers. We were particularly pleased that these centers were located in rural North Carolina counties and will result in the Internet being introduced as a learning tool in rural counties where students are less likely to be exposed to the Internet at home.
- The development of the clearinghouse website for computer and networking equipment donated by corporations. Companies like Cisco have long looked for efficient and effective ways to distribute fully depreciated but still very usable equipment to public schools and gain some assurance that it will be used. We appreciate ExplorNet assuming a leadership role in taking action to create a "one-stop-shop" that will efficiently transfer this equipment from the private sector to schools.

- Operation Re-Boot-Cisco was very pleased to have a role in Operation Re-Boot. It's no surprise that ExplorNet took the lead in returning technology and access to the Internet to schools in Eastern North Carolina damaged by Hurricane Floyd. Cisco employees were happy to volunteer to build computers and lend networking expertise to this very worthwhile project.

Dave, I congratulate you and your staff for the tremendous work you are doing to assist North Carolina's public school students. Cisco is pleased to support you and your mission and vision.

Sincerely,



Joseph A. Freddoso
External Affairs Manager
Cisco Systems, Inc.
Research Triangle Park

ExplorNet's IT Career Academy

Building on our very successful Computer Recycling Program (CPR), we are working with the Department of Public Instruction and North Carolina's business community to develop the ExplorNet IT Career Academy. This broad ranging project is designed to prepare young people for careers in Information Technology. The academy is comprised of a number of IT-based courses, each of which provides young people with real world job skills and leads to additional education. Each is preparatory to and dovetails with more advanced national certifications such as Cisco, Nortel, Novell, Microsoft, and others and does not compete with these advanced programs, but prepares students for them. Where applicable, these classes can prepare students to take national certification examinations.

A recent study by the Information Technology Association of America found employers will create a demand in this country for roughly 1.6 million IT workers this year. With demand for appropriately skilled people far exceeding supply, half of these positions--843,328--will likely go unfilled. That shortfall means one job in every dozen will be vacant.

But it's not just the major companies that need all the technical people they can find. The reality is most of the technology jobs are in traditional business. Seventy percent of Information Technology jobs are in small, traditional businesses with fewer than 100 employees.

ExplorNet's IT Career Academy is a collection of courses that provide a foundation to four Information Technology Career paths determined by the country's business community and the U.S. Department of Education.

US DOE Career Path		***ExplorNet* Course**
Information Support & Services	→	Computer Engineering Technology (CPR)
Networking Systems	→	Network Essentials
Programming & Software Development	→	Programming Essentials
Interactive Media	→	Digital Storytelling

Overview of Computer Recycling Program and Support Activities

Computer Recycling (CPR) brings technology skills to students and computers into the classroom through an innovative "backdoor". As businesses and government agencies donate their old computers (Pentium PC configurations and higher) to the schools, CPR students, led by a trained instructor, examine the equipment, solve the problems and upgrade the machines to state-of-the-art computers. Teachers use a curriculum developed by the North Carolina Department of Public Instruction and ExplorNet, and updated regularly by industry experts and experienced CPR teachers. Students can also build new computers from components and parts.

Success to Date

CPR students can build or upgrade computers for less than the cost of buying new. Further, because CPR students are able to act as a tech support team for the school system, schools have begun to see substantial savings, both time and money, in the cost of keeping their computers running. During the 1999-2000 school year, CPR students performed in excess of 8,000 hours of computer maintenance and repair as a part of this work-based learning program. This service saved participating school systems between $160,000 and $280,000 last year, and we project the same savings for the 2000-2001 school year. CPR has been particularly effective in rural areas, where access to local computer service shops and technicians is both limited and expensive. A number of rural school districts have hired CPR graduates to their technical support staff.

A+ Certification
Because the CPR curriculum is written to the A+ Certification standards, developed by CompTIA, students who finish the program are prepared to take the A+ exam. Passing this exam gives a student a nationally recognized certificate of employability. According to CompTIA, the average starting salary for an A+ certified technician is between $30,000 and $50,000 per year. ExplorNet is a member of CompTIA, allowing students to receive a discount when they take the A+ exam.

Foundation for Advanced Technology Classes
The Computer Recycling class and other ExplorNet IT Career Academy classes, being developed and piloted, teach students hands-on skills in basic computer technology that provides a strong foundation for more advanced technology classes. They serve as an excellent stepping stone for students interested in pursuing a technology career path.

Support Programs and Activities

ExplorNet provides comprehensive training and a strong support system for its CPR instructors.

Training - All CPR instructors are required to attend a two-week NC-DPI approved training. In this training, instructors learn computer building, troubleshooting, maintenance and repair. Instructors also learn classroom management and techniques. Each instructor builds a computer during training, which he/she takes back to the classroom. The school pays the cost of instructor training. This type "buy-in" encourages the program's success at the school and district level.

Because ExplorNet encourages instructors to earn their A+ Certification, ExplorNet offer occasional "Exam Crams" and other training workshops as needed at no cost.

Curriculum/Teacher Resource Guides - ExplorNet provides participating schools with the CPR curriculum, Blueprint and a Teacher Resource Guide. Curriculum and Blueprints are updated regularly in conjunction with changes to the national standards A+ Certification test. The Teacher Resource Guide, created by ExplorNet staff and experienced CPR instructors, is updated with Blueprint changes. No cost to schools.

SmarTech - *ExplorNet's SmarTech Program* encourages the private sector to share its wealth of experience and resources with the education community. Companies as well as individuals work with participating school systems to assess school needs and determine how those needs can be met. Suggested support activities include teacher training, guest lectures, student internships, A+ test scholarships and monetary and equipment donations. No cost to schools.

Donorsphere (under development) – Donorsphere, our online donation management system, helps teachers to further leverage their technology budgets by giving them access to computers donated statewide. No cost to schools.

Vendor Access - To aid CPR teachers and schools, ExplorNet negotiates agreements with national and regional vendors to provide components and parts at the lowest possible prices. All recommended vendors accept purchase orders and have an on-site help desk, available by telephone, email or website. While ExplorNet strives to provide a list of vendors that will guarantee to provide excellent service, prices and quality products, schools are not bound to use these vendors.

Online Test Item Bank (under development) – ExplorNet offers CPR instructors to a test item bank with more than 1400 questions covering the computer hardware and operating systems. Tests can be generated using the bank. Questions are developed by experienced CPR instructors to help students prepare for their A+ Certification test. No cost to schools.

CPR Listserv -ExplorNet's CPR listserv aids instructors in sharing information, seeking advice or learning of major hardware donations. No cost to schools.

Teacher Central – Through Teacher Central, ExplorNet provides online teacher support with links to curriculum and instruction resources. No cost to schools.

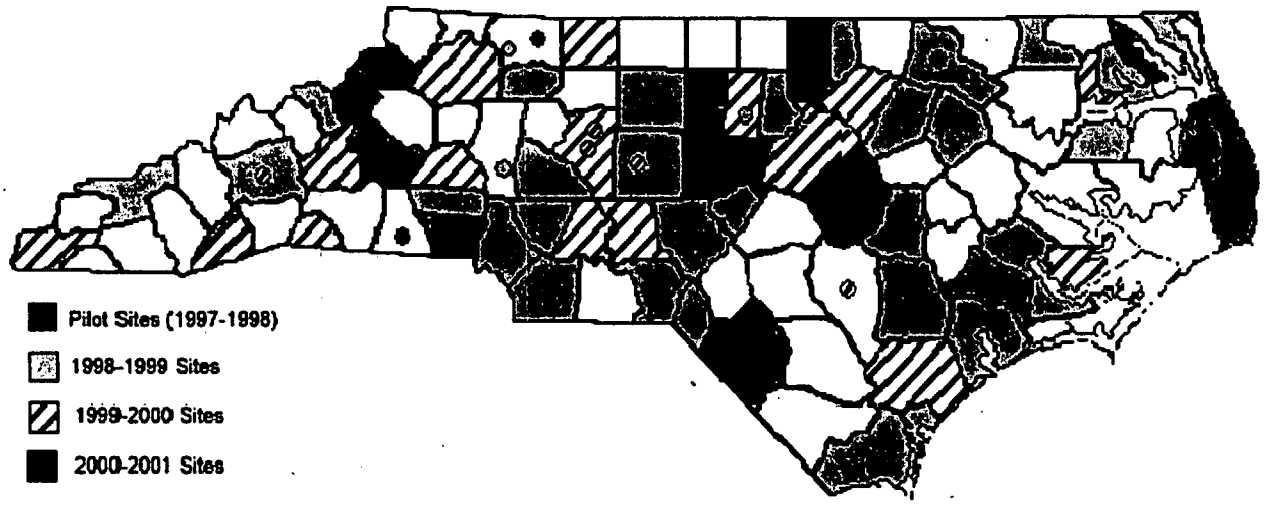
Best Practices –Over the past four years, teachers involved in our Computer Recycling Project have shared their ideas of what works in the classroom - from classroom management tips to establishing tech teams. Our online collection of Best Practices are available to all CPR instructors. No cost to schools.

Mentoring – At their request, new CPR instructors are paired with experienced mentors to help them get started. This peer-to-peer relationship ensures the program is positioned for success. No cost to schools.

Community Support - ExplorNet works with local schools to organize community meetings. These meetings introduce the program to "movers and shakers" in the local community, and begin, or reinforce, partnerships between schools and local business and industry. In some cases, ExplorNet also works with the school to organize a local Advisory Committee to provide on-going local support. Additionally, ExplorNet works with school personnel to publicize the local program through media and other promotional opportunities. No cost to schools.

Certificate of Excellence (in development) – ExplorNet is currently developing a Certificate of Excellence that will attest to a students' academic achievement as well as his/her hands-on, problem-solving, soft skills, community service, high attendance level and responsible behavior. The Certificate program will be available to all participating ExplorNet CPR schools. No cost to schools.

Participating CPR Sites for the 2000-2001 school year:



1. Alamance-Burlington Schools
2. Asheboro City Schools
3. Asheville City Schools
4. Avery County Schools
5. Brunswick County Schools
6. Buncombe County Schools
7. Burke County Schools
8. Cabarrus County Schools
9. Catawba County Schools
10. Chapel Hill-Carrboro City Schools
11. Charlotte-Mecklenburg Schools
12. Chatham County Schools
13. Cherokee County Schools
14. Clinton City Schools
15. Craven County Schools
16. Currituck County Schools
17. Dare County Schools
18. Davidson County Schools
19. Duplin County Schools
20. Durham Public Schools
21. Edenton-Chowan Schools
22. Edgecombe County Schools
23. Elkin City Schools
24. Elizabeth City-Pasquotank Schools
25. Franklin County Schools
26. Halifax County Schools
27. Hertford County Schools
28. Gaston County Schools
29. Granville County Schools
30. Greene County Schools
31. Guilford County Schools
32. Johnston County Schools
33. Jones County Schools
34. Kings Mountain School District
35. Lee County Schools
36. Lexington City Schools
37. Lincoln County Schools
38. McDowell County Schools
39. Mitchell County Schools
40. Montgomery County Schools
41. Moore County Schools
42. Mooresville City Schools
43. Mount Airy City Schools
44. Nash-Rocky Mount Schools
45. New Hanover County Schools
46. Office of Juvenile Justice
47. Onslow County Schools
48. Orange County Schools
49. Pamlico County Schools
50. Pender County Schools
51. Perquimans County Schools
52. Polk County Schools
53. Randolph County Schools
54. Richmond County Schools
55. Roanoke Rapids Schools
56. Robeson County Schools
57. Rowan-Salisbury Schools
58. Scotland County Schools
59. Stanly County Schools
60. Stokes County Schools
61. Swain County Schools
62. Thomasville City Schools
63. Transylvania County Schools
64. Union County Schools
65. Vance County Schools
66. Wake County
67. Watauga County Schools
68. Wayne County Schools
69. Washington County Schools
70. Wilkes County Schools
71. Yadkin County Schools

North Carolina Program Highlights:

- 112 high schools in 70 districts are currently participating, serving approximately 2,700 students.
- 98% of students entering the program in 1999-2000 completed it successfully.
- In the 1999-2000 school year, students in CPR classes provided an estimated 8,000 hours in free technical support to school districts, saving districts between $160,000-280,000, based on an hourly rate that ranges between $20-$35. Students also built an estimated 2,500 computers that were placed in schools.
- In the first half of the 2000-2001 school year, ExplorNet coordinated the placement of 226 computers donated by businesses and organizations to schools in the CPR project.

What Students are saying about ExplorNet's CPR project:

- "This class makes me look forward to learning -- it's a unique, one-of-a-kind course,"—Alamance County student.
- "I can use what I learn here at work. Sometimes a problem is hardware based so I can help with that and share my knowledge with the other support staff."—Burke County student who is working part time for a local ISP.
- "I want to have the upper-hand in the job market and this course is teaching me hands-on skills"-- Alamance County student.
- "If I did not take the Computer Recycling class, I would not have my five year plan set out. I know what I want to do for a living now,"—Chowan County student.
- "A basic understanding of computer technology is something you need regardless of the college major or career field you choose,"—Franklin County student.
- "College is hard on the wallet. I've started my own [computer repair] business. My minimum charge is $20." – Scotland County student who started his own business after CPR training.
- "The CPR class is really broadening my horizons. I've learned so much -- just being able to see it and do hands-on work helps you remember a lot more,"—Watauga County student.
- "It used to be when I hit a problem with my computer I would struggle. Now I have what it takes to fix it." –Catawba County student.

- "Everyone has a computer at college. And they'll need someone to fix it. I'll just put a poster up. It should be good for some extra money." –Guilford County student.

What Teachers are saying about ExplorNet's CPR project:

- "I can't begin to express the excitement I felt when I learned about the CPR project. Real world skills and incredible opportunities for our students coupled with the savings to the school system for technology that benefits all students makes it a win-win situation,"—Stanly County instructor.

- "The school system not only saves money with the student building of the computers, but they are also getting free servicing." –Burke County instructor.

- "They see this class as giving them the skills to get some extra money in college. They're excited. They say 'Now I don't have to work in Wendy's anymore." – Alamance County instructor.

- "I think my students are more serious about this class than some others because they view it as an opportunity. They know these skills could lead to high-paying jobs. It's security." –Wilkes County instructor.

- "The kids are really gaining confidence in themselves." – Green County instructor.

- "I would say about 40 to 50 percent of my students are interested in pursuing a tech-related job. They're having a good time and learning computer skills in this course." –Watagua County instructor.

- "When you look at the opportunities the kids could have after the completion of CPR, they're endless. I've already had local companies call me and ask if I have students interested in internships." –Wake County instructor.

- "With the way computers have been integrated into our daily lives in the last ten years, it's a great way for students to be exposed to computers, learn a lot and provide a real service." –Thomasville City instructor.

- "Regardless of what career they chose to pursue, this is going to help them." – Catawba County instructor.

CPR Survey for North Carolina Public Schools

	1998-1999	1999-2000	2000-2001 (ESTIMATED)	TOTAL
# of New Computer Builds	737	1,667	2,400	4,804
# of Upgraded Computers	431	833	1,200	2,464
Projected Savings on Computer Hardware	$496,400	$375,000	$360,000	$1,231,400
# of Hours of Tech Support Provided by Students	N/A	8,000 (same or next day service)	8,000 +	16,000+
Tech-Support Savings ($20/hr-$35/hr)	N/A	$160,000-$280,000	$160,000-$280,000	$320,000-$560,000

*1999-2000 Figures based on ExplorNet's Spring 2000survey.
*2000-2001 Figures are projections, which will be updated at the end of the school year

ExplorNet's Computer Recycling Program has saved participating schools districts over one million dollars in hardware costs since 1998 and approximately $500,000 in maintenance costs. Computer prices have dropped in recent years, but the experience students gain building and upgrading these machines is invaluable. Furthermore students have a chance to serve as tech support teams for many schools. This is where many schools realize the true value of this program. Technology directors who often feel overwhelmed in maintaining a network of hundreds of computers often call on CPR students to help with this process. Students gain real-world experience as they are given a chance to troubleshoot common computer failures. During the 1999-2000 school year, CPR students provided more than 8,000 of free tech support as part of this work-based learning program. It's expected that the students will volunteer at least as many hours this school year. Conservatively, this service will have saved the state between $320,000-$560,000.

ExplorNet's CPR Curriculum is tied directly to A+ Certification Requirements

Computer Recycling – Level I	A+ SERVICE TECHNICIAN EXAMINATION BLUEPRINT
[illegible]	
1. Demonstrate speaking, career development, and business meeting skills	N/A
[illegible]	
1. Demonstrate procedures for installing, configuring, and upgrading microcomputer modules and peripherals. (Core 1.0)	Domain 1.0 Installation, Configuration, and Upgrading This domain requires the knowledge and skills to identify, install, configure, and upgrade microcomputer modules and peripherals, following established basic procedures for system assembly and disassembly of field replaceable modules.
2. Demonstrate troubleshooting procedures for common module problems and system malfunctions. (Core 2.0)	Domain 2.0 Diagnosing and Troubleshooting This domain requires the ability to apply knowledge relating to diagnosing and troubleshooting common module problems and system malfunctions.
3. Demonstrate safety and preventive maintenance procedures (Core 3.0)	Domain 3.0 Safety and Preventive Maintenance This domain requires the knowledge of safety and preventive maintenance. With regard to safety, it includes the potential hazards to personnel and equipment when working with lasers, high voltage equipment, ESD, and items that require special disposal procedures that comply with environmental guidelines.
4. Analyze classifications, categories, and principles of motherboards, processors, and memory in microcomputer systems (Core 4.0)	Domain 4.0 Motherboard/Processors/Memory This domain requires knowledge of specific terminology, facts, ways and means of dealing with classifications, categories and principles of motherboards, processors, and memory in microcomputer systems.
[illegible]	
1. Apply procedures related to operating systems in terms of function, structure, operation and file management (DOS/Windows 1.0)	Domain 1.0 Function, Structure Operation and File Management This domain requires knowledge of DOS, Windows 3.x, and Windows 95 operating systems in terms of its functions and structure, for managing files and directories, and running programs.
2. Analyze concepts of memory management (DOS/Windows 2.0)	Domain 2.0 Memory Management This domain requires knowledge of the types of memory used by DOS and Windows, and the potential for memory address conflicts.
3. Demonstrating installation, configuration, and upgrade procedures for operating systems (DOS/Windows 3.0)	Domain 3.0 Installation, Configuration and Upgrading This domain requires knowledge of installing, configuring and upgrading DOS, Windows 3.x, and Windows 95. This includes knowledge of system boot sequences.
4. Demonstrate diagnostic and troubleshooting procedures for common operating system problems. (DOS/Windows 4.0)	Domain 4.0 Diagnosing and Troubleshooting This domain requires the ability to apply knowledge to diagnose and troubleshoot common problems relating to DOS, Windows 3.x, and Windows 95.

Computer Recycling – Level II	A+ SERVICE TECHNICIAN EXAMINATION BLUEPRINT
[illegible]	
1. Demonstrate oral communication and job seeking skills.	N/A
[illegible]	
1. Install, configure, and upgrade microcomputer modules and peripherals. (core 1.0)	Domain 1.0 Installation, Configuration, and Upgrading This domain requires the knowledge and skills to identify, install, configure, and upgrade microcomputer modules and peripherals, following established basic procedures for system assembly and disassembly of field replaceable modules.

2. Troubleshoot common module problems and system malfunctions. (core 2.0)	Domain 2.0 Diagnosing and Troubleshooting This domain requires the ability to apply knowledge relating to diagnosing and troubleshooting common module problems and system malfunctions.
3. Demonstrate safety and preventive maintenance procedures. (core 3.0)	Domain 3.0 Safety and Preventive Maintenance This domain requires the knowledge of safety and preventive maintenance. With regard to safety, it includes the potential hazards to personnel and equipment when working with lasers, high voltage equipment, ESD, and items that require special disposal procedures that comply with environmental guidelines.
4. Analyze classifications, categories, and principles of motherboards, processors, and memory in microcomputer systems. (core 4.0)	Domain 4.0 Motherboard/Processors/Memory This domain requires knowledge of specific terminology, facts, ways and means of dealing with classifications, categories and principles of motherboards, processors, and memory in microcomputer systems.
5. Discuss basic types of printers; their concepts, and components. (core 5.0)	Domain 5.0 Printers This domain requires knowledge of basic types of printers, basic concepts, printer components, how they work, how they print onto a page, paper path, care and service techniques, and common problems.
6. Identify components and problems associated with portable systems. (core 6.0)	Domain 6.0 Portable Systems This domain requires knowledge of portable computers and their unique components and problems.
7. Analyze basic network concepts and terminology. (core 7.0)	Domain 7.0 Basic Networking This domain requires knowledge of basic network concepts and terminology, ability to determine whether a computer is networked, knowledge of procedures for swapping and configuring network interface cards.
8. Demonstrate behaviors that contribute to customer satisfaction. (core 8.0)	Domain 8.0 Customer Satisfaction This domain requires knowledge of – and sensitivity around - those behaviors that contribute to satisfying customers. More specifically, these behaviors include such things as: the quality of technician-customer personal interactions; the way a technician conducts him or herself professionally within the customer's business setting.
CORE DOMAINS: DOS AND WINDOWS	
1. Apply procedures related to operating systems in terms of function, structure, operation and file management. (DOS/windows 1.0)	Domain 1.0 Function, Structure Operation and File Management This domain requires knowledge of DOS, Windows 3.x, and Windows 95 operating systems in terms of its functions and structure, for managing files and directories, and running programs.
2. Apply concepts of memory management. (DOS/windows 2.0)	Domain 2.0 Memory Management This domain requires knowledge of the types of memory used by DOS and Windows, and the potential for memory address conflicts.
3. Install, configure, and upgrade operating systems. (DOS/windows 3.0)	Domain 3.0 Installation, Configuration and Upgrading This domain requires knowledge of installing, configuring and upgrading DOS, Windows 3.x, and Windows 95.
4. Troubleshoot common operating system problems. (DOS/windows 4.0)	Domain 4.0 Diagnosing and Troubleshooting This domain requires the ability to apply knowledge to diagnose and troubleshoot common problems relating to DOS, Windows 3.x, and Windows 95.
5. Analyze network capabilities of DOS and windows. (DOS/windows 5.0)	Domain 5.0 Networks This domain requires knowledge of network capabilities of DOS and Windows, and how to connect to networks. Including what the Internet is about, its capabilities, basic concepts relating to Internet access and generic procedures for system setup.

Summer 2001
CPR Training Schedule

June			
	11-22	Wilmington, North Carolina	(Level I & II)
	18-29	Carthage, North Carolina	(Level I & II)
July			
	9-20	Wilmington, North Carolina	(Level I & II)

ExplorNet anticipates it will train 50 additional North Carolina instructors this summer.

New school districts that will receive training this summer for the 2001-2002 school year include:

Clay County
Winston-Salem/Forsyth Schools
Martin County Schools
Bertie County Schools
Haywood County Schools
Hyde County Schools
Cumberland County Schools
Macon County Schools
Hoke County Schools
Lenoir County Schools
Wilson County Schools

Average CPR Costs Per School

Most schools do not have to expend significant amounts of money to begin CPR. A classroom must be provided that is safe, clean, Internet-connected, and set up to work on computer equipment.

Costs for up-grade kits and/or new components are usually transferred from existing budgets for equipment. Textbooks are also a normally budgeted expense.

ExplorNet strives to negotiate with vendors in each state to provide fair and quantity pricing for textbooks, computer components, A+ testing, and other resource materials.

To assist schools in offering this program, ExplorNet provides districts with a one-time $12,000 grant. This seed-money can be used on computer components and other learning resources associated with the Computer Recycling project. Since 1997, we have provided schools with more than $703,000 in grants. We have also worked closely with these districts to build community support that can help sustain the program after that initial funding is gone.

Average costs during the first year include:

- Two weeks, of travel, meals and lodging for teacher training. (The CPR training includes computer, tool kit, sample textbook, curriculum, and teacher resource guide.)
- Up-grade or new computer kits ($300 - $800 X the number of kits). We suggest no more than 2 students per machine.
- Text books ($70-140 X # of students)*
- Tool kits ($20 X # of students)*
- Safety static straps ($7 x # of students)*
- Auxiliary resources (books, repair kits, etc)*

*The cost of this course in minimized in future years. Many of the required resources are one-time, fixed expenses.

Advantages of the ExplorNet Program

Why ExplorNet?

ExplorNet focuses on providing students real-world hands-on technology skills. ExplorNet's systemic approach ensures that all schools, even those where a teacher has previously been using a curriculum that he/she devised or adapted, have the materials and support necessary to ensure that the class continues through technology advances, curriculum updates and staff changes. Other computer recycling programs have used alternate labor sources, or a limited number of fulltime employees to refurbish machines, and have concentrated more on machines than on students. The computers that CPR students upgrade or build, and then maintain, are a part of their learning process. The experience they gain working with the "clients" (teachers, administrators or fellow students) helps them to develop the "soft" skills, such as good communication, problem-solving, and analytical skills that have been identified by major employers as necessary for success in the workplace. (*Bridging the Gap: IT Skills for the Millennium*, ITAA, April 2000)

While the idea for the ExplorNet Technology Learning Program is very straightforward – teach kids to build and maintain computers, train teachers and provide online learning materials– the implementation of the project is much more involved. Just building computers does not ensure success. ExplorNet does. ExplorNet incorporates a series of support projects that ensure schools can properly deploy computers into classrooms and use them to enhance the learning process. And providing students with a solid foundation in technology helps build the workforce that drives economic development. ExplorNet is currently developing an optional Certificate of Excellence will attest to a student's academic achievement, as well as his/her hands-on, problem-solving, soft skills, community service, high attendance level and responsible behavior. This Certificate program will be available to all participating ExplorNet CPR schools.

ExplorNet brings proven mechanisms and oversight to make sure the teachers are trained and supported and North Carolina students are prepared for a high-tech future. The curriculum is being mapped to industry identified skill standards as compiled and recommended by the Northwest Center for Emerging Technologies and the U.S. Department of Education Building Linkages program.

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March 13, 2001

Former Computer Recycling Student Finds Technology Career in Hometown

(HERTFORD, NC) – Joey Harrell says working in his hometown is like a dream come true.

"I never wanted to work in a big city," said 21-year-old Harrell. "I'm very happy with the career path I chose to take."

For almost two years, Harrell has been the technology assistant/computer technician for Perquimans County Schools; the county where he graduated from high school.

"I do it all," Harrell said. "From troubleshooting computers and repairing printers to network wiring and loading software -- I work in all four schools in the county."

In his senior year at Perquimans County High School in Hertford, Harrell decided to enroll in the Computer Recycling (CPR) class because he wanted to find how computers worked. Harrell didn't realize signing up for CPR would be the first step in his technology career path.

The Computer Recycling program (CPR) is the unique workforce development program created by ExplorNet, North Carolina's business community and the North Carolina Department of Public Instruction. The course introduces high-tech job training at the high school level. Students learn to upgrade older computers, build new ones from scratch and troubleshoot computer failures. New and upgraded computers are placed into classrooms in their school or district so all students can benefit from the latest technology.

"Taking CPR was really a pivotal point in Joey's life," said Victor Eure, Technology Coordinator for Perquimans County Schools and Harrell's supervisor. "There's not a lot of job opportunities in this area and there are even fewer people with experience in computer maintenance and repair."

Eure said Harrell and the current CPR students in Perquimans County have saved the school system both time and money. Last year, the system received a donation from the U.S. Coast Guard of 200 computers in need of upgrades. Eure said without the expertise of Harrell and the CPR students, there was no way the system could accept the donation.

"There is no way one technology person could upgrade all those computers," Eure explained. "Within two months, thanks to Joey and the CPR class, the computers were placed in schools throughout the county."

About two months after graduation in 1999, Harrell found out about a technology assistant job opening with the county. He interviewed for the job and landed it, despite the fact that numerous others were vying for the spot.

"CPR gave me a strong basis -- I have confidence on the job," Harrell explained. "The hands-on experience you gain in the class is so valuable."

Upon completing the computer-building course, students have a foundation to take the A+ Certification exam, which is the computer industry's standard for computer service technicians. Certification provides students with a "certificate of employability" and answers the nationwide demand for skilled high-tech employees.

Harrell is now furthering his knowledge of computers by taking a college level networking course through College of the Albemarle.

"He teaches me now," said Harrell's CPR instructor at Perquimans High, C.D. White. "I draw from his expertise."
White said the CPR program and students like Harrell are saving their school system a "tremendous amount of money." Donated or outdated computers are not just collecting dust, but are gaining new life and going back into the classroom.

"We love to see students take a foundation course like CPR and build on it," said ExplorNet Chief Operating Officer, Victoria Deaton. "It's especially gratifying to see students return to their communities to provide the IT support that's so vital to rural economies. Putting that expertise to work for the school system--so that other students have reliable networks and computers to learn on--is icing on the cake."

The CPR program is now active in more than 112 high schools statewide, including Perquimans County High.

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Former Computer Recycling Student Lands Technology Position with School System

(PITTSBORO, NC) – John Warf says he never dreamed he would be in charge of computer networks for 15 schools. But at the age of 20, that dream is reality.

As connectivity specialist for Chatham County Schools, Warf is the one teachers and administrators count on when they can't access E-mail because the server is down.

"When a school runs into a problem; it's up to me to fix it," Warf said. "It's a lot to juggle at times, but I love my job."

In his junior year at Northwood High School during the 1997-98 school year, Warf enrolled in the pilot class for ExplorNet's Computer Recycling (CPR) project because he loved to tinker with computers. He didn't realize signing up for CPR would change his life.

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"During the summer of his junior year, John and another CPR student assembled 56 computers for the school system," said Paul Joyce, Assistant Superintendent for Chatham County Schools. The computers were placed in labs at the Northwood High. "He was a star pupil and knows far more about computers than I will ever know," Joyce added.

Joyce decided to rehire Warf in his senior year, since he excelled during the summer. For about 3 hours everyday after school, the CPR senior would troubleshoot computers, install components, and repair printers for the school system.

After graduation in June 1999, Warf continued to work part-time for the school system and also began studying computers at a Central Carolina Community College. Warf completes his 2-year program in May and will hold a computer engineering degree from Sandhills Community College. In November 2000, he became a permanent, full-time employee with Chatham County Schools.

"CPR made me see that I could pursue a job in the technology field -- now it's evolved into a career," Warf explained. "I couldn't ask for anything more." Warf says he encourages students at Northwood High to "see what CPR is all about."

"This is a great example of what students are capable of--managing top-notch networks and providing solid tech support--if they're given a solid foundation, said ExplorNet Chief Operating Officer, Victoria Deaton. "We're thrilled to see CPR students build promising careers on that foundation. Seeing those young people return to their communities as IT professionals--particularly in support of their schools--is absolutely thrilling."

Upon completing the computer-building course, students have a foundation to take the A+ Certification exam, which is the computer industry's standard for computer service technicians. Certification provides students with a "certificate of employability" and answers the nationwide demand for skilled high-tech employees.

"John is a product of our own environment and he has never let us down," said Dr. Larry Mabe, Superintendent of Chatham County Schools. "He is a remarkable young man and we are glad to have him."

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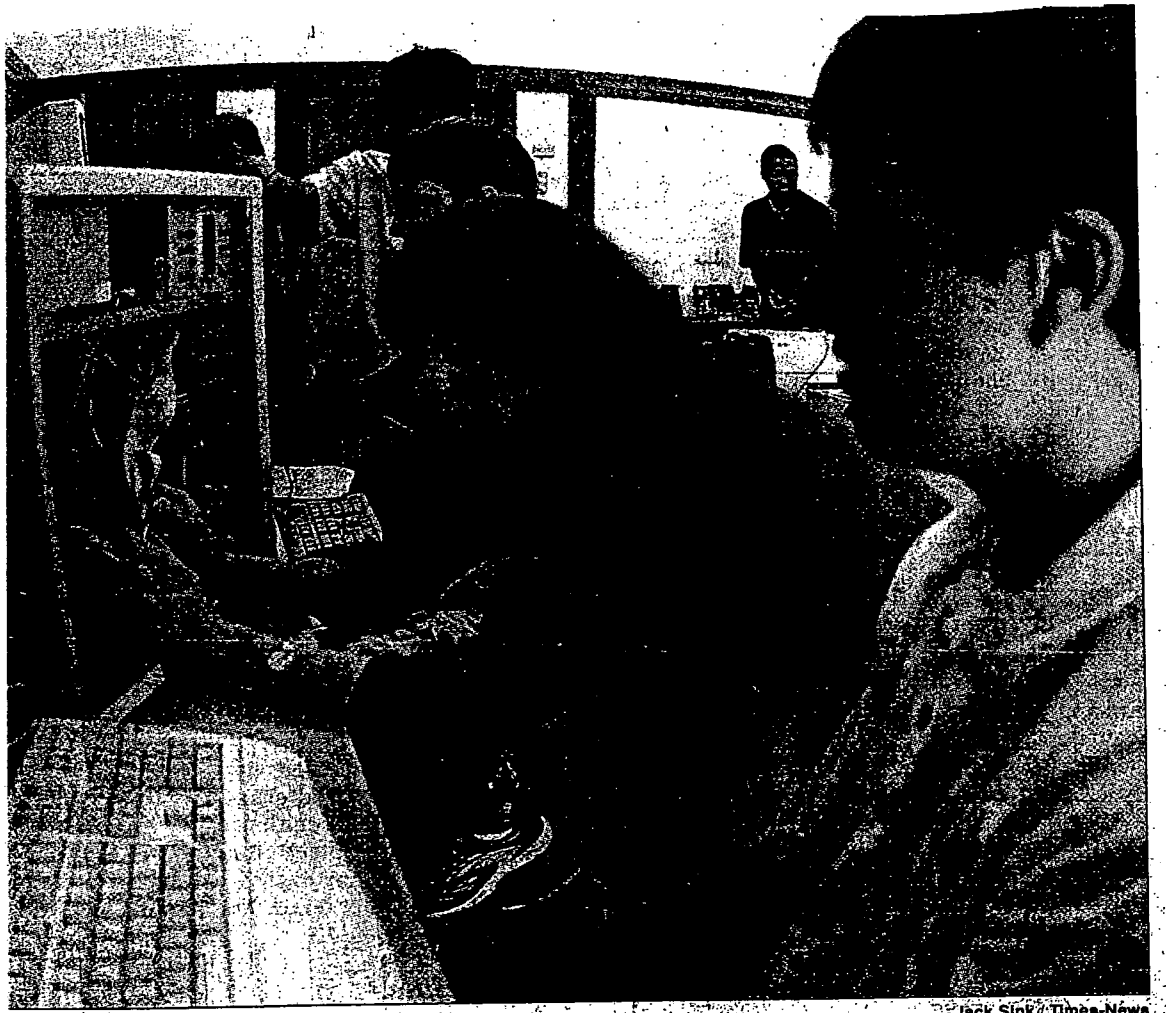
Burlington-Alamance Schools



Jack Sink / Times-News

center, computer technology teacher at Williams High School, shows her class how to install a hard drive in student Brint Summers watches.

Students get tech training

By Alice Shelton
Times-News

A new program will provide 11 students at Williams High School with the know-how to upgrade old computers into high-speed, modern machines.

The statewide computer-recycling program, which was created by ExplorNet and the North Carolina Department of Public Instruction, provides high-tech job training to high school students enrolled in computer engineering technology courses.

ExplorNet presented a $12,000 grant to the Alamance-Burlington School System during a Thursday afternoon meeting of the Alamance County Area Chamber of Commerce's education council at Alamance Community College. The money will be used to purchase materials that students will use to build state-of-the-art computers.

"I have been a teacher for about 10 years and this has been the most rewarding class," said Candace Cox, who teaches the course at Williams.

Students are now building six new computers, which will go into the high school's computer lab.

Cox said students are learning how to upgrade older computers and to troubleshoot computer failures.

After completing the course, students can take an exam to qualify for A+ certification, which is the computer industry's standard for computer service technicians. A certified worker has the potential to earn a minimum of $30,000 annually, said Bonnie Moore, ExplorNet state director.

"We are getting lots of hands-on experience," said Zane Lassiter, a Williams junior who wants to major in computer engineering in college.

The program is offered at 112 high schools statewide. Williams is the only school in Alamance County where the program is offered. During the 1999-2000 school year, students statewide built about 2,500 computers and performed about 9,013 hours of technical

NEWS & RECORD, *Monday, November 27, 2000*

PHOTOS BY H. SCOTT HOFFMANN/*News & Record*

Students Kareem Brown (left) and James Burns install a hard drive recently during computer recycling class at Williams High School in Burlington. The 11 students in the class will eventually work as the in-house technical support staff.

Will work for bytes

Students learn computers from the inside out

BY CHARLIE FRAGO
Staff Writer

BURLINGTON — Ricky Richards knows what he likes.

The 17-year-old Williams High School senior likes science fiction and Walt Whitman. He writes poetry and dreams of going places he's never been, such as Boston.

But Ricky Richards *really* likes computers.

He can take apart a computer and rebuild it from scratch, explain why Linux is superior to Windows in language a computer illiterate person can understand and already works part time for a local internet company in tech support.

Computers have been his passion since he first tapped a keyboard in sixth grade, and he says without hesitating that he wants to work with them the rest of his life.

That's one reason he is sitting in Candace Cox's classroom. Cox is teaching an innovative class in Computer Recycling, in which 11 students learn how to refurbish old computers to put in Alamance County classrooms. The students will eventually serve as an in-house technical support staff.

Started with a $12,000 seed grant from ExplorNet, a Raleigh nonprofit that works with the state to bring technology into schools around the state, the class is designed to teach the students enough for them to pass the industry technician test while saving the school system money on computers and tech support.

Midway through the first semester, the class is a resounding success.

"Kids are stopping me in the hallway, asking if they can sign up for next year," said Cox, who has taught computer skills for eight years at Williams. She pushed for the ExplorNet grant after taking a computer rebuilding class at Alamance Community College last year.

Please see **BYTES,** *Page* **B2**

"Everyone has a computer at college, and they'll need someone to fix it," James, 15, say

BYTES

Continued from page B1

"Most of the kids plan on going to college," Cox said. "They see this class as giving them the skills to get some extra money in college. They're excited. They say, 'Now I don't have to work in Wendy's anymore.' "

That's James Burns' plan. The 15-year-old sophomore wants to be a pilot, but already sees the need for a little extra cash on campus.

"Everyone has a computer at college, and they'll need someone to fix it. I'll just put a poster up — it should be good for some extra money," James said, as he attached a CD-ROM to a computer.

Even if the students decide not to go to college, they'll be eligible for computer technician jobs that pay between $30,000 and $50,000 a year if they pass the A+ certification test after they graduate in the spring, Cox said.

Preparing North Carolina students for high-paying tech jobs is the driving force behind the ExplorNet program, said spokeswoman Kim Rose.

"This class enables kids to stay in their hometowns with a good job. They don't all have to leave after graduation," Rose said.

So far, 112 high schools in the state, including several in Guilford and Randolph counties, have participated in the program, Rose said. Students have rebuilt more than 2,500 computers for use in public school classrooms.

"That's why this program works," she said. "It's a good partnership."

A partnership good enough to mold the next Bill Gates?

"Bill Gates is there to make sure there never is another Bill Gates," says Richards, as he tries to figure out how to install Linux next to Microsoft's Windows system on his computer. "But I'm going to do something with computers. And this class lets you break them, then fix them again. That's the best way to learn."

Contact Charlie Frago at 227-6380 or cfrago@news-record.com

November 13, 2000
The News Herald, Morganton, NC

THE NEWS HERALD

News

Schools' computer experts are students

By JOHN WANLESS
News Herald Staff Writer

ICARD - A new crew is working on the computer system for Burke county Schools and their fees are very reasonable - free!
The best part is that even though they charge nothing, these technicians are still getting the best of the bargain because they are high school students enrolled in the Burke high schools' new ExplorNet Computer Recycling Program.
East Burke Computer instructor Wayne Whaley said, "The students in this program will receive Comp-TIA A+ certification, which will qualify them for entry level jobs in building and repairing computers."
The ExplorNet program was launched in the 1997-98 school year in five pilot school systems of North Carolina.
ExplorNet is the enabling agency that links business and government with schools. The agency works with the schools to develop and adapt the curriculum and negotiate with equipment vendors to ensure that schools get computer hardware like motherboards, CD-ROMs and hard drives at the lowest price possible.
The program has been so well received it has gained national recognition, being named a Smithsonian Laureate for their innovations. Its success has caused it to spread to other states and, of course, to Burke County this year.
Whaley said his students have taken to the project with great enthusiasm.
"We have repaired 35 to 40 computers already this year and have built 40 machines from scratch."
Whaley, who taught graphic arts at the North Carolina School for the Deaf for nine years, said he is excited with this new direction.
"I love to teach and I like seeing students take something they enjoy doing and being well prepared for a career."
He also points out how beneficial the CPR program is to the schools.
"The school system not only saves money with the student building of the computers, but they also get free servicing."
The students are now working on building computers for the English department's computer lab.
The CPR program is a natural complement to the school system's Cisco Network Academy. Whaley also directs this year-old program at East Burke.
"With Cisco, the students wire up computer systems," he said.
The results here are equally impressive.

"We are three months away from having the whole school wired. We've probably saved several hundred thousand dollars," said Whaley.
The best thing about the program is the biggest winners are the students.
"If it wasn't for this program, I'd have no idea what I'd like to do. Mr. Whaley and this program have given me the direction I needed," said senior John Brank.
He added, "Not many classes give a lot of skills that you can use to get a job with."
Eleventh grader Amanda Tellefsen agreed.
"I now know how my future will be and what I want to do with my life. I want to go into the computer field," she said.
"I love knowing that I can put a computer together and watch it work," Tellefsen explained.
For some students, the class is already paying off. Senior Jonathan Searcy works in the evenings at Vista Technologies, an internet service provider.
"I work in technical support," said Searcy. "I can use what I learn here at work. Sometimes a problem is hardware based so I can help with that and share my knowledge with the other support staff."
Senior Chris Carona has also reaped early benefits by working for Burke Schools Technology Department over the summer.
"While there, I learned to terminate (make final connections) with fiber optic cable," he said.
He was justifiably proud of his accomplishments and said, "We ran computer cable for every school in Burke County."
Carona has excelled so much that he has served on Burke School's Technology Committee, helping to write the technology plan for the next four years.
speaking about his future, he said, "I plan to get certification in MIcrosoft and do animation or designing of networks."
The program is so rewarding that Whaley said, "Upon completing these programs and receiving certification, these students will be able to command salaries of over $40,000 per year."
However, he encourages his students to take their studies even further.
"I advise them to get at least a two-year degree to fall back on. Some of the fields they can go into are information technology, network administration and computer engineering," he said.

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KMHS gets $12,000 gran for computer technology

BY ALAN HODGE
Staff Writer

Computer technology instruction at Kings Mountain High School got a big boost Tuesday when a $12,000 check was presented to teacher Alfred Ash's class by ExplorNet. Part of the Computer Recycling Program (CPR) by ExplorNet, the money will be used to help train students in computer repair, programming, and construction.

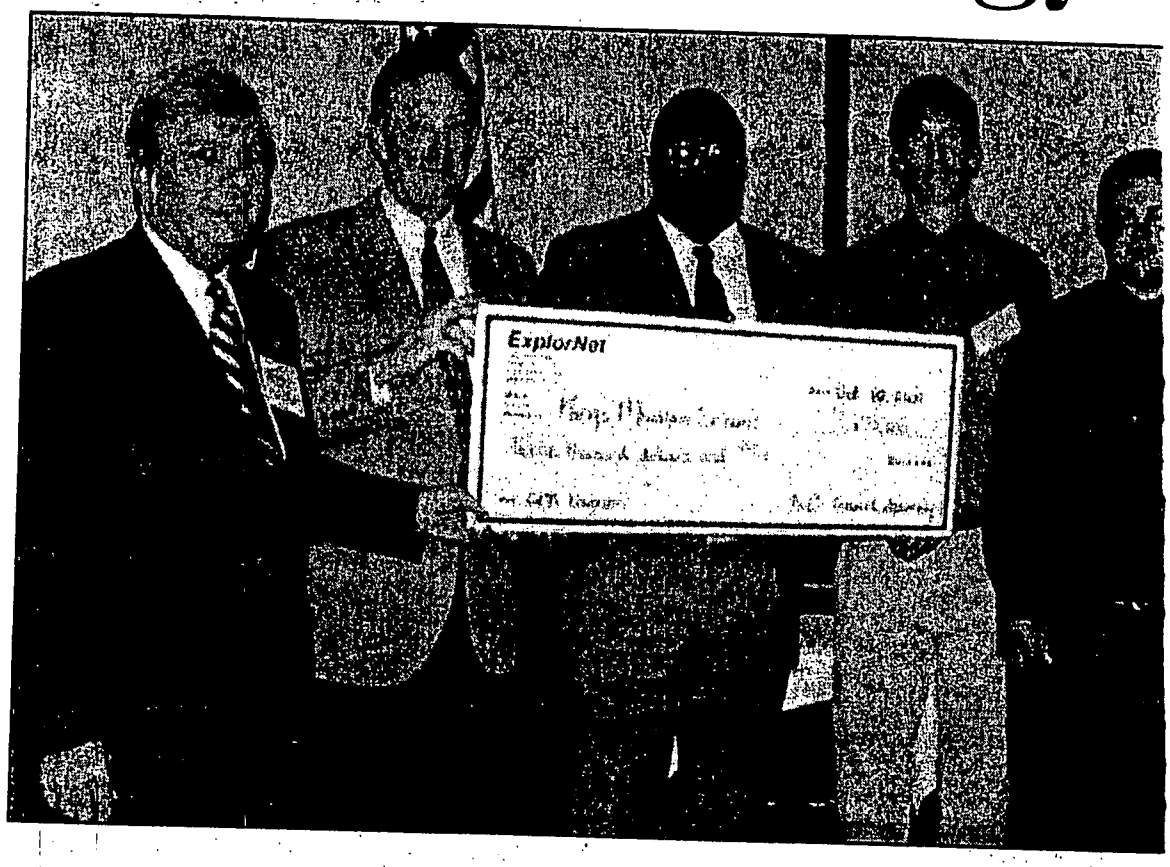
The presentation came at a luncheon that saw local business, civic, and educational leaders gather to hear exciting news about information technology in the schools. Just a few of the many who attended included N.C. Senator Walter [illegible]n, Reps. Debbie Clary and Jim Horne, members of the Kings Mountain School Board, Dr. Bob McRae, Kings Mountain council members and mayor Rick Murphrey.

Part of a unique work force development program created by Raleigh-based ExplorNet and the N.C. Department of Public Instruction, the course ntroduces high tech job training at the high school level.

Ash's Information Technology class consists of 40 tudents at Kings Mountain High. The response to the class s so overwhelming, that there s a waiting list to get on board. tudents Brad Goforth and Duane Blanton attended the nch as representatives from eir class.

"The class gives us the opporunity to facilitate the need for illed computer technicians," sh said. "It gives the students ts of real world hands on mputer skills that will take [illegible]om the classroom [illegible]t into the computer industry."

Ash cited one example of an h grader at another school who was making $40,000 a year as a computer technician to show just what the demand for information technology workers was.



ALAN HODGE/THE HERALD

ExplorNet presented a check for $12,000 to Kings Mountain District Schools for computer technology classes at a special luncheon Tuesday. Pictured at the presentation are, left to right; Sen. Walter Dalton, Bob McRae, Alfred Ash, Brad Goforth, Duane Blanton.

ExplorNet was founded in 1996 to collect and distribute contributions to North Carolina's Net Day project. Later, the North Carolina General Assembly asked ExplorNet to develop a program that would bring computers into the state's schools and help train teachers to use them effectively. Currently they are active in 107 N.C. high schools. Dave Bolick is president of ExplorNet. Their N.C. State Director, Bonnie Moore, also spoke at the luncheon.

"Our program is changing the way technology is approached in schools," Moore said. "There are ExplorNet success stories in every part of North Carolina."

On hand to present the $12,000 check was N.C. State Senator Walter Dalton. Dalton has played a lead role in getting ExplorNet and computer technology instruction into the schools.

"This is cutting edge technology and education," Dalton said.

Dalton also reminded the gathering that with tobacco and textiles in transition, technology jobs would be more and more important as time goes by.

"It is vital that we continue our momentum in education," he said. "That's what ExplorNet is all about."

Speaking on behalf of the Kings Mountain District Schools, superintendent Dr. Bob McRae thanked everyone involved in the ExplorNet program.

"This is an excellent example of cooperation between schools, government, and business," McRae said. "It has created a win, win, win, situation."

ExplorNet is a nonprofit dedicated to improving technology in America's schools, particularly in underserved areas. Their goal is to equip all schools with the technology to prepare students for the 21st century, and to make that technology available to all public school teachers and students. Their website is www.explornet.org.

Legislators join in on computer-recycling grant presentation

BY MELISSA COLLINS
STAFF REPORTER

A special presentation took place at Scotland High School Monday morning when ExplorNet presented the second part of a $12,000 seed grant to Scotland County Schools from the North Carolina General Assembly for the Computer Recycling Project. Senators Aaron Plyler and Bill Purcell joined representatives Doug Yongue and Wayne Goodwin in representing the General Assembly in presenting the check.

"The legislators saw a need for students to learn and use this technology," said Dave Boliek of ExplorNet, "so they decided to fund this program. We are able to teach foundation courses to make students aware of what is out there so that the life-long learning process can begin."

ExplorNet is a non-profit organization dedicated to improving technology based learning in America's schools. The one time only grant is used to buy equipment including motherboards, processors, drives, video and sound cards and other equipment used by the students to build computers at a lower price than the purchase of compatible new computers. The model program uses community support to insure success by developing strong, productive relationships.

"Two years ago we had one classes scheduled to meet the computer technology needs of students," said Assistant Principal Steve Hagen. "Now we have three classes and more students than we can put in the classes."

Hagen credits ExplorNet with helping to create the ability for the school to expand its computer technology program. Superintendent Shirley Prince agreed.

"ExplorNet is right in line with what we want to do," she said. "It is a win-win situation. I asked Dr. Terry Franklin how many computers we

(See Grant, Page 3)

MELISSA COLLINS/STAFF

State Rep. Doug Yongue, left, Sen. Bill Purcell, Rep. Wayne Goodwin and Sen. Aaron Plyler help present a $12,000 grant check to computer-recycling students at Scotland High School on Monday.

• Grant

(Continued from Page 1)

have recycled since the program began and he estimated 75. That represents quite a bit of revenue we didn't have to ask the legislators for. It is the best way to do it. We bring in technology while training young people in that technology."

Leading the students through the technology of recycling and building computers is Sam Snead, although he feels that they are teaching him as well.

"The kids teach me more than I teach them," Snead said. "People my age will look at a computer press this key what will I destroy?' A teenager will look at it and say, 'If I mash this key and it destroys it, I can rebuild.'"

That feeling was echoed by student Tom Wadsworth, who has gained enough knowledge to run his own computer business in town.

"Since kindergarten we have been using computers," he said. "That is how my interest started. From being involved and having learned about computers, I do upgrade and repair and tell people how to do things. I'm not trying to bash the older generation but they have some problem working with the technology."

The legislators were pleased to be able to play a part in the donation process.

"North Carolina is a leader for education," Plyler said. "North Carolina spends more for education than any other item. Sometimes we think we are throwing the money away, but not in Scotland County. I want to commend Scotland High school teachers and students for their hard work and dedication on this project."

Yongue added, "I want to commend the program. It is a program we know will do a good job. I wish I had been born 30 or 40 years later to learn all this technology. Hopefully, we will find the money to keep funding this project."

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New delivery for telecom training

By John Hoffman

RALEIGH – All over the state, all over the country, organizations are crying for qualified computer support people. These workers are especially hard to find if you're a nonprofit which needs the skills but lacks the bills to pay the $30,000 to $50,000 these folks demand.

The solution for many schools in North Carolina is to grow their own computer support help. How? Through a special nonprofit organization called ExplorNet.

Born in 1996 in a partnership with the State's Department of Public Instruction, ExplorNet focuses on ways to prepare the state's young people for the new technologically challenging workplace.

One of its first endeavors was the Computer Recycling Project. Through this program, students receive academic credits while they learn to build and upgrade computers, and at the same time provide their schools with technical support. Through this course of study, they also build the skills and knowledge to pass the A+ Certification exam, the industry standard for computer service technicians.

According to ExplorNet Chief Information Officer Clayton Henkel, the project began in a small way in 1996 with just six schools in Johnson, Chatham and Avery counties, then doubled to 51 schools the following year, leaped to 87 schools in 1998 and last year included 112 schools across the state. To date, the Computer Recycling Project has graduated 2,000.

Last year students built close to 2,500 computers and provided an estimated 9,013 hours of technical support to their respective schools.

ExplorNet's programs, however, have loftier goals than just providing schools with inexpensive computer support services.

"We're attempting to help vocational education meet the needs of the 21st century," says Dave Bolik, chief executive officer of ExplorNet. "Ideally, vocational education should address the needs of the entire student body and community, those students who want to continue their formal education as well as those who don't."

Toward this objective, he points with pride at two pilot programs initiated this fall – TechnoReading and Network Essentials. TechnoReading uses technology-based instructional materials which Bolik says has already demonstrated improved reading facility among students who are at risk of dropping out of school. Network Essentials teaches network technician and administrator skills, and the pilot course includes three Morehead scholar candidates.

Private industry has also been acutely aware of the tech worker shortage that ExplorNet has been addressing. "Of the 1.6 million world-wide jobs in the computer industry this year, 800,000 will go unfilled due to lack of qualified people to fill them, says Joe Freddoso, external affairs manager at Cisco Systems.

Freddoso

Forseeing this desperate need for a computer savvy (and, in particular, a network savvy) workforce, Cisco launched its Network Academies in 1997. These academies teach students the intricacies of network management. Currently, 129,000 students are enrolled in the program at 5,300 academies in 84 countries.

One hundred and seventeen of Cisco's academies are in North Carolina high schools, junior colleges and universities, including Raleigh and Cary high schools, according to Freddoso.

"ExplorNet does great work here in North Carolina and we've tried to partner with them as much as possible," he says. "Their program delivers the basics of computer repair and programming which then allows students to move into our area of linking the computers together."

Are these educational efforts working? Cisco Systems thinks so and has plans to continue its training academies.

And the North Carolina Legislature thinks so. According to ExplorNet's Bolik, funding for his organization from the state has increased from $500,000 in 1996 to $2.5 million in the current year, enabling the organization to "seed" local programs with money for instructors, training and materials.

Tommy Robinson thinks it works too. Based on his Computer Recycling Project work, he landed a computer support apprenticeship job with Hickory's Ladd Furniture.

And the company also agreed to finance Tommy's continuing education. For each year he works for Ladd, that company will pay for a year of his college education.

Now that's a partnership.

High Point Enterprise
50¢ DAILY
Saturday, July 31, 1999
N.C.

Course gives students edge in industry

By Lyn Maner
STAFF WRITER

Gary Wilson hopes a knowledge of building computers will provide his students a solid foundation to succeed later in life.

"There are so many things you can do with a computer these days. No matter what you want to do, whether you go on to college or get a job out of high school, computers are everywhere," said Wilson, who teaches the Computer Engineering Technology course at High Point Central High School.

The CET course is a vocational program offered to any student wanting to gain an edge in the computer industry.

"I'm really excited about this program. The course we've got gives the students a tremendous amount of knowledge," Wilson said, including the information he wishes he'd had when he worked as a technician.

Wilson, who holds associate degrees in both electronic and computer engineering technology, worked as a computer technician eight years before deciding to take up teaching. Besides CET, Wilson also teaches electronics network engineering technology at Central.

"I've always enjoyed working with kids. This is one of the most enjoyable jobs I've ever had," he said.

CET, in its second year at Central High, has two objectives: to provide students the basic skills required to work as a computer technician right after high school; and to give them a head start if they pursue a related degree in college. The course prepares students for the A+ Certification test, an industry standard for technicians.

Wilson will teach his class how to build systems, from the empty computer case on up. Then he'll teach them how to upgrade a computer. "Then we put problems in them, like a bad cable or bad disk, and they have to figure out what it is and fix it," he said. Wilson also teaches how to upgrade existing systems and how to recycle used computer parts into rebuilt systems.

The course is now a two-year program because "the kids wanted to get into it a little deeper," Wilson said. About a dozen students are enrolled in CET this year.

While there's room to accommodate up to 16 students now, Wilson hopes the program will grow. He says it's important for students to learn as much as they can about computer technology while they're still in high school.

Staff photo by Don Davis Jr.

Central's Gary Wilson shows computer parts

"If you start after high school, you're already behind the eight ball," he said, noting the drop-out rate is high when students enter college courses without prior knowledge of computer systems.

Engineering classes can be intimidating for some, Wilson said, but "there's a learning curve and once students get beyond that they do fine. Most people are sharp enough to do it, they just have to be motivated."

Students in Wilson's class get plenty of hands-on engineering experience building computers, and using new and recycled parts. Many of the parts are supplied by ExplorNet, a nonprofit company dedicated to improving technology-based learning in schools across the country.

ExplorNet and the N.C. Department of Public Instruction developed the CET curriculum to teach job skills to students, especially students from rural areas and low-income families.

Taking the CET course gives students more options in the job market even before they graduate from high school.

They can begin working with computers instead of mowing lawns, and after graduation work into an apprenticeship. Computers are commonplace in homes and workplaces, he said, and they all need technicians to service and repair, upgrade and rebuild their equipment.

"Look at RF Micro," he said, "they will be hiring 800 people to work in their new facility and those people will be coming from outside the area. That could be our people getting those jobs. This area is in need of more computer technicians, so if we could train them now, they can get the jobs here instead of companies having to hire from outside."

Watauga Democrat, Boone, N.C., Monday, October 30, 2000

WHS computer recycling program gets a big boost

By JEFF SIMMS
Watauga Democrat

Will Burgin, the director of technology for the Watauga County school system, often makes a point to stress that there has never been anything wrong with the vocational and technology courses at Watauga High School.

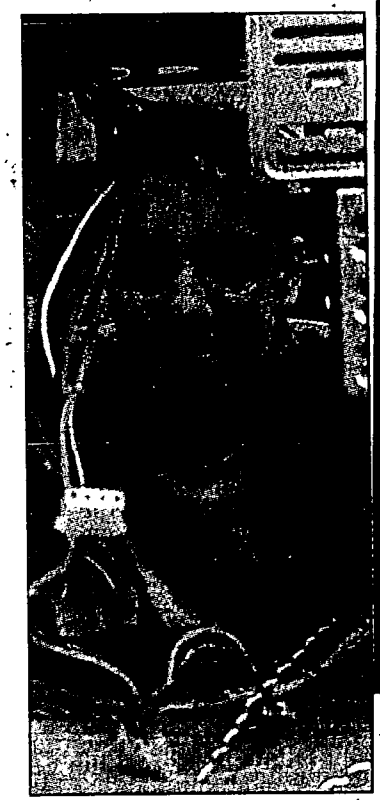
But he's just as quick to say that the school system has found itself a winner with some of the new technology classes available at the high school.

On Friday, Burgin and a number of other school system officials gathered at WHS to celebrate funding for a class that's actually been going on for two months already. With the help of ExplorNet, a non-profit company that works in conjunction with the N.C. Department of Public Instruction, students at Watauga High are not only learning valuable computing skills — they're also physically building their own computers.

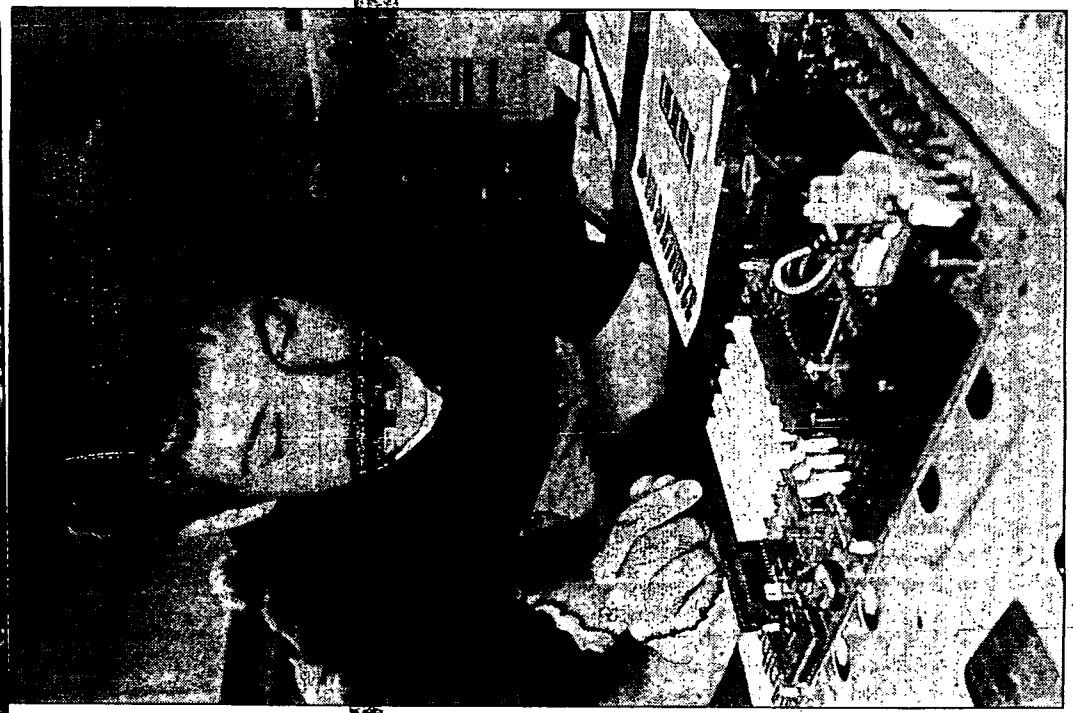
With a $12,000 ExplorNet grant to get them out of the starting blocks, two classes of 14 students each are learning what the school system calls computer recycling.

They're taking older, outdated models and rebuilding them from the inside into usable machines to place within the school. The students learn about how the inside of a computer

Please turn the page



MARIE FREEMAN/Watauga Democrat
WHS junior Blake Stover is taking the ExplorNet class.



MARIE FREEMAN/Watauga Democ

WHS junior Jonathan Stanle (upper left-hand photo) points o the components of the motherboar of the computer that he built in th ExplorNet class. Above, WHS senic Tanner Hodges spoke Friday abou the benefits of the class. In the bo tom photo, students accept a chec from the N.C. General Assembly fc use in ExplorNet computer recyclin classes.

S
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nd the school saves as much
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siness," he said. "What we're
providing upgraded technolo-
r classrooms, and at the same
ing taxpayers money."
class is one of 112 that
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can move on to learn com-
twork ing. In an adjacent
dents study robotics, lasers
nstruct remote-control air-

kills they're learning are the
t will likely command big
on graduation, Burgin said.
tudents seem to be having a
e," said Errol Shook, who
the computer recycling
For some of them, this is the
they've ever gotten to put
ls on the inside of a comput-

construction kits, Shook's
not only learn recycling, but
so begun building their own
s from scratch.
wonderful opportunity to
class," WHS senior Tanner
old the audience on Friday.

"Be confident that you've provided for the opening of career doors."

The school system is hoping to partner with local businesses and other groups, Burgin said, that can provide their otherwise unusable machines for Shook's students to renovate and rebuild.

The program's long-term goal is to encourage the idea that well-paying, computer-based employment becomes available in Watauga County, an area not typically known as one of the higher-paying within the state.

"Times have changed, and goo jobs require (technological) compe tence," said Dick Jones, the superin tendent of the Watauga County schoo system. "Now, those jobs will b here."

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▼ MORE BIZ

▼

ExplorNet, a Raleigh-based nonprofit with the mission of placing computers in classrooms throughout our grand state, has been recognized for its efforts by none other than the **Smithsonian Institute**.

The Smithsonian Computer World Award recognizes ExplorNet's computer-recycling project, in which high school kids refurbish used computers and place them in classrooms. ExplorNet was the only concern in the state to be nominated for the award, says chief info officer **Clayton Henkel**.

Coming up from ExplorNet: Operation Re-Boot a partnership with **SAS Institute**, **First Citizens** and **CP&L**, in which students will replace computers lost as a result of last year's horrendous hurricane season.

High-tech class high on Hayes' list

By Melanie B. Bass
Staff Writer

Monroe

Computer engineering students at the Union County Career Center had the opportunity to show off their skills Monday when Congressman Robin Hayes, R-N.C., paid the class a visit.

Hayes was there to learn more about the ExplorNet Computer Recycling Project.

Students Hoeum Voeun and Jason Simerly from Forest Hills High, David DiGiulio from Parkwood High and Jason Carson of Sun Valley High made their teacher Richard Seese proud as they explained how older, donated computers are upgraded into the highest performing machines possible.

The computer recycling program was developed by ExplorNet and the N.C. Department of Public Instruction to prepare students for careers in computer maintenance and repair.

The program teaches high school students the high-tech skills needed to turn old computers into high-speed, modern machines. The curriculum is built around A+ certification, the computer industry's standard for computer service technicians. Students who pass this exam can walk out of school into potentially lucrative careers.

Through computer recycling, young people learn real-world skills and schools get inexpensive, yet state-of-the-art computers along with a support staff to maintain the computers. Rural and low-wealth communities become more attractive for economic development and companies help train their next generation of employees.

Dave Bo[illegible] the president and CEO of ExplorNet, [illegible]ended Monday's demonstration as did Cliff Dodson, superintendent of Union County Public Schools, and Bud Marchant, dean of the west campus of South Piedmont Community College.

Staff photo by Mike Dirks

Rep. Robin Hayes checks out the work of students in the Computer Engineering and Technology class at the Union County Career Center. Class members recycle old computers into high-powered machines.

While most courses teach the computer technology curriculum, the ExplorNet Computer Recycling program is designed to give students experience "up to their elbows," Boliek said.

He pointed out that Dodson and Marchant were in attendance to see how the program could better benefit the school system and the community college. Hopefully, students could finish high school and go on to a community college where the proper curriculum was in place to continue their education, making it a single-path career.

Hayes came to the Career Center to watch students to help find a solution to [illegible]oblem, he said.

"The solutions are in the district, not in Washington," Hayes said. While new opportunities are opening up every day in technology, Hayes said part of his job was to help the Eighth District grow economically by having a way to train young people and give them the necessary skills to compete.

"Programs like this level the playing field," Boliek said. "You don't have to go to a big city like Charlotte to find the opportunities. Rural communities are becoming more viable, more attractive for business development."

"Too many people think you have to have a four-year degree to be successful," Dodson said. That isn't necessarily so and programs like this are helping prove it, he said.

$8.8 mi[illegible] makes [illegible] a virtua[illegible]

By Jamie Budzick
Staff Writer

Monroe

Union County leaders gave [illegible] 'N Pay Stores Inc. an open-ar[illegible] welcome Monday night. The B[illegible] of Commissioners approve[illegible] $8.8 million economic ince[illegible] grant to the business in an att[illegible] to woo its corporate headqua[illegible] and distribution center to Mo[illegible]

The relocation will brin[illegible] additional 180 jobs to the co[illegible] and a new 17.7-acre facility t[illegible] Monroe Corporate Center.

A public hearing on the ince[illegible] grant was held prior to the me[illegible] with the only speaker being [illegible] Tuley, president and CEO of [illegible] Pay. Tuley expects the move [illegible] complete by next summer.

A second public hearin[illegible] then held over the approva[illegible] $71,000 grant for transport[illegible] funding through the Rural [illegible]ating Assistance Program [illegible] grant, which requires no m[illegible]ing funds from the county, [illegible] help the Union County D[illegible]ment of Social Services p[illegible] transportation for those in [illegible]

Most of the funding wo[illegible] toward providing transpor[illegible] for the elderly and disabl[illegible] the $71,000, $13,416 would b[illegible]cated to Work First progra[illegible] provide transportation to [illegible] for low-income residents.

In other county busin[illegible] local [illegible]eloper has propo[illegible] build[illegible]ff-site wastewate[illegible]

THE STAR NEWS

Shelby High pumps life into old computers

Date: 9/13/00

Comments

Dr. Stan Norman Star Staff Writer

SHELBY - Some Shelby High School students are breathing new life into old computers.

"We are tearing apart old computers, rebuilding some and building new ones," said Bill Pellerin, the Computer Recycling Project teacher at Shelby High. "This is a great way for the students to get the hands-on learning they need."

The recently introduced program, called CPR for short, is a Workforce Development program created by ExplorNet and the North Carolina Department of Public Instruction.

The computers the students build will go directly into schools in the Shelby school system.

But school officials aren't the only ones to benefit.

"There are approximately 1.5 million unfilled jobs out there for qualified people in the technology field," said Shelby High Principal Bill Anderson.

The CPR Project in Shelby is getting a jumpstart thanks to a grant from the North Carolina General Assembly.

At a Tuesday morning breakfast at Shelby High School, state Rep. Jim Horn, along with Reps. Andy Dedmon and Debbie Clary and state Sen. Walter Dalton, presented Shelby City Schools with a $12,000 check to purchase new components for the computer building class.

The program represents the concept of public-private partnerships in education.

"Computers are the way business is being done now and will be the way even more business is done in the future," Horn said.

"We need better access to technology and this program being introduced today is the road to that technology," said Horn.

Joe Young, a senior at Shelby High, is a student in the computer recycling program. Young took the podium briefly Tuesday morning to thank the state and the school system for providing funding for the program.

"I plan to go into the computer industry," Young said. "It's great to be able to take a computer apart and see how it works."

Once they finish the program, Shelby High students will be able to take the certification exam for computer service technicians. Certification provides students with a certificate of employability in the computer service industry.

Businesses and government can donate old computers to the schools to be used in the program, whether they work or not.

ExplorNet is a non-profit organization dedicated to improving technology in America's schools. The North Carolina General Assembly asked ExplorNet to develop a program that would bring computers into the state's schools and help train teachers to use these computers effectively.

"Our mission at ExplorNet is to help schools expand their technology and organize their existing resources," said Bonnie Moore, North Carolina director of ExplorNet.

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BELLSOUTH

BellSouth Corporation
1155 Peachtree Street, N.E.
Atlanta, GA 30309-3610

August 5, 2000

David Boliek
President
ExplorNet, Incorporated
4909 Windy Hill Drive
Raleigh, NC 27609

Dear Mr. Boliek:

On behalf of BellSouth Corporation, co-founder of the Smithsonian's "The Information Age Exhibit" and a proud sponsor of the annual ComputerWorld-Smithsonian Awards Program, we would like to congratulate you for both your technological achievement in information management and induction into the Smithsonian Institute as an esteem Laureate.

BellSouth would like to thank you for your commitment to and involvement in the 1999-2000 ComputerWorld-Smithsonian Awards (CWSA). This global recognition and award program supports and exposes key innovations and studies in the evolution of information technology that drive improvement in the quality of life in both local and global communities and ensures that its impact on future generations is available for today's pioneers.

In the ComputerWorld-Smithsonian category for Government and Non-Profit, your dedication to excellence and information technology solutions is reflected in the ExplorNet, Incorporated Case Study titled **"Computer Recycling Project".** Your case study has become an archival record of the Smithsonian Institution's National Museum of American History, inclusive in the Permanent Information Age Exhibit.

BellSouth Corporation believes that recognition is a critical element to building valued-added partnerships with its customers. As a valued customer, your selection and nomination for this prestigious honor will remain a historic milestone to the BellSouth Corporation.

Sincerely,

F. Duane Ackerman

F. Duane Ackerman
Chairman of the Board and C.E.O.

A Search for New Heroes

The Chairmen's Committee

Mr. Patrick J. McGovern
International Data Group
Mr. Jim Martin
Computerworld, Inc.
Dr. Spencer Crew
Smithsonian Institution
Mr. Daniel Morrow
Program Director

Member companies include:
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Acer America Corporation
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The Computerworld
Smithsonian Awards

134 Beach Street, Suite 4
Boston, Massachusetts USA
02111-2844

Telephone: 617•357•1977
Facsimile: 617•357•7085
http://innovate.si.edu

April 13, 2000

Mr. Victoria Deaton
President
ExplorNet Inc.
4909 Windy Hill Drive
Raleigh, NC 27609
USA

Dear Mr. Deaton:

Thank you very much for the excellent work you invested in the preparation of the ExplorNet Inc. case study for the 2000 Computerworld Smithsonian Collection. On April third the Collection was formally presented to Spencer Crew, Director of the National Museum of American History. On that date your work formally became part of the Permanent Research Collection.

The complete 2000 Collection and the list of 2000 Computerworld Smithsonian Program finalists now appear on our Briefing Room website at **www.cwsmithsonian.org/brief** (user name: **tech**, password: **benefit**).

Since its founding in 1846, the Smithsonian Institution has been devoted to the increase and diffusion of knowledge. The materials you submitted on behalf of ExplorNet Inc. enrich the growing permanent collection on the Information Age at the Smithsonian Institution's National Museum of American History. Your case study will serve as primary source material for researchers, scholars and future generations who seek to understand the information technology revolution and the impact of innovation on our lives.

As part of the Smithsonian Institution's Permanent Research Collection the case study of ExplorNet Inc. for Computer Recycling Project is a national treasure and a major addition to our documentation on the role of technology in shaping our world.

We will be in contact with you this summer regarding the Computerworld Smithsonian Program website. We hope to capture your thoughts about how to make the site an effective and valuable resource for you, your peers and all the visitors who seek to learn from your example how to harnass the power of information technology.

Congratulations again on your achievements.

Sincerely,

Daniel S. Morrow
Executive Director

A Search for New Heroes

Public Schools of North Carolina

Michael E. Ward
State Superintendent

Department of Public Instruction
301 N. Wilmington Street
Raleigh, North Carolina 27601-2825

Telephone (919) 715-1299
Fax (919) 715-1278

September 27, 1999

Dave Boliek, President
ExplorNet North Carolina
4909 Windy Hill Drive
Raleigh, North Carolina 27609

Dear Mr. Boliek:

It is with pleasure that I write to congratulate you and ExplorNet on receiving the Busy Educators Award. On behalf of educators across our state, I commend ExplorNet and its efforts to coordinate existing community resources to improve and expand technology-based learning in schools using innovative programs in vocational and technology education. As this award reveals, this educational web site will be a valuable asset to the teachers in our public schools.

Again, I appreciate and commend you on your outstanding leadership, achievement and service to the teachers of our state. I wish ExplorNet continued success in all its endeavors.

Sincerely,

Mike

Michael E. Ward

C: Clayton Henkel

MEW:PJM:jd

An Equal Opportunity/Affirmative Action Employer

Alamance-Burlington School System

We're Shaping Our Future

Judy Grissom, Ed.D.
Associate Superintendent, Curriculum

Denise Morton
Director, Secondary Curriculum
and Workforce Development

November 13, 2000

Ms. Bonnie Moore
ExplorNet State Director
4909 Windy Hill Drive
Raleigh, NC 27609

Dear Bonnie:

Thank you for your participation and support of the Computer Recycling Program Luncheon on Thursday, October 26, 2000. We believe that the computer recycling program will provide many worthwhile opportunities for students at Williams High School. The remarks you made were on target in telling our audience why this program is important and how it can benefit our students and the community. We have heard many positive comments about the meeting.

Thank you again for your assistance with the meeting. Please express our appreciation to Kim as well. We feel very positive about the meeting and the future of the program. Thanks for helping us get it off to such a great start!

Sincerely,

Denise Morton

Denise Morton, Director
Secondary Curriculum & Workforce Development

Vicky Wheeler

Vicky Wheeler,
School-to-Careers Coordinator

1712 Vaughn Road ★ Burlington, North Carolina 27217
(336) 570-6090, Ext. 208 ★ FAX (336) 570-6082

Slayton
Computer & Networking Solutions

Dear Susan

Thanks so much for inviting us to the banquet , My mother and I had a great time at dinner and we are looking forward to working with you and your staff at ExplorNet . The plaque we were given is already displayed in our retail storefront for all to see.
We are very interested in partnering with you in the CPR program and in any other way possible.
In reference to the requirements you listed we feel that we can more than adequately handle any service or customer service needs that might arise. In addition to myself and my father, Chuck Slayton, who has 30 years plus experience in this industry we have a full time technical staff of 7, including 4 bench techs and 3 onsite technical engineers all who have one or more certifications. We also have 4 individuals in retail , 6 in corporate sales , 4 in support services . Our business hours are from 8:30 to 6:00 Monday through Friday and 9:00 to 4:00 on Saturdays. There is always at the very least 2 techs in the building
Our toll free # is 1-800-768-6600 and local # is 704-596-7770 . For E-mail support service@slaytoncomputers.com and I would be glad to set up a specific e-mail for students and those participating in the ExplorNet program. We would treat any hardware problems that might arise with the same speed and helpfulness as we already do.
We have a very easy RMA process, on most products that we sell there is a full one year warranty. If a product goes bad within that year we usually swap it out for another , or handle the return to the manufacturer for the customer. Loaners can be arranged in critical situations.
Thanks for your help in getting us involved with this program. We are looking forward to working with you. Attached to this letter are quotes for the 4 levels of upgrade kits, this is a hardcopy of a website with the kits on it. (www.slaytoncomputers.com/kits.htm)
Whoever does the design work for your website can simply copy it over.

Sean Slayton

5112 N. I-85 Service Rd.
P.O. Box 562268
Charlotte, NC 28206
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704.596.7770
704.596.7792 Fax
www.slaytoncomputers.com

Thursday, October 28, 1999

Computers better than lunch

By Lois Weaver
Correspondent

CLINTON -- Two fifth-grade classes at Butler Avenue Elementary School are involved in a project to determine the effects of computer technology in the classroom.

And students are apparently eating it up -- enough to delay their lunch break.

In Genita Moore's class, each student will have his own laptop computer. In Melanie Slatterly's class students will share a few computers.

Data gathered this school year from both the classes will be used to develop a model that measures the effectiveness of computer technology in the classroom.

The program is part of Project TASA (Technology Accelerates Science Achievement). Clinton City Schools recently received a $95,000 Technology Literacy Challenge Fund Grant to develop the program.

The program is administered by ExplorNet, a nonprofit group based in Raleigh.

Tom Sargent, an ExplorNet teacher, was at Butler Avenue Elementary Wednesday to train students on the use of computers and to train school staff on incorporating computers into their daily work.

In 1996, when it became apparent that simply wiring schools for computer use would not bring the technology to the students, the North Carolina General Assembly asked ExplorNet to develop a training program for students and teachers.

When the students in Moore's class received their computers at the beginning of a three-hour class Wednesday they carried them to their seats as if they were holding new babies.

One boy gently placed his computer on the table, sat down, hugged the machine and rested his head on it for a moment as if judging its heartbeat.

At break time Kendra Gainey, whose close attention caught the instructor's eye more than once, said, "I love it -- working on the computer. Wouldn't it be fantastic if I could do all my homework on a computer?"

When it became apparent that lunch time was approaching, the class begged to skip lunch and continue the lessons.

Moore smiled and said, "I can't believe this" and quickly made arrangements to have the student lunch period delayed for a few moments to bring the class to a close.

The class is about equally divided between gifted children and youths who are more challenged, Sargent said. But the use of a computer often levels the field, he said.

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Pathways to Certification, Skill Standards:

Information Technology remains one of the nation's fastest-growing and fastest changing career fields. The challenge facing educators is to create courses keyed to nationally accepted, vendor-neutral skill standards.

Building on the successful CPR program, ExplorNet in partnership with the North Carolina General Assembly, NCEITA, NCCBI, and the Department of Public Instruction has developed three additional information technology courses: Network Essentials, Programming Essentials, and Digital Storytelling. These courses establish ground-level skills in the four information technology career pathways and lay the foundation for students interested in more specialized vendor-specific certifications.

No matter what direction their careers may take, students who participate in ExplorNet's courses will have a well-rounded base of knowledge to help them update their skills as the specific technology evolves

Network Essentials:

This course provides a broad-based foundation for an education in networking. Students learn basic engineering and administration of computer network systems. Emphasis is on PC/network hardware and operating systems, architecture, protocols, design and security. Communication, mathematical, and critical thinking skills are strengthened throughout the course.

After gaining exposure to both the hardware and software components, they will be prepared to choose a more specialized career path and enroll in either administration or engineering courses. Students who complete this course will have a strong start into their career tracks, and a leg up as they enroll in the more advanced certification-based courses. Network Essentials will also allow Cisco and Nortel to realize more success, as students enter those two programs more confident and knowledgeable about networking basics.

With supplemental study, advanced students may be prepared to pass CompTIA's industry standard Net+ certification exam.

Development status:

Networking Essentials was field-tested this fall at Southern Nash Senior High School in Nash County, and will enter a full pilot stage at approximately 20 high schools across North Carolina in Fall 2001.

ExplorNet will design, arrange, and provide training to supplement the teachers' knowledge of network engineering or administration with the elements they don't know. Tentative training dates are June 11-22 in Greensboro and July 23-August 3 in Durham.

A draft of Network Essentials blueprint follows.

VoCATS
Course Blueprints
DRAFT

Business Education

6341 Network Essentials

Trade and Industrial Education

7409 (Pilot) Network Essentials

Public Schools of North Carolina
State Board of Education • Department of Public Instruction
Office of Instructional and Accountability Services
Division of Instructional Services

Raleigh, North Carolina
Spring 2001

Special thanks to the following educators and business people who reviewed and approved this blueprint for technical content and appropriateness for the industry.

Harry Bulbrook, Durham Tech Community College
Kelly Caudle, Stanly Community College
Roberta D'Alesandro, Jordan High School
Bob Dickerson, Department of Public Instruction
Jane Finch, Nash High School
Robin Fred, ExplorNet
Janice Johnson, ExplorNet/DPI
Wendy Kelly, Lee Senior High School
Steve Miller, ExplorNet
Reza Mohammadi, Phillip J. Weaver Ed Center
Susan Morrissett, Phillip J. Weaver Ed Center
Linda O'Neal, Northern Nash High School
Debra Ramey, High Point Central High School

Witold Sieradzan, Wake Tech Community College
Deb Smith, East Mecklenburg High School
Jimmy Smith, Department of Public Instruction
Greg Thoyre, Orange High School

VoCATS Course Blueprint

A course blueprint is a document laying out the framework of the curriculum for a given course.

Shown on the blueprint are the units of instruction, the core competencies in each unit, and the specific objectives for each competency. The blueprint illustrates the recommended sequence of units and competencies and the cognitive and performance weight of the objective within the course. The blueprint is intended to be used by teachers in planning the course of work for the year, preparing daily lesson plans, and constructing instructionally valid assessments.

For additional information about this blueprint, contact program area staff. For additional information about the VoCATS Competency Achievement Tracking System, contact program area staff or VoCATS, Workforce Development, Division of Instructional Services, North Carolina Department of Public Instruction, 301 North Wilmington Street, Raleigh, North Carolina 27601-2825, 919/715-1674, email: rwelfare@dpi.state.nc.us.

Interpretation of Columns on VoCATS Course Blueprints

No.	Heading	Column Information
1	Comp# Obj.#	Comp=Competency number (three digits); Obj.=Objective number (competency number plus two-digit objective number).
2	Unit Titles/Competency and Objective Statements	Statements of unit titles, competencies per unit, and specific objectives per competency. Each competency statement or specific objective begins with an action verb and makes a complete sentence when combined with the stem "The learner will be able to. . ." (The stem appears once in Column 2.) Outcome behavior in each competency/objective statement is denoted by the verb plus its object.
3	Time Hrs	Space for teachers to calculate time to be spent on each objective based on the course blueprint, their individual school schedule, and the students' performance on preassessments.
4&5	Course Weight Cognitive Performance	Shows the relative importance of each objective, competency, and unit. Weight is broken down into two components: cognitive and performance. Add the cognitive and performance weights shown for an objective in columns 4 and 5 to determine its total course weight. Course weight is used to help determine the percentage of total class time that is spent on each objective. The VoCATS Annual Planning Calendar shows how to use the course weight to determine the approximate number of days to be devoted to each objective. The breakdown in columns 4 and 5 indicates the relative amount of class time that should be devoted to cognitive and performance activities as part of the instruction and assessment of each objective. Objectives with performance weight should include performance activities as part of instruction and/or assessment.
6	Type Behavior	Classification of outcome behavior in competency and objective statements. (C=Cognitive; P=Psychomotor; A=Affective)
7	Integrated Skill Area	Shows links to other academic areas. Integrated skills codes: A=Arts; C=Communications; CD=Career Development; CS=Information/Computer Skills; H=Health and Safety; M=Math; SC=Science; SS=Social Studies.
8	Core Supp	Designation of the competencies and objectives as Core or Supplemental. Competencies and objectives designated "Core" must be included in the Annual Planning Calendar and are assessed on the statewide pre- and postassessments..

Workforce Development Education conducts all activities and procedures without regard to race, color, creed, national origin, gender, or disability. The responsibility to adhere to safety standards and best professional practices is the duty of the practitioners, teachers, students, and/or others who apply the contents of this document.

BUSINESS EDUCATION/TRADE AND INDUSTRIAL EDUCATION
COURSE BLUEPRINT for 6341/7409 (Pilot) Network Essentials
(Recommended hours of instruction: 135-180)
DRAFT

Comp # Obj #	Unit Titles/Competency and Objective Statements (The Student will be able to:)	Time Hours	Course Weight		Type Behavior	Integrated Skill Area	Core Supp
			Cognitive	Performance			
1	2		4	5	6	7	8
	Total Course Weight		100%				
			94%	6%			
A.	CAREER DEVELOPMENT						
NE01.	Demonstrate career planning and leadership skills.				C3P	CD/C	Supp
NE01.01	Evaluate the elements of a career plan in the IT industry.				C3	CD	Supp
NE01.02	Demonstrate business leadership skills.				C3P	C	Supp
NE01.03	Explore emerging technologies.				C3	CD	Supp
B.	PC AND NETWORK HARDWARE		10%				
NE02.	Explain components and functions of PC and network hardware.		10%		C3	CS/M	Core
NE02.01	Convert decimal, binary and hexadecimal numbers.		2%		C3	M	Core
NE02.02	Explain functions of PC hardware components and peripheral devices.		3%		C2	CS	Core
NE02.03	Explain the functions of the four elements of network hardware: servers/workstations, interfaces, transmission media, and network devices.		5%		C2	CS	Core
C.	PC AND NETWORK OPERATING SYSTEMS		27%	3%			
NE03.	Analyze the evolution and capabilities of operating systems.		18%		C3	CS	Core
NE03.01	Summarize the evolution of operating systems.		4%		C2	CS	Core
NE03.02	Investigate the capabilities of Windows, NetWare, and Linux operating systems.		14%		C3	CS	Core
NE04.	Demonstrate the installation, configuration and use of operating systems.		9%	3%	C3P	CS	Core
NE04.01	Demonstrate the installation and efficient use of a PC operating system.		3%	3%	C3P	CS	Core
NE04.02	Explain the installation, configuration and use of network operating systems.		6%		C3	CS	Core

Comp # Obj #	Unit Titles/Competency and Objective Statements (The Student will be able to:)	Time Hours	Course Weight		Type Behavior	Integrated Skill Area	Core Supp
			Cognitive	Performance			
1	2		4	5	6	7	8
D.	NETWORK ARCHITECTURE		20%				
NE05.	Evaluate internetworking media and transmission.		10%		C3	CS	Core
NE05.01	Evaluate types of cables		4%		C3	CS	Core
NE05.02	Characterize analog and digital signaling.		3%		C3	CS	Core
NE05.03	Explore the different transmission modes, including emerging networking media.		3%		C3	CS	Core
NE06.	Analyze specific network architectures		10%		C3	CS	Core
NE06.01	Contrast physical and logical network topologies.		3%		C3	CS	Core
NE06.02	Explain network architecture.		2%		C3	CS	Core
NE06.03	Characterize Token Ring and Ethernet networks.		5%		C3	CS	Core
E.	PROTOCOLS		16%				
NE07.	Analyze protocol models.		16%		C3	CS	Core
NE07.01	Identify the function(s) of a protocol.		2%		C1	CS	Core
NE07.02	Contrast the OSI and TCP/IP models.		8%		C3	CS	Core
NE07.03	Analyze TCP/IP and other common protocol stacks.		6%		C3	CS	Core
F.	NETWORK DESIGN AND SECURITY		21%	3%			
NE08.	Explore various network designs.		5%	3%	C3	CS	Core
NE08.01	Contrast local area networks and wide area networks.		1%		C3	CS	Core
NE08.02	Differentiate network types.		2%		C3	CS	Core
NE08.03	Construct a LAN.		2%	3%	C3P	CS	Core
NE09.	Analyze network planning and design.		6%		C3	CS	Core
NE09.01	Evaluate practical considerations of network design.		2%		C3	CS	Core
NE09.02	Define criteria for selecting hardware and operating systems.		2%		C1	CS	Core
NE09.03	Explore scalability and planning for change.		2%		C3	CS	Core
NE10.	Explore the basics of network management and monitoring.		10%		C3	CS	Core
NE10.01	Explain the basic purposes of network management and monitoring.		1%		C3	CS	Core

Comp # Obj #	Unit Titles/Competency and Objective Statements (The Student will be able to:)	Time Hours	Course Weight		Type Behavior	Integrated Skill Area	Core Supp
			Cognitive	Performance			
1	2		4	5	6	7	8
NE10.02	Identify performance issues related to network traffic.		1%		C1	CS	Core
NE10.03	Explain fault tolerance and redundancy.		2%		C3	CS	Core
NE10.04	Analyze computer viruses and other security threats.		3%		C3	CS	Core
NE10.05	Explore the functions of passwords, user rights, data encryption, firewalls, and other security measures.		3%		C3	CS	Core

Programming Essentials:

Programming Essentials introduces the fundamental concepts and principles of computer programming. Emphasis will be on skills needed to identify client needs, design and build applications to solve problems, and de-bug programs. The course uses Visual Basic as the tool to show students how software is designed. It also includes an overview of other programming languages and a look at career options in computer programming. This course will prepare students to take future courses in certification-level Visual Basic or for more difficult languages such as Java or C#. Many will continue their programming education at the community college or university level.

Development Status:

The course is currently pre-piloting in six Charlotte-Mecklenburg high schools (Independence, Providence, Myers Park, West Mecklenburg, North Mecklenburg, Harding), as well as Orange High and Person High. Teachers are contributing content for a teacher resource guide and working on a test item bank. All materials should be complete and available by June 1.

Programming Essentials will be piloted in approximately a dozen high schools across North Carolina in Fall 2001.

Teachers must have a background and qualifications in computer programming. ExplorNet will work to provide cost-effective summer training in Visual Basic and classroom management. Schools will need the software and appropriate classroom licenses for Microsoft's Visual Basic. The course should be taught in a computer lab.

The Programming Essentials blueprint follows in draft form.

VoCATS
Course Blueprint
DRAFT

Business Education

Programming Essentials

Public Schools of North Carolina
State Board of Education • Department of Public Instruction
Office of Instructional and Accountability Services
Division of Instructional Services

Raleigh, North Carolina
Fall 2000

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BUSINESS EDUCATION
DRAFT COURSE BLUEPRINT for Programming Essentials
(Recommended hours of instruction: 135-180)

Comp # Obj #	Unit Titles/Competency and Objective Statements (The Student will be able to:)	Time Hours	Course Weight		Type Behavior	Integrated Skill Area	Core Supp
			Cognitive	Performance			
1	2		4	5	6	7	8
			100%				
	Total Course Weight						
A	**OVERVIEW OF COMPUTER PROGRAMMING**		**12%**	**2%**			
001	**Describe the evolution of computer programming.**		**6%**				
001.01	*Investigate the development of computer hardware / language.*		*1%*				
001.02	*Compare programming languages.*		*2%*			*C*	
001.03	*Explain binary code.*		*2%*			*M*	
001.04	*Explain modular design.*		*1%*				
002	**Investigate opportunities and trends in Information Technology.**		**4%**				
002.01	*Explore legal, social and ethical issues pertaining to Information Technology.*		*1%*			*C*	
002.02	*Evaluate trends in Information Technology.*		*1%*			*C*	
002.03	*Investigate Information Technology careers.*		*2%*			*CD*	
003	**Prepare program solutions.**		**2%**	**2%**			
003.01	*Analyze user's needs.*		*1%*	*0%*		*C*	
003.02	*Design programming solutions.*		*1%*	*2%*		*C*	
B	**PROGRAM DESIGN**		**12%**	**17%**			
004	**Explain the Visual Basic environment.**		**3%**	**4%**			
004.01	*Demonstrate the use of the different windows in Visual Basic.*		*1%*				
004.02	*Apply controls associated with the Visual Basic form.*		*1%*	*2%*			
004.03	*Utilize the properties associated with each control.*		*1%*	*2%*			
005	**Demonstrate the coding structure in Visual Basic.**		**9%**	**13%**			
005.01	*Apply elements of a variable.*		*1%*				
005.02	*Compare Data Types.*		*1%*	*2%*			
005.03	*Demonstrate the use of Event Procedures.*		*1%*	*2%*			
005.04	*Use Built-in Functions.*		*2%*	*2%*			
005.05	*Create own procedures (Sub and Function).*		*2%*	*2%*			

Comp # Obj #	Unit Titles/Competency and Objective Statements (The Student will be able to:)	Time Hours	Course Weight		Type Behavior	Integrated Skill Area	Core Supp
			Cognitive	Performance			
1	2		4	5	6	7	8
005.06	*Use Message and Input Boxes.*		*1%*	*3%*			
005.07	*Perform code debugging.*		*1%*	*2%*			
C	**PROGRAM STRUCTURES**		**20%**	**27%**			
006	**Construct decision-making statements.**		**7%**	**8%**			
006.01	*Describe the use of Boolean expressions.*		*1%*	*1%*			
006.02	*Construct IF statements.*		*1%*	*2%*			
006.03	*Construct IF ... ELSEIF statements.*		*1%*	*1%*			
006.04	*Construct NESTED IF statements.*		*2%*	*2%*			
006.05	*Construct SELECT CASE statements.*		*2%*	*2%*			
007	**Describe concepts associated with file structure.**		**3%**	**1%**			
007.01	*Compare sequential and random file structures.*		1%				
007.02	*Describe how data is processed with sequential and random file structures.*		2%	1%			
008	**Demonstrate Looping code.**		**6%**	**12%**			
008.03	*Construct DO WHILE statements.*		*3%*	*6%*			
008.02	*Construct FOR NEXT statements.*		*3%*	*6%*			
009	**Demonstrate uses for arrays.**		**4%**	**6%**			
009.01	*Describe arrays.*		*1%*				
009.02	*Create arrays.*		*1%*	0%			
009.03	*Demonstrate various uses for arrays.*		*2%*	6%			
D	**ADVANCED CONTROLS**		**6%**	**4%**			
010	**Demonstrate various graphic applications.**		**4%**	**3%**			
010.01	*Describe coordinate systems.*		*1%*				
010.02	*Construct image boxes.*		*1%*	*1%*			
010.03	*Apply the Line and Shape Controls.*		*2%*	*2%*			
011	**Construct menus.**		**2%**	**1%**			
011.01	*Analyzing the elements of menu structures.*		*1%*				
011.02	*Construct menus.*		*1%*	*1%*			

Digital Storytelling

ExplorNet's Digital Storytelling Project teaches Internet users how to effectively communicate in today's new medium. The objective is to teach K-12 students concise writing, planning, and interviewing techniques along with the basic skills needed to communicate on the Internet using multimedia software and audio/video. The Digital Storytelling Project will also equip these users with the knowledge necessary to be critical consumers of information.

Technology puts the power of web page authoring and desktop video in the hands of students and teachers. Pundits and education leaders have proclaimed the power of connectivity, the power of having a printing press on the desktop, a broadcast outlet in the classroom.

But just because people are connected doesn't mean that they can communicate. With the technology available to them that enables them to communicate ideas around the globe in a fraction of a second, they are caught in a dilemma: how do we exchange ideas effectively in this new medium? Writing skills are taught at an early age, but these same students are not taught the basic skills to communicate in a *visual medium*. While there is hardware and software available that make it easy to manipulate images and video on computers, there is currently no standard coursework available to K-12 students that helps them plan, interview, write, compose, and edit in this new medium. ExplorNet has created the Digital Storytelling project in order to address that need.

The ExplorNet Digital Storytelling Project will:

- Enable all learners to communicate effectively using new media technologies
- Establish a video clip format that fosters effective communication for cross-discipline collaborative work in K-12 schools
- Establish a standard PC-based multimedia authoring system that is within any school's budget and built by their local CPR site
- Utilize a train-the-trainers approach to bring the workshop to all learners
- Deliver content through short workshops that feature hands-on training and a portfolio review at the end of each workshop.
- Focus on core skills: writing, interviewing, and planning
- Dovetail with workshops provided to student journalists

Workshop project content will include:

- Concise Writing
- The Art of the Interview
- Setting and Meeting Project Deadlines
- Ethics/Character Education
- Effective Use of Sound and Pictures
- Basic shooting and editing techniques
- Resources and Research
- Senior Portfolio elements and planning
- Special Projects planning

Delivery:

The Digital Storytelling Project will be implemented in four phases:

- Research
- Pilot
- Study
- Project rollout through ENTech

This project will be offered through ExplorNet's ENTech Centers as a train-the-trainer workshop, and will be supported by *Trailblazer Magazine*. It is designed to expand to a full curriculum piece as needed.

Digital Storytelling is being pre-piloted at six schools for the 2001 school year. Those sites include:

- Butler Avenue Elementary School, Clinton, NC
- Clinton High School, Clinton, NC
- Leesville Middle School, Raleigh, NC
- Smoky Mountain Elementary School, Whittier, NC
- Northside Middle School, Beaufort, NC
- Parkwood Elementary, Durham, NC

Excerpts from Digital Storytelling student evaluations:

How will you communicate differently as a result of this session?

"I will try to ask better questions when interviewing. This workshop made me realize how boring the questions are I usually ask."

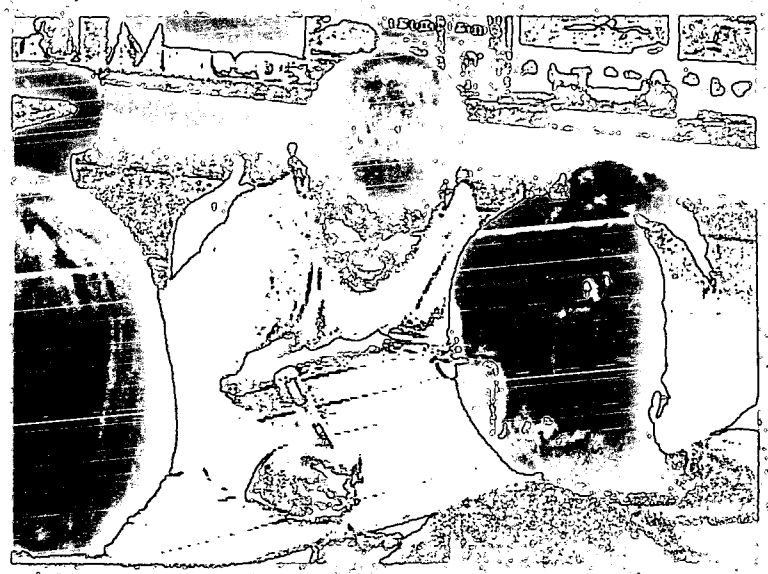
Name one thing you learned today that you will be able to use the rest of your life?

"Probably the ethics -- even if there are more advanced editing [systems] that are going to come up in the future, the ethics will be the same and I'm glad I'm learning them."

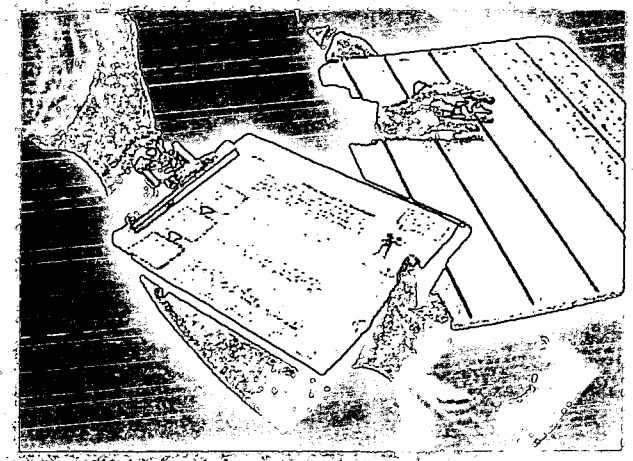
How will you use digital storytelling fundamentals to improve your school assignments?

"I will concentrate on what the task is before me and plan more instead of just doing as I go along."

ExplorNet
www.explornet.org



ExplorNet's Digital Storytelling workshops focus on concise writing, interviewing techniques, and other basic skills needed to effectively communicate.

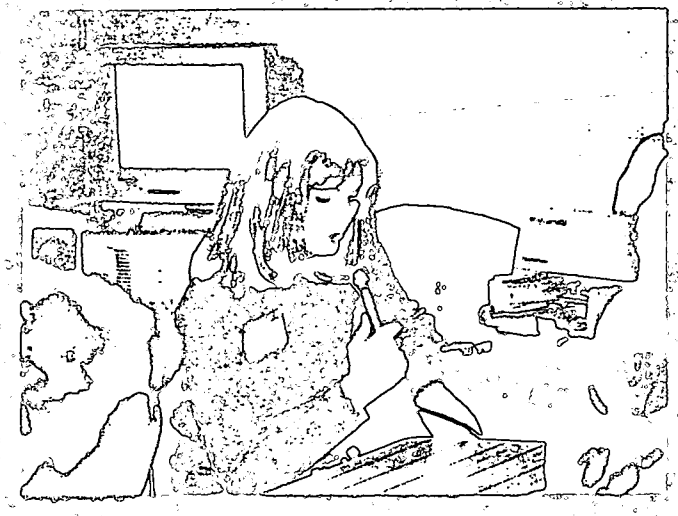


ExplorNet
www.explornet.org

The technology- the camera, the computer, the editing software - - are all simply catalysts to encourage learning.

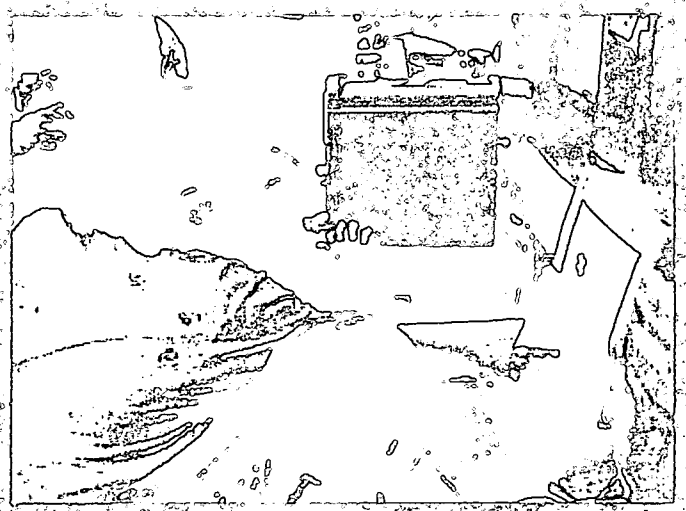
ExplorNet
www.explornet.org

What students are saying about Digital Storytelling.



"I will try to ask better questions."

"I will be more aware of the words I use, and the context they will be taken in."



"I learned to be concise. More specific."

"I will use this to improve my videos in TSA Competitions."

The SmarTech Partnership Project

Project Description

The SmarTech Project is a direct answer to the North Carolina General Assembly's request for ExplorNet to create a statewide public-private partnership to promote technology in the schools. SmarTech encourages business and industry to partner with school systems that are participating in ExplorNet workforce development programs, beginning with CPR. SmarTech business and industry partners share their resources with schools that embrace the public-private partnership concept help schools meet the goals of their technology plans.

SmarTech companies are asked to support and provide for their school partners in the following ways:

*Provide mentors for students

*Offer internships to select students

*Visit class to share advice and experience

*Invite class to see industry at work

*Provide telephone tech-support "help desk"

*Train teachers in use of latest technology

*Donate hardware and/or software

*Donate project-specific funds

*Encourage employees to volunteer

Each district and school technology plan is a roadmap for implementing technology in the classroom. The goals encompass everything from using business suite software and Internet-based curricula, to establishing high-speed networks linking classrooms and schools. To meet that plan, teachers and students need access to hardware and software, and need to know how to use it as part of their learning environment. This is where businesses can help.

This ExplorNet project strengthens the public-private relationship so that schools have access to the wealth of experience and resources in the business community. Additionally, businesses are involved on the "front-end" in helping schools better understand what kind of learning environment will prepare students to work in a technologically advanced business environment. By helping equip schools to better train their students based on industry needs, businesses and schools together increase their communities' potential for economic development.

Objectives

1. Improve student interest and achievement in the area of technology.
2. Facilitate the integration of technology in the schools.
3. Support and guide teachers as they use new technologies.
4. Help schools meet the specific goals of their technology plans.

SmarTech Sponsors

SmarTech was launched with the help of the N.C. Electronics & Information Technologies Association (NCEITA), N.C. Citizens for Business and Industry (NCCBI) and the N.C. Business Committee on Education (NCBCE). These organizations are providing the communication network to alert businesses with Information Technology departments about this opportunity to

serve their area schools. NCEITA also helped ExplorNet develop appropriate guidelines for company participation.

SmarTech Success

In March of 2000, ExplorNet organized a unique public-private partnership between the business community and CPR students to build multimedia computers for schools in Eastern North Carolina devastated by Hurricane Floyd. Through "Operation Re-Boot" 100 high-tech professionals and 100 students worked side-by-side to assemble over 200 high-speed computers in 12 hours. The North Carolina National Guard donated space for this massive build, and assisted in the delivery of computers. A crew of networking experts volunteered their services when the machines were delivered. This ensured that the computers could be put into classrooms immediately.

Flood-ravaged schools benefited from the end product, while students gained a valuable mentoring opportunity. Additionally, business volunteers had a rare chance to be involved on the "front-end" in helping students better understand what they would need to know to work in a technologically enhanced business environment.

This SmarTech Partnership saved affected school districts approximately $400,000 in hardware and maintenance costs.

The following pages provide an overview of the Operation Re-Boot web site, corporate sponsorships, and media coverage related to the event.

PATTILLO ELEMENTARY SCHOOL

an A+ School That Works For Everyone!!!

Timothy W. Pittman, Principal,
Paulette C. France, Assistant Principal

April 6, 2000

Dear ExplorNet:

On September 16, 1999, Hurricane Floyd passed through the eastern portion of North Carolina. The hurricane itself and the subsequent flooding it caused have changed our lives forever. Edgecombe County was hit especially hard and it will take months, even years, for us to fully recover. Pattillo Elementary (Grades 4-5) was completely flooded and all of the contents lost. Innumerable families in our community lost their homes. Many of these homes included children who lost both personal and school property.

For the next two years Pattillo Elementary School will be housed in mobile units on the football field at Martin Middle School. These children missed 17 days of school by the time the new campus was constructed. Teachers, administrators, and central office staff worked diligently to assemble essential materials needed to "re-create" our schools. Your donation has helped to make our job a little easier.

We are completely overwhelmed by the generosity that has been shown by individuals, schools, and organizations from across the state and the country. We are extremely appreciative of your contribution to Operation Re-Boot. The computers you provided for our students and staff are wonderful. Your volunteer time to put the computers together and test them certainly made our job easier. Due to your kindness, we are another step closer to providing a safe, stable school environment for our children while they and their families attempt to rebuild their lives.

Thank you again for responding to our call for help. Please know that you have made a difference.

Sincerely,

Angela B. Egerton

Angela B. Egerton
Media Coordinator

501 East Avenue / P.O. Box 609 • Tarboro, North Carolina 27886
(252) 823-3812 Fax (252) 641-5706

Public Schools of North Carolina

State Board of Education
Phillip J. Kirk, Jr., Chairman

http://www.dpi.state.nc.us

Department of Public Instruction
Michael E. Ward, State Superintendent

October 6, 1999

Mr. Dave Boliek
ExplorNet
4909 Windy Hill Drive
Raleigh, North Carolina 27609

Dear Dave:

The television coverage of Hurricane Floyd's destruction only tells half of the story. We have some schools in the eastern portion of our state that lost everything – desks, library books, school supplies, and computers. In Edgecombe County alone, we are facing the possibility of condemning two schools, which were underwater for more than four days.

The process to just get students back to a normal classroom routine will be long and difficult. The process of restoring all of the items lost, especially the technology will be extremely expensive and time-consuming.

I am delighted that ExplorNet has taken a leadership role in the recovery by organizing the Build-A-Thon, and heartily endorse this effort.

Harnessing the resources of your Computer Recycling classes, industry representatives, and volunteers to build replacement computers for these flooded schools is a unique and proactive response.

Your efforts will help, not only our students but also our communities, on the long road to recovery. Thank you for all you are doing.

Sincerely,

Michael E. Ward

301 N. Wilmington Street, Raleigh, North Carolina 27601-2825
An Equal Opportunity/Affirmative Action Employer

STATE OF NORTH CAROLINA
OFFICE OF THE GOVERNOR
RALEIGH 27603-8001

JAMES B. HUNT JR.
GOVERNOR

November 15, 1999

Mr. Dave Boliek
President
ExplorNet
4909 Windy Hill Drive
Raleigh, NC 27609

Dear Dave:

On behalf of North Carolina, I would like to commend ExplorNet on its efforts to assist the schools in North Carolina as they attempt to recover from Hurricane Floyd. In particular, the eastern area of North Carolina sustained major damage.

I am delighted that ExplorNet will organize a *Build-A-Thon*. This initiative should help our schools recover damages that any technology resources, such as computers, suffered due to this natural disaster. It is crucial that our young people have access to the best technology resources available if we expect them to be able to work, live and play in this "information age."

My warmest personal regards.

Sincerely,

James B. Hunt Jr.

JBH:jsp

Operation Re-Boot wants youth!

Students build computers to help schools Down East

By CHRISTOPHER KIRKPATRICK
The Herald-Sun

Woodshop, auto shop and the like used to be the pinnacle of trade education for students a decade ago. But now, at Riverside High, students daily unravel what to many adults is the mystery of computer technology — not programming or word processing, but the actual machine: its innards, its moving, humming and all but breathing parts.

And in the process of this high-tech education the students are also learning about helping others.

A class of Riverside High students spent Monday afternoon building computers from the ground up in a high-tech educational exercise meant to help schools Down East that lost computers in massive Hurricane Floyd flooding.

The day was billed Operation Re-Boot by ExplorNet, the nonprofit group that organized it. ExplorNet brings technology education to classrooms, as it did to Riverside this year.

Tom Hyatt is an ExplorNet teacher who works at Riverside, where he teaches the computer engineering class that worked in front of politicians and the press on Monday.

"These kids will learn not only how to build computers, but also about volunteerism," said Clayton Henkel of ExplorNet.

As cameras focused on students in their athletic shoes and T-shirts, the class expertly directed cords and Cd-rom and floppy drives to their proper spaces inside the personal computer shell. The students matched colored wires with their proper plugs and ran tests to make sure everything was in its right place.

"It's nice to know that I'm helping someone out and having a good time," said Adam Drake, a 17-year-old senior who plans to study

please see RE-BOOT/C8

THE HERALD-SUN/MAR

Adam Drake (left) and Rhiannon Bock are putting together a computer in Tom Hyatt's Computer Engineeri Technology class at Riverside High on Monday. The computers are being built as part of a statewide effo provide state-of-the-art technology for schools that lost computers in floodwaters last September.

RE-BOOT

FROM PAGE C1

engineering at UNC-Charlotte next year. "I expect to be using a computer no matter what I do."

Rhiannon Pock, also a 17-year-old senior, wants a career in technology, maybe in biomedical engineering. "I definitely want to do something in technology," said Pock, who plans to attend Franklin and Marshal College in Pennsylvania.

The students worked in pairs almost as if no one was watching.

Dave Boliek, a former local newscaster who now is president of ExplorNet, said that the donations by SAS Institute, First Citizens Bank and other local companies show that adults had the "good sense" to give when needed but to allow the students to put that money to an educational use.

"This is the story of students helping other students and of adults who have the good sense to get out of the way," he said to a crowd of local officials, including Superintendent Ann Denlinger.

U.S. Rep. David Price, an Orange County Democrat who represents the 4th District, watched the students work along with Denlinger and a host of broadcast newscasters and print journalists.

The class has already built and rebuilt 136 computers for the Durham Public School System, Hyatt said.

A Tarboro elementary school assistant principal, Paulette France, told an unbelievable tale of her school, Patillo Elementary, which was completely destroyed by floodwaters.

France was just encouraging her co-workers to learn about e-mail and the Internet when the floodwaters washed away the computers, desks, books and the normalcy of school and life for teachers and their students.

"People who didn't know how to turn the computer on were learning how to send messages back and forth," France said. "Our little train was chugging along until [September] when Hurricane Floyd hit."

Denlinger said she could not imagine losing a school.

"I was trying to picture what it would be like in a community where the school just disappears," she said. "When the day comes that we need help in the center of the state, I'm sure we'll get help from the East."

ExplorNet plans a larger two-day computer-building event in Raleigh at the National Guard Armory. The group is looking for more volunteers, particularly professional in high-tech fields who can advise and help on March 17 and 18. If interested call ExplorNet at 878-0540.

Geeks Give Pattillo A+ 30 Computers

SWE Computer Engineering Tech students build computers

By LOUISA JONES
STAFF WRITER

Pattillo A+ Elementary got 30 new computers Wednesday, thanks to an organization called ExplorNet and five students from SouthWest Edgecombe High School.

Students Jason Webb, Kirk Stallings, Kyle Wheeler, Damion Richardson and Michael Durham are part of Dwight Jefferson's computer engineering technology class. They built five of the 30 computers on Saturday during "Operation Re-Boot."

"Re-Boot" is an effort by the non-profit organization ExplorNet, private sponsors and the N.C. General Assembly to help Eastern N.C. schools replace computers that were lost during Hurricane Floyd. More than 100 students and volunteers got together Saturday to build 200 computers for schools in Edgecombe, Nash, Craven and Jones counties.

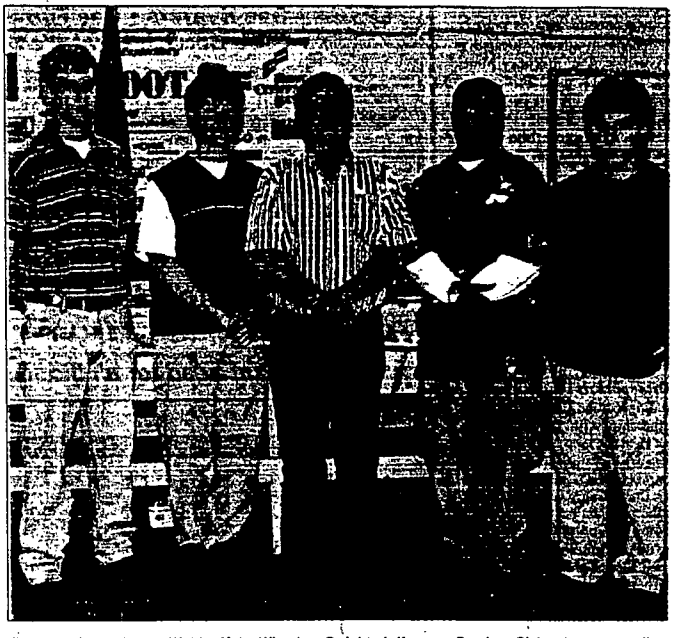
"We all built new computers," explained Wheeler. Other computers simply needed to be upgraded.

"It was just interesting to meet (everyone), talk to them," added Stallings.

Webb said that while he was there, he got some tips from a computer expert at North Carolina State University: "I asked him what classes I needed to take."

Gary Safrit, principal of SouthWest, took a moment during the presentation to praise his students and Jefferson's computer class, which is part of ExplorNet's Computer Recycling program.

"These students took a Saturday out of their busy schedules ... to participate in this program, and I'm very proud of what they've done," he said. "The part that I'm the proudest of is the fact that these students did help students at Pattillo."



(Left to right) Jason Webb, Kyle Wheeler, Dwight Jefferson, Damion Richardson and Kirk Stallings built five new computers for Pattillo A+ Elementary. The students are in Jefferson's computer engineering technology class at SouthWest Edgecombe High School.

(Photo by Louisa Jones)

Principal of Pattillo, Tim Pittman, thanked the students and everyone who was involved in bringing the computers to his school.

"We thank you for making technology possible," he said.

All Pattillo's computers were destroyed when the school was completely flooded after Hurricane Floyd in September. Although the school body was transplanted into trailers near Martin Middle School, "technology was

See COMPUTERS, page 5

▶ Computers

Continued from front page

nonexistent," Pittman said.

"And now we turn around and ExplorNet is offering us these computers."

All 32 computers will be put into classrooms and hooked up to the school network. Pattillo also has a trailer set aside for a computer lab, but those computers will come from a different source, Pittman said.

Representative Joe Tolson, a member of the N.C. General Assembly and one of the people who made the operation possible, explained why he thinks computers are so important to schools.

"We funded that program to the tune of $2 million, and we need to do more because these are the types of programs that can help our young people," he said.

"Some of these computers play a vital role in the development of North Carolina."

Technology will continue to grow and have an influence on life, and ExplorNet is helping students to prepare for that future, Tolson said.

One of the ways the organization is preparing students for the technical world is through its Computer Recycling (CPR) program. CPR has helped 87 N.C. high schools across the state develop a Computer Engineering Technology class, just like the one at SouthWest.

ExplorNet is partnered with Department of Public Instruction to develop a curriculum for the class, and the organization sells computer kits to schools at discount rates.

"It teaches high-tech skills to high school students," said Clayton Henkel, Chief Information Officer at ExplorNet.

Students learn how to build new computers for their schools, upgrade old ones and troubleshoot for problems—they're basically the technical support. On top of that, students get a strong foundation in technology and the skills to move on to jobs in networking and programming later in life, Henkel said.

"And we help train the teachers ... and we, in turn, help teach the class."

THURSDAY, MARCH 23, 2000

The Daily Southerner

Telegram photo / Norris Garner

Damion Richardson, left, and Kyle Wheeler, members of the computer engineering technology class at SouthWest Edgecombe High School, assemble computers being installed at Pattillo Elementary.

Pattillo receives 30 computers

Operation Re-Boot provides computers to schools hit hard by Floyd

By VIOLA HARRIS
Staff Writer

TARBORO — Representatives of ExplorNet, a Raleigh-based nonprofit organization, and the N.C. National Guard on Wednesday delivered 30 state-of-the-art computers to Pattillo Elementary School.

The 450-student school was flooded by more than six feet of water in the 1999 flood and has been since demolished. The students are now taught in temporary trailers next to the National Guard Armory.

The computers were built during Operation Re-Boot, a public-private partnership designed to provide computers to schools hard hit by Hurricane Floyd. In just 12 hours, the group was able to put together 200 computers. Earlier in the week, 160 computers were delivered to schools in Nash, Jones and Craven counties.

Refitting old machines saves money, too; ExplorNet estimates that the cost of a new computer is $547, but the cost of an upgraded machine is only about $209.

ExplorNet promotes the use of high technology in rural and low-wealth schools. One of its projects is the ComPuter Recycling (CPR) program, in which old computers are reassembled and put to use in schools.

The computers were built by students and information technology professionals from across the state. Five students from SouthWest Edgecombe High School, located in Pinetops, participated in the weekend event.

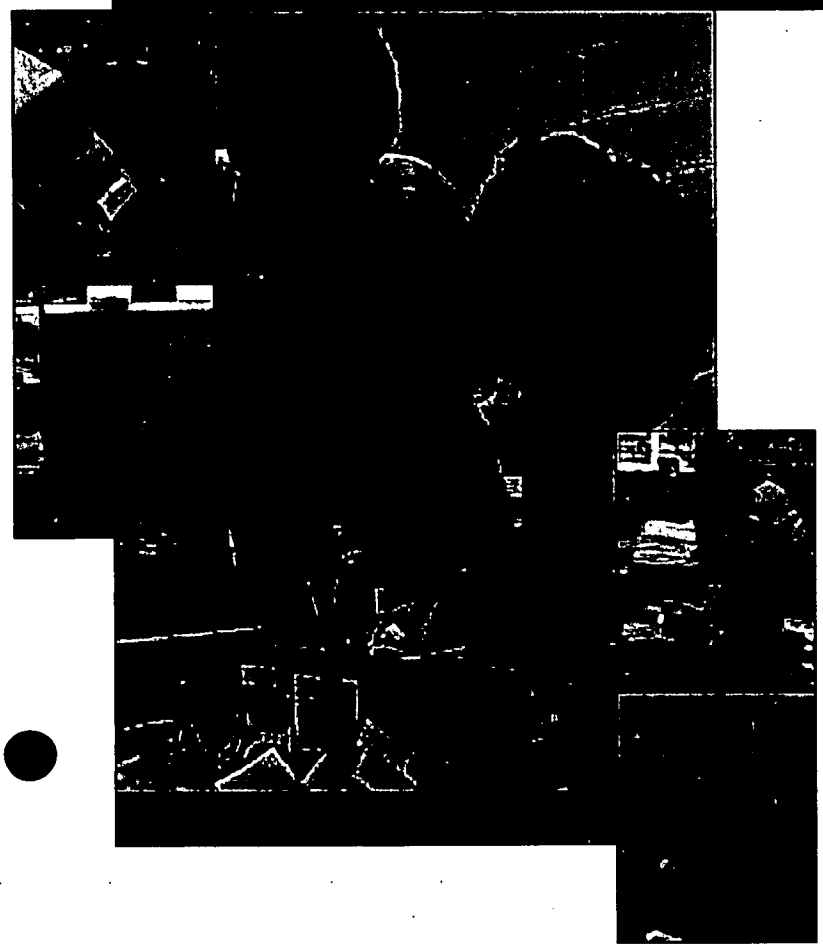
The computers were assembled at the National Guard Armory in Raleigh. The CRP class teaches students how to build, upgrade and troubleshoot computers.

"It was really nice having kids from flooded counties helping with the rebuilding," ExplorNet CEO Victoia Deaton said. "It was a fine example of what could happen when you get a CPR class together with business professional and volunteers."

Dwight Jefferson, the CPR instructor at SouthWest Edgecombe, recruited several of his students for the program.

"I was very proud of the students who gave up their Saturday to do this," Jefferson said.

"I have several students who read below their grade level," said Pattillo fifth-grade teacher Melissa Bullock. "These computers will allow me to run accelerated-reader software, which allows me to determine where they should be reading and helps move them along."



ExplorNet's Operation RE-BOOT

Volunteer
Re-Boot Goals
Re-Boot FAQ
Re-Boot News
Make a Donation
Computer Specs
Endorsements
Sponsors

Operation Re-Boot Computer Specifications

What type of computers will be built during Operation Re-Boot?

Operation Re-Boot is designed to provide new computers for North Carolina schools that sustained flood damage as a result of Hurricane Floyd. ExplorNet has been actively working with the North Carolina Department of Public Instruction and our own steering committee to ensure that the computers will meet the needs of our public schools as well as state standards.

Below is ExplorNet's minimum computer spec sheet for Operation Re-Boot.

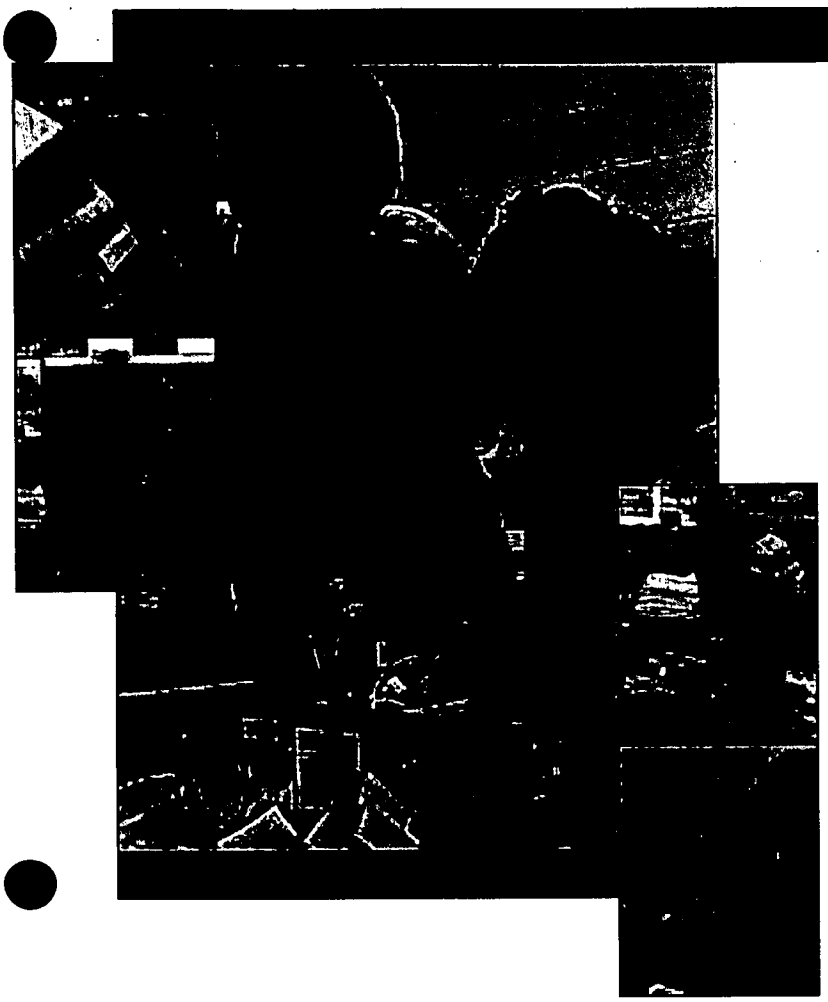
Parts:

Intel Celeron 400 MHz
Ball Bearing Fan
Abit ZM6 Socket
370 Motherboard
64MB PC100 SDRAM
Floppy Drive
4.3GB Hard Drive
44X CD-ROM

8MB Video Card
PCI 16 Bit Sound Card
10/100 Network Card
ATX Mid-tower 250W Case
Extra Case Fan
Operating System

Students and volunteer IT professionals will build the computers from kits. Businesses or individuals may donate computers to Operation Re-Boot as long as the donation meets these specifications.

Page created by Michael D. Lee



ExplorNet's Operation RE-BOOT

Operation Re-Boot Endorsements

Governor Jim Hunt:
" I would like to commend ExplorNet on its efforts to assist the schools in North Carolina as they attempt to recover from Hurricane Floyd. This initiative should help our schools recover damages that any technology resources, such as computers, suffered in this natural disaster."

Lt. Governor Dennis Wicker:
"[This] is a wonderful opportunity for adults and students to come together for both skill building and service to the community. The build-a-thon will provide schools that were affected by the hurricanes' floodwaters with much needed new computers."

State Superintendent Mike Ward:
"We have some schools in the eastern portion of our state that lost everything - desks, library books, school supplies, and computers. I am delighted ExplorNet has taken a leadership role in the recovery. Harnessing the resources of your Computer Recycling classes, industry representatives, and volunteers to build replacement computers for these flooded schools is a unique and proactive response."

Congressman Bob Etheridge:
" Since the storm hit I have been working to assess the damage, comfort the victims, and provide effective government services in a rapid response& I have been pleased to support your good work at ExplorNet, and you have a great idea

about how your organization can assist in Floyd recovery."

State Senator Eric Reeves:
" I cannot say enough about the value of such a project. So much damage has been done to the eastern part of our state by recent floodings, that there are needs too numerous to count. Along with the loss of homes and businesses, we realize that schools have lost computers, a vital part of their learning process. ExplorNet is attempting to solicit funds for purchasing parts for lost computers. After the funds are obtained students and volunteers will then come together to rebuild the computers that will go at no cost to the damaged schools."

Page created by Michael D. Lee

SmarTech Donation System

To help schools further leverage their technology dollars, we are developing an online application this year known as "Donorsphere" for our SmarTech partners. Here's how the online system works:

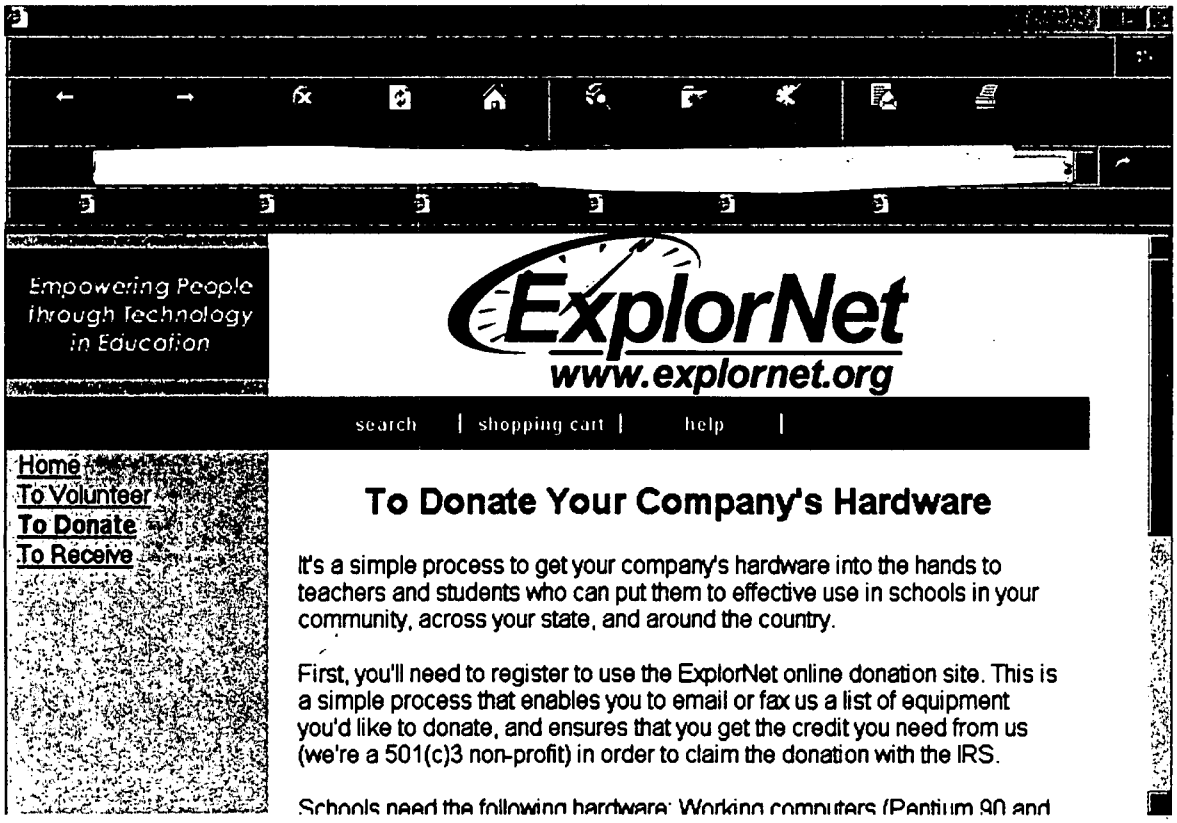
- Businesses can instantly see what items are most in demand by our public schools. No charge to schools or businesses.

- Schools can "shop" for hardware and software donated by our generous business partners.
  (There is no charge for schools to use this application.)

- Individuals interested in volunteering in N.C. Public Schools can learn about opportunities here.

The site is designed to streamline the process of placing computers, technology, and volunteers in our public schools. The materials will directly be routed to schools that offer ExplorNet's Computer Recycling (CPR) Project where students will upgrade the computers and install them throughout their school district.

The following screen shot comes from the SmarTech Donation System's web site, which is under development. This site will be used in conjunction with our list serv that alerts instructors to donated technology that may be suitable as a learning resource for their classroom.



What business partners are saying about SmarTech:

"We realized the job applications we were receiving did not have the background we needed. By participating in SmarTech we can help shape the students' general understanding of computer technology."

--Sean Slayton, Slayton Computers

"One of our company objectives this year is to reduce the amount of solid waste we put into the landfill by 50 percent. By donating these monitors, we are working toward our goal and making an impact in schools"

-Alistair Jackson, Body Shop

"We've been looking for an outlet for all of the equipment that we can no longer use. It's wonderful to find someone local who will take it and use it for a good cause."

-Robin Smith, MCI WorldCom

"We are excited about the work that ExplorNet is doing. We're committed to furthering the use of technology in education and to providing students with valuable technology skills."

-Kat Hardy, SAS Institute

"It's hard to recruit IT workers in Hickory, so we welcome young, motivated students with computer skills."

-David Starnes, MIS director, LADD Upholstery. (LADD is paying the college tuition for one CPR student who has agreed to work for the company after graduation.)

TechReady Project:

TechReady is designed as a middle school program for students who have a strong interest in technology, but are having problems with reading comprehension. Without additional instruction, poor reading skills could hamper their ability to excel in IT programs and careers.

Our curriculum was developed by a team of nationally recognized reading education experts, led by Dr. Dan Boudah of the University of North Carolina in Chapel Hill.

TechReady originated in 1999, after Computer Recycling (CPR) teachers told us that previously 'underachieving' students were doing well in their course. These students liked the subject, understood it, excelled at it. But they still fared poorly with textbooks and tests because they simply weren't prepared to read and understand the highly technical material. We wanted to capitalize on their strong interest in technology and hands-on learning to help improve both reading skills and test scores.

As the instructor's introduction points out: "The model was developed to teach students how to learn rather than to teach specific content." TechReady is designed to help them succeed in the real world.

The combination of active engagement and high tech subject matter in this new course provides a unique opportunity to reach certain students who could benefit from that different approach. Low-level readers who take this course in the 7th, 8th, or 9th grades will be better prepared for complex technical courses later in high school. Our primary goal is to prepare students who do well in 'hands-on' vocational programs for the difficult reading that is required to pass industry certification exams. However, we expect that their overall reading skills will show improvement in other areas as well.

Development Status:

The Curriculum team has developed complete units and materials on:

- Introduction to Computers
- Computer Fundamentals
- Input and Output
- Processing and Memory
- Electronic mail

The team is currently working on the second half of the course, which will include some coverage of peripherals, networking systems, and the Internet. We'll soon begin assessing the program's effectiveness in three pre-pilot sites (Stanford Middle in Orange County, Selma Middle in Johnston County, Sampson Middle in Clinton) that have offered the course this year.

An instructor's introduction to this exploratory course appears in the following pages. Please note that this program was initially called StrateTech. The new course name is Tech Ready.

Instructor's Introduction

They know enough who know how to learn.

Henry Brooks Adams

Mr. Fredrick's second-period computer class is composed of 20 eleventh- and twelfth-graders who have a keen interest in careers in computer engineering. These students are involved in a curriculum that will prepare them for A+ Certification[1]. The technical curriculum is challenging: students must demonstrate skills involving operating systems, peripherals, modules, motherboards, processors, and memory of microcomputers. Further, the course reading material and testing demands are putting this course out-of-reach of many interested students. In discussing his course with colleagues in other high school computer technology programs, Mr. Fredrick realized that he was not alone. Most teachers reported students with the motivation and computer skills to do well in their course who lacked reading, test-taking, and other learning strategies required for success in the course and on the A+ examinations.

The dilemma described here was the catalyst for this course. A research team began meeting in September 1999 to discuss setting demands and necessary learning strategies for the Computer Engineering Technology Courses. Students were required to:

- Read textbook material written at 14th grade level.
- Take notes during class discussions.
- Generalize information from readings and notes to hands-on tasks.
- Remember information (lists of components, steps in processes, names of parts with their functions, cause and effect relationships, etc.)
- Take multiple-choice and performance-based tests.
- Read computer manuals.
- Solve computer engineering problems using various print resources.

[1] The Computing Technology Industry Association (CompTIA) sponsors A+ Certification, the industry-wide standard for measuring benchmark level, vendor neutral technical skills expected of a technician with six months on-the-job experience. <http://www.comptia.org>

The team then targeted specific learning strategies in the Strategy Intervention Model[2] (SIM) that would enhance content and enable students to be successful in their learning. These strategies include the Paraphrasing Strategy for reading comprehension and an enhanced LINCS strategy for vocabulary learning.

With the support of ExporNet and the insight of teachers involved in technology courses, the research team designed a new course that will be a prerequisite to Computer Engineering Technology courses for some students, offered at the middle school level. By taking this course, students who would have difficulty with the demands of Computer Engineering Technology courses at the high-school level will have a head start with computer concepts and be more successful with technical reading.

Overview of StrateTech Course

The StrateTech Course is offered as an elective for middle schoolers interested in pursuing computer engineering in high school and/or technical school. Objectives of the course include:

1. Students will explore their personal interests and abilities in computer technology as a career option.
2. Students will demonstrate mastery of basic computer terminology and functions.
3. Students will demonstrate mastery of specific learning strategies involved in technical reading.

The StrateTech Course is about how computers and technology work through reading and hands-on activities. Major course questions are:

1. What is a computer?
2. What are its parts and how do they work?
3. What does computer technology mean to me?
4. How do computers affect current (and future) life?
5. How can I read and understand written material about computers?
6. What is electronic mail and how does it work?
7. How does my learning compare with a computer's
8. What is software and its purpose?

---

[2] The University of Kansas Center for Research on Learning

These course questions will be explored through the following units:

Units	Semester Schedule[3]
Opening Activity	Week 1
Introduction to Computers and Paraphrasing	Weeks 2 – 4
Computer Fundamentals	Weeks 5 - 6
Input and Output and LINCS	Weeks 7 – 9
Processing and Memory	Weeks 10 – 13
Electronic Mail	Weeks 14 – 16
Culminating Activity	Weeks 17 - 18

[3] The course can be adapted to various schedules.

The course must be taught in a classroom furnished with computers that can be disassembled, at least one connection to e-mail, peripheral devices such as printers and modems, and working computers for each pair of students at a minimum. The optimal classroom for this course would include one working computer for each student connected to the web and e-mail; several computers that can be disassembled including at least one notebook; and a number of peripheral devices including scanners, digital cameras, hand-held devices, and CD-drives.

Introduction to the Strategy Intervention Model

The Strategy Intervention Model was developed by Jean Schumaker and Don Deshler at the University of Kansas' Center for Research on Learning as a response to the concern about academic outcomes for students with learning disabilities and other mild learning problems. The model was developed to teach students how to learn rather than to teach specific content. Learning strategies are techniques, principles, or rules that enable a student to learn, solve problems, and complete tasks independently. Underlying rationale for the model are

1. The ability to apply metacognitive skills is related to the student's maturity,
2. Students who "learn how to learn" will be at an advantage for learning new skills, and
3. Students must accept responsibility for their learning and progress.[4]

The learning strategies curriculum consists of three instructional strands: the acquisition, storage, and expression and demonstration strands. Examples of strategies in the acquisition strand include Word Identification and Visual Imagery. Storage strategies include the FIRST-Letter Mnemonic Strategy, LINCS: Starter Strategy for Vocabulary Learning, and Paired Associates. Expression and Demonstration of Competence strategies include Assignment Completion and Test Taking.

A more recent addition to the SIM series are Content Enhancement Routines, instructional procedures that enable classroom teachers to make decisions about critical content and how to transform content so it can be delivered most effectively to students. Examples of Content Enhancement routines are the Organizational Routines: Course

[4] Deshler, D. D., & Schumaker, J. B. (1986). Learning stratetgies: An instructional alternative for low-achieving adolescents. *Exceptional Children, 52*, 583-590.

Organizer, Unit Organizer, Chapter Survey Routine, Clarifying Routine; and several Concept Routines: Concept Mastery, Concept Anchoring, and Concept Comparison.

Using Specific Teaching Routines with the Course. The Content Enhancement routines were used by the technology teachers in planning units and lessons for the course. The unit maps are included in this teacher's packet and should be used to orient students to each unit. Additional routines, such as concept development using concept maps, are built into many lessons.

Integrating Learning Strategy Instruction with the Course. All learning strategies follow the same sequence for instruction, based on effective teaching research: pre-testing and commitment to learn the strategy, strategy description, modeling by the teacher, verbal rehearsal of the strategy steps, controlled practice, practice to mastery in real course materials, and post-testing and commitment to generalize the strategy. The teacher's guides for the Paraphrasing and LINCS Strategies are included in this notebook.

This teacher's manual integrates instruction of the learning strategies within the course sequence. Class time for strategy instruction varies by stage but typically takes only ten or fifteen minutes of class time two or three days a week. More time is needed for strategy instruction during the beginning of the course. Practice of each strategy is conducted with technology readings from electronic journals, newspaper articles, and materials written by teachers.

Course Assessment

Assessment devices are also included in this instructor's manual. These devices include pre- and post-course assessment of student abilities in computer content and technical reading strategies and well as on-going assessments of student practice and unit mastery. Students are required to maintain their own progress charts during the course. Students should also keep a three-ring notebook for course materials, notes, and progress charts.

Trailblazer Magazine

Trailblazer Magazine is a fun way to bring the Internet and technology-based learning into the classroom. The magazine, which targets fourth, fifth and sixth graders, their teachers and parents, includes articles and activities to help students learn about their world through the Internet. The companion Trailblazer Teachers' Guide includes exercises to help teachers incorporate Internet learning into daily lessons. This magazine is designed by teachers for teachers and is distributed at no cost to 4th, 5th and 6th grade teachers, media and technology specialists throughout North Carolina.

Trailblazer Magazine is keyed to the state's standard course of study and is designed to support and strengthen student performance in end-of-grade testing. The monthly circulation of more than 22,000 magazines and teachers' guides provides a powerful tool for educators regardless of technological access.

North Carolina's schools work hard to help their students meet the rigorous academic standards set by the ABCs of Public Education. Teachers also are urged to integrate technology into the curriculum. As the demands increase, teachers feel they have less time to creatively meet their students' needs. Trailblazer's purpose is to give teachers an effective way to help improve their students' achievement in core subjects, increase their use of classroom technology, and excite them about a new method of learning. Trailblazer also is unique in that it encourages teachers to share their ideas about classroom technology and to suggest content for the magazine.

The Trailblazer Teacher Guide gives an explanation of each magazine article, information sources, quick facts on the subject, and suggestions on how to turn the articles into classroom lessons, incorporating a variety of core curriculum skills. For example, the January 2001 issue's cover story was titled "Meet the Press." The teacher guide explained how to use the local newspaper as a central theme to lead students in activities using math, science, social studies, reading, writing and healthful living curriculum skills.

Objectives:

1. Help teachers integrate technology into their classrooms.
2. Help teachers prepare students for the challenges and excitement of a world-class education.
3. Focus on the learning experiences possible in North Carolina.
4. Combine the above objectives to create a fun and effective learning experience for students.

Project Highlights:

- In 1999-2000, copies of the magazine were distributed free of charge to 22,000 4th, 5th, and 6th grade teachers and school media coordinators.

- *Trailblazer* potentially reached 310,393 students during the last school year.

- 98% of teachers who used *Trailblazer* said it made incorporating technology into the classroom easier.

- The magazine contains no advertising targeted at students.

- Trailblazer will provide a continuous source of Internet-based learning materials for teachers enrolled in ExplorNet's ENTech Centers.

What Educators are saying about Trailbazer Magazine:

Carolyn Uprichard, Instructional Technology Specialist, Guilford County:
"The wealth of information and URL addresses are great. [It's] wonderful the way you have it correlate to the NC Standard Course of Study. The format is attractive, not too crowded, and will catch student's attention."

Karen Harris, Media Specialist, Ball Creek Elementary School, Catawba County:
"I like the websites, that you've pre-tested them, and the way it's based on the North Carolina curriculum. I spend four hours on the web every weekend looking for sites for teachers to use"

Suann Clark, 4th grade teacher, Midway Elementary, Lexington, NC: "I really like the fact that it had such good stories that go along with things we're teaching, like Social Studies. It helps with the End of Grade Testing. It has good reading stories, high interest [for the students]."

Jennifer Hines, Teacher, Draper Elementary school instructor, Eden, NC:
"[It's] neat, because it goes along with the standard course of study for the 5th grade."

Laura Bland, Teacher, Hot Springs Elementary, Hot Springs, NC:
"[The teacher guide] lays out which courses and objectives this meets; that's what really caught my eye. I need to make sure what I use benefits my students with the Standard Course of Study."

Cheryl Lutz, Computer Competency Instructor, Kings Mountain Middle School, Kings Mountain, NC:
"The correlation of technology across the curriculum and lesson plans are especially helpful since we have the new Computer Competency testing."

Major Sponsors and Partners

The North Carolina Legislature, the Z. Smith Reynolds Foundation, Carolina Power and Light Company , the Rural Economic Development Center, and North Carolina Citizens for Business and Industry have made contributions to support *Trailblazer Magazine.*

December 5, 2000

Dear Trailblazer,

Our names are Katelyn and Morgan we loved your story about Blackbeard. It was sooo out of this world. It totally rocked. We hope you make more amazing ship stories like the one about Long John Silver, and if you do here's our address:

Katelyn Baucom and Morgan English
Mrs. Graham's Fourth Grade Class
Wingate Elementary School
301 Bivens Street
Wingate, NC 28174

Please send it to us okay? Let your imagination go WILD! Happy Writing.

Your Friends,
Katelyn B* morgan E*
Katelyn Baucom and Morgan English

P.S. We are going on a field trip to Raleigh. See you there.

P.P.S. Merry Christmas and Write Back! Bye!

Dear Sir or Madam:

I would just like to tell you how much I enjoyed October's Trailblazer "Electing the President" issue. My teacher shows us the Trailblazer monthly but this issue was special because my teacher is running. It helped me understand the voting process and certain facts on past presidents. I learned a lot of information about the Oath of Office and the Electoral College. Trailblazer is one of the best magazines for kids and this is just one of the many issues I liked.

Sincerely,

Whitney Snyder

January 30, 2001

Dear Trailblazer Magazine,

We really enjoyed your magazine! Our teacher gave us a sample copy to check out and we loved it. Thank you for your interesting articles. We think your magazine is very adventuresome and love your mascot too! Will you send us another magazine?

Sincerely,

Danielle, Ashley, Bliss,

Crystal and Morgan

Dear Kathy Burgett

I would like a little favor. I love wolfs and I thought you could publish one of your magazines about how nice they are. People try to kill them because they think there mean. There is only a number of wolfs left in this world. Wolfs try to stay away from people as much as posible. Wolfs are very shy animals. My name is Michaela. I am 10 years old and my birthday is October 5. I think I can make a diffrence for wolfs. So please help me with this. If you like this idea contact me at 555 7 Hwy 242 south Dunn NC or call 894-2787. Please do this for me.

sincerley

Michaela.T

P.S. Thanks if you do this.

STATE OF NORTH CAROLINA
OFFICE OF THE GOVERNOR
RALEIGH 27603-8001

JAMES B. HUNT JR.
GOVERNOR

July 15, 1998

Mr. Dave Bolick
4909 Windy Hill Drive
Raleigh, NC 27609

Dear ~~Mr. Bolick:~~ Dave

Thank you for sending me a copy of Trailblazer Magazine. In this age of the "information explosion," it is becoming more and more important to have effective and efficient ways of keeping up with the latest in educational opportunities. I am pleased to see that your publication promotes increased use of technology in the classroom by reaching out to teachers, parents, and children in such a unique way. I will be delighted to pass this on to the appropriate persons.

My warmest personal regards.

Sincerely,

James B. Hunt Jr.

JBH:np

STATE OF NORTH CAROLINA
OFFICE OF THE LIEUTENANT GOVERNOR

DENNIS A. WICKER
LIEUTENANT GOVERNOR

June 10, 1998

Mr. Dave Boliek
ExplorNet
4909 Windy Hill Drive
Raleigh, North Carolina 27609

Dear Dave:

Thank you for your recent correspondence regarding "Trailblazer Magazine." I appreciate hearing from you.

It is great to see that ExplorNet continues to work closely with the Department of Public Instruction's Division of Instructional Technology on projects for the schools. The magazine looks as though it will be a wonderful classroom tool for teachers.

Please continue to update me on ExplorNet projects, and again thank you for updating me on your organization's activities.

With warmest regards, I am

Sincerely,

Dennis A. Wicker

DAW/jw

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VALERIA L. LEE
PROGRAM OFFICER

June 10, 1998

Mr. Dave Boliek
ExplorNet
4909 Windy Hill Drive
Raleigh, NC 27609

Dear Dave:

Trailblazer Magazine is just great, as is all the work you are doing. Thank you for letting us be a partner. Best wishes to you always.

Sincerely,

Tom

Thomas W. Lambeth

TWL:lj

NORTH CAROLINA
STATE BOARD OF EDUCATION
Phillip J. Kirk, Jr.
Chairman

6-7-98

Dave –

Thanks for sharing with me a copy of the Trailblazer Magazine. It's well done, informative, and helpful to teachers and parents. I also commend you for your emphasis on partnerships and collaboration with all the various players in the technology area –

Best personal regards, Phil

The Children's Museum

TRAILBLAZER

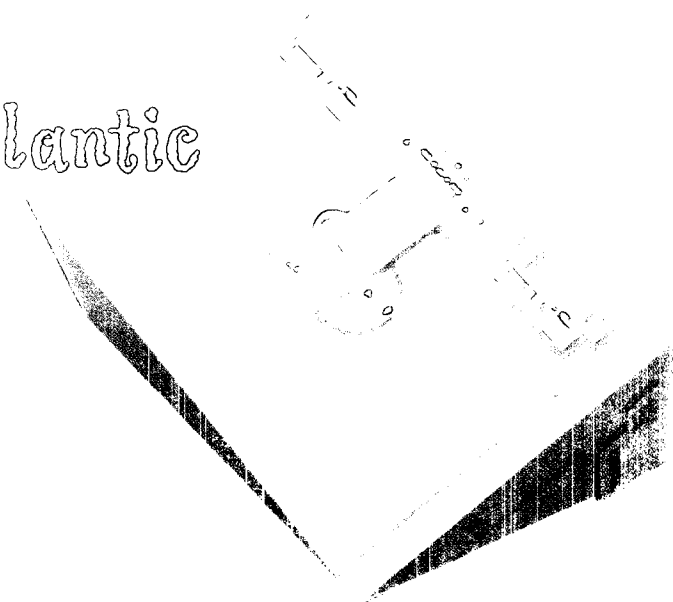
magazine

November 2000 Vol. 3; No. 3

Graveyard of the Atlantic

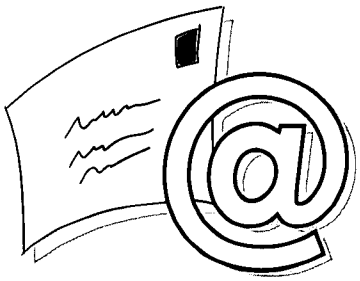
Have they f

Queen Ann



Blackbeard's Legend

Make Contact with Trailblazer Magazine



(Make sure you have a parent's permission!)

To contact us by email:

trailblazer@explornet.org

By phone:

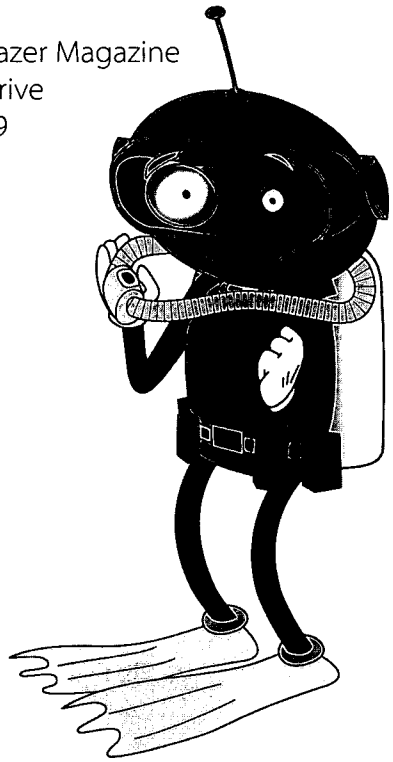
Toll Free: 1-888-507-3800

By U.S. mail:

ExplorNet's Trailblazer Magazine
4909 Windy Hill Drive
Raleigh, NC 27609

By fax:

1-919-878-0533



(Make sure you have a parent's permission!)

We're always looking for neat stories, ideas, letters, and pictures from students, parents and teachers who use *Trailblazer Magazine!*

To send us a story:

You can email a story to us. Just send it as an attachment, or put the story on the email message. Your teacher can help you.

To send us pictures:

Pictures for publication in *Trailblazer Magazine* need to be either prints or slides. Make sure the prints are at least 3" X 5". They should be in focus. Include a description of what's going on in the picture, as well as the names of everyone in the picture. Also include the name of your teacher, school, and city or town.

Note:

If you want your copies back, please include a self-addressed, stamped envelope.

How do they use technology to search sunken shipwrecks? Explore the world of underwater archaeology in *Trailblazer Magazine* online!

www.TrailblazerMagazine.com!

ExplorNet's
TRAILBLAZER magazine

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Trailblazer's mission is to provide a tool to support teachers as they integrate technology into the classroom.

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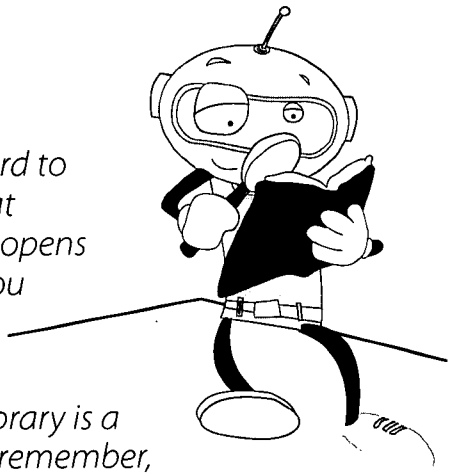
Turn your spy-glass this way for a closer look at the websites, books, and other sources of information used in this issue.

What's News?

Get to the Source

Sources of Information



There is a wealth of information in the world. "Wealth" is a good word to use, because information is a resource to be treasured. Think of all that knowledge as a treasure chest. The best part is YOU hold the key that opens it! The key is your ability and skill in finding that information. Once you know where to find information, you can discover the answer to just about any question!

Where do you go to find information? Your school or community library is a great place to start. Look for these basic sources of information. And remember, these are sources you will use not only in school, but during your entire lifetime!

Dictionaries

A dictionary will help you find out the meaning of a word, its correct spelling, and its pronunciation.

- WordCentral.com
  http://www.wordcentral.com
- Merriam-Webster's Collegiate Dictionary
  http://www.m-w.com/netdict.htm

Encyclopedias

Encyclopedias hold articles of information about many different subjects. Because there is so much information, encyclopedias usually come in large sets, arranged in alphabetical order. Also, many encyclopedias are now on CD-ROMs.

- Funk and Wagnalls.com
  http://www.funkandwagnalls.com/
- Encyclopedia.com
  http://www.encyclopedia.com/home.html
- Britannica.com
  http://www.britannica.com/

A Thesaurus

Use a thesaurus to find synonyms (words with similar meanings) and antonyms (words with opposite meanings).

- Thesaurus.com http://www.thesaurus.com/
- Merriam-Webster's Collegiate Thesaurus
  http://www.m-w.com/thesaurus.htm

An Atlas

An atlas contains maps. The content of an atlas will depend on the subject of the atlas. For example, a world atlas will most likely contain maps of all the countries and regions of the world.

- Compton's 3D Atlas Online
  http://www.3datlas.com/
- PCL Map Collection from the University of Texas
  http://www.lib.utexas.edu/Libs/PCL/Map_collection/Map_collection.html

Books

Autobiographies, biographies, information and how-to books are all nonfiction books. The information in nonfiction books is about real people, places, events, and things.

The Internet

As you know, there are thousands and thousands of places on the Internet to find information. You can find websites on just about any topic. However, for this source of information, you must do some investigating.

For all Internet sources look for:

- **Accuracy:** Are there spelling and grammar mistakes on the website? Is information that is clearly wrong included? Do all the links work? If a site allows mistakes like these, can you trust its research?
- **Authority:** See who created the site. Is there a way to contact this person or persons to ask about their information and qualifications? Is a bibliography included?
- **Objectivity:** Is the information on the site unbiased? Is it fact or opinion?
- **Timeliness:** How old is the site's information? This is especially important for news sites.

If you're still not sure about a website after asking these questions, ask a parent, teacher, or an adult you trust for his/her opinion.

Finding Info on the Web

Yahooligans! http://www.yahooligans.com/

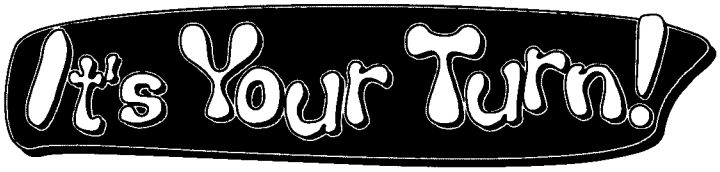
KidsClick!
http://sunsite.berkeley.edu/KidsClick!/

Ask Jeeves for Kids http://www.ajkids.com/

Newspapers, magazines & TV news shows

These are all sources of news and events.These sources are in the business of following and explaining current events.

- Timeforkids.com
  http://www.timeforkids.com/TFK/
- Yahooligans! News
  http://www.yahooligans.com/content/news/



Information Scavenger Hunt

Now that you know what kind of information can be found in each of the basic reference sources, you're going on a mission. Using the reference sources listed above, or the examples of the online versions of the sources, find the answers to each of the questions below. Also list the source of the answer.

1. What is the meaning of the word *loquacious?*
2. Who was Edmund Halley?
3. What are 3 synonyms for the noun, *fun?*
4. Find a map of the European country, Finland. What two countries border Finland?
5. Using a newspaper, recent news magazine, or their online versions, list three people who are making news this week. Also, explain why the three people you listed are making news.

"The bare-ribbed skeletons of countless ships are buried there... their final resting place known only to the men who went down with them."
- David Stick, *The Graveyard of the Atlantic: Shipwrecks of the North Carolina Coast*

Buried in the Graveyard of the Atlantic

Historians say hundreds of ships have sunk in the waters off the coast of North Carolina. At least 1,000, and some say as many as 4,000, vessels have been lost there since people began keeping records in the 1500s. That's why the waters have become known as the Graveyard of the Atlantic.

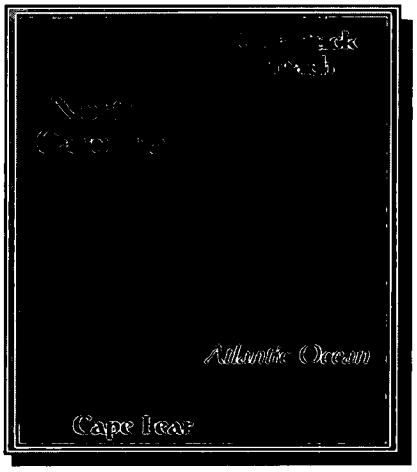
The first recorded shipwreck along the North Carolina coast is believed to have happened in 1526. A Spanish vessel was lost at Cape Fear.

Why have so many ships gone down off our state's coast? It's a combination of several things. First, the North Carolina coast is situated where the warm waters of the Gulf Stream (heading north) and the cold currents from the Arctic (heading south) collide off Cape Hatteras. The waters hit head-on and at the same time drop sand, shells and other sea material. That forms the dangerously shifting underwater sandbars of Diamond Shoals. There are also three capes that stick out from our coast.

The weather also caused problems for mariners. They frequently battled hurricanes and winter nor'easters. Also, there were pirates who took advantage of the sea traffic. Pirates, hiding in the inlets of the Outer Banks, would sail out and capture merchant ships. And don't forget-- this was the time before lighthouses and technology helped to guide ships to safety.

So, why did ships risk traveling through the deadly waters? It was the quickest, and therefore, most economical route. The Gulf Stream saved them time because it was sort of an ocean highway. Ships loaded with cargo, rushing from the Caribbean, Africa, and Europe, would take advantage of the Gulf Stream to carry them along the east coast of America (the New World) and use Cape Hatteras as a reference point.

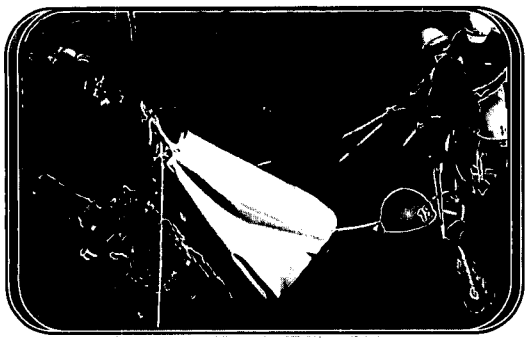
However, it was along the North Carolina coast-- with its dangerous geography, weather, and possible pirates—where so many ships were thrown off course... and into the Graveyard of the Atlantic.



The Graveyard of the Atlantic extends along the entire North Carolina coast, from Currituck Beach, south to Cape Fear.

Getting Revenge...
the Queen Anne's Revenge

It's not your typical treasure. There's no silver and not much gold. However, the discovery of what researchers think is the *Queen Anne's Revenge*— the flagship of the famous pirate, Blackbeard— is worth more than riches. It's a ticket back in time to the Golden Age of Piracy.

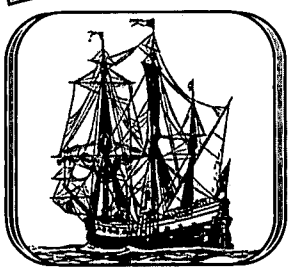


Divers from a company called Intersal discovered the shipwreck in November 1996, off Beaufort Inlet. They were actually looking for another ship, but they were very excited with their historic find. This is the oldest wreck ever found in North Carolina waters.

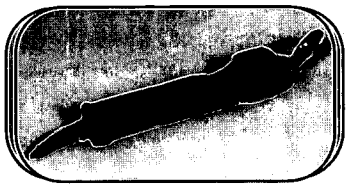
Although it has not been confirmed that this ship is definitely the *Queen Anne's Revenge*, all the evidence so far shows that it is. For example, divers have found at least 21 cannons. Blackbeard's flagship was the only heavily armed ship of its kind known to have wrecked in this area in the early 18th century. In addition, all the artifacts divers have found are dated before 1718, when the ship is thought to have run aground. Researchers need one item to prove the shipwreck is Blackbeard's: a bell etched with the name *Concorde*. *Concorde* was the name of the ship before Blackbeard captured and renamed it *Queen Anne's Revenge*.

The discovery of this shipwreck is very important historically. It will help us learn more about how Blackbeard and other pirates lived. It should also help us learn about slavery in the 18th century, because the *Concorde* was originally a French-owned slave-ship. In addition, studying the coral buildup on the ship will increase scientists' understanding of ocean life over the centuries.

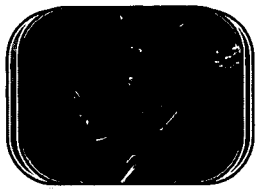
So dig in and read all about this rare discovery. You'll probably learn some things that will surprise you.



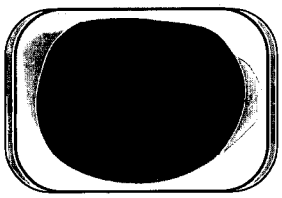
Right now, this drawing is researchers' best idea of what the *Queen Anne's Revenge* looked like. But Frank Gaskill, who is making a new model of the ship, has done a lot of research recently, and his model probably will look different.



Pirates would have used this 6-inch pewter syringe to give themselves shots. They needed the shots to treat tropical diseases and injuries.

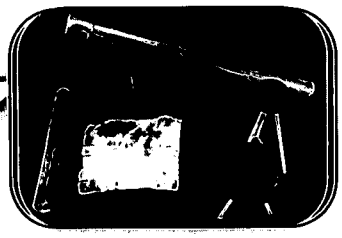


These 1 1/2-inch long tacks have interesting heads that look like flowers.



The crew would have eaten from this 20-inch pewter platter. Pirates ate a lot of fish and tortoise meat. Sometimes, when they plundered other ships, they took live chickens and other livestock.

This cast bronze bell recovered from the ship is dated 1709.



Left to right: This lead sounding weight would have been used to measure water depth. The touch hole cover would have been used to cover the gunpowder well. Divers also have found this 24-pound cannonball, 4-pound cannonball and blunderbuss barrel, which is similar to a shotgun.

(Photos courtesy: North Carolina Division of Archives and History)

The Legend of Blackbeard

When the *Queen Anne's Revenge* was sailing, the world was a different place.

It was the early 1700s, and countries were shipping goods to the New World. At the same time, pirates were lurking in the waters of the Atlantic Ocean. When the pirates saw a merchant ship, they would raise their flags to tell its crew members to surrender. Then they would jump aboard and take whatever they wanted-- sometimes the whole ship itself!

Blackbeard, who spent time in the colony of North Carolina, was known to be the fiercest of these sea-faring criminals. His real name was Edward Teach (Some records show it to be Edward Thatch.) He was born in England, between 1680 and 1690. As you can guess, Teach got his name because of his long, thick black beard.

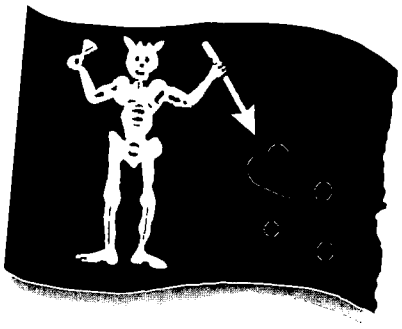
Blackbeard had the largest pirate flotilla in the New World-- and perhaps the worst reputation. In his two short years as a pirate, Blackbeard possessed four ships with a total of 300 to 400 crew members. He reportedly looted more than 50 ships. One of the worst things he ever did was to blockade Charleston, South Carolina, for a week, until the town gave in to his demands for money, medicine, and supplies.

Even after receiving a pardon for his crimes, Blackbeard continued his villainous ways. Virginia's governor sent the British navy after the pirate. In a short but bloody battle at Ocracoke Inlet, the men fought Blackbeard to the death. As a warning to other pirates, Blackbeard's head was cut off and hung from the front of the navy ship, for its return to Virginia.

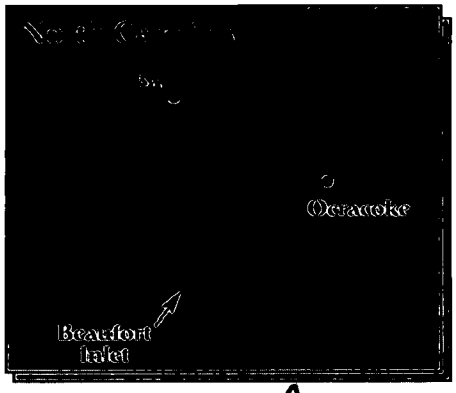
According to legend, Blackbeard decorated his beard with black ribbons and placed burning fuses under his hat to make himself look like the devil. And it's said that he dressed in black and wore a sling that held several guns and daggers to make his victims fearful at first glance.

How likely is it that these stories are true? It's hard to tell. There are so many legends about Blackbeard and his crew it's hard to separate myth from truth. His death brought an end to an era, but his legend lives on.

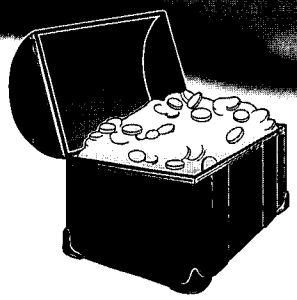
Blackbeard's flag featured a spear and an hourglass. This told other ships that time was running out, and that should surrender immediately or no one would be spared.



Blackbeard had a lot of ties to North Carolina. Once, after he received a pardon from Governor Charles Eden, he lived for a time in Bath, where he married the 16-year old daughter of a local planter. He also spent a lot of time during his pirating days in Ocracoke, which is also where he met his bloody end on November 22, 1718.



Brain Teasers



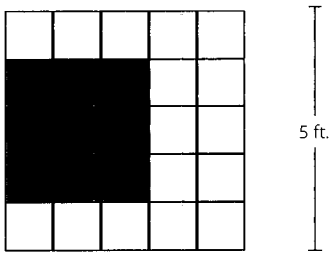
You're sure to strike treasure!

1. What would be the *best* description of the early days of travel for mariners sailing along the North Carolina coast?

   A treacherous
   B safe and easy
   C wet and rainy
   D icy

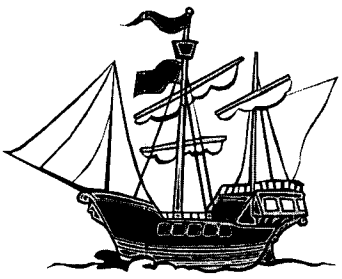
2. Divers trying to uncover the *Queen Anne's Revenge* are going to be diving in the marked section of the grid. How many square feet will they be covering?

   A 3 sq ft
   B 9 sq ft
   C 15 sq ft
   D 45 sq ft



3. Divers have found at least 21 cannons at the wreck site. The straight barrel of a cannon *most closely* resembles which of the following?

   A a cube
   B a prism
   C a circle
   D a cylinder



4. Each of the following artifacts found at the wreck site must be weighed. What kind of measure would you use to weigh the bronze bell found on page 7?

   A milliliters
   B kilograms
   C grams
   D milligrams

5. All of the following statements are true of Blackbeard *except* which one?

   A Blackbeard's real name is believed to be Edward Teach.
   B Blackbeard spent very little time in the colony of North Carolina.
   C The story of Blackbeard is probably a mix of truth and legend.
   D Blackbeard was one of the most feared pirates.

6. In the article on page 7, what is the *main* point the author is trying to make readers understand about the presumed shipwreck, the *Queen Anne's Revenge*?

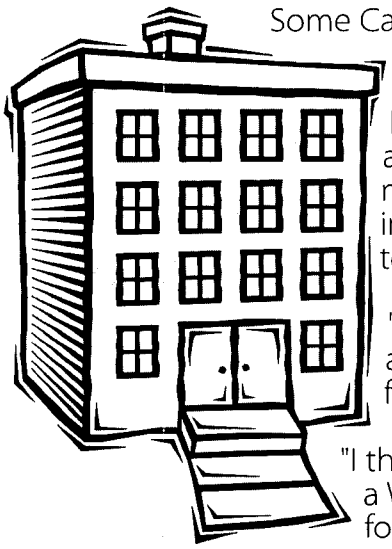
   _____
   _____
   _____
   _____

7. Look up the word "artifact" in the dictionary, then close the book and write a definition in your own words.

   _____
   _____
   _____
   _____

Caldwell County's Home/School Connect Program

Free computers... it sounded too good to be true!



Some Caldwell County families didn't believe it at first, but they believe it now. More and more of them are signing up for the Home/School Connect program.

Families who qualify receive a free home computer and training. They have access to free e-mail, the Internet, a school calendar, homework assignments, and a learning site with many links. That helps parents become more involved with their kids' education, and the kids say they love it, too!

"I like to play on it and do my work," says Kerry Ferguson, a seventh-grader at Gamewell Middle School. Her family received a computer last year.

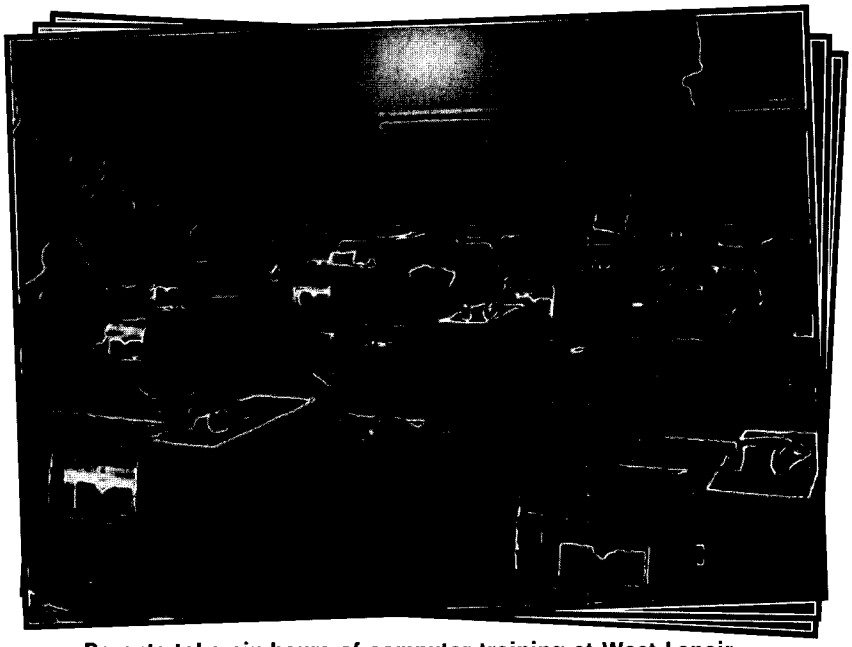
"I think it's very good," says Carla Harper, the parent of a West Lenoir student. "It's been a learning experience for me and both my children."

Ms. Harper says the computer has also made it easier to stay in touch with her daughter's teachers, because she can send e-mail messages to them after school hours.

More than 100 families are expected to participate in the Home/School Connect prgram this year. Gamewell Middle and West Lenoir Elementary are the two schools involved right now. Another school– Valmead Basic Primary– will join in the spring.

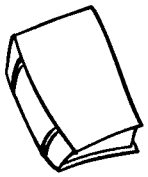
You might be wondering who pays for the computers. When the program began, back in 1997, a California company called *LightSpan* paid for some of the machines. Now the schools get money from other sources, including government funding, the Bill Gates Foundation, Z. Smith Reynolds and the Coffey Foundation, to name a few.

"We're very proud of what we've been able to do," says Nancy Dowdy, the principal at West Lenoir.

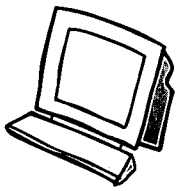


Parents take six hours of computer training at West Lenoir Elementary in order to be able to take home a computer.

And we at *Trailblazer* are impressed! Congratulations to this month's "Cool Schools!"



SOURCES



The *Trailblazer* staff wishes to give special thanks for the help of the North Carolina Department of Cultural Resources - especially Fay Henderson and Jane Wolff for providing photographs and information for this issue!

What's News? Page 4-5

Scholastic Explains Reading Homework, 1998

Yahooligans! Teachers' Guide
http://www.yahooligans.com/tg/index.html

Buried in the Graveyard of the Atlantic Page 6

Graveyard of the Atlantic: Shipwrecks of the North Carolina Coast
by David Stick, 1952

"Shipwrecks" by Eric Hause

From CoastalGuide's *Packet*, ICW-NET
http://coastalguide.com/packet/shipwrecks01.htm

Getting *Revenge*...the *Queen Anne's Revenge* Page 7

Queen Anne's Revenge? The QAR Project
From the North Carolina Department of Cultural Resources
http://www.ah.dcr.state.nc.us/qar/

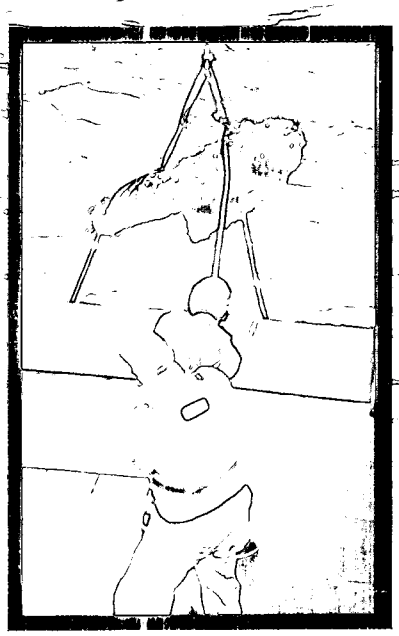
Queen Anne's Revenge
From Discovery.com
http://www.discovery.com/stories/history/pirates/queenartifacts.html

The Legend of Blackbeard Page 8

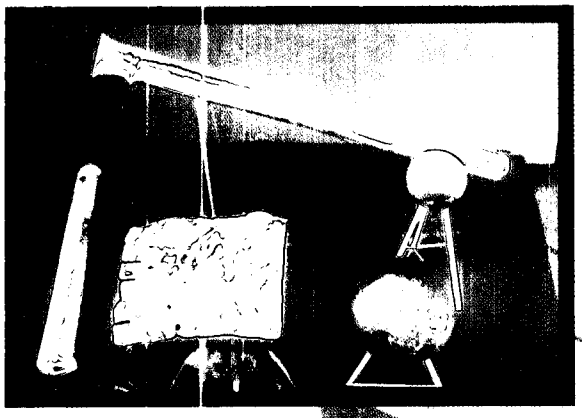
A General History of Blackbeard the Pirate, the *Queen Anne's Revenge* and the *Adventure*, by David Moore
From "The QAR Project"
http://www.ah.dcr.state.nc.us/qar/HISTORY/history1.htm

Pirates! Raiders of the High Seas
By Christopher Maynard, 1998

Pirates of Colonial North Carolina
By Hugh F. Rankin
NC Division of Archives and History, 1960



Crew members hoist cannons from the wreck site of what is believed to be Blackbeard's flagship, the *Queen Anne's Revenge*, in the Atlantic Ocean off Beaufort, North Carolina. Notice the buildup of mud, barnacles and coral on the cannons.



Cannonballs, lead tacks, and other items have been found in the wreckage.

Photos courtesy: North Carolina Division of Archives and History

www.trailblazermagazine.com

ExplorNet's TRAILBLAZER magazine

4909 Windy Hill Drive
Raleigh, NC 27609

Graveyard of the Atlantic: November 2000 Volume 3; No. 3

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5 ***More Resources*** Still haven't found what you're looking for? Here are more ways to bring the excitement of the open seas into your classroom.

6 ***Teacher Guide*** Get details and related resources and information about each of this month's features in *Trailblazer Magazine*

8 ***Check it Out!*** Books about North Carolina pirates, Blackbeard, and the Graveyard of the Atlantic

9 ***Websites*** Great websites about pirates, Blackbeard, and the QAR Project

9 ***Tips for Teachers*** Places and tools on the web that can make your job easier and more fun

10 ***North Carolina Curriculum Requirements*** A listing of the NC Curriculum objectives and goals covered in this month's *Trailblazer Magazine*

11 ***The Trailblazer Magazine Survey***
Want to keep getting your free copy?
Fill it out and return it today!

"Use a 'bigger picture' approach to your unit planning and revisions..."

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DO YOU WANT TO CONTINUE RECEIVING *TRAILBLAZER*?

We are winding down our effort to get your opinions and ideas for *Trailblazer Magazine*. If you haven't already responded, please take a minute to give us your thoughts on the quick, postage-paid survey on the back page of this teacher guide.

Beginning early next year, we will use the returned surveys as our mailing list. **We will no longer send bulk packages of the magazine to schools. So, EACH PERSON in your school who would like to continue receiving the free copy of the magazine must complete the subscription information on the survey, even if you do not wish to answer the survey questions**.

The survey will help us properly gauge the number of teachers who actually use *Trailblazer*. We are requesting your e-mail address so that you can be added to our listserv and receive updated content for use with current and past issues of the magazine. This information will be used for subscription purposes only.

Again, you must complete the survey in order to continue receiving the FREE Teacher Subscription of *Trailblazer Magazine*! Please drop it in the mail or fax it to (919) 878-0533. Or, for a faster alternative, you may respond online at http://teachercentral.explornet.org/tbsurvey.htm.

Also, please feel free to contact us if you have any questions about the survey or this process.

Thank you,
The Staff of *Trailblazer Magazine*

Trailblazer Magazine

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- **Education-related links** (categorized in an easy-to-use format)
- Direct links to **state curricula**.
- The **latest education news**

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Enhancing the Science Strands Graveyard of the Atlantic

by Tom Sargent

ExplorNet's Technology Integration Specialist

tsargent@explornet.org

You're one-third of the way through your school year already! Part of you is excited about the classroom successes you've experienced, but another piece is worried, as always, about all that needs to be accomplished in the coming months. Last spring, in a haze of end-of-the-year tiredness and confusion, you promised to make the best of the summer months, preparing and revising units. You set a goal to infuse technology into the daily activities of your classroom. Any days of in- service have been swallowed up in details and hurried preparations, and the technology integration ideas are still on hold.

During the summer, many of us enrolled in classes, participated in technology training in our school districts, and went to various conferences and week-long workshops. We felt like it was time well spent and added a variety of ideas and skills to our teaching toolbox. But, putting those resources into action is the next step, and finding the time to do the additional preparations when you're already in unfamiliar territory is a scary step. Maybe we need to look at all this infusion and meeting content area objectives from a different perspective... one which will motivate us to try just a little harder.

As we strive to meet learning objectives in the NC Standard Course of Study, let's think in broader terms. Rather than concentrate initially on the objectives themselves, maybe we should step back. Our theme this issue is "The Graveyard of the Atlantic." Everyone thinks social studies. That's certainly a great unit for fourth and eighth grade classrooms and North Carolina studies. As a teacher in another content area, it's hard not to be somewhat envious of all the really cool materials available to these particular studies.

Instead, let's come to this unit from a different content area perspective. You are a science teacher and you love some of the things other teachers around you do. How can you tap into what's going on in those classrooms? Or, if you are in the lower grades, how can you tie one content area unit to another within your classroom? Whichever your situation, I'd like to use a common North Carolina social studies unit to detail how we can tie in science, language arts, and even visual arts. A strand approach helps make the connection easier to visualize.

Fourth Grade Science Strands

"The goal for the fourth grade is for students to think and analyze nature in terms of systems. A system is an organization of related objects that form a whole. Systems can consist of organisms, machines, fundamental particles, ideas, and numbers. Systems have boundaries, components, resources flow and feedback."

Fifth Grade Science Strands

"The goal for fifth grade is to investigate energy interactions. The understanding of energy builds on the K-4 experience with light, heat, sound, electricity, magnetism, and the motion of objects. Students connect those phenomena to understand that energy is an important property of substances, and that most change involves energy transfer. Students improve their understanding of energy by experiencing many kinds of energy transfer."

Sixth Grade Science Strands

"Learners study the patterns of natural and technological systems. The strands provide a context for teaching content throughout all goals."

The Strands are as follows:

The Nature of Science

Science as Inquiry

Science and Technology

Science in Personal and Social Perspectives

If we look to the Strands to connect our units, we see nature, inquiry, technology, and personal and social value. These are the overall concepts we are striving toward learning. The actual tools, texts, videos, and themes we use to enhance these concepts are as varied as the number of teachers in the state. So, how can you take a theme that, on the surface, has no apparent connection to your traditional approach and create a natural and flowing fit? Think from the Strands!

Websites

First, resources... without good places to turn to, any unit is dead before it starts. This issue is loaded with places to go. A fast search on *IxQuick*, **http://www.ixquick.com** , and *Dogpile*, **http://www.dogpile.com**, my two favorite search engines, found a host of Internet resources. A half-hour later I had browsed and scrolled through most of them and had organized their use. Here are a few highlights:

- Institutions and Organizations Related to the Outer Banks History Center
http://www.ah.dcr.state.nc.us/sections/archives/arch/obhc/orgs.htm

- North Carolina Museum of History
http://nchistory.dcr.state.nc.us/museums/

- North Carolina Encyclopedia, State Library of North Carolina
http://www.dcr.state.nc.us/nc/cover.htm

- North Carolina's Underwater Archeology
http://www.arch.dcr.state.nc.us/default.htm#UNDERWATER

- The *Queen Anne's Revenge*? The *QAR* Project
http://www.ah.dcr.state.nc.us/qar/default.htm

- The *Ligature*: A Link with the Past, North Carolina's Underwater Archeology
http://www.arch.dcr.state.nc.us/UW-LIGIT.HTM

- The USS *Huron* Historic Shipwreck Preserve
http://www.arch.dcr.state.nc.us/HURONBRO.HTM

- Graveyard of the Atlantic...around Hatteras
http://www.hatteras-nc.com/atlanticgraveyard/

- Graveyard of the Atlantic Museum Web Site: shipwrecks and maritime history of the Outer Banks
http://www.graveyardoftheatlantic.com/

- Graveyard of the Atlantic
http://www.outer-banks.nc.us/tourism/gravyard.htm
"There is a reason why the coast of North Carolina is known as the "Graveyard of the Atlantic."
More than 2,000 ships have sunk in these waters...

- Wreck Diving in the Graveyard of the Atlantic
http://ias.ga.unc.edu/~egapmh/BFDC.HTML

I have to admit... the last website got me the most excited! It's a commercial site with real educational value created by a group of scuba divers committed to learning more about all the wrecks in that region of the Atlantic. Underwater photos, statistics about each wreck, stories... they're all there to excite the imagination. I often find that when I get excited about something, my students do as well. I've learned to "follow my gut feelings".

A number of technology integration ideas jumped out when I first looked at the wreck diving site. The site is loaded with like-information about approximately thirty ships. Database! Charts! Graphs! And talk about inquiry...! Students can get lost looking at the pictures and diagrams of these ships. Questions about why they sunk naturally crop up! Your chance to talk about underwater geography, moving currents, land erosion, why were foreign ships even there? Here's a link to Western Civilization studies or explorations of Europe and the former Soviet Union. Why were so many European explorers floating up and down our coast? What was going on in their home-country economies and politics that lead them here? Why are German U-boats buried down there? Now the connections are happening! We often study the Americas as separate from the rest of the world. How about looking at our history and making the natural connections... what part did other regions of the world play in this event and what impact did the Americas have on other parts of the world in doing something?

Studies of the World Wars

Have students choose to study a particular, sunken German U-boat off our coast as a basis for their studies of the World Wars. They can visualize and imagine with excitement these dangerous machines lurking off our coast and it will add meaning to their studies. Their inquisitiveness will lead them. And, they can explore the differences in navigation over four or five centuries. These questions could become a basis for your studies. Use them as writing prompts at the end of the unit.

- What were the differences in naval technologies used in the seventeenth century as compared to the last one hundred years?
- What problems existed for sailors and what technology was created to solve these problems?
- How has technology and machinery helped avoid more tragedies off our coast in recent years?
- Why do we intentionally sink ships out there now? (habitat, and erosion prevention much like sinking whole trees in our lakes)
- What is the habitat and ecosystems in which these ships now reside and what life exists there?
- How do hurricanes and storms create underwater dangers for years to come?
- How did the *Queen Anne's Revenge* affect world economies at the time? Has it had a lasting impact on North Carolina, Europe, the world?

Archaeology Dig

Consider your own archaeological dig. Two years ago, I created an entire unit based on archaeology and published it here in *Trailblazer*. (See the November 1998 issue at the *Trailblazer Magazine* website at www.trailblazermagazine.com Go to "Past Issues.") Many of the same principles could be used... teams of students gathered around buckets of sand (for this unit maybe a bucket of murky water) measuring, gathering data, finding ways to hoist a sunken hull from the bottom using machinery and objects they find or create.... No hands allowed except possibly providing the energy to make the machinery work. I see an erector set crane with a line and possibly a hook to grasp the ship. Make it tougher. Require the hull to come up in a level position rather than nose or tail first. Problem solving and machinery! Energy studies!

Publish your adventure!

Students could use digital photography to capture their excavation progress and share it via a *PowerPoint/HyperStudio* presentation. Using actual websites they have looked at as a model, have them create their own website of information, photos and stories about their sunken treasure. Imagine what your creative writing enthusiasts can do! Visual artists will have a blast creating scale drawings of the levels or floors of the ship, underwater scenes, and even the ship before (or during) its tragic end. This can be done using various software programs, or by hand.

As you sit, reading this article and pondering how it might begin in your classroom, start by looking at the websites. You will be astonished at the resources available. They will excite and motivate you to find ways not mentioned to incorporate them into your studies. Sometimes the best approach is spending time with resources. Ideas happen with teachers and that's when learning becomes fun for our students.

Try the Strand approach to your objectives. Use a "bigger picture" approach to your unit planning and revisions. All too often, we get buried in the objectives and forget to see the horizon. There are a lot of great ideas out there in every corner. Many of them seem unconnected to what we do in our content areas or grade levels. Rather than dismissing them, take a minute to see if they can be adapted. You'd be amazed at the changes that could occur within your classroom!

Cover Story

More Resources

"Investigating History with Kidd Gloves"
Daily Lesson Plan from the *New York Times* Learning Network
http://www.nytimes.com/learning/teachers/lessons/000222tuesday.html
"In this lesson, students act as historical archaeologists, using their analytical skills to deduce, from lists of items related to historic figures, accurate details about the lives of those people." Based on subject of Captain William Kidd. For grades 6-12.

A Teaching Unit for Treasure Island
By Joan Bigelow, Teacher, Avon CT
http://www.dreamcatchers.net/treasure/
"This web site is the result of a year-long teaching objective to upload an entire unit of literature onto the Internet. The Treasure Island Unit has been highly successful over the past six years at Avon Middle School, combining in-depth education with good old-fashioned fun." Includes course notes and class calendar. For sixth grade.

Ben Cherry, aka Blackbeard
From the Coastal Guide
http://www.ocracoke-nc.com/blackbeard/crew/cherry.htm
"Ben "Blackbeard" Cherry has shared Colonial America and the Caribbean's most colorful moments in history with over 400 schools, museums and youth groups." For more information about bringing Cherry to a school, festival, or presentation, write to: 119 West Water Street, Plymouth, NC 27962, or call: Office Phone/Fax: 252-793-4544, Home Office Phone: 793-5166

What's News? Pages 4-5
Trailblazer's regular feature on news and analyzing information

"To know where you can find anything that in short is the largest part of learning."
-Anonymous

In this month's "What's News?" segment, we wanted to give students a simple starting place for several good, basic reference sites they can use again and again. The ones listed are some of the best for kids and can be found on many kids' search engines. We start out by providing a brief definition of the basic reference sources, what information can be found in each, then listed their comparable online versions.

Under the "Internet" section, we take yet another opportunity to stress the importance of carefully evaluating website information, once they find it. We often revisit that subject, since it has become, and will continue to be, an invaluable skill. (Check past *Trailblazer* issues: "What's News? Evaluating Information on Websites," Dec. '98/Jan. '99, First in Flight issue; "What's News? Point of View," Feb. '99, North Carolina Cities issue; "What's News? "Spring 1998, Nature's Fury issue.)

"It's Your Turn!" "Information Scavenger Hunt." Students search for the information listed in the questions. We've designed it so it can be used with, or without a computer.

Also, See our September 1998 teacher guide. We included a good article by Joyce K. Valenza "Information Literacy Is More Than Computer Literacy." If you don't have a copy find it online at **http://crossings.phillynews.com/archive/k12/infolit4_16.htm**.

For further help from information literacy to computer skills, visit ERIC Digest Computer Skills for Information Problem-Solving; Learning and Teaching Technology in Context: **http://ericir.syr.edu/ithome/digests/computerskills.html**

The Graveyard of the Atlantic Page 6

We begin this month's cover story with a how and why the waters of the North Carolina coast are known by the grisly nickname, the "Graveyard of the Atlantic."

An important point: Various sources say the number of ships buried in this sea cemetery range from at least 1,000 to 2,000, to as many as 4,000. It depends on what you read.

We touch on the main reasons so many ships met their fates in our coastal waters: the rough seas created by the collision of the Gulf Stream and Arctic waters; the geography of the state's coast with it's capes, shoals and inlets; the weather; piracy, and the lack of guidance systems (This was before the age of lighthouses and maritime technology.)

The stand-out teacher resource for more information on this topic is the book, *The Graveyard of the Atlantic: Shipwrecks of the North Carolina Coast* by David Stick.

Getting Revenge.. the Queen Anne's Revenge Page 7

The recent discovery of what researchers presume is the *Queen Anne's Revenge* (or *QAR*) is the second part of our cover story. This article hits on highpoints of the discovery, emphasizing why researchers think the wreck is the *QAR* and why that is important historically.

Some background on the discovery: a Florida treasure-hunting firm found the wreck in 1996, just off Atlantic Beach. (The *QAR* went aground in that area in 1718, when Blackbeard sailed for Beaufort.) The firm turned the site over to the state. The Department of Cultural Resources, Division of Archives and History, in conjunction with Maritime Research, Inc., a non-profit subsidiary of Intersal, Inc., and other state agencies and educational institutions, is undertaking the project, which is expected to take years or even decades of work.

Between 1997 and 1999, three major expeditions were conducted. Divers spent more than 1000 hours examining the wreckage. Dozens of artifacts have been recovered from the wreck, which is the oldest to come out of state waters. The artifacts date to the era of the *QAR*, and the large number of cannons found gives archaeologists strong evidence that this wreck is the *QAR*.

What can we learn from this discovery?
"General questions concerning piracy and their life styles can be examined, as well as more intriguing ones dealing with Blackbeard's activities and actions. As an archaeological time capsule representing 18th century maritime activities in the New World, the shipwreck can also shed light on the period's naval armament and warfare, ship construction and repair, colonial provisioning, the slave trade and shipboard life. The site is also an artificial reef, created nearly three centuries ago, that provides a valuable opportunity to study biological growth, nearshore geomorphology, and mineralogy."

Resources: The three best sites about the *QAR* Project are listed in our Websites section on page 9. Because this discovery is relatively recent, we didn't locate any books focusing on it. However, there are some good articles in the websites listed. And it's worth a search for an article the February 2000 issue of *Smithsonian Magazine* titled "A Fury From Hell: Or Was He?" that covers both Blackbeard and the ship's discovery.

The Legend of Blackbeard Page 8

The final part of the cover story is a brief introduction to pirates in the New World, particularly Blackbeard. It does not attempt to be a comprehensive look at either the "Golden Age of Piracy" or the infamous Blackbeard. Many of the websites we've recommended in this guide and online have more information about Blackbeard.

Try using Blackbeard's story as a bridge to a discussion or lesson on the difference between myth and reality. For centuries, truth and fiction about him have been so intertwined it's difficult to know the real story about this man. You could also turn to the study of legends and show why Blackbeard is considered one. This will exercise students' critical thinking skills, an objective throughout the subject areas of the NC Standard Course of Study.

Two good articles about Blackbeard and the disputed lore that surrounds him:

- "Blackbeard's legend" by Joe Miller, *News & Observer*, May 12, 2000
- In Search of Blackbeard by Elliot Kriegsman, *Historic Traveler*, October 1997 **http://www.thehistorynet.com/HistoricTraveler/articles/1997/1097_text.htm**

Brain Teasers Page 9

The questions in "Brain Teasers" are modeled after those found in end-of-grade tests. See the specific goals and objectives covered in this month's issue, on page 10 of this guide. (Note: The English Language Arts goals reflect those found in the new 1999 *English Language Arts Standard Course of Study*.)

Answer Key

1. A
2. B
3. D
4. B
5. B
6. Teacher's discretion
7. Teacher's discretion

Cool Schools Page 10

Caldwell County Schools definitely deserve *Trailblazer Magazine's* "Cool Schools" title. They've been able to achieve two major accomplishments — providing parents with computers and improving parent-teacher relationships — with a single project.

The Home/School Connect program at West Lenoir Elementary and Gamewell Middle schools provides computers to families through Title I funds and money from various foundations. The computers include Internet service — with access to the school calendar, homework assignments, and a learning site with many links. E-mail helps parents stay in contact with the schools, too.

"Parents get involved in the learning process," says Bill Stone, director of federal programs/student support services in Caldwell County. "It's the greatest help they can be to their children."

The program got its start in 1997, when Lightspan Partnership of San Diego, California, selected Gamewell Middle School as one of four pilot schools in the nation to test a home/school Internet connection. The test targeted sixth-grade Title I students.

Once Lightspan's test was over, the county decided to keep the program going and improve it. Title I funds, plus money from the Bill Gates Foundation, Z. Smith Reynolds, the Coffey Foundation, and others now fund Home/School Connect.

If parents qualify financially, the only other requirement is a six-hour training course at their child's school. Instructors from Caldwell Community College teach the parents, and the school teachers help. Dinner and childcare are provided to make it possible for more parents to attend.

"It (the program) is a catalyst to get parents to school, communicating with teachers, to uplift themselves, and to get involved with the community college," says Stone.

Stone says he's very happy with the success of the program and hopes to have more than 100 families involved in it this year.

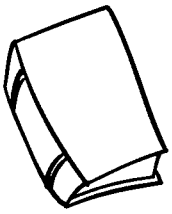
"If you expect a lot, you get a lot," he says. "They (the parents) have gotten something from it, and we (the schools) have gotten something from it. And the students have benefited from it."

(Teacher Guide - Continued on page 8)

Resources

Check it Out!

From Broadfoot's of Wendell



Graveyard of the Atlantic: Shipwrecks of the North Carolina Coast
By David Stick
University of North Carolina Press, 1980, 1986

Stick chronicles centuries of storms and shipwrecks in the treacherous waters that have sunk more ships than any others in this hemisphere. He tells of hundreds of dramatic losses, thrilling rescues and violent adventures in the Graveyard of the Atlantic. A great teacher resource.

The World of the Pirate
By Valerie Garwood
Peter Bedrick Books, 1997

The World of the Pirate is a lavishly illustrated book providing a wealth of information on pirates, privateers and buccaneers. Included are accurate recreations of pirate ships, and battle scenes, along with illustrations of weapons and clothing. Maps, methods of attack, and secret pirate codes are also included. This book tells the stories of all the famous pirates. For grades 4 and up.

Avast Ye Slobs!: North Carolina Pirate and Treasure Trivia
By Carole Marsh
Gallopade International, Inc., 1993

There's nothing silly about learning in this very informative little book about North Carolina pirates and their treasures. For grades 4 and up.

North Carolina Bandits, Bushwackers, Outlaws, Crooks, Devils, Ghosts, Desperadoes and other Assorted and Sundry Characters
By Carole Marsh
Gallopade International, Inc., 1993

High-flying reading for elementary and junior high readers! Marsh has the knack for bringing history, geography, literature, math, science and more alive with fascinating trivia, legend, lore, mystery and more. For grades 3-8.

Pirate
By Richard Platt
Alfred A. Knopf, 1995

Take a close-up look at the colorful — and cruel — robbers of the sea. Learn who devised the terrifying Jolly Roger, how a surprisingly disciplined life was maintained aboard pirate ships, and what cunning ruses pirates used to lure merchants to their doom. For grades 4 and up. Accelerated Reader.

The Pirates of Colonial North Carolina
By Hugh F. Rankin
North Carolina Division of History and Archives, 1986

The author provides an overview of pirates and their lifestyles during the Colonial period, especially around North Carolina. The book examines why individuals chose to become pirates and dispels myths about pirate practices. It also examines the lives of Stede Bonnet and Blackbeard in some detail. Included are black and white woodcuts, line drawings, and reproductions, a list of North Carolina pirates, and a bibliography. A good teacher resource.

Blackbeard and Other Pirates of the Atlantic Coast
By Nancy Roberts
John F. Blair, 1993

The swashbuckling sea robbers — Blackbeard, Ann Bonney, Mary Reed, Stede Bonnet, etc. — who once infested the Atlantic Coast roamed from Newport, Rhode Island, to St. Augustine, Florida. Their callous cruelty may make you shiver, and their gentlemanly nature may sometimes surprise you. But you will not soon forget these men and women who lived by the cutlass and often died on the gallows. For grades 4 and up.

These books are available through the Broadfoot's of Wendell catalog, which features books, teaching aids, audiovisual material and computer software about North Carolina. To obtain a catalog, call (800) 444-6963 or e-mail broadfoots@earthlink.net. Descriptions used with permission of Broadfoot's of Wendell.

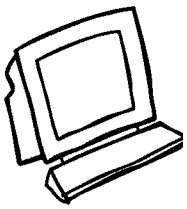
(Teacher Guide continued from page 7)

Want your class or school to be honored? Nominate your school as a "Cool School" and tell us why it deserves the title. You or your students can also be stars on the "Student Page." Just let us know about any cool technology projects a class or club is working on at your school, or at home. Students or teachers can email us a message, or send us a letter, fax or pictures. Look for the information on how to send us stuff on Page 2.

Sources Page 11

Listed on page 11 of the student magazine are all the sources used for this month's articles.

Websites



Queen Anne's Revenge?
The QAR Project
From the North Carolina Division of Archives and History
http://www.ah.dcr.state.nc.us/qar/default.htm

This is the main site covering the historical and archaeological research associated with Blackbeard and the shipwreck of the presumed *Queen Anne's Revenge*. This is the place to find information on the project, including dive reports, maps and photographs of artifacts.

Blackbeard's *Queen Anne's Revenge*
Sponsored by the ECU Center for Science, Mathematics & Technology
http://blackbeard.eastnet.ecu.edu/main.html

Here's the official educational site of the *QAR* Project. It's easy to navigate and well designed. In addition to a great photo gallery, dive logs, and historical information, you'll find educational resources. The lesson plans correlate to the North Carolina Standard Course of Study. The one for elementary students has students compare the life of a pirate to that of a student. And the middle-school lesson explores why maps are important to those working on the presumed *Queen Anne's Revenge*.

Blackbeard the Pirate ... and the Presumed Wreck of the *Queen Anne's Revenge*
From the North Carolina Maritime Museum
http://www.ah.dcr.state.nc.us/sections/maritime/blackbeard/default.htm

The Maritime Museum offers a nice resource for information on Blackbeard and the *QAR*. Sections include "The Man," "The Ship," "The Wreck," "The Artifacts" and "The Project." The whole site is very clear and well illustrated, but the sections on the wreck and the artifacts stand out for their easy-to-read, yet detailed information.

Blackbeard
A WRAL-TV5 Documentary
http://www.wral-tv.com/news/wral/documentaries/1998/0219-blackbeard/

A website created in conjunction with this Raleigh television station's documentary on Blackbeard and the presumed discovery of the *QAR*. (You must have the free *RealPlayer* installed and at least a 28.8 kbps modem connection for the slide presentation.) Check the following links page of this site for another WRAL-TV5 documentary site, "**Graveyard of the Atlantic: Buried Treasures**."
http://www.wral-tv.com/news/wral/documentaries/1998/0219-blackbeard/facts.html

Tips for Teachers

From ExplorNet's Teacher Central
http://teachercentral.explornet.org

Calendaring resource
The use of web-based calendaring as a simple way for teachers and schools to achieve an online presence (i.e. a web page for your classroom) has been an important piece in many Technology Road Show workshops and seminars. Now there's a free web calendar available and designed for schools and school communities. It's eHomeroom.com at **http://www.ehomeroom.com**. Be sure to have a look! Imagine your entire school community using this tool. Parents, students, teachers and administrators will really appreciate its usefulness.

How Stuff Works
This website for curious people could be incorporated into most every subject area. You can also visit, just for fun! Discover the inner workings of singing fish, sunglasses, time, CDs, and toilets, to name just a few topics at **http://www.howstuffworks.com/index.htm**. This cool site was started by Marshall Brain (Yes, that's his real name.), who lives outside Raleigh. He started the site for fun, and after it won some awards, Brain turned it into a full-fledged business! If you love to learn, you'll love this site!

Play with ideas
The Educational CyberPlayGround helps teachers, parents and librarians -- even those with little or no on-line experience-- use the Internet effectively to improve teaching. It offers well-organized links in all the major subject areas, the arts, the Internet, music, technology and more. It's been named an MSNBC web pick, and a *New York Times* Learning Network site of the day. Check it out at **http://www.edu-cyberpg.com**!

Free worksheets
Thousands of worksheets for elementary grades cover all the major subject areas, plus topics such as "Thinking Skills" and "Changing the World." This site also provides access to activities, links, a newsletter and free software -- all at **http://www.freeworksheets.com.**

You can find more "Tips for Teachers" online at ExplorNet's Teacher Central at

http://teachercentral.explornet.org

Sign up there to have "Tips" delivered directly to your Inbox!

North Carolina Curriculum Requirements

	What's News? (Pages 4-5)	Cover Story (Pages 6-8) Brain Teasers (Page 9)	Activities from "Enhancing the Science Strands" (Pages 3-5 of this guide)	"Online Only" Feature, "Underwater Archeology"
Arts			Grades 3-5 Visual Arts 1.4,1.5,1.6 Grades 6-8 Visual Arts 1.1, 1.2, 1.3, 1.4	
English Language Arts (**Note:** Reflects goals in the 1999 *English Language Arts Standard Course of Study*)	4th grade goals 1.04, 1.05, 2.02, 2.03, 2.05, 2.07, 4.10 5th grade goals 1.03, 1.04, 2.02, 2.03 2.07 6th grade goals 2.01, 5.01	4th grade goals 1.04, 1.05, 2.02, 2.03, 2.04, 2.06, 3.05, 4.02, 4.10 5th grade goals 1.03, 2.02, 2.03 6th grade goals 2.01, 5.01	4th grade goals 1.04, 2.02, 2.03, 3.05, 4.02, 4.03, 4.07, 4.10, 5.09 5th grade goals 1.03, 2.02, 2.03, 3.06, 4.10 6th grade goals 2.01, 2.02, 5.01	4th grade goals 1.04, 2.02, 4.02, 5.09 5th grade goals 1.03, 2.02, 5.08 6th grade goals 2.01, 5.01
Computer Technology Skills	4th grade goals 2.10, 3.5 5th grade goal 3.7 6th grade goals 3.1, 3.7, 3.8		4th grade goals 1.1, 2.1, 2.3, 2.5, 2.6 5th grade goals 1.1, 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.3, 3.4, 3.5, 3.6, 3.7 6th grade goals 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8, 3.9	
Guidance				
Healthful Living				
Information	4th, 5th, 6th grade goals 1.08, 1.09, 1.10, 2.05		4th, 5th, 6th grade goals 1.08, 2.03, 4.07, 4.09, 5.01, 5.02	
Math		4th grade goal 2.07 5th grade goals 2.01, 2.03		
Science			4th grade goals 1.01, 1.02, 4.01, 4.02, 4.03, 4.04, 4.05 5th grade goals 1.01,1.02, 1.03, 3.01, 4.05 6th grade goals 2.02, 2.03, 2.04, 4.05, 4.06	4th grade goals 4.01, 4.03
Social Studies		4th grade goals 1.3, 2.3, 3.1, 3.2, 3.3, 4.2, 5.1, 6.1, 6.2, 10.3, 11.1, 12.1, 12.2 5th grade goals 1.1, 1.3, 2.3, 3.1, 3.2, 5.1, 5.2, 6.1, 11.1, 12.1, 12.2, 12.3 6th grade goal 12.1	4th grade goals 2.3, 3.1, 3.2, 3.3, 4.2, 5.1, 6.1, 6.2, 6.3, 10.2, 10.3, 11.1, 12.1, 12.2 5th grade goals 1.2, 1.3, 6.1, 6.2, 6.3, 10.3, 12.1, 12.2, 12.3 6th grade goals 1.1, 2.3, 6.1, 6.2, 10.1, 10.2, 10.3, 12.1	

xplorNet's TRAILBLAZER magazine

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(**Note:** If you have already responded to our survey, simply check here, complete the name and address section, and return. ❑
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At *Trailblazer Magazine* we pride ourselves on producing a publication that helps instructors integrate technology into their lesson plans to meet the state's established academic standards. So that we might serve you better, please take a moment to fill out the following subscription information and survey. Mail it back to us. (It's postage-paid!) You may also fill out this form online at http://teachercentral.explornet.org/tbsurvey.htm or fax it to us at (919) 878-0533.

Name _____
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City, State & Zip Code _____
Email address (yourname@yourdomain.com) _____

1. Do you use *Trailblazer Magazine* and the *Trailblazer Teacher Guide*?
❑ Yes ❑ No (Skip to Question 11)

2. In what format?
❑ Print magazines ❑ Trailblazer Magazine Online ❑ Both print and online versions

3. How often?
❑ 1-2 times per school year ❑ 3-5 times per school year ❑ 1-2 times per month
❑ 3-5 times per month ❑ 1-2 times a week

4. How do you access the website links found in the magazine and teacher guide?
❑ I don't.
(Explain) _____

5. In what format would you most prefer to use *Trailblazer Magazine*?
❑ Printed format ❑ Online only ❑ Both print and online versions

6. If *Trailblazer Magazine* was only available online would you:
❑ Continue using the publication at the current level
❑ Continue using the publication, but less often
❑ Discontinue using the publication

7. Have you witnessed students' scholastic performance or technology skills improve because of *Trailblazer Magazine*?
❑ Yes Which? ❑ Scholastic performance ❑ Technology skills ❑ Both
❑ No
❑ I don't know.

8. Please explain how you reached that conclusion (quantitative and/or qualitative). Grades, enhanced level of interest, etc.?

9. How do you access the website links in the online version of *Trailblazer*?
❑ I don't.
(Explain) _____

10. Please check the answer that most closely reflects your opinion about the information in the *Trailblazer Teacher Guide*:
❑ Makes it no easier to use technology in the classroom. (Skip to Question 12)
❑ Makes it significantly easier to incorporate technology into classroom instruction.
❑ Makes it somewhat easier to incorporate technology into classroom instruction.

11. Why don't you use *Trailblazer Magazine*? (format, content, lack of time, unaware of magazine, etc.)
(Explain) _____

12. Do you have a computer in your classroom?
❑ Yes If yes, how many? _____ ❑ No If no, do you use a school computer lab? _____

13. Do you use other forms of educational technology tools?
❑ Yes Please list examples (i.e. AlphaSmart, graphics calculator, etc.) _____
❑ No

(Fold First)

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We welcome your input! Please list any additional thoughts you have about *Trailblazer Magazine* or the *Trailblazer Teacher Guide.*

ExplorNet's Technology Road Show

ExplorNet's Technology Road Show was developed in 1998 as a "build your own" staff development session featuring ExplorNet's teacher-on-loan. ExplorNet's goal was to present a practical guide to using online instruction to meet the growth expectations of the ABCs of Public Education.

Our teacher-on-loan offered tips for engaging advanced students and academically challenged students in the same computer-based activities in a way that leads to positive results on both ends of the "classroom spectrum." The Road Show helped teachers understand how to integrate Internet-learning at the right pace for their students, and showed teachers how to focus their Internet adventures on meeting the ABCs of Public Education.

Teachers were introduced to web sites, software and creative methods to help them smoothly and almost effortlessly make technology a part of their daily lessons.

During the 1999 school year, ExplorNet's Technology Road Show (TRS) served about 1,800 educators. Since then, ExplorNet has combined TRS with a better model for integrating technology into the classroom. Tech Road Show is now being reconfigured to follow the ENTech model.

ENTech: Technology Centers For Teachers

The ExplorNet Technology Centers For Teachers (ENTech) presents a new model that empowers teachers to integrate technology into their core instructional material – whether they are teaching math, history, science, or English. The Technology Centers For Teachers model is an intense, research-based, hands-on staff development program operated by ExplorNet in cooperation with the North Carolina General Assembly, the Department of Public Instruction and the Regional Education Service Alliances (RESAs) and similar consortia.

The program incorporates several strategies, including Georgia and Louisiana's Integrating Technology in the Student-Centered Classroom, and the Apple Classroom of Tomorrow research. ExplorNet Technology Centers will provide teachers with effective, technology-based strategies that serve as catalysts for fundamental change in overall teaching and learning processes. Curricula will be designed to meet the International Society for Technology Education (ISTE) teacher competencies.

ENTech will establish the first statewide, consistent professional development model to help teachers appropriately integrate curriculum with technology in the classroom. This model, known as NC's BEST model, blends educational strategies with technology.

As part of ExplorNet's commitment to provide quality staff development to all school districts, enrollment in ENTech will be offered to schools free of charge. The ENTech centers are possible because of the generous support of the North Carolina General Assembly.

Project Highlights:

- Four ENTech centers will be opening in the spring of 2001; serving an estimated 400 educators per year at each center.
- Elementary educators will be served initially. The program will then be expanded to include middle and high school teachers.
- Enrollment in the ENTech program will be offered free of charge to all school districts.

A matrix of the ENTech program and qualities for this instructional model can be found on the following pages.

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DAYS 1-5
Essential Elements

Training Days Strategies	Curriculum	Classroom Management	Best Practices	Designs for Learning	Technology Skills Technology Environment	Products Problems
Daily Activities Comfort ladder Electronic slide show Journal entry Electronic discussion board Brain boosters Best Practices database Word Wall Math Maze Bingo Icebreaker Graphic Organizers Artifacts & Realia Name that Tune Web Watch Brain Check Homework Checklists/Rubrics Email Professional reading Plus Delta chart Online collaboration	NC Standard Course of Study Grades K-5: Language Arts, Math, Social Studies and Science Information Skills Computer Skills	Routine procedures Assignments posted Notebook use Journal Posting answers Team roles & responsibilities Signals Rotation charts Group motivators Multiple groupings Sponge activities Name tents Work folders Study buddies	Thematic approach Experiential learning Graphic organizers Concept mapping Use of variety of materials	Brain Theory Constructivism Learning Styles Multiple Intelligences Cooperative Learning	Computer operations Word processing Desktop publishing Databases Spreadsheets & Graphs Internet use Email	Comfort ladder Slide show Journal entry Discussion board Brain boosters Best Practices database Word Wall Math Maze Bingo Icebreaker Graphic Organizers Artifacts & Realia Web Watch Weather Chart Brain Check Homework Checklists/Rubrics Email Plus Delta chart Online collaboration
Day One NC Geography KWL about NC NC outline map NC region map NC road map NC Folktale Write a folktale	Social Studies Language Arts Information Skills Computer Skills Math Grades K-5	Same as above	Same as above	Brain-Learning Theory Learning styles Cooperative Learning Peer & team learning Rubric assessment	Computer Operations Word processing Desktop publishing Graphic organizers 1 computer-1 group 1 computer rotate Mini-lab rotate Lab	KWL chart Maps (3) Research notes Noun list Sentences Story Flyer Venn diagram

DAYS 1-5
Essential Elements

Training Days Strategies	Curriculum	Classroom Management	Best Practices	Designs for Learning	Technology Skills Technology Environment	Products Problems
Day Two Environment NC place names Waccamaw tale Name plates Plants & Animals Weather & climate Endangered species Plant & animal graphs Realia Activities: Shells Rocks & minerals Leaves	Science Language Arts Math Information Skills Computer Skills Grades K-5	Same as above	Same as above	Brain-Learning Theory Learning styles Cooperative Learning Peer & team learning Rubric assessment Constructivism	Word processing Desktop publishing Spreadsheets and/or Graphs Hypermedia 1 computer-1 group 1 computer rotate Mini-lab rotate Lab	Name map Name plates Research notes Newsletter Animal/Plant Graph Sort mat Hyperlink wksheet Life cycles
Day Three People Tribes map Immigration research Primary sources Famous NC people Character traits Interviews Digital photography Folk toys & games Vocabulary	Social Studies Language Arts Information Skills Computer Skills Math	Same as above	Same as above	Brain-Learning Theory Learning styles Cooperative Learning Peer & team learning Rubric assessment Emotional intelligence	Word processing Desktop publishing Databases Digital photography 1 computer-1 group 1 computer rotate Mini-lab rotate Lab	People maps (2) Research notes Letters Famous person timeline & lifeline Trading cards Interview questions Interview story Game or toy research Picture or object in artist style Vocabulary puzzle
Day Four Landmarks Field trip to landmark 5 groups w tasks Historic Alphabet Alliteration	Social Studies Math Language Arts Science Information Skills	Same as above	Same as above	Brain-Learning Theory Learning styles Cooperative Learning Peer & team	Word processing Desktop publishing Digital photography Multimedia Spreadsheets &/or Graphs	Digital photos Measurement data and problems Postcards-historical Postcards-persuasive Digital plaque

DAYS 1-5
Essential Elements

Training Days Strategies	Curriculum	Classroom Management	Best Practices	Designs for Learning	Technology Skills Technology Environment	Products Problems
NC History Lost & Found	Computer Skills Grades K-5			learning Rubric assessment Multiple Intelligences Constructivism	1 computer-1 group 1 computer rotate Mini-lab rotate Lab	Perspective writing Graph-1 foot square Slide show alphabet book w alliteration
Day Five Progress Past, Present, Future Virtual visits: Present Create vv for past Create vv for future Web Page	Social Studies Economics Politics Transportation Language arts Math Information Skills Computer Skills Grades 3-5	Same as above	Same as above	Brain-Learning Theory Learning styles Cooperative Learning Peer & team learning Rubric assessment Multiple Intelligences Constructivism	Word processing Desktop publishing Web page composition Multimedia	TrackStar assignment Graphic organizers Virtual visits Web page Digital quilt Artifact questions Artifact problems Pamphlet

Qualities of the ENTech Instructional Model

- A Sequential Framework that Builds Horizontally & Vertically
- Replicable AND Adaptable
- Sustainability
- Relevance (Something for Everyone)
- Content Driven BUT Content Can Easily Change
- Consistent Threads
- Transitional (Can Change with the Times)
- Not Personality Dependent

ENTech Centers
ENTech Center Software Savings.xls
3/5/01

QTY	TITLE	PRICE	TOTAL	SOURCE	NOTES	Ed Price	Savings	By Vendor
35	DK Amazing Animals	$0.00	$0.00	Hart: DK	Free CD's & guides provided	$45.95	$1,608.25	
35	DK Children's Encyclopedia	$0.00	$0.00	Hart: DK	Free CD's & guides provided	$55.95	$1,958.25	
35	DK Earthquest	$0.00	$0.00	Hart: DK	Free CD's & guides provided	$45.95	$1,608.25	
35	DK Eyewitness Encyclopedia of Nature	$0.00	$0.00	Hart: DK	Free CD's & guides provided	$54.95	$1,923.25	
35	DK Eyewitness Encyclopedia of Science	$0.00	$0.00	Hart: DK	Free CD's & guides provided	$54.95	$1,923.25	
35	DK Eyewitness Encyclopedia of Space & the Universe	$0.00	$0.00	Hart: DK	Free CD's & guides provided	$54.95	$1,923.25	
35	DK Ultimate Human Body	$0.00	$0.00	Hart: DK	Free CD's & guides provided	$45.95	$1,608.25	$12,552.75
150	Hyperstudio	$0.00	$0.00	Hart: Knowledge Adventure	Establishment as preview center	$199.95	$29,992.50	
150	Kidworks 2	$0.00	$0.00	Hart: Knowledge Adventure	Establishment as preview center	$64.95	$9,742.50	$39,735.00
175	Kid Pix Studio Deluxe (3rd)	$23.00	$4,025.00	Hart: Learning Co.	Negotiation in Progress	$69.95	$8,216.25	
150	Kidspiration	$0.00	$0.00	Hart: Inspiration	Establishment as training center	$59.95	$8,992.50	
150	Inspiration	$0.00	$0.00	Hart: Inspiration	Establishment as training center	$59.95	$8,992.50	$17,985.00
35	Children's Atlas of the U.S.	$0.00	$0.00	Hart: Rand McNally	in progress		$0.00	
150	ImageBlender	$0.00	$0.00	Hart: Tech4Learning	Free Licensing obtained	$34.95	$5,242.50	$5,242.50
35	Community Construction Kit	$0.00	$0.00	Hart: Tom Snyder	Establishment as preview center	$79.95	$2,798.25	
35	Diorama Designer	$0.00	$0.00	Hart: Tom Snyder	Establishment as preview center	$79.95	$2,798.25	
150	Graph Club	$0.00	$0.00	Hart: Tom Snyder	Establishment as preview center	$79.95	$11,992.50	
35	National Inspirer	$0.00	$0.00	Hart: Tom Snyder	Establishment as preview center	$79.95	$2,798.25	
35	Neighborhood Map Machine	$0.00	$0.00	Hart: Tom Snyder	Establishment as preview center	$79.95	$2,798.25	
35	Science Court: Water Cycle	$0.00	$0.00	Hart: Tom Snyder	Establishment as preview center	$59.95	$2,098.25	
150	Timeliner w data timelines	$0.00	$0.00	Hart: Tom Snyder	Establishment as preview center	$79.95	$11,992.50	$37,276.25
1680		$23.00	$4,025.00			$1,388.00	$121,007.75	$112,791.50

** Purchase

* Preview

Feb. 28, 2001

ExploNet workshop

I enjoyed this workshop and wished it could have been longer. I can see many applications for my classroom, such as using the digital camera to collect data in order it integrate our field experiences into all content areas. Also I will be able to have the students put their portfolios on disks. Which will cut down on paper usage as well as improve their computer literacy.

I was pleased that the level of computer experience needed to participate was not great. However the pacing of the class was such that even those with more experience were not bored.

If I were to make any suggestions for improvement it would only be to include an itenerary with the pre-workshop information.

This workshop has definitely given me many ideas for my Class. For once I am leaving a workshop with more than I come with.

Thank you for having me.

ExplorNet Training Sessions
February 27-28

Strengths/Positives

The use of classroom management and modeling the concepts were very good. There were a variety of techniques and strategies applied for getting the students focused.
Modeling the use of classroom management

- Clapping of hands for attention
- Circle at the Field Study to give out assignments and necessary tools and for closure at the end of the time
- Tapping the person beside you to give the instructor attention
- Holding the mouse by the tail

Various reasons and ways for rewarding students

Identifying the use of brain research in the teaching process enabled us to understand why and how we teach. An example was the pattern process and using a graphic organizer.

The environment of the classroom as a classroom and not a technology lab was very positive. There were curriculum rich resources provided that addressed all of the learning styles of students. The lesson on the legend of North Carolina modeled how we can use different media to teach curriculum.

All of the lessons were provided with curriculum rich resources. The technology was used as a tool, as it should be, for completing an assignment and communicating. Each lesson started my brain juices flowing as to how I can do this or that is a classroom or training session. I started to say that my favorite lesson was the drawing of North Carolina and the river basin; however, I enjoyed creating the billboard of the festival, going to the farm to complete the mission.

Resources, concepts, ideas were shared that can be immediately implemented. Teachers would not need to go back to buy this or that before implementing many of the lessons learned. The resources already exist.

Suggestions:

Have a "web wall" with the web addresses (URL) that are used for the day.
Make sure that the participants understand the "end" product. This was done a majority of the time.

Post "tool time" activities in a certain place so teachers can pick them up before/after activities. (However, you may plan to give them this information in a notebook.)

GREAT JOB! ALL INSTRUCTORS ARE KNOWLEDGABLE AND EFFECTIVE! THANKS!

I felt that this was a very intense workshop covered in a 2 day time period. I would think at least another day of more practice would have more of a benefit for me. However; I got a lot of information about computer software that I did not know about previously that I will try to purchase for our teachers: encourage their usage.

This was a very relaxed & motivating experience for me as I am not confident with alot of computer skill. I was encouraged to try new things so that are I felt successful.

The N.C Legends was a great integration activity for Language Arts (read / writing / tech. for all grade-levels art / drama

The Power point presentation would be an activity I will encourage teachers to do with their students especially the Post Cards & Billboards

I had never had the opportunity to use a digital camera and I really enjoyed the Field Study integrating all subject areas with the use of the Camera.

The management techniques were also helpful and I will share with new teachers at my school.

I do however think this same team from our area should be pulled together at least 1 more time to practice these things before we are asked to show others.

Career and Technical Student Organizations

ExplorNet's involvement with Career and Technical Student Organizations (CTSO's) brings student opportunity full-circle. Not only do we provide the in-class curriculum to the students, we are providing the opportunity for them to take this hands-on knowledge and escalate it to real-world situations through nationally sanctioned competitions. Not only do these competitions provide an excellent opportunity for students to hone a variety of personal skills, CTSO's give students an increased awareness in the leadership and skills competitions necessary for their success in the real world.

ExplorNet's involvement with CTSO's also adds purpose to SmarTech. Through CTSO's, our business and industry partners are able to support and recruit from the best and brightest. Ultimately, our mission of building CTSO involvement will create opportunity for a larger number of students. When challenged, all students can reach amazing heights. Through involvement with CTSO's we are giving students the chance to reach beyond their self-imposed barriers.

The overarching objective for ExplorNet's CTSO is to create opportunity through access and involvement in a career and technical student organization. Of the eight CTSO's that exist in North Carolina, we have chosen to focus our efforts with the Technology Student Association and with SkillsUSA-VICA. These two CTSO's provide the greatest parallel to ExplorNet's technology courses.

ExplorIT Technology Camps:

ExplorNet is committed to engaging underrepresented groups in technology and introducing them to a variety of possible IT careers. According to studies conducted by the North Carolina Technology Student Association (NC-TSA), minority and female interest and retention in areas of technology drop off dramatically as students move from middle school and to high school. Efforts to encourage minority involvement in technology must happen at this level.

Our educational non-profit organization has teamed up with the Technology Student Association, SkillsUSA VICA, and other student organizations to introduce hands-on technology activities to minorities, women, and other non-traditional groups. We ensure these activities dovetail with a state's workforce development curriculum.

In the summer of 2000, ExplorNet introduced its *ExplorIT* camps in six North Carolina counties. (Half of the participants were young girls, twenty-five percent were minorities.) These students were invited to take part in week-long camps that featured computer building, flight simulation competitions, electronics, graphic design, and problem solving. Field trips to local businesses also allowed students to discover the IT opportunities with small traditional companies,

Through pre/post evaluation forms, participants displayed an increased interest in technology education and a greater understanding of how technology is shaping businesses in their own backyard.

ExplorNet will operate a dozen *ExplorIT* camps during the summer of 2001 serving approximately 200 students across North Carolina. The camps will include:

- Computer engineering –hands-on building
- ExplorBotics – robotics competitions
- Electronics
- Entrepreneurship model – investigating IT careers and building a business plan
- Math and science modules

The shortage of IT workers is reaching crisis proportions. Businesses are turning to previously untapped alternatives in an attempt to sustain themselves and the industry in general. *ExplorIT* camps provide an excellent opportunity for businesses to invest in their future and become directly involved in workforce development education. By increasing the collaboration between business and industry and Career & Technical Student Organizations, we can improve the image of the IT industry and address the worker shortage.

ExplorIT camps will:

- ✓ Recruit under-represented and minority students to existing Career and Technical Student Organizations (CTSO's).
- ✓ Strengthen cooperation with ExplorNet's SmarTech partners
- ✓ Provide an exploration into information technology activities and careers
- ✓ Develop leadership and teaming skills for student participants
- ✓ Establish a network of activities that can help take the student from the classroom to industry board-rooms
- ✓ Continue ExplorNet's investigation into the effectiveness of our involvement with student organizations
- ✓ Aid in the recruitment and retention of new chapters, advisors and students and SmarTech partners. We will focus specifically on the advancement of ExplorNet's CPR programs either through the CPR school or with a middle school (feeder school) in close proximity.

Draft Timeline for ExplorIT Summer Camps

February	Camp Proposal, Camp Format
February 27, 2001	1st Meeting with potential SmarTech Sponsors – unveil ExplorIT Camps
March 10, 2001	Meet with Julie Edmunds for evaluation procedures
March 12, 2001	Meet with Clayton and Kim to establish publicity procedures and publicity timeline for camps
March 15, 2001	Finalize site identification
March 30, 2001	Order materials to complete curriculum development for modules
March 30, 2001	Meet with EN Sr. Staff to identify funding organizations for next year. Begin proposal process.
April 1, 2001	Calling contact of SmarTech partners for ExplorIT sponsorship.
April 10, 2001	Order complete materials for modules for 12 Camps
April 20, 2001	Proposals back from Camp Coordinators Including student names/information Local Business and Industry partners Local timeline for implementation, e.g. CPR-Lite On day 2 and _____ will teach it, etc.
May 10, 2001	Modules completely developed.
May 12, 2001	Pairings of students to SmarTech partners. Each partner sees a face and knows a students name.
May 15, 2001	Distribution of modules to sites
May 20, 2001	Notification of all media agencies/ExplorIT partners.
June 1, 2001	Camps begin
June 20, 2001	Students in camps write thank you notes
June 20, 2001	All camps completed
July 10, 2001	Completed post-assessments sent to SmarTech partners and schools in addition to thank-you notes.
July 15, 2001	Meet to assess success of 2001 camps and plan approach for 2002 camps. Regional sites? University sites? Other ways to improve the model?

High-tech learning

■ *Clinton youth get hands-on training in the technology of the future*

By **L.E. BROWN, JR.**
Staff Writer

In June, Clinton High School was the setting for one of a half dozen North Carolina technology learning camps, dedicated to improving technology-based learning in traditionally underserved areas. These camps are considered pilot programs which are expected to expand to other schools and school systems.

Largely through the efforts of Kathleen Squibb, Clinton High School technology education teacher, the high school received a $2,000 grant through ExplorNet, a non-profit organization based in Raleigh. According to Squibb, ExplorNet's goal is to equip all schools with the technology and training necessary to prepare students, teachers and communities for the 21st century and its economy.

Added Squibb, "The camp offered students opportunities to develop leadership and teaming skills as well as improve technical skills and develop new interests." Squibb is adviser to the high school's chapter of the Technology Student Association and said part of the camp's goal was to create an awareness of the role that technology plays in everyday life and to enhance interest in the chapter's activities.

The camps, said Clayton Henkel, spokeswoman for ExplorNet, are designed to introduce hands-on technology activities to minorities and other underrepresented groups.

Eleven Clinton City Schools students attended the five-day camp, held in the technology lab at the high school — Sara Pearson, Candace Corbett, Sarah Rushing, Lael Watts, Tabitha Wilson, Savannah Fann, Lauren Daughtery, Bina Surati, Jared Hodges, Kirk Bell and Cody Squibb. On hand in the classroom was ExplorNet's Steve Miller, who worked with students in the areas of computer assembly, video production and structural engineering.

"That was a focus of the camp," explained Squibb. "It was designed to allow students to pursue technology-related activities through field trip, speakers and hands-on activities in the classroom and to learn about the Technology Student Association."

Squibb said students also engaged in desktop publishing and video editing. In addition, they got to tour Schindler Elevator Corporation, where Terry Holmes guided them on a tour of the step plant facility; be interviewed by WCLN radio and see a demonstration of how programs are broadcast from there; and watched and listened as Go Automotive's webmaster Steven Strickland explain how vehicles are purchased on the Internet.

Instructors, said Squibb, will meet in July to compile the results of the camp and to assist ExplorNet with setting guidelines for future camps.

"We hope," said Henkel, "that this camp provided participants with leadership skills and real-world exposure to careers in business and industry."

She added that schools or companies interested in becoming involved in the camps should call ExplorNet at 1-88-507-3800.

Students watch and listen as ExplorNet's Steve Miller explains how to build a computer. In June, a week-long technology learning camp was held at Clinton High School, facilitated by Kathleen Squibb, technology education teacher at Clinton High School.

ExplorNet's Wiring Project and North Carolina NetDay

Senate Bill 352, Section 8.24, subdivision (1) of subsection (b) charges ExplorNet with helping schools to wire classrooms with high-speed data wire that enables them to connect to school networks as well as the Internet. ExplorNet began accomplishing this goal with its affiliation with the national NetDay project and organization of North Carolina NetDay '96.

The ExplorNet Wiring Project evolved out of the North Carolina NetDay and NetYear projects dating back to 1996 and continuing at the local school level. ExplorNet used the national NetDay model and improved it, by emphasizing the importance of partnerships and working in close cooperation with state and local school officials. ExplorNet's founders Dave Boliek and Victoria Deaton organized North Carolina NetDay '96. Following the tremendous success of that project, Governor Jim Hunt declared the 1997-98 school year to be NetYear '97-'98. That proclamation and other letters of support received during the NetDay and NetYear projects immediately follow this page.

The NetDay and NetYear projects were ExplorNet's first efforts to use the public-private partnership model to coordinate resources already available within communities to make school improvement, in this case wiring for Internet service, more efficient. ExplorNet works with sponsors to help provide materials including Category Five wiring kits and installation tools. ExplorNet works with schools to generate and sustain community support for the wiring effort, recruiting both volunteers and business donations.

As many schools across the state have achieved their wiring goals through NC NetDay '96 and NetYear '97-'98, participation in the volunteer wiring projects has diminished. Still there remain schools that have not completed their wiring projects. The mechanisms ExplorNet set in place continue to serve those districts as they recruit volunteers and business donations. ExplorNet established the ExplorNet Wiring Project to continue offering guidance to schools organizing local volunteer wiring projects. The ExplorNet Wiring Project operates on the same principals as the NetDay and NetYear projects, but in a more localized manner.

<u>Wiring Project Objectives</u>

- Assist schools in determining their needs and goals related to wiring for Internet access
- Advise school personnel as they develop a plan of attack for wiring and involving volunteers
- Help schools generate media coverage and community support prior to their wiring projects
- Recruit volunteers in wiring classrooms, promoting parents' interest in school technology
- Wire all classrooms in all schools for Internet access, according to the district's technology plan

Major Business and Community Partners

- NCEITA, North Carolina Electronics and Information Technology Association
- NCCBI, North Carolina Citizens for Business and Industry
- NCBCE, North Carolina Business Committee for Education
- North Carolina School Boards Association
- BellSouth
- GTE
- Sprint
- AT&T
- Cisco Systems
- Sun Microsystems

One sidebar to the success of North Carolina NetDay, ExplorNet CEO, Dave Boliek was chosen to sit on the NetDay Board of Directors and currently serves as co-chair.

ExplorNet Wiring Project / NetDay & NetYear Results

More than **26,000 volunteers** have wired **25,505 classrooms** for Internet access with **8.5 million feet** of high speed data wire, saving the State and its taxpayers as much as **$47 million.**

This information was compiled through surveys conducted by both ExplorNet and the North Carolina Department of Public Instruction.

NC-DPI now estimates 70% of North Carolina's public schools are wired for Internet access.

The following pages provide endorsement letters and a sampling of the media coverage received.

SPECIAL SECTION

TECHNOLOGY FOR LEARNING

Nonprofit's school programs have far-reaching impact

ExplorNet powers up underserved communities

By Jeni Lyttle

Raleigh, N.C.

Being tech savvy is critical for success in today's world, and no one can afford to be left behind. Thanks to the efforts of a North Carolina-based nonprofit, thousands of kids, businesses and communities won't be.

ExplorNet works at state and local levels to provide Internet access, teacher training, computer-based learning and workforce development to schools around North Carolina and, soon, around the country.

Founded in Raleigh, N.C., in 1996, ExplorNet was the brainchild of Dave Bolick and Victoria Deaton. Their idea of helping school-aged youth learn computer technology has become so successful in North Carolina that an ExplorNet pilot program will soon be launched in North Dakota.

"Because Dave and I were journalists, we saw every day what happens when schools don't have up-to-date technology," says Deaton, ExplorNet's vice president. "Having Internet access can help compensate for a school's lack of field trips, a library or up-to-date books."

Students throughout North Carolina learn how to rebuild computers through ExplorNet.

"School technology is a tool, just like a book or a piece of chalk, and it enhances student test scores," says Bolick, the organization's president. "Even though ExplorNet is a nonprofit, our programs are designed to meet the goals of the education community. We're an out-of-the-box partner to educators, and [other] states are seeing the value of what we do."

A lesson in community, economics

A couple of ExplorNet's successful programs in North Carolina are being customized to fit the needs of North Dakota communities. In order for them to work, those programs rely heavily on business and community partners, donors and volunteers.

The success of ExplorNet's original North Carolina initiative, NC NetDay, underscores this point. Since its inception in 1996, the program has brought together some 26,000 volunteers to wire more than 25,000 classrooms — about a third of North Carolina's total — for Internet use. It has also saved state taxpayers nearly $47 million, according to Bolick.

SmarTech, another ExplorNet community-based initiative, pairs schools with local businesses. Bolick says that instead of just sending a check, companies are providing internships and summer jobs. They're also providing people power.

Through SmarTech, local tech professionals act as mentors to both students and teachers. The volunteers come into the classrooms and provide telephone tech support.

ExplorNet's Computer Recycling Program (CPR) teaches high school students hands-on technical skills. Course work teaches students to take apart, rebuild and service computers donated primarily by local businesses.

The rebuilt systems are then placed in classrooms where they are maintained by the students themselves.

"One of the reasons many schools haven't embraced technology is the high cost of servicing computers when they break," Bolick says.

At the end of CPR's two-part course, students have the knowledge and skills to take the optional A+ certification test. Those who pass the test are recognized by the computer industry as qualified to build computers and maintain basic hardware components.

"When we started CPR, members of the state legislature encouraged us to continue and funded us with $1 million," Bolick says. "That was a wise investment. The students get real-world job skills, plus the affected school districts save money because those students now make up their work force."

Last year, 1,300 students built some 2,300 computers and saved more than $1 million, and CPR is in 87 North Carolina schools this year.

Another program, the Technology Road Show, trains teachers on technology content and the best ways to teach tech material. The program operates on a cost-recovery basis, and teachers who attend the two-week, $1,500 summer sessions get to keep their textbooks and the computers they build. The Road Show trained 60 North Carolina teachers this summer and also offers weekend sessions.

Teaching kids to fish

The folks at ExplorNet believe that establishing a technology- based educational path is vital to students' long-term success.

"By creating a path and engaging kids early on, they become interested and excited," Deaton says. "We want to get these courses into the hands of students at an earlier grade level."

It's often the youth who build the computers or provide tech support to students that are the ones who haven't been recognized for anything else he or she has done, she says.

"These students are learning a skill they can use to earn a living, and they understand that. Kids coming out of high school can get a summer job, go to college or go right into the work force," Deaton says. "Instead of giving them fish, we're teaching them to fish. And once you have a trained work force, you can then address economic issues."

The economic advantages of ExplorNet's programs are significant. In addition to saving taxpayers money today, communities also benefit in the long run.

"Students who stay in their communities will keep those technical skills at home. This makes these areas more capable of attracting and supporting industry," Deaton says.

The ability to conduct international commerce online — from anywhere — is another economic plus. And because the U.S. is being forced to outsource jobs to other countries due to a shortage of people with technical training, American students with these skills will help the economy on a larger scale.

ExplorNet USA: Going national

Bolick reports the nonprofit is currently assessing a number of states in the South and Midwest.

Students in other states will be able to reap the benefits of this initiative.

ExplorNet officials are looking to expand in states beyond just North Carolina and North Dakota. The nonprofit is currently assessing a number of states in the South and Midwest to determine the needs of each.

Although its focus is on rural, underserved communities, the overall project initially works at the state level to ensure its programs align with overall educational, workforce and economic goals.

If a need for its programs is determined, ExplorNet sets up an advisory board to assess the state's goals, budget and existing resources.

Because these factors vary across states and school districts, ExplorNet programs are developed to fit individual situations.

"We look at what schools have and what they need, and help them get the business community involved," Bolick says. "This is a big sharing project where everyone who wants to take part can, and ideas that work in one place are used in other places."

In addition to assessing the needs of other states, Bolick says that ExplorNet is also working to strengthen student vocational organizations and bring CPR into community college systems.

"We'll be targeting career paths and ongoing tech education, so students have a seamless way to pursue lifelong learning," he says.

By integrating technology with education, Bolick knows ExplorNet is onto something big.

"Every week some great idea or opportunity presents itself, and we have to be agile enough to recognize its value," he says. "I read the other day that the two job fields with the largest projected growth in the next ten years will be cashiers and tech service people. Which do you think most kids would rather do?"

BOOKMARKS

ExplorNet North Carolina
www.explornet.org

ExplorNet North Dakota
www.nd.explornet.org

ExplorNet programs encourage teachers, reward students

By Jeni Lyttle

Rocky Mount, NC

Computer science teacher Linda O'Neal is encouraged by the results of ExplorNet's CPR program in her school, Northern Nash High in Rocky Mount, N.C.

After offering Part I of CPR's computer engineering technology course, the school became the state pilot school last year for Part II, which students need in order to prepare for the A+ certification test. O'Neal reports that of nine students who participated in the pilot program, three passed the rigorous A+ test and are now certified computer technicians.

O'Neal has seen the program make a remarkable impact on all types of students.

"I had one student with learning disabilities who was very frustrated with school and was going to drop out," O'Neal says. "But he really did well in and enjoyed the hands-on environment of that class. That learning style worked for him, and he stayed in school because of it."

The student, one of three who passed the A+ certification test, now plans to pursue a two-year computer networking degree.

"The students have really enjoyed the courses, and it is rewarding to see their pride when they complete a computer and it's powered up and ready to be sent to a classroom," O'Neal says. "And if something needs repaired in the school, the students can do it."

O'Neal is grateful to ExplorNet for helping her school provide tech training to its students. Originally unable to fund the programs, Northern Nash received a $12,000 seed grant from ExplorNet that made them possible.

O'Neal says ExplorNet provides support and help whenever it is needed, and has arranged wholesale prices for additional equipment.

"There is a need for these types of programs, and I would absolutely recommend them to other schools," she says.

OFFICE OF THE LIEUTENANT GOVERNOR
STATE OF NORTH CAROLINA
STATE CAPITOL

DENNIS A. WICKER
LIEUTENANT GOVERNOR

April 3, 1996

Mr. Dave Boliek
Ms. Victoria Deaton
Explornet
e-mail: ncnd96@explornet.com
Raleigh, NC

Dear Dave and Victoria:

Thank you very much for the opportunity of working with you on North Carolina NetDay '96. You've begun a project that can bring out the best in our state and its people. This is a project government can best lead by just getting out of the way.

I am very much aware of the first NetDay, in California, and am delighted that North Carolina will be the second state in the nation to put the concept to work for our children. I hope every North Carolina company will sponsor a school by purchasing a wiring kit and then asking its employees to help wire that school.

I encourage every North Carolinian to volunteer, to consider adopting a school so that our children's schools can use the Internet. This means helping to raise the money to buy the wiring equipment, volunteering time to help wire the school or helping support the people who are wiring the school. As I've learned, it is an incredible source of information and a marvelous way for young people to communicate. As both a parent of three young children and as Lieutenant Governor, I am thrilled about NetDay's possibilities for all of the children in North Carolina in all of our schools.

We really need this project in North Carolina. The idea that schools can be wired at no cost to the taxpayer is one of the most intriguing ideas I've seen in a long time. It makes sense as we continue to encourage local control of our schools for local people to be involved in helping build their schools to help children succeed.

The beauty of the project is that for the first time in our state's history, all students will have access to the same information. No matter what a school's financial status, students can go to the Library of Congress; the Smithsonian Institute; museums, and universities. They can communicate with university professors, experts in a variety of fields, and better yet, with each other.

This is a great idea. I just want you to know I heartily endorse this effort. I look forward to working with you to see this project through.

With best regards, I am

Sincerely,

Dennis A. Wicker

NORTH CAROLINA
DEPARTMENT OF PUBLIC INSTRUCTION

301 North Wilmington Street, Education Building
Raleigh, NC 27601-2825

BOB ETHERIDGE
State Superintendent

April 3, 1996

Mr. Dave Boliek
ExplorNet
5128 Flint Ridge Place
Raleigh NC 27609

Dear Mr. Boliek:

I am intrigued by your vision of using a multitude of volunteers to wire schools without cost to the taxpayers so that the Internet can be available to every school in North Carolina. If you and your colleagues can make this happen across the state, you will have achieved a major breakthrough on behalf of all of our students and will have opened up for those students a learning tool that was barely imagined 10 years ago. You have my full support in this project. Currently, only about 38 percent of the schools have Internet access.

A few years ago, I did not use a computer, knew little about the Internet, and my administrative assistant made me aware of E-mail messages and memos. Now, I access my own E-mail, regularly visit sites on the Internet, and realize that computer technology is opening up the world to individuals. Our students, above all people, need access to the new communications age.

I understand that you will announce soon a North Carolina **NetDay 96** that will unite volunteers across the state for this effort. I commend your vision and wish you and the volunteers every success.

Count on me as one of the volunteers!

Sincerely,

Bob Etheridge

BE/mwp

NORTH CAROLINA CITIZENS
FOR BUSINESS AND INDUSTRY

5 Hillsborough Street, P.O. Box 2508, Raleigh,
North Carolina 27602, Telephone 919/836-1400

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April 12, 1996

Mr. Dave Boliek
ExplorNet
5128 Flint Ridge Place
Raleigh, NC 27609

Dear Dave:

North Carolina Citizens for Business and Industry is pleased to endorse the plans for NC NetDay '96. We are excited about the potential value of this project as we strive to have world-class schools in North Carolina.

Certainly, technology is an important part of the efforts to improve education in North Carolina. The costs associated with technology are staggering and frankly unaffordable if we are talking about traditional uses of tax money. That is the beauty of your proposal. You have developed a proposal which is truly a private-public partnership.

While this proposal will cost significantly less than more traditional approaches, the amount of money needed to implement your plans in the short run and to maintain the system is substantial. Raising the necessary funding will not be easy because of all the worthy requests the business community is receiving on an almost daily basis. NCCBI has no funds available to support NC NetDay '96; however, we will be glad to ask our 1850 members to support this effort with money and time.

This project has many pluses, in addition to the obvious ones. It will help to address the low wealth and equity issues. Many school districts cannot afford to do what is necessary in the field of technology without substantial financial assistance. The proposal also would help increase the level of parental involvement in our schools, and many experts say that is the key to improvement in our schools.

We are pleased to be a part of your efforts, and we look forward to working with you on informing the business community about NC NetDay '96 through the **NORTH CAROLINA** magazine, our weekly Legislative Bulletin and our For Members Only bulletin. Thank you for your leadership in this exciting effort.

Sincerely,

Phil

Phillip J. Kirk, Jr.
President

cc: Charlie Zeigler
Lt. Gov. Dennis Wicker
Supt. Bob Etheridge
Dr. Bob Berlam
John Dornan
Steve Tuttle
Lowell Thomas
Cynthia Barnett

State of North Carolina
Office of the State Controller

James B. Hunt Jr.
Governor

Edward Renfrow
State Controller

August 1, 1996

Mr. Dave Boliek
ExplorerNet
5128 Flint Ridge Place
Raleigh, NC 27609

Dear Dave:

The Office of the State Controller is pleased to support you and the organizers of NC NetDay'96. This is an extremely industrious undertaking and represents a major cooperative effort between business leaders, the community at large, and our schools.

As you know, the State Controller's Office developed a connectivity strategy for state government earlier this year that included a plan and funding strategy for connecting all of North Carolina's schools on-line with the North Carolina Integrated Information Network. I feel NC NetDay '96 will be a giant stride toward achieving this goal and will continue to be extremely important in supporting this effort. The benefits that our public school students and teachers can reap from this program are profound.

I am sorry that I could not join you recently in the wiring of South Smithfield Primary School. Several of my staff members were there and they related to me the success of the pilot project. Congratulations!

Again, the State Controller's office is proud to endorse this worthwhile program and will be happy to assist in any way we can.

Sincerely,

Edward Renfrow
State Controller

ER/snr

200 West Jones Street • Raleigh, North Carolina 27603-1379 • Telephone 919-733-0178
State Courier 56-50-10 • FAX 919-715-3863

Evaluation:

Senate Bill 352, section 8.24, subdivision (6) of subsection (b) directs ExplorNet to test and evaluate the benefits of each of the projects; investigate and develop other means of using computer-based technology in classrooms; and assure that this information is available to educators.

Evaluation mechanisms are built into every ExplorNet project. Some of the information is gathered by others and incorporated by ExplorNet. An example of this is the NC Department of Public Instruction's annual survey of classroom technology, which includes the number of classrooms wired for network connection as well as the number of computers in use in each classroom.

ExplorNet has hired an evaluation specialist to develop consistent mechanisms for tracking the effectiveness of our programs. Julie Edmunds has extensive experience in all levels of education. She has worked for the Office of the Undersecretary at the U.S. Department of Education, where she did budget, policy, and legislative development for education programs. She has been an elementary school teacher and an education consultant. Ms. Edmunds is currently enrolled in the Ph. D. program at University of North Carolina at Chapel Hill, and is teaching one course there. Her research projects include an evaluation of the Smart Start early childhood program in North Carolina, an evaluation of a local project for elementary science teachers, and an assessment of the impact of science resource teachers in elementary schools.

Evaluation of CPR and other IT courses:

We are currently undertaking a systematic and comprehensive evaluation of the CPR project. The objectives of this evaluation are to:

- Determine the impact of our programs on students, teachers, schools, and communities;
- Determine how and to what extent the programs are meeting their goals and objectives; and
- Provide information to help improve the programs.

We are collecting both quantitative and qualitative data to meet the objectives of the evaluation. A significant part of the data will be collected using The Survey System, a professional software suite that allows us to survey our participants on-line and through e-mail. The Survey System helps create questionnaires, as well as process and present survey research results. This is a cost-effective alternative to outside service bureaus, spreadsheets, and general database programs. This approach is also easier for time-strapped educators to use. Additional data will also be collected through site visits, classroom observations, and interviews with students and teachers.

Specific data sources used in the evaluation include the following:

- On-line teacher survey

- Anonymous e-mail teacher survey
- Case studies of CPR classrooms
- Case study of CPR in Juvenile Justice classrooms
- Ongoing site visits by ExplorNet staff, using an established protocol
- Survey of a sample of students enrolled in CPR classes
- North Carolina Department of Public Instruction VEIS report
- Interviews with teachers and students
- Interviews with state officials
- Review of ExplorNet records
- Review of existing research

In addition to online surveys, ExplorNet personnel frequently visit schools that are using our materials or programs. In such cases, we use a site visit protocol to determine how the class is operating. A sample of the CPR site visit protocol follows.

A report will be made available to the legislature by December, 2001.

CPR Site Visit Protocol

To help ExplorNet evaluate the effectiveness of its programs and highlight success stories, we need your input. When you visit a classroom, keep an eye out for the information on this sheet. Please fill out as much information as you can. The final copy should be submitted to ExplorNet's Chief Information Officer.

Date: _____ ExplorNet Staff: _____

School: _____ Instructor: _____

To identify areas where teachers may need additional support, please indicate the presence or absence of these conditions in the classroom:

Classroom Component	Yes	No	Comments (if needed)
Instructor is using blueprints or textbooks to guide instruction.			
The class has sufficient materials (computers, parts, textbooks, CD-ROMs, etc.) to learn.			
The class has a large enough space with the infrastructure to support computer repair.			
Students are actively engaged in class work (on-task).			
Instructor has system in place for organizing computers/computer parts, including secure storage.			
Instructor has developed a standard technique for constructing computers.			
Instructor has contacted person/group for help if needed.			
Completed, working computers are in the classroom.			

In addition, please look for/ask about the following:

Composition of the class (diversity of the class, types of students taking the class, etc.):

Teacher/student perceptions on curriculum structure and duration: (As part of this issue, we would like to get at the issue of how CPR works if it is a one-year program versus a two-year program.)

Successful computer recycling efforts:

Partnerships with businesses and organizations:

Other involvement in the community (additional courses being offered, etc.):

General success stories:

Additional comments by the instructor/students:

ENTech Evaluation:

The ENTech evaluation is designed to inform the implementation of the ENTech program. Evaluation components will be integrated at the beginning of the program so that we can better track what is happening, identify and fix problem areas early, market our programs better, and determine the impact of the program.

Purpose of Evaluation:

- Describe how ENTech is being implemented;
- Identify impact of the professional development on the teachers' knowledge, their instruction, their classrooms and their schools;
- Identify areas for improvement; and
- Determine the relative impact of the two professional development models being used.

Evaluation Questions:

ENTech Participants

1. How are educators selected to participate?
2. How are people informed of the program?
3. What are the characteristics of participating educators?
4. What are the characteristics of the participating schools and districts? To what extent are we serving low-wealth schools and districts?
5. What are characteristics of ENTech trainers? What experiences did the trainers go through before teaching?
6. What factors encourage schools and teachers to participate in this program? What factors inhibit participation in the program?

The Workshop

7. How are professional development sessions structured? (Schedule, location, material covered)
8. What is the cost of the training? How does this compare to trainings done by other organizations?
9. What costs are incurred by the districts in sending teachers to this training?
10. How have educators' technical skills improved over the course of the professional development experience?
11. How have their instructional approaches changed over the course of the professional development experiences?
12. Have their beliefs about education changed as a result of participating in the professional development?
13. What are educators' perceptions about the training?
14. What is the benefit of doing this training at a center? How does this compare to doing the training at the schools?

Program Impact

15. What does a teacher's instruction look like after participating in the workshop? Do the teachers feel their instruction has changed?
16. To what extent are teachers integrating technology into their classroom? Do they have the necessary equipment for integrating technology?
17. What are the students' responses to technology in the classroom?
18. Is there a different impact depending on the type of training model (one week in summer with follow up vs. one day a month) a teacher goes through?
19. Have teachers completed an implementation plan? To what extent have they been able to meet that plan?
20. Have teachers been able to meet and plan with other teachers on technology integration?

The evaluators will also be open to identifying unintended consequences.

Evaluation Strategies:

- Pre- and post-survey on teacher knowledge, teacher beliefs, comfort with technology, background experiences.
- Survey on quality of training
- Observations of training by outside observer
- Interviews with ENTech trainers
- Interviews with selected participating educators
- E-mail survey to all participating educators
- Site visits to classrooms by ENTech trainers
- Site visits to classrooms by outside observer
- Phone survey to districts/schools that chose not to participate in the program
- Review of state/district data sources on school/district demographics
- Review of teachers' implementation plans

Reports

Interim reports will be provided as we collect information and analyze it. A final report compiling and analyzing all the information collected to date and presenting conclusions will be made available in December of 2001.

Evaluation Implementation

Below is a crosswalk of how each of the questions will be answered by the data sources listed above. In addition, the crosswalk also includes a proposed timeline.

Data Source	Questions answered	Time line
Pre- and post-survey of teachers' skills and knowledge in training	3. Characteristics of educators 10. Changes in technical skills 11. Changes in instructional approaches 12. Beliefs of education 18. Impact of different training models	Survey to be developed by Nita Matzen and Julie Edmunds—March-May, 2001 Piloted in summer, 2001 Used in all ENTech trainings after that
Survey of quality of training	13. Perceptions of training	Developed March, 2001 Used in all trainings after that
Observations of training by outside observer	7. Structure of training 13. Perceptions of training 18. Impact of different training models	At least one day of two trainings (one of each of the two different models) at each site will be observed—March, 2001-October, 2001
Interviews with ENTech trainers and other ENTech staff	1. Selection of educators 2. How people are informed 5. Characteristics of trainers 6. Factors encouraging/ inhibiting participation 7. Structure of training	Survey instruments developed-June, 2001 Interviews done—July, August, 2001
Interviews with sample of participating educators	10. Changes in instruction 11. Sharing information 12. Conveying the message 13. Change in schools 14. Integration of technology 20. Joint planning	Interview protocols developed-July, 2001 Observations—Fall, 2001
E-mail survey of all teachers	10. Changes in technical skills 11. Changes in instruction 12. Changes in instructional approaches 16. Integration of technology 17. Students' responses 18. Type of training	Survey protocol developed—August, 2001 Survey sent out—October, 2001
Site visits to schools by ENTech trainers	10. Changes in technical skills 11. Changes in instruction 12. Changes in instructional approaches 16. Integration of technology 17. Students' responses 18. Type of training	Ongoing
Site visits to samples of participating schools (classroom observations, interview with principals, interview with teachers)	6. Factors encouraging participation 9. Costs incurred by districts 11. Changes in instruction 16. Integration of technology 17. Students' responses	Site visit and interview protocols developed—August, 2001 Site visits made-Fall, 2001
Phone survey of school districts who were recruited but chose not to participate	6. Factors inhibiting participation	Interview protocol developed—September, 2001 Phone survey done—October, 2001
Review of state/district school data sources (web-sites, etc.)	4. Characteristics of participating schools and districts	Data collected and analyzed—September, 2001
Review of teacher implementation plans	19. Implementation plan	Fall, 2001

NC NETWORK

ating Council
anks, Madison Co. Schools, 828-649-9276 ext 234
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bestmyra@bellsouth.net
www.ncnetwork.org

MEMORANDUM

Date: March 15, 2001

To: Jim Newlin, Principal Fiscal Analyst
Philip Price. Fiscal Analyst 11

From: Myra Best
Director

Subject: North Carolina Network
Interim Report to the General Assembly

Please find attached the requested Interim Report for the North Carolina Network for fiscal year 2000-01. The report includes an executive summary, written report and budget. If, after you review the document you find that you need additional informational, please contact me at 919.832.7215.

I look forward to seeing you on March 20.

C: North Carolina Network Superintendents and Coordinating Council

ATTACHMENT

North Carolina Network for School-Based Management Interim Report
Executive Summary
March 15, 2001

In 1996 the North Carolina General Assembly mandated through the School-Based Management and Accountability Act that school-based management be used as the method of decision-making in public schools and that its primary purpose was to improve student performance. The North Carolina Network for School-Based Management was established to develop systemic strategies for schools and school districts to implement school-based management (SBM). The Network has grown from seven original members to nineteen current districts. In addition to the member school districts, other partners include the Center for School Leadership Development (UNC General Administration), East Carolina University, and the SouthEastern Regional Vision for Education (SERVE). The Network is governed by a 24-member coordinating council composed of parents, school board members, teachers, principals, and superintendents from the participating school districts and representatives from the university partners and SERVE.

The Network received its initial Goals 2000 grant for $200,000 in 1997-98 to develop a model for SBM. The target audience for the Network has been and continues to be principals and School Improvement Teams representing parents, teachers, non-certified staff, school board members and other community members.

The Goals 2000 grant required the Network to seek additional future funding. The demonstrated success of the Network prompted the North Carolina General Assembly, when requested, to provide funding for expansion of the Network to additional districts and to cover basic administrative costs of serving an increasing number of districts. As a result of this additional funding, the Network expanded from nine to sixteen members. Three additional districts joined the Network in 2000-2001 for a current total of nineteen districts. Since its inception, the Network has had a positive impact on more than 229,000 children located in 387 schools, with 28,368 employees.

This interim report is a summary of the work of the Network for the academic year 2000-01 to date. The report is organized around the three major implementation goals of the Network.

1. Provide training for school-based improvement teams in the Network districts.

2. Develop the internal capacity of member districts to provide their own training.

3. Disseminate the success of the member districts to other districts across North Carolina.

SUMMARY

The North Carolina Network has successfully used state and federal resources to provide effective and efficient training to member districts that assisted them in development of clear board and administrative policies to implement school-based management, provided training in leadership development and assisted in developing School Improvement Plans that are student-achievement focused. To our knowledge, no other group or agency is currently providing these services on such a successful and cost effective basis.

North Carolina Network for School-Based Management
Interim Report
March 15, 2001

In 1996 the North Carolina General Assembly mandated through the School-Based Management and Accountability Act that school-based management be used as the method of decision-making in public schools and that its primary purpose was to improve student performance. The North Carolina Network for School-Based Management was established to develop systemic strategies for schools and school districts to implement school-based management (SBM). The Network has grown from seven original members to nineteen current districts. In addition to the member school districts, other partners include the Center for School Leadership Development (UNC General Administration), East Carolina University, and the SouthEastern Regional Vision for Education (SERVE). The Network is governed by a 24-member coordinating council composed of parents, school board members, teachers, principals, and superintendents from the participating school districts and representatives from the university partners and SERVE.

Through its work, the Network has determined that effective SBM requires that four essential elements be in place:

(1) Clear board and administrative policies and parameters for shared decision-making;

(2) Training in leadership development and Facilitative Leadership;

(3) School Improvement Plans that are focused on the achievement of all students; and

(4) Training for School Improvement Teams in developing and monitoring achievement-focused plans.

For school-based management to increase student achievement, new roles, behaviors, and knowledge must be gained by those involved at the school and district level. The Network has concluded that, once a clearly defined and functioning structure for shared decision-making is in place, when stakeholders have knowledge of best practices and the skills to work in a collaborative environment, school districts are then better able to achieve their student improvement goals and the broad public ownership of those goals envisioned in the ABCs Plus.

The Network received its initial Goals 2000 grant in 1997-98 to develop a model for SBM, grounded in the belief that the purpose of SBM is to produce increased student achievement. The target audience for the Network has been and continues to be principals and School Improvement Teams representing parents, teachers, non-certified staff, school board members and other community members. This audience was selected because of they generally lack group decision-making skills, are frustrated with governance decisions and lack information, especially in the area of student accountability standards and ways to analyze student performance data to improve instruction. The vision that has guided the Network's school reform initiative continues to be: *"All school improvement teams will have the knowledge and skills they need in order to make decisions that improve teaching and learning in their schools."*

With these reasons in mind, during 1997-98 (year one), the Network developed a professional development process designed to help each Network district build its internal capacity to sustain its growth beyond the life of the grant. This included the implementation of Facilitative Leadership (FL) training, design of a School Improvement Planning program specific to the needs and requirements of North Carolina, and development of model policies and parameters to guide decision-making at the school and district levels. In addition, the Network ensured that the processes helped schools develop School Improvement Plans that supported the strategic initiatives of the State Board of Education's ABCs Plus.

During 1998-99 (year two), the Network developed a critical mass of FL trainers in the seven member districts, designed the School Improvement Planning program and began delivery of the training to the 123 schools then in the Network. The Network also expanded to include two additional districts and assisted them in developing an implementation strategy. The 1999-2000 (year three) focus was to continue to support the nine member districts with FL, begin training local district trainers in SIP, and to modify the SIP training to include the new Student Accountability Standards adopted by the State Board of Education.

The Goals 2000 grant required the Network to seek additional future funding. The demonstrated success of the Network prompted the North Carolina General Assembly, when requested, to provide funding for expansion of the Network to additional districts and to cover basic administrative costs of serving an increasing number of districts. As a result of this additional funding, the Network expanded from nine to sixteen members. Three additional districts joined the Network in 2000-01 (year four), for a current total of nineteen districts. Since its inception, the Network has had a positive impact on more than 229,000 children located in 387 schools, with 28,368 employees.

Member Districts Participation Requirements. Each school district member of the Network has:

- Contributed financially to all training and sharing days by providing funding for substitutes, travel, lodging, and subsistence.
- Provided release time and/or professional leave for FL trainers to provide training inside and outside of their districts.
- Participated in all Network events with teams representative of teachers, parents, principals, school board members, superintendents and other staff.
- Provided release time and staff to work on Network training, coordinating council meetings, and evaluation projects.
- Developed local board of education policies that support SBM.

NC Network Partner School Districts
Numbers of Schools, Employees, and Students

LEA	Schools*	FT Employees #	Students*
Member Districts 97-98			
Brunswick County	15	1,196	9,653
Chapel Hill-Carrboro City	14	1,251	8,500
Craven County	22	1,718	14,246
Durham Public Schools	44	3,676	28,180
Edgecombe County	14	997	7,550
Hyde County	4	155	722
Jones County	6	237	1,535
Rowan-Salisbury Schools	29	2,414	19,436
Wilson County	23	1,527	11,578
Additional Member Districts 99-00			
Asheville City	9	736	4,099
Buncombe County	37	3,023	24,229
Cumberland County	78	5,948	49,219
Hertford County	6	570	4,034
Madison County	8	392	2,482
Perquimans County	4	295	1,817
Whiteville City	4	354	2714
Additional Member Districts 00-01			
Caldwell County	24	967	12,524
Hoke County	11	447	6,229
Union County	33	2,465	21,233
Totals	**387**	**28,368**	**229, 980**

*Source: *Education Directory*, Public Schools of North Carolina, 1999-2000.
#Source: *North Carolina Statistical Profile*, Public Schools of North Carolina, 1999-2000.

This interim report is a summary of the work of the Network for the academic year 2000-01, to date. The report is organized around the three major implementation goals of the Network.

1. Provide training for school-based improvement teams in the Network districts.

2. Develop the internal capacity of member districts to provide their own training.

3. Disseminate the success of the member districts to other districts across North Carolina.

Goal One: Provide training for school-based improvement teams in the Network Districts

Facilitative Leadership Training. Facilitative Leadership training provides opportunities to learn effective leadership techniques and to acquire information about the Seven Practices of Facilitative Leadership. In 1999-2000, the Network trained 440 additional members of School Improvement Teams bringing the three-year total of FL trained school personnel to 1,304. For the period July 2000 to March 2001, the Network has offered 21 Facilitative Leadership workshops reaching 529 participants from 88 schools in 17 districts. The current four-year total of FL trained school personnel is now 1,833, with additional workshops planned for the remainder of the fiscal year.

Facilitative Leadership Workshops	Completed June, 2000-March, 2001	To be completed June 2001
Number of trainings held to date	21	28
Number of participants	529	560

As in previous years, about 50% of the participants are teachers, 25% are school-based or district level administrators, and the remaining 25% are parents or others. The table below shows a more detailed breakdown of participants for the 21 workshops completed to date for the current school year.

June 2000-March 2001 Facilitative Leadership Workshop Participant Position	Total	%
Teacher	161	30
Central Administrator	94	18
Principal/Assistant Principal	131	25
SIT Chair	42	7
University service	30	6
Parent	21	4
Non-Certified Staff	16	3
Counselor	13	3
Other	13	3
School Board	5	1
Superintendent	3	1
Total	529	100

Participants are highly satisfied with the Facilitative Leadership workshops as indicated by their evaluations at the conclusion of the workshops. The 529 participants completing the evaluation form rated the three-day workshop an average of 4.7 on a 5-point scale in terms of "usefulness".

Selected Questions to Determine Participant Satisfaction with FL Workshops	Mean
What is your overall evaluation of the workshop? 1="Not Useful" to 5= "Extremely Useful"	***4.67 (n=529)***
To what degree were the objectives of the workshop met? 1="Not Accomplished" to 5= "Completely Accomplished"	***4.77 (n=529)***
How would you describe the instructor's knowledge of the subject matter? 1="Limited" to 5="Extensive"	***4.68 (n=529)***
How effective would you rate the instructor's delivery style? 1="Not Effective" to 5="Very Effective"	***4.65 (n=529)***

Goal 2: Develop the internal capacity of member districts to provide their own training.

Train the Trainer Model. The Network coordinating council believes that the "Train the Trainer" model affords the greatest opportunity to effectively and efficiently incorporate Facilitative Leadership training into the schools of the member districts. The Network has trained and supported four Master Trainers who train and coach new trainers for member districts, thus the Network assists each district in building internal capacity to provide training to its own schools. The Network goal is to have a minimum of three certified Facilitative Leadership trainers in each district. The coordinating council initiated and approved "Standards for Facilitative Leadership Training" which established minimum requirements for trainers to continue skill development and to train a minimum number of sessions each year supported by a Master Trainer. In addition, FL trainers from the Network districts are required to participate in an annual meeting and upgrade sessions in order to maintain the consistency, quality, and integrity of the training. The annual meetings of district FL trainers are scheduled in May.

The following two tables indicate the number of current certified trainers and the number of certified trainer candidates in progress, by district.

Network District	Number of Certified Facilitative Leadership Trainers
Craven	6
Durham	4
Hyde	4
Edgecombe	3
Jones	3
Rowan-Salisbury	2
Chapel Hill-Carrboro City	2
Brunswick	2
Wilson	2
Total	28

Network District	Number of Facilitative Leadership Trainer Certifications in Progress
Cumberland	3
Hertford	3
Asheville City	2
Brunswick	2
Edgecombe	1
Jones	1
Wilson	1
Caldwell	4
Brunswick	3
Buncombe	3
Union	2
Edgecombe	1
Madison	1
Hoke	1
Wilson	1
Total	29

Sharing Days. In addition to supporting Network districts in developing staff who can provide Facilitative Leadership and School Improvement Planning training locally, the Network develops the capacity of partner districts by organizing two "Sharing Days" each year. Each participating district can send up to 15 people to these conferences. The following tables summarize the participants for the two Sharing Days in 2000. The first Sharing Day was held on March 27, 2000 and the second on October 16, 2000.

Sharing Day 1: March 27, 2000: "Rising to the Challenge: School Improvement Teams Respond to the Student Accountability Promotion Standards" Conference

15 of 16 Districts Represented. Key Speakers included Phil Kirk and Beverly Perdue.

"Rising to the Challenge" Conference Participant Position	Total	%
Teacher	99	56
Parent	11	6
Principal	35	20
Other Staff	16	9
Superintendents	7	4
Board of Education	8	5
Total	176	100

Participants' comments on evaluation forms indicated that many felt they had gathered valuable, practical information or ideas that they could take back and "use".

"I will begin planning my lessons more methodically and pass along the importance of parent communication and portfolios."

"Immediately, I will change my lesson plans to teach standards better."

"I will reevaluate my curriculum and eliminate or compact some material."

"I will develop lessons that are more authentic pieces of class work."

"I plan to take the information about "best practices" to structure a faculty meeting for teachers to talk about methodology."

When asked what they liked about the conference, most participants mentioned how informative and "take homeable" the content was.

"Lots of good information that will be useful in my work with teachers in developing meaningful work for students."

"The information presented was useable and doable."

"Successful practitioners shared their stories."

"Got information about how to make changes now."

"Sessions were short and sweet with very much good information."

Sharing Day 2: October 16, 2000: "From Bridging the Gap to High Performers: Strategies for Accelerating Learning for ALL STUDENTS" Conference

13 of 16 Districts Represented. Key speakers included Ran Coble and Dr. Michael White.

" Bridging the Gap " Conference Participant Position	Total	%
Teacher	103	53
Principal	34	17
Superintendent	5	2
Central Administrator	17	9
Non-Certified Staff	10	5
Assistant Principal	22	11
Other	6	3
Total	197	100

This Sharing Day featured the experiences of Network districts describing how they responded to the challenge of the new student accountability standards. On their evaluation forms, many respondents noted that networking and hearing from other districts was extremely useful.

"The sessions provided me with some points that our Gateways Advisory Committee will benefit from."

"I attended the session on Chapel Hill-Carrboro Proficiency Standards and got some ideas on practices to support the standards."

"The discussion with local systems about implementation progress was useful."

"I really was appreciative of hearing the efforts of other systems to raise academic performance levels, especially concepts that were different from my own system."

"I like being part of the network sharing and having opportunities to see what other systems are doing."

"The sessions gave me the opportunity to see the importance of including parents, teachers and students in designing proficiency standards."

"I liked seeing a variety of school systems' presentations."

Goal 3: Disseminate successes of the Network Districts to other North Carolina Districts.

Network Webpage. One way in which the Network has disseminated information about its efforts is through the development of a Network webpage. The webpage (http:/www.ncnetwork.org) includes the policies for each participating district in regard to school-based management. The page also includes an event calendar, North Carolina General Statues that govern School-Based Management and Accountability, links to partners and member school districts, and other information. The webpage was recently revised to include online registration for Network events, password-protected resource areas for FL and SIP trainers for easy access to training support materials, and a message board for teachers to share how they are using FL in the classroom. From July 2000 to March 2001, the website had 28,621 "hits" for an average of 114 "hits" per day.

Invitational Summer Conference. A second successful strategy for dissemination of information and support to other school districts and schools across North Carolina has been the Network's Invitational Conference on School-Based Management. The conference is supported by state funding and receipts. Participants are expected to attend this conference as a School Improvement Team. Previous conferences have focused on closing the achievement gap, student accountability standards and aligning school improvement plans with the five State Board of Education strategic initiatives. State leadership and other featured speakers provide information on changes to policies and laws, as well as anticipated future direction changes for North Carolina. The 2000 conference was held on June 11-13 and allowed School Improvement Teams time to refine their school improvement plans with the help of skilled facilitators and consultants available to help them on an as needed basis. Optional breakout sessions were available at varying times throughout the conference. There were 248 participants representing 45 school improvement teams from 18 districts. Data summarizing the conference are shown below.

Summary of 2000 Summer Conference

Summer Conference Participant Position	Total	%
Teacher	117	47
School Board	2	1
Parent	36	15
Principal	31	12
Superintendent	6	3
Central Administrator	18	7
Non-Certified Staff	8	3
Assistant Principal	30	12
Total	248	100

Participants responded to several open-ended questions about their experiences at the Summer Conference. The participants were very positive about having time to plan with their school teams. At the same time, they appreciated, if they wanted, having the option of attending informational sessions related to their planning process. Their responses to the question, *"How will you use what you have learned at the conference?"* indicated that many felt that their School Improvement Plans or planning processes would be better because of the opportunity for the provided facilitated support. Comments included:

"We have reviewed and rewritten a part of our SIP. What we learned and changes we made will be presented to our entire staff."

"We will develop a better school plan as a result."

Other benefits of the conference mentioned included increased focus, a greater understanding of the importance of being flexible and open to change and new ideas, better strategies for structuring school improvement team meetings, better understanding of North Carolina's accountability system and how to examine test data, and finally, more attention to at-risk students or achievement gap issues.

Low Performing Schools. The Network partnered with the Center for School Leadership Development to train 100 school-based administrators and School Improvement Team chairs in low performing or at risk schools as identified by the Department of Public Instruction. One hundred percent of the participants rated the training as "Extremely Useful" and said that the workshop objectives were completely met.

Other North Carolina Districts. All North Carolina school districts were offered an opportunity to participate in FL training at the cost of travel and materials only. Packets of information were designed and printed for distribution to interested districts that included services provided by the Network and the cost to member and non-member districts. In addition, the information is included on the webpage and included in the summer conference pre-registration information mailed to all schools in North Carolina. The Network also developed a proposal for the North Carolina Partnership for Excellence to support the Partnership's member districts with FL training.

SUMMARY

The North Carolina Network has successfully used state and federal resources to provide effective and efficient training to member districts that assisted them in development of clear board and administrative policies to implement school-based management, provided training in leadership development and assisted in developing School Improvement Plans that are student-achievement focused. To our knowledge, no other group or agency is currently providing these services on such a successful and cost effective basis.

North Carolina Network

Receipts and Operating Expenses	FY 1996-97	FY 1997-98	FY 1998-99	FY 1999-00	FY 2000-01*
State Appropriation					
Recurring				$250,000	$350,000
Non-Recurring				$0	$0
Other Sources of Funding **(Goals 2000)**	***	$200,000	$200,000	$170,000	$150,000
Prior Year Carry-Forward		$0	$23,231	$777	$98,834
Total Available	$0	$200,000	$223,231	$420,777	$698,834
Total Actual Expenditures		$176,769	$222,454	$321,943	$309,166
Total Actual Encumbrances		$0	$0	$0	$277,228
				**See Note	
Cash Balance	$0	$23,231	$777	$98,834	$12,440

* Projected figures for FY 2000-01

****A Note About the 1999-2000 School Year:**

The 1999-2000 school year was remakable for it's disastrous weather conditions. All member districts missed school due to Hurricane Floyd in the fall and to record-breaking snow in January and February, but some of the districts were so impacted by the flood following the hurricane, that, of necessity, issues of finding buildings and replacing essential equipment took precedence over the Network's priorities for training. Therefore, some of the Network's proposed programs for 1999-2000 were postponsed until the summer or fall of 2000

***Goals 2000 Grant expires September 30, 2001

North Carolina Network
2000-01 Fiscal Year
Budgeted Expenditures

Types of Expenditures	Requirements	% of Total Budget
Salaries *	Director 81,276	
Benefits	17,794	
Contractual Personnel Services	Teacher-On-Loan 36209	
Total Personnel Services	**$135,279**	22.59%
Building Rent/Lease	0	
Equipment Rental/Lease	0	
Travel	3000	
Telephone/Cellular Phone Service	3955	
Misc. Contractual Services	53,386	
Total Purchased Services	**60341**	10.08%
General Office Supplies	9,604.00	
R&D / Educational Supplies		
Total Supplies	**9,604.00**	1.60%
Furniture	0	
Computers	0	
Other	0	
Total Equipment	**0**	0.00%
Discretionary Grants	0	
Directed Grants		
Loans	0	
Other (Staff Development)	393,610.00	
Total Aid & Public Assistance	**393,610.00**	65.73%
Total Reserves	**0**	0.00%
Total Other	**0**	0.00%
Total Budget	**598,834.00**	100.00%

* If salaries are paid, include a list of positions and current salaries.

North Carolina Network
2000-01 Fiscal Year
State Budgeted Expenditures

Types of Expenditures	Requirements	% of Total Budget
Salaries *	Director 61224	
Benefits	14,830	
Contractual Personnel Services	Teacher-On-Loan 26209	
Total Personnel Services	**$102,263**	24.47%
Building Rent/Lease	0	
Equipment Rental/Lease	0	
Travel	3000	
Telephone/Cellular Phone Service	2000	
Misc. Contractual Services	10,000	
Total Purchased Services	**15000**	3.59%
General Office Supplies	6,604.00	
R&D / Educational Supplies		
Total Supplies	**6,604.00**	1.58%
Furniture	0	
Computers	0	
Other	0	
Total Equipment	**0**	0.00%
Discretionary Grants	0	
Directed Grants		
Loans	0	
Other (Staff Development)	294,106.00	
Total Aid & Public Assistance	**294,106.00**	70.36%
Total Reserves	0	0.00%
Total Other	0	0.00%
Total Budget	**417,973.00**	100.00%

* If salaries are paid, include a list of positions and current salaries.

North Carolina Network
2000-01 Fiscal Year
Goals 2000 Budgeted Expenditures

Types of Expenditures	Requirements	% of Total Budget
Salaries *	Director 20,052	
Benefits	2,964	
Contractual Personnel Services	Teacher-On-Loan 10,000	
Total Personnel Services	**$33,016**	18.25%
Building Rent/Lease	0	
Equipment Rental/Lease	0	
Travel	0	
Telephone/Cellular Phone Service	1955	
Misc. Contractual Services	43,386	
Total Purchased Services	**45,341**	25.07%
General Office Supplies	3,000.00	
R&D / Educational Supplies		
Total Supplies	**3,000.00**	1.66%
Furniture	0	
Computers	0	
Other	0	
Total Equipment	**0**	0.00%
Discretionary Grants	0	
Directed Grants		
Loans	0	
Other (Staff Development)	99,504.00	
Total Aid & Public Assistance	**99,504.00**	55.02%
Total Reserves	**0**	0.00%
Total Other	**0**	0.00%
Total Budget	**180,861.00**	100.00%

* If salaries are paid, include a list of positions and current salaries.

NC NETWORK

Testimony before the Joint Education Appropriations Subcommittees
North Carolina General Assembly
presented by Myra Best, Director
on the work of the NC Network
March 26, 2001

Chairmen and Members of the Committee:

Thank you for this opportunity to testify on behalf of the North Carolina Network, a collaborative for School-Based Management and Accountability. I want to spend the few minutes that I have with you to explain how the Network was formed, what it does, and how it makes a difference in the schools of its member districts.

In 1996 the North Carolina General Assembly mandated through the School-Based Management and Accountability Act, that school-based management be used as the method of decision-making in public schools and stated that was primary purpose is to improve student performance. It would be remiss of me if I did not applaud the wisdom of the General Assembly in making the requirement that the decision making be linked to improving student achievement, since North Carolina is the only state, to my knowledge, to make that distinction. This made it clear that school-based management in North Carolina was about teaching and learning.

The whole idea of shared decision-making opened the doors of administration to teachers, parents, staff, and students, which was a very different way of doing business in our schools. This also meant learning new ways of moving from one person deciding and announcing, to finding ways to ask others how to improve education in each school and, ultimately, for each child. This realization led a few superintendents and school boards to recognize that they and their schools needed some help to learn how to figure this out, which led to the development of the North Carolina Network for School-Based Management. It was established to develop systemic strategies for schools and school districts to implement the school-based management (SBM) law that you passed.

The Network has grown from its seven original members to nineteen current districts. In addition to the member school districts, it was also recognized that public schools were not the only entities impacted by this legislation. This led to other including other partners like the Center for School Leadership Development (UNC General Administration) because of its work in professional development, East Carolina University, because of its strong teacher and administrator preparation programs and the SouthEastern Regional Vision for Education (SERVE) and its research and development function for school reform. The Network is governed by a 24-member coordinating council composed of parents, school board members, teachers, principals, and superintendents from the participating school districts and representatives from the university partners and SERVE. A list of member districts can be found on page 3 of the report.

The Network received its initial Goals 2000 grant for $200,000 in 1997-98 to develop a model for SBM. The target audience for the Network has been and continues to be principals and

School Improvement Teams representing parents, teachers, non-certified staff, school board members and other community members as designated in the legislation. This audience was selected because they generally lack group decision-making skills, are frustrated with governance decisions and lack information, especially in the area of student accountability standards and ways to analyze student performance data to improve instruction.

Through its work, the Network has determined that effective SBM requires that four essential elements be in place:

1. Clear board and administrative policies and parameters for shared decision-making;
2. Training in leadership development and Facilitative Leadership;
3. School Improvement Plans that are focused on the achievement of all students; and
4. Training for School Improvement Teams in developing and monitoring achievement-focused plans.

Put more simply, the Network learned that once a clearly defined and functioning structure for shared decision-making is in place, when stakeholders have knowledge of best practices and the skills to work in a collaborative environment, school districts are then better able to achieve their student improvement goals and the broad public ownership of those goals envisioned in the State Board of Education's ABCs Plus.

The Goals 2000 grant required the Network to seek additional future funding. The demonstrated success of the Network prompted the North Carolina General Assembly, when requested, to provide funding in the amount of $250,000.00 in 99-00 and you increased the allocation to $350,000.00 in 00-01. This was done for expansion of the Network to additional districts and to cover basic administrative costs of serving an increasing number of districts. As a result of this additional funding, the Network expanded from nine to sixteen members. Three additional districts joined the Network in 2000-2001 for a current total of nineteen districts. Since its inception, the Network has had a positive impact on more than 229,000 children located in 387 schools, with 28,368 employees.

Perhaps it is said best by a principal in Buncombe County: "I was able to use the tools I learned in the training with the Network to go back to my school and work with teachers so they developed strategies to improve student achievement. As a result of the their ideas, not mine, our school achieved exemplary status. Before the training, I did not have the skills or tools I needed to involve others." Or, by the teacher in Brunswick County: "I feel like I have a chance to make difference and that I am really listened to." Or, maybe by a student in Chapel Hill-Carrboro: "We need to offer a course to all students in this so they can learn how to make good decisions and be responsible."

This interim report provided for your review is a summary of the work of the Network for the academic year 2000-01, to date, including the budget. The final report will be available in June 2001. The report is organized around the three major implementation goals of the Network.

1. Provide training for school-based improvement teams in the Network districts in the areas of Facilitative Leadership and School Improvement Planning training.

2. Develop the internal capacity of member districts to provide their own training through developing their own trainers.

3. Disseminate the success of the member districts to other districts across North Carolina through a web page, newsletter and invitational summer conference.

I would like to point out as you review our budget found on the last four (4) pages of the report, that the Network is losing $150,000.00 in Goals 2000 (Federal Funding), due to the end of the program, therefore it is imperative that we maintain and increase our state funding so we can continue to expand to more districts.

In summary, the North Carolina Network has successfully used state and federal resources to provide effective and efficient training to member districts that assisted them in development of clear board and administrative policies to implement school-based management, provided training in leadership development and assisted in developing School Improvement Plans that are student- achievement focused. To our knowledge, no other group or agency is currently providing these services on such a successful and cost effective basis.

While I understand the dilemma that you face with a budget shortfall, I urge you to continue the funding for the NC Network so its members can continue to improve teaching and learning and so we can continue to expand to each district in North Carolina. Thank your for your time and I stand ready to answer any questions you may have about the Network.

Remarks prepared for the Joint Appropriations Committee on Education

Vincent Marron, Associate Director, The Kenan Institute for the Arts
Executive Director, North Carolina A+ Schools Program

Thank you for the opportunity to speak to you about the North Carolina A+ Schools Program, and for your support of this North Carolina comprehensive school reform initiative over the past six years. I bring these thanks to you today from close to 14,000 students, from more than 1,500 teachers, principals and staff, and from the parents and communities that support the 35 A+ schools in 24 schools districts across North Carolina.

You have recent information about the program from two sources. A copy of the Pre-Publication Draft of the Executive Summary of the Four-Year Evaluation reports of the program prepared by outside researchers was mailed to your office. We also submitted to the staff at the Legislative Services Office, operating reports, current year budget, and program information, comprising the Introduction to the Executive Summary and a one-page Overview of Key Findings from the Four-Year Evaluation.

This afternoon I would like to address three questions:

First: **What has been accomplished since A+ began?**

The Kenan Institute for the Arts initiated the North Carolina A+ Program in 1993, developed the partnership of public/private investors for its implementation, funded an extensive four-year evaluation, and continues to invest in and manage the the A+ Schools Program today. The Institute is

authorized by the Board of Governors of the University of North Carolina as an Institutional Public Service Center at the North Carolina School of the Arts, and operates as a program of and a support foundation to the School of the Arts in Winston-Salem.

You have the pre-publication draft of the Executive Summary of the four-year evaluation. The full set of evaluation reports together with a revised Executive Summary will be published in May 2001. This work, funded by the Kenan Institute and corporate and foundation partners, is the most extensive research to date in the United States on the role of the arts and arts education on school reform.

Schools began implementation of the A+ schools program in fall 1995. The Institute selected 25 schools so that the evaluation of the program could include a representative cross-section of North Carolina public schools, elementary, middle and high; inner-city, urban, suburban and rural; and from every region of the state. Rural and low-wealth districts were well represented in the original 25 schools. In the evaluators' words, "A+ schools served larger proportions of minority students than the state as a whole". 25 schools were included in the evaluation pilot because it was expected that as many as half the schools might not last the four years of the evaluation. Today, after six years of the program, 23 of the 25 original schools are fully active and form the experienced core of the program. An additional 12 schools have joined the A+ Network to make a total of 35 schools, a 50% increase since the four-year evaluation.

My second question: **What impact has the progam had on the participating A+ schools?**

The impact of the program on the A+ schools is significant. The effects on schools, communities, teachers, and students are summarized in the Overview of Key Findings and the Executive Summary. Let me just highlight some key elements in these:

- Schools achieved a clear shared focus, made possible by the involvement of the whole school faculty and staff in all professional development.
- Professional development focused on teachers as creators of knowledge about teaching and learning rather than just recipients of knowledge delivered by outsiders. This developed both the capacity of individual schools to reform, and the capacity of the A+ Network as a whole to support school reform in its member schools.
- Parent participation increased not just as volunteers in schools but as adults knowledgeable about the curriculum and aware of what their children were learning, and what the Standard Course of Study meant in their children's lives.
- Teachers developed new forms of collaboration between classroom teachers and arts specialists.
- In surveys, teachers emphasized that A+ equally benefited all groups of students, something that differentiates it from many reforms. In the words of the evaluators, "When asked to rate the program's effects on different student populations (special needs, low, average, and high achievers, and gifted students), teachers

adamantly asserted that there were no significant differences among these groups in program outcomes ranging from engagement to test score performance. For a program to work equally well for all students, it must be particularly effective for students who were not well served by traditional methods... A+ met this equity test and helped schools serve all students better."

Let me just highlight some additional elements:

- Throughout the six years of implementation, the A+ schools have remained committed to teaching the complete North Carolina Standard Course of Study to all students. Every school in the A+ program maps out the entire curriculum for each grade level in advance of each school year. As one superintendent stated: "***A+ is not about <u>what</u> you teach, it is about <u>how</u> you teach***".
- The "what you teach" in A+ schools is the state-mandated curriculum, the "how you teach" emphasizes arts-integration and hands-on learning.
- While the A+ schools are strong believers and supporters of Standards and Accountability, and appropriate testing to evaluate the achievement of these, their emphasis on teaching the whole of the state-mandated curriculum sets them apart from schools that focus on "teaching to the test". They do not accept that Standards and Accountability means limiting instruction to only the basics that are tested by the state, while ignoring the instructional richness mandated in the North Carolina Standard Course of Study. During the 4-year evaluation, as the researchers reported, "A+ schools achieved growth on North Carolina's accountability tests

comparable to that of other schools statewide, but they also experienced more profound changes".

- One example of a more profound change was the decision of the 21 school district superintendents that had A+ schools in 1996 to form a consortium and apply on behalf of their A+ schools for a federal Goals 2000 grant to address assessment in arts-integrated A+ schools. This consortium has now been funded for four years to develop the program known as "Enriched Assessment" based on the experience of A+ schools. This has resulted in a "Workbook", a video, and this summer a "Fieldbook" documenting the work of master teachers in the A+ schools and their practices of student assessment. These work products are available, thanks to Goals 2000 funding, to all public schools in North Carolina, and will be the subject of statewide workshops this summer open to any teacher in the North Carolina public schools.

My third and final question: **What is planned to make the program accessible in more school districts and to more schools as demand increases?**

The 35 A+ schools are clearly in this effort for the long-term, despite the constant pressures for short-term results demanded by the publicity around the release of annual test score results.

New schools come into the network slowly, like the original 25 schools, with adequate time for schools to evaluate the program and reach consensus within their faculty that this is the road they wish to pursue.

To continue to make this program and the services, publications, and workshops of the A+ Network accessible to all schools, we need the continued support of the General Assembly, to serve the 35 existing A+ schools, and to prepare and accept new schools into this growing network across the state. Many schools are from small, often low-wealth and frequently rural districts. The commitment from the A+ schools program always requires a matching commitment from the districts, their school boards, and their superintendents. The 35 schools in the A+ Network today have not come there and stayed there without such commitment.

These 35 schools form a statewide network of schools sharing a common focus based on the conviction that arts-integrated instruction creates enhanced learning opportunities for all students, and that the arts open up deeper understandings of the curriculum because their creativity taps into the multiple ways that children learn.

We request your continued support for this North Carolina school reform program that you have made possible in the last six years. It earned its place in the base budget two years ago, since then it has completed, thanks to the private sector contributions, a very comprehensive evaluation of its effectiveness by outside researchers, and it can continue to grow to serve an expanded number of North Carolina public schools in the years to come.

Contact information:

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North Carolina A+ Schools Network
2000-2001

Region /District	School	Grades	Students	Principal
Central				
Asheboro	Donna Lee Loflin Elementary	K-5	403	David Poe
Durham	Durham School of the Arts	6-12	1200	Edward Forsythe
Durham	Little River Elementary	K-5	746	Fara Zimmerman
Durham	R.N. Harris Magnet School	K-5	310	Barbara Parker
Guilford	Parkview A+ Magnet School	K-5	434	Linda Collie
Wake	Bugg Creative Arts & Science	K-5	453	Danielle Sanders
Wake	Douglas Creative Arts & Science	K-5	445	Vicki Perry
Wake	East Millbrook Middle School	6-8	1025	Dana King
W-S/Forsyth	Mineral Springs Elementary	K-5	540	Constance Hash
W-S/Forsyth	Mineral Springs Mid. A+ Academy	6-8	440	Randy Fulton
Northeast				
Bertie	Askewville Elementary	PK-5	183	Roy Cherry
Bertie	Aulander Elementary	PK-5	214	Francis Baker
Bertie	J.P. Law Elementary	PK-5	124	Nancy Wilson
Bertie	Windsor Elementary	K-5	507	Orlando Dobbin
Craven	Oaks Road Elementary	K-5	440	Carson Elder
Edgecombe	Pattillo A+ Elementary	4-5	389	Timothy Pittman
Gates	Gatesville Elementary	K-5	297	Michael Felton
Gates	T.S. Cooper Elementary	K-5	322	Benjamin Saunders
Pitt	Sadie Saulter Elementary	K-5	447	Isabelle Wicker
South Central				
Mecklenburg	Community Charter School	K-5	94	Polly Redd
Mecklenburg	Irwin Avenue Open School	K-5	560	Emily Stephenson-Green
Stanly	Stanly County Community Outreach	K-2	106	Agnes Maske

Region /District	School	Grades	Students	Principal
Southeast				
Bladen	Booker T. Washington Elementary	PK-5	319	Sandra Lewis
Bladen	Clarkton School of Discovery	6-8	350	Deborah Guyton
Carteret	White Oak Elementary	K-5	490	Wanda Nelson Fowler
Cumberland	Mary McArthur Elementary	PK-5	460	Donna Mims
Moore	STARS	K-5	90	Lynn Boyle
Pender	Burgaw Elementary	PK-5	581	Cindy Faulk
West				
Avery	Banner Elk Elementary	PK-5	215	Sherri Carreker
Avery	Beech Mountain Elementary	K-8	58	Phil Shomaker
Buncombe	Francine Delany New School	K-7	123	Fran Loges
Caldwell	Davenport A+ School	K-5	510	Ann Edwards
Cherokee	Hiwassee Dam Union School	PK-12	417	Sue Ledford
Haywood	Central Elementary	PK-5	331	John Sanderson
Polk	Saluda School	PK-8	250	Beverly Gregory

Kenan Institute for the Arts
North Carolina A+ Schools Program
2000-01 Fiscal Year
Budgeted Expenditures

Types of Expenditures	Requirements	% of Total Budget
Salaries	80,000	6%
Benefits	20,000	1%
Contractual Personnel Services	345,000	25%
Total Personnel Services	**445,000**	**32%**
Building Rent/Lease	0	0%
Equipment Rental/Lease	0	0%
Travel	65,000	5%
Telephone/Cellular Phone Service	25,000	2%
Miscellaneous Contractual Services	620,000	45%
Total Purchased Services	**710,000**	**52%**
General Office Supplies	10,000	1%
R&D/Educational Supplies	5,000	0%
Total Supplies	**15,000**	**1%**
Furniture	0	0%
Computers	5,000	0%
Other	0	0%
Total Equipment	**5,000**	**0%**
Discretionary Grants	15,000	1%
Directed Grants	110,000	8%
Loans	0	0%
Other	0	0%
Total Aid & Public Assistance	**125,000**	**9%**
Total Reserves	75,000	5%
Total Other	0	0%
Total Budget	**1,375,000**	**100%**

Kenan Institute for the Arts
North Carolina A+ Schools Program

Receipts and Operating Expenses	FY 1996-97	FY 1997-98	FY 1998-99	FY 1999-00	FY 2000-01*
State Appropriation					
Recurring				400,000	400,000
Non-Recurring	500,000	500,000	400,000		
Other Sources of Funding	406,626	528,407	606,707	696,147	750,000
Prior Year Carry-Forward	140,992	93,456	46,567	79,485	302,895
Total Available	**1,047,618**	**1,121,863**	**1,053,274**	**1,175,632**	**1,452,895**
Total Actual Expenditures	**954,162**	**1,075,296**	**973,789**	**872,737**	**1,375,000**
Total Actual Encumbrances					
Cash Balance	**93,456**	**46,567**	**79,485**	**302,895**	**77,895**

* Projected figures for FY 2000-01

Note: The cash balance and carry forward of $302,895 from 2000 to 2001 includes private funds designated in prior year budgets and reserved for use in 2000-01 in three areas:

1. The balance of an $80,000 special fund raised to support schools damaged and /or destroyed by Hurricane Floyd
2. A reserve fund to allow for some schools to complete their summer training in 2001 in June rather than in July and August. Schools that have moved their opening back into July may complete two summer institutes in this same fiscal year, one in July 2000, the second in June 2001.
3. Funds budgeted for preparation and publication of final evaluation reports in 2000 that will be expended in 2001.

The Arts and Education Reform: Lessons from a 4-Year Evaluation of the A+ Schools Program

Introduction and Overview of the Report

What role can the arts play in comprehensive school reform that improves learning opportunities for all students? The place of the arts in public education has been a subject of ongoing and often polarized debate in the United States. Are the arts and the creativity they engender an inherently valuable part of every student's education? Or should the arts be valued and given a place in the curriculum only to the extent that they enhance achievement in core academic subjects? Just as the view of the role of the arts vacillates, so too does political attention to them. This report attempts to broaden and reframe the debate through a presentation of key findings from the evaluation of the 4-year pilot of the A+ Schools Program in 25 North Carolina Schools.

The A+ Schools Program, sponsored by the Kenan Institute for the Arts, is a comprehensive school reform that views the arts as fundamental to how teachers teach and how students learn. The A+ approach to learning draws on Howard Gardner's (1983, 1991) extensive research on multiple intelligences and other recent research on the brain and learning. By design, A+ rejects the dichotomy of creativity vs. instrumentality that historically has constrained the role of the arts in education reform. Rather than seeing the arts and the creative thinking they foster as necessarily distinct from core academic subjects, A+'s premise is that the arts can open up deeper understandings of the curriculum precisely because their creativity taps into the multiple ways that students learn. A+ begins with a vision of arts-integrated instruction creating enhanced learning opportunities for all students. Other changes in school practice, in areas ranging from assessment to scheduling to parent involvement, radiate out as necessary to achieve that central vision.

The findings highlighted in this report suggest that comprehensive school reform driven by arts integration has effects on schools, communities, teachers, and students far beyond those that show up in standardized tests focused on basic skills. During the 4-year evaluation period, A+ schools achieved growth on North Carolina's accountability tests comparable to that of other schools statewide, but they also experienced more profound changes. The Kenan Institute's long-term investment in building the capacity of participating schools and teachers, in fostering a supportive network among participating schools, in buffering them from shifting political and policy winds that so often derail fledging reforms, in facilitating their adaptation of the reform to their particular local contexts, and in conducting extensive on-the-ground evaluation allows the A+ program to make a uniquely valuable contribution to the debate over the arts in education reform.

Based on the 4 year evaluation whose design is described in the appendix, this report presents an overview of the A+ program and its impacts. The report is organized to answer 4 key questions about A+:

I. What is A+ and how have schools implemented it?
II. What is different for A+ schools, communities, teachers, and students after 4 years?
III. What evidence is there that these effects have been institutionalized?
IV. What lessons does the A+ experience hold for effective school reform generally?

The following chart summarizes the answers to the report's organizing questions. The report synthesizes the findings from the series of seven policy reports described in the Appendix.

OVERVIEW OF KEY FINDINGS

What is A+ and how did schools implement it?

The A+ Program is a comprehensive school reform that views the arts as fundamental to how teachers teach and how students learn in all subjects. The strategies that schools used to implement the program included:

Curriculum/Instruction Strategies

- Increasing arts instruction
- Fostering two-way arts integration
- Tapping multiple intelligences
- Emphasizing hands-on learning
- Taking an integrated, thematic approach to the curriculum

Organizational Strategies

- Increasing professional collaboration
- Strengthening schools' partnerships

What is different for A+ schools, communities, teachers, and students after four years?

Effects on schools

- Arts were legitimized
- Increased organizational capacity
- Increased channels of communication
- More focused identity

Effects on communities

- New partnerships
- Increased parent participation and awareness of curriculum
- Greater parent affiliation with school

Effects on teachers

- Instructional change for enhanced learning opportunities
- Collaborative work and new leadership roles
- Richer, more educationally substantive assessment

Effects on students

- Enriched academic environment
- Increased equity in access to the curriculum
- Improved attitudes, attendance, and behavior
- Assessment results

What evidence is there that these effects have been institutionalized?

At the local level

- More arts instruction/personnel retained after initial funding
- More arts integration in the regular curriculum
- More thematic units
- More collaborative planning

At the state level

- Incorporation of program funding into regular state budget
- Official approval as a "comprehensive school reform" model
- New schools joining

Program wide: Responsive adaptation

What lessons does the A+ experience hold for effective school reform generally?

- Reform doesn't end when the pilot does
- Investments in human capital result in a resilient reform
  - Leveraging the power of a network
  - Adopting a school wide approach to professional development
  - Emphasizing the professional in professional development
  - Facilitating a process, not marketing a product
- Changes in culture and practice must be supported by structural changes, particularly in the use of time
- Accept ambiguity and the need to balance seemingly opposing approaches
- Sustainable education reform requires a political strategy
- School reform can be comprehensive without being overwhelming

Presentation to the Joint Committee on Education North Carolina General Assembly

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March 26, 2001

EXSUM for Members of the Joint Appropriations Committee, NC General Assembly
SUBJECT: Communities In Schools

Communities In Schools is the nation's largest stay-in-school network, serving just over one million youth in 154 cities and counties across the United States. CIS creates community ***around*** young people and their families by bringing existing resources, services, parents, and volunteers into school and non-school sites to meet young people's needs so they can concentrate on learning. Just as importantly, because the CIS process repositions community service providers into the schools, teachers are free to concentrate on their most significant mission—TEACHING! North Carolina is considered the signature state program by the national office. There are 29 local operational programs in North Carolina, with two additional beginning programs serving over 46,000 children and family members. CIS is present in three of the five largest school districts in North Carolina. However, CIS works just as well in the smaller rural counties of North Carolina like Perquimans, Columbus, Clay and McDowell, just to name a few. The process can work in any community because each local program is an independently incorporated, not-for-profit community-, city-, or county-wide public/private partnership. Accordingly, that partnership's board of directors adapts the CIS process to the specific needs and available resources of the local community. Communities In Schools of North Carolina is one of 15 state-level offices in the CIS network. The two major goals of the organization are to replicate programs in North Carolina communities that do not have CIS and to support existing operational programs through training, technical assistance, and other means. We, too, are an independently incorporated not-for-profit directed by our own board of directors representing both private and public interests in the state. CISNC has members serving on several key education-based committees including Making the Grade, DPI Continuum for At-Risk Youth, the Governor's Mentoring Council, the Family Resource Coalition, the NC Juvenile Justice Coalition, the Alliance for Youth: America's Promise, the School Improvement Panel, and others. Moreover, we have state-level partnerships with and serve in an *ad hoc* advisory capacity to the Department of Juvenile Justice, the Department of Public Instruction, and the Department of Health and Human Services. Finally, through our national affiliation, we have partnerships with Federal agencies such as HUD, the Justice Department, the Department of Defense, and a developing partnership with the Department of Agriculture. These partnerships allow us to access resources that North Carolina could not otherwise access. For instance five of our local programs recently received $125,000 in HUD grants specifically directed at Communities In Schools programs to work with children and families living in public housing. Also through our national affiliation, we have partnerships with People Magazine; Cisco Systems, Inc.; The Gap; Morgan Stanley; and Sears. Nationally, we sit on the Board of Directors of America's Promise and we are partners with the American Association of School Administrators, among others. As a final point, it is important to understand that CIS is a process that brings better community cooperation to the forefront by championing the connection of needed community resources with schools to help young people successfully learn, stay in school, and prepare for life. That process may include working with existing organizations or programs such as Communities That Care, Boys and Girls Clubs of America, Communities of Faith, the YMCA, the National Guard and the countless other resources in each community that can bring something to the table where kids are concerned. The magic occurs when all of these resources begin to work together wholistically rather than unconnectedly to help North Carolina children reach their potential. Although this type of collaboration that spans many different services can occur without CIS, it seldom does. There are many different locally-based organizations that attempt to duplicate some aspect of the CIS process, usually the volunteer mentor piece. Some are successful. However, there are none that do what we do, nor succeed as we do.—Michael Stephens, Executive Director, (919) 832-2700x13.

Communities In Schools of North Carolina

Helping Kids Prepare for Life

WHAT is Communities In Schools (CIS)?

CIS brings hands in need together with hands that can help. CIS is a process that connects community resources with students and their families at the school site to ensure that youth stay in school, learn needed skills, and are prepared to enter the world of work or post secondary education upon graduation.

WHY do we need CIS?

Too many young people are failing in our public schools today, and consequently, leave school without the skills needed to succeed in life. In NC during the 1998-99 school year, over 25,000 students dropped out of public schools. 85% of juveniles in court today are school dropouts. 82% of prison inmates are school dropouts. Schools alone cannot solve the complex and diverse problems faced by today's youth.

HOW does CIS work?

CIS supports the development of collaborative community strategies for improving the way existing programs and services serve students and families. Students' school failure is the result of multiple stresses, most often from factors outside of school. The CIS process enlists, coordinates and facilitates the delivery of already existing community resources to the school site. Within a school, CIS works with repositioned services providers (from many agencies and organizations) and school personnel so that they function together as a team to deliver their services in a personable and accountable manner. In this way, they effectively and efficiently meet the needs of students and their families.

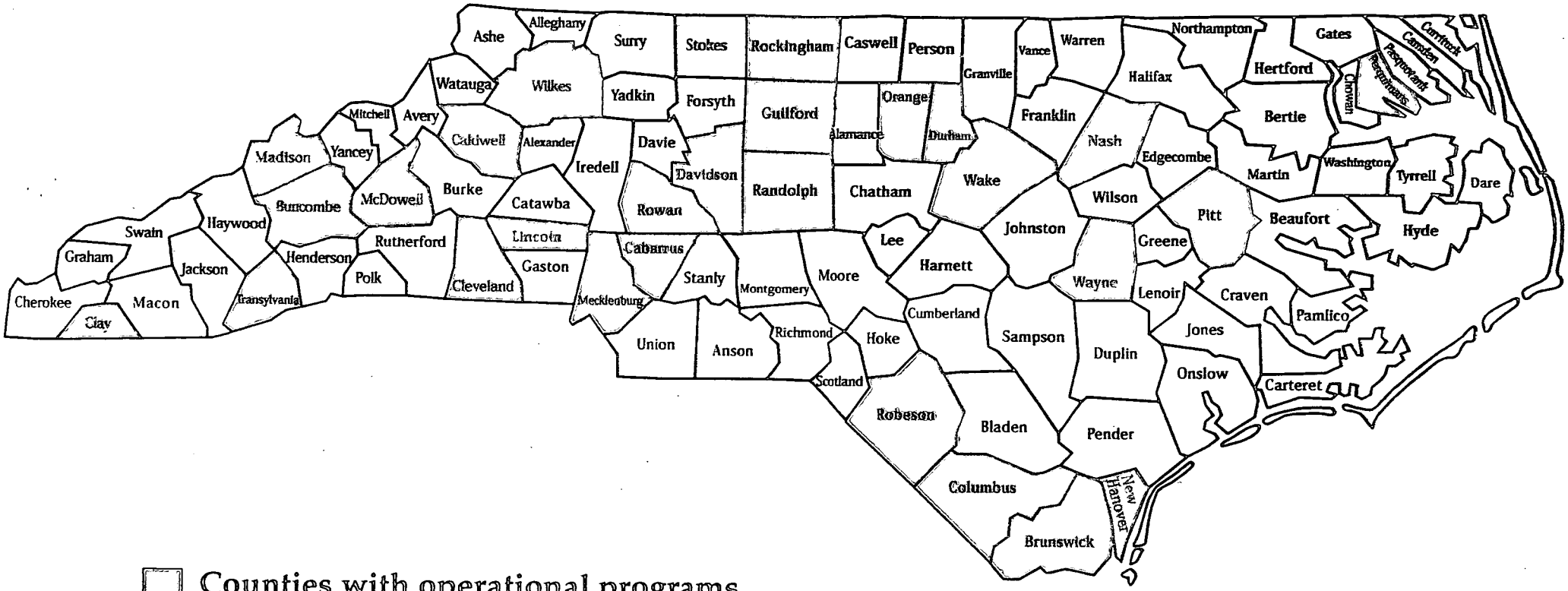
WHO initiates CIS in a community?

Communities invite a state CIS representative to present CIS strategies to community leaders. Interested communities then identify a "local liaison" who continues to introduce CIS concepts while soliciting input and support from community stakeholders. During this process, the local liaison is guided by a steering committee and community leaders. The introductory process adapts the CIS strategy to meet local needs and leads to the formation of a permanent governance structure. The CIS state office trains and works with the local liaison and serves as a continuous resource to the steering committee.

Communities In Schools
HELPING KIDS PREPARE FOR LIFE

CIS of North Carolina ○ 222 N. Person Street ○ Raleigh, NC 27601 ○ (800) 849-8881

Communities in Schools of North Carolina



☐ Counties with operational programs

☐ Counties we are working with

Communities In Schools
HELPING KIDS PREPARE FOR LIFE

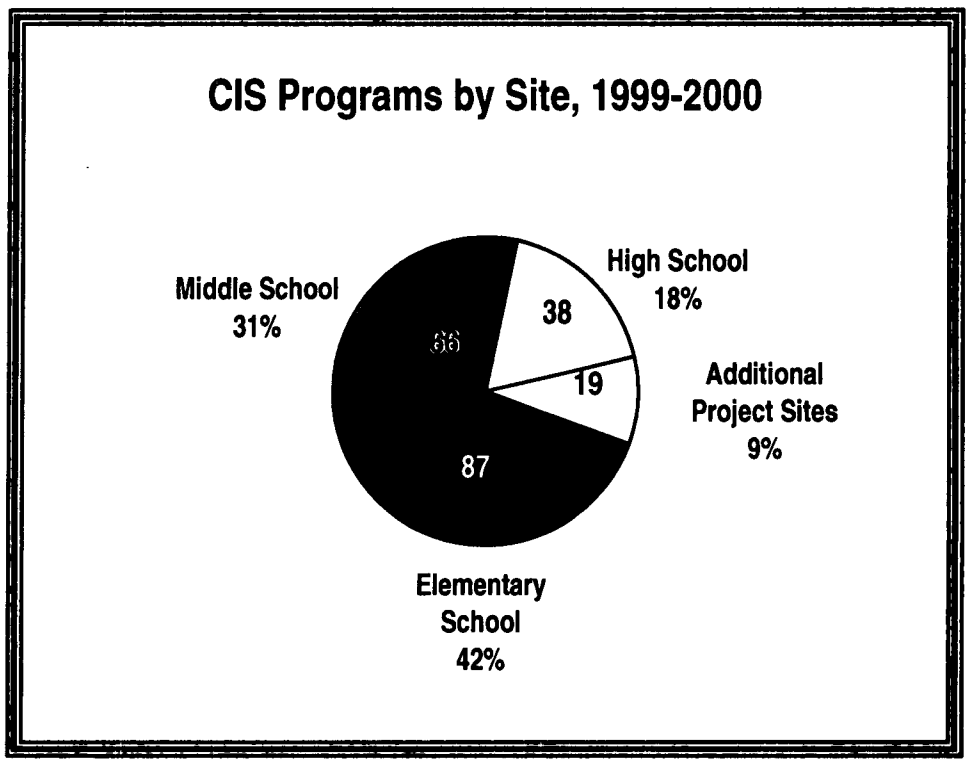
CISNC Program Highlights for the 1999-2000 School Year

CIS Mission: *To champion the connection of needed community resources with schools to help young people learn, stay in school, and prepare for life.*

Serving Over 46,000 Children and Their Families

Over the past school year, Communities In Schools made great strides in connecting community resources with students and their families at sites across North Carolina. During the 1999-2000 school year, 27 operational programs served students in over 210 schools and other project sites in 25 counties. These 25 counties account for almost 50% of the state's school age population (ages 5 to 18), and include the three most populous cities (Charlotte, Raleigh, and Greensboro). During the 1999-2000 school year, over 38,000 young people and over 7,900 parents benefited from the efforts of local CIS programs.

In order to help children stay in school and graduate well-prepared for life, it is necessary to reach students of all ages. CIS programs in North Carolina are achieving this goal. During the 1999-2000 school year, CIS programs served thousands of children from kindergarten through high school, including those in alternative learning sites.



Brokering Resources

During the 1999-2000 school year, Communities in Schools truly succeeded in its goal of brokering community resources into schools. North Carolina's 27 local CIS programs provided over 5,700 volunteers who contributed over 277,000 hours of their time. In addition, over 920 outside agencies and organizations were brought in to provide needed services to children.

The past school year brought continued expansion and improvement of CIS local programs. The level of community support for CIS was evident through the impressive number of volunteers and tremendous financial support from local governments, corporations, foundations, and individual donors. During the 1999-2000 school year, CIS programs received over 2.9 million dollars in government grants, approximately 3.3 million dollars in contributions from corporations and foundations, and over 1 million dollars in contributions from individuals, special events, and other sources.

◆ *Dine Out for Kids Day: CIS of Wake County:* On September 20, 1999, over 140 restaurants in Wake County donated up to 10% of their gross sales through **Dine Out for Kids Day**, which raised over $20,000 for CIS of Wake County. During a three week time span, participating restaurants also displayed information about the event and provided receptacles to collect change for CISWC.

◆ *People Magazine Grant Recipients: CIS of Robeson County, Transylvania County, and Wake County:* When People magazine held its 25th Anniversary Celebration last year, 75 percent ($151,000) of the proceeds that CIS, Inc. received were earmarked for the CIS Community Action Fund. This money was awarded as mini-grants to local CIS programs. To be eligible, CIS local and state programs had to be officially operational; preference was given to chartered programs. In total, 93 applications were received and 21 were funded, including three North Carolina programs: Robeson County, Transylvania County, and Wake County.

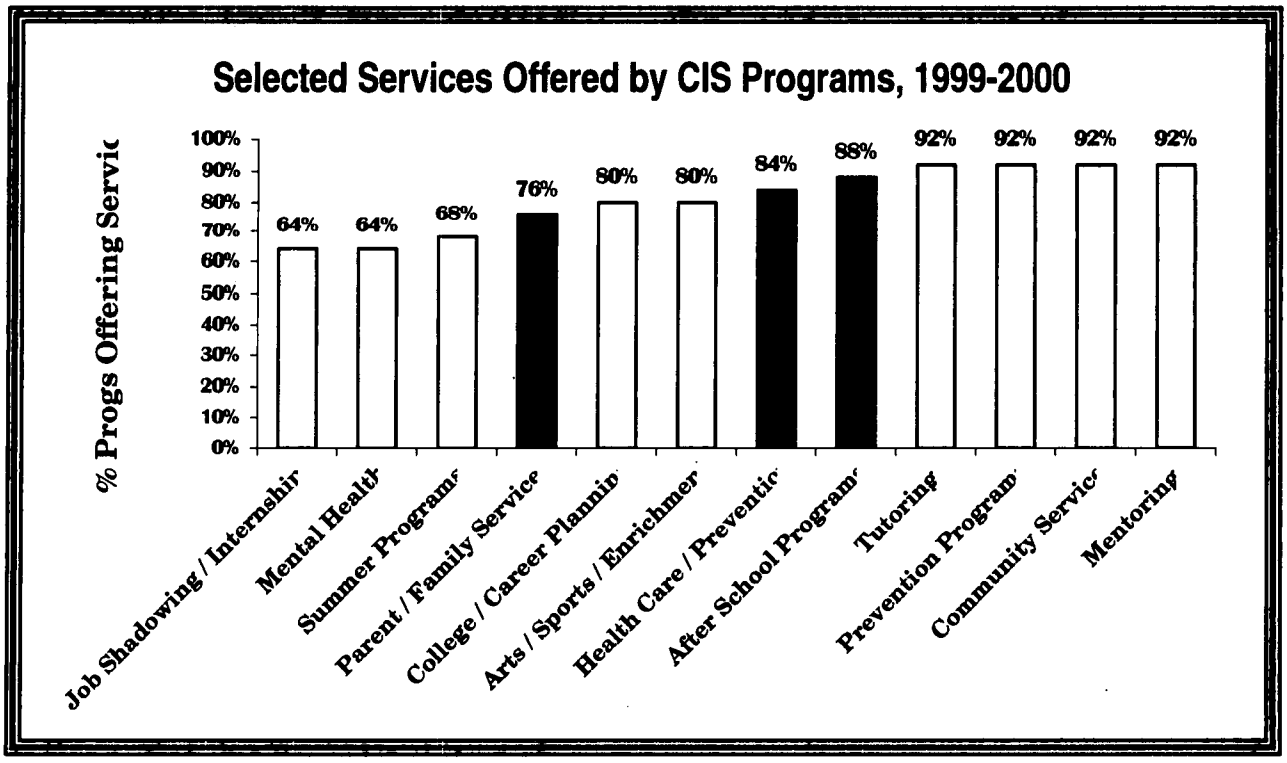
◆ *Project REACH: AmeriCorps Members Serving Students:* In **Project REACH**, AmeriCorps members work to improve elementary school students' reading skills through *Great Leaps*, recruit volunteers, and participate in a variety of community service projects. During the 1999-2000 school year, 22 AmeriCorps members served over 16,700 hours through Project REACH at five CIS programs: Brunswick County, New Hanover County, Robeson County, Wake County, and Wayne County.

◆ *The Fourth Annual CIS/Ft. Bragg Leadership Camp:* The **4th Annual Youth Leadership Camp (YLC)** conducted at Ft. Bragg on June 19 – 23, 1999 was a big success! CISNC partnered with nine local CIS programs in NC to send 104 high school students to the five-day camp at no cost to the students. The YLC was hosted by Company C, 3rd Battalion, 505th Parachute Infantry Regiment of the famous 82nd Airborne Division. Along with their civilian and military chaperones, the children took part in a land navigation course,

rappelled down a 72-foot tower, maneuvered through an obstacle course and jumped out of a 34-foot tower, which simulated an airborne jump out of a C-130 aircraft. The kids and chaperones stayed in barracks and ate "chow" in an Army mess hall. At the end of the five days, a graduation ceremony was held where each camper by receiving a diploma and a picture taken during the camp. The most improved camper from each squad was recognized by receiving a Commander's Coin from the Commanding General, XVIIIth Airborne Corps.

Offering Needed Services

CIS programs employ a wide array of strategies to build children's skills and make it possible for them to stay in school. During the 1999-2000 school year, the majority of North Carolina CIS programs offered the following services:



Almost all of the programs offered tutoring, mentoring, prevention programs, and an opportunity for students to give back through community service. Most programs operated an after school program, provided health care or preventative education, provided opportunities for cultural arts enrichment and sports activities, and offered college and career planning. More than half of the programs had some type of parent and/or family services, a summer program, mental health services, and job shadowing and/or internships. These activities encompass the five CIS basics: a one-on-one relationship with a caring adult, a safe place to learn and grow, a healthy

start and a healthy future, a marketable skill to use upon graduation, and a chance to give back to peers and community.

◆ *Strengthening Families: Families and Schools Together (FAST):* The **Families and Schools Together (FAST)** program is a family strengthening program, which encourages parent empowerment to benefit children and their families. In the fall of 1999, CISNC received funding to run FAST at a pilot site. CIS of Durham partnered with W. G. Pearson Elementary School to run the 8-week program. The program targeted first grade families and had twelve families signed up for the program. A total of eight families graduated from the FAST program and moved into FASTWORKS, which meets once a month. The evaluation results indicated that the program cycle achieved the primary goals of improving the target children's behavior and family functioning. Teachers reported a statistically significant decrease in overall behavioral problems in the classroom and parents reported a statistically significant increase in total family functioning and family cohesion.

Producing Positive Results

The remarkable efforts of CIS programs yielded impressive results: on average, 95% of CIS students stayed in school, and 90% were promoted to the next grade. In three of the largest programs (Charlotte-Mecklenburg, Greensboro, and High Point), over 65% of CIS high school seniors went on to post-secondary school.

◆ *Improving Reading Performance: CIS of High Point:* One of the many successful CIS tutoring programs is High Point's **Jump Start Reading Project**. During the 1999-2000 school year, Jump Start recruited 300 volunteers to work with 298 fourth grade students who were performing below grade level on reading. After an average of seven weeks of tutoring, 64% of these students showed improvement and 34% were reading at grade level.

◆ *Improving Student Achievement: CIS of Charlotte-Mecklenburg County:* Eight years ago, CIS of Charlotte-Mecklenburg County partnered with Highland Elementary School to serve students in this high poverty, high crime urban neighborhood. In addition to brokering in community resources, CIS monitored daily attendance by calling the parents of absent children and making arrangements for children who were not sick to get to school. These efforts resulted in improved student attendance and parent participation. In just three years, End of Grade test scores at Highland increased by 30%. In recognition of this achievement, the Charlotte-Mecklenburg school system, Highland Elementary, and CIS of Charlotte-Meklenburg received a **2000 Governor's Program of Excellence in Education Award**.

Helping Communities in Need: CIS Responds to Hurricane Floyd

On September 15 and 16, 1999, Hurricane Floyd struck the coast of North Carolina near Cape Fear and then moved north through the state. Several counties received over 20 inches of rainfall and sustained winds of over 115 miles per hour. The CIS areas most affected were CIS of Pitt County, Rocky Mount, and Wayne County. The North Carolina network responded by launching efforts to collect money and supplies for students in these programs. Their efforts were highly successful, and are detailed below:

- **CIS of Asheville** middle school students collected and delivered clothing, food, and water to their central relief distribution center.

- **CIS of Cabarrus County** received a box of school tools collected by a Cub Scout Den for the CIS children in Rocky Mount.

- **CIS of Caldwell County** collected $442 in donations for flood victims. A check was forwarded to CISNC's Hurricane Relief Fund, combined with individual donations, and distributed equally to CIS of Pitt County, CIS of Rocky Mount, and CIS of Wayne County.

- **CIS of Charlotte/Mecklenburg** staff and board members filled 103 individual plastic bags filled with personal hygiene products. These items were distributed to CIS of Pitt County and CIS of Rocky Mount.

- **CIS of Cleveland County** delivered a truckload of school supplies to Wayne County Public Schools Administration office to be distributed to Wayne County children.

- **CIS of Pitt County** coordinated the distribution of a 40 x 48 skid of hardcover books donated by Rand McNally.

- **CIS of Robeson County** SOS students collected nonperishable food for the Greenville Red Cross.

- **CIS of Thomasville** delivered 7 boxes of items collected by CIS students. This items were distributed in Pitt County and Rocky Mount.

- **CIS of Wake County** coordinated an Adopt-A-School initiative involving two schools in the flood-affected areas. Wilburn Elementary adopted Bethel Elementary and Belvoir Elementary Schools in Pitt County. In addition, Millbrook Elementary collected 12 boxes of items for distribution in Eastern North Carolina.

- **CIS of Wayne County** coordinated donations of school supplies from White Oaks Elementary in Fairfax County, Virginia to Spring Creek Elementary, from students at Meredith College to Brogden Primary School, and from local businesses in Wayne County to children whose homes were destroyed by flooding.

- **CIS of Wilkes County** staff and board of directors collected items to be distributed in Eastern North Carolina.

- **CIS of North Carolina** donated 17 cases of notebook paper to CIS of Pitt County and CIS of Rocky Mount. CISNC's Hurricane Relief Fund received over $200 in donations from individuals.

Expanding and Improving

- *Four CIS programs received chartered status:* During the 1999-2000 school year, four CIS programs received chartered status through the Quality and Standards review: Clay County, McDowell County, Transylvania County, and Wayne County.

- *Four CIS programs became operational:* In addition, four programs became operational: Perquimans County, Rockingham County, Rowan County, and Wilkes County.

- *CISNC receives chartered status:* In the fall of 1999, the state office underwent the national Quality and Standards Review process and received glowing recommendations and chartered status from the national review team. CISNC was the second state office to become chartered.

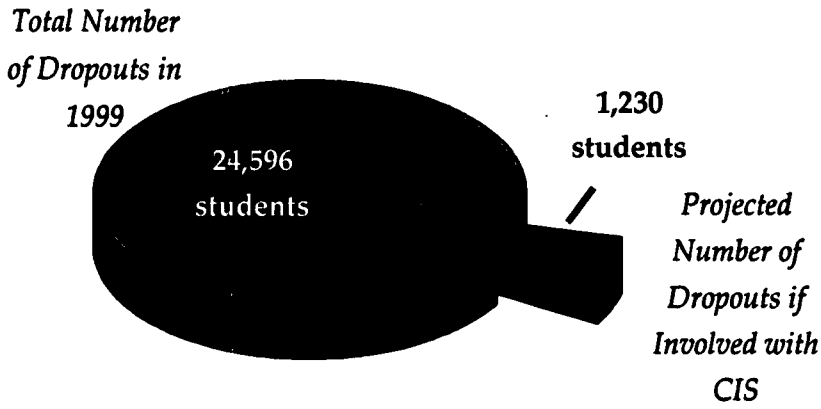
What's Next?

There are four new operational programs serving children for the 2000-2001 school year, and several other communities have begun the process of starting their own CIS program.

In addition, Families and Schools Together (FAST) is being implemented in seven CIS Local programs during the 2000-2001 school year. The participating CIS programs are Asheville, Charlotte, Durham, McDowell, New Hanover, Rowan, and Wayne. The programs recruit a collaborative team of parents, school partners and community-based organizations, which will facilitate the FAST weekly sessions. It is anticipated each CIS program will serve at least thirty families through FAST during the next school year.

North Carolina Dropout Fact Sheet

North Carolina's student dropout rate for the 1999-2000 school year was 4.34 percent per year in grades 7-12, a slight decrease from the rate in 1998-99, 4.6 percent. The 9-12 rate in 1999-2000 was 6.43 percent annually, representing a total of 23,597 students. The previous year's rate was 6.78 for the high school grades only. A total of 24,596 students dropped out of school in 1999-2000 as compared to 25,567 in the previous school year. In view of the fact that, on average, 95% of CIS students stayed in school during the 1999-2000 school year, had the 24,586 dropouts been involved with CIS, roughly 1,230 of them would have dropped out.



Economic Impact of Dropouts

- It is estimated that, over his or her lifetime, a high school dropout will earn $212,000 less than a high school graduate and $812,000 less than a college graduate, in 1993 dollars.
- In the last 20 years, the earnings level for dropouts doubled while it nearly tripled for college graduates, a trend that is likely to intensify in the future.
- High school dropouts, on average, earn over $6,500 less per year than high school graduates.
- It is estimated that a high school dropout costs society over $4,600 a year in lost taxes and productivity. The cost of a whole class (approximately 600,000 per year) of dropouts over a lifetime is calculated at more than $240 billion.

Interesting Statistics

The 1999-2000 Dropout Population of North Carolina was 24,596. The Total Population of:

Kinston.....24,832
Monroe.....22,337
New Bern.....22,168
Boone + Lincolnton.....24,003
Huntersville + Washington.....23,977

Current Population Survey (U.S. Census Bureau), 1999

Board of Directors
Communities In Schools of North Carolina

Diane Adams	Cisco Systems, Inc.	Raleigh
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Communities In Schools of North Carolina

HELPING KIDS TO HELP THEMSELVES

SPECIAL THANKS TO THE DUKE ENERGY FOUNDATION FOR CONTRIBUTING TO THE PRODUCTION OF THIS REPORT.

EVERY CHILD NEEDS...

- A PERSONAL, ONE-ON-ONE RELATIONSHIP WITH A CARING ADULT
- A SAFE PLACE TO LEARN AND GROW
- A HEALTHY START AND A HEALTHY FUTURE
- A MARKETABLE SKILL TO USE UPON GRADUATION
- A CHANCE TO GIVE BACK TO PEERS AND COMMUNITY

LETTERS...

... from the Chair

For the past ten years, I have had the privilege of chairing the Communities In Schools of North Carolina Board of Directors. In this time, I have seen extraordinary growth in the CIS network in North Carolina. Ten years ago, CIS was in eight communities serving 1,000 young people. Today, we have expanded into over 28 communities serving more than 41,000 students and families. Throughout my tenure with CIS, the program has boasted a number of amazing success stories. We have seen real evidence of student achievement, with so many of our kids becoming successful as hardworking, productive citizens. We have come a long way – but we have so much further to go.

Every day in North Carolina, we "lose" productive citizens to a disturbing array of harmful conditions such as substance abuse, pregnancy, violence and crime. Too frequently, these kids are disconnected and experience social, academic and emotional failure. CISNC is committed to reaching these kids and to giving them the opportunity to help themselves.

The CIS community-building strategy brings together the needed community support to offer these kids a chance to lead productive lives. We create partnerships with already existing resources in the community to attack the issues that lie at the heart of the problem. By brokering available community resources, it is the goal of CIS that all children in need have a one-on-one relationship with a caring adult; a safe place to learn and grow; a marketable skill to use upon graduation; a chance to give back to peers and community; and a healthy start with the potential for a healthy future.

We are pleased that, with the support from the leaders in this great state, CISNC is committed to reaching more and more students and families by replicating new programs and expanding to additional sites through training and technical assistance.

Those of us associated with this effort believe the results of CIS prove the value of our investment of time and resources. It is indeed a great privilege to be involved in such a successful program on behalf of North Carolina's children and families.

Graeme M. Keith, chair

CIS MISSION

To champion the connection of needed community resources with schools to help young people successfully learn, stay in school, and prepare to for life.

... from the State Directors

This annual report reflects ten years of hard work across the entire state of North Carolina. We have been very fortunate to have both a talented staff and a supportive and involved board of directors. We have seen phenomenal growth due to the outstanding leadership in our many communities. We enjoy excellent support from the State Board of Education and the Department of Public Instruction, school superintendents, principals, teachers and community leaders. We are especially grateful to the business leaders in our state who provide financial support as well as advice and counsel. We are also grateful to Governor Hunt and members of the General Assembly for their financial support and counsel in our efforts to reach more children. Finally, we are gratified by the children and their families who are working so hard to overcome obstacles that create barriers to their success.

CIS draws its strength from the relationships we have built with our partners throughout the state. While holding our principles of accountability, personalism, coordination of services and family/community involvement at the forefront of our efforts, we have developed some creative and innovative programs and partnerships to address the array of needs of our young people. As we address these needs, we have contributed to systemic reform efforts in our public schools. Through our partnership with the Jordan Institute for Families at UNC-Chapel Hill, we are also adding to the growing body of research on the association of school success and risk and resiliency. This partnership allows us to link research and practice to provide new opportunities to teach and reach even the most disadvantaged and disconnected learners. By tracking outcomes and measuring impact we are amassing a body of knowledge about good practice, but we must make sure that all children in this state who need help get the services they need to reach their potential.

We have made progress. We have met success. But there is still much work to be done; we still have far too many young people either giving up on education or being pushed out of the educational mainstream. We are seeing too many children growing up without the support systems they need to lead productive lives. Too many children are disconnected from their families, schools and communities. We see far too many children who will grow up socially, economically and educationally deprived.

As you read this report, we challenge you to think how you can reach a little farther, dig a little deeper, engage a few more caring adults and join us as we link hands that need with hands that can help.

Sincerely,

Michael K. Stephens

Arlene F. Wouters

OVERVIEW

Every child needs...

- A personal, one-on-one relationship with a caring adult
- A safe place to learn and grow
- A healthy start and a healthy future
- A marketable skill to use upon graduation
- A chance to give back to peers and community

Helping Kids Stay in School...

Today's young people need extra help to stay in school. If, or when, they leave without graduating, it is usually not because they can't do the work. Students leave school for a host of non-academic reasons. Those reasons include:

- economic instability
- pregnancy
- poor health
- lack of motivation
- family troubles
- drug use

Millions of students bring these problems to school with them every morning. No teacher or administrator could possibly solve them all. The best educators in the world can't do it alone – and neither can the students who have the problems.

Communities In Schools believes that keeping young people in school is not simply a teacher's or a school's responsibility. It's everyone's problem – parents, neighbors, health care providers, business leaders, social workers, counselors, mentors, tutors, and volunteers. It is up to all of us to join hands with the schools and "help kids to help themselves."

Why? Because:

- Prisons and training schools cost taxpayers on average $42,000 per inmate, per year
- Approximately 85% of juveniles in court are school dropouts
- Approximately 82% of prison inmates are high school dropouts
- Compared to high school graduates, dropouts are:
  .Two times more likely to be unemployed
  .Six times more likely to be unwed parents
  .Three times more likely to be arrested
- Dropouts ultimately increase the financial burden of each taxpayer

Communities In Schools is experienced at building communities for kids by bringing resources, volunteers and service providers into the public schools and training them to work as one coordinated team on behalf of students.

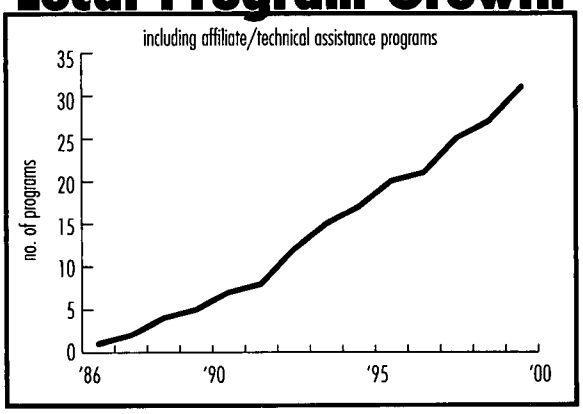
An immediate result is that teachers are free to teach, and administrators are free to manage their schools. They are no longer being asked to take on, all by themselves, the functions of social worker and counselor in addition to their full time jobs.

In the words of CIS, Inc. co-founder and President Bill Milliken, "Programs don't change people, relationships do." CIS is not a program, but a unique and effective way of bringing existing resources into schools and communities. CIS provides children and families the supportive relationships they need and deserve to lead productive lives. Since CIS of Charlotte/Mecklenburg opened its doors in 1986, CIS has surrounded young people in North Carolina with a community of tutors, mentors, health care providers and career counselors – caring adults who "help kids to help themselves." For over ten years, CIS has helped communities coordinate their public, private and nonprofit resources.

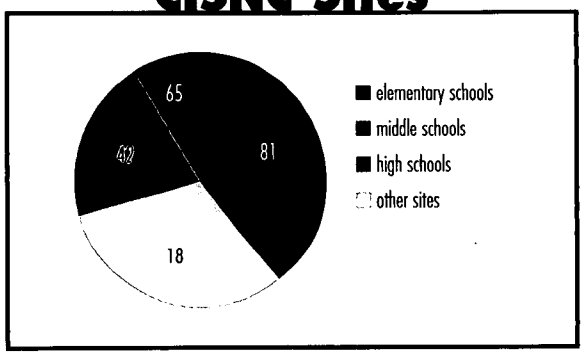
Quality & Standards Initiative

The introduction of the Quality & Standards initiative in NC in 1996 marked a higher level of organizational accountability and measurable results. Q&S, as it has come to be called, is a catalyst for thoughtful reflection and strategic planning throughout the network. It is a vehicle for both improvement and celebration as CIS organizations systematically assess their strengths and opportunities for growth.

CISNC Local Program Growth



CISNC Sites



As of January 2000, Communities In Schools North Carolina is operating in over 200 sites.

42,118 CHILDREN SERVED

ALL CHILDREN NEED AND DESERVE...

A Personal, One-on-one Relationship with a Caring Adult

For over a decade now, thousands of caring adults across North Carolina devote at least one hour of their time each and every week to a student for one-on-one tutoring in academics: math, language arts, science, social studies and study skills.

They may also serve as volunteer mentors. Mentors are positive role models for our students. Mentors are there to lend a sympathetic ear, to advocate, to help and to encourage. Mentors typically spend at least eight hours a month with their students and, on occasion, take them on special outings and to the work place. In 1999 alone, over 7,000 volunteers were matched with CIS kids.

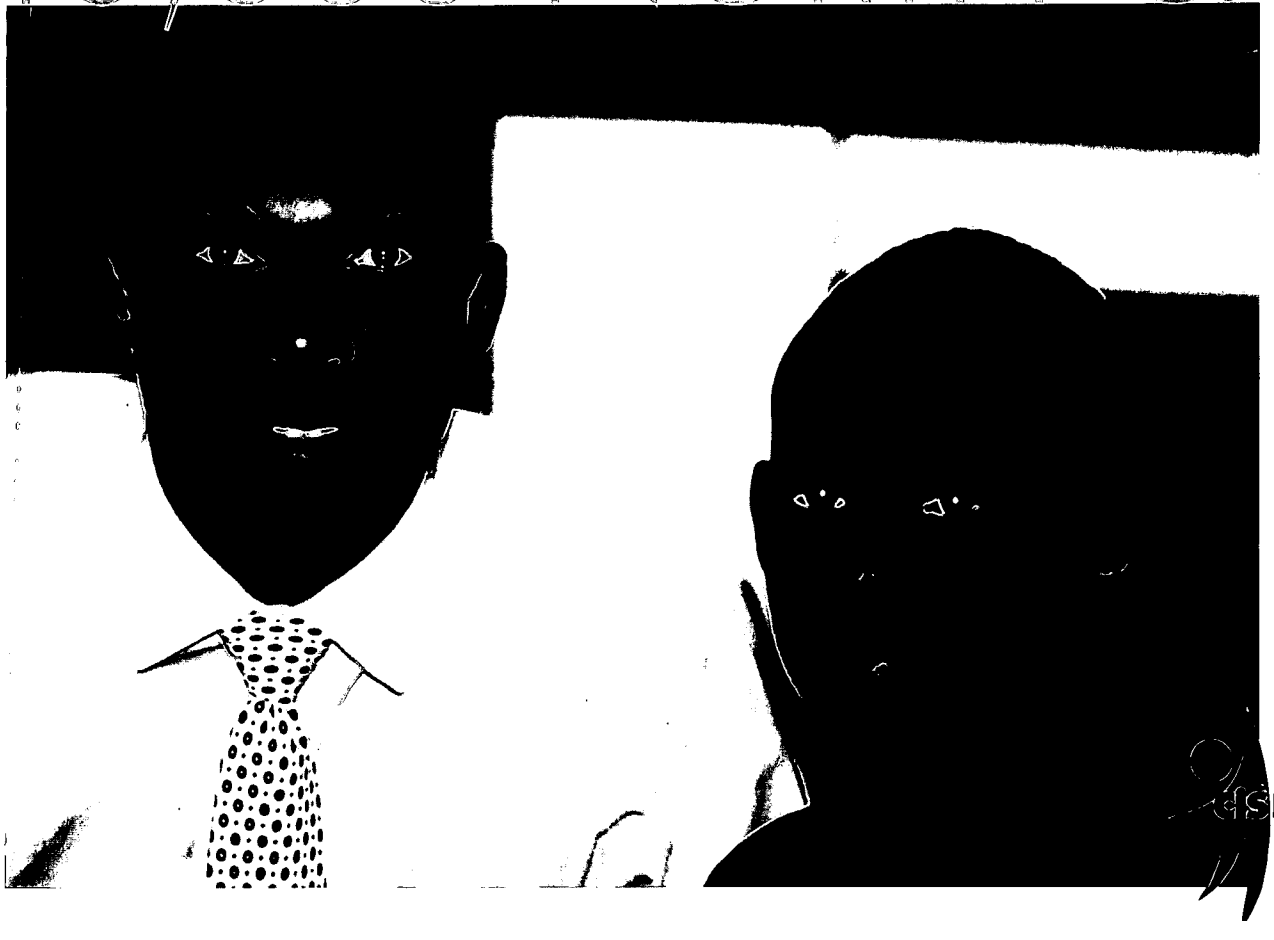
Over the past ten years, more than 40,000 volunteers connected with students in some way through Communities In Schools. These volunteers come from businesses, government agencies, communities of faith, civic groups and educational institutions.

College students have a volunteer opportunity through NC STAR: Students Teach and Reach. This program, sponsored by CISNC, is a peer education initiative providing youth with a comprehensive human relations education. NC STAR recruits and trains college students to facilitate discussions in secondary school classrooms with students on issues of diversity.

A Safe Place to Learn and Grow

CIS also provides after-school, structured activities for students who may otherwise have to walk home alone to an empty house. These activities are used to assist students academically and socially.

40,000 NORTH CA



One local CIS organization manages an after-school program especially designed for Hispanic students. A CIS full-service after-school site has garnered national attention for attending to the needs of the entire family.

Another CIS site hosted a girl-to-girl support group with the school nurse which helped the young women learn about female development, gain personal confidence and discuss safe social behaviors.

Parent Resource Centers established by CIS support voluntary preventive services that help parents before problems arise. Services focused on helping parents include: reducing inappropriate expectations of their children, coping with the stresses of child rearing, better access to health/social services and information about parenting issues. CIS also supports efforts to establish community learning centers, neighborhood learning and activity hubs for students and families.

A Healthy Start and a Healthy Future

People involved with local CIS programs often serve as liaisons between students and their families and professionals in the health community who are willing to provide in-kind services. CIS makes arrangements for dental check-ups, eye exams and glasses, wellness checks and physicals, and other health-related services.

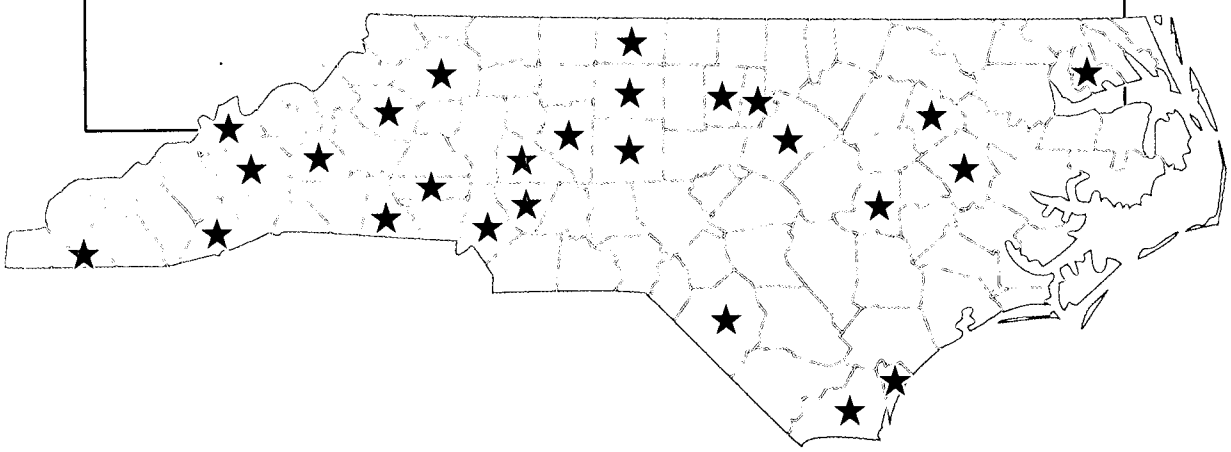
CIS also partners with a full range of service agencies – including local Law Enforcement Agencies, Departments of Social Services, Health Departments, Mental Health, Parks and Recreation, other nonprofit organizations, civic clubs, Child and Family Services, Youth Services and Juvenile Justice – bringing these service providers into the schools to serve alongside teachers in a coordinated team. This way, everyone gets involved in providing a nurturing and caring environment for kids that fosters growth and learning.

OLINA VOLUNTEERS

CIS LOCATIONS IN NC

CIS of...

Asheville
Brunswick County
Cabarrus County
Caldwell County
Charlotte-Mecklenburg
Clay County
Cleveland County
Durham County
Greater Greensboro
High Point
Lexington
Lincoln County
Madison County
McDowell County
New Hanover County
Orange County
Perquimans County
Pitt County
Randolph County
Robeson County
Rockingham County
Rocky Mount Region
Rowan County
Thomasville
Transylvania County
Wake County
Wayne County
Wilkes County



A Marketable Skill to Use Upon Graduation

Workplace visits, entrepreneurial opportunities, and vocational exploration serve to expand a student's vision of what is possible and where education can lead. Many CIS students have never seen an alternative to minimum wage jobs or life on the streets. In small businesses and large corporations, owners and employees can offer "never-imagined" experiences to young people. For youth with limited resources, a glimpse into what so many people tend to take for granted can have a significant impact on the rest of their lives.

CIS connects students with school-to-work initiatives through partnerships with local businesses. Businesses and agencies sign agreements with CIS to give students an opportunity to shadow workers.

Partnerships such as the CIS/CISCO Networking Academies are helping to close the "digital divide" by making technology accessible. Cited as a "best practice" by HUD, CIS students gain valuable skills and entrance into the job market.

A Chance to Give Back to Peers and Community

The success of CIS is attributed in large part to the strength of our students. CIS kids are encouraged to "help themselves" and to "pitch in" to help their schools and communities. The students help in a number of ways.

CIS students in upper grade levels work with first and second graders at least one hour after school each week, tutoring in the basics – math, reading and spelling. This peer tutoring goes a long way toward building the self-esteem and academic skills of both the student who is helping and the student being helped.

CIS students also give back by participating in community projects. They routinely clean up parks, downtown common areas and around local hospitals. Students have also helped in such projects as landscaping areas outside their local school system buildings, using materials donated by area businesses. Volunteers from the community assist the students in these beautification activities.

CIS students participated in Hurricane Floyd disaster relief efforts by collecting school supplies, personal products, food, books and money for families affected by the storm.

TIMELINE

A HISTORY OF CIS IN NORTH CAROLINA

1989

By 1989, four areas of the state – Charlotte/Mecklenburg, Rocky Mount, Greensboro and High Point – already have established CIS programs.

Business leaders across the state recognize the benefits and consider CIS a valuable investment in the future.

Key leaders work to create a state CIS office to replicate the process. Thanks to BellSouth Foundation funds, matched by the NC Business Committee for Education, Cities In Schools of North Carolina is launched.

1990

State Director Linda Harrill (then Hyler) logs over 35,000 miles on her car during this first year of CISNC. Working from a small office provided by NC State University, Linda introduces the idea of CIS across the state and begins the process of building long-lasting relationships.

Linda represents CIS in a national PBS documentary, Children In Need, narrated by Charles Osgood.

Two new local CIS programs start in Wake and Caldwell counties.

1991

CP&L makes it possible for Cities In Schools to "jump-start" programs in rural areas of North Carolina with a $100,000 contribution.

World Vision donates 1,540 cases of Penguin Classic books to CISNC, which coordinates distribution statewide.

The first two CIS/Burger King Academies open with $350,000 in corporate support.

Rosman Elementary School in Transylvania County is selected as an RJR-Nabisco Next Century School. The $750,000 grant supports a CIS program and develops a first-in-the-nation rural model.

CIS of Charlotte/Mecklenburg receives the Point of Light Award from President Bush.

Lincoln County establishes a new CIS program.

1989 — 1990 — 1991

2,900 STUDENTS SERVED IN 1991

1,335 STUDENTS SERVED IN 1990

1992

CISNC sponsors a Statewide Extravaganza for CIS students on the campus of NCSU in partnership with the Young Lawyers Division of the NC Bar Association, NCSU Athletics Department, The Tate Agency and Raleigh Parks and Recreation. Over 125 CIS students from across the state earn the trip to the event by reaching goals set within their local CIS program.

CIS is cited as an effective strategy to meet the needs of youth in *Community-based Organizations: Responding to the Needs of African American and Latino Youth,* published by the William T. Grant Foundation Commission on Youth and America's Future.

The Secretary of the Army signs an unprecedented formal Memorandum of Understanding with CIS, Inc., setting the stage for a variety of CIS/military partnerships in years to come.

Trainers from the state office provide over 30 workshops including a CIS seminar that attracts 250 people and the first CIS Teacher Summer Institute.

New CIS programs in Cabarrus, Cleveland, Durham, Halifax/Northampton and Transylvania counties begin.

The BellSouth Foundation and the Knight Foundation provided sponsorship for the UNC School of Social Work to work with CIS representatives at the national, state and local levels to produce the School Success Profile (SSP), a survey instrument that examines how middle and high school students view their world – their neighborhood, school, friends and family. The scores provide insight into how individuals perceive themselves and their environment. It also provides some understanding of the assets and concerns of groups of students and a comparison of CIS youth to their peers and to a national random sample. The SSP is used for intervention planning, resource allocation and program evaluation.

Partnership Highlight '92

4,400 STUDENTS SERVED IN 1992

1992 — 1993

1993

Again, on a dollar-for-dollar match basis, CIS receives $200,000 in state funds.

The CIS Acceleration Conference attracts over 300 people and features CIS, Inc. co-founder and president, Bill Milliken.

CISNC coordinates a collaborative opportunity for both DPI and DHHS personnel to receive Petals™ learning styles training together.

As a result of the partnership between the US Department of Defense and CIS, Inc., CISNC manages ten VISTA volunteers, working to replicate and expand CIS around the state. The state office moves to office space in downtown Raleigh.

New programs in McDowell, Orange, Pitt and Robeson counties open.

1994

The national CIS Quality & Standards initiative begins. CIS, Inc. establishes standards for local and state CIS program operations and sets up a process for recommending other policies required to improve the quality of programs. Programs meeting all the standards become chartered.

CISNC adopts NC STAR: Students Teach and Reach, a diversity awareness program. Petals™ training, offered through CISNC to DPI and DHHS, is expanded because of its success.

Funds through a CIS, Inc. partnership with the Department of Defense support a Coordinator of Military Partnerships position.

Al Gore visits CIS of Charlotte/Mecklenburg and praises the program saying "you have something that can help the rest of the country."

The statewide "CIS Acceleration Conference: What Shall We Give the Children?" is held.

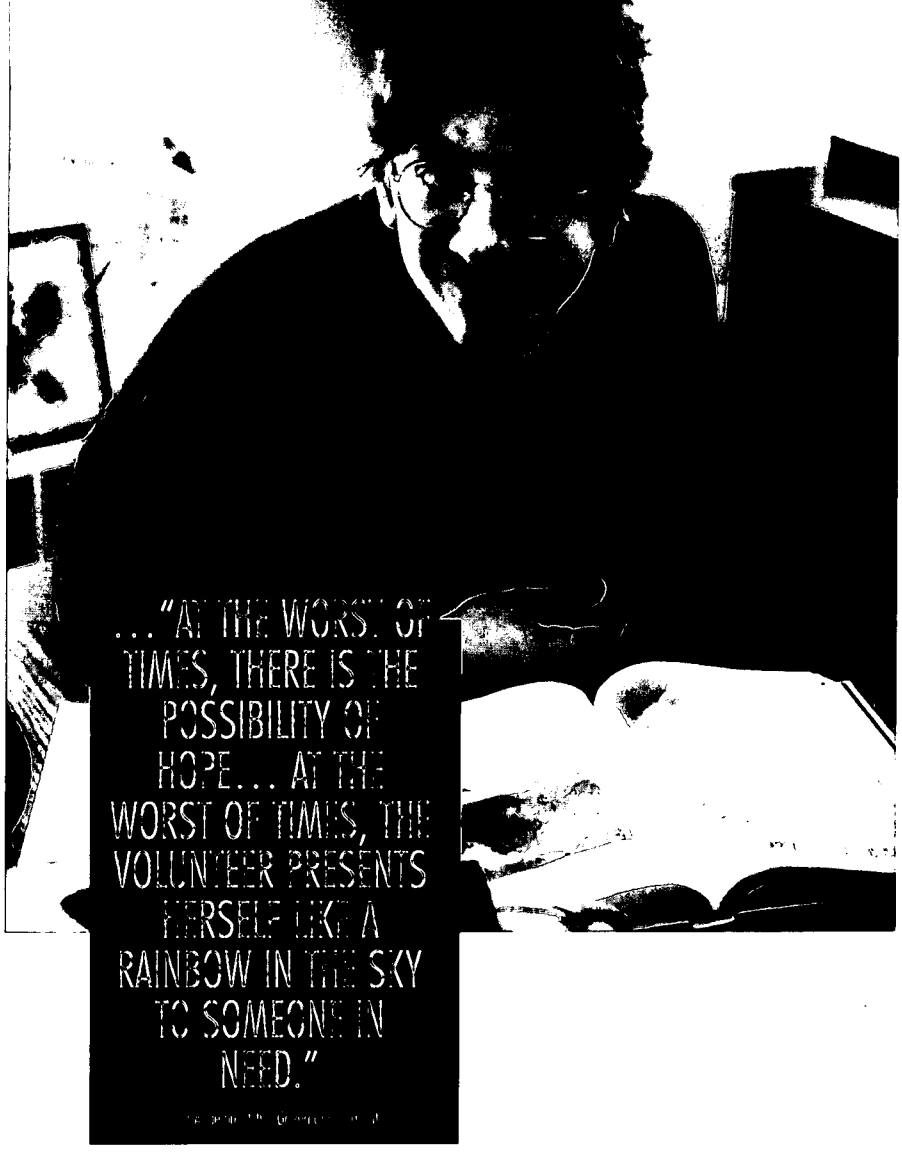
New CIS programs start in New Hanover and Wayne counties, Thomasville in Davidson County and Four Oaks in Johnston County.

1994

Creating Healthy And Responsible Teens, or CHART, is a health partnership between CISNC and the NC Medical Society. CHART brings physicians, medical students, and other health professional volunteers into middle school classrooms to present a dynamic curriculum covering substance abuse, AIDS, conflict resolution, and stress/depression management. CHART volunteers go through a three-hour training, and are asked to commit to a classroom of students for nine weeks, one hour a week. CHART is not designed to replace the traditional health curriculum of schools but to enhance it. However, in some needy communities, CHART may be the only health program offered to students.

Partnership Highlight '94

7,541 STUDENTS SERVED IN 1994



1995

1995

The CIS state director is appointed to the NC School Improvement Panel, strengthening CIS ties with the DPI and the State Board of Education.

In *Reinvesting in America,* Robin Garr highlights CIS, and the Charlotte/Mecklenburg program in particular, as "one of the most promising approaches" to getting the public involved with community problems.

CIS, Inc. begins the national identity project that results in a new logo and tag line, "helping kids to help themselves".

Nationwide, CIS adopts the name "Communities In Schools".

CIS collaborates with the National Guard to bring STARBASE to several CIS communities.

Robeson County wins a $200,000 federal grant to establish after-school programs.

A military partnership with CIS, STARBASE is a three-day program for fifth graders that brings a staffed Black Hawk helicopter to the schools to promote an interest in math and science. The curriculum includes a drug awareness/prevention component.

Partnership Highlight 95

1996

The third annual statewide conference, "Color My World With Hope," features Governor Jim Hunt and CIS president, Bill Milliken.

Mike Fox, a Carolina Panther, establishes a scholarship program for CIS students in North and South Carolina that rewards improvements in attitude and achievement.

The Triangle Holiday Magic Show in Raleigh, a benefit performance for CIS is held. Jim Passe, a renowned NC magician, performs an array of illusions in the style of David Copperfield. Passe, paralyzed from the waist down during a 1994 accident, serves as an excellent example of how determination can help overcome challenges.

CIS programs open in Brunswick and Madison counties, Asheville and Lexington.

Partnership Highlight '96

An NFL partnership between CISNC and Mike Fox of the Carolina Panthers, the Mike Fox Awards is an incentive program that offers scholarships to high school students who improve in attitude and achievement. Between 1996 and 1999, when Fox was traded off the team, 60 students benefited from the scholarship program.

1996 — 1997

1997

The first CIS charter school, the CIS Academy, begins operation. It is one of 37 charters approved by the State Board of Education.

Linda Harrill, state director, is appointed by the Governor as co-chair of the North Carolina Summit on America's Promise and Volunteerism.

CISNC commits to reach 40,000 kids by the end of 2000.

An evaluation of the CIS model, commissioned by the U.S. Office of Juvenile Justice and Delinquency Prevention, describes CIS' effectiveness and success.

CISNC offers Great Leaps, a reading remediation program.

A grant awarded by the National Corporation for Service and the NC State Commission gives CIS 20 AmeriCorps members to work with children in Wayne, Brunswick and New Hanover counties. The project focuses efforts on improving reading skills of children in grades K-3 through tutoring, community involvement and parent training.

A partnership between CIS, WSOC-TV and Food Lion, collects donations of needed school supplies for CIS and local area schools.

23,482 STUDENTS SERVED IN 1997

Partnership Highlight '97

The Virtual High School began with six CIS high schools, brought into a federally funded, national consortium through a partnership between CISNC and the Public School Forum. The program trains teachers via the Internet to deliver courses to students around the world.

CIS and other students in the participating high schools can enroll in a wide range of courses.

1998

CIS is a prominent participant in the Governor's Summit on America's Promise and Volunteerism.

CISNC co-sponsors the National At-Risk Forum.

CIS, Inc. and CISCO Systems enter a partnership that waives the $14,000 equipment charge for CIS high schools establishing CISCO Networking Academies. There are 36 Networking Academies in CIS communities.

NC STAR participates in President Clinton's Initiative on Race: One America in the 21st Century.

Linda Harrill becomes senior vice president for field services for CIS, Inc. Arlene Wouters and Michael Stephens are named co-state directors.

CISNC and the North Carolina Child Advocacy Institute publish *Keeping America's Promise to North Carolina's Children.*

The Knight Foundation awards CIS $953,500 to further develop the School Success Profile and to provide SSP training throughout the CIS network.

CIS of Clay County begins.

A military partnership between CISNC and the Army, this annual leadership camp is sponsored by the army and held at Ft. Bragg. The first year, over 60 students from CIS programs across the state experienced intensive training meant to improve their abilities to be team players, to think quickly, and to overcome obstacles. The students received first-hand exposure to life at Ft. Bragg and the self-discipline necessary to be in the Army. In 1999, over 120 students from North and South Carolina attended the third Leadership Camp and plans are underway for next year's adventure.

Partnership Highlight '98

27,472 STUDENTS SERVED IN 1998

1999

CISNC develops a strategic plan to effectively move forward into the new millennium. Steps to achieve the CIS mission are clarified.

CISNC provides training for 2,450 people in regional and local events including Understanding Children in Poverty and reading and math strategies.

CISNC staff participates in the Covenant With NC's Children, the Governor's Mentoring Council, the NC Parent Education Network, the NC Association of Alternative Educators and the NC Coalition for Asset-Building Communities.

120 students attend the third CIS/Ft. Bragg Leadership Camp.

FAST: Families and School Together, a collaborative, multi-family program for pre-school, elementary and middle school youth at-risk for alcohol and other drug abuse, school failure and juvenile delinquency, is introduced to the CIS network.

1999

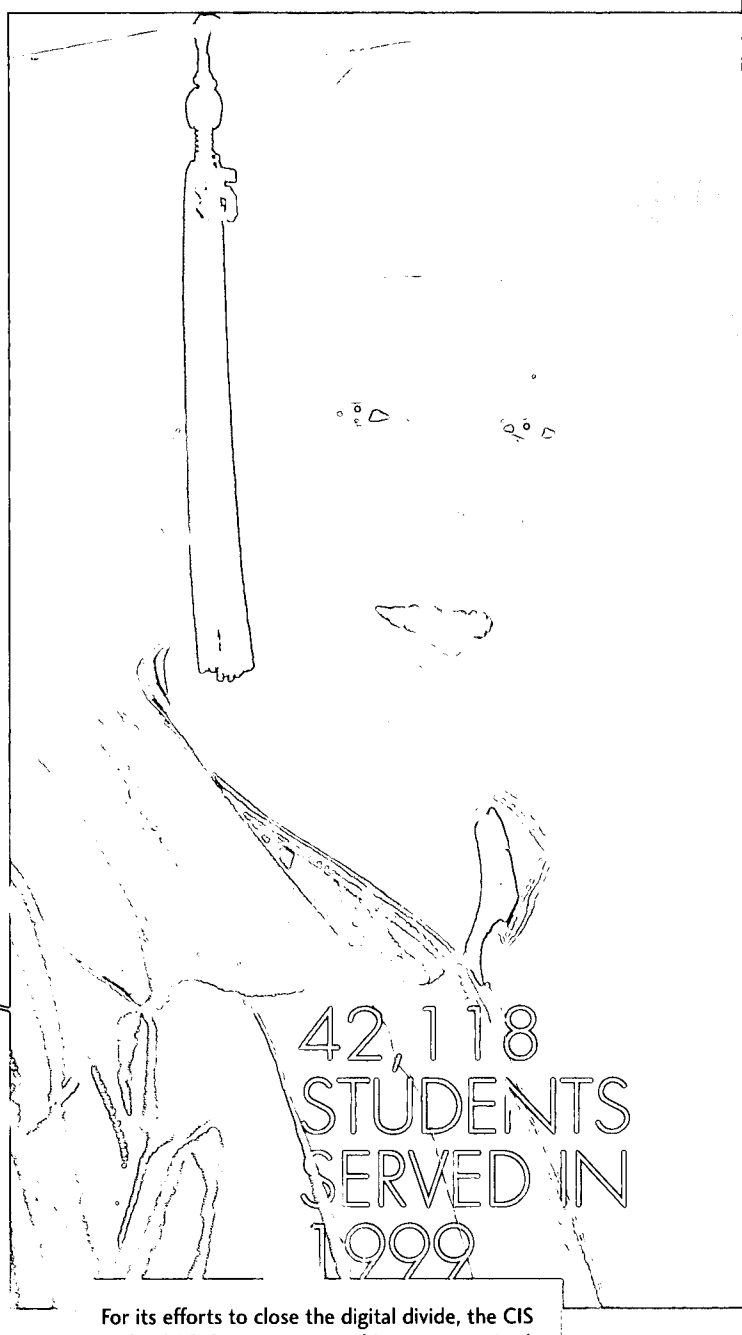
CIS and Tech Corps announce a formal partnership. Tech Corps matches technology-literate volunteers with local schools to provide access, opportunity, training and the understanding that leads to technology literacy.

The long-awaited PIMS software (Program Information Management System) is released in a CD format making CIS student progress and case management information quickly and easily accessible.

The state office undergoes the national Quality & Standards Review process and receives a glowing recommendation for Charter status from the national review team.

New programs start in Perquimans, Randolph, Rockingham, Rowan and Wilkes counties.

CELEBRATING 10 YEARS!



42,118 STUDENTS SERVED IN 1999

Partnership Highlight '99

For its efforts to close the digital divide, the CIS and CISCO Systems partnership was recognized as a "best practice" by the U.S. Department of Housing and Urban Development. CIS, CISCO and HUD are working together to bring the CISCO Networking Academy program to those students living in such underserved communities as Empowerment Zones and Enterprise Communities in order to promote jobs and economic opportunities. CISCO Networking Academies teach students how to design, build and maintain computer networks and develop the skills they need to compete in an increasingly technology-dependent workplace.

THE DECADE AHEAD

What we have learned over the past decade essentially affirms the philosophy of Communities In Schools. In order to succeed, children need a strong and positive home environment, healthy relationships with adults and peers, safe schools and neighborhoods and a positive belief system about themselves and their future.

The CIS Basics remain a solid framework for community action. Students need a positive relationship with a caring adult. Many students have that relationship with a parent, a grandparent, a teacher, a counselor, or a neighbor. For those students without a personal, one-on-one relationship, CIS will continue to connect them with mentors through partnerships with local businesses, Boys & Girls Clubs, the faith community and other nonprofit and civic organizations.

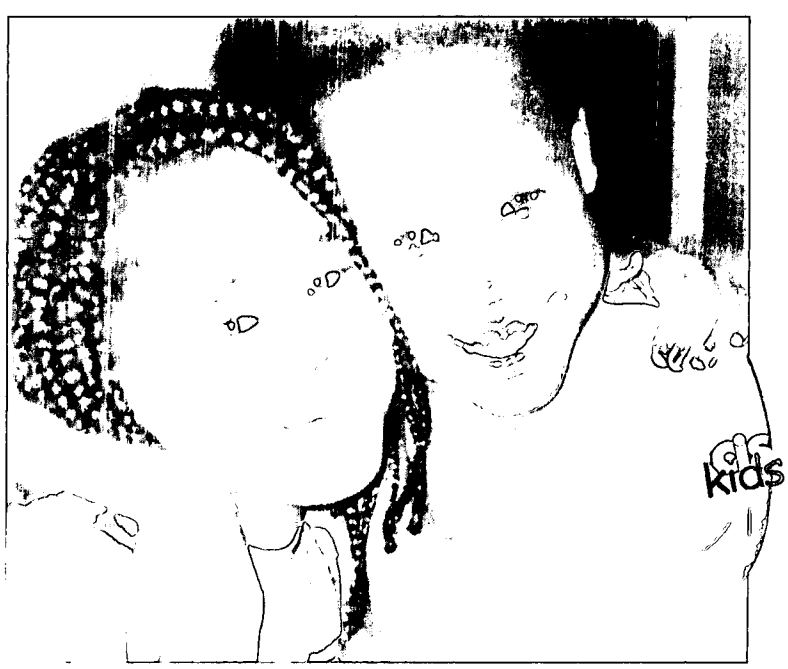
Because all students need and deserve a safe place to learn and grow, Communities In Schools will continue to connect students with after-school programs and activities through partnerships with community learning centers, local organizations and school-based and school-linked program providers. Research indicates that neighborhood safety is a major contributor to school success. Through assessment/planning tools like the School Success Profile, CIS will continue to help communities develop plans for resource reallocation and neighborhood empowerment.

The health and well being of children and families will continue to be a priority for Communities In Schools. From seemingly simple partnerships with dentists and doctors to lifestyle and decision-making issues, CIS will connect students with the people who can provide the information they need to ensure a healthy future.

It is not enough to keep a child in school through high school graduation. Students must leave our schools with a marketable skill, whether that is the ability to continue their education in a university or technical college or the development of employability skills. Communities In Schools will continue to connect students with opportunities to experience the world of work, to broaden their horizons and expand their dreams. Through business partnerships, CIS connects students with possibilities for their future: the CIS/CISCO partnership, job shadowing, internships, after-school jobs, and mentors from the business community. Through partnerships with institutions of higher education, CIS students see new possibilities via college visits, help with applications and scholarships.

Finally, students need and deserve a chance to give back to their community. CIS partnerships open doors for community service projects that are mutually beneficial.

Communities In Schools of North Carolina is committed to sustaining and establishing collaborative partnerships that benefit children and families in local CIS communities. Our recent collaboration with the NC Department of Health and Human Services will bring FAST: Families and Schools Together to seven CIS counties. As we head into the next decade, Communities In Schools will continue to champion the connection of needed community resources with schools to help young people successfully learn, stay in school and prepare for life.



Communities In Schools of North Carolina, Inc.
2000-01 Fiscal Year
Budgeted Expenditures

Types of Expenditures	Requirements	% of Total Budget
Salaries *	$1,044,448.00	
Benefits	$175,792.00	
Contractual Personnel Services	$154,813.00	
Total Personnel Services	$1,375,053.00	52 Percent
Building Rent/Lease	$44,988.00	
Equipment Rental/Lease	$43,753.00	
Travel	$230,358.00	
Telephone/Cellular Phone Service	$18,880.00	
Misc. Contractual Services	$2,184.00	
Total Purchased Services	$340,163.00	13 Percent
General Office Supplies	$6,375.00	
R&D/Educational Supplies	$34,767.00	
Total Supplies	$41,142.00	1.5 Percent
Furniture	$0.00	
Computers	$37,120.00	
Other	$29,136	
Total Equipment	$66,256.00	2.5 Percent
Discretionary Grants	$540,568	
Directed Grants	$0.00	
Loans	$0.00	
Other	$0.00	
Total Aid and Public Assistance	$540,568.00	21 Percent
Total Reserves	$0.00	0 Percent
Total Other	$270,569.00	10 Percent
Total Budget	$2,633,751.00	

Employee Salaries
Communities In Schools of NC

Full name	Position	Salary
Kathleen F. Boyd	Bookkeeper	$13,000
Theresa M Brantley	Program Assistant	$4,276
Susan Brown[1]	Director of Community Relations	$44,129
Gwendolyn W Crawford	Receptionist	$20,228
Juanita L. Davis	Resource Development	$36,000
Jackie C. Decker	Director of Finance and Administr	$40,000
Suzanne M Deobald	Program Director of AmeriCorps	$31,720
Jean Fuller	Sr. Director of Field Services	$52,000
Martha W Gale	Western NC Coordinator	$36,500
Linda R. Harrill	President	$101,920
Karen A. McGinley	Research and Evaluation Special	$33,000
Laura W. Killion	Director of Community Developm	$38,000
Tracy E Smith[2]	Director of Training and TA	$31,496
Michael K. Stephens	Executive Director	$75,000
Jennifer L. Straw	Program Director of FAST	$30,000
Arlene Wouters[1]	Executive Director	$56,000
	AmeriCorps Members	$200,000
	FAST Team Members	$218,455
Total		$1,044,448
[1] Employees no longer work for CISNC.		
[2] Employee works 3/4 time.		

Communities In Schools of North Carolina, Inc.

Receipts and Operating Expenses	FY Ending 12/31/97	FY Ending 12/31/98	FY Ending 6/30/99[2]	FY 1999-2000 Ending 6/30/00	FY 2000-2001 Ending 6/30/01
State Appropriation					
Recurring	$950,000	$950,000		$1,400,000	$1,400,000
Non-recurring		$700,000			
Other Sources of Funding	$610,537	$336,767	$138,985	$429,937	$768,863[3]
Prior Year Carry-Over	$664,513	$1,232,664	$1,932,161	$954,068	$1,126,865
Total Available	$2,225,050	$3,219,431	$2,071,148	$2,784,005	$3,295,728[3]
Total Actual Expenditures	$992,386	$1,287,270	$1,117,078	$1,657,140	$2,305,000[3]
Net Assets	$1,232,664	$1,932,161[1]	$954,068	$1,126,865	$990,728[3]

[1] The larger carry over in this year was due to the fact that we received a larger than usual appropriation by the legislature. Moreover, the actual funds came later in the fiscal year because the budget was not passed until October. Consequently, discretionary grants to local programs did not occur until early in the next fiscal year.

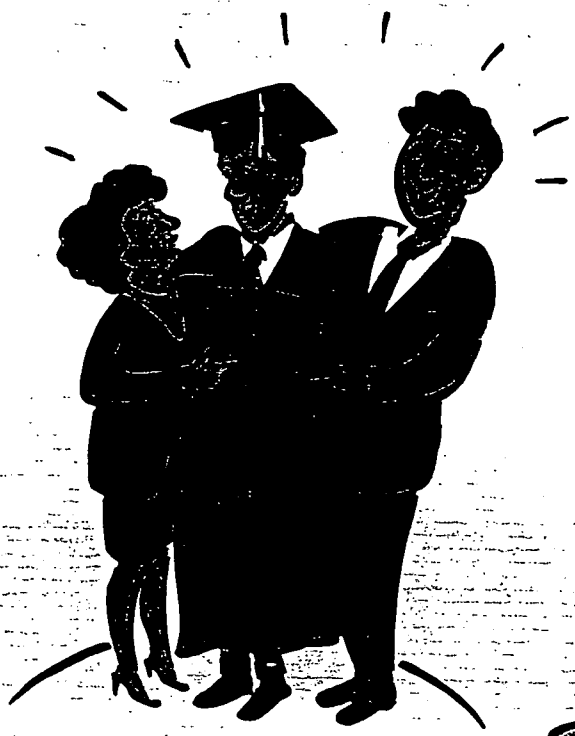
[2] Our board had earlier agreed to make a fiscal year change in 1999. Accordingly, this was a six-month fiscal year that ended June 30, 1999.

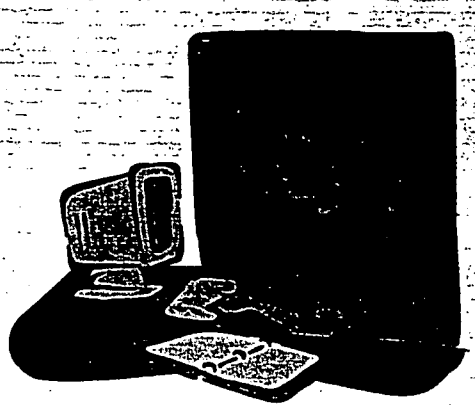
[3] These are estimated figures.

AVID

Advancement Via Individual Determination

Year Three (1999-2000) Program Evaluation





Tekle Ayano, Ph.D., Lead Evaluator
Lucy Perkins, B.A., Assistant Evaluator

MIDDLE SCHOOL INSTRUCTIONAL ACCOUNTABILITY TEAM
CHARLOTTE-MECKLENBURG SCHOOLS

AUGUST, 2000

Advancement Via Individual Determination (AVID)
Year Three (1999-2000) Program Evaluation

Executive Summary

Advancement Via Individual Determination (AVID) was initially implemented in 13 Charlotte-Mecklenburg schools (CMS) in the 1997-1998 school year and in 28 additional schools in 1998-1999 for a current total of 41 AVID schools. This third year evaluation will examine the demographics, achievement levels and course enrollments of the 1999-2000 AVID students by comparing them to a similar group of students who were not enrolled in the AVID program during the same school year. This evaluation will also consider the perceptions of AVID teachers, students, and parents regarding the program. Since this is still only the third year of the AVID program in CMS, it is yet premature to truly judge the success of the AVID program. As indicated in the 1997-1998 program evaluation, the effectiveness of the AVID program can be measured more realistically in 2001 when the first class of AVID students completes high school. Therefore, this third-year evaluation continues to gauge the progress of the program toward meeting its goals. The major findings of the evaluation follow.

1. Major Findings

Student Selection

- The percentages of targeted students included in the AVID program did improve during the 1999-2000 school year. Although there still needs to be a focus on including more economically disadvantaged students and students with limited English proficiency, overall the demographics of the 1999-2000 AVID students follow the national profile of the type of students targeted by AVID.

- On reading and mathematics End-of-Grade tests, the majority (77% in reading and 79% in mathematics) of the 1999-2000 AVID students were at or above grade level, as were the majority of the 1998-1999 AVID students, (78% in reading and 81% in mathematics). These percentages indicate that there has been improvement in the selection of average ability level students over the past two years.

- CMS requirements for prospective AVID students also mandate that the students maintain consistent attendance and have appropriate classroom behavior. Of the 1999-2000 AVID students, only about 5% (compared to 12% of the control group) were suspended for more than five days and 11% (compared to 20%) were absent for more than 17 days. There has been little change in these percentages between the 1998-1999 and the 1999-2000 school years. In 1998-1999, 6% (compared to 12%) of the AVID students had been suspended for more than five days and 11% (compared to 18%) were absent for more than 17 days.

Student Achievement

- The reading and mathematics achievement levels of the AVID students rose steadily over time, although the levels dropped somewhat in 1999-2000. However, the achievement levels of the AVID students were always above those of the comparison group, especially in 1999-2000 when the comparison group experienced a greater decrease than the AVID group.

- The achievement levels of each class of AVID students have generally risen over time, and, even when the achievement levels did not rise, they typically remained above the CMS average and the comparison group percentage of students at or above grade level.

- In courses traditionally taken in grade nine, including English I, ELP, and Physical Science, the AVID students performed well on the End-of-Course Tests. The number of AVID students enrolled in courses traditionally taken in grade nine, such as Algebra I, ELP, English I, and Physical Science, was higher than that of the comparison group. Despite the fact that the AVID group had a greater number of students enrolled in Algebra I, their achievement levels were not as high as the comparison group. In Algebra I and courses usually taken in grade ten or above, such as Biology, Chemistry, Physics, Algebra II, Geometry, English II, and U.S. History, the AVID students had a lower percentage of students at or above grade level than the comparison group.

- The comparison group had more students enrolled in higher-level courses usually taken in grade ten or higher, including Biology, Chemistry, Physics, Algebra II, Geometry, English II, and U.S. History. Also, there were fewer AVID students than comparison group students enrolled in Algebra I or Physical Science prior to grade nine, despite the fact that early enrollment in mathematics and science courses would put students on track and even ahead on a path to college enrollment.

Teacher, Student, and Parent Perceptions

- The majority of both the AVID students and teachers believe the AVID program to be effective; further, 67% of the students plan to stay in the program until they graduate, and 55% of the teachers would like to continue teaching in the program for three or more years.

- Teachers, students, and parents recognize advantages received from the AVID program: 94% of the AVID teachers recommended the AVID program to other teachers, and 97% of the teachers recommended the program to students. Also, 87% of the students recommended the program to other students, and 85% of the parents recommended the program to other parents and students.

- Parents were very positive about the AVID program overall. Over 60% of the responding parents indicated that they believe parent involvement is a high priority in AVID, that their children took more challenging courses because of AVID, and that their children earned better grades in AVID. Over 70% of the parents also reported that they were well-informed about AVID events, that their children were better prepared for college because of AVID, and that AVID had a positive influence on their children's attitudes toward school. Also, at least 80% of the parents indicated that they have received adequate information about AVID, that they had been invited to parent meetings and workshops, and that AVID provided the necessary support their children needed to be successful in high school and college.

- The percentage of students planning to attend a four-year college or university after high school graduation was 84%, which has risen from 80% in 1997-1998 and 83% in 1998-1999. Ninety percent of the AVID parents indicated that their children plan to attend a four-year college. Additionally, 83% of the AVID students reported that AVID students have a good vision and plan for college and good preparation for college. The major aim of the AVID program is to not only prepare students for college, but to motivate them as well. These findings indicate that AVID has been effective in this aim.

- AVID students and teachers gave the AVID students higher ratings than non-AVID students in the following categories: class participation, writing skills, motivation and eagerness to learn, preparation for college, completion of homework, regular attendance in class, fewer behavioral problems, enjoying school, study skills, and vision and plan for college.

- AVID teachers, students, and parents found the organization methods and study skills taught in the AVID program to be very successful aspects of the program. Teachers and students also found the tutors to be a successful and important aspect of the program, even though many respondents (29% of the teachers and 25% of the students) indicated that more tutors were still required. Twenty-eight percent of the students also noted college preparation and motivation as an important part of the AVID program.

- Students and teachers in the AVID program mentioned cooperative learning and teamwork as a successful aspect of the program. Thirteen percent of the teachers mentioned this among their comments. The 1997-1998 and 1998-1999 AVID Program Evaluations noted the need to encourage a group identity among the AVID students, and these findings seem to indicate continued success in this area. However, comments from parents and students also indicated that in some schools AVID is perceived as a program for weaker students.

Program Characteristics

- Many teachers, students, and parents noted components of the AVID curriculum as successful aspects of the program. Writing skills, Cornell notes, organization and study skills, motivational activities, tutoring, and field trips were all mentioned in a positive light. However, students and parents noted the need for more field trips, guest speakers, and other motivational activities, and teachers requested more assistance in securing guest speakers. Respondents from each group noted the need for an AVID elective class period at schools where there is not a specific time period for AVID set aside.

- One quarter of the teachers (25%) indicated that they had not attended an AVID Summer Institute for training in AVID philosophies and methodologies.

- The teachers and students in the AVID program perceived the tutors as vital to the program. However, both groups, as well as the parents, also noted that more tutors were needed in the program. On the other hand, only 4% of the teachers and 13% of the students reported having no tutors at all in their classrooms. Compared to 26% of the teachers and 33% of the students in 1998-1999 and even to 12% of the teachers and 9% of the students in 1997-1998 who reported having no tutors, this year's responses indicate improvement. The 1999-2000 students also recommended that the tutors offer more help and attend more consistently.

- Parent participation in the AVID program was reported as effective by 68% of the teachers, even though 8% of the teachers and less than 1% of the students did comment on the need for increased parental involvement in the program. Parents also commented on the state of parent participation in AVID. The parents were very positive about the extent of their involvement in AVID, and 68% indicated that parent involvement was a high priority in the program. The only aspect of parent participation about which the parents were negative was parent-teacher communication, and 31 parents requested more opportunities to discuss AVID and their children's progress with teachers.

MINUTES
JOINT APPROPRIATIONS/Subcommittee on EDUCATION

March 27, 2001
8:30 a.m.

The Joint Appropriations/Subcommittee on Education met Tuesday, March 27, 2001 at 8:30 a.m. in Room 421 of the Legislative Office Building with Rep. Gene Rogers, Chair presiding. House members present were Chairs Rep. Rogers, Rep. Yongue, Rep. Boyd-McIntyre, Representatives Bell, Bonner, Carpenter, Holmes, McLawhorn, Michaux, Russell, Smith, Teague and Warner. There were seven Senate Members present and forty-seven visitors. Fiscal Staff attending was Charlotte Todd.

Rep. Rogers, Chair called the meeting to order and introduced the pages, Holli Harrison, Sha Terra Wells and Rebecca Dilday. He then called on Charlotte Todd, Fiscal Staff to give an overview of where we are and where we are going in order to get a perspective on what will be happening in the upcoming meetings regarding the budget discussions. The House and Senate will be meeting jointly through the deliberation stage when the targets, proposed cuts and special provisions will be reviewed. The Chair then introduced President Molly Broad to give a brief UNC overview of Strategic Priorities and Budget Flexibility. ***(Attachment 1).*** She then introduced Chancellor Jim Woodward of UNC Charlotte to give a presentation on "Budget Flexibility in Campus Management". ***(Attachment 2).*** Rep. Rogers, Chair introduced Vice Chancellor Richard Brown from East Carolina University. His presentation dealt with UNC flexibility from a CFO's perspective. ***(Attachment 3).*** The Chair announced that in lieu of time, for members to hold their questions and staff would provide answers later. He then

MINUTES
Appropriations/Subcommittee on Education
March 27, 2001, 8:30 a.m.

introduced Jeff Davies, UNC General Administration to address "Board of Governors' Tuition and Fee Policy". ***(Attachment 4).*** Mr. Davies was unable to conclude his presentation at this time but the Chair announced he would continue at the 1:00 p.m. meeting. The meeting adjourned at 10:00 a.m.

Respectfully submitted.

Rep. Gene Rogers
Chair

Sally Gillis
Committee Assistant

Joint Appropriations on Education Committee

Agenda

Tuesday March 27, 2001, 8:30 a.m.
Room 421, Legislative Office Building

Rep. Gene Rogers, Chairing

UNC Overview, Strategic Priorities and Budget Flexibility-	President Molly Broad
Budget Flexibility in Campus Management-	Chancellor Jim Woodward UNC Charlotte
	Vice Chancellor Richard Brown East Carolina University
New or Expanded Program Reviews: Strategic Initiative Reserve	President Molly Broad
Board of Governors' Tuition and Fee Policy	Jeff Davies UNC General Administration

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House Appropriations Subcommittee on Education
Rep. Boyd-McIntyre (Chair)
Rep. Rogers (Chair)
Rep. Yongue (Chair)
Rep. Barnhart, Rep. Bell, Rep. Bonner, Rep. Carpenter
Rep. Holmes, Rep. McLawhorn, Rep. Michaux,
Rep. Morgan, Rep. Preston, Rep. Russell, Rep. Smith,
Rep. Teague, Rep. Warner

Senate Appropriations on Education/Higher Education
Sen. Lucas (Chair)
Sen. Garrou (Chair)
Sen. Dalton (Chair)
Sen. Carter, Sen. Cunningham, Sen. Garwood, Sen. Hartsell,
Sen. Wellons

Fiscal Research Division (g:\Fiscal\Education Team\2001 Agenda)

Molly Corbett Broad
Joint Appropriations Subcommittee on Education
Room 421 LOB
March 27, 2001
8:30 a.m.

- Good morning, and thank you for another important opportunity to discuss with you the programs and priorities of the University of North Carolina. As I conveyed when I met with you earlier this month, we acknowledge at the outset that this General Assembly entered the legislative session facing a daunting fiscal predicament. As you turn to the 2001-02 budget, we appreciate the opportunity to work with the Subcommittee and General Assembly as you seek to strike the proper balance between the University's pressing needs and very limited resources.
- Over the course of these hearings, you will hear about a number of key University programs and initiatives that respond to our three-part mission of teaching, research, and public service. Like our budget request, these presentations will be closely aligned with the small set of strategic priorities adopted by the Board of Governors, focusing on issues related to protecting and expanding Access; Intellectual Capital Formation promoted through outstanding teaching and academic programs; strengthening K-16 Education; Creation and Transfer of Knowledge through targeted research and outreach; and Transformation and Change to improve effectiveness and efficiencies. As called for by your modified zero-based budget approach, we have provided a considerable amount of summary material on University programs that have been added since 1991, as well as established programs that have received

incremental funding increases during this same period. We stand ready to respond to any questions you might have about these programs.

- In addition to senior staff in the Office of the President, you will hear in coming days from our chancellors and other top campus administrators and faculty members, as well as Glaxo Smith-Kline CEO Bob Ingram. Joining me in today's discussion on budget flexibility are Jim Woodward, chancellor of UNC Charlotte, and Richard Brown, vice chancellor for administration and finance at East Carolina University.

Budget Flexibility

- Beginning in 1991 (an earlier period of fiscal constraints), the General Assembly has delegated to the University greater authority to manage its affairs in budgeting, personnel, purchasing, and capital construction administration. More recently, greater flexibility has been granted to the UNC Health Care System to enable it to compete successfully in a highly competitive health-care market. Along with these delegations, we have willingly accepted higher levels of accountability. This morning, I would like to address the importance of managerial and budget flexibility from a University-wide perspective, and then will ask Chancellor Woodward and Vice Chancellor Brown to offer two campus viewpoints.
- Let me begin with a few words about capital construction. In 1997, the legislature delegated to the University the authority to manage smaller construction projects—those estimated to cost $500,000 or less. The General Assembly took this action in the belief that the Office of State Construction should add value on larger capital projects, but that University personnel possessed the requisite skills and expertise needed to oversee construction activities on smaller projects.

- Early evidence proves the wisdom of this managerial delegation. Over the past three years, nearly three-fourths of all University construction projects have fallen below the $500,000 threshold, even though such projects accounted for just over 10% of the University's total capital budget. For these small, self-managed projects, our campuses have experienced a 60% reduction in the length of time it takes to progress from engaging a building designer to beginning construction. And because the Office of State Construction has been able to focus its energies on our larger, more complex projects, we have experienced a 26% reduction in the timeline for UNC projects still going through the Office of State Construction.
- With respect to our *operating* budget, managerial and budget flexibility has enabled us to place greater emphasis across the University on reallocating *existing* resources to higher-priority needs so as to lessen campus dependence on expansion funds. This philosophy has been reflected in recent UNC expansion requests, which have been very narrowly focused and have not included large increases for basic program support or specific institutional priorities, as was common before flexibility was granted.
- Moreover, while the University's operating budgets have experienced *net* increases every year since 1991-92, we have absorbed *continuing* budget reductions totaling $54.5 million during this period. [Our appropriations as a percentage of the General Fund have continued to decline steadily, from 15.3% in 1991-92 to 12.9% in 2000-01.] In addition, we incurred *one-time* cuts of $13.7 million in the wake of Hurricane Floyd and are now shouldering a $32-million one-time cut to help meet the shortfall in the current year's budget—which has been especially challenging since the reductions came after the second academic semester was already underway. Working within prescribed guidelines established by the Board of Governors, budget flexibility

has allowed our chancellors to manage these cuts in a manner that has protected students and inflicted the least possible damage on the academic enterprise. In short, it has given us the opportunity to manage more effectively—with full accountability. We hope that—to the extent that budget reductions are necessary under the current circumstances facing the state—the University will again be given the flexibility needed to manage them.

- During this biennium, our campuses have used carry-forward funds and lapsed-salary funds made available through flexibility to manage unexpected--and therefore unbudgeted--situations that have ranged from uninsured Hurricane Floyd repairs at ECU to skyrocketing utility costs that have affected every campus. During the current fiscal year, for example, our campuses have collectively reallocated more than $6 million to cover utility cost overruns.
- Last year, a majority of our campuses reallocated dollars to form an IT Alliance for the collaborative procurement of goods and services related to information technology. Since this collaborative procurement approach was begun just 14 months ago, documented cost savings have exceeded $2.5 million.
- Other common uses of budget flexibility include initiating high-priority academic programs, automating and streamlining administrative functions, making infrastructure investments and capital renovations, making library acquisitions, improving campus security, and replacing costly scientific equipment. A few examples:
  - ❖ NCSU has reallocated funds to support its new mechanatronics program offered on the UNC Asheville campus;
  - ❖ UNC-Chapel Hill has reallocated funds to support its new Carolina Computing Initiative;
  - ❖ UNC Charlotte has reallocated funds to purchase and implement software that web-enables a host of student services;

- ❖ NC A&T has reallocated funds to help meet federal matching requirements related to agricultural research and development projects; and
- ❖ Several of our "focused-growth" institutions have reallocated funds to strengthen enrollment management and increase recruiting efforts, leveraging the capacity-building funds provided by the General Assembly.
- ❖ In a related vein, the UNC Health Care System has been able to cut the processing time for most purchases from six weeks to under two weeks. They have been able to consolidate information-technology purchases for the multiple entities under the HCS umbrella, avoiding duplication and millions of dollars in hardware costs. And managerial flexibility has allowed them to compete in an aggressive employment market, enabling the Health Care System to match offers from competing hospitals to nurses who work unpopular weekend shifts, as well as sign-on and retention bonuses for high-demand positions.

- Given the proven benefits of managerial flexibility to the University and the state, <u>we believe a strong case can be made for *additional* flexibility that could help us maximize productivity and responsiveness to our constituents</u>. This would, in some cases, call for shifting responsibility (and accountability) from central state offices to institutional managers charged with implementing policy at the campus level. Some of the areas under consideration include:
  - ❖ **Personnel**—building a University-managed human resources system that is responsive to the unique challenges of the higher-education environment. Despite some increased flexibility in the day-to-day management of human resource functions affecting our SPA employees, we continue to face long-standing barriers that inhibit our ability to operate efficiently and effectively. UNC is a complex, multi-campus university that must be flexible, innovative, and competitive in a global market. To succeed, we must be

able to define positions clearly within the context of higher education; expedite decision-making related to recruitment and retention; establish positions in a timely manner, especially those funded by grants; and promote efficiencies by streamlining processes and significantly reducing paper flow. Nationally, public universities are shifting from centralized state systems to decentralized, university-managed systems. In over 30 states, public universities are exempt from their state's personnel systems.

- **Purchasing**--adopting the customer-service principles and practices of the corporate procurement model. In this vein, we are actively exploring the many ways that the University might contribute to and complement the state's efforts to implement an e-procurement initiative. Areas of promise include electronic requisitioning, purchase orders, receiving and payments.
- **Surplus property**--expediting disposal of surplus property by delegating authority to the 16 campuses;
- **Utilities**--reducing energy consumption by implementing fiscal incentives and authorizing performance contracting; and
- **Construction**--modernizing bid procedures by increasing delegated thresholds for construction bids and granting the University discretion to determine best-value procurement methods on construction projects.

Strategic Initiative Reserve

- Before I turn the floor over to Chancellor Woodward and Vice Chancellor Brown, I would like to speak briefly to one of the important University programs captured in your review of programs initiated since 1991: the Strategic Initiative Reserve.
- Created in 1999 with a $3-million appropriation, this small, rotating reserve allows us to rapidly target pervasive or urgent problems affecting multiple

campuses and to provide seed funding for multi-campus initiatives. The funds are not used as permanent grants to individual institutions, but rather to foster collaborative responses to common concerns.

- $2 million of the initial 1999-2000 reserve was directed to seven designated small campuses to help them prepare for dramatic enrollment growth. Two leading consulting firms were selected to work with these campuses to conduct assessments of enrollment management operations and to assist in the development of strategic plans for enrollment growth. The remainder of the reserve was used for such purposes as developing a web-based system for the preparation of our expansion budget request, helping to implement web-based campus portals for prospective students, and providing an e-learning grant to UNC-Chapel Hill's School of Public Health.
- To date, the current year's reserve has allowed us to contract with the Research Triangle Institute to assess the technology-transfer capabilities of every UNC campus; to aid UNC-Chapel Hill and UNC Charlotte's participation in planning for a Financial Services Institute, and to develop a master design and construction schedule for projects funded by the Higher Education Improvement Bonds. We have committed more than $1 million of the reserve to efforts that will help ensure that this capital plan is executed on time and within budget.
- For example, we have retained external consultants to objectively evaluate existing capacity on each campus and within the Office of the President to manage this significant new volume of construction activity, and, where potential gaps or needs are identified, we intend to contract for additional expertise and services. We also have retained a firm to facilitate discussions with construction industry representatives as we implement a partner or team approach to project delivery. This same firm will train University facilities staff

on successful team-building methods and will directly facilitate "partnering" on 30 specific bond projects.

- Clearly, the advantage of this small but flexible fund is that it allows the University to respond quickly to changing conditions and arising opportunities.

- To speak to the importance of managerial and budget flexibility from the campus perspective, let me now call on UNC Charlotte Chancellor Jim Woodward, who will be followed by Vice Chancellor Richard Brown of ECU. We will then be happy to answer any questions you might have.

Flexibility → efficiency + effectiveness

Attachment 2

Chancellor Woodard

Presentation To
Joint Education Appropriation Subcommittee
March 27, 2001
Raleigh, North Carolina

I arrived at UNC Charlotte in 1989, two years before the passage and implementation of the flexibility legislation. As part of my introduction to the campus, I was given a tour by individuals responsible for operating the physical plant. During that tour, I asked about the energy management program on campus. With some embarrassment, the senior person responsible for this general area told me that UNC Charlotte did not have a formal program in place. I told him that we would fix that quickly because on a campus this size, a great deal of money could be saved by such a program.

He hesitated another moment and then explained that any such effort would be problematic. It would take people and capital investments to implement a program; those resources would come from parts of the budget that were already short. Any savings in utility costs would revert to the state rather than reimbursing the budget lines from which the people and capital investments came. That is, an aggressive energy management program would result in a net loss to the campus rather than a net gain.

Regardless, we did begin to give attention to energy management, but not very aggressively until the implementation of the budget flexibility legislation. Now, we have an aggressive energy management program. Further, every new building is designed with careful attention given to energy utilization. Indeed, this year we

are spending funds made available through flexibility to conduct a master planning study of how best to provide energy to several new buildings that are provided for in the bond issue. The result has been a decision to construct a new regional utility plant, the design and planning costs of which will ~~again~~ partially come from flexibility funds rather than ~~any of~~ all from the bond funds.

By the way, this year our utility bill is expected to exceed our utility budget by $850,000. Those dollars will be funded by the University from monies redirected for that purpose rather than the obligation reverting to the state as was once the case.

Higher Education Bond

If you review the projects listed in the higher education bond bill, you will find a large number of them are for repair, renovation, and even replacement of old buildings. However, at UNC Charlotte, practically all of the funds provided will be for new space to accommodate an enrollment growth from 17,000 to 24,000 or 25,000 students within the next decade. Why does my campus not have so much of its bond funds directed for repair and renovation? In large part, that is due to the youth of my campus. Some 70% of the square footage at UNC Charlotte was built since the mid 70's, whereas that same figure at an older campus might be 30%.

However, we would be facing the same problem as other campuses if two things had not occurred in the early 90's.

The first, and the most important, was budget flexibility. The second was the routine inclusion of repair and renovation funds in the annual appropriations to the University. Flexibility and a predictable inflow of funds permit my campus to plan and carry out repair and renovation work in a rational manner. We schedule roof replacements; we schedule carpet replacements; we schedule classroom furniture replacements; and so forth. If an emergency occurs, we redirect funds to deal with it, just as you do at your home.

While the funding provided in the higher education bond bill will bring all of our campuses up to a common level of repair, that will again begin to deteriorate if you eliminate flexibility and if you fail to routinely fund repair and renovation. However, if you continue budget flexibility

and continue to fund repair and renovation, following expenditure of the bond proceeds, each campus should forever be required to maintain itself. If a chancellor President doesn't see that this is done, he or she should be replaced.

Public University-Public Need

Of course, having well-maintained and conditioned buildings does not ensure that the campus is doing a good job. Let me now give you some indication of how budget flexibility affects our core activities.

A public university exists solely to serve the public good. Our task is to develop and conduct educational, research, and service programs that serve the long-term and, where possible, the short-term public need. Of course, no single voice describes that need in specific, concise terms. You,

members of the Board of Governors, the President and her staff, trustees, students, parents, local officials, business leaders, and so forth all communicate both directly and indirectly with us. We take those messages, filter out the ones that cannot be dealt with by an institution of higher education, and then try to respond, especially to those that relate to our core activities. Let me give you several examples to indicate the role of budget flexibility in helping us to respond.

Appropriately so, many sources are routinely telling us that our campus, as well as the other UNC campuses, must be accessible. Further, we must do a better job helping students succeed once they come to our campuses. Let me describe two initiatives under way at UNC Charlotte that could not be done as planned without budget flexibility.

Only about 20% of the population of North Carolina has a baccalaureate degree or higher. This means that a large percentage of our students are first-generation college goers. The transition to college is a difficult one for any student, but especially for students whose parents and siblings have never been to college and therefore cannot help the new student anticipate and deal with the new challenges.

Several years ago UNC Charlotte put a summer bridge program in place referred to as the University Transition Opportunity Program, UTOP. Each year, through a competitive process, we select about 60 students to come to campus, to live together, actually take credit courses, and simply get acclimated to campus life. These students connect with their peers, they connect with the faulty and

staff, and they succeed at a very high rate. Although the program was first implemented in 1988, it was expanded by a factor of three following the passage of budget flexibility. One UTOP attendee, who subsequently served as a UTOP counselor, graduated ~~two~~ three years ago, was a White House intern, and is now in his second year in the Harvard MBA program. His wife, who also attended UTOP and was a UTOP counselor, is now a doctoral student in education at Harvard. Another UTOP student was elected president of the student body governments for the University and hence served on the Board of Governors. Year in Japan He is in his second year in law school at Duke University.

Although we will continue to gradually expand this summer bridge program, we know that all incoming freshmen cannot attend. Yet, connecting students with the

University can enhance student success in and out of the classroom. Several of our campuses have put so-called freshmen year programs in place recently. UNC Charlotte will start such a program this fall whereby students who live together will study together and also socialize together. They will be part of a group that includes faculty and students. That is, they will become part of the University family during their first two semesters in school, thereby, enhancing greatly the likelihood of success. The freshman year program at UNC Charlotte could not be started without our ability to redirect funds toward that purpose.

Let me conclude by giving you an example of our campus support of the community. The programs that are in the highest demand at UNC Charlotte are also those that are the most expensive: engineering, accounting, computer science

and other information technology-related disciplines. The starting salaries for faculty in these areas, all of which are market determined, have increased greatly in recent years. Yet, we do not serve our state well nor those students who study those programs unless we attract and keep highly qualified faculty. That requires a market-determined salary, usually start-up equipment, and then additional funds for matching federal and foundation grants.

Although the efficient and effective use of information technology is a challenge for all industry, it is an especially acute challenge for the financial services industry. Any bank will tell you that privacy and security concerns are now impeding their implementation of information technology. The banks that most quickly deal with those

concerns will be those that will be the most effective in using information technology to enhance their businesses.

Last fall, UNC Charlotte joined with Bank of America, First Union, and Dell Computer Corporation to establish what we are referring to as the e-Business Institute. The initial focus is, as you might expect, on privacy and security issues. Although we have some good faculty in this area on campus, as indeed do some of our other institutions in the state, we did not have anyone considered by the banks to be "world class." A man in Australia was identified as one of the five best in the world. Joining together with the banks, we invited him to visit Charlotte for a week earlier this month. On Friday, I received a copy of an e-mail confirming his acceptance of a position at UNC Charlotte. Of course, the banks will support his

research programs. However, UNC Charlotte is supporting his high, market-determined salary. We are also supporting the start-up cost of his laboratory.

Without budget flexibility, we could not have recruited this man. But because of flexibility, we will now bring to North Carolina one of the world's leading experts in the general area of privacy and security. People like this do not operate in isolation. He will attract other faculty; he will attract students, both undergraduate and graduate. We, the University of North Carolina, will therefore better support one of this state's major industries, the financial services industry. That is an appropriate response to the public need by this public university.

I recognize, of course, that you and your colleagues in the General Assembly face a difficult problem this year. We certainly know that one probable outcome will be a reduction in the continuation budget. But I plead with you to assign bottom-line reductions to us. Assign our share to us and let each campus decide how best to develop next year's budget so that we can focus on our core responsibilities. I can assure you that the outcome will be better service to this state and especially to the students who entrust their education to us.

Thank you for providing me this opportunity to speak with you.

dlb

Additional flexibilities
- Personnel
- Purchasing

UNC FLEXIBILITY FROM A CFO PERSPECTIVE

Presented by Richard Brown, Vice Chancellor for Administration and Finance, East Carolina University

- Introductory remarks

- The major components of UNC flexibility include:
  1. Ability to make one-time and permanent reallocations of funds

  2. Reduction and eventual elimination of reversion requirements

  3. Authority to carry over up to 2_% of funds at year-end (historically at least half of the carry-forward is just to cover unpaid encumbrances)

  4. Elimination of the 10% "tithe" on overhead receipts

  5. Improved operating efficiencies in purchasing and personnel

- How has flexibility helped us to better achieve our mission over the past several years?
  1. Ability to manage campus in a manner similar to how private industry manages its operations.

  2. Allowed us the opportunity to link spending decisions to our long-term strategic plans (multi-year financial planning).

  3. Provided real incentives for departmental managers to make wiser use of their resources (especially at year end), thereby reducing waste.

  4. Ability to respond effectively to problems without other State support:

     -Y2K requirements

     -Hurricane Floyd and subsequent flooding

     -Increased cost of utilities due to OPEC price increases

     -Funding other inflationary costs not covered in continuation budget (including library materials)

-IT, equipment and furnishings for new buildings

-Meeting reversion requirements for this year's budget crisis

-Outsourcing interpreter services for hearing impaired students (required under ADA)

-Provide required funding for State-mandated position studies

-Offer salary adjustments to retain key SPA employees

5. Allowed us to take advantage of opportunities:
   -Startup funding for new programs

   -Acquisition of VOA site and building (13 acres now, 587 soon) at no cost to the State by committing to commissioning costs of facility and future development

   -Investing in information technology to improve the educational experience of students and keep our faculty current

   -Replacing aging academic equipment and classroom furniture

   -Funding for special academic initiatives

   -Equipment matching funds for Federal Grants and Contracts

6. Improved efficiency:
   -Purchasing a site license for all Microsoft software for a savings of approximately $185,000 a year

   -Ability to bulk purchase faculty and staff workstations

   -Funded costs to migrate software off mainframe to eliminate VM operating system and high maintenance costs

   -Reallocating positions to areas of greater need

   -Far less workload placed on other State agencies

- What have been the results?
  1. More efficient use of resources
  2. Higher quality services to our constituents
  3. Administrators more responsive to needs of the academic units
  4. Sound stewardship of the dollars provided by the State taxpayer
  5. Clean financial audit reports

- Concluding Remarks

- Questions

RB PRESENTION

UNC FLEXIBILITY FROM A CFO PERSPECTIVE

Presented by Richard Brown, Vice Chancellor for Administration and Finance, East Carolina University

- **Introductory Remarks:**

Chairman Rogers and members of the Committee,
CFO Perspective - Ground zero

  - I arrived at ECU on August 1, 1989 from another State university system that had operated under similar flexibility legislation. The loss of decision-making authority was striking.

  - North Carolina entered a financial crisis that fall, aggravated by Hurricane Hugo. The budget impact persisted for the next couple of years.

  - Without any effective level of flexibility, budgetary reductions and cost saving actions cut not only deeply but also haphazardly into campus operations in a very disruptive way. Actions taken by the State Budget Office then were similar to those being considered today. Hiring freezes, elimination of travel expenses and equipment purchases caused reversions to increase. There was no ready mechanism to sort out priorities to ensure that the instructional mission was not unduly harmed or that essential services were maintained.

  - Partly in response to those difficult budget times, UNC Management Flexibility was enacted for fiscal year 1991-92 and enhanced during the subsequent years.

- **The major components of UNC flexibility include:**
  1. Ability to make one-time and permanent reallocations of funds
     vs. line item controls
  2. Reduction and eventual elimination of reversion requirements Ms. Todd's comment on 1% reversion factor
  3. Authority to carry over up to 2½% of funds at year-end (historically at least half of the carry-forward is just to cover unpaid encumbrances) A/P
     - avoids less than optimum spending
     - save funds to combine with subsequent years for major purchases
  4. Elimination of the 10% "tithe" on overhead receipts
     - Matching funds
     - incentives to faculty and departments
  5. Improved operating efficiencies in purchasing and personnel + Construction

- **How has flexibility helped us to better achieve our mission over the past several years?**
  1. Ability to manage campus in a manner similar to how private industry manages its operations.
     - Timely decision making
     - Responsiveness to changing events
  2. Allowed us the opportunity to link spending decisions to our long-term strategic plans (multi-year financial planning).
  3. Provided real incentives for departmental managers to make wiser use of their resources (especially at year end), thereby reducing waste.

4. Ability to respond effectively to problems without other State support:

- President Broad's Comment - Accomodate Cuts
- Facility improvements - Prior to R+R

-Y2K requirements (upgrade telephone switch, replacement of non-compliant computers and software)

-Hurricane Floyd and subsequent flooding (emergency repairs, equipment replacement, overtime expenses, etc.)

-Increased cost of utilities due to OPEC price increases 20%

-Funding other inflationary costs not covered in continuation budget (including library materials)

facilities, outsourced contracts
Academic Department operating budgets

-IT, equipment and furnishings for new buildings

-Meeting reversion requirements for this year's budget crisis:

- "Managed" SPA hiring freeze (raising the vacancy rate)
- Elimination of planned equipment purchases
- Postponement of IT upgrades
- Reduction in start-up packages for new faculty
- Reduction in travel by administrative personnel
- Utility conservation

-Outsourcing interpreter services for hearing impaired students (required under ADA)
Medical Student, Example

-Provide required funding for State-mandated position studies (Office Support Staff, Police, IT)

-Offer salary adjustments to retain key SPA employees

5. Allowed us to take advantage of opportunities:

-Startup funding for new programs (Agromedicine, Physicians Assistant, Bioenergetics)

-Acquisition of VOA site and building (13 acres now, 587 soon) at no cost to the State by committing to commissioning costs of facility and future development.

-Investing in information technology to improve the educational experience of students and keep our faculty current

-Replacing aging academic equipment and classroom furniture

-Funding for special initiatives (handheld wireless computers, network upgrades)

-Matching funds for equipment acquired through Federal Grants and Contracts (DNA sequencer for Biology)

6. Improved efficiency:

-Purchasing a site license for all Microsoft software for a savings of approximately $185,000 a year

-Ability to bulk purchase faculty and staff workstations at prices below that which is generally offered for a savings of $150,000 a year

-Funded $30K costs to migrate software off mainframe to eliminate VM operating system and high maintenance costs – approx $100K

-Reallocating positions to areas of greater need

Redeploying staff + resources to address Bond funded projects

- Far less workload placed on other State agencies – State

- **What have been the results?**
  1. More efficient use of resources
  2. Higher quality services to our constituents
  3. Administration more responsive to needs of the academic units
  4. Sound stewardship of the dollars provided by the State taxpayer
  5. Clean financial audit reports
  6. accountability

Concluding Remarks:

As a CFO, I can tell you that operating under flexibility is not necessarily easier for those of us in positions of responsibility. It is a lot more work for the CFO and financial staff to project, manage and control our resources under flexibility. There are more decisions to be made on a daily basis. Flexibility, however, is a better way to manage the University because it results in a more efficient use of resources and makes our universities more effective in providing quality education. Flexibility places the responsibility for dealing with problems and opportunities in the hands of those best equipped to make the necessary decisions. I respectfully suggest that this is not the time to be thinking of reducing UNC flexibility. Instead, these are the types of years when flexibility will help the General Assembly accomplish its goals while limiting the negative effects on constituents.

I would be pleased to answer any questions.

TUITION AND FEE POLICIES

Joint Education Appropriations Subcommittee

March 21, 2001

The University of North Carolina

Constitutional and Legislative Framework for Setting In-State Tuition and Fees

- **"The General Assembly shall provide that the benefits of The University of North Carolina and other public institutions of higher education, as far as practicable, be extended to the people of the State free of expense." –Article IX, Section 9**
- **"The Board shall set tuition and fees not inconsistent with actions of the General Assembly." –G.S. 116-11**
- **"The Board shall fix the tuition and fees, not inconsistent with actions of the General Assembly, at the institutions . . . in such amount or amounts as it may deem best, taking into consideration the nature of each institution and program of study and the cost of equipment and maintenance. . . ." –G.S. 116-143**

The University of North Carolina

Constitutional and Legislative Framework for Setting Out-of-State Tuition and Fees

- **"The Board of Governors shall fix the tuition and required fees charged nonresidents. . .at rates higher than the rates charged residents. . .and comparable to the rates charged nonresident students by comparable public institutions nationwide."**
- **"except that a person who serves as a graduate teaching assistant or graduate research assistant. . . may, in the discretion of the Board. . . be charged a lower rate fixed by the Board. . .provided the rate is not lower than the North Carolina resident rate."**

–G.S. 116-144

Statutory Charge

"The Board of Governors shall conduct a study of tuition levels, other charges, and costs of graduate and professional education and shall establish policies with respect to tuition differentials that are educationally and fiscally sound for such programs based on the results of this study. The Board of Governors shall adjust the tuition rates for students in the Masters of Business Administration and the Masters of Accounting programs of the School of Business of the University of North Carolina at Chapel Hill to align with its policies on tuition differentials as developed pursuant to this section. The Board of Governors shall report to the Joint Legislative Education Oversight Committee by January 15, 1999, regarding the findings of its study and shall also report on any action and results of actions taken under this section."

Past Policy and Practice Had Resulted in:

- Passive Board of Governors role in the process
- Erratic adjustments in in-state tuition rates
- Using tuition revenue as a budget balancer
- Students and parents not knowing tuition and fees until summer or fall–too late for aid adjustments and efficient billing
- Inability of campuses to propose any adjustments
- Out-of-state rates that are too high at some institutions

New Tuition Policy

- Adopted recommendations of the Task Force on Tuition Policy, November 13, 1998
- UNC should maintain commitment to low resident tuition
- Board should play same role in setting tuition as in setting fees
- Action on tuition and fees should occur earlier than in past practice
- Process for setting tuition and fees should be inclusive and comprehensive

Key Board Responsibilities

- Initiate changes in tuition for resident and non-resident students
- Set across-the-board differentials for graduate students
- Approve or deny campus-initiated requests

Recommendations: In-State Undergraduate

- Rates should be kept low
- Board action to set tuition in October, fees in March
- Criteria to be considered when Board acts:
  - Availability of General Fund Revenues
  - Evidence of institutional cost management
  - Impact of increases on student access
  - Changes in indices (CPI, HEPI, NCPCPI)
  - Analysis of student indebtedness
  - Size of The University's Expansion Budget Request

Tuition Policy Guidelines: In-State Undergraduates

- **Differences by program?** ***No***
- **Differences within Carnegie category?** ***Minimal***
- **Differences between categories?** ***Reasonable and consistent with past practice***
- **Campus-initiated increases allowed but not encouraged**

Tuition Policy Guidelines: In-State Graduates

- **Rates should be kept low**
- **Graduate/undergraduate tuition differentials appropriate given differences in costs**
- **Campus-initiated requests must address Board criteria**
- **Campus-initiated increases must be used as intended; one year follow-up report required**

Justification and Criteria for Campus-Initiated Requests

- Program quality
- Access for North Carolina residents
- Financial aid availability
- Affordability
- Relationship to program cost
- Peer comparison
- Uses of incremental tuition revenue
- Commitment to cost management of increased productivity

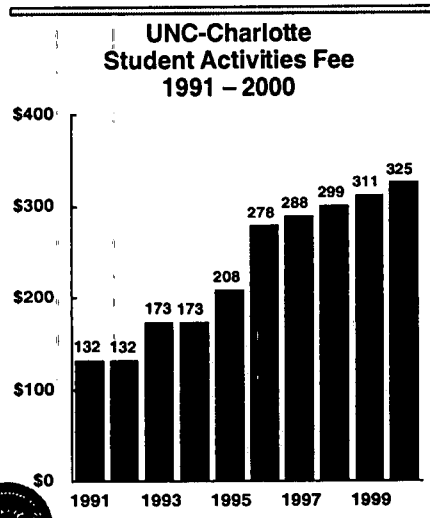
Proposed Rates for North Carolina Residents

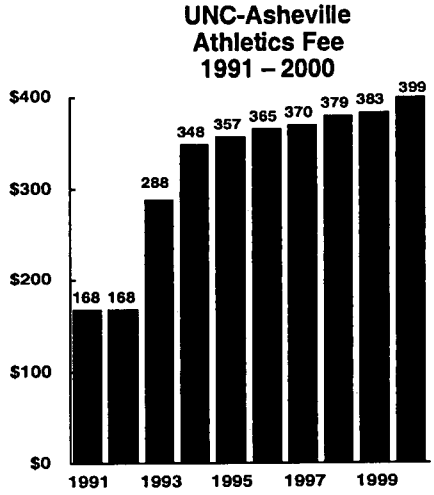
- 4.0 % across-the-board increase for undergraduates (= most recent change in N.C. Per Capita Personal Income) ($38-$72)
- 4.0 % plus 3.5 % increase for graduate and first professional students at UNC-CH and NC State ($122)
- 4.0 % plus 2.0 % increase for graduate and first professional students at non-research universities ($52-$99)
- Increase at UNCC to reflect change in classification

Factors that Influence Fees

- Level of Service
- Types of Students
- Other Sources of Revenue
- Economies of Scale

The University of North Carolina

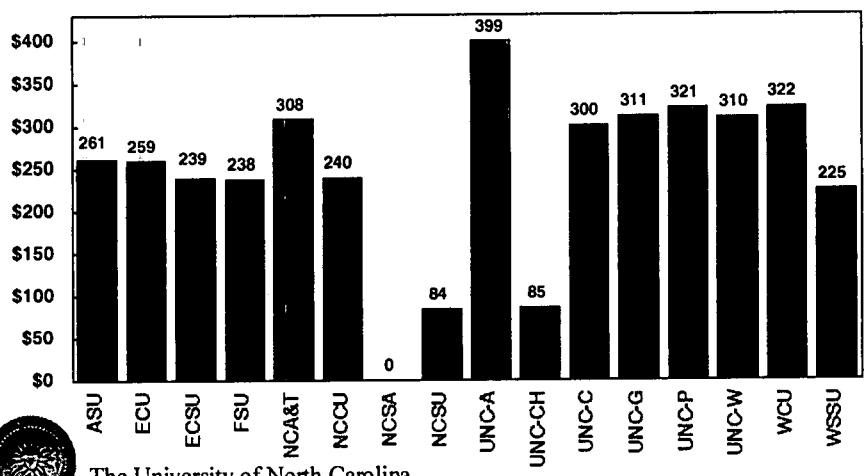




Athletics Fees

- **Fees charged to students for provision of inter-collegiate athletic services and for maintenance and operation of physical plant facilities, including equipment, which are used in conjunction with these athletic services.**

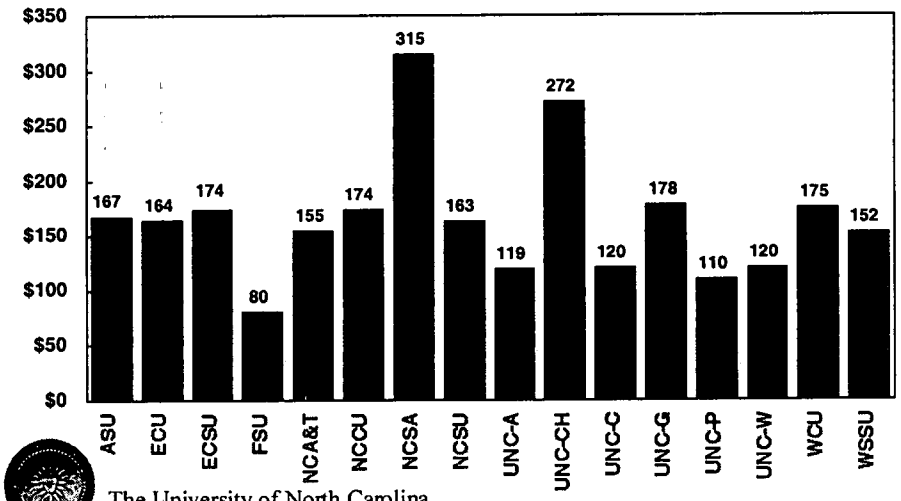
The University of North Carolina Athletics Fees – 2000-01



Health Services Fees

- **Fees charged to students for provision of health and medical services and for maintenance and operation of physical plant facilities, including equipment, which are used in conjunction with these health services.**

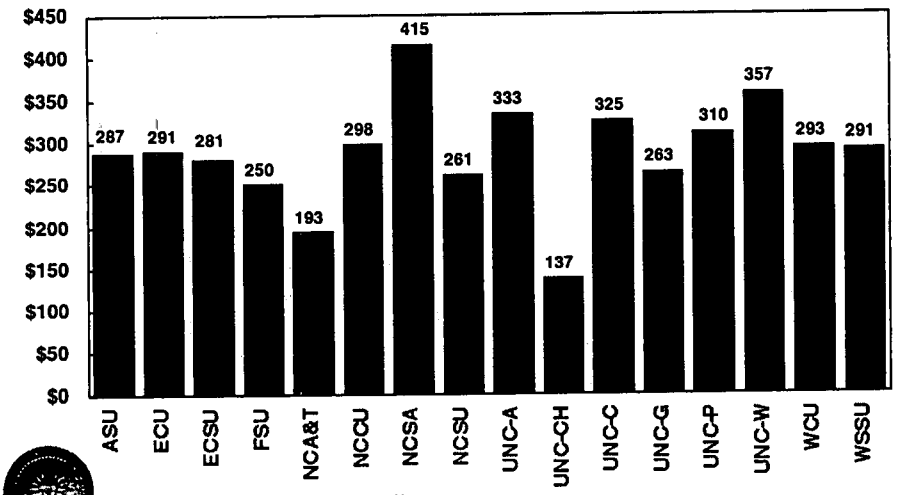
The University of North Carolina Health Services Fees – 2000-01



Student Activities Fees

- **Fees charged to students for provision of certain nonacademic student services and for maintenance and operation of physical plant facilities, including equipment, which are used in conjunction with these student activities.**

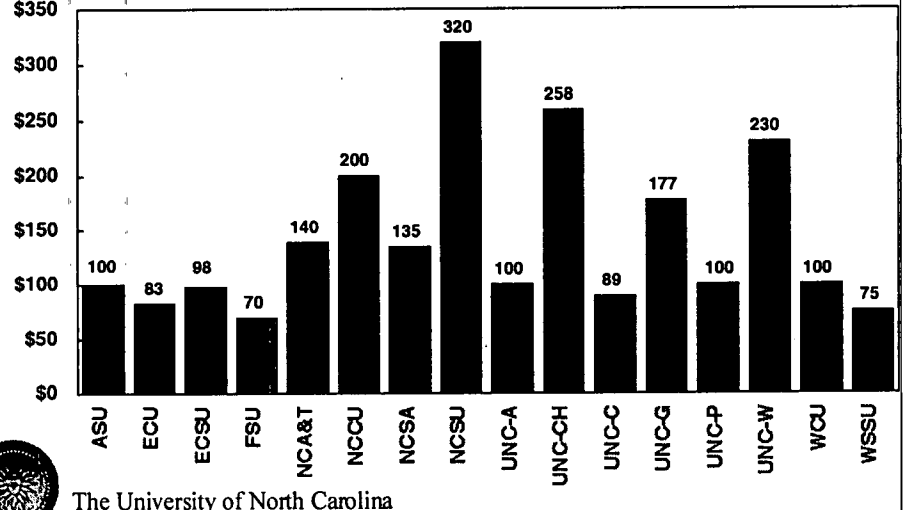
The University of North Carolina Student Activities Fees – 2000-01



Educational and Technology Fees

- **Fees charged to students for provision of specialized instructional supplies and services and for scientific and data processing equipment which are not directly related to specific courses.**

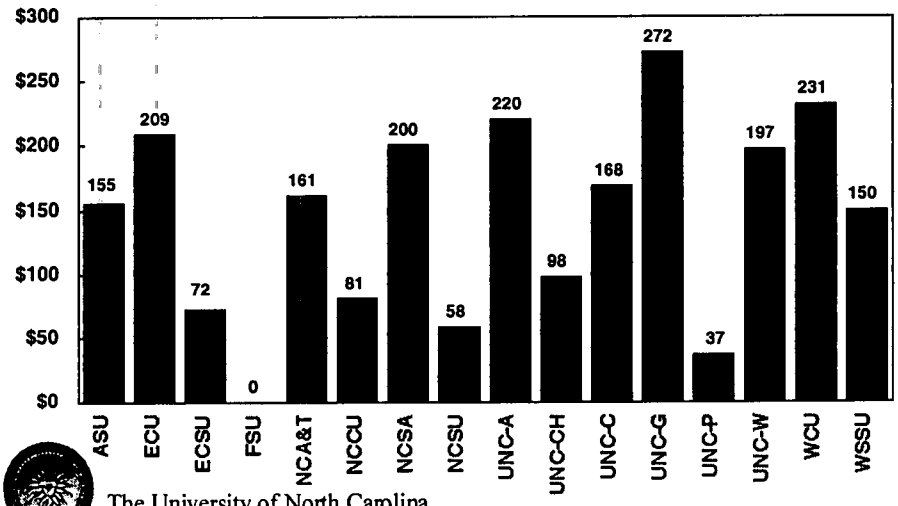
The University of North Carolina Educational and Technology Fees – 2000-01



Debt Service Fees

- **Fees shall be initially fixed by the Board of Governors at the time of the borrowing. Indebtedness Fees shall not include components for operations and maintenance but shall reflect the cost of servicing the debt at the coverage levels established in and to meet the requirements of the Board resolutions and documents authorizing the debt.**

The University of North Carolina Debt Service Fees – 2000-01



Annual Process for Setting Fees

- Vice President for Finance provides guidelines to the institutions.
- Institutional Committees begin review: Business Affairs, Student Affairs, Financial Aid, Students.
- Committees recommend fees to Chancellor.
- Chancellor presents proposed fees to Board of Trustees.
- Proposed fees received at UNC-General Administration.
- Fee requests are reviewed by Academic Affairs, Student Affairs and Finance.
- Recommended fees submitted to Committee on Budget and Finance.
- Recommended fees submitted to Board of Governors.
- Fees approved.

VISITOR REGISTRATION SHEET

Appropriations/Subcommittee on Education — March 27, 2001 - 8:30 a.m.

Name of Committee — **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Kay Denny	OSBPM
Sam Lee	OSBPM
David Brown	OSBPM
Austin Bunch	ECU
Audrey Galloway	NCAE
ANDREW PAYNE	BOG
[illegible]	NCASA
[illegible]	Public School [illegible]
[illegible]	citizen
STAN WILLIAMS	Art Museum Assn.
Zeb Alley	Alley Associates

VISITOR REGISTRATION SHEET

Appropriations/Subcommittee on Education — March 27, 2001 - 8:30 a.m.

Name of Committee — **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Tim Milowell	NCICU
Gregg Jones	OSBPM
Elizabeth Brovender	OSBPM
Bonnie Moore	ExplorNet
Peter Keber	UNC Board of Governors
Ed McBride	NC School of Science and Mathematics
Gene Causby	NCSFSA
[illegible]	SBE
AC Sadler	UNC OP
Lane Young	UNC OP
Jim Worthington	UNC OP
James B. Smith	UNC OP

VISITOR REGISTRATION SHEET

Appropriations/Subcommittee on Education — March 27, 2001 - 8:30 a.m.

Name of Committee — **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
[illegible]	WCPSS
[illegible]	Parker Poe Adams & Bernstein
Chris Rodgers	" "
Bob Ross	[illegible]
Ron Aycock	County Comm. Assoc.
Ann Bulam	Bulam Assoc
Ken Howell	Governor's Office
Robert Powell	OSBPM
Jim Speed	Visitor

VISITOR REGISTRATION SHEET

Appropriations/Subcommittee on Education — March 27, 2001 - 8:30 a.m.

Name of Committee — **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Hal Miller	NCAccT
Ed Kizer	UNC-Charlotte
Steve Hoffman	NCSBA
Evelyn Hawthorne	UNC Chapel Hill
Carol Laub	EGHS
DAVID RICE	W-S JOURNAL
Kerry Fisher	Asville Citizen Times

VISITOR REGISTRATION SHEET

Appropriations/Subcommittee on Education — March 27, 2001 - 8:30 a.m.

Name of Committee — **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Jeff Davies	UNC OP
Kevin R. Gray	UNC OP
Jack Cecil	BOG - V. CHAIR
Gretchen Bataille	UNC - OP
Richard Brown	ECU
J. Woodwards	UNC Charlotte
Clifton R. Metcalf	UNC OP
J.B. Milliken	ONC

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MINUTES
JOINT APPROPRIATIONS/Subcommittee on Education

March 27, 2001
1:00 p.m.

The Joint Appropriations/Subcommittee on Education met Tuesday, March 27, 2001 at 1:00 p.m. in Room 421 of the Legislative Office Building with Rep. Gene Rogers, Chair presiding. House members present were Chairs Rep. Rogers, Rep. Yongue, Rep. Boyd-McIntyre, and Representatives Barnhart, Bell, Bonner, Carpenter McLawhorn, Preston, Russell, Smith and Teague. Six Senate members and twenty-seven visitors were present. Pages were Holli Harrison, Sha Terra Wells and Rebecca Dilday.

Rep. Rogers, Chair called the meeting to order and re-introduced Jeff Davies to resume his presentation from the morning meeting. Mr. Davies passed out a sheet, ***(Attachment 1),*** "Tuition and Fees Applicable to All Regular Full-Time Undergraduate Students and Graduate Students" for members to review while he continued his presentation on Tuition and Fee Policies, ***(Attachment 2),*** beginning at # 13. The Chair recognized Charlotte Todd, Staff to give some directions for the next presentation. She called attention to page 125 of the University System Budget presentation, which shows a history of "Aid to Students Attending Private Colleges" (***Attachment 3)*** to give some perspective on the program. She then introduced Dr. Hope Williams, President of Private Colleges and Universities for her presentation on their budget request for "Aid to Students Attending Private Colleges". ***(Attachments 4a & 4b).*** Dr. Williams used slides in her presentation.

Dr. Judith Pulley was scheduled next on the agenda but the Chair stated that time would not permit for her presentation in the time frame but she would be rescheduled at a later date. He then introduced Chancellor Harold Martin, Winston-Salem State University for his presentation on the "Impact of Focused-Growth Funding on a Campus". ***(Attachment 5***). Chancellor Martin also used slide for his presentation.

MINUTES
Appropriations/Subcommittee on Education
March 27, 2001, 1:00 p.m.

After Chancellor Martin concluded his presentation, Rep. Rogers, Chair adjourned the meeting.

Respectfully submitted,

Rep. Gene Rogers
Chair

Sally Gillis
Committee Assistant

Joint Appropriations on Education Committee

Agenda

Tuesday March 27, 2001, 1:00 p.m.
Room 421, Legislative Office Building

Rep. Gene Rogers, Chairing

Complete Fee Policy Review — Jeff Davies

Aid to Students Attending Private Colleges — Dr. Hope Williams

University Outreach and Access: UNC General Administration
- Introduction & Overview — Dr. Judith Pulley
- Focused-Growth Funding — Dr. Judith Pulley

Impact of Focused-Growth Funding on a Campus — Chancellor Harold Martin, Winston-Salem State University

New or Expanded Program Reviews:
- Focused Growth Enrollment (Item #3) — Dr. Judith Pulley

House Appropriations Subcommittee on Education
Rep. Boyd-McIntyre (Chair)
Rep. Rogers (Chair)
Rep. Yongue (Chair)
Rep. Barnhart, Rep. Bell, Rep. Bonner, Rep. Carpenter
Rep. Holmes, Rep. McLawhorn, Rep. Michaux,
Rep. Morgan, Rep. Preston, Rep. Russell, Rep. Smith,
Rep. Teague, Rep. Warner

Senate Appropriations on Education/Higher Education
Sen. Lucas (Chair)
Sen. Garrou (Chair)
Sen. Dalton (Chair)
Sen. Carter, Sen. Cunningham, Sen. Garwood, Sen. Hartsell,
Sen. Wellons

Fiscal Research Division (g:\Fiscal\Education Team\2001 Agenda)

TUITION AND FEE POLICIES

Joint Education Appropriations Subcommittee

March 21, 2001

The University of North Carolina

Constitutional and Legislative Framework for Setting In-State Tuition and Fees

- **"The General Assembly shall provide that the benefits of The University of North Carolina and other public institutions of higher education, as far as practicable, be extended to the people of the State free of expense." –Article IX, Section 9**
- **"The Board shall set tuition and fees not inconsistent with actions of the General Assembly." –G.S. 116-11**
- **"The Board shall fix the tuition and fees, not inconsistent with actions of the General Assembly, at the institutions . . . in such amount or amounts as it may deem best, taking into consideration the nature of each institution and program of study and the cost of equipment and maintenance. . . ." –G.S. 116-143**

The University of North Carolina

Constitutional and Legislative Framework for Setting Out-of-State Tuition and Fees

- **"The Board of Governors shall fix the tuition and required fees charged nonresidents. . .at rates higher than the rates charged residents. . .and comparable to the rates charged nonresident students by comparable public institutions nationwide."**
- **"except that a person who serves as a graduate teaching assistant or graduate research assistant. . . may, in the discretion of the Board. . . be charged a lower rate fixed by the Board. . .provided the rate is not lower than the North Carolina resident rate."**

–G.S. 116-144

Statutory Charge

"The Board of Governors shall conduct a study of tuition levels, other charges, and costs of graduate and professional education and shall establish policies with respect to tuition differentials that are educationally and fiscally sound for such programs based on the results of this study. The Board of Governors shall adjust the tuition rates for students in the Masters of Business Administration and the Masters of Accounting programs of the School of Business of the University of North Carolina at Chapel Hill to align with its policies on tuition differentials as developed pursuant to this section. The Board of Governors shall report to the Joint Legislative Education Oversight Committee by January 15, 1999, regarding the findings of its study and shall also report on any action and results of actions taken under this section."

Past Policy and Practice Had Resulted in:

- Passive Board of Governors role in the process
- Erratic adjustments in in-state tuition rates
- Using tuition revenue as a budget balancer
- Students and parents not knowing tuition and fees until summer or fall–too late for aid adjustments and efficient billing
- Inability of campuses to propose any adjustments
- Out-of-state rates that are too high at some institutions

New Tuition Policy

- Adopted recommendations of the Task Force on Tuition Policy, November 13, 1998
- UNC should maintain commitment to low resident tuition
- Board should play same role in setting tuition as in setting fees
- Action on tuition and fees should occur earlier than in past practice
- Process for setting tuition and fees should be inclusive and comprehensive

Key Board Responsibilities

- **Initiate changes in tuition for resident and non-resident students**
- **Set across-the-board differentials for graduate students**
- **Approve or deny campus-initiated requests**

Recommendations: In-State Undergraduate

- **Rates should be kept low**
- **Board action to set tuition in October, fees in March**
- **Criteria to be considered when Board acts:**
  - **Availability of General Fund Revenues**
  - **Evidence of institutional cost management**
  - **Impact of increases on student access**
  - **Changes in indices (CPI, HEPI, NCPCPI)**
  - **Analysis of student indebtedness**
  - **Size of The University's Expansion Budget Request**

Tuition Policy Guidelines: In-State Undergraduates

- **Differences by program?** ***No***
- **Differences within Carnegie category?** ***Minimal***
- **Differences between categories?** ***Reasonable and consistent with past practice***
- **Campus-initiated increases allowed but not encouraged**

Tuition Policy Guidelines: In-State Graduates

- **Rates should be kept low**
- **Graduate/undergraduate tuition differentials appropriate given differences in costs**
- **Campus-initiated requests must address Board criteria**
- **Campus-initiated increases must be used as intended; one year follow-up report required**

Justification and Criteria for Campus-Initiated Requests

- Program quality
- Access for North Carolina residents
- Financial aid availability
- Affordability
- Relationship to program cost
- Peer comparison
- Uses of incremental tuition revenue
- Commitment to cost management of increased productivity

Proposed Rates for North Carolina Residents

- 4.0 % across-the-board increase for undergraduates (= most recent change in N.C. Per Capita Personal Income) ($38-$72)
- 4.0 % plus 3.5 % increase for graduate and first professional students at UNC-CH and NC State ($122)
- 4.0 % plus 2.0 % increase for graduate and first professional students at non-research universities ($52-$99)
- Increase at UNCC to reflect change in classification

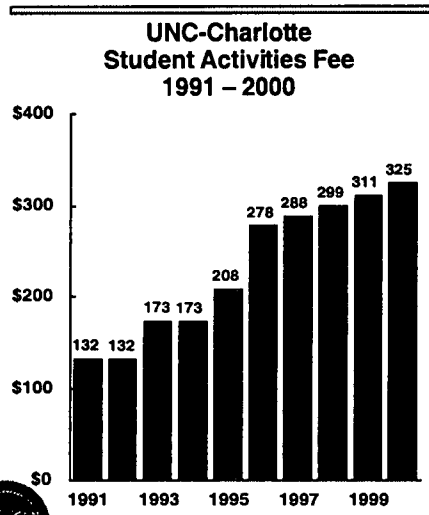
3-27-01
1 PM Meeting

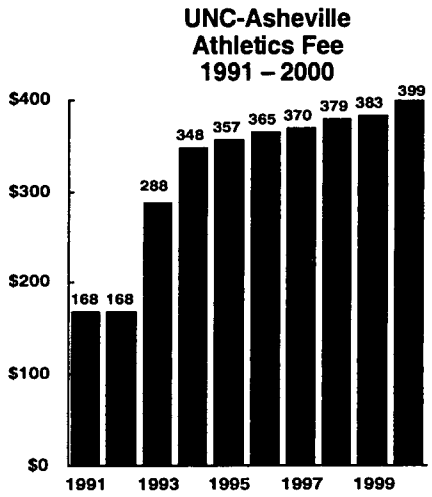
Factors that Influence Fees

- Level of Service
- Types of Students
- Other Sources of Revenue
- Economies of Scale

The University of North Carolina

The University of North Carolina



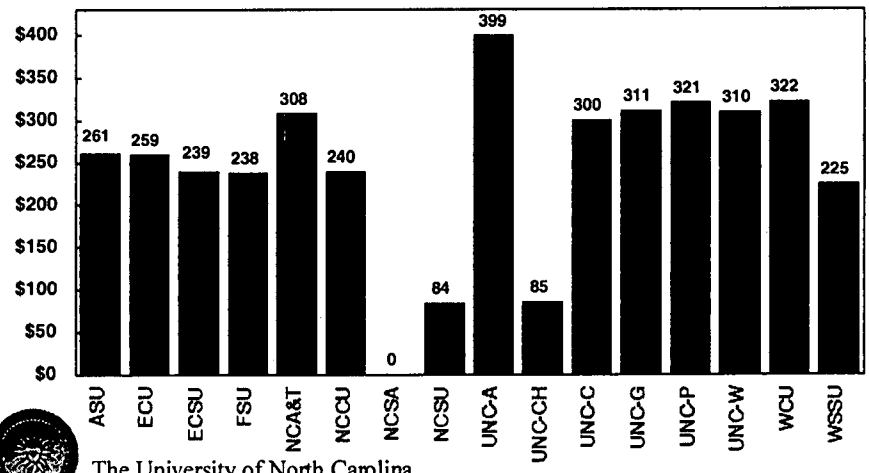


The University of North Carolina

Athletics Fees

- **Fees charged to students for provision of inter-collegiate athletic services and for maintenance and operation of physical plant facilities, including equipment, which are used in conjunction with these athletic services.**

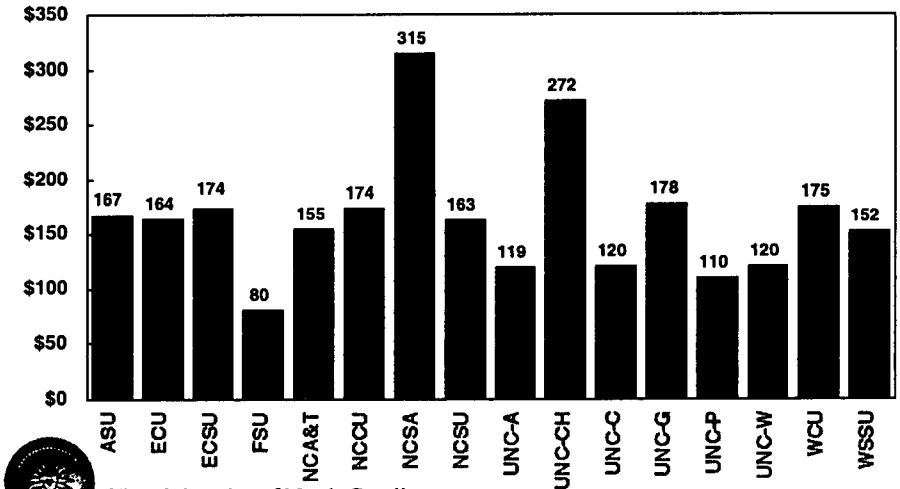
The University of North Carolina Athletics Fees – 2000-01



Health Services Fees

- **Fees charged to students for provision of health and medical services and for maintenance and operation of physical plant facilities, including equipment, which are used in conjunction with these health services.**

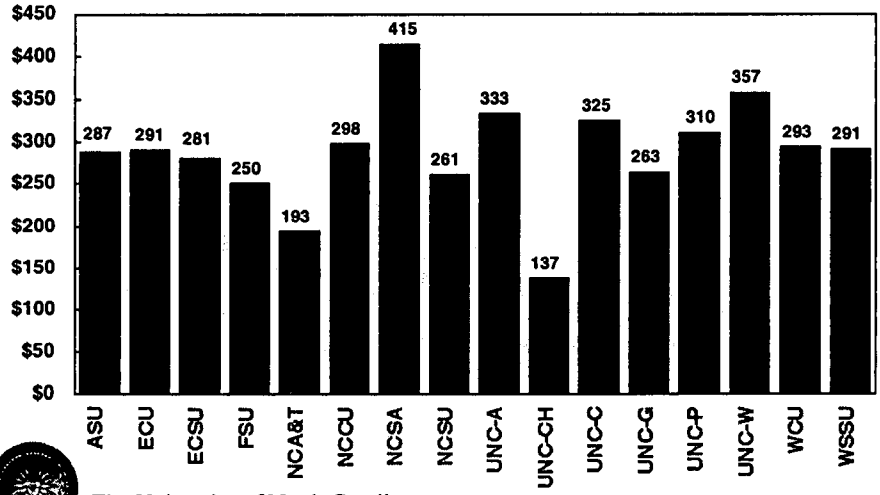
The University of North Carolina Health Services Fees – 2000-01



Student Activities Fees

- **Fees charged to students for provision of certain nonacademic student services and for maintenance and operation of physical plant facilities, including equipment, which are used in conjunction with these student activities.**

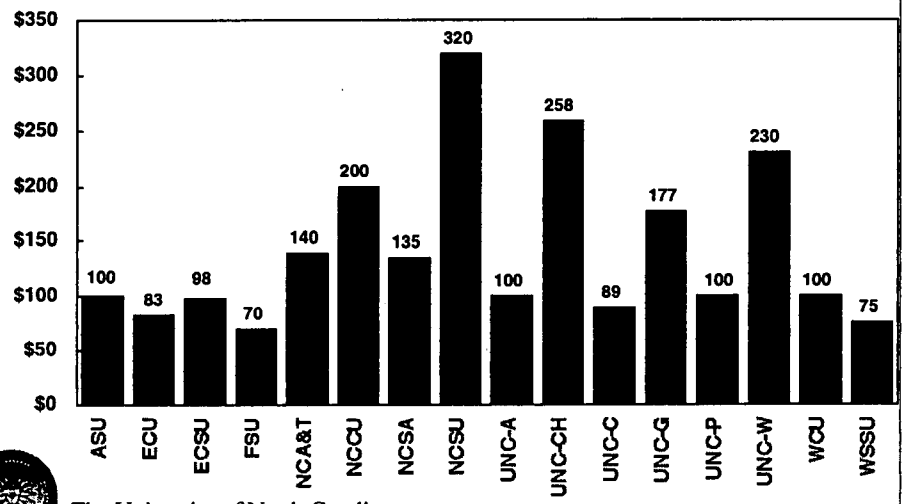
The University of North Carolina Student Activities Fees – 2000-01



Educational and Technology Fees

- **Fees charged to students for provision of specialized instructional supplies and services and for scientific and data processing equipment which are not directly related to specific courses.**

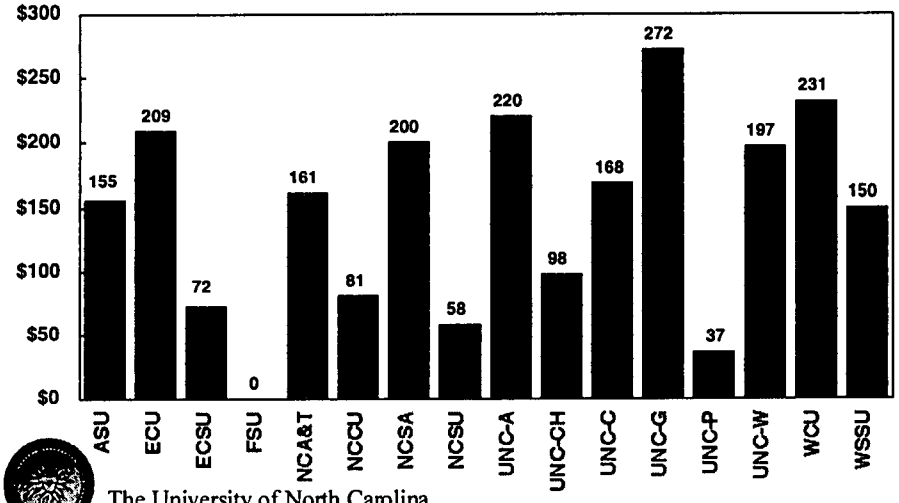
The University of North Carolina Educational and Technology Fees – 2000-01



Debt Service Fees

- **Fees shall be initially fixed by the Board of Governors at the time of the borrowing. Indebtedness Fees shall not include components for operations and maintenance but shall reflect the cost of servicing the debt at the coverage levels established in and to meet the requirements of the Board resolutions and documents authorizing the debt.**

The University of North Carolina Debt Service Fees – 2000-01



Annual Process for Setting Fees

- **Vice President for Finance provides guidelines to the institutions.**
- **Institutional Committees begin review: Business Affairs, Student Affairs, Financial Aid, Students.**
- **Committees recommend fees to Chancellor.**
- **Chancellor presents proposed fees to Board of Trustees.**
- **Proposed fees received at UNC-General Administration.**
- **Fee requests are reviewed by Academic Affairs, Student Affairs and Finance.**
- **Recommended fees submitted to Committee on Budget and Finance.**
- **Recommended fees submitted to Board of Governors.**
- **Fees approved.**

Aid to Students Attending Private Colleges

	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01
Legislative Tuition Grant (LTG) per Student	$1,150	1,250	$1,250	$1,300	$1,450	$1,600	$1,750	$1,800
Need- Based Scholarship Funding per FTE	$450	$550	$550	$600	$750	$900	$1,050	$1,100
Total Funding per Student/FTE	$1,600	$1,800	$1,800	$1,900	$2,200	$2,500	$2,800	$2,900
Increase by Year	$0	$200	$0	$100	$300	$300	$300	$100
Cumulative Increase over 1992-93	$0	$200	$200	$300	$600	$900	$1,200	$1,300
Annual % Increase	0%	13%	0%	6%	16%	14%	12%	3.60%
Cummulative % Increase since 1992-93								81%
Authorized Budget:								
LTG	$24,147,082	$26,282,833	$27,343,363	$28,900,459	$33,234,712	$36,587,122	$43,183,851	$43,911,790
SCSF	$11,240,662	$13,773,695	$13,741,209	$15,245,100	$19,655,632	$23,782,350	$29,233,484	$31,763,002
	$35,387,744	$40,056,528	$41,084,572	$44,145,559	$52,890,344	$60,369,472	$72,417,335	$75,674,792

Remarks to Education Appropriations Subcommittee
March 27, 2001
Dr. A. Hope Williams

Thank you for the opportunity to be with you today. I know you are on a tight timetable, so I will be brief.

I want to begin by talking a bit about today's college students. This year's traditional college first year students were born in 1982.

Many have never seen a television with a dial and only 13 channels, nor have they seen a black and white TV. They have always had cable and they cannot imagine television without a remote control.

They were 11 years old when the Soviet Union broke apart, and they do not remember the Cold War. They have never feared a nuclear war.

The Vietnam War is as ancient history to them as World Wars I, and II.

There has always been MTV for these students and soft drinks have come in plastic bottles with screw off tops.

Aren't those of us here today fortunate to have more of a sense of history—so that, for example, we understand the Cold War and that we know Cokes in the 6 ounce glass bottles really taste better?

Independent higher education in North Carolina is steeped both in tradition and history. Its roots go back to 1765, when a group of young women, teenagers, walked 500 miles from Bethlehem, Pennsylvania, to Winston-Salem and founded in 1772 what is now Salem College. Each of North Carolina's 36 independent colleges and universities have a history and culture that are distinctive.

Louisburg College, our only remaining two-year institution, is the oldest chartered two-year, church-related, co-educational college in the nation.

Peace College has been occupied by two governments, in use both as a Confederate Hospital and a Freedman's Bureau.

Just after the Civil War, Johnson C. Smith University was established by a pledge of $1,400.

Warren Wilson is one of only seven colleges in the nation where every student participates in a combination of liberal arts academic study, community service, and a campus-wide work program (everything from the a farm to positions such as locksmiths). It is our only institution with a dean of work.

Here in Raleigh on the campus of Shaw University stands Estey Hall, the first dormitory for women on a coeducational campus in the nation. Across the street from Estey Hall is a building that housed the first <u>four-year</u> medical school in the nation.

(Slide one)

Independent colleges and universities in North Carolina have the challenge of honoring their history while being up-to-date for the students born in the 1980's. If you have ever renovated a house, then you will understand the obstacles, both financial and structural, in wiring, removing asbestos, and updating for accessibility and state of

the art laboratories students expect. New buildings have their own challenges, particularly in fundraising, when competition includes the rest of higher education including public schools and non-profits. Independent colleges enroll 60,000 undergraduate students, 56 percent from in-state, and 12,000 graduate and professional school students. Of these undergraduate students, 59 percent are women and 30 percent are minority and international students. Eleven percent of our students attend part-time. We award almost a third of the undergraduate degrees in North Carolina, and the 60 percent of the law degrees and 50 percent of the medical degrees.

We have six historically black colleges and universities and four colleges for women.

The average tuition is $12,688 -- 22 percent below the national average for four-year private colleges.

As you can see, North Carolina enrollment has grown, especially in the last 4 years. We are delighted with the growth and have room for more students so we hope the trend will continue.

(Slide two)

New legislators often ask why the state gives money to private colleges. The truth is, you don't. The General Assembly provides money to North Carolina students who attend private colleges and universities. These grants are deducted directly from students' bills. While the state grants for these students represent a small portion of the education budget, it is a very important part of the budget.

Students receive state support under two programs. The Legislative Tuition Grant provides $1,800 to full-time, North Carolina students attending an independent college or university. In addition, $1,100 is allocated per full-time equivalent North Carolina student and is awarded in varying amounts to those students with demonstrated financial need. The two programs together total $2,900 per student.

The most important points I will make today are about the need for and value of these grants—to students and to the state. The primary reason you support North Carolina students enrolled in independent colleges and universities is one of economics.

(Slide three)

You may remember from Charlotte's presentation last week that the state's per student appropriation in the four year public system this year is $9,722, not counting capital costs. The per student appropriation for students attending an independent college or university is $2,900. That is a difference of $6,822.

With the growing number of high school graduates and individuals who want to complete a degree they started years earlier, the state needs both the public and independent colleges and universities even more than in the past.

Looked at another way, without independent colleges and universities, the General Assembly would have to add hundreds of millions of dollars to the higher education budget in North Carolina or risk having thousands of students go to college out-of-state when we want to keep them here in North Carolina. In addition, because tuition costs sound higher at independent colleges and universities, it is important to recognize that the average operating cost of education in the four-year public sector and the average in the independent sector are just about

the same. The difference is in who pays the majority of the $12,000, the state, or in the independent sector, the students.

The matter of economics I mentioned is not just for the short-term. A recent national study cited North Carolina for a low college going rate. I hope the new Census data will be higher than the 1990 figure of 17.4 percent of citizens over 25 years of age have a bachelor's degree or higher. The Census Bureau also tells us that individuals with baccalaureate degrees earn about $1 million more in their lifetime than those without a degree.

There are other factors involved as well. Independent colleges and universities are focused on teaching. Classes are small so students receive individual attention and are taught by professors who know the students by name. They also know when they are and when they are not, in class. Students thrive in this small setting.

(Slide four)

Perhaps the second most important thing I want to say today is that most students who attend independent colleges and universities in this state are

not from wealthy families. The most recent national data indicate that the median family income for students attending flagship public universities was $51,231. For students attending independent four-year institutions, the median family income was $46,863. While we do not have average family income data for all students' families, in North Carolina, we do have data from students whose families have received financial aid.

This chart shows the average family income of students qualifying for financial assistance based on the federal methodology. The blue bars indicate individual colleges and universities. Note that the median family income is just over $41,000 a year.

(Slide five)

This chart indicates the percentage of North Carolina students who qualify for financial aid. Depending on the institution, the percentage ranges from 30 percent to 95 percent. Some of the reasons for the range include varying costs, differences in the amount of institutional aid and, of course, a range of incomes of families. The median percentage of students on need-based aid is 58 percent. The percentage is highest among the

historically black colleges and universities, but not exclusively.

(Slide six)

Support for students attending independent colleges and universities comes from many sources. 1998-99 data shows that the federal government provides about half, the individual institutions provide about 35 percent, and the state provides about 13 percent. Students depend on a package of aid that includes support from each of these areas. Making college affordable is like putting together a puzzle and any missing piece can mean a student cannot affort to attend.

(Slide seven)

Students also are graduating with significant loan debt. Student loans are a reasonable way to help pay for college, and certainly many of us had them, but there is growing concern that the amount of loans may turn graduates away from public service types of roles such as teaching because of the concern about ability to pay back loans.

This chart indicates the average student loan amount for each institution. The institutional mean is almost $4,000 per student per year.

(Slide eight)

I know you have heard a great deal about faculty salaries and the need to increase both university and community college salaries. I included this last slide to show you the average salaries at independent colleges and universities. You will recall the chart last week of university salaries, which ranged from $57,000 to $93,000 for full professors. Community college 12 month faculty salaries averaged about $46,000. Our full professors' averages ranged from $37,000 to $113,000. Salaries are higher for the highly selective, national institutions, but you can see that most of the salaries are in the 30, 40, and $50,000 range. Personnel is the largest part of college budgets and has to be balanced with keeping down costs for students. Generally our colleges do not have large endowments and most costs must be built into tuition and fees.

We asked this year for an increase of $250 per student in each of the two state aid programs. Of course, that request was made early in the fall. The

request totaled almost $14 million. There is no per student increase in the governor's recommended budget. We understand why and we greatly appreciate the enrollment increase of $3.2 million in the governor's budget to provide for anticipated enrollment growth next year. Despite the budget problems, students need more help. We hear constantly from our admissions offices about the students, especially middle income students, who say they cannot afford to attend one of our colleges, even with some help. Without that provision for growth in the number of students for next year, the state grants would be cut to prorate the amount of the appropriation for all students.

In closing, on behalf of the more than 30,000 North Carolina students attending the 36 independent colleges and universities, thank you for your support of the state grants through the years and especially this year. I also want to invite you on April 25 to come across the bridge to the Legislative Building portico to celebrate passage of the legislation for the state grant programs—30 years ago this spring. Please join us for cake and ice cream as we honor you and thank you for the critical role you have played and continue to play in the lives of hundreds of thousands of North Carolina students.

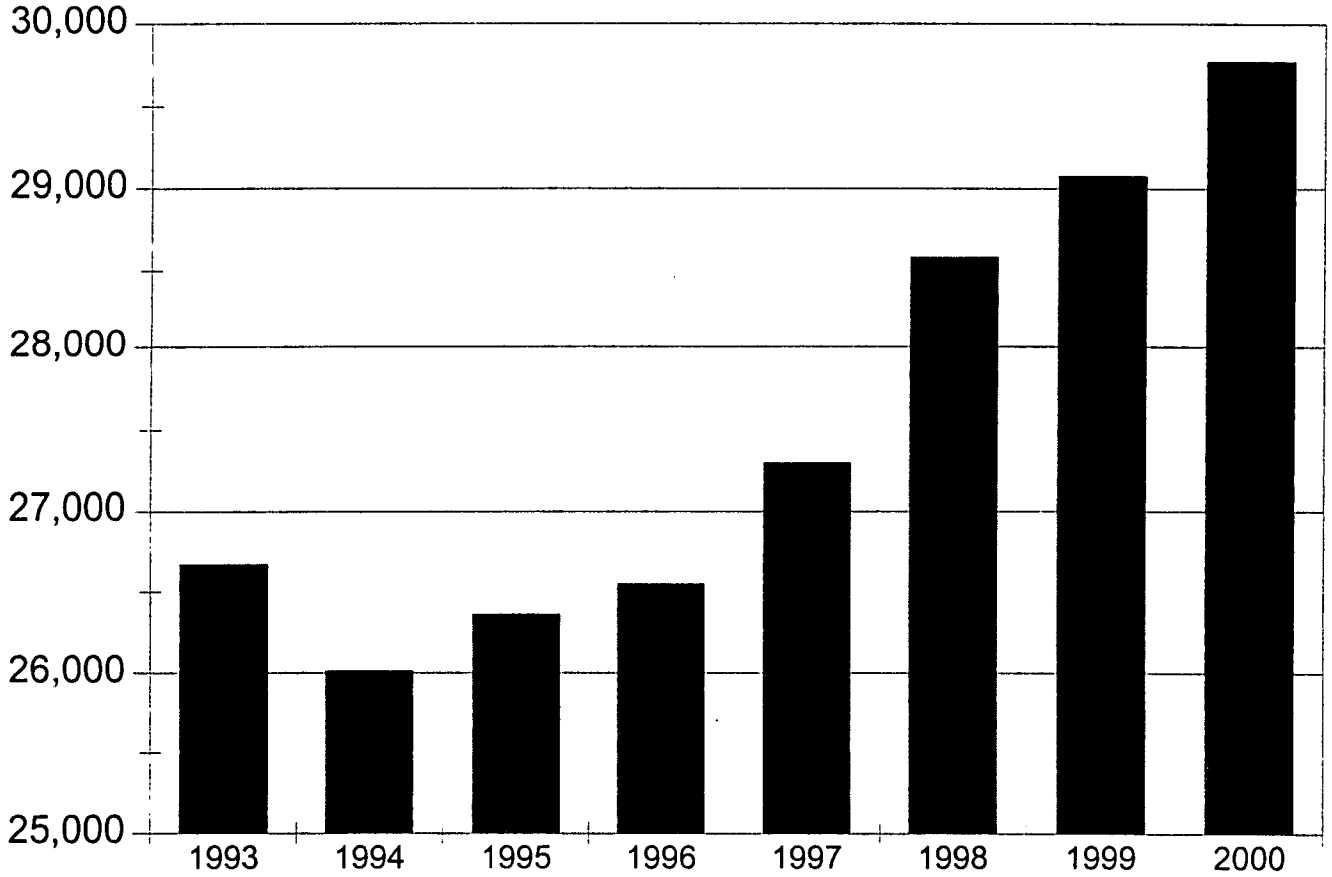
North Carolina Independent

Colleges and Universities

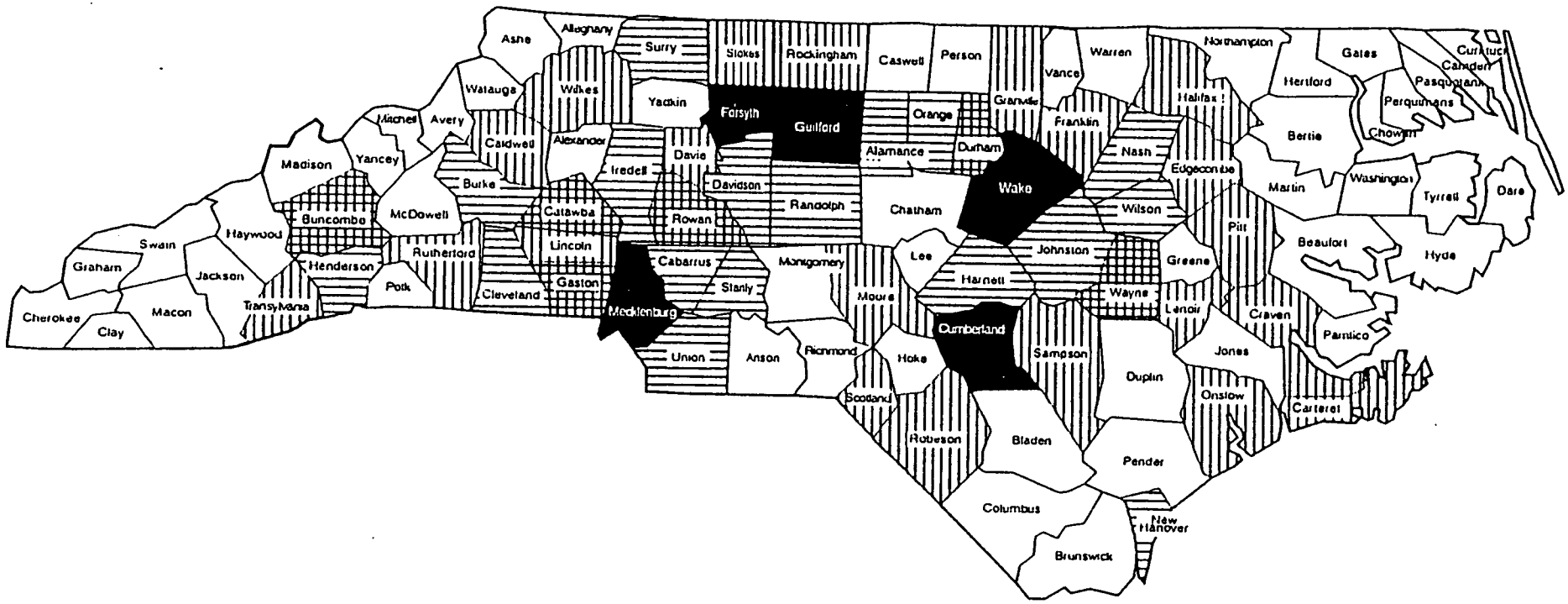
Joint Education Appropriations Committee

March 27, 2001

Undergraduate N.C. FTE Fall Enrollment
NC Independent Colleges & Universities



Students From Every County Attend NC Independent Colleges and Universities



0-125

126-250

251-500

501-1000

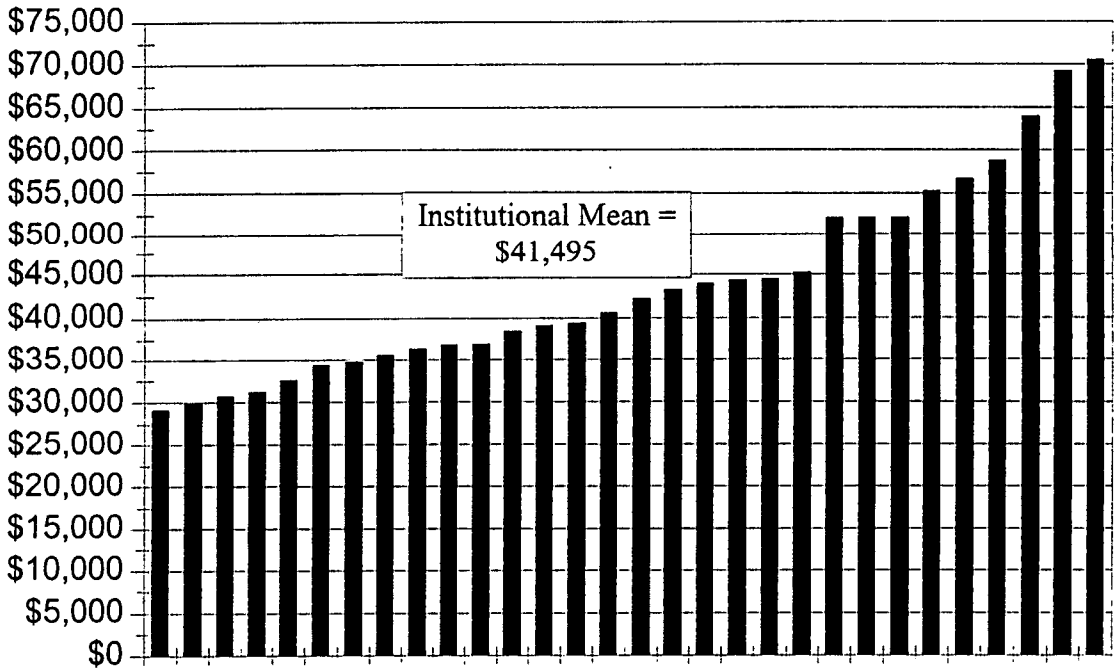
1000+

- ***State Subsidy Per In-State Student in 4-Year Public Institutions (Source: Division of Fiscal Research)*** **$9,722**

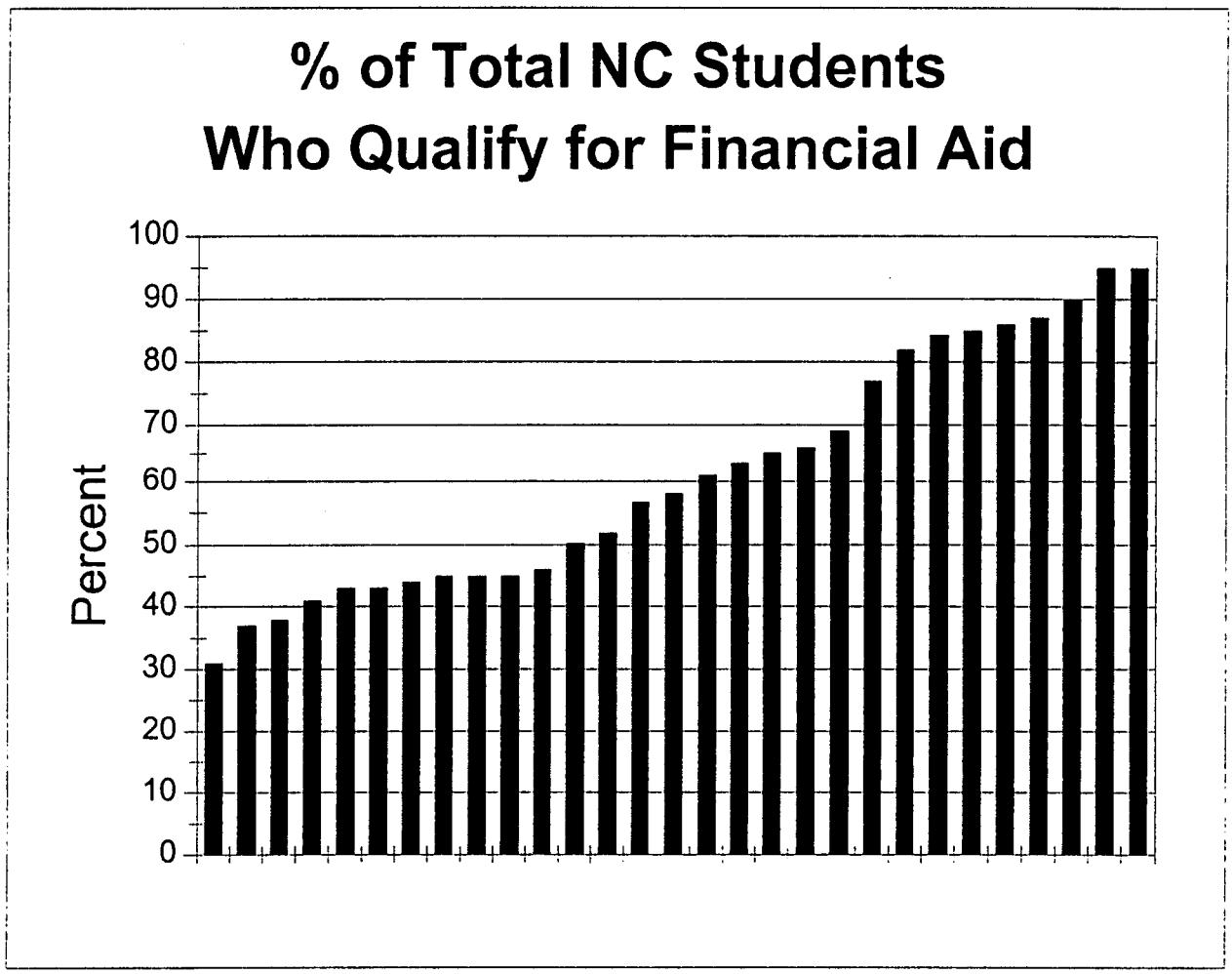
- ***State Subsidy Per In-State Student in N. C. Independent Colleges and Universities*** **-$2,900**

- ***Savings to Taxpayers per Student*** **$6,822**

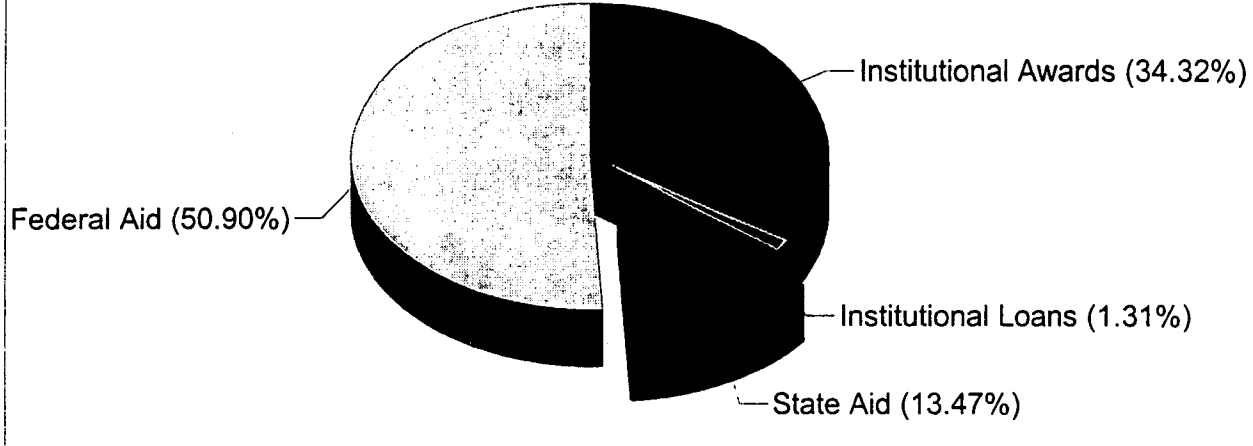
Average Family Income of Students Eligible for Financial Aid



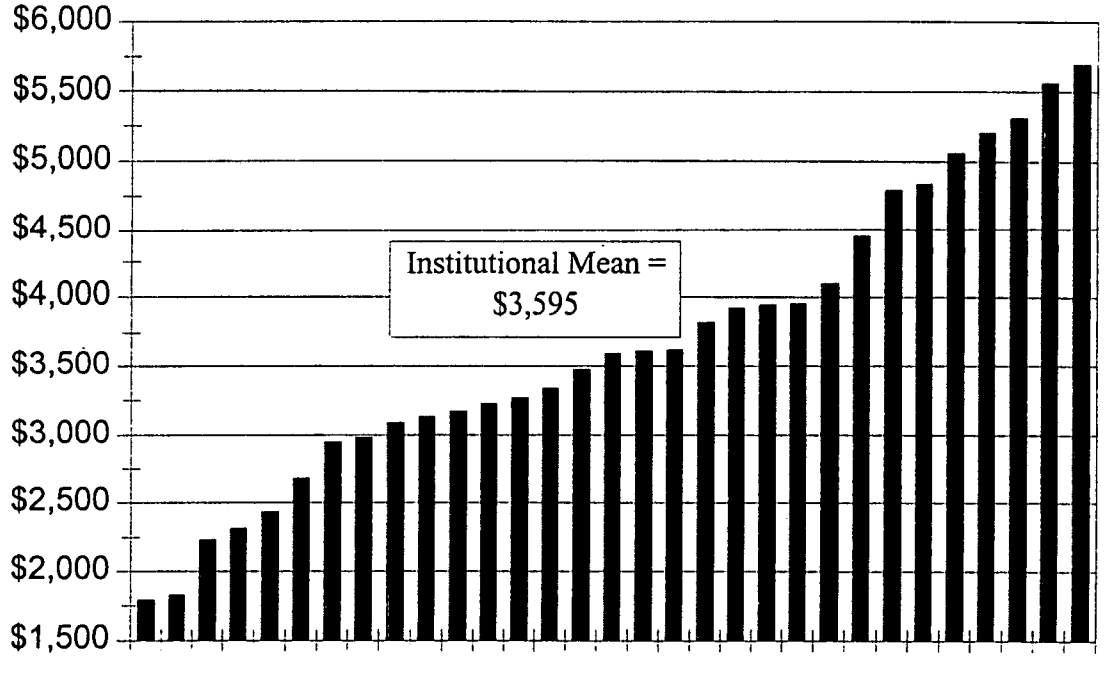
NC Independent Colleges & Universities


% of Total NC Students
Who Qualify for Financial Aid
Percent
100
90
80
70
60
50
40
30
20
10
0

Sources of Financial Aid to Students in NC Independent Colleges



Average Student Loan Amount
NC Independent Colleges & Universities



2000-2001 FACULTY SALARIES
NORTH CAROLINA INDEPENDENT COLLEGES AND UNIVERSITIES

(EXCLUSIVE OF FRINGE BENEFITS)

	Professor	Associate Professor	Assistant Professor	Instructor
SENIOR INSTITUTIONS				
Barber-Scotia	38,826	32,100	31,077	N/A
Barton	46,181	39,410	33,524	28,523
Belmont Abbey	46,569	36,176	32,717	28,650
Bennett	47,893	44,862	41,081	30,791
Brevard	52,031	37,829	31,134	25,258
Campbell	49,517	39,646	39,158	36,797
Catawba	50,083	44,688	37,976	30,644
Chowan	46,233	40,901	36,939	31,827
Davidson	80,064	57,490	45,807	N/A
Duke	113,600	75,709	62,490	N/A
Elon	62,833	50,789	44,289	34,196
Gardner-Webb	48,557	43,525	40,460	33,650
Greensboro	52,679	46,869	37,931	34,533
Guilford	50,864	44,347	35,813	33,619
High Point	64,073	51,085	44,133	36,594
Johnson C. Smith	55,604	50,023	41,244	30,379
Lees-McRae	37,025	36,335	32,555	29,010
Lenoir-Rhyne	42,576	43,194	35,519	26,412
Livingstone	45,900	48,733	33,848	27,839
Mars Hill	45,026	37,986	35,168	27,604
Meredith	58,816	47,248	40,565	34,300
Methodist	45,645	41,889	34,478	27,019
Montreat	47,624	42,013	36,482	28,513
Mount Olive	42,485	38,069	37,826	N/A
N. C. Wesleyan	44,166	38,137	35,248	N/A
Peace	47,383	43,112	41,589	36,292
Pfeiffer	43,334	35,577	31,964	N/A
Queens	55,552	46,590	34,661	31,080
St. Andrews	39,999	33,043	31,417	36,500
Saint Augustine's	51,618	43,280	33,641	25,560
Salem	48,063	42,462	36,302	32,445
Shaw	61,605	49,554	39,375	34,017
Wake Forest	95,270	69,040	51,225	36,277
Warren Wilson	49,465	41,114	35,418	36,100
Wingate	43,120	39,737	36,396	31,502
JUNIOR COLLEGES				
Louisburg	37,307	32,128	31,985	28,630

SOURCE: NCICU Survey

WINSTON SALEM STATE UNIVERSITY

University Outreach and Access

Impact of Focused-Growth Funding on Winston-Salem State University

Presented to the

Joint Education Appropriations Subcommittee

by

Harold L. Martin, Sr.

Chancellor of Winston-Salem State University

March 27, 2001

Outline

- University Enrollment Goals/Targets
- Focus Growth Funding Expenditures
- Future Focus for WSSU

2

Comprehensive Enrollment Plan

Enrollment Goals for Winston-Salem State University (1999 - 2008)

1999 Enrollment: 2,783

Goal for 2003: 3,320 (19.51%)

Goal for 2008: 4,200 (51%)

3

Overall Enrollment Targets 2000-2003

	1999 Actual	2000 Estimated	2001 Target	2002 Target	2003 Target
Undergraduate	2679	2701	2955	3115	3280
Graduate	0	13	35	40	40
Total	2679	2717	2990	3155	3320

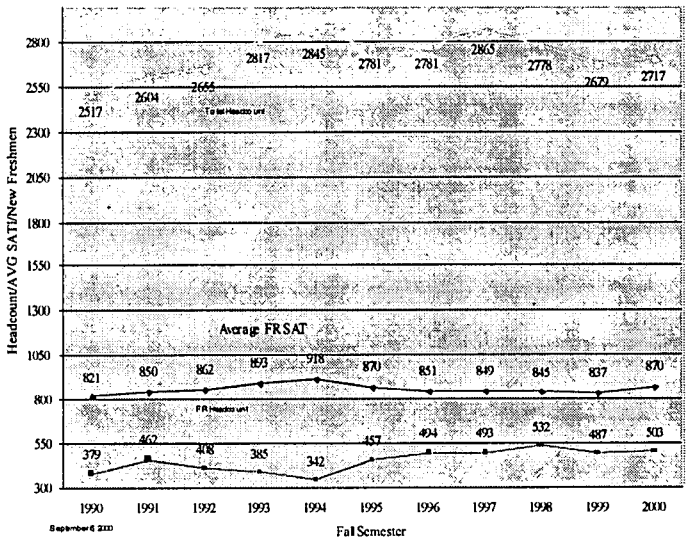
4

Fall 1999 vs Fall 2000 Enrollment

Category	Final Fall 1999 Headcount	Final Fall 2000 Headcount	# Difference 2000-1999 Final Headcount	% Difference 2000-1999 Final Headcount
Continuing, Stop-Outs, Readmits, Special	1972	1996	24	1%
New Freshmen	487	503	16	3%
New Transfers	187	186	-1	-1%
New Special, Non-Degree	51	44	-7	-14%
Total Undergraduate Credit	**2679**	**2729**	**50**	**2%**
Graduate Students	0	13	13	na
Total Undergraduate + Graduate Credit	**2679**	**2742**	**63**	**2%**
Extension/Distance Learning	112	118	6	5%
Total WSSU Enrollment				
(UG + GRAD + DL)	**2791**	**2860**	**69**	**2%**

5

Headcount vs. Average FR SAT and FR Headcount Fall Semesters 1990-2000



6

Focused Growth Funding Expenditures

- Funds for Operational Efficiencies
  - Publications and Marketing Materials
  - Recruitment Initiatives
  - Student Services
  - Purchasing and Human Resources
- Instructional Improvements
- Advancement Area Improvements
- Facilities Management
- Faculty Positions

7

Focused Growth Funding Expenditures

1. Established aggressive recruitment initiative
   - recruitment receptions throughout state
   - involvement of alumni in recruitment process
   - partnerships with area public school/cc administrators
2. Revised the University's Honors Program
3. Revised the University's International Program
4. Increased the number of available scholarships
5. Established more competitive minimum admissions standards as part of efforts to enhance institutional image/reputation

8

Focused Growth Funding Expenditures

6. Revamped Recruitment and Admissions procedures
7. Developed and distributed new recruitment materials (Viewbook, program brochures, and University Profile)
8. Establishing partnerships with regional community colleges
9. Renovated some residence halls and added air conditioning to common areas

9

Impact of Initiatives on Fall 2001

- New First-time Freshman Applications
  - Applications up 36% over Fall 2000
  - Admits up 47% over Fall 2000
- New Transfer Applications
  - Applications up 1% over Fall 2000
  - New Transfer Admits up 5% over Fall 2000

10

Institutional Challenges

- Enhancing the University's image
- Maintaining a consistent approach to marketing recruitment, public relations, and advancement
- Strengthening all functions related to student support

11

Future Focus for WSSU

Focus on Excellence in:
- Academic Programs,
- Student Support Services,
- Administrative Oversight,
- Leadership, and Service

Strategic Priorities For WSSU

Evaluation And Assessment

12

Process Has Resulted In ...

- Development of a well-defined *Strategic Plan*; and
- Development of a *Report Card* with strategic "key indicators" for measuring progress.

13

Strategic Centers of Excellence

Develop local, regional, and national reputation in following areas:

- Teacher Education
- Information Technology
- Health Sciences
- Financial Services

14

Strategic Actions for Centers of Excellence

- Critical reviews of academic programs, academic leadership, facilities, etc.
- Restructuring of university to be more flexible and efficient
- Strategic resource investments:
  - Operational funds
  - Faculty resources
  - Technology and telecommunications
- Strategic enhancements to academic standards

15

Expected Outcomes

- Stronger academic programs
- New graduate programs
- Enhanced local, regional, and national image
- Strategic "value-added" assistance with the local and regional economic development agenda
- Strategic linkages with local, regional and national industries and agencies

16

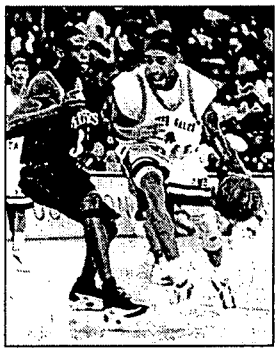
Expected Outcomes

- Attraction of outstanding administrators, faculty, staff, and students
- Production of excellent graduates who seek employment opportunities with local and regional industries and agencies
- Increase in federal, state, and private funding

17

Expected Outcomes

- Broadened research involvement of faculty
- Delivery of strong continuing education and certificate programs defined to assist the development of the local workforce



18

Expected Outcomes

In a speech to this Rotary on March 3, 1990, a local corporate, made the following statement:

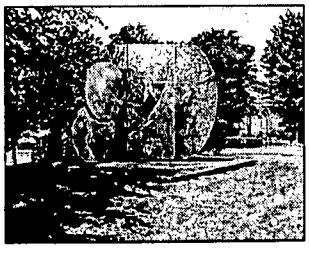
"According to the 1988 Battelle report, which was "An Assessment of the Winston-Salem/Forsyth County Resource Base," industries look for strong, diverse educational programs when selecting locations. Strong educational programs at a public university will enhance the economic climate of the entire region."

We are positioning to be that strong public university.

19

Strategic Initiatives Underway

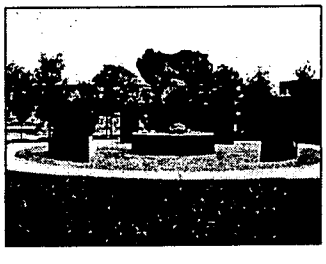
- WSSU's Long Range Plan'2002-07
- University's Master Plan
- PWC Review-Seeking Exemplar Status
- PWC Review-University's Budget Allocation Process Redesign Project
- Facility Enhancements:
  - New Bond Facilities
  - Privatized Housing Facility



20

New Resource Needs

- Annual Fund Resources
- Capital Campaign-*Bentz, Whaley, and Flessner*
  - Student Scholarships
  - Academic Program Enhancements
  - Faculty Enhancements
  - Student Enhancements
  - Naming Opportunities, e.g., schools, college, facilities, etc.



21

VISITOR REGISTRATION SHEET

Appropriations/Subcommittee on Education — March 27, 2001 - 1:00 p.m.

Name of Committee — **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Sam Lu	OSBPM
Daniel Brown	OSBPM
Elizabeth Brownstein	OSBPM
[illegible]	OSBPM
Ed Kizer	UNC-Chapel Hill
JC Sadler	UNC-OP
Clifton Thomas	UNC-OP
Bobby Kay	UNC-OP
Judith Pulley	UNC-OP
Harold L. Martin	WSSU
James Wright	WSSU

VISITOR REGISTRATION SHEET

Appropriations/Subcommittee on Education — March 27, 2001 - 1:00 p.m.

Name of Committee — **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
James Baxter Hunt	Gov
Gene Causby	NCSFSA
Frances Dempsey	NCICU
Hope Williams	NCICU
Steve Hoffman	NCSBA
[illegible]	SBE
[illegible]	NCASA
[illegible]	Public Sch Fo[illegible]
Jim [illegible]	NCASA
Evelyn Shuptrine	UNC - Chapel Hill

VISITOR REGISTRATION SHEET

Appropriations/Subcommittee on Education — March 27, 2001 - 1:00 p.m.

Name of Committee — **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
JB Miller	UNC
Jeff Davies	UNC GA
John Bowdoch	Alley Associates
Mark Desrosiers	NCSU
Hou, Shou	NCSU
M.R. Mann	SSI

The University of North Carolina
Tuition and Fees Applicable to All Regular Full-Time Graduate Students
2001-02

	Tuition		General Fees					Debt Service Fee	Total Fees	Total Tuition and Fees	
	Resident	Nonresident	Athletic	Health Services	Student Activities	Educational and Tech.	Total General Fees			Resident	Nonresident
North Carolina State University	2,413.00	11,579.00	84.00	179.00	259.45	320.00	842.45	57.55	900.00	3,313.00	12,479.00
The University of North Carolina at Chapel Hi	2,413.00	11,579.00	85.00	272.00	136.92	268.00	761.92	118.00	879.92	3,292.92	12,458.92
East Carolina University	1,462.00	9,324.00	269.00	170.00	309.50	90.50	839.00	209.00	1,048.00	2,510.00	10,372.00
The University of North Carolina at Charlotte	1,425.00	8,991.00	315.00	120.00	347.00	89.00	871.00	168.00	1,039.00	2,464.00	10,030.00
The University of North Carolina at Greensbo	1,374.00	9,828.00	320.00	178.00	271.00	190.00	959.00	272.00	1,231.00	2,605.00	11,059.00
Appalachian State University	1,234.00	8,504.00	321.00	177.00	301.00	106.00	905.00	143.00	1,048.00	2,282.00	9,552.00
Fayetteville State University	1,084.00	8,354.00	260.00	92.00	266.00	80.00	698.00	–	698.00	1,782.00	9,052.00
North Carolina A & T State University	1,234.00	8,504.00	328.00	165.00	203.00	160.00	856.00	161.00	1,017.00	2,251.00	9,521.00
North Carolina Central University	1,372.00	8,642.00	280.00	174.00	304.00	215.00	973.00	81.00	1,054.00	2,426.00	9,696.00
The University of North Carolina at Pembroke	1,164.00	8,434.00	335.00	115.00	325.00	105.00	880.00	37.00	917.00	2,081.00	9,351.00
The University of North Carolina at Wilmingt	1,325.00	8,760.00	310.00	130.00	399.00	230.00	1,069.00	197.00	1,266.00	2,591.00	10,026.00
Western Carolina University	1,084.00	8,354.00	337.50	177.00	314.50	104.50	933.50	231.00	1,164.50	2,248.50	9,518.50
The University of North Carolina at Asheville	1,206.00	8,020.00	420.00	126.00	358.50	105.00	1,009.50	220.00	1,229.50	2,435.50	9,249.50
Elizabeth City State University	906.00	7,324.00	260.00	194.00	306.00	112.00	872.00	72.00	944.00	1,850.00	8,268.00
Winston-Salem State University	906.00	7,324.00	240.00	157.00	300.00	175.00	872.00	150.00	1,022.00	1,928.00	8,346.00
North Carolina School of the Arts (1)	1,683.00	10,311.00	–	330.00	450.00	235.00	1,015.00	200.00	1,215.00	2,898.00	11,526.00

(1) Does not include High School

3/7/01

Attachment 1

Jeff Davis
3/27/01
#1

The University of North Carolina
Tuition and Fees Applicable to All Regular Full-Time Undergraduate Students
2001-02

	Tuition		General Fees					Debt Service Fee	Total Fees	Total Tuition and Fees	
	Resident	Nonresident	Athletics	Health Services	Student Activities	Educational and Tech.	Total General Fees			Resident	Nonresident
North Carolina State University	2,234.00	11,400.00	84.00	179.00	259.45	320.00	842.45	57.55	900.00	3,134.00	12,300.00
The University of North Carolina at Chapel Hil	2,234.00	11,400.00	85.00	272.00	148.42	268.00	773.42	118.00	891.42	3,125.42	12,291.42
East Carolina University	1,393.00	9,256.00	269.00	170.00	309.50	90.50	839.00	209.00	1,048.00	2,441.00	10,304.00
The University of North Carolina at Charlotte	1,360.00	8,926.00	315.00	120.00	347.00	89.00	871.00	168.00	1,039.00	2,399.00	9,965.00
The University of North Carolina at Greensbo	1,302.00	9,756.00	320.00	178.00	271.00	190.00	959.00	272.00	1,231.00	2,533.00	10,987.00
Appalachian State University	1,172.00	8,442.00	321.00	177.00	301.00	106.00	905.00	143.00	1,048.00	2,220.00	9,490.00
Fayetteville State University	1,022.00	8,292.00	260.00	92.00	266.00	80.00	698.00	–	698.00	1,720.00	8,990.00
North Carolina A & T State University	1,172.00	8,442.00	328.00	165.00	203.00	160.00	856.00	161.00	1,017.00	2,189.00	9,459.00
North Carolina Central University	1,222.00	8,492.00	280.00	174.00	328.00	215.00	997.00	81.00	1,078.00	2,300.00	9,570.00
The University of North Carolina at Pembroke	1,102.00	8,372.00	335.00	115.00	325.00	105.00	880.00	37.00	917.00	2,019.00	9,289.00
The University of North Carolina at Wilmingto	1,261.00	8,696.00	310.00	130.00	399.00	230.00	1,069.00	197.00	1,266.00	2,527.00	9,962.00
Western Carolina University	1,022.00	8,292.00	337.50	177.00	314.50	104.50	933.50	231.00	1,164.50	2,186.50	9,456.50
The University of North Carolina at Asheville	1,154.00	8,000.00	420.00	126.00	358.50	105.00	1,009.50	220.00	1,229.50	2,383.50	9,229.50
Elizabeth City State University	854.00	7,272.00	260.00	194.00	306.00	112.00	872.00	72.00	944.00	1,798.00	8,216.00
Winston-Salem State University	854.00	7,272.00	240.00	157.00	300.00	175.00	872.00	150.00	1,022.00	1,876.00	8,294.00
North Carolina School of the Arts (1)	1,587.00	10,215.00	–	330.00	450.00	235.00	1,015.00	200.00	1,215.00	2,802.00	11,430.00

(1) Does not include High School

Joint Appropriations on Education Committee

AGENDA

Wednesday March 28, 2001, 8:30 a.m.
Room 421, Legislative Office Building

Senator Jeanne Lucas, Presiding

UNC Enrollment Growth: UNC General Administration

• 10 Year Enrollment Projections	Judith Pulley
• Enrollment Change Funding Model	Jeff Davies Laura Young
• Regular Term Enrollment	Judith Pulley
• Distance Education	Judith Pulley Robyn Render

New or Expanded Program Reviews

• Transfer of Funds from Commerce to UNC-GA to Purchase MCNC Services (Item #9)	Robyn Render
• Funds to link ASU & UNCW to CONCERT Network operated by MCNC (Item #10)	Robyn Render
• Distance Education and Off-Campus Funding (Item #11)	Judith Pulley
• NC School of Science and Math Distance Learning Project (Item #12)	Jim Sadler
• Engineering Graduate Research Center Distance Ed Initiative (Item #13)	Jim Sadler
• Equity Funding- ASU, ECU, UNCC, UNCG, UNCW (Item #14)	Ken Grogan

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House Appropriations Subcommittee on Education
Rep. Boyd-McIntyre (Chair)
Rep. Rogers (Chair)
Rep. Yongue (Chair)
Rep. Barnhart, Rep. Bell, Rep. Bonner, Rep. Carpenter
Rep. Holmes, Rep. McLawhorn, Rep. Michaux,
Rep. Morgan, Rep. Preston, Rep. Russell, Rep. Smith,
Rep. Teague, Rep. Warner

Senate Appropriations on Education/Higher Education
Sen. Lucas (Chair)
Sen. Garrou (Chair)
Sen. Dalton (Chair)
Sen. Carter, Sen. Cunningham, Sen. Garwood, ,
Sen. Hartsell, Sen., Wellons

JOINT APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER EDUCATION

Minutes
March 28, 2001

Senator Jeanne Lucas, Co-Chair, convened the Joint Appropriations Subcommittee on Education/Higher Education at 8:30 a.m. on Thursday, March 28, 2001 in Room 421, LOB. She acknowledged the House Pages: Holly Harrison of Alamance sponsored by Representatives Cole and Allred and Rebecca Dilday of Pitt County sponsored by Representative McLawhorn; and the Senate Page: ShaTerra Wells of Wake County sponsored by Senator Reeves. There were 7 senators present and the following House members: Representatives Barnhardt, Bonner, Teague, Yongue, Rogers, Boyd-Intyre, Smith, McLawhorn, Michaux, Bell, Carpenter, Holmes, Warner and Russell.

Judith Pulley of the University of North Carolina gave an overview of the UNC enrollment growth. Ms. Pulley pointed out how poorly the state has done in measuring up to national standards for student participation in higher education and reaping the economic benefits of higher salaries a college education commands. (Attachment #1) She gave the statistics on and basis for the enrollment growth in the University system, as well as the plan to accommodate the growth. (Attachment #2)

Jeff Davies, Vice President of Finance, presented the Funding Model for Enrollment changes based on the student credit hour basis instead of full time equivalent (FTE) basis. (Attachment #2) Laura Young, Associate Vice President of Finance, explained the mechanics of implementing the funding model for enrollment changes.

Representative Michaux expressed concern that the funding basis change would result in a loss of revenue for institutions. Representative Rogers asked about the fund raising efforts of the smaller institutions and the number of endowed chairs. Dr. Bataille said that there would a presentation related to this item in April. Senator Dalton was concerned about the priorities in the distribution of the $40 million University expansion request since most of the money is directed to graduate students instead of undergraduates. He was told Dr. Pulley would address those concerns in her next presentation. Senator Dalton wanted to know how graduate student teachers fit into the calculations for new teachers needed. He expressed parents' concern that students didn't experience a tenured professor in the classroom. Charlotte Todd said that because of the questions the staff has received pursuant to the News and Observer article about the number of non-tenured track faculty members and graduate students teaching, particularly at Chapel Hill, the staff has added a section on the faculty workload issue. Dr. Gary Barnes will present the entire report he gave to the Board of Governors on this subject. Senator Lucas asked if the non-tenured received some of the pay of the tenured.

Dr. Pulley presented the budget requests breaking it down between regular term and distance education. She explained how they arrive at the enrollment growth estimates for

each group. Senator Dalton expressed concern about where to cut to reach the $144 million goal. With access as a top priority and considering the economic benefits to the state of offering all ethic groups the same opportunity for attaining the earnings a college education promises, he was concerned that a Leandro type situation could occur in allocating scarce resources. Representative Michaux expressed concerns about meeting educational needs with doctoral programs in specific locations. Dr. Pulley said Chancellor-Elect James Ammons has wonderful ideas about regional development. Representative Russell asked for the percentage of post graduates employed in North Carolina since we are spending a lot of money on the graduate programs. Dr. Pulley said she would get those figures for her. Senator Dalton asked Dr. Pulley if she would endorse North Carolina joining the SREB Common Market as a way to access in-state tuition for graduate degree programs that North Carolina universities don't offer and avoid initiating new graduate programs. She said there is proposal to enable the University to join the SREB Common Market that they would be bringing to the committee for its consideration.

Robyn Render explained how Distance Education is delivered through technology, the regional and national trends and the costs of this means of access to higher education.

Charlotte Todd of the Fiscal Staff announced that tomorrow the session would start with "New and Expanded Program Reviews". There will be a short time for presentations on this agenda, encouraged members to study the handout under tab #2 and come prepared to ask questions. Most of tomorrow's meeting will be focused on the K16 initiatives and on the Center for School Leadership Development, according to Ms. Todd.

The meeting was adjourned.

Jeanne Lucas

Senator Jeanne Lucas, Co-Chair

Barbara R. Hocutt

Barbara R.Hocutt, Committee Assistant

Attachments

VISITOR REGISTRATION SHEET

JOINT APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER ED.
WEDNESDAY, MARCH 28, 2001, 8:30 A.m.

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Gretchen Batchelor	UNC
Jeff Davies	UNC
Mary Burch	Auditory Learning Center
Jim Ayers	NCASA
Tom Mulholland	NCICU
Sam Cecotty	NCSFSA
[illegible]	SBC
[illegible]	UNC

VISITOR REGISTRATION SHEET

JOINT APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER ED.
WEDNESDAY, MARCH 28, 2001, 8:30 A.m.

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
J C Sadler	UNC-OP
David Brown	OSBPM
Sam Lee	OSBPM
Ginger Jones	OSBPM
Sue Adams	OSBM
Clifton B. Metcalf	UNC OP
[illegible]	NCASA
Robyn Render	UNC-OP
Lane Young	UNC-OP
Dennis R. Grogan	UNC-OP
James D. Smith	UNC-OP

VISITOR REGISTRATION SHEET

JOINT APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER ED.
WEDNESDAY, MARCH 28, 2001, 8:30 A.m.

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Mark Fleming	NC SU
John Gilligan	NCSU
Warren Holler	UNCC
Kay Dancy	OSBPM
Ed Kizer	UNCC
[illegible]	Public Sch Forum
Joe Donovan	NCSU
Audrey Galloway	NCAG
[illegible]	UNCC
Ed Davis	UNCC
Hal Miller	NCACCT

VISITOR REGISTRATION SHEET

JOINT APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER ED.
WEDNESDAY, MARCH 28, 2001, 8:30 A.m.

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Mike Webb	UNCC
Steve Hoffman	NCSBA
Ann Belcher	Belcher Assoc.
Becky Street	Parker Poe Adams + Bernstein
Chris Rodgers	" "
Austin Bamich	ECU

Principal Clerk ____
Reading Clerk ____

SENATE
NOTICE OF JOINT APPROPRIATION EDUCATION/HIGHER EDUCATION SUBCOMMITTEE MEETING

The Joint Appropriations Subcommittee on **EDUCATION/HIGHER EDUCATION** will meet at the following time:

CANCELLED

DAY	DATE	TIME	ROOM
Wednesday	**March 28, 2001**	**4:30 p.m.**	**421, LOB**

The following will be considered:

Senator Walter Dalton, Senior Chair
Senator Jeanne Lucas, Co-Chair
Senator Linda Garrou, Co-Chair

March 28, 2001
Attachment #1

The University of North Carolina Enrollment Growth--Overview

Presented to the
Joint Education Appropriations Subcommittee

by
Judith Pulley
Special Assistant to the
Senior Vice President for Academic Affairs

March 28, 2001

The University of North Carolina Office of the President

Importance of Increasing the Educational Attainment of North Carolinians

Continued Economic Competitiveness of North Carolina and an Educated Workforce

More than two-thirds of the jobs being created in the fastest-growing sectors of the U.S. economy now require a college education.

The Ten U.S. Industries with the Fastest Projected Employment Growth: 1996-2006

Industry	Growth (1,000's)	Growth (percent)
Computer & data processing services	1,301	108%
Health services	796	68%
Management & public relations	527	60%
Misc. transportation services	123	60%
Residential care	398	59%
Personnel supply services	1,393	53%
Water & sanitation	118	51%
Social services	420	50%
Health practitioner offices	1,295	47%
Recreation services	1,565	45%

(U.S. Bureau of Labor Statistics)

Importance of Increasing the Educational Attainment of North Carolinians

Impact of Educational Attainment on Income and Employment

Average Earnings & Unemployment Rates by Educational Attainment

Education Attained	Average Earnings (1999)	Unemployment Rate (1998)
Professional degree	$99,207	1.4%
Doctorate	$87,644	1.3%
Master's degree	$56,958	1.6%
Bachelor's degree	$45,648	1.9%
Associate degree	$31,684	2.5%
Some college	$27,260	3.2%
High school grad.	$23,233	4.1%
No h.s. diploma	$14,349	7.1%

(U.S. Bureau of Labor Statistics)

Measuring Up 2000: The State-by-State Report Card for Higher Education

Participation (D)

A low percentage of North Carolina's high school students go on to college immediately after high school, and only a fair proportion of young adults (ages 18 to 24) are enrolled in education or training beyond high school. The percentage of working-age adults (ages 25 to 44) enrolled in college-level education or training is small.

Measures:	NC	Top States
High school freshmen enrolling in college within 4 years	34%	54%
18- to 24-year-olds enrolling in college	32%	42%
25- to 44-year olds enrolled in postsecondary education	2.9%	4.7%

Measuring Up

Benefits (D+)

A small percentage of North Carolina residents have a bachelor's degree, and this impairs the state economically. In addition, a very small proportion of adults in the state perform well on national assessments of high-level literacy. However, the state reaps substantial civic benefits from its residents, as measured by voting and charitable contributions.

Measures:		NC	Top States
Population 25-65 with bachelor's degree or higher		23%	34%
Increase in total personal income as a result of % of population holding a bachelor's degree		8%	11%
Adults demonstrating high-level literacy skills:			
	Quantitative	11%	28%
	Prose	11%	28%
	Document	9%	26%

Measuring Up

Benefits (D+)

Performance Gaps: This year, if all ethnic groups in North Carolina had the same educational attainment and earnings as whites, total personal income in the state would be $8 billion higher, and the state would realize an estimated $2.8 billion in additional tax revenues

March 28, 2001
attachment #2

The University of North Carolina Enrollment Growth

Judith Pulley
Special Assistant to the
Senior Vice President for Academic Affairs

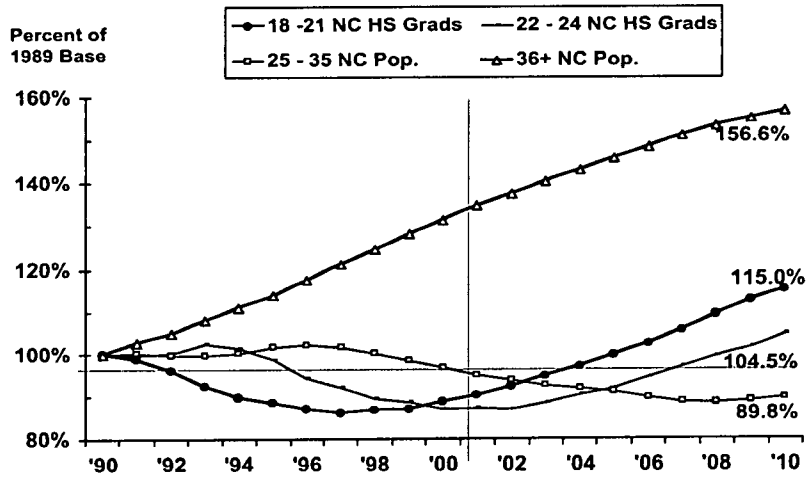
Joint Education Appropriations Subcommittee
March 28, 2001

*Projected Change in Number of Public High School Graduates, 1998-99 to 2009-2010**

United States	**11.8%**
Southern States	**13.1%**
Top Five States	
1. Nevada	**78.9%**
2. Arizona	**47.6%**
3. North Carolina	**30.7%**
4. Florida	**27.9%**
5. Colorado	**23.2%**

**U.S. National Center for Educational Statistics* (2000)

Pools of Potential In-State Students (Actual and Projected)



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The University of North Carolina

Enrollment Trends Observed in Change from Fall 1999 to Fall 2000

- first-time students — up 3.4%
- 18-21 year old students — up 2.6%
- in-state first-time freshmen — up 3.6%
- transfer students — up 4.5%
- distance education — up 18.2%
- SAT scores of entering freshmen — up 5 points (to 1073)

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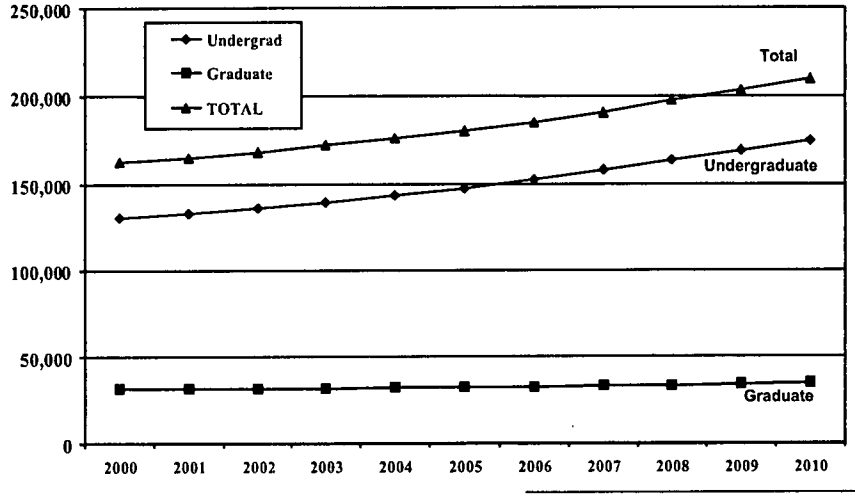
The University of North Carolina

UNC Undergraduate and Graduate/First Professional Enrollments

(On-Campus and Off-Campus):
2000 (Actual), 2001-2010 (Projected by UNC Model)



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The University of North Carolina

UNC Enrollment Plan: Strategies for Meeting Projected Enrollment Demand

- Maximize use of existing facilities on all campuses
- Increase rate of enrollment growth at campuses with capacity (focused-growth initiative)
- Redistribute projected enrollment (approximately 10,000 students) from campuses with limited capacity to campuses with current or anticipated capacity
- Add capacity and improve/retrofit existing facilities through $2.5 billion bond issue
- Serve approximately 6,000-7,000 of the anticipated enrollment increase through distance education (in addition to the traditional consumers of off-campus instruction)

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The University of North Carolina

Projected Enrollment Compared to Target Enrollment, 2008

Institution	UNC Projection Model	UNC Enrollment Plan Target	Difference
ASU	17,590	14,000	(3,590)
NCSA	1,200	900	(300)
NCSU	35,410	30,100	(5,310)
UNCA	3,890	3,500	(390)
UNC-CH	29,030	27,500	(1,530)
UNCG	16,990	14,800	(2,190)
UNCW	15,480	12,500	(2,980)
Total	119,590	103,300	(16,290)
ECU	23,710	24,000	290
ECSU	2,160	3,000	840
FSU	4,590	6,000	1,410
NCA&T	8,270	10,600	2,330
NCCU	6,860	8,300	1,440
UNCC	22,910	23,500	590
UNCP	3,580	4,200	620
WCU	7,310	9,400	2,090
WSSU	3,620	4,200	580
Total	83,010	93,200	10,190
TOTAL ALL	202,600	196,500	(6,100)
Distance Ed.			6,100

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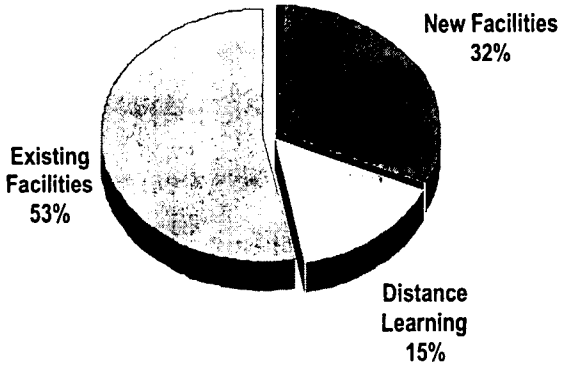
The University of North Carolina

Estimated Balance of Strategies to Enable UNC Institutions to Serve an Additional 47,600 Students by 2008



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The University of North Carolina

Funding Model for Enrollment Changes

Joint Education Appropriations Subcommittee

March 28, 2001

The University of North Carolina

UNC State Funding Process

- **Continuing Operation of Each Constituent Institution**
- **Salary increases for employees exempt from the State Personnel Act**
- **Expansions and Improvements for Current Operations and Capital Improvements**
  - **Presented as a Schedule of Priorities**
  - **Includes enrollment change funding**

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The University of North Carolina

Legislative Call for Action

In the 1995 Session, the General Assembly directed the Board of Governors to:

- Review the equity of the continuation budget funding system...and to propose a system of funding to the General Assembly which uses identifiable criteria which are based on educationally and fiscally sound principles.
- Consider alternative approaches to funding University undergraduate and graduate enrollment...or funding the University on the basis of student credit hours rather than on full-time equivalent enrollment.

UNC Response

- In response to HB 229, sections 15.3 and 15.4, UNC undertook a multi-phase equity study
  - Phase 1 completed and accepted early 1996
  - Phase 2 funding model approach completed and presented to the Legislature in late 1996
  - Phase 3 funding model used for 1998-99 enrollment change

Additional Legislative Actions

In 1995, 1997, and 1998, the General Assembly directed the Board of Governors to focus attention on distance education and summer school offerings.

- **Different funding approaches to meeting the needs of an increasing pool of high school graduates, as well as adult learners unable to return to a university campus for additional education [H.B. 229, Sec. 15.5]**
- **The Board of Governors shall provide to the 1998 reconvened session of the General Assembly the cost estimates for funding off-campus and distance learning degree-credit extension that is proportional to regular-term funding. [S.B. 352, Sec. 10.3]**

Additional Legislative Actions

- **The intent of this commitment is to provide expanded opportunities for higher education to more North Carolina residents, including non-traditional students, and to increase the number of North Carolina residents who earn post-secondary degrees. [S.B. 1366, Sec. 11.7, 1998 Session]**

Goals for New Funding Model

- Adequacy
- Goal-Based
- Performance-Based
- Simplicity
- Equity
- Responsiveness
- Stability
- Validity and Reliability
- Balance

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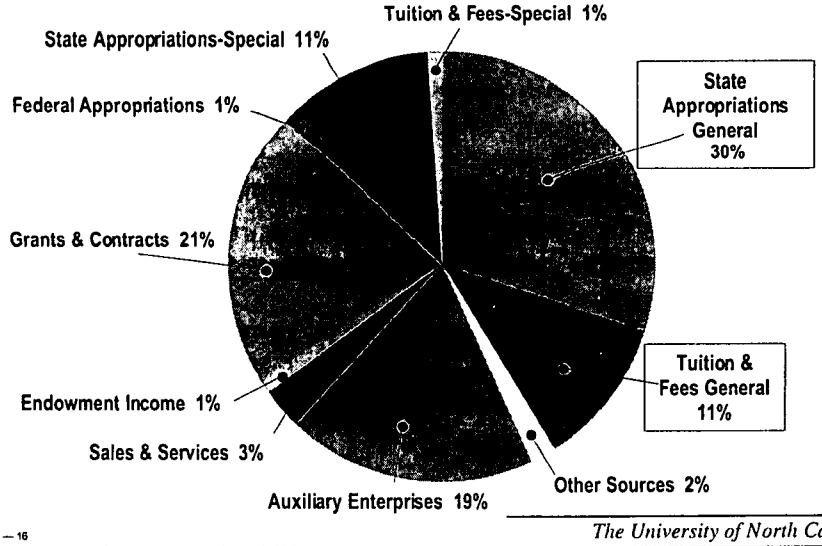
The University of North Carolina

Revenue Domain of Enrollment-Change Funding Model



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The University of North Carolina

Characteristics of New Funding Model

- Formula Provisions
  - Use of revised mathematical model that recognizes program costs and degree level differences to request expansion funding for enrollment change
- Non-Formula Provisions
  - Continued ability to request expansion funding based on special needs and initiatives as listed on the Schedule of Priorities

Old Funding Model for Enrollment Change

- Based on FTEs, where one FTE =
  - Undergraduate student taking 12 or more SCHs per regular semester
  - Graduate student taking 9 or more SCHs per regular semester
- No recognition of cost differences across academic disciplines or different degree levels
- FTE funding rate for projected change based on each campus' current dollar budget per average FTE student
- Summer enrollments funded at a much lesser rate
- No funding of extension enrollments

SCH-Change Funding Model
Regular Term

Campus: UNC-ABC

Program	Student Credit Hours			SCH per Instructional Position			Instructional Positions Required		
Category	Undergrad	Masters	Doctoral	Undergrad	Masters	Doctoral	Undergrad	Masters	Doctoral
Categ. I	[redacted]	[redacted]	[redacted]	643.72	171.44	138.41	0.000	0.000	0.000
Categ. II	[redacted]	[redacted]	[redacted]	487.37	249.94	146.74	0.000	0.000	0.000
Categ. III	[redacted]	[redacted]	[redacted]	364.88	160.93	122.95	0.000	0.000	0.000
Categ. IV	[redacted]	[redacted]	[redacted]	230.52	102.45	70.71	0.000	0.000	0.000
									0.000

Campus UGr Cost Factor 0.0%
Total Positions Required 0.000

Calculation of Appropriation Request

Requirements Generated by SCH Model

Tuition Revenue:

In-State U/G FTE's	[redacted]	982	0
Out-of-State U/G FTE's	[redacted]	8,252	0
In-State Grad FTE's	[redacted]	1,022	0
Out-of-State Grad FTE's	[redacted]	8,292	0

Total Expected Revenue
Request Amount

Instructional Salary Rate of Campus

$0 Instructional Salary Amount $0

Other Academic Costs 44.89%

Total Academic Requirements $0

Library Rate 11.48%

$0 Library Amount $0

$0 Gen'l Instit. Support Rate 54.05%

Gen'l Instit. Support Amount $0

SCH In-State 0
Student Financial Aid (In-State) $0.00
Total Requirements at UNC-ABC $0

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The University of North Carolina

Areas of Instruction

Category I
Liberal Arts & Sciences
Mathematics
English Language & Literature
Philosophy and Religion
Military Technologies
Theological Studies
Psychology
Protective Services
Public Administration & Services
Social Sciences & History
Ag Institute (NCSU)
Other

Category II
Education
Business Management & Administrative Services
Biology/Life Sciences
Foreign Languages & Literature
Home Economics
Parks & Recreation, Leisure & Fitness Studies
Law & Legal Studies (not JD)
Communications
Area Studies
Marketing Operations

Category III
Agricultural Business & Production
Agricultural Science
Conservation & Renewable Natural Resources
Architecture and Related Programs
Physical Sciences
Visual & Performing Arts
Allied Health
Computer & Information Sciences
Library Science
Engineering – Related Technologies
Nursing
Science Technologies

Category IV
Engineering

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The University of North Carolina

Calculation of Funding Requirements

- SCH Projections by academic discipline and instructional level
- Instructional-Position Funding Factors
- Funded Instructional Positions
- Specific Undergraduate Factors
- Other Academic Costs
- Library
- General Institutional Support
- Student Financial Aid

Instructional -Position Funding Factors

- Recognize relative costs of providing instruction at different levels and in different programs
- Based on:
  - National Data (University of Delaware study) for program cost information
  - UNC analysis of sector sizes to determine cost differences across degree-levels
- Calibrated to current funding levels at 1996-97

Campus-Specific Undergraduate Cost Factors

- Undergraduate Class Size
- Diseconomies of Scale
- Service to Disadvantaged Students
- Public Liberal Arts College Mission

Instructional Salary Rate

- Instructional salary rate used is the institution's budgeted average teaching salary
- Each year, the Board of Governors establishes budgeted teaching salaries for each UNC institution
- Calculated by dividing the budgeted teaching salary for the institution by the budgeted teaching positions
- Budgeted average teaching salaries generally consistent within Carnegie classifications

SCH-Change Funding Model Regular Term

SCH-Change Funding Model
UNC - ABC

Campus: UNC-ABC

Program Category	Student Credit Hours			SCH per Instructional Position			Instructional Positions Required		
	Undergrad	Masters	Doctoral	Undergrad	Masters	Doctoral	Undergrad	Masters	Doctoral
Categ. I	2,432	173		643.72	171.44	138.41	3.778	1.009	0.000
Categ. II	2,039	262		487.37	249.94	146.74	4.184	1.048	0.000
Categ. III	949	98		384.88	160.93	122.95	2.601	0.609	0.000
Categ. IV	2			230.52	102.45	70.71	0.009	0.000	0.000
	5,422	533	0						13.238
	91.0%	9.0%	0.0%						
			5,955						

Campus UGr Cost Factor 0.0%
Total Positions Required 13.238

Calculation of Appropriation Request

Requirements Generated by SCH Model $0

Tuition Revenue:

In-State UG FTE's	[redacted]	982	0
Out-of-State UG FTE's	[redacted]	8,252	0
In-State Grad FTE's	[redacted]	1,022	0
Out-of-State Grad FTE's	[redacted]	8,292	0

Total Expected Revenue 0

Request Amount $0

Instructional Salary Rate of Campus

Instructional Salary Amount $0

Other Academic Costs 44.59%

Total Academic Requirements $0

Library Rate 11.48%

Library Amount $0

Gen'l Instl. Support Rate 54.05%

Gen'l Instl. Support Amount $0

SCH In-State [redacted]
Student Financial Aid (In-State) $0.00

Total Requirements at UNC-ABC $0

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The University of North Carolina

Other Components for Calculating Funding Requirements

- Other Academic Costs
- Library Support
- General Institutional Support
- Student Financial Aid

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The University of North Carolina

SCH-Change Funding Model Regular Term

SCH-Change Funding Model
UNC - ABC

Campus: UNC-ABC

Program Category	Student Credit Hours			SCH per Instructional Position			Instructional Positions Required		
	Undergrad	Masters	Doctoral	Undergrad	Masters	Doctoral	Undergrad	Masters	Doctoral
Categ. I	2,432	173		643.72	171.44	138.41	3.778	1.009	0.000
Categ. II	2,039	262		487.37	249.84	146.74	4.184	1.048	0.000
Categ. III	949	98		364.88	160.93	122.95	2.601	0.609	0.000
Categ. IV	2			230.52	102.45	70.71	0.009	0.000	0.000
	5,422	533	0						13.238
	91.0%	9.0%	0.0%						
			5,955						

Calculation of Appropriation Request

Requirements Generated by SCH Model $1,772,607

Tuition Revenue:

In-State U/G FTE's	[redacted]	982	0
Out-of-State U/G FTE's		8,252	0
In-State Grad FTE's		1,022	0
Out-of-State Grad FTE's		8,292	0

Total Expected Revenue 0

Request Amount $1,772,607

Campus UGr Cost Factor	0.0%	
Total Positions Required		13.238
Instructional Salary Rate of Campus		$55,702
Instructional Salary Amount		$737,358
Other Academic Costs	44.89%	
Total Academic Requirements		$1,068,393
Library Rate	11.48%	
Library Amount		$122,701
Gen'l Instit. Support Rate	54.05%	
Gen'l Instit. Support Amount		$577,464
SCH In-State	[redacted]	
Student Financial Aid (In-State)		$4,049.40
Total Requirements at UNC-ABC		$1,772,607

Additional Tuition Revenues as a Result of Enrollment Change

- Estimate of additional tuition receipts used as an offset to funding requirements
- FTE/SCH change by in-state and out-of-state students estimated
- Currently approved tuition rates used
- Total offset applied to arrive at appropriation request

SCH-Change Funding Model Regular Term

Campus: UNC-ABC

Program Category	Student Credit Hours			SCH per Instructional Position			Instructional Positions Required		
	Undergrad	Masters	Doctoral	Undergrad	Masters	Doctoral	Undergrad	Masters	Doctoral
Categ. I	2,432	173	[illegible]	643.72	171.44	138.41	3.778	1.009	0.000
Categ. II	2,039	062	[illegible]	487.37	249.94	146.74	4.184	1.048	0.000
Categ. III	949	08	[illegible]	364.88	160.93	122.95	2.601	0.609	0.000
Categ. IV	2	[illegible]	[illegible]	230.52	102.45	70.71	0.009	0.000	0.000
	5,422	533	0						13.238
	91.0%	9.0%	0.0%						
			5,955						

Calculation of Appropriation Request

Requirements Generated by SCH Model 1,772,607

Tuition Revenue:

In-State U/G FTE's	120	982	117,840
Out-of-State U/G FTE's	[illegible]	8,252	519,876
In-State Grad FTE's	[illegible]	1,022	20,440
Out-of-State Grad FTE's	[illegible]	8,292	49,752

Total Expected Revenue 707,908

Request Amount **1,064,699**

Campus UGr Cost Factor	0.0%	
Total Positions Required		13.238
Instructional Salary Rate of Campus		$55.702
Instructional Salary Amount		$737,358
Other Academic Costs	44.89%	
Total Academic Requirements		$1,068,393
Library Rate	11.48%	
Library Amount		$122,701
Gen'l Instit. Support Rate	54.05%	
Gen'l Instit. Support Amount		$577,464
SCH In-State	5,955	
Student Financial Aid (In-State)		$4,049
Total Requirements at UNC-ABC		$1,772,607

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The University of North Carolina

Benefits of New Enrollment-Change Funding Model

- Applicable to enrollment change only/maintains current funding base
- Meets criteria outlined in special provision
  - Recognizes differences in program costs and program levels
  - Recognizes costs of undergraduate differentials as described
- Builds on past successful budgeting practices
- Achieves balance of simplicity and equity
- Uses consistent funding approach for regular-term and extension instruction

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The University of North Carolina

The University of North Carolina Regular-Term Enrollment

Judith Pulley
Special Assistant to the
Senior Vice President for Academic Affairs

Joint Education Appropriations Subcommittee
March 28, 2001

Process for Developing Enrollment Growth Estimates

- **Office of the President (OP) sends each campus the following information (for regular term and distance education)**
  - **Actual enrollment (expressed in headcount, FTEs, and SCHs) for the past two years**
  - **Budgeted enrollment for the current year (FTE, SCH--regular term only)**
  - **OP projections (based on performance in previous years) for 2001-02 and 2002-03 (regular term only)**

Process for Developing Enrollment Growth Estimates

- Campuses use information from OP, and more current (estimated fall 2000 enrollment) information, to prepare enrollment requests, which include:
  - Campus estimate of fall enrollment for current year (2000-01), which can be compared to budgeted enrollment for 2000-01
  - Campus projected (requested) enrollment for 2001-02 and 2002-03 (HC, FTE, SCH for regular term; SCH only for distance education)

Process for Developing Enrollment Growth Estimates

- OP analyzes campus information and projections/request:
- Compares campus projected enrollment with:
  - past performance to determine if request is realistic
  - OP enrollment projections
  - new academic programs
  - targets in BOG enrollment plan
- Compares ratio of projected HC to projected SCHs/FTEs (basis of funding) with actual ratios over past two years (regular term)
- Examines extent of change in distribution of SCHs in funding-model matrix in view of recent patterns
- Contacts campuses to resolvequestions/concerns
- Arrives at consensus request for each campus

UNC Enrollment Growth Request 2001-02 and 2002-03 (with estimated headcount equivalent)

		2001-02		2002-03	
Regular Term	Ave. SCHs/HC	FTEs	Est. HC	FTEs	Est. HC
Undergraduate	13.6	1,855	2,000	2,587	2,800
Graduate	8.5	661	850	570	720
Totals		2,516	2,850	3,157	3,520
GF Appropriation Request			$26,003,068		$24,114,311
Distance Education	Ave. SCHs/HC	SCHs	Est. HC	SCHs	Est. HC
Undergraduate	5.5	11,290	1,020	13,067	1,190
Graduate	4.8	14,352	1,500	14,614	1,530
Totals		25,642	2,520	27,681	2,720
GF Appropriation Request			$12,844,524		$13,336,541
Hold Harmless Provision			$1,689,371		$359,805

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The University of North Carolina

The Role of Out-of-State Students in North Carolina's Economic Development

*"Who Will Stay and Who Will Leave? Individual, Institutional and State-Level Predictors of State Retention of Recent Science and Engineering Graduates"**

Findings

- Graduates with science and engineering degrees are about 10 times more likely to remain in the state where they got their college degree if they also went to high school there.
- Even students who attend college out of state are two times more likely to stay in their adopted state and work than those who leave it are to return.
- The capacity of a workforce to respond to the scientific and engineering needs of the marketplace is critical to the emerging knowledge-based economy. While increasing attention has been paid to the "brain drain" at the state level, this study points to the wisdom of viewing the migration question as a whole, and paying attention to the need to attract bright students from elsewhere to offset the inevitable loss of some homegrown students.

**Southern Growth Policies Board study* (October, 2000)

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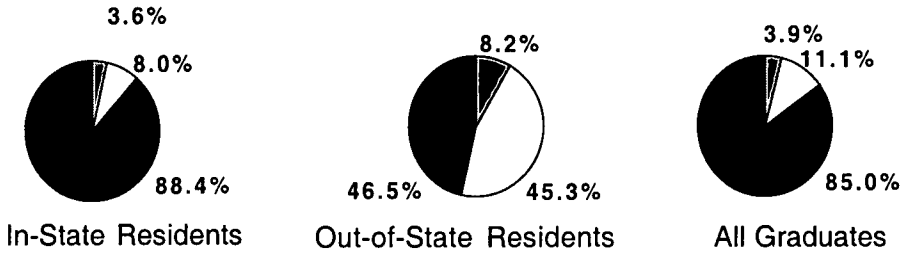
The University of North Carolina

Percent of Graduates Employed in NC*

* Baccalaureate graduates who planned to work and not continue their education



- ■ **Employed in North Carolina**
- □ **Not Employed or Employed outside North Carolina**
- ■ **Looked for Job in North Carolina**

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The University of North Carolina

University of North Carolina

Distance Education

Joint Education Appropriations Subcommittee

March 28, 2001

The University of North Carolina

UNC Distance Education Enrollment Growth Request 2001-02 and 2002-03 (with estimated headcount equivalent)

		2001-02		2002-03	
Distance Education	Ave. SCHs/HC	SCHs	Est. HC	SCHs	Est. HC
Undergraduate	5.5	11,290	1,020	13,067	1,190
Graduate	4.8	14,352	1,500	14,614	1,530
Totals		25,642	2,520	27,681	2,720
GF Appropriation Request			$12,844,524		$13,336,541
Hold Harmless Provision			$1,689,371		$359,805

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The University of North Carolina

Legislative Mandates Related to Distance Education

Senate Bill 393, Sec. 3 (1993 Session Laws)

The BOG shall "develop a plan for the continued and expanded availability of higher education...[and consider] the expanded use of video and audio distance learning technology [and] the potential for expanded funding of extension instruction...."

House Bill 229, Sec. 15.5 (1995 Session Laws)

"The BOG shall recommend a plan to provide for additional educational opportunities...at off-campus locations across the State, including any funding mechanisms necessary to accomplish these goals."

Senate Bill 352, Section 10.3 (1997 Session Laws)

The BOG shall provide to the 1998 reconvened session of the General Assembly the cost estimates for funding off-campus and distance learning degree-credit extension instruction..."

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The University of North Carolina

Advantages of Distance Learning as Part of Overall Enrollment Strategy

- Cost avoidance in construction of new facilities (expectation of continued funding for distance education resulted in lower estimates of capital needs in UNC 10-year capital plan)
- Benefits of increased educational access and educational attainment to the State and to individual North Carolinians:
  - Enhanced economic competitiveness for North Carolina
  - Increased annual income for individual North Carolinians
  - Increased tax revenues for North Carolina
  - Regional development
  - Improvements in other educational sectors

UNC Distance Education Programs by Degree Level and Modes of Instructional Delivery: 2000-2001

Level	Number	Mode of Instructional Delivery			
		On Site	NCIH	Internet	Taped
Baccalaureate	68	47	17	4	
Master's	96	56	17	18	5
Doctorate	3	3			
TOTAL	167	106	34	22	5

Summary of UNC Distance Education Degree Programs: 2000-2001

Program Group	Level	Number	Counties	On Site	NCREN/NCIH	Internet	Taped
Business/Technology	B	17	26	7	8	2	
	M	14	9	2		7	5
	D	2	2	2			
Education	B	11	13	6	5		
	M	47	38	37	6	4	
	D	1	1	1			
Health Professions	B	24	22	18	4	2	
	M	20	22	7	11	2	
	D						
Human Services	B	8	8	8			
	M	13	11	9		4	
Arts & Sciences	B	8	2	8			
	M	2	1	1		1	

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The University of North Carolina

New UNC Distance Education Degree Programs Proposed for 2000-2001

- **Business/Technology**
  - M, Computer Science — Online
  - B, Computer Science — Online
  - M, Agricultural Education — ITV
  - B, Industrial Engineering — Online
  - B, Occupational Safety & Health — Online
  - M, Computer Networking — Online
  - B, Business Administration — Online
  - B, Business Administration — Columbus Co.
  - B. Business Administration — Cherokee, McDowell, Henderson Co.

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The University of North Carolina

New UNC Distance Education Degree Programs Proposed for 2000-2001

- Education

• B, Elementary Education	Catawba Co.
• B, Birth-K Education	McDowell Co.
• B, Special Education	Caldwell, Wilkes Co.
• B, Secondary Education	Surry Co.
• M, Social Sciences	Iredell Co.
• M, Elementary Education	Cleveland Co.
• M, Special Education	Forsyth Co.
• M, Higher Education	Cleveland Co.
• M, School Administration	Burke Co.
• M, Educational Media	Online

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The University of North Carolina

New UNC Distance Education Degree Programs Proposed for 2000-2001

- Education (continued)

• M, Elementary Education	Johnston Co.
• M, Reading Education	Carteret, Craven, Onslow Co.
• M, Middle Grades Education	Nash Co.
• M, Special Education	Johnston Co.
• M, Physical Education	Online
• M, Math Education	Online
• M, Instructional Technology	Online
• M, Adult Education	Online
• M, Educational Leadership	Durham, Wake Co.
• M, School Counseling	Forsyth Co.

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The University of North Carolina

New UNC Distance Education Degree Programs Proposed for 2000-2001

- Education (continued)

• M, Elementary, Reading, Special, Middle School/Secondary, ESL Education	Counties to be determined by needs assessment
• Cert, Educational Assessment	Online
• M, Reading Education	Montgomery Co.
• B, Elementary Education	Richmond Co.
• B, Birth-K Education	Cumberland Co.
• B, Birth-K Education	Avery, Cherokee, McDowell Co.
• B, Elementary Education	Avery, Cherokee, McDowell Co.

New UNC Distance Education Degree Programs Proposed for 2000-2001

- Education (continued)

• B, Special Education	Surry, Yadkin Co.
• B, Physical Education	Online

- Health Professions

• B, Nursing	Johnston Co.
• B, Nursing	Guilford Co.
• Cert., Gerontology	Online
• B, Nursing	Scotland Co.

- Human Services

• B, Social Work	Surry, Wilkes Co.
• M, Library Science	Online
• M, Consumer Science	Online

New UNC Distance Education Degree Programs Proposed for 2000-2001

- Human Services (continued)
  - B, Criminal Justice — Online
  - B, Hospitality & Tourism — Durham, Mecklenburg Co.
  - M, Social Work — Wake Co.
  - B, Social Work — Forsyth Co.
- Arts & Sciences
  - B, Liberal Studies — Online

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The University of North Carolina

UNC Distance Education Degree Programs Are Offered in Response to:

- Interest from 31 community colleges for university degree programs delivered to their communities (54 baccalaureate programs and 26 master's programs);
- Requests from NC companies such as Lowe's, CP&L, and various engineering and textile firms for master's and baccalaureate programs for their employees;
- Needs expressed by more than 45 school districts in the state for teacher and administrator education programs focused on specific shortage areas;
- Requests from public service agencies, health providers, and working professionals for programs in nursing, public health, social work, and other fields.

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The University of North Carolina

University of North Carolina

Distance Education , Web Services & Networking

Joint Education Appropriations Subcommittee

March 28, 2001

The University of North Carolina

From Distance Education to e-Learning, focus on the Students

- **DE activities and costs**
- **Trends in Higher Ed**
- **Building foundations that scale**
- **Leveraging and expanding through collaboration**
- **Focus is on students**

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The University of North Carolina

Distance Education Activities

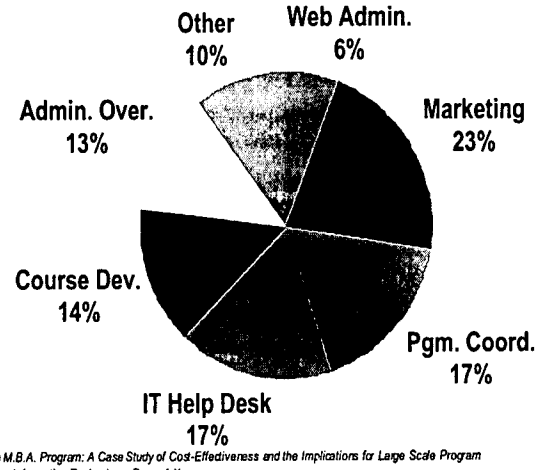
- Instruction
  - Curriculum planning, materials development, content delivery, tutoring/mediation and assessment
- Academic Support
  - computing, telecommunications, library/information, logistics and administration, personnel development
- Student Services
  - marketing, recruitment, admission, financial aid, records maintenance and reporting, academic advising, counseling and career services
- Institutional Support
  - facilities and administration

Distance Education Cost Objects

- Compensation - faculty, grad students, paraprofessionals, support personnel
- Supplies, communications, licenses and contracted services, rent
- Capital items - facilities, equipment, courseware/software
- Costs borne by others - other institutions, state agencies, students from NCHEMS TCM project report 8/2000

Where The Money Goes

ONE EXAMPLE:
Researchers at the University of Maryland's University College estimate that it will spend $334,543 over 22 months to offer its online M.B.A. program to 30 students. Here's how the costs break down:



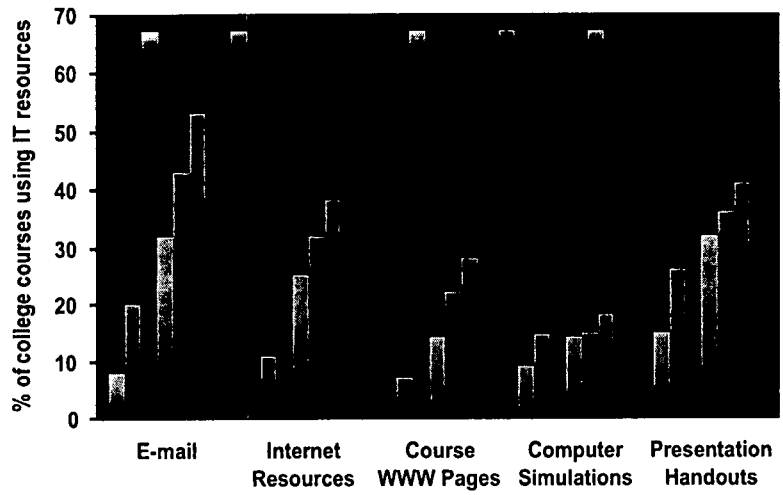
SOURCE: "UMUC's Online M.B.A. Program: A Case Study of Cost-Effectiveness and the Implications for Large Scale Program http://chronicle.com; Section: Information Technology, Page: A41

Preliminary Findings

- **Technology-mediated delivery is more expensive than face-to-face instruction**
- **Cost Differentials arise from:**
  - **communications costs (satellite, TV, videoconferencing)**
  - **Development costs (content, media, databases)**
- **Scale Matters!**

from NCHEMS TCM project report 8/2000

Trends in Higher Education



Source: Kenneth C. Green, Campus Computing Project, 2000.

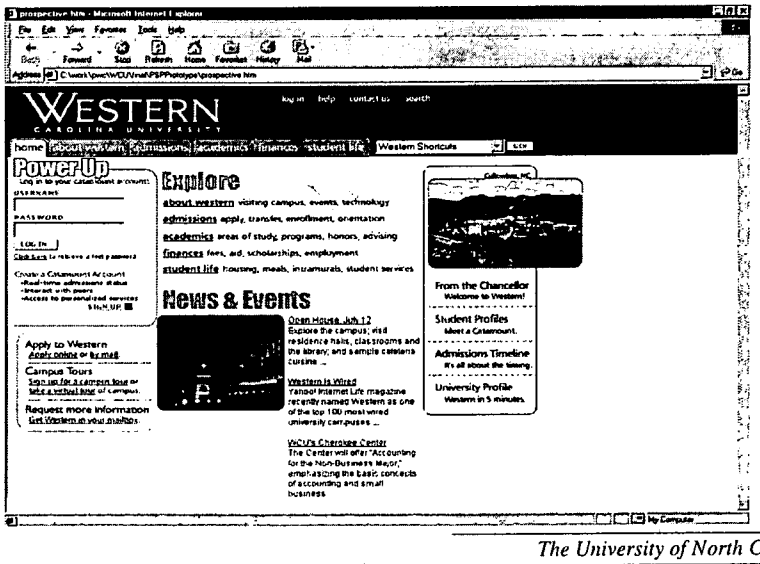
Leveraging and Expanding Through Collaboration

- **UNC System IT Collaborations**
  - Shared Services Alliance
  - Collaborative IT Procurement
  - Teaching and Learning with Technology Collaborative
- **NC Education Sector Collaboration Group**
  - Data exchange
  - Professional Development and Training
- **NC Net**
  - Integrating NCREN and ITS supported networks through co-location and shared facilities
- **SREB (Southern Region Education Board)**
  - Policies and Methodologies
  - Telecommunications Alliances
- **National MERLOT Project**
  - (Multimedia Education Resource for Learning and Online Teaching) a "gateway" to modularized learning materials that faculty can incorporate into their own courses.

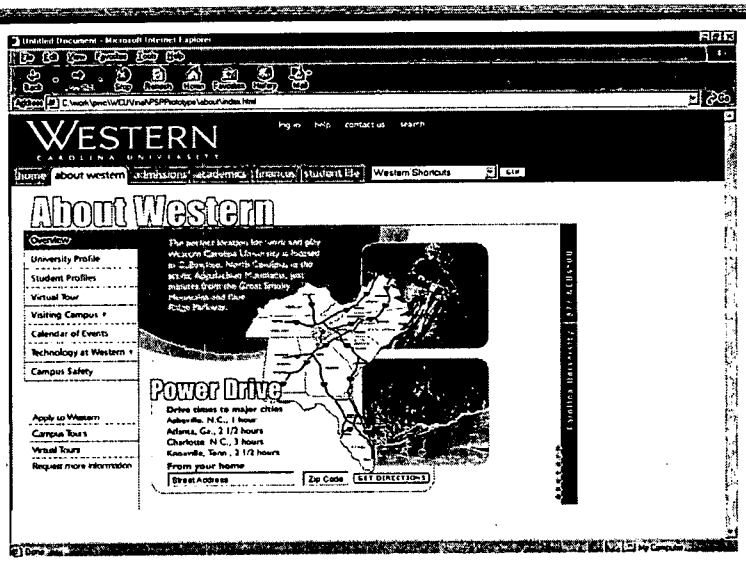
Web Enabled Student Services

	ASU	ECU	ECSU	FSU	NCAT	NCCU	NCSA	NCSU	UNCA	UNCCH	UNCC	UNCG	UNCP	UNCW	WCU
Admissions:															
Complete and submit admissions application	•	•	P	•	•	P	•	•	•	•	P	•	P	•	P
Print application fee	•	P	P	P	•	P	P	•	•	•	P	P	P	•	P
Check status of application	•	•	P	•	•	P	•	•	•	•	•	•	P	•	P
Financial Aid															
View information on financial aid	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Use financial aid estimator	•	P	•	•	•	•	•	•	•	•	•	•	•	•	•
View status of and unsatisfied financial aid requirements	•	P	•	•	•	•	NA	•	•	•	•	•	•	•	•
View status of financial aid account	•	P	•	•	•	•	•	P	•	•	•	•	•	•	•
Registration															
View course catalog	•	•	P	•	•	•	•	•	•	•	•	•	•	•	•
View course schedule	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
View course availability	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
View registration/fee status	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Register for classes	•	•	•	•	•	•	NA	•	•	•	•	•	•	•	•
View personal course schedule	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Add/drop courses	•	•	•	•	•	•	NA	•	•	•	•	•	•	•	•
Obtain faculty/department approval	NA	NA	•	•	NA	•	•	NA	NA	NA	NA	•	•	NA	•
Records:															
View grades	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Student Accounts:															
Pay tuition and fees	•	P	P	P	P	•	P	•	P	P	P	P	P	•	P
View financial aid and account status	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Student Life:															
Visit a student chat room	•	•	P	•	P	•	•	•	•	•	P	NA	P	•	•

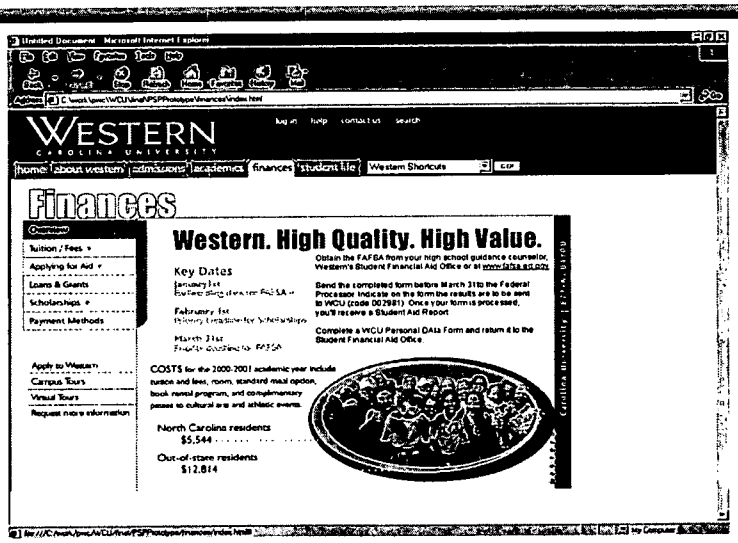
Home Tab



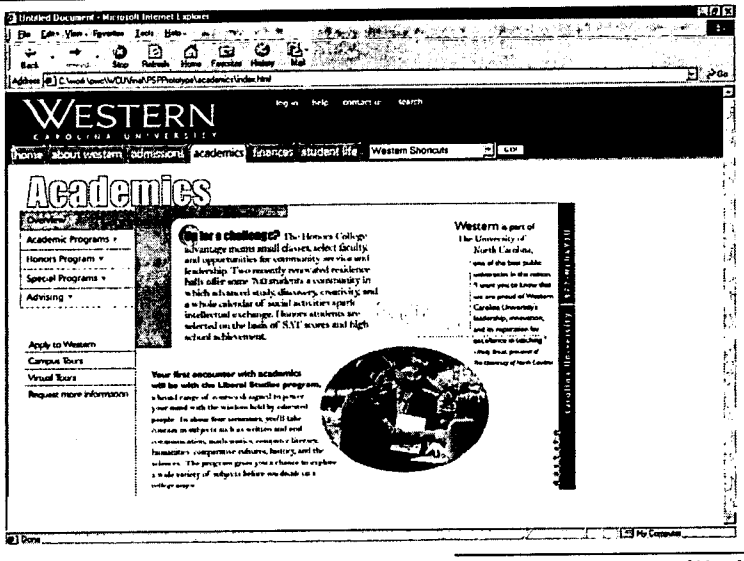
About Western Tab



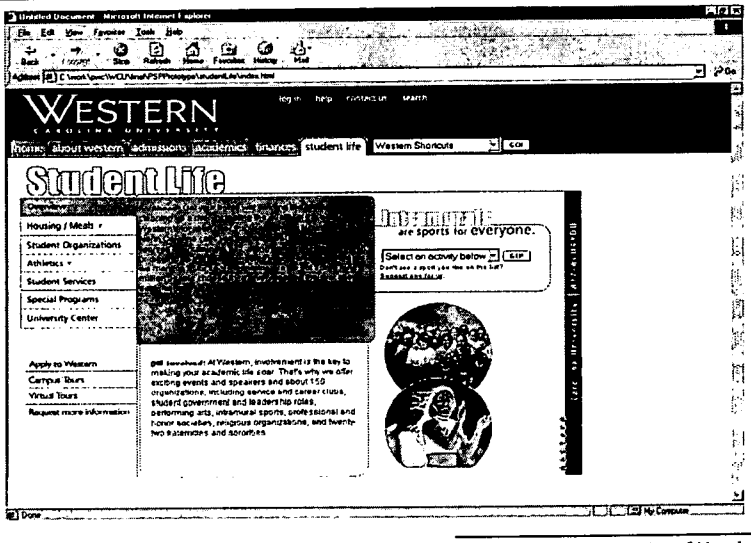
Finances Tab



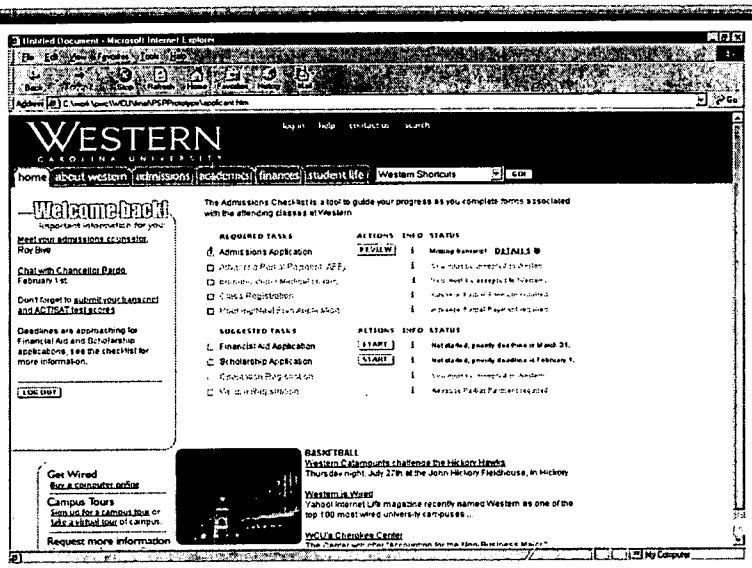
Academics Tab



Student Life Tab



Home Tab, Applicant Phase



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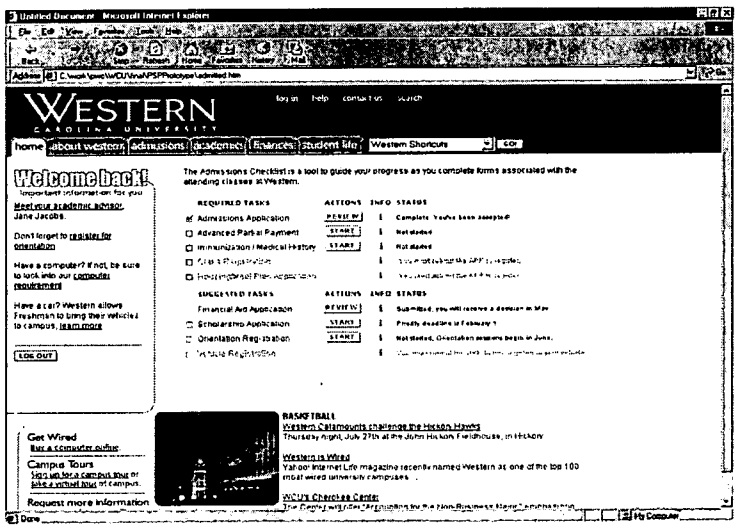
The University of North Carolina

Home Tab, Admitted Phase



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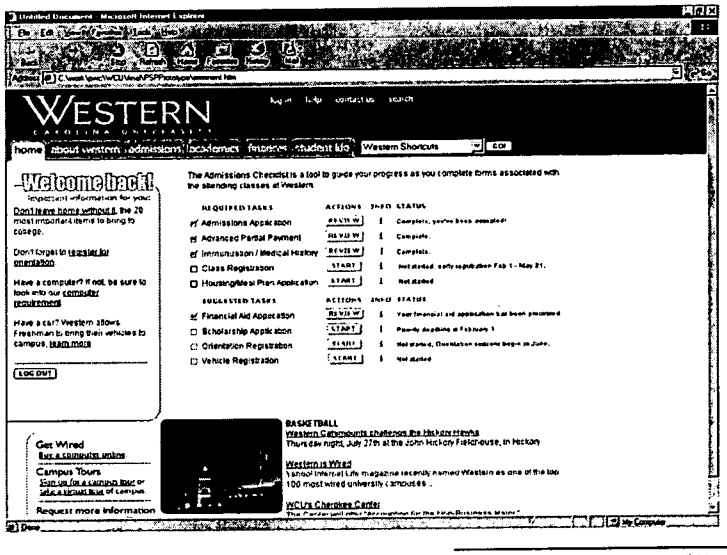
The University of North Carolina

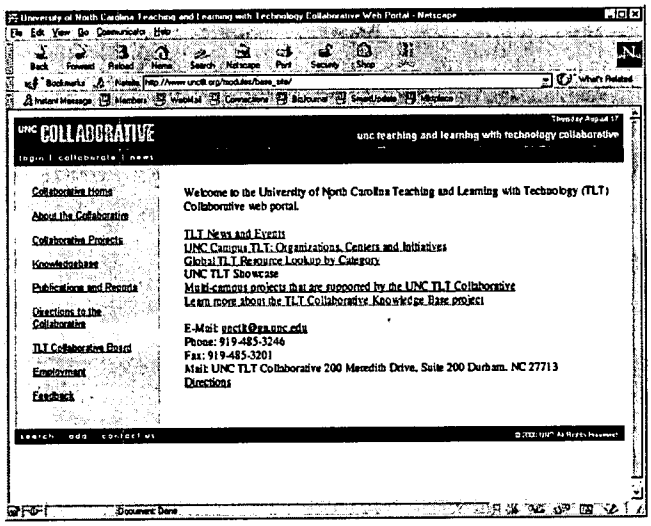
Home Tab, Imminent Phase



Teaching and Learning with Technology Goals

1. Facilitate TLT communications and decision processes for UNC administrators, faculty, and professional staff.
2. Provide a common resource of research and best practices associated with TLT.
3. Support campus efforts to provide professional development in TLT for faculty, administrators, and professional staff.
4. Facilitate efforts between campuses to seek and develop commonalities in support of TLT-related resource procurement and related decision processes.
5. Explore funding strategies and mechanisms to support both Collaborative and campus TLT efforts.
6. Work with the campuses and UNC Office of the President in an advisory role to identify, review, resolve, or define policy and procedure issues associated with TLT.

UNC-TLT Collaborative



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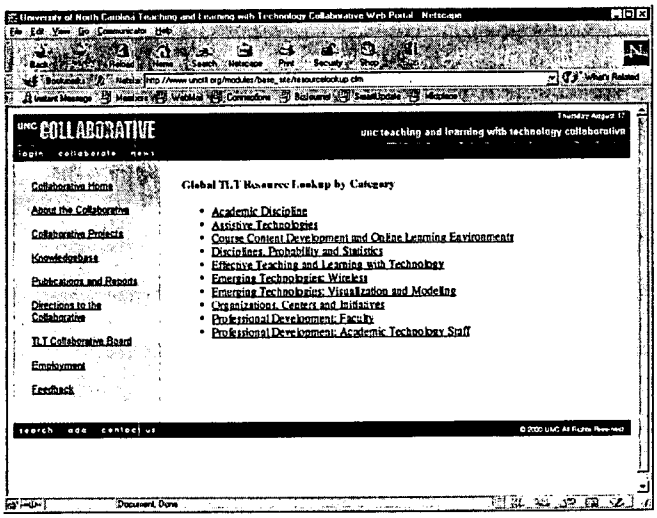
The University of North Carolina

UNC-TLT Collaborative



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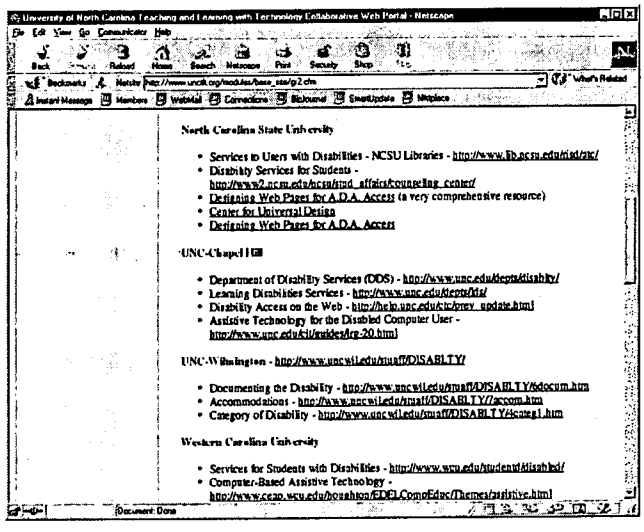
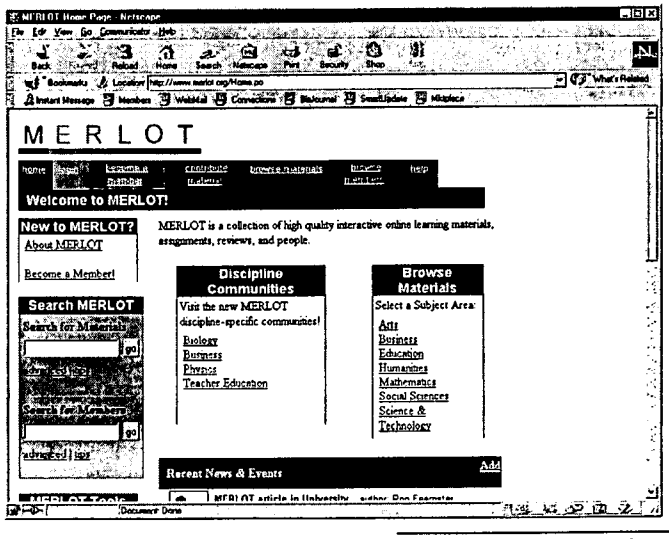
The University of North Carolina

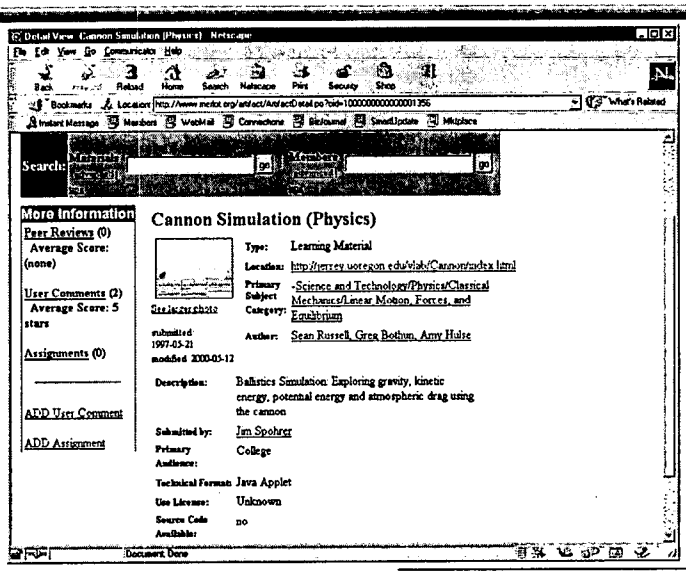
UNC-TLT Collaborative



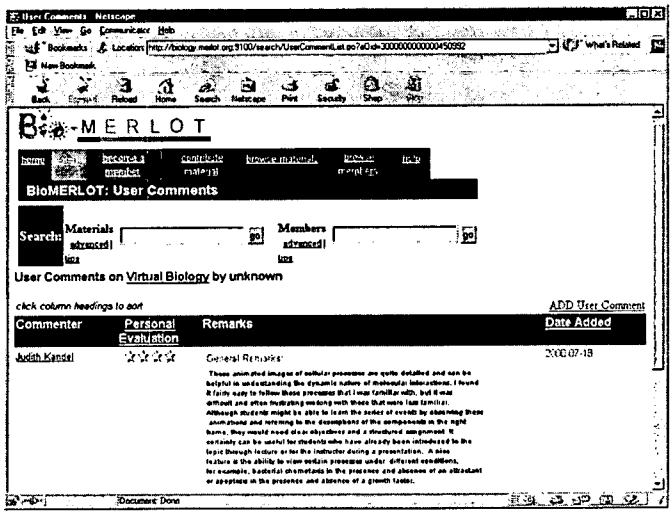
MERLOT



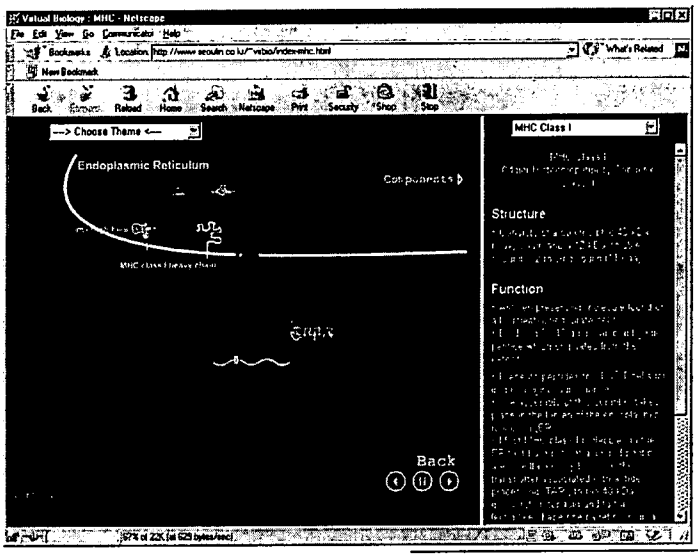
MERLOT



MERLOT



MERLOT



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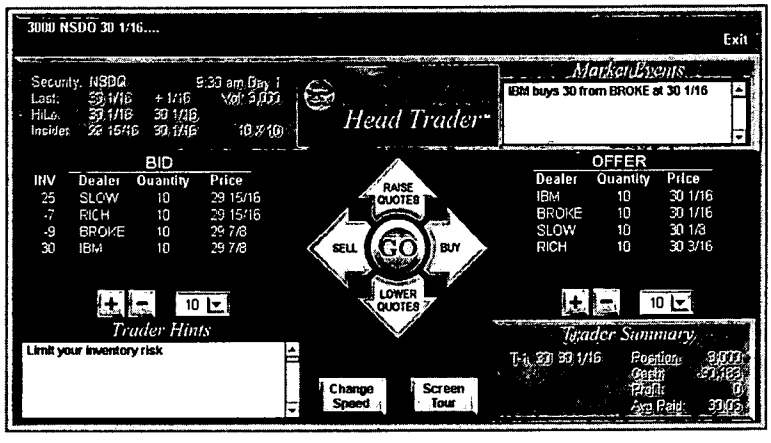
The University of North Carolina

MERLOT



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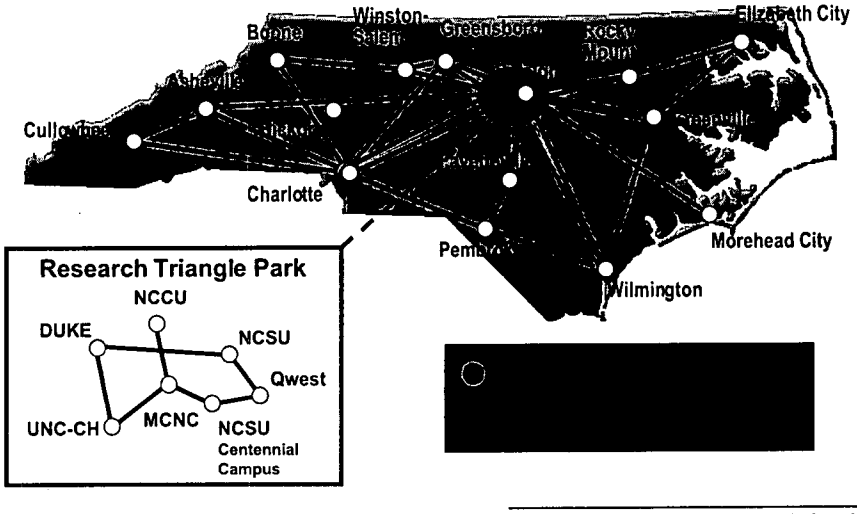
The University of North Carolina

Networking and Campus Infrastructure

- State Networking Efforts with MCNC
  - Building an affordable and flexible inter-campus network via NCREN3
  - Expanding connectivity and sharing facilities via NC Net
- Completing the intra-campus network buildout via IT Infrastructure Bond Projects
- Establishing partnerships to support expanded access and connectivity

ITS and NCREN Phase 3 Networks



Focus Is On Students

- Make learning more accessible
- Provide better student services
- Guide the appropriate use of technology in instruction
- Leverage technology investments

Special Provision Language

EQUITY OF FUNDING (HB 229)

Sec. 15.3. The Commission on the Quality of Education in The University of North Carolina reported to the General Assembly that the funding system for appropriations to each campus for continuing operations, which constitutes the majority of General Fund support to higher education, is not based on identifiable criteria that are measurable or that allow comparisons of adequacy of funding among the 16 campuses.

The Board of Governors of The University of North Carolina shall review the equity of the continuation budget funding system, and the equity of its methods of distributing the lump-sum expansion funds appropriated by the General Assembly. ***The Board of Governors shall assess the criteria that should be used in deriving an equitable funding system, such as comparisons of funding at like institutions, such factors as size of student body, the cost of the programs offered by each campus, the level of the student body (lower division, upper division, graduate), the resources required to meet the early college needs of entering students based on their relative preparations for college success, and any other factors deemed by the Board of Governors to be relevant to assuring successful student outcomes.*** In carrying out this review, the Board of Governors shall consult with the Office of State Budget and Management.

After its review, the Board of Governors shall propose a system of funding to the General Assembly which uses identifiable criteria which are based on educationally and financially sound principles. If the Board of Governors recommends changes in the current funding system, it shall also propose a plan and schedule for moving to the recommended system...

FULL-TIME EQUIVALENT STUDENTS (FTE) (HB 229)

Sec. 15.4. The Board of Governors of The University of North Carolina shall consider alternative approaches to funding University undergraduate and graduate enrollment, including the current funding of full-time equivalent students based on 12 semester hours annually for undergraduates, increasing this level to 15 semester hours annually, which would be consistent with graduating in four years, ***or funding the University on the basis of student credit hours rather than on full-time equivalent enrollment...***

EDUCATIONAL OPPORTUNITY (HB 229, 1995 SESSION)

Sec. 15.5. The Board of Governors of The University of North Carolina shall consider different funding approaches to meeting the needs of an increasing pool of high school graduates, as well as adult learners unable to return to a university campus for additional education. Such methods as funding additional credit hours above the current levels for summer school and for off-campus degree programs on a basis more comparable to the current regular term funding, the application of distance learning technologies, collaboration with the community colleges and the private colleges in the State, and other possibilities should be explored by the board. The study shall consider the increased utilization of campus facilities, and it shall consider the use of financial resources and financial incentives to provide additional higher education opportunities at off-campus locations. ***The Board of Governors shall recommend a plan to provide for additional educational opportunities in the summer and at off-campus locations across the State, including and funding mechanisms necessary to accomplish these goals...***

FUNDING FOR OFF-CAMPUS AND DISTANCE LEARNING DEGREE-CREDIT EXTENSION INSTRUCTION (SB 352, 1997 SESSION)

Sec. 10.3. The General Assembly has focused attention in recent sessions on increasing access and providing for additional enrollment in higher education. The 1995 Session Laws directed the Board of Governors of The University of North Carolina to "consider different funding approaches to meeting the needs of an increasing pool of high school graduates, as well as adult learners unable to return to a university campus for additional education." Among the methods the Board was directed to consider was funding for off-campus degree programs "on a basis more comparable to the current regular term funding." The Board recommended that "state-appropriated support for instruction be extended to all forms of regular term degree-credit instruction, whether it occurs on campus or off-campus, through traditional means or distance learning technologies." It stated that the funding mechanisms for implementing this recommendation would be addressed in the new funding model currently being developed. In a second report responding to legislative directives, the Board found evidence of deep and widespread desire for access to higher education throughout the State and reiterated the importance of funding comparable to that provided for regular-term instruction in order to meet these demands and provide an alternative means of delivering education to the large number of North Carolinians expected to seek higher education in the future.

The Board of Governors shall provide to the 1998 reconvened session of the General Assembly the cost estimates for funding off-campus and distance learning degree-credit extension instruction that is proportional to regular-term funding and shall recommend tuition rates that are comparable to the rates charged for regular-term instruction. The cost estimates shall be sufficient to provide for project off-campus and distance learning enrollments in the 1998-99 fiscal year...

UNC DISTANCE EDUCATION (SB 1366, 1998 Session)

Section 11.7. This act provides funding to The University of North Carolina Board of Governors for degree-related courses provided away from the campus sites of the constituent institutions of The University of North Carolina. The intent of this commitment is to provide expanded opportunities for higher education to more North Carolina residents, including nontraditional students, and to increase the number of North Carolina residents who earn post-secondary degrees.

These funds shall be used for the provision of off-campus higher education programs, including the costs for the development or adaptation of programs for this purpose, and the funds may be used for the costs of providing space and services at the off-campus sites.

Prior to approving funding for off-campus programs in nursing, the Board shall consult with the central office of the Area Health Education Centers (AHEC) to obtain information about regional needs and priorities and to coordinate funding with AHEC efforts in nursing education.

The Board of Governors shall track these funds separately in order to provide data on the costs of providing these programs, including the different costs for various methods of delivery of educational programs. The Board of Governors shall provide for evaluation of these off-campus programs, including comparisons to the costs and quality of on-campus delivery of similar programs, as well as the impact on access to higher education and the educational attainment levels of North Carolina residents. The Board shall provide a preliminary report to the General Assembly by May 1, 2000, and subsequent evaluations, including recommendations for changes, shall be made at least biennially to the Joint Legislative Education Oversight Committee.

Joint Appropriations on Education Committee

AGENDA

Thursday March 29, 2001, 8:30 a.m.
Room 421, Legislative Office Building

Representative Douglas Yongue, Presiding

New or Expanded Program Reviews (Held over from March 28)

- NC School of Science and Math Distance Learning Project (Item #12) — Jim Sadler
- Engineering Graduate Research Center Distance Ed Initiative (Item #13) — Jim Sadler
- Equity Funding- ASU, ECU, UNCC, UNCG, UNCW (Item #14) — Ken Grogan

UNC K-16 Programs Including New or Expanded Program Reviews: — Dr. Charles Coble

- Model Teacher Consortium (Item #27)
- Teacher Academy (Item #28)
- NC Center for the Advancement of Teaching (Item #29)
- Center for School Leadership Development (Item #30)
- Reading Together – UNCG (Item #31)
- World View & K-12 International Outreach Programs – UNC-CH (Item #32)
- LEARN NC – UNC-CH (Item #33)
- Principal Fellows – UNC-GA (Item #34)
- Principals Executive Program – UNC-GA (Item #35)
- Model Clinical Teaching Programs at ECU, UNCP, & UNCW (Item #36)
- Technology Training for Public School Teachers (Item #37)
- Training for Local School Board Members (Item #38)
- School Administrators Training Program Reforms UNC-CH (Item #39)
- School Administrators Professional Standards Board – UNC-CH (Item #40)
- NCSU Textbook Preparation for Grades 4-7 (Item #41)
- Learning Link – UNC-TV (Item #42)
- Educational Consortia – UNCG, UNCW, WCU in 1991; ASU, ECU, NCCU, UNCC in 1993; UNC-CH in 1994 (Item #43)
- Legislators Summer Leadership School – ECU & WCU (Item #44)
- Summer Ventures Program (Item #45)
- NC Scholastic Media Association Project (Item #46)

House Appropriations Subcommittee on Education
Rep. Boyd-McIntyre (Chair)
Rep. Rogers (Chair)
Rep. Yongue (Chair)
Rep. Barnhart, Rep. Bell, Rep. Bonner, Rep. Carpenter
Rep. Holmes, Rep. McLawhorn, Rep. Michaux,
Rep. Morgan, Rep. Preston, Rep. Russell, Rep. Smith,
Rep. Teague, Rep. Warner

Senate Appropriations on Education/Higher Education
Sen. Lucas (Chair)
Sen. Garrou (Chair)
Sen. Dalton (Chair)
Sen. Carter, Sen. Cunningham, Sen. Garwood, ,
Sen. Hartsell, Sen., Wellons

MINUTES

JOINT APPROPRIATIONS SUB COMMITTEE ON EDUCATION

March 29, 2001 – 8:30 a.m.

Co-Chairman Representative Douglas Yongue called the meeting to order. In attendance were Senators Garwood, Garrou, Dalton, Lucas, Wellons, Carter and Hartsell. Senator Cunningham was absent. Representative present were Rogers, Yongue, Boyd-McIntyre, McLawhorn, Carpenter, Russell, Smith, Warner, Preston, and Bell. Representatives absent were Holmes, Morgan, Michaux, Bonner, Teague and Barnhart.

The first order of business was to finish up with carry over presentations from the last meeting. Mr. Jim Sadler presented information regarding the NC School of Science and Math Distance Learning Project and Engineering Graduate Research Center Distance Education Initiative. **(For detailed description of programs and results, please see attached Item 12 and Item 13.)** Mr. Ken Grogan made a presentation on Equity Funding for ASU, ECU, UNCC, UNCG and UNCW. **(For detailed description of the programs and results see attached Item 14.)**

Fiscal Research staff person Charlotte Todd introduced Dr. Charles Coble who presented an overview of UNC K-16 Programs Including New or Expanded Programs. **(See attachments 4, 5, and 6.) Also see Items, 27, 28, 29, 30, 31, 32, 33 and 34 for more detailed description of the programs and results.)** Dr. Coble stated that the Model Teacher Consortium had a 75% retention rate with teacher assistants. There are 474 teachers, student services personnel and administrators who have earned licenses and increase the diversity of NC's teaching population. Dr. Coble stated that there were nine positions within the Teacher Academy and two of those positions were not filled. Senator Lucas asked if the Teacher Academy could function without those two positions for the remainder of the year. Julia Kron, Director of the program stated it would be hard by they could manage. After an overview of the other programs included in the presentation, several questions were asked about results and accomplishments of the program. Dr. Coble said there was no specific data on various statistics. It was a consensus of the members that correct statistical information should be provided in order to measure the outcome of student achievement as a result of educators coming out of these programs.

Minutes
March 29, 2002
Continued

As the agenda was not completed, unfinished presentations will be carried over to the next meeting.

Respectfully submitted

Rep. Douglas Y. Yongue, Co-Chairman

Jenny Umstead, Committee Assistant

VISITOR REGISTRATION SHEET

Appropriations/Subcommittee on Education — March 29, 2001 8:30 a.m.

Name of Committee — **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Carl Davis	UNC-TV
John Gilligan	NC State Univ.
Margaret Zahn	NC State Univ.
Hal Miller	NC ACCT
Jay Holloway	UNC-TV
Carl Zimmerman	UNC-TV
K F Li	UNC-GA
Evelyn Hawthorne	UNC-Chapel Hill
JOSEPH F. JOHNSON	SCHOOL OF EDUCATION FAYETTEVILLE STATE UNIV.
Carol Laub	EGAS

VISITOR REGISTRATION SHEET

Appropriations/Subcommittee on Education — March 29, 2001 8:30 a.m.

Name of Committee — **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
[illegible]	UNC-CH
[illegible]	NC [illegible]
Olivia Chan	UNC
Steve Hoffman	NCSBA

VISITOR REGISTRATION SHEET

Appropriations/Subcommittee on Education — March 29, 2001 8:30 a.m.

Name of Committee — **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
[illegible] Harrison	WCPSS
Clifton B. Metcalf	UNC GA
Jim Clark	NCSU
Jessie Sova	NCSU
[illegible]	Public School Forum of NC
Elizabeth Grossenstein	OSBPM
Myra Holloway	CCSS
Sue [illegible]	OSBM
[illegible]	NCATA
Steve Wolstenholme	UNC-TV
Gerry Mucciazo	MSEN

VISITOR REGISTRATION SHEET

Appropriations/Subcommittee on Education — March 29, 2001 8:30 a.m.

Name of Committee — **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
[illegible]	UNC-SP
Sandra Morgan	NC Teacher Academy
Julia Kroon	NC Teacher Academy
Floyd Matthews	Summer Ventures - ECU
Kathleen (Kay) Phillips	N.C. Scholastic Media Association
Willie Gilchrist	Halifax County Schools
Jean Murphy	NC Model Teacher Ed. Consortium
Charles Cobb	UNC General Administration
Carole Stern	NC School of Science & Math
Tarrick Cox	ECU - Legislators' School
[illegible]	SBE

VISITOR REGISTRATION SHEET

Appropriations/Subcommittee on Education — March 29, 2001 8:30 a.m.

Name of Committee — **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Lisa Grable	NC State College of Education Box 7801 Raleigh NC 27695-7801
Carolyn Sneeden	UNC-GA (121 Wintermist Dr. Cary, NC)
Cathy L. Barlow	UNCW 601 College Ave, Wilmington, NC
BOGDAN T. LEJA	UNC-CH - UCIS 223-E. FRANKLIN ST, CB5145 CHAPEL HILL
JAMES PEACOCK	UNCCH — UCIS 223 - E Franklin St CB 5145 C. Hill
Helen Hearnea	NCTA 800 Mantor Dr. Ste 101 Durham, NC 27713
Robyn Render	UNC 910 Raleigh Rd Chapel Hill, NC
Judith Pulley	UNC-OP
Susan F. Linspach	Institute of Government, UNC-CH
Tom Thornburg	Institute of Gov't, UNC-CH CB#3330, Chapel Hill, NC 27599-3330
Ken Grogan	UNC-OP

VISITOR REGISTRATION SHEET

Appropriations/Subcommittee on Education — March 29, 2001 8:30 a.m.

Name of Committee — **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Michael Hickman	NC Teacher Academy
Ken Jenkins	Principals' Executive Program
Linda Stevens	NC Standards Bd for Public School Admin
Elsie Beaver	WCU Legislative School for Youth Leadership
David Brown	OSBPM
Mary Jo Allen	NC Center for the Advancement of Teaching / Center for School Leadership Development
Jim Barber	UNC-CH - LEAP NC
Sue Moody	UNC Pembroke
Jack Polidori	NCAE
Sam Lee	OSBPM
Kay Omey	OSBPM

VISITOR REGISTRATION SHEET

Appropriations/Subcommittee on Education — March 29, 2001 8:30 a.m.

Name of Committee — **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Marilyn Sheerer	East Carolina University
Mark Fleming	NC State University
Cynthia Jones	OSBPM
Robin Robb	NCASA
Karen Shafer	UNC Wilmington
Jane Norsham	NC SBE
Rob Gasparello	Principal Hunter Elementary Lighthouse School
Anita Ware	Lighthouse Project Center for School Leadership Development
Ed Kizer	UNCC
Dorothy Mebane	NC TEACH
Casey Purdy	NC TEACH

PROGRAM: Distance Learning Program (NC School of Science and Mathematics) **#12**

CURRENT GENERAL FUND APPROPRIATION: $550,000 1) 1994-95 $350,000 2) 1995-96 $200,000

FUND BALANCES REMAINING: None.

BOG requested?
No (1994-95)
Yes (1995-96)

PURPOSE AND GOALS OF PROGRAM:

To meet the Legislative mandate to serve education in North Carolina, the Distance Learning Department provides professional development to educators particularly in areas of applied technology, addresses equity issues by providing courses to underserved students and by providing enrichment programming to educators and students. Rural North Carolina is the focus of the Distance Learning Department.

RESULTS AND OUTCOMES OF PROGRAM: The Distance Learning Program began broadcast of educational courses in August 1994 utilizing the state video network with a focus on serving the rural population of North Carolina. In that first year, 126 students were served. Currently, over 300 students are served on a regular basis through courses and collaborations. Since 1998, through a federal grant initiative partnered with the distance learning initiative along with other partners, 4,731 teachers have been trained in technology and technology applications.

A second important initiative resulted from the partnership with The Distance Learning Department of NCSSM and high schools located in rural North Carolina. Seven Cyber Campuses were established and are operational in high schools located in Murphy, Elizabeth City, Halifax, Kinston, Burgaw, Sparta and Kannapolis. The Cyber Campuses provide a high tech suite of rooms to provide video networked courses, collaborations and professional development to teachers and students from NCSSM Distance Learning Department as well as a lab for professional development for teachers in the area. The Cyber Campuses serve as hubs for professional development and enrichment activities for 51 counties.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: SB1505 7/16/94 HB230 7/28/95

NUMBER OF FULL AND PART TIME POSITIONS: 9.5 SPA, 7.0 EPA; 1.5 Vacant, 15.0 Filled. Interviews are in progress for the vacant positions.

PROGRAM DIRECTOR Peggy Manring 919-286-3366 x261, manringp@ncssm.edu

PROGRAM: Engineering Graduate Research Center Distance Ed Initiative, NC State University #13

CURRENT GENERAL FUND APPROPRIATION: $500,000

FUND BALANCES REMAINING: None BOG Request – Yes

PURPOSE AND GOALS OF PROGRAM:
The Engineering Graduate Research Center is the centerpiece of engineering graduate education and research on the Centennial Campus. It is also the high-tech home of new distance education and information technologies for the College of Engineering.
The purpose of the general fund appropriation is to expand distance education programs in the COE at the graduate level and promote related research activities. The goal has been to increase access to distance education programs and increase the quality of course delivery.

RESULTS AND OUTCOMES OF PROGRAM:
Studios, conference rooms and the auditorium in EGRC have been equipped with equipment to allow multimedia delivery of high quality distance education courses. Computer networking of faculty and student offices has also been greatly enhanced to allow development and testing of on-line course materials. Graduate distance education course offerings for engineers in the state have increased by nearly 50% and enrollments of students in the Master of Engineering program have grown by 20% since funding was made available. A statewide license to allow NC sites access to the National Technological University has been implemented. High-tech systems in the EGRC have been upgraded and maintained to support the expanded research programs that have increased to over $10M.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 96-97

NUMBER OF FULL AND PART TIME POSITIONS: EPA: 1(1.0 FTE), 0 Vacant; SPA: 3(1.0 FTE Filled, 5. FTE Filled, .5 FTE Vacant)

PROGRAM DIRECTOR (with phone number and email address): Nino Masnari, Dean, College of Engineering, 919/515-2311, masnari@eos.ncsu.edu

PROGRAM: Equity Funding (ASU, ECU, UNCC, UNCG, & UNCW) **#14**

CURRENT GENERAL FUND APPROPRIATION: $21,000,000 (recurring funds)

FUND BALANCES REMAINING: N/A BOG Request?: Yes

PURPOSE AND GOALS OF PROGRAM: In 1995, the General Assembly directed the Board of Governors to "review the equity of the continuation budget funding system, and the equity of its methods for distributing the lump-sum expansion funds appropriated by the General Assembly." Dr. Kent Caruthers of MGT of America was engaged to conduct this funding equity study. Inequities in funding were identified at five institutions in the total amount of $21 million which was subsequently included in the Board's Budget Request, and funded by the General Assembly in 1997.

RESULTS AND OUTCOMES OF PROGRAM: Four separate methods were used to assess the equity of funding of the constituent institutions:

- a comparison among UNC institutions based on a dollars per FTE measure according to mission categories,
- a comparison between each UNC institution and the regional average of similar institutions on a dollars per FTE basis,
- a comparison between each UNC institution and the average of its previously selected peer institutions on a dollars per FTE basis, and
- a comparison between simulated allocations of UNC resources based on formulas used in four other selected states (Tennessee, Ohio, Texas and Kentucky) and the actual allocation of state support for each UNC institution.

Five institutions (ASU, ECU, UNCC, UNCG, and UNCW) were identified whose current funding rates fell below equitable levels by the following amounts:

- ASU – $3.4 million
- ECU – $3.1 million
- UNCC – $5.1 million
- UNCG – $6.8 million
- UNCW – $2.6 million

In the following schedules, each participant institution identifies the results and outcomes from the uses of these funds.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1997-98 fiscal year

NUMBER OF FULL AND PART TIME POSITIONS: See attached institutional schedules.

PROGRAM DIRECTOR: See attached institutional schedules.

PROGRAM: Equity Funding - Appalachian State University **#14a**

CURRENT GENERAL FUND APPROPRIATION: $3,400,000

FUND BALANCES REMAINING: N/A

PURPOSE AND GOALS OF PROGRAM: Fiscal year 1997-98 presented the North Carolina University System with a $21 million budget increase in recurring funds for five under-funded institutions. Appalachian State University received $3,400,000 in conjunction with an analysis of funding equity prepared by consultants from MGT of America, Inc. The study used a sliding scale that compared school programs of equal weight at similar institutions, as well as number of students per school. The University was able to prioritize and address many needs with the increase in funding.

RESULTS AND OUTCOMES OF PROGRAM:

- Academic areas received 33.66% of the funding to benefit International Programs, Graduate Assistant stipends, and basic program support for each faculty FTE.
- Belk Library was allocated 9.56% of the Equity Funding for purchase of monographs and electronic databases.
- A Counseling Psychiatrist was hired to address the approximately 6.3% of students enrolled currently on psychotropic drug medication.
- To ensure that our students have the opportunities to make their skills known to potential employers, an additional Career Counselor has been added.
- A support staff position and operating funds were added to the Financial Aid Office to assist with meeting deadlines required by the federal government to allow sufficient assistance in obtaining federal financial aid for our students.
- To comply with the legislature's request for greater accountability, a Statistical Research Assistant was employed to address the needs of assessment, evaluation, data analysis, test administration, pilot testing, and related methodological and instrumentation needs.
- The University Post Office required additional staffing, 4 positions, to accommodate the coverage of new buildings on campus, and to comply with federal postal regulations.
- Upon the advice of a consulting team from the International Association of Campus Law Enforcement Administrators based upon statistics from the Department of Justice, advisement was taken to restructure the University Police Department. A total of 8.22% of the Equity Funding was used to address this issue.
- Due to the sustained growth at Appalachian, position and operating funds were required in all service areas; i.e., Admissions, Registrar's, Controller, and Human Resource Services. Administrative areas also had similar needs; i.e., Chancellor's Office, Budget Office, and Systems and Special Projects.
- Due to the complexity, variety, and volume of legal issues addressed by the University, a part-time Attorney was employed to assist in the University Attorney's Office.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: Fiscal Year 1997-98

NUMBER OF FULL AND PART TIME POSITIONS: 5.00 EPA, 39.00 SPA
Head count & FTE for both EPA and SPA are identical. 2 SPA vacant (02/20/01 & 03/09/01-Both positions are in the process of being filled.)

PROGRAM DIRECTOR:
Jane P. Helm, Vice Chancellor for Business Affairs (828) 262-2030, helmjp@appstate.edu

PROGRAM: **Equity Funding -- ECU** **#14b**

CURRENT GENERAL FUND APPROPRIATION: **$3,100,000**

FUND BALANCES REMAINING: **N/A**

PURPOSE AND GOALS OF PROGRAM: In response to a special provision contained in House Bill 229 of the 1995 General Assembly, the University of North Carolina conducted a detailed and systematic study of the base funding levels at all of the constituent institutions. This study proved that five of the sixteen constituent institutions demonstrated significant funding shortages. ECU was among those five, reflecting a $3.1 million shortage in base budget. The subsequent funding was provided to rectify these inequities especially in the areas of operating funding, support staff and institutional support funding. Funds were distributed among the various functions to redress the most severe problems.

RESULTS AND OUTCOMES OF PROGRAM: Half of the total amount was allocated to benefit academic units. Ten positions were created to address critical needs for technical support staff in the areas of Web-based instructional design, networking and software and hardware troubleshooting. Five positions were added to resolve administrative staffing problems within academic departments. In addition, the operating budgets of the most poorly funded departments were increased to purchase instructional supplies, services and equipment, the first such increase these departments had received in many years, despite the erosion of their operating budgets due to inflation. Joyner Library received four librarian positions to address deficiencies noted in a recent university-wide library study. A new Academic Computer Replacement Fund was created to allow the university to replace every faculty member's desktop computer once every three years, allowing the faculty to have machines on a level similar to the students they taught. The second half of the appropriation was used to improve administrative functions. The Division of Student Life was allocated much needed positions to address substance abuse and violence-related issues, financial aid advising and Career Services counseling. The remaining funds were provided to units to improve campus services that were not of the quality demanded. Materials Management, Environmental Health and Safety, Internal Audit, and similar units received positions. The Computing Center received funds to upgrade entry-level salaries so that they could recruit quality staff. Operating and equipment funds were provided throughout to address shortages for supplies, contracts and equipment. Greater efficiency and effectiveness were achieved.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: **Fiscal Year 1997-98**

NUMBER OF FULL AND PART TIME POSITIONS: 25 FTE SPA Positions, 2.5 FTE NT EPA, 4 FTE EPA Librarians (all positions fulltime). 3 vacant SPA positions.

PROGRAM DIRECTOR (with phone number and email address): Richard Brown, VC for Administration and Finance, (252) 328-6975, brownri@mail.ecu.edu

PROGRAM: Equity Funds – UNC Charlotte **#14c**

CURRENT GENERAL FUND APPROPRIATION: $5,100,000

FUND BALANCES REMAINING: N/A

PURPOSE AND GOALS OF PROGRAM:
The funding equity study legislated by the 1995 General Assembly concluded that additional funding was required to bring UNC Charlotte into a more equitable funding status. This study also confirmed that the greatest needs at UNC Charlotte were in academic support, student services, and general institutional support by proving that various support functions were funded from only 51.6% to 75.5% to that of our peer institutions. It was determined that this funding could bring funding levels for the various support functions to approximately 82.6% of that of our peer institutions. Allocations were made to the Vice Chancellors according to purpose and degree of funding deficiency, and goals were then established to enhance services for students, administrative functions in support of instruction, business services, and campus maintenance and security.

RESULTS AND OUTCOMES OF PROGRAM:

- Enhanced faculty time applied to instructional research responsibilities by establishing new technical/support positions to relieve faculty of less significant tasks.
- Added twenty graduate student tuition remissions for doctoral students.
- Purchased distance education equipment to provide interactive television facilities, which were essential to the early development of our distance education programs.
- Established new positions in Enrollment Services, Academic Advising, and University Career Center to provide a broader range of essential services for enrolled students.
- Provided a stable, sustainable source of funding for the campus computer network and for technology replacements; established a Director of Technology Transfer. Both helped meet UNC Charlotte's goal to become a doctoral/research intensive institution.
- Increased support to counseling and career development services with the addition of three psychological trainees and a clinical psychologist.
- The addition of a financial aid loan clerk and a financial aid counselor resulted in a seamless transition to a new loan program that provides more attractive repayment options.
- Added institutional support positions for collections, disbursements, systems, human resources, and purchasing to improve required services and to correct deficiencies due to "half-dose funding". Added police officers, police telecommunicators, and a safety officer to enhance campus security.
- Improved maintenance and repair of campus buildings and infrastructure with the addition of a project designer and several maintenance personnel.
- Enhanced web-based services, including fundamental administrative tasks for students, information and assistance for employees, and public information.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: Fiscal Year 1997-1998

NUMBER OF FULL AND PART TIME POSITIONS: Full-time: 65 FTE / 65 HC
Part-time: 7.92 FTE / 15 HC EPA: 24.5 FTE / 29 HC SPA: 48.42 FTE / 51 HC
Vacant: 1 EPA (prior incumbent currently interim in a "non-equity" position); 1 SPA (police officer)

PROGRAM DIRECTOR:
Olen B. Smith, Jr., Vice Chancellor for Business Affairs 704-687-2234 obsmith@email.uncc.edu

PROGRAM: UNC Equity Funds - UNC Wilmington **#14e**

CURRENT GENERAL FUND APPROPRIATION: $2,600,000

FUND BALANCES REMAINING: N/A

PURPOSE AND GOALS OF PROGRAM:

The funding equity legislated by the 1995 General Assembly concluded that additional funding was required to bring UNC Wilmington into a more equitable funding status. This study also confirmed that the greatest needs were in academic support, student services, and general institutional support by proving that various functions were funded at or less than 50% to that of our peer institutions. Allocations were made to the Vice Chancellors to reduce the funding deficiencies in those areas most needed. The goals of the program were established to maintain the efficiency and effectiveness of university programs and enhance the services for students, academic support, business services, and physical plant maintenance.

RESULTS AND OUTCOMES OF PROGRAM

- The base budgets in academic departments had not kept pace with the dramatic rise in student FTE. All academic base budgets support student academic activities, whether direct or indirect, including student temporary wages, photocopies, supplies, laboratory equipment, and chemicals, as well as faculty support for attendance at and/or conducting of teaching workshops. Adjusting the academic department base budgets allowed academic programs to meet the needs of its student commitment.
- The need for equity funds was equally felt within those departments not directly responsible for the delivery of instruction, but which are primarily responsible for providing student services. The areas within Enrollment Affairs, which include academic advising, student academic support programs, admissions, financial aid, and registrar, are charged with student recruitment, quality enrollment, and increasing retention and graduation rates. Since equity funding was made available, UNCW's five-year graduation rate has increased from 51.6% to 54.6%. Currently, our retention rate is at 79.8%.
- Additional funding supported Career Services programs by providing career counseling to our students, additional services to our professional schools, to the College of Arts and Sciences, increasingly, to graduate students.
- The Student Development Center provides individual and group counseling for personal, social, and educational concerns; special assistance with learning strategies, study skills, and exam-taking skills; assistance in providing academic accommodations appropriate to the needs of disabled students; and assistance in substance abuse education and prevention. The need for equity funds was critical to this area of student services.
- As in the academic departments, the base budgets in physical plant operations had not kept pace with the dramatic growth in student population and physical needs of the campus. In physical plant, the ground services, housekeeping services, and maintenance and operation services needed additional funding to support the campus infrastructure. As our campus begins to age, a maintenance program must be supported to keep the buildings and grounds in good condition.
- Many of the administrative functions supporting the day-to-day operations of the university needed additional staffing to maintain the efficiency and effectiveness of university business functions. These administrative functions, including accounting, payroll, security, purchasing, cashiers, logged many hours of overtime due to staffing constraints.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: Fiscal Year 1997-98

NUMBER OF FULL AND PART TIME POSITIONS: 46.35 FTE, 48 Headcount, 0 Vacant

PROGRAM DIRECTOR:

Mr. Timothy Jordan, Vice Chancellor for Business Affairs,
(910) 962-3139, Jordant@uncwil.edu

PROGRAM: Equity Funding – UNC Greensboro **#14d**

CURRENT GENERAL FUND APPROPRIATION: $6,800,000

FUND BALANCES REMAINING: N/A

PURPOSE AND GOALS OF PROGRAM: The purpose of funding equity was to address long standing funding inequities within the UNC system, and also between the University as a Doctoral granting institution and its national peers. The Chancellor, after consultation with the Provost and Vice Chancellors, determined where the unmet need was greatest and where the impact of the funding would be greatest. Half of the funds were allocated to Academic Affairs to address academic departments', enrollment services' and library needs described below. The remainder was allocated among the other divisions to address shortfalls in the Administrative Computing area, the Physical Plant and other administrative departments.

RESULTS AND OUTCOMES OF PROGRAM:
Equity funding made possible the establishment of new faculty positions in high-enrollment academic degree programs and also new staff positions in enrollment services offices and other units. Non-personnel allocations allowed the University to address the long-standing and well-documented shortage of operating funds in the instructional units and some support offices. Co-curricular programs were also supported, and a large sum was set aside for the annual purchase of technological equipment for classrooms, laboratories, and studios. The library received much-needed new professional positions, as well as funding for necessary books and materials. Equity funding also allowed for the continued implementation of an integrated student information system. As a result of these actions, which provided faculty and students greater access to essential information and services, the student experience was improved and teaching, research, and service were strengthened.

Funds were also used to support student programs: evaluations resulted in student programs service changes to provide more efficient and effective service; increased web presence for student programs; and increased participation in multicultural programs. Results from allocations to Information Technology (IT) include the design and establishment of a student CAD lab for the School of Human Environmental Sciences. Other added positions serve as systems programmers; redesigning the University's IT directory structure to operate more efficiently and diagnosing IT problems, determining their cause (for example, is it a program or a network problem) and spearheading their resolution that arise within the IT staff. The results are faster, more efficient and consistent problem resolution.

Support was added in Accounts Payable to reduce the delays and backlog due to workload, increased volumes, and sales and withholding tax compliance. This has resulted in a more acceptable turnaround for campus vendors. Another position was added to the Student Loan collections area. The University's default rate, which affects Federal funding of financial aid and the University's accreditation, has been cut in half since this position was added. Two police officers were added which has resulted in more consistent patrol and enforcement and a drop in the University's crime rate since that time. Other support was directed to assist in the administration of the employee benefits program which processes 2,500 changes and responds to 7,700 inquiries each year.

In the Facilities area, engineer positions were added after the University accepted responsibility for projects costing less than $500,000 resulting in plan and installation reviews of mechanical and electrical systems in new buildings. UNCG's recycling program received some of this funding and has been recognized by the state for its successes; landfill input has been reduced by 40%. Other added plant positions have resulted in quicker turnaround for minor renovation projects, reduced HVAC breakdowns, reduced complaints from building occupants, increased training for the boiler operators and increased attention to the campus grounds.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1997-98

NUMBER OF FULL AND PART TIME POSITIONS: 88.87 FTE, 102 Headcount; Vacant: 3.0 SPA, 5.25 EPA

PROGRAM DIRECTOR: Contact: Philip Richman, Vice Chancellor for Business Affairs, (336) 334-5200; phil_richman@uncg.edu

~~Tab~~ 4
AH

Center for School Leadership Development Programs

Budget Information
FY 2000-01

Source; UNC-GA

UNC-General Administration
NC Center for School Leadership Development
State Appropriation Report
FY 2000-2001 (Rev: 1/18/2001)

	NC Center for School Leadership Development		NC Teacher Academy		NC Lighthouse Schools		NC Model Teacher Education Consortium ($500,000 Non-Recurring)		Principal Fellows Program		NC Center for Advancement of Teaching		Principal's Executive Program		NC Math Science Education Network		Education Research Council ($500,000 Non-Recurring)		NCCSLD Totals for FY 1999-2000	
Purpose / Object Account Title	FTE Positions	Operating Budget	FTE Positions	Operating Budget	FTE Positions	Operating Budget	FTE Positions	Operating Budget	FTE Positions	Operating Budget	FTE Positions	Operating Budget	FTE Positions	Operating Budget	FTE Positions	Operating Budget	FTE Positions	Operating Budget	FTE Positions	Operating Budget
1100 EPA Salaries	1.00	108,212	5.00	363,116	-	-	1.00	105,727	1.00	65,218	15.45	870,444	10.38	791,382	4.10	242,232	3.00	215,000	40.93	2,761,331
1200 SPA Salaries	0.60	18,933	2.00	765,920	-	-	4.00	184,228	1.00	22,992	48.13	1,240,643	10.00	324,181	5.60	160,567	0.00	-	71.33	2,717,464
1400 Temporary Employee Salaries		-		700,000		-		-		-		56,542		11,000		-		10,000		777,542
1500 Other Personnel Payments		-		-		-		-		-		8,430		-		-		-		8,430
1700 Board Per Diem		-		2,400		-		-		2,700		-		-		-		-		5,100
1800 Staff Benefits		22,402		135,123		-		52,303		17,549		446,197		226,382		84,050		41,567		1,025,573
1900 Consultant Services & Training		10,000		100,000		-		30,000		-		430,604		64,170		13,086		65,000		712,860
2000 Office Supplies		3,244		55,000		-		70,000		1,000		271,331		76,156		20,434		-		497,165
3100 Travel		-		-		-		-		-		-		-		-		-		-
3200 Communications/Postage		-		-		-		-		-		-		-		-		-		-
3300 Utilities		-		-		-		-		-		89,597		-		-		-		89,597
3400 Printing and Binding		-		-		-		-		-		-		-		-		-		-
3500 Repairs and Maintenance		-		-		-		-		-		-		-		-		-		-
3600 Freight		-		-		-		-		-		-		-		-		-		-
3700 Advertising		-		-		-		-		-		-		-		-		-		-
3800 Data Processing		-		-		-		-		-		-		-		-		-		-
3900 Other Current Services		4,000		2,808,969		-		796,907		27,300		868,355		282,397		9,446		168,433		4,965,807
4100 Rental-Office		-		31,325		-		-		-		-		-		-		-		31,325
4200 Rental-EDP Equipment		-		-		-		-		-		-		-		1,700		-		1,700
4300 Rental-Other Equipment		-		-		-		-		-		-		-		-		-		-
4400 Maintenance Contracts		-		-		-		-		-		-		-		-		-		-
4500 Insurance		-		-		-		-		-		-		-		-		-		-
4800 Indirect Cost		-		-		-		-		-		-		-		-		-		-
4900 Other Fixed Charges		-		-		-		40,000		-		55,463		181,300		-		-		276,763
5000 Capital Outlay		-		65,000		-		15,000		-		66,284		80,390		-		-		226,674
6000 Other Aids and Grants		-		-		260,000		-		-		-		-		-		-		260,000
8000 Reserves to be allocated		-		307,109		-		850,000		-		-		-		-		-		1,157,109
Total	1.60	166,791	7.00	5,333,962	0.00	260,000	5.00	2,144,165	2.00	136,759	63.58	4,403,890	20.38	2,037,358	9.70	531,515	3.00	500,000	112.26	15,514,440
State Receipts		0		0		0		0		0		0		263,077		9000		0		272,077
Net Appropriation		166,791		5,333,962		260,000		2,144,165		136,759		4,403,890		1,774,281		522,515		500,000		15,242,363

NC Center for School Leadership Development (Administration)
Category

2000-2001

Purpose / Object	Account Title	2000-2001 FTE Positions	2000-2001 Amounts
1100	EPA Salaries	1.00	108,212
1200	SPA Salaries	0.60	18,933
1400	Temporary Employee Salaries		
1500	Other Personnel Payments		
1700	Board Per Diem		
1800	Staff Benefits		22,402
1900	Consultant Services & Training		10,000
2000	Office Supplies		3,244
3100	Travel		
3200	Communications/Postage		
3300	Utilities		
3400	Printing and Binding		
3500	Repairs and Maintenance		
3600	Freight		
3700	Advertising		
3800	Data Processing		
3900	Other Current Services		4,000
4100	Rental-Office		
4200	Rental-EDP Equipment		
4300	Rental-Other Equipment		
4400	Maintenance Contracts		
4500	Insurance		
4800	Indirect Cost		
4900	Other Fixed Charges		
5000	Capital Outlay		
6000	Other Aids and Grants		
	Total	1.60	166,791

NC Teacher Academy
Category

2000-2001

Purpose / Object	Account Title	2000-2001 FTE Positions	2000-2001 Amounts	
1100	EPA Salaries	5.00	363,116	
1200	SPA Salaries	2.00	765,920	
1400	Temporary Employee Salaries		700,000	
1500	Other Personnel Payments		-	
1700	Board Per Diem		2,400	
1800	Staff Benefits		135,123	143430
1900	Consultant Services & Training		100,000	
2000	Office Supplies		55,000	
3100	Travel		-	
3200	Communications/Postage		-	
3300	Utilities		-	
3400	Printing and Binding		-	
3500	Repairs and Maintenance		-	
3600	Freight		-	
3700	Advertising		-	
3800	Data Processing		-	
3900	Other Current Services		2,808,969	
4100	Rental-Office		31,325	
4200	Rental-EDP Equipment		-	
4300	Rental-Other Equipment		-	
4400	Maintenance Contracts		-	
4500	Insurance		-	
4800	Indirect Cost		-	
4900	Other Fixed Charges		-	
5000	Capital Outlay		65,000	
6000	Other Aids and Grants		-	
8350	NC Teacher Acadmey Reserve		307,109	
	Total	7.00	5,333,962	

Lighthouse Schools Programs
Category

2000-2001

Purpose / Object	Account Title	2000-2001 FTE Positions	2000-2001 Amounts
1100	EPA Salaries		
1200	SPA Salaries		
1400	Temporary Employee Salaries		
1500	Other Personnel Payments		
1700	Board Per Diem		
1800	Staff Benefits		
1900	Consultant Services & Training		
2000	Office Supplies		
3100	Travel		
3200	Communications/Postage		
3300	Utilities		
3400	Printing and Binding		
3500	Repairs and Maintenance		
3600	Freight		
3700	Advertising		
3800	Data Processing		
3900	Other Current Services		
4100	Rental-Office		
4200	Rental-EDP Equipment		
4300	Rental-Other Equipment		
4400	Maintenance Contracts		
4500	Insurance		
4800	Indirect Cost		
4900	Other Fixed Charges		
5000	Capital Outlay		
6000	Other Aids and Grants		260,000
	Total	0.00	260,000

NC Model Teaching Education Consortium
Category

2000-2001

Purpose / Object	Account Title	2000-2001 FTE Positions	2000-2001 Amounts	
1100	EPA Salaries	1.00	105,727	
1200	SPA Salaries	4.00	184,228	
1400	Temporary Employee Salaries		-	
1500	Other Personnel Payments		-	
1700	Board Per Diem		-	
1800	Staff Benefits		52,303	42712
1900	Consultant Services & Training		30,000	
2000	Office Supplies		70,000	
3100	Travel		-	
3200	Communications/Postage		-	
3300	Utilities		-	
3400	Printing and Binding		-	
3500	Repairs and Maintenance		-	
3600	Freight		-	
3700	Advertising		-	
3800	Data Processing		-	
3900	Other Current Services		796,907	
4100	Rental-Office			
4200	Rental-EDP Equipment		-	
4300	Rental-Other Equipment		-	
4400	Maintenance Contracts		-	
4500	Insurance		-	
4800	Indirect Cost		-	
4900	Other Fixed Charges		40,000	
5000	Capital Outlay		15,000	
6000	Other Aids and Grants		-	
8326	Reserve-NCMTEC	*	850,000	
	Total	5.00	2,144,165	

* Note $500,000 is non recurring funding in FY 2001 only

Principal Fellows Program
Category

2000-2001

Purpose / Object	Account Title	2000-2001 FTE Positions	Amounts
1100	EPA Salaries	1.00	65,218
1200	SPA Salaries	1.00	22,992
1400	Temporary Employee Salaries		-
1500	Other Personnel Payments		-
1700	Board Per Diem		2,700
1800	Staff Benefits		17,549
1900	Consultant Services & Training		-
2000	Office Supplies		1,000
3100	Travel		-
3200	Communications/Postage		-
3300	Utilities		-
3400	Printing and Binding		-
3500	Repairs and Maintenance		-
3600	Freight		-
3700	Advertising		-
3800	Data Processing		-
3900	Other Current Services		27,300
4100	Rental-Office		-
4200	Rental-EDP Equipment		-
4300	Rental-Other Equipment		-
4400	Maintenance Contracts		-
4500	Insurance		-
4800	Indirect Cost		-
4900	Other Fixed Charges		-
5000	Capital Outlay		-
6000	Other Aids and Grants		-
	Total	2.00	136,759

NC Center for the Advancement of Teaching
Category

2000-2001

Purpose / Object	Account Title	2000-2001 FTE Positions	2000-2001 Amounts
1100	EPA Salaries	15.45	870,444
1200	SPA Salaries	48.13	1,240,643
1400	Temporary Employee Salaries		56,542
1500	Other Personnel Payments		8,430
1700	Board Per Diem		-
1800	Staff Benefits		446,197
1900	Consultant Services & Training		430,604
2000	Office Supplies		271,331
3100	Travel		-
3200	Communications/Postage		-
3300	Utilities		89,597
3400	Printing and Binding		-
3500	Repairs and Maintenance		-
3600	Freight		-
3700	Advertising		-
3800	Data Processing		-
3900	Other Current Services		868,355
4100	Rental-Office		-
4200	Rental-EDP Equipment		-
4300	Rental-Other Equipment		-
4400	Maintenance Contracts		-
4500	Insurance		-
4800	Indirect Cost		-
4900	Other Fixed Charges		55,463
5000	Capital Outlay		66,284
6000	Other Aids and Grants		-
	Total	63.58	4,403,890

Rick Nicholson
828-227-7013

Principal Executive Program
Category

2000-2001

Purpose / Object	Account Title	2000-2001 FTE Positions	2000-2001 Amounts
1100	EPA Salaries	8.00	626,492
1200	SPA Salaries	9.00	277,075
1400	Temporary Employee Salaries		31,000
1500	Other Personnel Payments		-
1700	Board Per Diem		-
1800	Staff Benefits		160,625
1900	Consultant Services & Training		58,500
2000	Office Supplies		72,719
3100	Travel		-
3200	Communications/Postage		-
3300	Utilities		-
3400	Printing and Binding		-
3500	Repairs and Maintenance		-
3600	Freight		-
3700	Advertising		-
3800	Data Processing		-
3900	Other Current Services		270,675
4100	Rental-Office		-
4200	Rental-EDP Equipment		-
4300	Rental-Other Equipment		-
4400	Maintenance Contracts		-
4500	Insurance		-
4800	Indirect Cost		-
4900	Other Fixed Charges		162,800
5000	Capital Outlay		68,634
6000	Other Aids and Grants		-
	Total	17.00	1,728,520

NC Math Science Education Network
Category

2000-2001

Purpose / Object	Account Title	2000-2001 FTE Positions	2000-2001 Amounts		
1100	EPA Salaries	4.10	242,232		
1200	SPA Salaries	5.60	160,567		
1400	Temporary Employee Salaries		-		
1500	Other Personnel Payments		-		
1700	Board Per Diem		-		
1800	Staff Benefits		84,050		
1900	Consultant Services & Training		13,086		
2000	Office Supplies		20,434	29934	9,500
3100	Travel		-		
3200	Communications/Postage		-		
3300	Utilities		-		
3400	Printing and Binding		-		
3500	Repairs and Maintenance		-		
3600	Freight		-		
3700	Advertising		-		
3800	Data Processing		-		
3900	Other Current Services		9,446	33253	23,807
4100	Rental-Office		-		
4200	Rental-EDP Equipment		1,700		
4300	Rental-Other Equipment		-		
4400	Maintenance Contracts		-		
4500	Insurance		-		
4800	Indirect Cost		-		
4900	Other Fixed Charges		-		
5000	Capital Outlay		-		
6000	Other Aids and Grants		-		
	Total	9.70	531,515		

Education Research Council
Category

2000-2001

Purpose / Object	Account Title	2000-2001 FTE Positions	2000-2001 Amounts
1100	EPA Salaries	3.00	215,000
1200	SPA Salaries	0.00	-
1400	Temporary Employee Salaries		10,000
1500	Other Personnel Payments		-
1700	Board Per Diem		-
1800	Staff Benefits		41,567
1900	Consultant Services & Training		65,000
2000	Office Supplies		-
3100	Travel		-
3200	Communications/Postage		-
3300	Utilities		-
3400	Printing and Binding		-
3500	Repairs and Maintenance		-
3600	Freight		-
3700	Advertising		-
3800	Data Processing		-
3900	Other Current Services		168,433
4100	Rental-Office		-
4200	Rental-EDP Equipment		-
4300	Rental-Other Equipment		-
4400	Maintenance Contracts		-
4500	Insurance		-
4800	Indirect Cost		-
4900	Other Fixed Charges		-
5000	Capital Outlay		-
6000	Other Aids and Grants		-
	Total	3.00	500,000

NC Center for Prevention of School Violence
Category

2000-2001

TRANSFERRED TO NC JUVENILE JUSTICE DEPARTMENT ON JULY 1, 2001

Purpose / Object	Account Title	2000-2001 FTE Positions	Amounts
1100	EPA Salaries	1.00	73,267
1200	SPA Salaries	6.00	200,260
1400	Temporary Employee Salaries		39,840
1500	Other Personnel Payments		-
1700	Board Per Diem		-
1800	Staff Benefits		46,718
1900	Consultant Services & Training		5,000
2000	Office Supplies		11,000
3100	Travel		5,000
3200	Communications/Postage		27,400
3300	Utilities		3,000
3400	Printing and Binding		21,155
3500	Repairs and Maintenance		-
3600	Freight		2,000
3700	Advertising		-
3800	Data Processing		-
3900	Other Current Services		15,360
4100	Rental-Office		40,000
4200	Rental-EDP Equipment		-
4300	Rental-Other Equipment		-
4400	Maintenance Contracts		-
4500	Insurance		-
4800	Indirect Cost		-
4900	Other Fixed Charges		10,000
5000	Capital Outlay		-
6000	Other Aids and Grants		-
	Total	7.00	500,000

~~Tab~~ 5
Att

The University of North Carolina

GENERAL ADMINISTRATION

POST OFFICE BOX 2688, CHAPEL HILL, NC 27515-2688

CHARLES R. COBLE, *Vice President for University-School Programs*

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Appalachian State University

East Carolina University

Elizabeth City State University

Fayetteville State University

North Carolina Agricultural and Technical State University

North Carolina Central University

North Carolina School of the Arts

Carolina University at Raleigh

University of North Carolina at Asheville

University of North Carolina at Chapel Hill

University of North Carolina at Charlotte

University of North Carolina at Greensboro

University of North Carolina at Pembroke

University of North Carolina at Wilmington

Western Carolina University

ton-Salem State University

An Equal Opportunity/ Affirmative Action Employer

MEMORANDUM

TO: Joint Legislative Education Oversight Committee:
Senator Howard Lee and Representative Eugene Rogers, Co-Chairs
Senators Charles Carter, Walter Dalton, Charlie Dannelly, John Garwood, Fletcher Hartsell, Jeanne Lucas, William Martin, Eric Reeves, Robert Rucho
Representatives Flossie Boyd-McIntyre, Charles Buchanan, Verla Insko, Warren Oldham, Jean Preston, Alex Warner, Douglas Yongue

FROM: Charles R. Coble CRC

DATE: March 1, 2001

SUBJECT: Report on Accountability Proposal for the Center for School Leadership Development Programs

Enclosed you will find the UNC Center for School Leadership Development (CSLD) legislative study as required by the Appropriation Act of the 2000 Session of the North Carolina General Assembly (Bill 1840), Part X. Universities, Section 10.11(a)).

An external advisor, Dr. John Mangieri, was contracted to lead the CSLD directors who functioned as a study committee to develop the Accountability Proposal. Dr. Mary Jo Allen, Chair of the CSLD Program Directors and Director of NCCAT, and Dr. Karen Gerringer, acting Assistant Director of the CSLD and Director of the Principal Fellows Program, served as co-chairs of the study committee. A complete list of the study committee members is provided on the last page of the report.

Under the guidance of the external advisor, the study committee completed a comprehensive review of the activities of the separate entities within the CSLD and reviewed fiscal records of each program. As a result of the review, proposed actions (numbers one through ten) to implement specific and validated accountability and performance measures are contained in the attached report. Further recommendations for improving program coordination and efficiencies will be submitted upon completion of these proposed actions. Number nine of the proposed actions will be addressed most accurately at least one fiscal year after the CSLD facility becomes operational. The opening date of the new building that will provide office and program space for CSLD programs is currently slated for fall 2001.

All the committee members and the external advisor agree that the proposal offers the best approach for developing authentic accountability and sound fiscal and programmatic delivery as the different programs increasingly function as an integrated center for professional development.

Attachments: report, brochure

The University of North Carolina
Center for School Leadership Development

AN ACCOUNTABILITY PROPOSAL FOR SCHOOL LEADERSHIP DEVELOPMENT PROGRAMS:

A Report
on behalf of the
UNC Board of Governors
to the
North Carolina General Assembly

March 2001

CENTER FOR
School Leadership
DEVELOPMENT

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Mathematics and Science Education Network (MSEN)
Gerry Madrazo, Director
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Julia Kron, Director
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North Carolina Teachers of Excellence For All CHildren (NC TEACH)
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Principals' Executive Program (PEP)
Ken Jenkins, Director
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Karen Gerringer, Director
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PREFACE

The directors of the programs that constitute the UNC Center for School Leadership Development welcomed the opportunity to develop a proposal for implementing specific and validated accountability and performance measures for our programs.

Our individual programs, created primarily through legislation and placed under the jurisdiction of the UNC Board of Governors, form a unit that is distinctly different from others in our nation and that positions our state as a leader in the opportunities available to advance the knowledge and skills of K-12 educators in North Carolina. The University of North Carolina Center for School Leadership Development is engaged in an exciting and challenging venture as it has moved from concept to reality. The Center Building will be completed this year providing three large classrooms, six seminar rooms, two computer laboratories, and office space for Center programs.

We look forward to implementing the accountability measures presented in this proposal which will then allow us to make further recommendations for improving program coordination and efficiencies. We also look forward to welcoming you to our new facility which will enable us to offer quality professional learning opportunities in a state-of-the art facility.

Mary Jo Allen
Chair, Center Program Directors

Karen Gerringer
Acting Assistant Director

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LEGISLATIVE ACT

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 1999

SESSION LAW 2000-67
HOUSE BILL 1840

AN ACT TO MODIFY THE CURRENT OPERATIONS AND CAPITAL IMPROVEMENTS APPROPRIATIONS ACT OF 1999 AND TO MAKE OTHER CHANGES IN THE BUDGET OPERATION OF THE STATE.

PART X. UNIVERSITIES

ACCOUNTABILITY FOR SCHOOL LEADERSHIP DEVELOPMENT PROGRAMS/STUDY PRINCIPAL FELLOWS PROGRAM*

Section 10.11.(a) The Board of Governors of The University of North Carolina shall review the programs under the UNC Center for School Leadership Development. In the course of this review, the Board of Governors of The University of North Carolina shall study and recommend to the Joint Legislative Education Oversight Committee, by March 1, 2001:

(1) A proposal for implementing specific and validated accountability and performance measures that clearly demonstrate the strengths, weaknesses, and costs of each program under the Center; and

(2) Any recommendations for improving program coordination and efficiencies.

Section 10.11.(b) The Board of Governors of The University of North Carolina shall, in collaboration with the State Board of Education, convene a representative committee to study the policies and legislation creating the Principal Fellows Program and to make recommendations that would increase the flexibility necessary for the Program to attract a broader age, racial, and ethnic makeup of the applicant pool. The committee shall report to the Joint Legislative Education Oversight Committee by January 15, 2001.*

* The study of the Principal Fellows Program was submitted separately in January 2001.

CHRONOLOGY AND PROCEDURES FOR DEVELOPMENT OF THE ACCOUNTABILITY PROPOSAL

August 3, 2000

- Dr. Mary Jo Allen, Acting Chair of the CSLD Directors, met with Ms. Charlotte Todd (Fiscal Research, Legislature) to discuss the steps required to respond to the legislative mandate of a proposed plan to be submitted to the Education Oversight Committee on March 1, 2001 for a study of the Center for School Leadership Development.
- Ms. Todd recommended an outside consultant be hired to develop the plan.

August 21-23, 2000 – CSLD Directors' Retreat

- Directors began discussions of the steps to be taken to contract with an external evaluator and frame the plan for the study. Several nationally known evaluators were discussed as possible consultants.

September 6, 2000

- Dr. Mary Jo Allen met with various members of the Education Oversight Committee to discuss the mandated plan for the CSLD study.

October 2000

- Dr. John Mangieri, a private education advisor in Charlotte, NC, expressed interest in serving as the contractor to develop the plan. Dr. Charles Coble and Dr. Mary Jo Allen met to discuss possible contractors and agreed on Dr. Mangieri.

October 10, 2000 – CSLD Directors' Meeting

- A schedule of meetings was developed for Dr. Mangieri to meet with each program director within the CSLD to begin gathering data for the plan.

October 2000 – January 2001 – Dr. Mangieri's meetings with program directors:

Oct. 17, 2000:	Julia Kron, Teacher Academy Karen Gerringer, Principal Fellows Program Ken Jenkins, Principals' Executive Program
Oct. 18, 2000:	Dorothy Mebane, NC TEACH

Oct. 19, 2000:	Mary Jo Allen, NC Center for the Advancement of Teaching Gerry Madrazo, Math/Science Education Network
Jan. 10, 2001:	Jean Murphy, Model Teacher Education Consortium

October 26, 2000

- Dr. Mangieri sent each director a list of proposed data to be gathered for the proposed study from their program.

November 14, 2000 CSLD Directors' Meeting

- Directors agreed for Dr. Mangieri to proceed with developing the plan for the CSLD study and continued the discussions of what data/ information was needed to answer the questions posed by the study.

December 12, 2000 – CSLD Directors' Meeting

- Directors developed a list of key concepts for the study plan based on Dr. Mangieri's previous meetings with each director and the on-going discussions among the directors. These were sent to him in preparation for a meeting with all directors in January 2001.

January 10, 2001 – CSLD Directors' Meeting

- Dr. Mangieri, along with all program directors, developed a plan outline for the CSLD study.

January 11, 2001

- Dr. John Mangieri, Dr. Mary Jo Allen, Dr. Karen Gerringer met with Dr. Shirley Iorio and Ms. Kory Goldsmith (Education Oversight Committee staff) to discuss the proposed plan outline and verify that the plan/study was addressing the pertinent issues of interest to the legislators. They affirmed the areas to be studied would address the major issues.

February 13, 2001 – CSLD Directors' Meeting

- Dr. Mangieri met with the directors to brief them on the meeting with the Education Oversight staff and to finalize the plan for the study that is due March 1, 2001 to the Education Oversight Committee.

PROGRAMS OF THE UNC CENTER FOR SCHOOL LEADERSHIP DEVELOPMENT

The UNC Center for School Leadership Development offers a comprehensive selection of professional development opportunities designed for educators, ranging from novice teachers to veteran administrators and teacher-leaders.

Services of the UNC Center for School Leadership Development are provided by the eight UNC partners. These organizations are:

❒ North Carolina Center for the Advancement of Teaching (NCCAT)

NCCAT provides residential seminars for teachers that offer creative experiences and scholarly activities to renew vitality for teaching and learning. The center's main facilities are located in a retreat-style mountain setting in Jackson County.

Authorization: Created in 1985, by the General Assembly

Mission: The mission of the North Carolina Center for the Advancement of Teaching is to advance the art and profession of teaching. Recognizing that caring and skilled faculties make the best schools, NCCAT offers a full complement of residential professional development activities for teachers (prekindergarten through twelfth-grade levels).

General Assembly charge: (1) Reward career teachers; (2) involve teachers in scholarly activities.

Target Audience: Teachers, Administrators, Department of Public Instruction staff, Boards of Education, others.

Model: Year round – residential 2-5 day programs, operates seven days a week

Total number served since inception of the program: 48,319 participants

Current annual operating budget: $4,422,860

❒ North Carolina Math and Science Education Network (MSEN)

Through ten centers located on state university campuses, MSEN provides professional development in math, science, and technology for teachers. MSEN also offers a pre-college program for middle and high school students designed to encourage them to enter careers in science, mathematics, and related fields.

Authorization: Created in 1984, by the General Assembly

Mission: The UNC Mathematics and Science Education Network shares the state's vision for strong mathematics and science education throughout North Carolina and applies the knowledge and resources of the University of North Carolina, in partnership with teachers, schools and other stakeholders, to help make this vision a reality.

General Assembly charge: Improve the quality of mathematics and science teaching and learning in the schools of North Carolina by providing statewide leadership to strengthen the quality and increase the size of the teaching base in mathematics and science education; and increase the pool of students who graduate from North Carolina's high schools prepared to pursue careers requiring mathematics and science.

Target audience: Teachers (K- 12 grades) and Students (grades 6-12)

Model: Workshops, teacher training at 10 University centers, six of which have pre-college programs; day long, up to seven week sessions for students

Total number served since inception of the program: 85,342 (professional development)
6,689 (pre-college)

Current annual operating budget: Network - $518,971
(Ten Centers - ASU, ECU, FSU, NC A&T/UNC-Greensboro, NCSU, UNC-CH, UNCC, UNCW, WCU, and NC School of Science and Mathematics - $2,528,440)

❒ North Carolina Teacher Academy

The Teacher Academy provides high-quality professional development for teachers in the areas of school leadership, instructional methodology, core content, and the use of modern technology.

Authorization: Created in 1993, by the General Assembly; transferred to the University of North Carolina in 1995

Mission: The mission of the North Carolina Teacher Academy is to recognize the importance of continuous learning to the growth of the career teacher by providing quality professional development in the areas of school committee leadership, instruction, core content and use of modern technology.

Target audience: Teachers, Principals, Assistant Principals, and others in School-based Teams

Model: Summer week-long residential activities and academic year follow-up staff development and training

Total number served since inception of the program: 18,798 participants

Current annual operating budget: $4,596,404

❒ North Carolina Model Teacher Education Consortium

The Model Teacher Education Consortium is a collaboration among school systems, community colleges, four-year colleges and universities, and the North Carolina Department of Public Instruction to attract and prepare teachers by making high-quality teacher education programs accessible and affordable.

Authorization: Created in 1989, by the General Assembly; transferred to the University of North Carolina in 1999

Mission: The North Carolina Model Teacher Education Consortium is a collaborative effort which provides affordable, accessible, high-quality education/training to aspiring and practicing educators in participating school districts in Northeastern North Carolina.

General Assembly charge: Increase the quantity of highly qualified educators in the region. Increase the number of minority educators within the service area.

Target audience: 45 school districts

Model: Teacher preparation and development through Community Colleges and public and private Colleges and Universities

Total number served since inception of the program: 3,366

Current annual operating budget: $2,125,000

❒ NC Teachers of Excellence for All CHildren (NC TEACH)

NC TEACH is a rigorous, high quality twelve-month program designed to recruit, prepare, and support college graduates and highly skilled mid-career professionals as they enter the teaching profession.

Authorization: Created 1999 by Federal Title II State Partnership Grant under contract to the North Carolina Department of Public Instruction

Mission: Provide a rigorous, high quality lateral entry teacher licensure program for mid-career professionals with a college degree who desire to teach in secondary and middle schools in North Carolina.

Target audience: Mid-career professionals interested in a teaching career in subject areas and grade levels of greatest need in North Carolina (special education, science, mathematics, foreign languages, and middle grades)

Model: Full-time, intensive 6-week Summer institute followed by weekly seminars and mentor support during the first year of teaching

Number employed 2000-2001: 120 teachers initially, 8 have withdrawn from the program

Start-up operating budget: $1,030,000; *Student stipends*: $120,000

❒ Principals' Executive Program (PEP)

The Principals' Executive Program is North Carolina's primary source of professional development for school-based and central-office administrators. PEP also provides publications, legal and technical assistance, and programs designed to enhance all aspects of school leadership.

Authorization: Created in 1984, by the General Assembly

Mission: The mission of the Principals' Executive Program is to enlarge the knowledge and develop or improve the skills of public school administrators.

General Assembly charge: Produce and support school administrators in the public schools of North Carolina.

Target audience: Principals, Assistant Principals, Central Office Personnel

Model: 1 day to 20 days, year-long relationships

Total number served since inception of the program: 32,565

Current annual operating budget: $1,760,944

❒ North Carolina Principal Fellows Program

The Principal Fellows Program is a merit-based, competitive scholarship loan program that funds full-time study in a Master of School Administration (MSA) degree program. The program provides North Carolina with a cadre of well-trained administrators for public schools.

Authorization: Created in 1994, by the General Assembly

Mission: The North Carolina Principal Fellows Program is a merit-based, competitive scholarship loan program which assists individuals in preparing for a career as a principal or assistant principal by earning a Master of School Administration (MSA) degree at one of nine constituent institutions of the University of North Carolina. The program includes enrichment and enhancement activities provided to the Principal Fellows. The Principal Fellows Program provides NC with a pool of well-trained administrators for public schools.

General Assembly charge: Administer a scholarship loan program for preparing principals.

Target audience: Teachers aspiring to become administrators.

Model: Full-time University study and full year internships (2 year program) Enhancement activities provided as directed by General Assembly (non-funded)

Total number served since inception of the program:
343 graduates have earned the MSA degree
328 graduates employed as school administrators in NC
181 scholarships funded per year – 181 scholarships awarded in current year

Current annual operating budget: Operational budget - $133,082
Fellowships - $3,620,000

❒ Executive Academy

The Executive Academy focuses on school superintendents who want to increase their knowledge and skills. The academy also provides opportunities for professional networking and support.

Authorization: In planning stage by UNC Center for School Leadership Development

Mission: The Executive Academy is being planned for and by superintendents to provide them with opportunities which enhance their knowledge and skills to lead North Carolina's schools into the 21st century. The mission of the Academy will be to provide: professional development for acting superintendents, personal renewal opportunities, opportunities for informal learning, a setting for networking and professional support.

Target audience: Superintendents, School Board members (117 districts)

Model: 1-2 day events, 4 times during the year on weekends
(Partnerships planned with PEP and NCCAT.)

Total number served since inception of the program: 98 attended the first conference of the Executive Academy

Current annual operating budget: 0
(The initial conference was funded by the William R. Kenan, Jr. Charitable Trust. Proposed operating budget: $198,940)

BACKGROUND FINDINGS

In discussions that were held by the evaluator both individually and collectively with the program directors and from internal and external evaluation data, there was consensus on the following statements:

- All programs adhere to national standards for staff development (Appendix A) and to the guiding principles for professional development as articulated by the 1998 Task Force on Professional Development for Public School Employees (Appendix B.)
- All programs have met the purpose(s) for each of them as articulated by the authorizing agent.
- All programs are subject to state budgeting and auditing processes and have operated in a fiscally sound manner.
- All programs have conducted courses, programs, and other educational endeavors that have been routinely evaluated and consistently rated highly by program participants.
- All programs have initiated, and are developing, partnerships between and among each other as well as with other appropriate educational entities in order to improve the quality and scope of offerings.
- All programs have created initiatives that are aligned to state educational priorities as required by SB 272, the Excellent Schools Act (Appendix C).
- All programs have delivered professional preparation and development and other services to a large and diverse number of professionals and school districts in the state that, in the aggregate, have served every school district in North Carolina.
- All state-funded programs in the Center have experienced a demand for participation in their offerings that has exceeded their present capacity, due to budgetary constraints, to deliver the requested amount of service.
- All programs have developed independent program-specific evaluation strategies and instruments that have served well for purposes of program improvement. However, programs' evaluation strategies and instruments do not currently allow for a common summative evaluation and impact assessment for all Center programs.
- All programs have developed and maintained separate data management systems, in an attempt to keep accurate records, but these systems cannot be currently merged in ways that can create cumulative reports similar to the University's student data files.

PROPOSED ACCOUNTABILITY MEASURES

The following ten steps were identified as essential for implementing specific and validated accountability and performance measures that clearly demonstrate the strengths, weaknesses, and costs of each program under the Center.

1. An in-depth study will be conducted in school districts in which single or multiple program(s) have had extensive delivery in order to ascertain their effect upon measures identified by state education priorities or school improvement priorities, but particularly on student academic achievement.

   Examples of current program-specific studies of effectiveness:

   (1) NCCAT is undertaking a study on the influence of NCCAT seminars/programs on schools End-of-Grade Tests. Two schools have been selected that have received an NCCAT seminar/program. The summary goal (by percentage) for each grade level and the Expected Growth by classes will be compared/contrasted pre and post NCCAT professional development.

   (2) A study was initiated in the fall of 2000 on 30 counties in North Carolina that have been served by seven of the programs (TA, NCCAT, MSEN, MTEC, PEP, PFP) to ascertain effects on various school improvement indices such as ABC status, improvement in SAT scores, drop-out rates, number of discipline referrals, etc.

   (3) Teacher Academy: Implementing Balanced Literacy Program, a project with Warren County Schools that supports attendance at TA professional development sessions on Balanced Literacy Modules, provides a teacher-on-loan to implement the program at four elementary schools, and studies the impact on student achievement in reading.

2. A study will be conducted to assess the ways in which CSLD programs have impacted previously low-performing schools.

   Example of one study underway:

   NCCAT: A study of the impact of the Beginning Teachers Program (a course on basic classroom survival skills such as behavior management, technology, total quality tools, and multiple intelligences) currently offered to teachers in Vance, Robeson, Hertford, Martin and Edgecombe Counties.

3. Data from each of the programs will be gathered through surveys, interviews and focus groups to report on participant satisfaction with the respective program's content, delivery, and classroom applicability.

4. Follow-up survey data will be gathered from past participants regarding the usefulness of program's content to classroom applicability, school improvement, and student success where possible.

5. Follow-up survey data will be obtained from appropriate supervisors and employers regarding evidence of implementation and applicability of the program offered to participants.

6. Program evaluations will be conducted by external, nationally recognized evaluators in order to identify strengths and areas for improvement as related to program mission and/or alignment to state educational priorities.

Example of one program's external evaluation study:

An evaluation of the NC Principal Fellows Program (funded by UNC General Administration) is currently underway by an outside evaluator. The evaluation will determine the quality of the MSA administrator training programs, the effectiveness of Principal Fellows on the job, promotion rate in the profession as well as the retention rate of Principal Fellows in administration.

7. External program evaluators will analyze the range and level of service provided by each CSLD program statewide and their conformity to authorizing documents to ensure that there is not unnecessary duplication and to maximize efficient use of resources.

8. An external program evaluator will be contracted to study the present level of collaborative efforts between and among CSLD programs and recommend ways to further and improve these efforts.

Establishment of Staff Development Council:

A Staff Development Council is currently being formulated which will be made up not only of representatives of the Center programs, but all of the major professional development providers in North Carolina including the professional associations for teachers, administrators, and other school-based professionals as well as state science, history and art museums, the NC Zoo, UNC-TV, the NC School for Science and Mathematics, representatives of the Department of Public Instruction and others. The initial meeting will be held in late spring 2001. As is evident by its composition, the purpose of the Staff Development Council is to collaborate and coordinate staff development efforts across the state and to reduce unnecessary redundancy between state-funded organizations.

9. An external program evaluator will review each of the program's administrative overhead costs versus delivery costs and determine comparative financial effectiveness.

   Note: This accountability measure will be carried out after the programs have been in the new Center building for at least one year.

10. Documentation will be provided to determine the level of demand for CSLD program services as contrasted to the current capacity to provide such services.

DEFINITION OF TERMS

As the Accountability Study proceeds, it will function within the following definitions of terms as a suggested guide:

Accountability -- ensuring that professional development can and will impact student learning and achievement, and teacher/administrator knowledge and skills

Alignment -- internal consistency between standards and best practices

Collaboration -- shared responsibility among two or more persons or groups

Effective – produces expected (sanctioned) desirable results

Efficient – produces desired results with acceptable comparative uses of time, money and human resources

Flexibility -- multiple paths, multiple options, multiple sources of evidence and data

Partnerships -- value-added relationships that are nurtured over time to the mutual benefit of consenting organizations

Professional Development -- opportunities to develop knowledge, skills, abilities, instructional strategies, attitudes, dispositions, and higher level insights

Professional Public School Employees -- employees who hold a license including superintendents, teachers, principals, assistant principals, directors, supervisors, and others

IMPROVING COORDINATION AND EFFICIENCIES

- The selection of a Chair of Program Directors and an Acting Assistant Director of CSLD has provided management for issues related to the Center's structure, functioning, and the progress of the building construction. Weekly updates are provided to Dr. Charles R. Coble, Vice President for University-School Programs, on issues pertaining to the building as well as the Center. The 50,000 square foot building, which includes seminar rooms and computer labs, will house or provide offices for all eight programs that comprise the CSLD. The building is due to be completed and opened in the fall of 2001.

- Vice President Coble and the Chair of the program directors meet with the program directors monthly for the purpose of reviewing current program issues related to alignment with state education goals, collaboration, and logistical details concerning the organization and function of the Center.

- The Chair and acting Assistant Director meet with Vice President Coble on a regular basis for planning/implementation of the establishment of the CSLD. In addition, meetings are held on an on-going basis with the Information Resources, Legal, Public Affairs, and Finance Divisions of the Office of the President to deal with issues such as staffing, operating budgets, business functions, use of the building, and equipping the Center with state-of-the-art technology.

- An analysis of program costs for rental and use of training facilities is underway. The purpose is to determine the cost savings for use of the CSLD Building by the partner programs.

- Over the past 24 months there has been increased collaboration and sharing of resources to maximize resources of the partners in the CSLD. For example, MSEN and the Teacher Academy jointly offered math workshops for elementary teachers; the Principal Fellows Program's orientation for the incoming class of Principal Fellows was held at NCCAT and one of the sessions was presented by NCCAT faculty; PEP has held sessions at NCCAT; NC TEACH has used the NCCAT facility; PEP makes as many as 50 slots available for Principal Fellows at selected seminars and symposiums; PFP, PEP, and the Division of University-School Programs sponsored a conference on Master of School Administration programs' alignment with national standards and state education goals.

- The Chair of the program directors, as did the previous director of the CSLD, attends meetings of the UNC Deans' Council on Teacher Education. This participation has increased the level of awareness and cooperation between the fifteen UNC colleges/schools/departments of education, and the CSLD programs. Additionally, the Chair or at least one member of the CSLD programs attends all meetings of the State Board of Education and the UNC Board of Governors to stay apprised of educational initiatives and policy decisions that may affect CSLD programs.

- CSLD programs are prominently featured on the new 21st Century Schools website maintained by the Division of University-School Programs in the Office of the President. Each program also maintains a "hot-link" to their individual websites which are continually updated and have become an essential tool for communicating with past, present, and future participants of CSLD programs. The general website address is: http://21stcenturyschools.northcarolina.edu/center

- The Office of the President for the University of North Carolina will provide the leadership and resources necessary to assist the CSLD programs to develop a common database system that will support appropriately standardized data entry and files across programs, which will enable cumulative participant reporting procedures in the future.

- The Lighthouse Schools Project is a joint project of the programs in the CSLD that is attempting to study how low-performing schools become high-performing schools and how the Center programs can best replicate that result in other low-performing schools. Lighthouse Schools are ones that have shown marked improvement on state-mandated assessments and research and analysis of the schools have identified best practices leading to this success. These best practices will be implemented in a low-performing school to allow replication of the student improvement on state-mandated assessments. The project is designed to involve a variety of professional development offered by the CSLD: teacher development through NCCAT, Teacher Academy, and MSEN; placement of a Principal Fellow intern in the schools; principal development through PEP; and identification of teacher assistants to be funded by the MTEC.

Coordination will increase as Center programs prepare for the opening of the CSLD building in the fall of 2001, and complete the proposed Accountability Study of the Center programs.

PROPOSED ACCOUNTABILITY STUDY BUDGET

Contracted Services	
a. Fees: 35 days @ $1,000	$35,000
b. Subsistence: 30 days @ $85	2,550
Travel: 15 round trips @ $500	7,500
Focus Group Meetings: 24 @ $1,000	24,000
Printing and binding (survey instruments, final reports)	10,000
Evaluation Instrument mailings	8,000
Communication: phone surveys	5,000
Data analysis	15,000
TOTAL	$107,050.00

MEMBERS OF THE STUDY COMMITTEE

Co-chairs:

Dr. Mary Jo Allen, Chair of the CSLD Program Directors and Director of NCCAT

Dr. Karen Gerringer, Acting Assistant Director of the CSLD and Director of the Principal Fellows Program

Other Study Committee Members:

Dr. Kenneth Jenkins, Director, Principals' Executive Program

Ms. Julia Kron, Executive Director, NC Teacher Academy

Dr. Gerry Madrazo, Jr., Director, NC Math and Science Education Network

Dr. Dorothy Mebane, Director, NC TEACH

Ms. Jean Murphy, Executive Director, NC Model Teacher Education Consortium

External Evaluator:

Dr. John Mangieri is an educational advisor based in Charlotte, North Carolina. Dr. Mangieri, former president of Arkansas State University and Provost and Vice Chancellor at the University of New Orleans, has also served as Dean of the School of Education and Dean of Graduate Studies and Research at Texas Christian University.

Dr. Mangieri has conducted seminars and made professional presentations at numerous institutions of higher education and professional organizations. He has served as a consultant to over 600 school districts, as well as serving as a consultant to many businesses. Dr. Mangieri has degrees from Slippery Rock State College, Westminster College, and the University of Pittsburgh.

Appendix A:
National Staff Development Council Standards for Staff Development

CONTEXT STANDARDS

Effective high school, middle level and elementary school staff development:

- requires and fosters a norm of continuous improvement.
- requires strong leadership in order to obtain continuing support and to
- motivate all staff, school board members, parents and the community to be advocates for continuous improvement.
- is aligned with the school's and the district's strategic plan and is funded by a line item in the budget.
- provides adequate time during the work day for staff members to learn and work together to accomplish the school's mission and goals.
- is an innovation in itself that requires study of the change process.

PROCESS STANDARDS

Effective high school, middle level and elementary school staff development:

- provides knowledge, skills, and attitudes regarding organization development and systems thinking.
- is based on knowledge about human learning and development.
- provides for the three phases of the change process: initiation, implementation, and institutionalization.
- bases priorities on a careful analysis of disaggregated student data regarding goals for student learning.
- uses content that has proven value in increasing student learning and development.
- provides a framework for integrating innovations and relating those innovations to the mission of the organization.
- requires an evaluation process that is ongoing, includes multiple sources of information, and focus on all levels of the organization.
- uses a variety of staff development approaches to accomplish the goals of improving instruction and student success.
- provides the follow up necessary to ensure improvement.
- requires staff members to learn and apply collaborative skills to conduct meetings, make shared decisions, solve problems and work collegiality.
- requires knowledge and use of the stages of group development to build effective, productive, collegial teams.

CONTENT

Effective high school, middle level and elementary school staff development:

- increases administrators' and teachers' understanding of how to provide school environments and instruction are responsive to the developmental needs of students.

- facilitates the development and implementation of school and classroom-based management which maximize student learning.
- addresses diversity by providing awareness and training related to the knowledge, skills, and behaviors needed to ensure that an equitable and quality education is provided to all students.
- enables educators to provide challenging, developmentally-appropriate curricula that engage students in integrative ways of thinking and learning.
- prepares teachers to use research-based teaching strategies appropriate to their instructional objectives and their students.
- prepares educators to demonstrate high expectations for student learning.
- facilitates staff collaboration with and support of families for improving student performance.
- prepares teachers to use various types of performance assessment in their classrooms.

Effective high school and middle level staff development:

- prepares educators to combine academic student learning goals with service to the community.
- increases administrators' and teachers' ability to provide guidance and advisement to adolescents.

Effective middle level staff development:

- increases staff knowledge and practice of interdisciplinary team organization and instruction.

Appendix B:
TASK FORCE ON PROFESSIONAL DEVELOPMENT FOR PROFESSIONAL PUBLIC SCHOOL EMPLOYEES

Excerpt from 1998 Task Force on Professional Development for Professional Public School Employees:

In response to the Excellent Schools Act (SB 272), a task force was convened by the UNC Board of Governors to develop a plan to coordinate, align, refocus, and enhance the professional development programs under the direction of the University of North Carolina with the goals and strategic priorities of the State Board of Education. The Task Force on Professional Development for Professional Public School Employees operated under a common set of guiding principles based upon the premise that professional development should be a lifelong process continuing throughout one's career for the purpose of making oneself and one's environment better with the underlying goal being improved student achievement, both knowledge and skills.

The following guiding principles, agreed to by all members of the task force, served as the foundation for the committee's recommendations:

1) Professional development should be aligned to the state's goals and strategic priorities.
2) Professional development should meet or exceed explicit agreed-upon standards.
3) Professional development should positively impact teaching and learning and should move beyond a workshop mentality to embrace multiple strategies to improve the knowledge and skills of teachers, administrators, and other school-based professionals.
4) Decisions regarding the content of professional development should be broad-based, inclusive, and be considered a work in progress.
5) Learning is a lifelong process and should be legitimized as part of one's job.
6) Professional development should be adequately funded to assure the continuous improvement of all public school educators.

Appendix C:
Excellent Schools Act (SB 272)

Excellent Schools Act (SB 272), June 19, 1997
The Excellent Schools Act addressed numerous issues related to improving the schools in North Carolina and the continued professional development of the employees of the public schools. Section number six of Senate Bill 272 follows:

VI. ADDITIONAL PROFESSIONAL DEVELOPMENT OPPORTUNITIES AND TOUGHER STANDARDS FOR TEACHERS WITH CAREER STATUS

A. MEANINGFUL AND CONTINUED PROFESSIONAL DEVELOPMENT FOR TEACHERS

Section 12. (a) G.S. 115C-12 is amended by adding a new subdivision to read:

"(26) Duty to Monitor and Make Recommendations Regarding Professional Development Programs. -- The State Board of Education, in collaboration with the Board of Governors of The University of North Carolina, shall identify and make recommendations regarding meaningful professional development programs for professional public school employees. The programs shall be aligned with State education goals and directed toward improving student academic achievement. The State Board shall annually evaluated and, after consultation with the Board of Governors, make recommendations regarding professional development programs based upon reports submitted by the Board of Governors under G.S. 116-11 (12a)."

(b) G.S. 116-11 is amended by adding a new subdivision to read:

"(12a) The Board of Governors of The University of North Carolina shall implement, administer, and revise programs for meaningful professional development for professionals public school employees based upon the evaluations and recommendations make by the State Board of Education under G. S. 115C-12(26). The Board of Governors shall submit to the State Board of Education an annual report evaluating the development programs administered by the Board of Governors."

(c) The State Board of Education shall report to the Board of Governors of The University of North Carolina by January 15, 1998, on its initial recommendations for implementation of subsection (a) of this section.

(d) The Board of Governors of The University of North Carolina shall report to the Joint Legislative Education Oversight committee by April 1, 1998, on a plan to coordinate the subject matter and consolidate components of the professional development programs for professional public school employees. This report may include recommendations for statutory or other organizational changes.

~~FAB~~ 6
ATT

K-16 Education

Continue to propose and support initiatives to serve the needs of the State's public schools

March 29, 2001

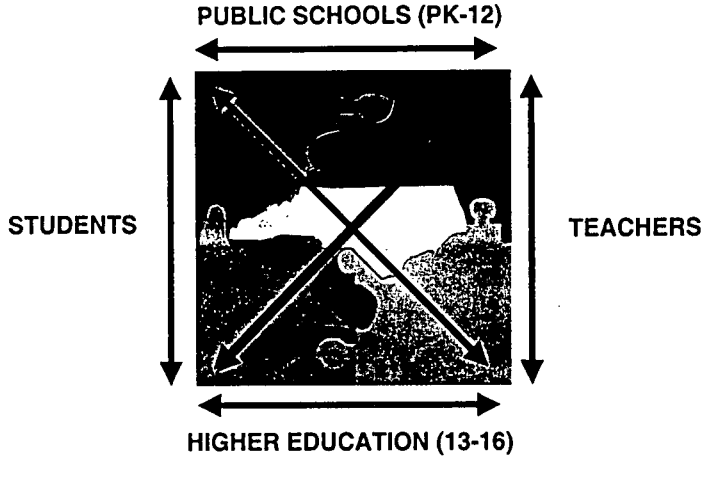
Joint Education Appropriations Subcommittee

UNC Hearings

The University of North Carolina Division of University-School Programs

PreK-16 Square

Interlocking Roles of Public Schools and Higher Education



The University of North Carolina Division of University-School Programs

The University of North Carolina

Aligning K-16 Education

Licensure, Content, and Program Standards

Research, Evaluation, and Policy Development

School Reform and Continuous Improvement

Student, School, and Professional Accountability

The University of North Carolina Division of University-School Programs

The University of North Carolina

Aligning K-16 Education

Licensure, Content, and Program Standards

School Reform and Continuous Improvement

Student, School, and Professional Accountability

Research, Evaluation, and Policy Development

Recruitment

Preparation

Professional Development

Outreach

Research and Policy

The University of North Carolina Division of University-School Programs

The University of North Carolina

Recruitment

K-16 Initiatives

- University-based Initiatives
- Pathways / GEAR UP
- Teaching Fellows Program
- NC TEACH (Title II)
- NC Model Teacher Education Consortium
- Principal Fellows Program
- Center for School Leadership Development

The University of North Carolina

Preparation

K-16 Initiatives

- University-School Teacher Education Partnerships
- Model Clinical Teaching Program
- NC Catalyst
- NC TEACH (Title II)
- NC Model Teacher Education Consortium
- Principal Fellows Program
- Master of School Administration Programs
- Center for School Leadership Development

The University of North Carolina

Professional Development

K-16 Initiatives

- Instructional Technology Training
- NC Catalyst
- Principals Executive Program
- Principal Fellows Program
- Executive Academy
- NC Teacher Academy
- NC Model Teacher Education Consortium
- Mathematics and Science Education Network
- NC Center for the Advancement of Teaching
- Center for School Leadership Development
- Offices of School Services / Matching Incentive fund
- University-School Teacher Education Partnerships
- World View & K-12 Int. Outreach
- School Admin. Training Program
- Model Clinical Teaching Program
- NCSU Textbook Preparation
- Coach 2 Coach Program (Title II)
- LEARN NC

The University of North Carolina

Outreach

K-16 Initiatives

- NC Catalyst
- Instructional Technology Training
- Reading Together
- Summer Ventures Program
- MSEN Pre-College Program
- NC Scholastic Media Project
- UNC-TV Educational Outreach (Learning Link)
- Center for School Leadership Development
- Offices of School Services / Matching Incentive fund
- Legislative School for Youth Leadership Dev. (ECU & WCU)
- UCIS and World View
- Training for Local School Board Members
- NCSU Textbook Preparation
- LEARN NC

The University of North Carolina

Research and Policy

K-16 Initiatives

- NC Education Research Council
- Southeast Center for Teaching Quality
- Lighthouse Schools (CSLD)
- Offices of School Services / Matching Incentive fund

K-16 Education Programs Initiated or Expanded Since 1991

-NCCAT (CSLD)

-NC Model Teacher Education Consortium (CSLD)

-NC Teacher Academy (CSLD)

-Center for School Leadership Dev.

-Reading Together (UNCG)

-World View & K-12 International Outreach Program (UNC-CH)

-LEARN NC (UNC-CH)

-Principal Fellows (CSLD)

-Principals Exec. Program (CSLD)

-Instructional Technology Training

-Training for School Board Members (IOG)

-School Admin. Training Program Reforms

-School Admin. Professional Standards Board

-NCSU Textbook Preparation for Grades 4-7

-UNC-TV Educational Outreach

-Legislators School for Youth Leadership Development (ECU & WCU)

-Summer Ventures Program

-Model Clinical Teaching Program (ECU, UNCP, & UNCW)

-NC Scholastic Media Assoc. (UNC-CH)

Statewide Initiatives

UNC Center for School Leadership Development

- Mathematics and Science Education Network
- NC Teacher Academy
- NC Center for the Advancement of Teaching
- NC TEACH
- NC Model Teacher Education Consortium
- Principals' Executive Program
- Principal Fellows Programs
- Executive Academy
- Lighthouse Schools

The University of North Carolina Division of University-School Programs

ACCOUNTABILITY

Independent analysis of internal and external evaluation data from all Center for School Leadership Development programs by an external consultant supports the following findings:

- All programs adhere to national standards for staff development (Appendix A) and to the guiding principles for professional development as articulated by the 1998 Task Force on Professional Development for Public School Employees (Appendix B.)
- All programs have met the purpose(s) for each of them as articulated by the authorizing agent.
- All programs are subject to state budgeting and auditing processes and have operated in a fiscally sound manner.
- All programs have conducted courses, programs, and other educational endeavors that have been routinely evaluated and consistently rated highly by program participants.
- All programs have initiated, and are developing, partnerships between and among each other as well as with other appropriate educational entities in order to improve the quality and scope of offerings.
- All programs have created initiatives that are aligned to state educational priorities as required by SB 272, the Excellent Schools Act.
- All programs have delivered professional preparation and development and other services to a large and diverse number of professionals and school districts in the state that, in the aggregate, have served every school district in North Carolina.
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- All programs have developed independent program-specific evaluation strategies and instruments that have served well for purposes of program improvement. However, programs' evaluation strategies and instruments do not currently allow for a common summative evaluation and impact assessment for all Center programs.
- All programs have developed and maintained separate data management systems, in an attempt to keep accurate records, but these systems cannot be currently merged in ways that can create cumulative reports similar to the University's student data files.

Appendix A: National Staff Development Council Standards for Staff Development

Context Standards

Effective high school, middle level and elementary school staff development:

- requires and fosters a norm of continuous improvement.
- requires strong leadership in order to obtain continuing support and to
- motivate all staff, school board members, parents and the community to be advocates for continuous improvement.
- is aligned with the school's and the district's strategic plan and is funded by a line item in the budget.
- provides adequate time during the work day for staff members to learn and work together to accomplish the school's mission and goals.
- is an innovation in itself that requires study of the change process.

Process Standards

Effective high school, middle level and elementary school staff development:

- provides knowledge, skills, and attitudes regarding organization development and systems thinking.
- is based on knowledge about human learning and development.
- provides for the three phases of the change process: initiation, implementation, and institutionalization.
- bases priorities on a careful analysis of disaggregated student data regarding goals for student learning.
- uses content that has proven value in increasing student learning and development.
- provides a framework for integrating innovations and relating those innovations to the mission of the organization.
- requires an evaluation process that is ongoing, includes multiple sources of information, and focus on all levels of the organization.
- uses a variety of staff development approaches to accomplish the goals of improving instruction and student success.
- provides the follow up necessary to ensure improvement.
- requires staff members to learn and apply collaborative skills to conduct meetings, make shared decisions, solve problems and work collegiality.
- requires knowledge and use of the stages of group development to build effective, productive, collegial teams.

Content

Effective high school, middle level and elementary school staff development:

- increases administrators' and teachers' understanding of how to provide school environments and instruction are responsive to the developmental needs of students.

- facilitates the development and implementation of school and classroom-based management which maximize student learning.
- addresses diversity by providing awareness and training related to the knowledge, skills, and behaviors needed to ensure that an equitable and quality education is provided to all students.
- enables educators to provide challenging, developmentally-appropriate curricula that engage students in integrative ways of thinking and learning.
- prepares teachers to use research-based teaching strategies appropriate to their instructional objectives and their students.
- prepares educators to demonstrate high expectations for student learning.
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- prepares educators to combine academic student learning goals with service to the community.
- increases administrators' and teachers' ability to provide guidance and advisement to adolescents.

Effective middle level staff development:

- increases staff knowledge and practice of interdisciplinary team organization and instruction.

Appendix B:
TASK FORCE ON PROFESSIONAL DEVELOPMENT FOR PROFESSIONAL PUBLIC SCHOOL EMPLOYEES

Excerpt from 1998 Task Force on Professional Development for Professional Public School Employees:

In response to the Excellent Schools Act (SB 272), a task force was convened by the UNC Board of Governors to develop a plan to coordinate, align, refocus, and enhance the professional development programs under the direction of the University of North Carolina with the goals and strategic priorities of the State Board of Education. The Task Force on Professional Development for Professional Public School Employees operated under a common set of guiding principles based upon the premise that professional development should be a lifelong process continuing throughout one's career for the purpose of making oneself and one's environment better with the underlying goal being improved student achievement, both knowledge and skills.

The following guiding principles, agreed to by all members of the task force, served as the foundation for the committee's recommendations:

1) Professional development should be aligned to the state's goals and strategic priorities.
2) Professional development should meet or exceed explicit agreed-upon standards.
3) Professional development should positively impact teaching and learning and should move beyond a workshop mentality to embrace multiple strategies to improve the knowledge and skills of teachers, administrators, and other school-based professionals.
4) Decisions regarding the content of professional development should be broad-based, inclusive, and be considered a work in progress.
5) Learning is a lifelong process and should be legitimized as part of one's job.
6) Professional development should be adequately funded to assure the continuous improvement of all public school educators.

PROGRAM: North Carolina Model Teacher Education Consortium **#27**

CURRENT GENERAL FUND APPROPRIATION:
Total=$2,144,165.00; Recurring = $1,644,165.00; Non-Recurring = $500,000.00

FUND BALANCES REMAINING: $0 BOG Request - Yes

PURPOSE AND GOALS OF PROGRAM:
The N.C. Model Teacher Education Consortium is a collaborative partnership of 45 school systems, 9 colleges and universities, 27 community colleges, and the SDPI, which was joined together in 1989 to address the critical shortage of teachers in Northeastern (then) and Eastern (now) North Carolina. By making teacher education programs and college courses both accessible and affordable, the Consortium is "growing a pool" of its own teachers who have very strong roots in the geographic area. With financial and geographic barriers removed, employees for the school system who never had the opportunity to become teachers are now able to do so.
The N.C. Model Teacher Education Consortium's goal is to provide high quality education / training to aspiring and practicing educators in participating school districts. By greatly reducing the tuition and bringing college courses to the geographic area, the following will occur:

- Teacher assistants and other paraprofessionals will continue to become teachers;
- Classroom teachers will continue to earn graduate degrees; and
- Lateral entry and professionally licensed teachers will continue to complete college credits for licensure.

RESULTS AND OUTCOMES OF PROGRAM:
The program provides an on-going pool of fully licensed, culturally diverse, highly qualified teachers for NC.
3366 clients completed consortium-sponsored classes
82% retention rate over 11 years of NC MTEC
474 teachers, student services personnel, and administrators have earned licenses
increase in diversity of NC's teaching population

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: July, 1992

NUMBER OF FULL AND PART TIME POSITIONS: 1 EPA and 4 SPA

PROGRAM DIRECTOR (with phone number and email address):
Jean P. Murphy, Executive Director
Phone = 919-715-1172; E-Mail = jeanmurphy@ncmtec.org

PROGRAM: North Carolina Teacher Academy **#28a**

CURRENT GENERAL FUND APPROPRIATION: $4,593,134.

FUND BALANCES REMAINING: $17,566. Staff benefits represent BOG request - No $14, 028.15 and board member compensation represents $2,400 of this amount.
The remaining $1, 137.85 is the total of all fund balances for program expenditures.

PURPOSE AND GOALS OF PROGRAM:
The mission of the NC Teacher Academy is to support continuous learning in the growth of career teachers by providing quality profssional development. The Academy works collaboratively with other organizations that share overlapping goals.
From 1994-2000, NCTA provided 275 academies for 18,976 participants.

In 1994 a, $3.8 million appropriation provided for the development of 10 modules in areas of greatest need for school training teams: *Changes Over Time, Creating Professional Workplaces, Implementing a Balanced Literacy Program, Integrating Technology into Instruction, Making the Connections: Integrating the Curriculum, Planting the Seed: Mentoring New Teachers, Shaping Successful School: A Model for Continuous Improvement, Teaching Through Learning Styles, and The Muse in the Classroom: Integrating the Arts and Humanities.*

RESULTS AND OUTCOMES OF PROGRAM:
Ten modules (listed above) were developed and 234 certified Teacher Academy trainers were prepared to deliver the instruction for these modules. The Academy provided six days of instruction in the above content areas for 16,436 teachers and principals, representing 1475 schools from 117 LEAs.

The Teacher Academy adopted the Donald L. Kirkpatrick's four-level evaluation framework as a model for program assessment.

Level 1: Reaction	Did the participants believe that their experience was beneficial?
Level 2: Learning	What did the participants learn at the Teacher Academy?
Level 3: Implementation	Did participants change their teaching practices based on what they learned at the Academy?
Level 4: Results	Did the participants' change in teaching practices positively affect student learning?

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1993

NUMBER OF FULL AND PART TIME POSITIONS: 9 current; 4 in 1994

PROGRAM DIRECTOR: Julia P. Kron jpk@ga.unc.edu, 1-800-801-7983

PROGRAM: North Carolina Teacher Academy **#28b**

CURRENT GENERAL FUND APPROPRIATION: $4,593,134.

FUND BALANCES REMAINING: $17,566. Staff benefits represent BOG request - N $14, 028.15 and board member compensation represents $2,400 of this amount.
The remaining $1, 137.85 is the total of all fund balances for program expenditures.

PURPOSE AND GOALS OF PROGRAM:
The mission of the NC Teacher Academy is to support continuous learning in the growth of career teachers by providing quality professional development. The Academy works collaboratively with other organizations that share overlapping goals.
From 1994-2000, NCTA has provided 275 academies for 18,976 participants.

A $250,000 appropriation in 1999 was used to develop 3 new modules: *Bringing Citizenship to Life: Linking ELP to Real Issues* (provides teachers of economics, legal and political systems with strategies to engage their students in real life issues related to citizenship and civics while integrating the Standard Course of Study goals and objectives); *Project CRISS: An Adolescent Literacy Model,* (provides high school teachers with strategies to help students learn and retain content information in order to increase achievement in all subject areas); and *Technology Connections: Productivity and Instruction.* (an advanced technology workshop, provides hands-on instruction for website design and management, video conferencing and video production, electronic portfolios, online courses, and the creation of curricular/professional action plans.)

RESULTS AND OUTCOMES OF PROGRAM:
60 additional trainers were prepared to deliver the above modules. 225 teachers and principals received six days of training in the above content areas.

The Teacher Academy adopted the Donald L. Kirkpatrick's four-level evaluation framework as a model for program assessment.

Level 1: Reaction	Did the participants believe that their experience was beneficial?
Level 2: Learning	What did the participants learn at the Teacher Academy?
Level 3: Implementation	Did participants change their teaching practices based on what they learned at the Academy?
Level 4: Results	Did the participants' change in teaching practices positively affect student learning?

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1993

NUMBER OF FULL AND PART TIME POSITIONS: 9 current; 7 in 1999

PROGRAM DIRECTOR: Julia P. Kron jpk@ga.unc.edu, 1-800-801-7983

PROGRAM: North Carolina Teacher Academy **#28c**

CURRENT GENERAL FUND APPROPRIATION: $4,593,134.

FUND BALANCES REMAINING: $17,566. Staff benefits represent $14, 028.15 and board member compensation represents $2,400 of this amount. The remaining $1, 137.85 is the total of all fund balances for program expenditures. BOG request - Y

PURPOSE AND GOALS OF PROGRAM:
The mission of the NC Teacher Academy is to support continuous learning in the growth of career teachers by providing quality professional development. The Academy works collaboratively with other organizations that share overlapping goals. During 1994-2000, NCTA trained 18,976 participants through 275 academies. All LEAs except one city system have participated in the Academy with many schools sending more than one team.

A $250,000 appropriation in 2000 provided for the development of a second level literacy module, *Engaging Students in Literacy Learning,* which will provide classroom teachers with an in-depth understanding of language acquisition and the reading process in addition to strategies to increase student achievement. The Academy is also in the process of creating 2 new modules and cadres of trainers: *Meeting the Needs of English Language Learners*(ELL), and *Motivating At-Risk Students Using Strategies from Brain Research.*

RESULTS AND OUTCOMES OF PROGRAM:
During the summer of 2001, 300 teachers and principals will be trained in a second level literacy module, *Engaging Students in Literacy Learning.*

The new module will follow Donald L. Kirkpatrick's four-level evaluation framework as a model for program assessment.

Level 1: Reaction	Did the participants believe that their experience was beneficial?
Level 2: Learning	What did the participants learn at the Teacher Academy?
Level 3: Implementation	Did participants change their teaching practices based on what they learned at the Academy?
Level 4: Results	Did the participants' change in teaching practices positively affect student learning?

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1993

NUMBER OF FULL AND PART TIME POSITIONS: 9

PROGRAM DIRECTOR: Julia P. Kron jpk@ga.unc.edu, 1/800-801-7983

PROGRAM: The North Carolina Center for the Advancement of Teaching (NCCAT) Professional Enhancement Development Program **#29a**

CURRENT GENERAL FUND APPROPRIATION: $200,000R

FUND BALANCES REMAINING: $0 BOG request - yes

PURPOSE AND GOALS OF PROGRAM: To train teacher trainers, expand NCCAT services to areas not located near the center, and to conduct pilot programs at five local school administrative units to serve the needs that have been identified by school-based committees.

RESULTS AND OUTCOMES OF PROGRAM: NCCAT continues to work with school systems on needs identified by school-based committees and to provide services in eastern locations. The 1993-94 allocation allowed NCCAT to serve an additional 293 teachers that year. The increase has continued in NCCAT's overall services yearly.

NCCAT has an evaluation process that assesses every professional development program conducted. An NCCAT survey of principals and assistant principals regarding the effects on teachers participating in NCCAT experiences showed: 72% indicated that teachers have adapted information from NCCAT for use with their students; 72% indicated teachers more readily share their expertise and experience with fellow teachers; and 69% indicated that teachers have a renewed commitment to remain in teaching.

NCCAT has served 48,319 North Carolina public school teachers since 1985 and has served teachers from everv district in the state.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: FY 1993-1994

NUMBER OF FULL AND PART – TIME POSITIONS: No positions vacant as of 3/01/01. Funded 1 EPA position, .5 SPA position; Current Employee Head Count-13 EPA, 44 SPA full-time, 4 SPA @ .75, 1 SPA @ .50, 1 SPA @ .875.

PROGRAM DIRECTOR: Dr. Mary Jo Allen, Director; 828-293-5202; allen@nccat.org

PROGRAM: The North Carolina Center for the Advancement of Teaching (NCCAT) Expansion of Programs **#29b**

CURRENT GENERAL FUND APPROPRIATION: $125,000R

FUND BALANCES REMAINING: $0 BOG request - yes

PURPOSE AND GOALS OF PROGRAM: To expand program to reach additional public school teachers including assistance to low-performing school districts and programs across the State.

RESULTS AND OUTCOMES OF PROGRAM: NCCAT continues to work with low performing school systems and programs across the state. The 1995-96 allocation allowed NCCAT to serve an additional 182 teachers that year. The increase gradually was combined with grant funds and primarily used to serve beginning teachers and National Board candidates thus increasing NCCAT's overall service yearly.

NCCAT has an evaluation process that assesses every professional development program conducted. An NCCAT survey of principals and assistant principals regarding the effects on teachers participating in NCCAT experiences showed: 72% indicated that teachers have adapted information from NCCAT for use with their students; 72% indicated teachers more readily share their expertise and experience with fellow teachers; 60% indicated that as a result of teachers attending NCCAT, my school has improved; and, 69% indicated that teachers have a renewed commitment to remain in teaching.

NCCAT has served 48,319 North Carolina public school teachers since 1985 and has served teachers from every district in the state.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: FY 1995-1996

NUMBER OF FULL AND PART – TIME POSITIONS: No positions vacant as of 3/01/01. Funded 1 SPA. Current employee head count 13 EPA full-time, 44 SPA full-time, 4 SPA @ .75, 1 SPA @ .50, 1 SPA @ .875.

PROGRAM DIRECTOR: Dr. Mary Jo Allen, Director; 828-293-5202; allen@nccat.org

PROGRAM: The North Carolina Center for the Advancement of Teaching (NCCAT) Expansion of Building Utilization **#29c**

CURRENT GENERAL FUND APPROPRIATION: $250,000R

FUND BALANCES REMAINING: $0 BOG request - yes

PURPOSE AND GOALS OF PROGRAM: Funds were to provide staff and support in order to maximize the use of current space and conduct additional seminars and programs.

RESULTS AND OUTCOMES OF PROGRAM: NCCAT continues to maximize the use of current space and expand programming. The 1996-97 allocation allowed NCCAT to remain open 3 weekends per month and to serve an additional 312 teachers in seminars that year. That increase has continued as NCCAT remains open on weekends.

NCCAT has an evaluation process that assesses every professional development program conducted. An NCCAT survey of principals and assistant principals regarding the effects on teachers participating in NCCAT experiences showed: 72% indicated that teachers have adapted information from NCCAT for use with their students; 72% indicated teachers more readily share their expertise and experience with fellow teachers; 60% indicated that as a result of teachers attending NCCAT, my school has improved; and, 69% indicated that teachers have a renewed commitment to remain in teaching.

NCCAT has served 48,319 North Carolina public school teachers since 1985 and has served teachers from every district in the state.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: FY 1996-1997

NUMBER OF FULL AND PART – TIME POSITIONS: No positions vacant as of 3/01/01. Funded 1 EPA and 3 SPA. Current employee head count 13 EPA full-time, 44 SPA full-time, 4 SPA @ .75, 1 SPA @ .50, 1 SPA @ .875.

PROGRAM DIRECTOR: Dr. Mary Jo Allen, Director; 828-293-5202; allen@nccat.org

PROGRAM: The North Carolina Center for the Advancement of Teaching (NCCAT) General Expansion to Eastern North Carolina **#29d**

CURRENT GENERAL FUND APPROPRIATION: $250,000R

FUND BALANCES REMAINING: $0 BOG request - yes

PURPOSE AND GOALS OF PROGRAM: To expand general program offerings to teachers in Eastern North Carolina.

RESULTS AND OUTCOMES OF PROGRAM: NCCAT expanded programming for teachers primarily in the area of the State where statistics reflect a greater need. Since 1996, NCCAT has continued to study and analyze the funding dedicated to support National Board candidates and beginning teachers. The statistics reflect that the passing rate for National Board candidates served by NCCAT has exceeded the State and national rate each year. Last year, the overall passing rate for NCCAT participants was 52% while the State and national rate was 48%. Further analysis of participant information indicates that teachers from school districts with fewer resources have a lower passing rate. When teachers from these districts are removed from the certification results the passing rate is 64% for those who participated in NCCAT's National Board Support seminars.

The rate for beginning teacher retention was higher for teachers who participated in NCCAT's beginning teacher program. In 1998, Robeson County reported an 80% retention rate for those participating as opposed to their general retention rate of 67%.

NCCAT will continue to seek funds for these two areas since the demand exceeds the resources available for these two State initiatives. An example is the NCCAT budget allowed only 382 teachers to participate in a National Board certification support week when the requests exceeded 900.

NCCAT has served 48,319 North Carolina public school teachers since 1985 and has served teachers from every district in the State.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: FY 2000-2001

NUMBER OF FULL AND PART – TIME POSITIONS: No positions vacant as of 3/01/01. Funded 1 EPA; 2 SPA. Current employee head count 13 EPA full-time, 44 SPA full-time, 4 SPA @ .75, 1 SPA @ .50, 1 SPA @ .875.

PROGRAM DIRECTOR: Dr. Mary Jo Allen, Director; 828-293-5202; allen@nccat.org

PROGRAM: Center for School Leadership Development
Matching Incentive Funds for K-16 Initiatives **#30a.**

CURRENT GENERAL FUND APPROPRIATION: $700,000

FUND BALANCES REMAINING: request by BOG - yes

PURPOSE AND GOALS OF PROGRAM:
The public schools of North Carolina and their University partners must continue the recent improvement trends by developing a long-range collaborative plan that expands the scope of benefits throughout the state The Matching Incentive opportunity allows individual campuses or collaborating campuses in partnership with K-12 school systems and others to receive funds directed toward improving student achievement in the public schools.

RESULTS AND OUTCOMES OF PROGRAM:
The UNC constituent institutions submitted planning proposals through their existing Offices of School Services. The emphasis of the plans were on aligning the academic content, expectations and standards for K-16. Thus, the expectation is that College/ School/Department of Education faculty, Arts and Sciences faculty, and other University faculty will participate in developing and conducting the work of the grant. Funding was awarded for proposals which met the following criteria:
The plan focuses on activities that align content, expectations and standards across K-12 and higher education. The long-term effects of the plan will be to:
(a) help ensure that all high school graduates meet high standards;
(b) encourage schools to employ only teachers who can bring all students' performance to high standards;
(c) encourage only college students who meet high standards be accepted into teacher preparation;
(d) ensure that all teacher candidates produced are prepared to bring student performance to high standards.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1999-2000

NUMBER OF FULL AND PART TIME POSITIONS: None

PROGRAM DIRECTOR: Charles Coble, Vice President for University-School Programs

PROGRAM: Center for School Leadership Development - Lighthouse Project **#30b**

CURRENT GENERAL FUND APPROPRIATION: $260,000

FUND BALANCES REMAINING: :0 BOG request - yes

PURPOSE AND GOALS OF PROGRAM:
The Lighthouse Project's purpose is to establish a school improvement network for North Carolina public Schools to highlight effective practices (lighthouse practices) across the state, and to align the professional development and services provided to North Carolina educators by the Center for School Leadership Development member organizations. Now in its second year the lighthouse project has three major components: Research, School Improvement Intervention and Dissemination.

RESULTS AND OUTCOMES OF PROGRAM:
1. Selection of 3 lighthouse schools that successfully serve high poverty, high minority student populations.
2. Case study research.
3. Establishment of a partnership with UNC Greensboro and the Center for School Leadership Development.
4. Development of a school improvement network.
5. Creation of a steering committee to examine high schools in North Carolina, and development of a policy action agenda.
6. Development of a website to disseminate what we're learning about school improvement, and to provide resources to improve teaching and learning.
7. Development of a research design to expand to more schools each project year.
8. Development of a school level needs assessment to inform the design of an aligned professional development program.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1999

NUMBER OF FULL AND PART TIME POSITIONS: 1 full-time EPA

PROGRAM DIRECTOR: Anita F. Ware, 919/962-7165, warea@email.unc.edu

PROGRAM: Reading Together USA #31

CURRENT GENERAL FUND APPROPRIATION: 1998-1999 $300,000 1999-2000 $350,000 2000-2001 $350,000

FUND BALANCES REMAINING: None request by BOG - No

PURPOSE AND GOALS OF PROGRAM:

Goals: 1. To produce second-grade readers with lasting fluency and comprehension skills
2. To motivate children to read independently and thus become lifelong learners
3. To train tutors (adults and children) how to teach reading comprehension and to significantly improve communication between tutor/tutee and the teaching staff

Monies have been allocated to purchase materials and to train staff and tutors in North Carolina. Funds also provided for partial payment of staff, all materials and supplies, travel, evaluation and other necessary items.

RESULTS AND OUTCOMES OF PROGRAM: Initially in 1998, only twenty five schools in North Carolina participated in the program. By 2000 the number of participating schools increased to ninety-five. Presently there are 135 participating schools with many more seeking participation. The program has been adapted and modified to include parents as reading tutors of their second grade child. Over one hundred teachers have been trained in "best practices". Program participants demonstrate gains in reading comprehension, fluency, organizational skills, and increased leadership and community service. Parents also note that communication skills have improved, that the children enjoy reading and are more confident readers.

With the assistance of the Department of Public Instruction, districts that might be interested in piloting ESOL and Bilingual RTUSA programming have been identified. The expectation is that continued refinement of the program and adaptation of the materials will offer greater numbers of students including non-English reading, culturally diverse children to read more fluently and with sustained comprehension skills.

Presentations have been made at numerous school districts throughout North Carolina. There are 18 counties in N.C. presently participating in RTUSA Parent/Adult and Cross-Age Tutoring Program.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: FY 1997-1998

NUMBER OF FULL AND PART TIME POSITIONS: 4 EPA, 2 SPA, 2 grad students

PROGRAM DIRECTOR (with phone number and email address): Daniel K.Farsaci
336-334-5670 dkfarsac@uncg.edu

PROGRAM: University Center for International Studies (UCIS) and World View #32

CURRENT GENERAL FUND APPROPRIATION: $260,000

FUND BALANCES REMAINING: $18,142 (UCIS) + $49,487 (World View) = $67,629 *Includes encumbered salary expenses BOG request - No
(Projected fund balance by end of FY 2001: zero)

PURPOSE AND GOALS OF PROGRAM: The K-12 International Outreach Program (UCIS) and World View connect the international resources and faculty at UNC-Chapel Hill with K-12 and community college students and educators across North Carolina. UCIS provides in-school presentations and teaching activities that add an international education component to the standard course of study for K-12 students. World View affects systemic change by working with administrators and teachers throughout the state to incorporate a global dimension to school activities and curricula, help them better serve immigrant students, and strengthen ESL and foreign language programs. Overall, both programs prepare our public schools and community colleges to embrace and adapt to the challenges posed by the changing demographics of our state and an interconnected world.

RESULTS AND OUTCOMES OF PROGRAM: UCIS and World View programs have served over 5,000 educators and 100,000 students in 80 counties across North Carolina Since receipt of the appropriation in 1999, UCIS has served over 300 schools through outreach presentations and the provision of curriculum resources. To effectively respond to the volume of program requests from all over the state, UCIS is in the process of forming partnerships with other universities in the UNC system to establish a statewide network of outreach programs that will allow all educators more equitable access to this service. World View reached 1868 educators and 15 partner schools through seminars, symposia, study abroad trips, and residential leadership programs using faculty from 6 NC universities. Action plans are developed with UNC faculty members to apply learning from these events. Testament to the high quality and need for these programs is evidenced by the enthusiastic responses from students and educators who have benefited. In addition to these direct services, both programs maintain mailing lists, email listservs, newsletters, and web pages, through which contact is maintained with over 8,000 educators. A 3-to-1 match of the State appropriation was achieved through leveraging of other funding and in-kind support from among 20 international campus programs and 400 faculty.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: July 1, 1999

NUMBER OF FULL AND PART TIME POSITIONS: 5 FTE (3SPA, 2 EPA)
2 Temporary PT (no vacancies)

PROGRAM DIRECTOR: Kenan Prof. James Peacock (UCIS) 919/962-6956, peacock@email.unc.edu; Kenan Prof. Robert Phay (World View) 919/962-843-9408, rephay@email.unc.edu

PROGRAM: LEARN North Carolina (LEARN NC) – at UNC Chapel Hill School of Education **#33**

CURRENT GENERAL FUND APPROPRIATION: $1 million

FUND BALANCES REMAINING: $0 request by BOG - no

PURPOSE AND GOALS OF PROGRAM:

LEARN NC, a primary K-12 outreach program of the UNC-Chapel Hill School of Education, is a statewide network of teachers and partners devoted to improving student performance and enhancing teacher proficiencies by creating and sharing high-quality teaching and learning resources via the World Wide Web. LEARN NC provides:

- instructional resources correlated to the North Carolina Standard Course of Study
- resources and forums for ongoing professional development
- a "virtual classroom" of online courses for K-12 students and teachers (in progress)

RESULTS AND OUTCOMES OF PROGRAM:

- All 117 LEAs have entered into an agreement to provide a school system coordinator and LEARN NC training for their teachers.
- More than 37,000 teachers have completed our 6-hour training module and are authorized to submit lesson plans for publication on our Web site.
- More than 1600 of the state's 2100 public schools have a designated on-site LEARN NC coordinator.
- Maintenance of the most current and user-friendly guide to the N.C. Standard Course of Study available on the Web to all teachers and parents.
- More than 2800 peer-reviewed lesson plans and 1300 educator reviewed and annotated educational Web links, all correlated to the N.C. Standard Course of Study.
- The three Educators on Loan have provided technology integration workshops to more than 3300 teachers serving 5600 students in 194 schools and 38 primarily low wealth LEAs across the state since July 2000.
- Offer a comprehensive directory of professional development opportunities for teachers statewide.
- To help improve teacher retention and ease the transition to the classroom, we have a Beginning Teacher Handbook and Performance Based Licensure Guide.
- A magazine, the *Beacon*, is sent free of charge to all 88,000 teachers in N.C. twice each year.
- To develop a common virtual learning environment for K-12 education, LEARN NC has procured a set of online courseware development tools available to all 88,000 teachers and 1.2 million students in N.C. More than 35 courses have already been created by LEAs, the UNC-CH School of Education, and DPI.
- Since January 2000, our Web site has received nearly 20 million hits (1.5 million each month) and more than half a million visitor sessions (45,000 each month).

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: July 1, 1999

NUMBER OF FULL AND PART TIME POSITIONS: 9 full-time and 1 part-time SPA employees and 2 full-time EPA employees

PROGRAM DIRECTOR: James O. Barber, Executive Director, 919 -843-8659, jbarber@learnnc.org

PROGRAM: NC Principal Fellows Program #34

CURRENT GENERAL FUND APPROPRIATION: $3,620,000 (181 scholarship loans at $20,000 each).

FUND BALANCES REMAINING: 0 BOG Request - Yes

PURPOSE AND GOALS OF PROGRAM:
The Principal Fellows Program (PFP) was established to ensure that the best, most highly qualified students are able to attend the Masters in School Administration degree program on a full-time basis and complete the program in two years. The PFP provides a merit based, competitive scholarship loan, which offers one year of full-time academic study, a yearlong, full-time internship in a public school and enrichment (professional development) activities throughout the two years of the program. The professional development activities assist and enhance the transition from administrative theory to practice for the Principal Fellows.

RESULTS AND OUTCOMES OF PROGRAM:
There have been 343 graduates since 1996, of the graduates 328 have been employed as assistant principals or principals in NC. Of the 328 employed, seven (2%) have left administrative positions due to various reasons such as family situations, moved out of state, attended graduate school, gone into private business, etc., and are now in cash repayment per the terms of the legislation. The investment in the scholarship loans has resulted in 328 individuals who have earned the administrative credentials required in NC (Master of School Administration degree and principal licensure) and have served as administrators in the State of North Carolina

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1993

NUMBER OF FULL AND PART TIME POSITIONS:
EPA – 1 full-time, SPA – 1 full-time

PROGRAM DIRECTOR:
Dr. Karen F. Gerringer, (919) 962-4575, kfg@ga.unc.edu

Joint Appropriations on Education Committee

AGENDA

Monday, April 2, 2001, 4:00 p.m.
Room 421, Legislative Office Building
Senator Linda Garrou, Presiding

UNC K-16 Programs Including Dr. Charles Coble

New or Expanded Program Reviews:

- Principals Executive Program – UNC-GA (Item #35)
- Model Clinical Teaching Programs at ECU, UNCP, & UNCW (Item #36)
- Technology Training for Public School Teachers (Item #37)
- Training for Local School Board Members (Item #38)
- School Administrators Training Program Reforms UNC-CH (Item #39)
- School Administrators Professional Standards Board – UNC-CH (Item #40)
- NCSU Textbook Preparation for Grades 4-7 (Item #41)
- Learning Link – UNC-TV (Item #42)
- Educational Consortia – (Item #43)
- Legislators Summer Leadership School – ECU & WCU (Item #44)
- Summer Ventures Program (Item #45)
- NC Scholastic Media Association Project (Item #46)

Agriculture and Extension: The Land-Grant Mission Dr. Russ Lea

North Carolina State University Dr. James Oblinger

New or Expanded Program Reviews

- Agricultural Research & Extension – NCSU (Item #82)
- Animal Waste Management & Utilization Research (Item #83)
- Agricultural Education Programs – FFA (Item #84)
- Cooperative Extension Service – NCSU (Item #85)
- Conifer Integrated Pest Management (Item #86)
- NCSU Small Horticultural Crops Specializing in Strawberries (Item #87)
- Additional Faculty Position in Soil Science at NCSU located at the Tidewater Research Station (Item #88)
- Extension Service Support for the Meat Goat Industry (Item #89)
- Specialist Position for Mountain Conifer Industry at Fletcher (Item #90)
- Funds for Competitive Industries at NCSU: (Item #91)
  d. Agriculture Education – College of Agriculture & Life Science
- NCSU Poultry Research Positions (Item #80)
- Christmas Tree Research (Item #81)
- Funds for Competitive Industries at NCSU: (Item #91)
  a. Nonwovens Textile Center – College of Textiles
  b. Pulp & Paper Technology – College of Natural Resources
  c. Furniture Manufacturing – College of Engineering

North Carolina A & T State University Dr. Alton Thompson

- Matching Funds for NCA&T for Ag Research & Extension (Item #79)

JOINT APPROPRIATIONS SUBCOMMITTEE
ON EDUCATION/HIGHER EDUCATION

Minutes
April 2, 2001
4:00 p.m.

Senator Garrou, Co-Chair, presided over the Joint Appropriations Subcommittee on Education/Higher Education that met on Monday afternoon, April 2, 2001 at 4:00 p.m. in Room 421 LOB. There were 5 Senators present and the following House members: Representatives Rogers Boyd-McIntyre, Yongue, Smith, McLawhorn, Bell, Barnhardt, Bonner, Carpenter, Russell, and Teague.

Dr. Charles Coble, Vice President of University-School Programs, continued his presentation from Thursday on the K-16 programs. He brought a new follow-up handout with the more measurable outcomes that Representative Carpenter requested. (Attachment #1) He began with item #35, Principals' Executive Program. He also covered the following topics: Model Clinical Teaching Programs at ECU, UNC-CH and UNCW; Technology Training for Public School Teachers; School Administrators Training Program Reforms, UNC-CH; School Administrators Professional Standards Board-UNC-CH; NCSU Textbook Preparation for Grades 4-7; Leaning Link, UNC-TV (renamed Educational Outreach); Educational Consortia; Legislators Summer Leadership School-ECU and WCU; Summer Ventures Program; and the NC Scholastic Media Association Project. He introduced those heads of the above programs present: Dr. Ken Jenkins, Director of Principals Executive Program, UNC-GA; Kathy Barlow, Dean of the School Education at UNC-W; Alyssa Chapman, Director of Instructional Technology; Tom Thornburg, Associate director of the Institute of Government; Robert Fay, Director of the School Administrator Training; Linda Stevens, Acting Director of School Administrators Professional Standards Board; James Clark, Director of NCSU Textbook Preparation for Grades 4-7; Jay Holloway, Leaning Link,UNC-TV; Terry Cox and Elsie Devers of Legislators Summer Leadership School, ECU & WCU; Paul Matthias and Sally Atkins, Director of Summer Ventures Program; and Kay Phillips Director of NC Scholastic Media Association. Representatives Carpenter and Yongue expressed their appreciation for the fuller information that he had furnished the subcommittee.

Dr. Russell Lea, UNC Vice President for Research, gave introductory remarks about Agriculture and Extension: The Land-Grant Mission. (Attachment #2) He referred to the two land-grant universities in the State, NCSU and NC A&T State University. He introduced Dr. James Oblinger, Dean of the College of Agriculture and Life Sciences at NCSU, who spoke on the ongoing need for and the impact of new General Assembly funding that has enhanced certain programs at NCSU over the past 10 years. The Power Point presentation was reproduced for the members in a handout. (Attachment #3)

Dean Oblinger reviewed the following new or expanded programs at NCSU: NCSU Agricultural Research Extension; Animal Waste Management and Utilization Research;

Agricultural Education Programs, FFA; NCSU Cooperative Extension Service; Conifer Integrated Pest Management; NCSU Small Horticultural Crops specializing in Strawberries; Additional Faculty Position in Soil Science at NCSU; Tidewater Research Station; Extension Service Support for the Meat Goat Industry; Specialist Position for Mountain Conifer Industry at Fletcher; NCSU Poultry Research Positions; Christmas Tree Research; and Funds for Competitive Industries at NCSU including Nonwovens Textile Center, Pulp & Paper Technology and Furniture Manufacturing.

Representative Russell asked about #88,Oversupply and poor global market demand remedies and what it means for NC farmers; and #82, the need for funding for disposal of nutrient waste. Senator Lucas asked for his recommendations for adjustments in the budget in this lean year. Dr. Oblinger said he would rather the committee tell him how much it needs back from him and let him choose where the cuts are made. Senator Lucas asked which of the diverse programs are yielding well for North Carolina, and Dean Oblinger repeated that he would prefer to choose which program could be adjusted to meet budget goals. Senator Lucas asked about programs that don't get BOG funds and go around the process to get funded. Dean Oblinger said that legislators' and stakeholders' requests are the source of many of these funds. Representative Carpenter asked what programs are self-sustaining. Dr. Oblinger referred the question to John Ord, Director of Cooperative Extension. There are some programs that are fee-based and self-sustaining.

Dean Alton Thompson, Dean of Agriculture, Environment and Allied Sciences at NCA&T, addressed the topic of State Matching Funds for Agriculture Research and Extension programs. He described the escalating changes begun in 1998 in the matching formula requirement for the match of state funds with federal funds culminating with a 50% match this year totaling $2.6 million in state appropriations. He related the use of matching funds at NCA&T in the following programs: Marketing and E-Business Agriculture Products, Specialty Crops, Farm Financial Management, Horticulture Specialty Crops, International Trade and Small Farm Development. These programs were evaluated in "town" meetings in Watagua, Wake, Nash, Guilford and Forsyth counties. Due to the interest evidenced about e-marketing and e-commerce of products, they are focusing money on marketing and e-business as a service that farmers of the state need. Educational opportunities described were: Alternative Enterprises Training for Farmers, Risk Management Development Education, and Agriculture Health and Safety workshops. New initiatives were: a Farmer's Market in Washington County and development of the use of farm by-products, peanut shells and corncobs, for waste management.

Representative Russell wanted to know how the department, NCSU and A&T coordinate what they're working on so that each area is maximizing its abilities to deal with programs. Dean Thompson replied that he has spoken almost monthly with Dean Oblinger about joint programs, and they both met recently with the Commissioner

Agriculture. Ms. Russell said that when the committee is considering budget cuts in this area she wants it noted beside each item what the ramifications are. She expressed concern about across the board cuts.

Since there were no further questions, the meeting was adjourned.

Linda Garrou

Senator Linda Garrou, Co-Chair

Barbara R. Hocutt

Barbara R. Hocutt, Committee Assistant

Attachments

VISITOR REGISTRATION SHEET

JOINT APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER ED.
WEDNESDAY, APRIL 2, 2001, 4:00 p.m.

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Jay Holloway	UNC-TV / Learning Link
Bernadine Mumford	NCPC
Tommy Naylor	GNCCTGA
Carole Parker	EGHS
Nellie Warner	UNC
Jim Angus	NCASA
Evelyn Shearhouse	UNC - Chapel Hill
Carl Tart	NCDA+CS
Sandy Maddox	NCDA+CS
Jim Flowers	NCSU
Josh Davenport	NCSU/NC FFA
Andy VonCannon	NCSU/NC FFA Association

VISITOR REGISTRATION SHEET

JOINT APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER ED.
~~WEDNESDAY~~ Monday, APRIL 2, 2001, 4:00 p.m.

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
White G. Watkins	American Furniture Manufacturers Association
H.L Reese	NCSU / IES
AB Godfrey	NCSU / College of Textiles
Rory Holmes	NCRC / NCSU
[illegible] Pounds him	NCRC / NCSU - College of Textiles
Jack Jones	NCSU Horticultural Council
Jim Wilson	N.C. Soybean Producers Assn
John Crane	N.C. State Grange
Neil C. Olson	NC State
Julian Phillips	NC Farm Bureau
Bob Sheum	NC Forestry Assoc

VISITOR REGISTRATION SHEET

JOINT APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER ED.
~~WEDNESDAY~~ Monday, APRIL 2, 2001, 4:00 p.m.

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Lewis Gaskin	N.C. Christmas Tree Assn
Julia Kwon	NC Teacher Academy
Linda Stevens	NC Standards Bd for Public School Administration
Gingi [illegible]	OSBPM
Elizabeth Grossenstein	OSBPM
Jeff Davies	UNC OP
J. B. Milliken	UNC OP
Clifton Metcalf	UNC OP
Jane Marshall	NC SBE
Cathy L. Barlow	Dean UNCW
Ken Jenkins	Director, PEP

VISITOR REGISTRATION SHEET

JOINT APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER ED.
WEDNESDAY, APRIL 2, 2001, 4:00 p.m.

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Mary Jo Allen	NCCAT, CSLD
Jean Hampsey	NC MTEC
George Bartholomew	NCSU, Coll. of Life Sciences
GERRY MADRAZO	MSEN
Jim Clark	NCSU/CHASS
Jessie Sova	NCSU/CHASS
Julie Dumont Rabinowitz	NCSU/CHASS
Alice Maniloff	Principals' Executive Program
[illegible]	NCASA
Steve Vaught	UNC-TV/Learning Link
Carl Davis	UNC-TV

VISITOR REGISTRATION SHEET

JOINT APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER ED.
~~WEDNESDAY~~ Monday, APRIL 2, 2001, 4:00 p.m.

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Kay Phillips	NC Scholastic Media Association
Dan McKinney	NCCTA Growers Assoc.
Sally Cultin	Summer Ventures in Science
Jay Holloway	UNC-TV
R. Jan Walls	Prestage Farms INC
Earl E. Gray	NCCTGA
Jim Graham	NC State Lo
Sue-Ann Coe	NC AGRIBUSINESS Council
Deborah Wechsler	NC strawberry Association
Lewis Haskin	N.C. Christmas Tree Growers
Betty Jackson	NC Students Bear

VISITOR REGISTRATION SHEET

JOINT APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER ED.
~~WEDNESDAY~~, APRIL 2, 2001, 4:00 p.m.
Monday

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Ken Gregson	UNC-OP
Fred Cottrell	NCSU - Forestry
Lisa Grable	College of Education NC State
Carolyn Sneeden	UNC-GA
Alexi Cheng	UNC
[illegible]	NCICU
JAMES PEACOCK	UNC-CH
Robert Phay	UNC-CH
Sam Lee	OSBPM
[illegible]	UNC-OP
J.B. JETT	NCSU

VISITOR REGISTRATION SHEET

JOINT APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER ED.
WEDNESDAY, APRIL 2, 2001, 4:00 p.m.
Thursday

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Elsie Beaver	Western Carolina University Legislator's School Summer Program
Alton Thompson	N.C. A&T State University Dean, School of Agriculture
JAMES OBLINGER	NC STATE UNIV COLLEGE of AGRICULTURE & LIFE SCIENCES
Johnny Wynne	N.C. A.R.S. - N.C. State Univ. Raleigh
JON DET	NCCES NC State University Raleigh
Mark Fleming	NC State University
Karen Argenta	NC Pork Council
Mike Kocurek	N.C. STATE UNIVERSITY COLLEGE OF NATURAL RESOURCES DEPARTMENT OF WOOD & PAPER SCIENCE
Tom Thornburg	IOG, CB #3330, UNC-CH, Chapel Hill, NC 27599-3330
Susan Flinspach	" " " "
Karen F. Henry	NC PFP

VISITOR REGISTRATION SHEET

JOINT APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER ED.
~~WEDNESDAY~~ Monday, APRIL 2, 2001, 4:00 p.m.

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Patricia Wilkie	NC Christmas Tree Assoc.
MIKE GODZYK	NC. CHRISTMAS TREE ASSOC.
Dale Shepherd	NC Christmas Tree Assn.
L.B. "Brownie" Southerland	Eastern NC Christmas Tree Growers Assc.
Ricky S. Jones	Eastern NC Christmas Tree Growers Assc.
Pat P. Gulci	NC Christmas Tree Association
Tarrick Cox	ECU - Legislators' School
Bibby Moore	UNC - Office of the President
Floyd Matthews	ECU - Summer Ventures
Sheila Boyce	Eastern NC Christmas Tree Assoc.
Mike Boyce	" " " " "

April 2, 2001
Attachment #1

The University of North Carolina
K-16 Education

Continue to propose and support initiatives to serve the needs of the State's public schools

FOLLOW-UP INFORMATION ON GOALS AND OUTCOMES
AS REQUESTED DURING
JOINT APPROPRIATIONS SUB-COMMITTEE ON EDUCATION
ON MARCH 29, 2001

April 2, 2001
Dr. Charles R. Coble
Vice President, University-School Programs

NC Model Teacher Education Consortium

#27

PURPOSE AND GOALS OF PROGRAM

1) To recruit and provide programs that support teacher assistants and other paraprofessionals in the public schools to become fully licensed teachers;
2) To qualify teachers who already have college degrees but are not licensed or who need additional areas of licensure;
3) To support advanced teacher licensure for experienced teachers; and
4) To maximize the State's resources in addressing the teacher shortage through collaboration with the public schools, the community colleges, the four-year colleges/universities and the NC Department of Public Instruction.

Brief History

- In 1989, the NC Model Teacher Education Consortium is a collaborative partnership that was begun with a $50,000 appropriation from the General Assembly by the public school superintendents in 5 poor rural counties to address the critical shortage of teachers in the northeastern part of the State.
  *(7 LEAs, 2 NCCCs, 3 IHEs)**

- In 1992, two additional LEAs were added and one in 1993-94.
  *(10 LEAs, 3 NCCCs, 4 IHEs)**

- In 1997-98, 8 LEAs were added.
  *(18 LEAs, 9 NCCCs, 6 IHEs)**

- In 1998-99, funding was appropriated to add 20 LEAs in the southeastern part of the State. That funding was non-recurring and services were provided for those 20 LEAs during spring and summer semesters of 1999 only.
  *(38 LEAs, 25 NCCCs, 9 IHEs)**

- In 1999-00, the non-recurring funds were not appropriated, and the service area once again became 18 LEAs.
  *(18 LEAs, 9 NCCCs, 6 IHEs)**

- During 2000-01 funding was appropriated to again fund the 20 LEAs in the southeastern part of the State and several contiguous counties.
  *(45 LEAs, 27 NCCCs, 9 IHEs)**

* *LEAs= Local Education Agencies*
NCCCs = NC Community Colleges
IHEs= Institutions of Higher Education

RESULTS AND OUTCOMES OF PROGRAM

• CLIENTS SERVED BY FISCAL YEAR

Year	Clients Served	LEAs Served	Legislative Funding
1989-90	170	7	$50,000
1990-91	201	7	100,000
1991-92	225	7	150,000
1992-93	274	9	170,000
1993-94	355	10	185,000
1994-95	506	10	185,000
1995-96	332	10	185,000
1996-97	323	10	185,000
1997-98	574	18	785,000
1998-99	1134	38	2,285,000 *
1999-00	1375	18	785,000
2000-01	1870**	45	2,125,000

* In 1998-99, $290,000 was reverted.
** 2000-01 does not include summer semester, since registration will be completed on 4/12/01.

• PROGRAM OUTCOMES

- 4,349 participants have successfully completed at least one college course with assistance from the NCMTEC.
  (3,366 reported in submittal to legislature on 1/16/01 did not include all of fall 2000 and spring 2001 participation.)
- As of 12/10/00, 75% of all Consortium participants from 1989-2000 remained employed in NC school systems.
- 84 teacher assistants and clerical staff members will have completed undergraduate teacher education degrees and licensure through NCMTEC programs by May 15, 2001.
  (Information provided in submittal to legislature on 1/16/01 did not include all of spring 2001 participation.)
- 273 participants have completed a graduate degree with assistance from the NCMTEC:
  184 are teachers;
  77 are administrators; and
  12 are guidance counselors, media coordinators, and school psychologists.
- 184 lateral entry teachers completed the State's employment eligibility requirement of 6 hours of college credit/year through consortium-sponsored courses during the fall 2000 and spring 2001 semesters.
  (Does not include summer 2001 since registration will not be completed until 4/12/01.)
- 404 teachers earned a continuing license with assistance from NCMTEC programs.

North Carolina Teacher Academy

#28

PURPOSE AND GOALS OF PROGRAM

The mission of the North Carolina Teacher Academy is to support continuous learning in the growth of a career teacher by providing quality professional development in the areas of school leadership, instructional methodology, core content, and use of modern technology in order to enrich instruction and enhance student achievement. The Academy is a primary provider of professional development for public school teachers in North Carolina. The Academy works collaboratively with other organizations that share overlapping goals to develop common programs. Professional development services provided by the Academy include: summer academies for school teams, whole faculty staff development upon request, and weekend seminars.

RESULTS AND OUTCOME OF PROGRAM

18, 591 teachers have attended the North Carolina Teacher Academy since 1994.
(85% were classroom teachers, 15% were school administrators)

100% of all NC counties have been represented at Academy sessions since 1994, and 116 of 117 LEA's.

In 1994 and 1999 more than 6, 000 classroom teachers were surveyed or participated in focus groups to determine critical needs for professional development in order to improve student performance.

N C Teacher Academy Participant Evaluation Summary

The Teacher Academy uses pre- and post- assessment instruments in all ten modules to determine the skills and knowledge acquired by classroom teachers and administrators at Academy sessions. In addition, the Teacher Academy uses surveys, monitoring and evaluating of action plans, and summative evaluations in all modules.

Of classroom teachers attending the year 2000 Academy, 46% had 0-10 years of experience, and 54% of them had 11 or more years of experience.

- 98% of principals and teachers surveyed stated that strategies and skills learned at the Teacher Academy positively impact student learning.
- 99% of the teacher participants committed to changing teaching practices as a result of attending Academies.
- 90% of the "most improved" North Carolina high schools attended summer academies.
- 69% of North Carolina's "schools of distinction" attended summer academies.
- 95% of classroom teachers indicated significant value in collaborating with other teachers in the state on curricular goals for meeting academic standards.

- 95% of classroom teachers and administrators reported that information learned at the Teacher Academy was new to them, and the information could be implemented in their classroom.
- 100% of school teams attending developed action plans to implement the skills and strategies learned at Academy sessions.
- 90% of classroom teachers and administrators reported that the fall 2000 follow-up sessions provided strategies to enable them to overcome barriers in implementation of their action plans.
- 98% have successfully implemented strategies learned at the Teacher Academy.
- 97% of Academy participants report increased instructional self-efficacy as a result of their attendance. Research clearly demonstrates a significant correlation between instructional self-efficacy and student achievement.

North Carolina Center for the Advancement of Teaching #29

PURPOSE AND GOALS OF PROGRAM

The North Carolina Center for the Advancement of Teaching had separate goals for each of the 4 appropriations under review. They were:

- To train teacher trainers, expand NCCAT services to areas not located near the center, and to conduct pilot programs at five local school administrative units to serve the needs that have been identified by school-based committees (1993-1994, $200,000R)
- To expand program to reach additional public school teachers including assistance to low-performing school districts and programs across the State.(1995-1996, $125,000R)
- Funds were to provide staff and support in order to maximize the use of current space and conduct additional seminars and programs.(1996-1997, $250,000R)
- To expand general program offerings to teachers in Eastern North Carolina. (2000-2001, $250,000R)

RESULTS AND OUTCOMES OF PROGRAM

- 1993-1994 allocation served an additional 293 teachers that year and continues the increase in NCCAT's overall services yearly.
- 1995-1996 allocation allowed NCCAT to serve an additional 182 teachers that year and to continue this increase in NCCAT's overall service yearly. Additionally, it allowed NCCAT to work with low performing schools systems across the state. Beginning teachers and National Board candidates were served primarily.
- 1996-1997 allocation allowed NCCAT to remain open 3 weekends per month and to serve an additional 312 teachers in seminars that year. NCCAT continues to maximize the use of its current space and expanded programming.
- 2000-2001 allocation has allowed NCCAT to expand programming for teachers primarily in the area of the State where statistics reflect a greater need for service dedicated to support National Board candidates and beginning teachers.
- Since 1996, NCCAT has continued to study and analyze the funding dedicated to support National Board candidates and beginning teachers.
    - NCCAT National Board Preparation seminar participants have consistently had higher achievement rates than the State. For example, in 1999-2000, NCCAT National Board Preparation seminar participants achieved National Board Certification at a rate of 58% (all first time candidates only) while the achievement rate for the State of North Carolina was only 51.5% (includes candidates retaking sections of the National Board).
    - More beginning teachers who participate in NCCAT's Beginning Teacher seminars remain in teaching than those who have not participated. For example, in 1998 Robeson County reported an 80% retention rate for those participating as opposed to their general retention rate of 67%.
    - The demand for participation in NCCAT seminars related to National Board preparation and beginning teachers exceeds the resources available for these two State Initiatives. For example the NCCAT budget only allowed 43% of the teachers requesting participation in an NCCAT National Board preparation seminar to attend (some 57% were unable to be served).

- NCCAT has served 48,139 North Carolina public school teachers since 1985 and has served teachers from every district in the State.
- 90.5% of the teachers who attended an NCCAT seminar from 1997-2000 remained in teaching and only 9.5% left teaching (including retirees).
- NCCAT has an evaluation process that assesses every professional development program conducted. Statistics from 1996-March 2001 show:
  - 98.9% of the teachers gained valuable knowledge or skills.
  - 98.2% of the teachers indicated they would use the knowledge in their classroom.
  - 97.3% of the teachers stated the NCCAT experience increased their commitment to teaching.
- A survey of principals and assistant principals regarding the effects of participating in NCCAT programs on teachers showed:
  - 72% indicated that teachers have adapted information from NCCAT for use with their students;
  - 72% indicated teachers more readily share their expertise and experience with fellow teachers;
  - 69% indicated that teachers have a renewed commitment to remain in teaching; and
  - 60% indicated that as a result of teachers attending NCCAT, their school had improved.

Budget Cuts & Reductions

Year	Amount
1990-1991	$136,232.00
1991-1992	$505,529.00
1992-1993	$492,798.00
1993-1994	
1994-1995	$27,575.00
1995-1996	$14,061.00
1996-1997	
1997-1998	
1998-1999	
1999-2000	
2000-2001	
Total	**$1,344,195**

Budget Expansions

Year	Amount
1990-1991	
1991-1992	
1992-1993	
1993-1994	$200,000.00
1994-1995	
1995-1996	$125,000.00
1996-1997	$250,000.00
1997-1998	
1998-1999	
1999-2000	
2000-2001	$250,000.00
Total	**$825,000.00**

In 1994-1995, NCCAT conducted 50 seminars, 15 programs, 2 alumni seminars and 28 conferences. In 1999-2000, NCCAT conducted 86 seminars, 21 programs, 3 alumni seminars and 30 conferences. NCCAT has increased programming by efficiently and effectively utilizing its budget and developing partnerships with other agencies despite the budget cuts and increases in costs . NCCAT has maximized its budget and will have to begin decreasing programming due to continued increases in costs.

Matching Incentive Funds for K-16 Initiatives

PURPOSE AND GOALS OF PROGRAM

The public schools of North Carolina and their University partners must continue the recent improvement trends by developing a long-range collaborative plan that expands the scope of benefits throughout the state. To encourage such initiatives, the Division of University-School Programs in the UNC General Administration, with the support of a $700,000 allocation from the NC General Assembly, established a Matching Incentive opportunity which allows individual campuses or collaborating campuses in partnership with K-12 school systems and others to receive funds directed toward improving student achievement in the public schools.

All constituent institutions in The University of North Carolina were invited to submit planning proposals through their existing Offices of School Services. The emphasis of the plans was on aligning the academic content, expectations and standards for K-16. Thus Education faculty, Arts and Sciences faculty, and public school faculty have participated in developing and conducting the work of the grant.

RESULTS AND OUTCOMES OF PROGRAM

Colleges/schools/department of education were awarded funds for projects which included these criteria:

1. All 15 UNC institutions with teacher education program have developed collaborative plans that identify needs specific to the region and strategies to address some of the most critical needs.
2. The Matching Incentive Fund initiatives align primarily with strategic priorities of the State Board of Education (*The ABCs Plus: North Carolina's Strategic Plan for Excellent Schools*);
3. Each of the plans specifically focus on activities that align content, expectations and standards across K-12 and higher education. The long-term effects of the plans are to:
   (a) help ensure that all high school graduates meet high standards;
   (b) encourage schools to employ only teachers who can bring all students' performance to high standards;
   (c) encourage only college students who meet high standards be accepted into teacher preparation;
   (d) ensure that all teacher candidates produced are prepared to bring student performance to high standards.
4. Each of the plans includes a strategy for sustaining the collaboration and expanding or strengthening the involvement of participating agencies and organization over time.
5. Each of the plans extends or strengthens the knowledge and benefits of the University-School Teacher Education Partnerships;

For the first time since the Offices of School Services were established in 1991, funds were provided to enable each Office to develop and implement a planned program of activities to strengthen ties to the public schools in support of high student achievement.

Measurable Results:

- To date over 200 faculty in Education and the Arts and Sciences have taken the Praxis test specific to specialty test areas.
- Over 75 staff development programs have been conducted in the areas of reading, literacy, instructional technology, minority achievement gaps, and improving science and mathematics achievement.
- At least 250 school improvement projects have been funded in the areas of technology, writing, science, and behavior management.

Lighthouse Project

PURPOSE AND GOALS OF PROGRAM

The purpose of the Lighthouse Project is to establish a school improvement network for North Carolina public Schools to highlights effective practices (lighthouse practices) across the state, and to align the professional development and services provided to North Carolina educators by the Center for School Leadership Development member organizations. Now in its second year the lighthouse project has three major components: Research, School Improvement Intervention and Dissemination.

RESULTS AND OUTCOMES OF PROGRAM

Since the Fall of 1999 (Year 1) the Lighthouse Project has:

- Selected three K-5 Lighthouse schools with high poverty, high minority student populations
- Conducted comprehensive case studies at each school to identify the factors that contributed to the academic success of students
- Reported those findings to teachers, principals, central office personnel and members of the university community across North Carolina
- Established a visitation system for educators to study and learn about the lighthouse practices contributing to student success so that they can begin the complex process of school improvement
- Conducted comprehensive professional development needs assessments at each Lighthouse School to identify how Center for School Leadership Development programs can assist them in sustaining their academic progress
- Established a meaningful and productive relationship with the university community to conduct school level research, focused on identifying what works in schools so that others can replicate successful school organization and classroom practices that work for students
- Designed a website to disseminate research findings to assist other North Carolina schools
- Established a selection process to find new lighthouse schools, across North Carolina each year to extend the network

Lighthouse School Progress:

1. All lighthouse schools have already participated in existing programs provided by the Center for School Leadership Development.
2. Beginning in June of 2001 all three Lighthouse Schools will participate in an aligned professional development program for twelve months.
3. All professional development will be provided by existing Center for School Leadership Development programs.
4. The Lighthouse Research Team at UNC-G will examine the impact of such professional development on student achievement, as well as the practices of school leaders and teachers that lead to increased student achievement.

5. The academic progress of current Lighthouse Schools is as follows:

- At Archer Elementary School, the percent of 3rd, 4th & 5th graders at or above grade level in reading and mathematics have increased from 49.4% proficient in 1997 to 64.7% in 1999-2000.
- At Hunter Elementary School, the percent of 3rd, 4th & 5th graders at or above grade level in reading and math has increased from 44.6% in 1997 to 70.4% in 1999-2000.
- At North Elementary School, the percent of 3rd, 4th, & 5th graders at or above grade level in reading and math has increased from 42.7% in 1997 to 62.8% in 1999-2000.

Reading Together USA

#31

(UNC-Greensboro)

PURPOSE AND GOALS OF PROGRAM

1. To produce second-grade readers with lasting fluency and comprehension skills
2. To motivate children to read independently and thus become lifelong learners
3. To train tutors (adults and children) how to teach fluency, reading comprehension and to significantly improve communication between tutor-tutee and the teaching staff

Monies have been allocated to purchase materials and to train staff and tutors in North Carolina. Funds also provided for partial payment of staff, all materials and supplies, travel, evaluation and other necessary items.

RESULTS AND OUTCOMES OF PROGRAM

Initially in 1998, twenty-five schools in North Carolina participated in the Reading Together USA (RTUSA) program. By the end of 2000 the number of North Carolina participating schools increased to fifty-five. Presently fifty-five schools continue to participate with many more seeking program implementation. The program has been adapted and modified to include parents as reading tutors of their second grade child. Over one hundred teachers have been trained as coordinators of RTUSA in "best practices" and significantly more than 200 teachers in addition to coordinators have participated in the program. Eight hundred children have been trained as tutors and an equal number received instruction as tutees. Program participants demonstrate gains in reading comprehension, fluency, organizational skills, and increased leadership and community service (as determined by criteria referenced testing and parent/teacher surveys). Parents also note that communication skills have improved, that the children enjoy reading and are more confident readers. With the assistance of the Department of Public Instruction we have been able to identify districts that might be interested in piloting ESOL and Bilingual RTUSA programming. The expectation is that continued refinement of the program and adaptation of the materials will offer greater numbers of students, including non-English reading, culturally diverse children to read more fluently and with sustained comprehension skills.

Presentations have been made at numerous school districts throughout North Carolina. There are 18 counties in N.C. presently participating in RTUSA Parent/Adult and Cross-Age Tutoring Program.

<u>Differences the Program Has Made:</u>

Teacher training in "best practices" has resulted in more children receiving significantly improved instruction. Monitoring of the instruction and communication of the results of the monitoring with classroom teachers, coordinators and building principals has increased awareness of educational/instructional improvements and needs. Program requirements for student assessment have developed an increased teacher awareness of student reading competence and provided a means for on-going assessment of student skill development. Increased communication among teachers and program staff has multiplied opportunities for staff training within building and district.

Parents have become a more integral part of the education of their children. Parent training in RTUSA "best practices" has enabled participating schools to enjoin parents in the total education of their children. This creates a true "whole village to educate a child" process. Parents are becoming school supporters rather than school detractors.

ABC Results:

Of the twenty-five schools RTUSA schools involved in total testing, twelve of those schools were rated as: As Expected, Exemplary, Schools of Excellence and Schools of Distinction. The breakdown is as follows: three As Expected, six Exemplary, one School of Excellence and two Schools of Distinction.

University Center for International Studies (UCIS)
K-12 International Outreach Program and World View

#32

(UNC Chapel Hill)

PURPOSE AND GOALS OF PROGRAM

- Connects the international resources of UNC/Chapel Hill, other UNC institutions, and Duke University to K-12 schools and community colleges to help them respond to the state's and the world's changing demographics and economics
- Strengthens the standard course of study by integrating global and international content
- Provides international and global education and skill development to educators and administrators
- Provides resource persons for in-school presentations and teaching
- Sponsors seminars, symposia, workshops, and international study visits
- Provides a global residential leadership program in co-sponsorship with the Kenan-Flagler School of Business
- Supports and strengthens ESL and foreign language programs
- Provides references and global news updates to teachers and administrators
- Promotes international programs across the state

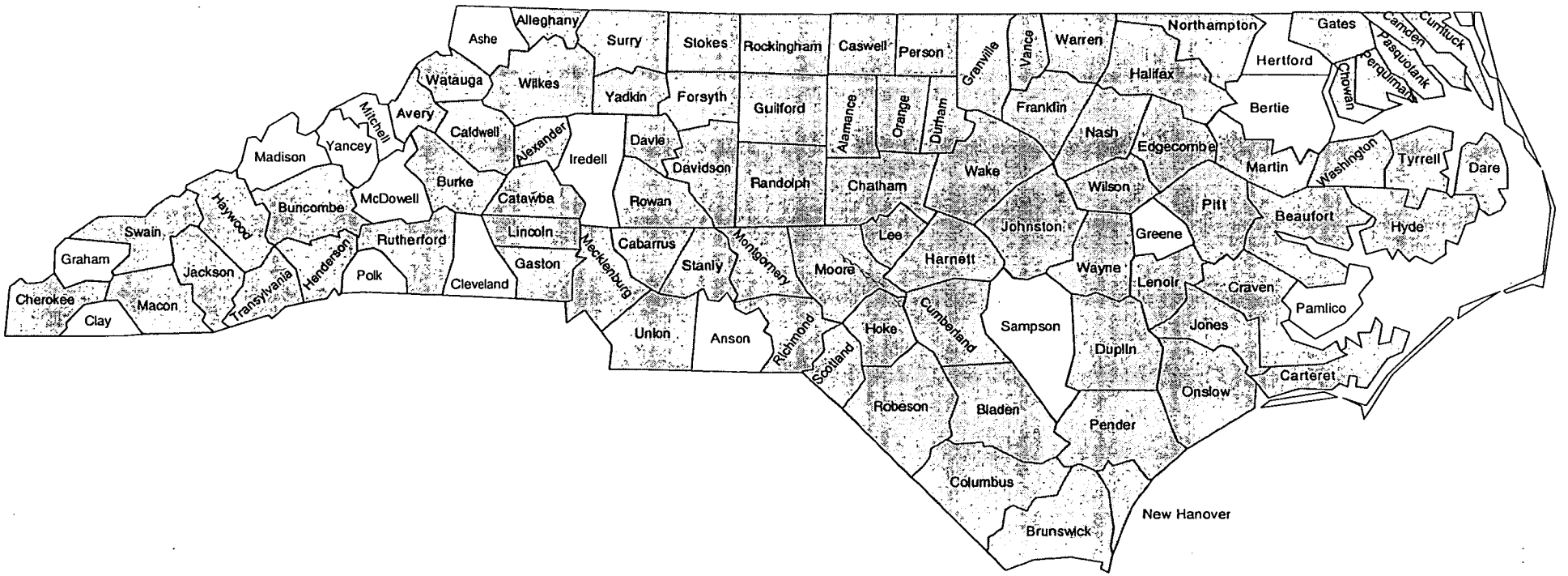
RESULTS AND OUTCOMES OF PROGRAM

- 3,100 educators taught in symposia, seminars, and workshops
- Over 34,000 students reached in classroom presentations
- Worked with 300 schools and 24 community colleges in 84 counties (see attached map)
- Over 8,000 educators contacted regularly through newsletters, mailing lists, email listservs, and web pages
- Established partnerships with 12 school districts, 2 community colleges, a 4-year college and 2 UNC campuses
- Works in collaboration with eight UNC campuses and Duke University, Elon College, and Lenoir-Rhyne College
- Established Global Outreach programs at Appalachian State University and Western Carolina University using a portion of the state appropriation
- For every dollar of state funds, 3 dollars are leveraged from in-kind contributions and federal funds. Without $260,000 of state funding, this leveraging component of program support would be lost.

K-12 PUBLIC SCHOOL IMPACT

by

University Center for International Studies and World View at UNC/Chapel Hill



UCIS/World View March 2001

LEARN NC
(UNC Chapel Hill)

#33

PURPOSE AND GOALS OF PROGRAM

LEARN NC, a primary K-12 outreach program of the UNC-Chapel Hill School of Education, is a collaborative statewide network of teachers and partners devoted to improving student performance and enhancing teacher proficiencies by creating and sharing high-quality teaching and learning resources via the communications infrastructure of the World Wide Web.

LEARN NC provides one central place for teachers to have access to:
1. curriculum and instructional tools and techniques and related materials all aligned with the North Carolina Standard Course of Study
2. resource directories, calendars, and forums for ongoing professional development
3. a "virtual classroom" of online courses for K-12 students and teachers

RESULTS AND OUTCOMES OF PROGRAM

1. All 117 LEAs have entered into a formal agreement with us to provide a school system coordinator and LEARN NC training for their teachers.

2. More than 37,000 teachers have completed our 6-hour training module and are authorized to submit lesson plans for publication on our Web site.

3. Over 1600 of the state's 2100 public schools have a designated on-site LEARN NC coordinator available to train and assist teachers in that school.

4. LEARN NC maintains the most current and user-friendly guide to the N.C. Standard Course of Study available on the Web to all teachers and parents.

5. LEARN NC HAS more than 2800 peer-reviewed lesson plans and 1300 educator reviewed and annotated educational Web links, all correlated to the N.C. Standard Course of Study.

6. Three Educators on Loan this year have provided technology integration workshops in 38 primarily low wealth LEAs for about 3300 teachers and 5600 students in 194 schools.

7. LEARN NC offers a comprehensive directory of professional development and educational opportunities for teachers.

8. To help beginning teachers and ease their transition into the classroom, LEARN NC has a Beginning Teacher Handbook and a Performance Based Licensure Guide.

9. LEARN NC's magazine, the *Beacon*, is sent free of charge to all our 88,000 teachers twice each year.

10. To develop a common virtual learning environment for K-12 education, LEARN NC has procured a set of online courseware development tools available to all 88,000 teachers and 1.2 million students in N.C. More than 35 courses have already been created by LEAs, the School of Education, and DPI for the Virtual Classroom.

11. Our primary partners include: DPI, NCCAT, PEP, NCSSM, Mathematics and Science Network, Business Committee for Education, NC Zoo, the Community College System, and many academic and educational units within the University of North Carolina at Chapel Hill.

12. Since January 2000, our Web site has received nearly 20 million hits (1.5 million each month) and more than half a million visitor sessions (45,000 each month with an average length of more than 23 minutes).

13. LEARN NC has strong teacher support:

"Using LEARN NC resources helps to empower me to be a responsible teacher who strives to create a sound technology-rich educational environment for all my students."

"I have been on the Net since the early 90's. As I would search for "stuff" I wondered why an organization/person couldn't get all that "stuff" that teachers need and package it in a great website - then came LEARN NC - that is why I got involved with LEARN NC – I really believe in it."

"LEARN is where I send all of my teachers when they come to me for resources for their students. There is no better web site for the children and teachers in our state because all the resources on LEARN NC are tied to the Standard Course of Study."

"Each time I hold a new teacher orientation or training, LEARN NC is the site I use to hook my teachers into using the Internet effectively in their classrooms."

"When teachers talk, LEARN NC listens. Having many valuable teacher-created lesson plans that are directly linked to the North Carolina Standard Course of Study at my finger tips, access to safe web resources that correlate with the SCoS, and immediate professional development opportunities on-line all help me when providing the best and most effective learning opportunities for my students. "

"The Educator on Loan program this year has played a crucial role in assisting me with the necessary knowledge to seamlessly integrate many different technology tools including the Internet into the State Standard Course of Study."

Principal Fellows Program

#34, #39

PURPOSE AND GOALS OF PROGRAM

A scholarship program which is merit-based and funded by the North Carolina General Assembly, the NC Principal Fellows Program assists interested individuals to prepare for a career in school administration, e.g. assistant principal or principal. Each scholarship loan provides funding for up to two years in the amount of twenty thousand dollars ($20,000) per year to support students who enroll in and complete the full-time, two-year Master of School Administration (MSA) degree at one of the participating institutions of the University of North Carolina. Recipients of the scholarship loan must be willing to practice at an approved site in NC as a full-time school administrator for four years or repay in cash.

RESULTS AND OUTCOMES OF PROGRAM

The NC Principal Fellows Commission has awarded scholarship loans to seven classes of Principal Fellows. Each year the Commission has awarded all scholarships available. Five classes of fellows have graduated from the MSA programs at the participating institutions of the University of North Carolina – ASU, ECU, FSU, NCSU, UNC-C, UNC-CH, UNC-G, UNC-W and WCU. There has been statewide representation in the PFP and the graduates have been employed by school districts across the state.

535 Fellow Recipients

183 Fellows are currently in the program (2000-2001)

343 Fellow graduates

328 Fellows employed as administrators

84 School districts have been represented

85 School districts have employed Fellows as administrators

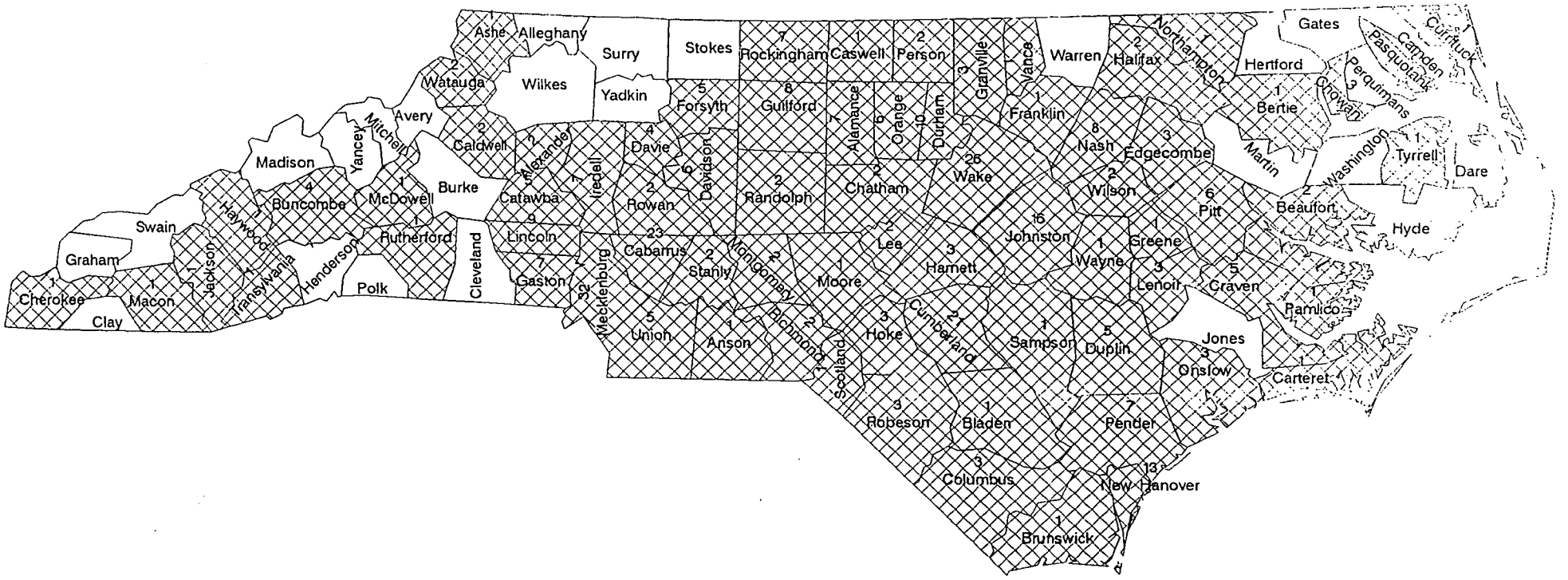
256 Fellows serve as Assistant Principals

72 Fellows serve as Principals (63% of the schools are Exemplary or above, 27% are No Recognition, none are low performing)

<u>Composite Profile of Principal Fellows – Classes 1-7</u>

Average age – 35
Average GPA – 3.62
22% Minority
Average number of years teaching – 9
75% Female

NC Principal Fellows
Employment by District



UNC—GA ProgAssess/Map.GG017/15SEP00

Principals' Executive Program

#35, #39

PURPOSES AND GOALS OF PROGRAM

1. Provide high quality professional development to North Carolina's assistant principals, principals, central office administrators, and superintendents
2. Provide technical assistance and consultant services for our clients
3. Develop partnerships and networks to increase capacity to serve the needs of our clients
4. Provide support systems that address the shortage of administrators

RESULTS AND OUTCOMES OF PROGRAM

1. PEP has provided high quality professional development to over 32,500 educators.
2. PEP has had voluntary participation from every school district in the state, plus participation from every federal school district in the state.
3. PEP's leadership has produced a new performance evaluation system for assistant principals, principals, and central office administrators
4. PEP has developed an assessment process to determine the quality of technology use in schools that has been adopted as a national model by the Bill and Melinda Gates Foundation. PEP has also received a major training grant from the Gates Foundation.
5. PEP has tripled the number of residential programs offered to NC administrators, and has increased graduation levels by 37% since 1996-97, and by 46% from 1998-99 to 1999-2000.
6. Currently (2000-2001), PEP has 527 enrollees in residential programs—a 179% increase from 1996-97 levels, and a 105% increase from last year's level.

MEASUREABLE RESULTS

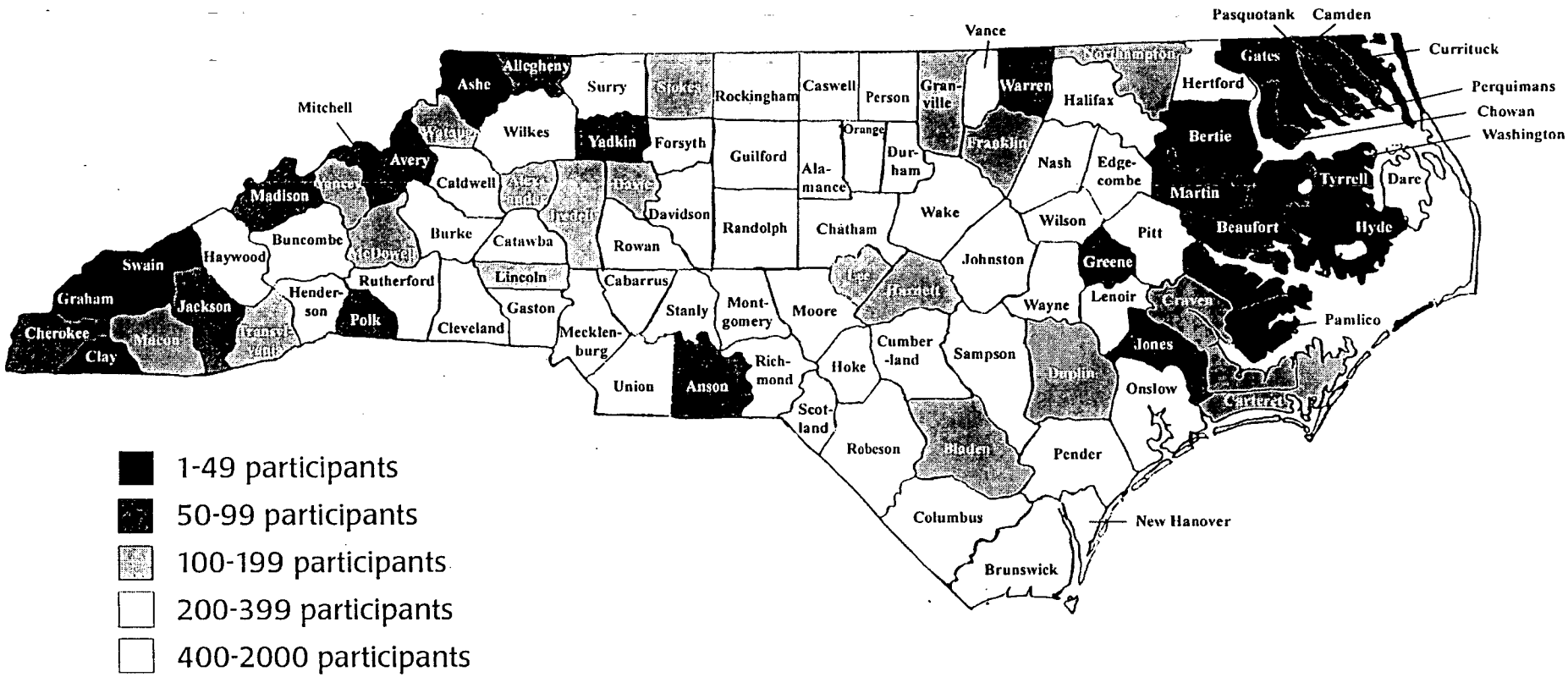
1. PEP constructed an index system to determine overall district-wide performance on ABC's over time. This index was then compared to the levels of participation these districts had with PEP. We found:
   - In the 19 school districts in which PEP had the greatest level of participation (400 or more participants), all 19 districts showed growth in the number of schools meeting or exceeding performance growth targets.
   - In the 31 school districts in which PEP had the next greatest level of participation (200-399), 27 (87.1%) met or exceeded aggregated performance growth targets.
2. In PEP's Developing Future Leaders Program, a program designed to attract potential school administrators into the profession, we found:
   - Of the 38 participants in the first class graduated last year, 64.7 percent are currently enrolled in MSA programs to become school administrators. Of this number, 61% are already assistant principals under the state's emergency licensure provision.
   - Of the 54 current enrollees, 100% indicate their intention to enroll in appropriate MSA programs and become school administrators.
3. The program for assistant principals (Leadership Program for Assistant Principals) has graduated 965 participants since its inception in 1992. The graduates are ethnically diverse.
   - Of the 965 graduates of the Leadership Program for Assistant Principals, 40.2% have become principals. Of these principals:

- 55% administer schools achieved exemplary growth status. Of these schools with exemplary growth status, 37.5% are also Schools of Distinction or Excellence
- 24% administer schools that met their expected growth targets
- 21% administer schools that received no recognition
- Of 1,065 graduates and current enrollees, 99% are still school administrators in NC.

4. In the two classes of PEP's Higher School Performance Program, a program designed to help principals improve their school's academic performance:
   - 69% of the graduates led their schools to improved composite scores on the ABC's each year following their graduation
   - While 25% did not improve the percentage of students at or above grade level, 58% of these schools had achieved composite scores of 60% proficient or higher
   - All of these graduates are still functioning school administrators in the state
5. In the two classes PEP has graduated from its Leadership Program for High School Principals:
   - 74% of the schools improved in the percentage of students who were proficient
   - 100% of these program graduates are still either middle school or high school principals, or are in key central office positions dealing with secondary education
6. In the two classes of the Leadership Program for New Principals, designed to help novice principals learn to improve their craft of leadership:
   - 76% administer schools that experienced growth in meeting or exceeding ABC growth targets
   - 88% are still principals in the state, and 6% are now in central office
7. In PEP's Technology Services Program:
   - PEP has enrolled and will graduate 384 principals and superintendents from its Principals As Technology Leaders Program (PATL) this year.
   - PEP has enrolled and graduated 375 principals, assistant principals, superintendents, and central office administrators from its Technology Seminars.
   - This technology services function has provided additional technological expertise to an additional 595 principals and assistant principals in PEP's other residential programs.
   - PEP provided a mechanism for integrating technology into a school's instructional program to 167 participants at its 1998 Instructional Symposium.
   - In a survey of PATL graduates and current enrollees, 90% report that their student scores on the state's computer skills test exceed the state average.
   - PEP provides technical assistance and support for technology problem solving to over 1,200 requests from schools and school districts each year
8. In PEP's Legal Services Program:
   - PEP has provided current and updated information on school law issues and problems to 3,715 school administrators through its Law Updates, Law Symposiums, and training workshops since 1990.
   - Since the initial publication of Education Law in North Carolina in 1991, 89% of all school districts have at least the central office and some of the schools subscribed to access this reference work. Seventy-five percent of the school districts are fully subscribed, meaning that all schools and the central office have access.
   - PEP's legal authorities respond to 180-200 requests for legal advice and/or opinion each year. Responding to these inquiries can take from a half an hour to half a day or more.

Principals' Executive Program

Statewide Service 1984-2000



- 1-49 participants
- 50-99 participants
- 100-199 participants
- 200-399 participants
- 400-2000 participants

Distribution of Residential Program Graduates (3,475 Principals, Assistant Principals, Superintendents, and Central Office Personnel) and Topical Program Participants (29,090) by County

6/30/00

Model Clinical Teacher Programs

#36a

East Carolina University

PURPOSE AND GOALS OF PROGRAM

The purpose of the program was to create and sustain an eastern NC network of clinical schools in which to provide optimum clinical field experiences for the senior year internship program in all areas of teacher education at East Carolina University. In addition, the focus was and remains to be, better prepared pre-service teachers for public school classrooms, reduction of the attrition rate for beginning teachers and facilitation of the professional growth of practicing teachers within the Latham Clinical Schools Network. When student teachers were asked, "What would you suggest to improve your program?", 80% responded with the need for a longer student teaching experience. When second year teachers, who were ECU graduates, were asked, "How could your preparation program have better prepared you?", they reported a need for more time in the schools. Four major goals are:

- increased communication and collaboration between LEAs and IHE personnel
- increased understanding of the "act of teaching" for pre-service teachers
- increase the amount of real classroom experience for pre-service teachers
- increase the recruitment of beginning teachers and retention of practicing teachers.

RESULTS AND OUTCOMES OF PROGRAM

Latham Clinical Schools Network

- 15 public school systems have signed written agreements with ECU to collaborate on pre-service and in-service teacher education
- Public school systems are: Beaufort, Carteret, Craven, Edgecombe, Greene, Johnston, Jones, Lenoir, Martin, Nash/Rocky Mount, Onslow, Pamlico, Pitt, Wayne and Wilson
- Over 170,000 public school students in 284 schools impacted by partnership
- 46.2 % of the student population in the 15 systems is comprised of minority students
- 2,487 teachers involved in partnership efforts and 1,549 are trained clinical teachers for teacher education interns
- 60 Nationally Board Certified Teachers in partnership schools
- 109 full-time ECU Education Faculty are involved in the partnership, and 18 part-time
- 15 full-time ECU Arts and Sciences Faculty are involved in the partnership

Pre-service Teaching Placements

- 1163 Senior Year Experience Interns placed in diverse settings within the Latham Clinical Schools Network over the last three years
- 6025 undergraduate field placements over the last three years in public schools of NC
- 7 undergraduate teacher education courses taught by ECU faculty on public school sites
- 3 Professional Development Schools in Pitt County – elementary, middle, and high school

Professional Development and Shared Collaboration

- 100% of Clinical Teachers and University Supervisors are trained in the Latham Clinical Schools Network Model for supervising and coaching the Senior Year Experience Interns
- Professional Development Schools Coordinator hired with salary paid _ by ECU and _ by Pitt County Schools

- Teacher Cadet Program for Recruitment and Retention of Teachers: 82% of students participating stated that they were more likely to enter the teaching profession after the experience
- Performance Based Licensure Workshops for support of new teachers, over 300 served
- Team of National Board Facilitators for support of master teachers seeking NB certification
- Diversity Institutes 1999 and 2000, 103 participants from 13 Network counties and ECU trained to delivery diversity awareness sessions within their systems
- Thinking Maps Training of Trainers – 21 participants, 14 of the 15 Network counties and ECU use thinking maps in the teaching of writing, many attributing this to increasing students' test scores in writing

National Recognition of Programs

- Model Clinical Teaching Program has won three National Awards, model has been used by other Teacher Education Institutions in UNC system
- The Middle School Mathematics Preparation Program won a National award from the U. S. DOE, decisively linking teacher education graduates with public school students' achievement – only public Institution of Higher Education in the nation to be recognized
- National and State Accreditation visit March 2001 sited University-School Partnerships, the Senior Year Internship Experience and the Professional Development Schools as program strengths

Model Clinical Teacher Programs

#36b

UNC Pembroke

PURPOSE AND GOALS OF PROGRAM

The goals of the Model Clinical Teaching Program at UNC-Pembroke are to:

- Augment pre-service teacher preparation
- Facilitate the induction phase for beginning teachers
- Enhance career-long development activities for in-service teachers

RESULTS AND OUTCOMES OF PROGRAM

1. Trained 221 teachers in mentoring student teachers
2. Provided 250 student teachers with Effective Teacher Training (ETT).
3. Provided PRAXIS II workshops on test preparation for 180 student teachers
4. Provided 250 lateral-entry teachers with PRAXIS II workshop related to test preparation.
5. Three hundred and twelve student teachers received training through "First Friday" career development activities (i.e., Padeia, Writing Personalized Education Plans (PEPs) for Level I and II children under State ABCs, The classroom management program "I Can Do It!, etc.)
6. Ten teacher education faculty participated in the PRAXIS II test and conducted alignment sessions to revise course syllabi.
7. Teacher Education faculty provided strategies for PRAXIS II test-taking.
8. Purchased technology equipment for pre-service students and Teacher Education faculty to use in schools with limited technology resources.
9. Provided clinical teachers with $250 stipend for supervision of student teaching interns
10. Provided workshops on the recently mandated Professional Based Licensure (PBL) requirements for 150 beginning teachers.
11. ILTs from 246 schools were invited to participate in UNCP's Partnership Induction Committee addressing the issue of beginning teacher retention.
12. Implemented a teacher in residence program under which a master teacher worked with pre-serviced and initially licensed teachers on effective teacher practices supporting student performance.
13. Sponsored 5 annual regional teacher education fairs for teacher recruitment.
14. Provided 560 teachers with training in technology integration with the N.C. Standard Course of Study.
15. Awarded 8 Action Research Grants to in-service public school teachers to evaluate and assess classroom student achievement.

16. Provided technical assistance and grant writing assistance to the 54 schools in Robeson, Scotland and Bladen counties

17. Provided 3 days per week for 40 weeks of on-site assistance in 3 school systems providing curriculum and development workshops for beginning teachers, provided continuing professional development seminars and programs for career teachers, and engaged in collaborative research activities on student achievement

18. Funded faculty research identifying Effective Inclusionary Practices for Special Needs Students.

19. Conducted a one-day drive-in conference for 70 regional in-services teachers on best practices identified as Effective Inclusionary Practices for Special Needs Students.

20. Supported Technology Showcase highlighting each of 10 regional school systems successful technology programs.

Model Clinical Teacher Programs

#36c

UNC Wilmington

PURPOSE AND GOALS OF PROGRAM

The Model Clinical Teacher Program at UNC Wilmington has three major goals:

1) To increase partnerships with public schools
2) To improve quality of education for P-12 students in the partnership schools
3) To improve the quality of teacher and administrator preparation programs

RESULTS AND OUTCOMES OF PROGRAM

GOAL 1

Indicators - Partnership Involvement	**1993**	**2000**
Increase in the number of teachers	35	1205
Increase number of school districts	2	10
Increase number of university faculty	2	74
Increase number of schools	14 (Elementary)	72 (All)
Increase number of prospective teachers placed in partnership schools/classrooms Internship Field Experience	 12 0 (in PDS Schools)	 290 555

GOAL 2

Indicators – Improved Quality of Education for P-12 Students	**1996-97** (beginning point of data collection)	**1999-2000**
*Number of schools that reached Exemplary Growth with Distinction	2	18
Number of grants developed and funded with partnership schools	1	13 (cumulative after 1996)

* DPI ABC Rating Category

GOAL 3

Indicators – Improved quality of teacher and administrator preparation programs	**Outcomes (2000)**
Program revision	1) All programs revised with input from P-12 partners.
Quality clinical placement	2) All prospective teachers' clinical experiences now in selected classrooms and schools that exemplify best teaching practices.
Training of personnel	3) All partnership teachers jointly trained by both university and public school personnel.
Faculty in schools	4) University faculty must work in P-12 schools.
Intern (Student Teacher) satisfaction	5) 93% of P-12 teachers rated interns Good/Excellent (1999).

Instruction Technology Training

#37

PURPOSE AND GOALS OF PROGRAM

1.) To hire sixteen instructional technology specialists to help improve faculty, cooperating teacher, and preservice teacher technology proficiency.

2.) To sponsor development, delivery, and the institutionalization of model technology professional development practices for faculty and cooperating teachers who, through North Carolina's fifteen university-school teacher education partnerships, prepare preservice teachers to use technology.

3.) To improve faculty and cooperating teachers' ability to model appropriate classroom technology use for preservice teachers, and enable the preservice teachers to use technology effectively in their clinical setting.

BACKGROUND

- The technology training appropriation stems from the joint action of the State Superintendent for Public Instruction, the President of the Community College System, and the President of the University of North Carolina. These leaders convened the North Carolina School Technology Users Task Force, which made a set of recommendations for developing the technology-related professional development needs of the state's education workforce. One of the recommendations was to hire instructional technology specialists to help prepare faculty and public schools teachers to use technology.
- North Carolina has a K-12 Computer Skills Curriculum that is a curricular component of the NC Standard Course of Study. The K-12 Computer Skills Curriculum is a requirement for high school graduation. Public school teachers must be adequately prepared to teach with and about technology, as well as, teach NC's required K-12 Computer Skills Curriculum.
- All initial licensure candidates must meet required technology competencies (NC Technology Competencies for Educators) before they can receive a license to teach in North Carolina. Furthermore, the ongoing license renewal requirement indicates 3-5 renewal units (one unit equals 10 hours) of the total 15 units, must focus on technology. Our faculty must have adequate technology preparation and development so they can impart the essential technology skills required to be licensed to teach in North Carolina.

RESULTS AND OUTCOMES OF PROGRAM

- Over 2,263 faculty in schools/colleges/departments of education and faculty in the colleges of arts and sciences have been offered ongoing technology professional development opportunities.
- Over 2,723 cooperating teachers from the public schools of North Carolina have been offered ongoing technology professional development opportunities.
- Over 18,992 preservice teachers in the teacher education programs across the University of North Carolina have been offered ongoing technology training opportunities.

	Faculty Trained	Cooperating Teachers	Preservice Teachers
University-Wide Totals	2,263	2,723	18,992

Technology professional development has been provided to cooperating teachers in over 56 school systems across the state.

Local Education Agencies Involved in Technology Training:	Allegahany, Ashe, Asheville City, Avery, Beaufort, Brunswick, Buncombe, Cabarrus, Caldwell, Carteret, Camp Lejeune, Caswell, Chapel Hill/Carrboro City, Chatham, Cherokee, Cherokee Central (Reservation), Chowan, Clay, Clinton City, Columbus, Craven, Cumberland, Duplin, Durham, Edgecombe, Franklin, Gaston, Gates, Graham, Greene, Guilford, Haywood, Henderson, Iredell, Jackson, Johnston, Jones, Lee, Lenoir, Macon, Madison, Martin, Nash/Rocky Mount, New Hanover, Onslow, Orange, Pamlico, Elizabeth City/Pasquotank, Pender, Person, Pitt, Richmond, Robeson, Rockingham, Sampson, Surry, Swain, Thomasville City, Transylvania, Wake, Warren, Watagua, Wayne, Weldon City, Whiteville City, Wilkes, Wilson, Winston-Salem/Forsyth, and Yadkin

All preservice teachers (100%) applying for initial licensure in North Carolina have met the basic and advanced technology requirement (NC Technology Competencies for Educators).

Over 5,000 technology portfolios/products-of-learning have been produced, in the fifteen UNC institutions, by preservice teachers seeking initial licensure.

Over 7 Million dollars in external (federal & private) funding has been generated in support of North Carolina's teacher education technology-training efforts.

Training for Local School Board Members

#38

(Institute of Government – UNC-Chapel Hill)

PURPOSE AND GOALS OF PROGRAM

A. Assist board members in understanding the legal, financial, and personnel roles and responsibilities of board members and the board as a whole.

B. Assist boards in strengthening their working relationships by improving skills in communication, planning and goal setting, collaborative problem-solving and decision making, managing meetings, and resolving conflict.

C. Help boards establish effective working relationships with administrators, principals and teachers, county commissioners, DPI, the State Board of Education, and legislators.

D. Help boards develop effective public participation strategies and collaborative relationships with the community.

E. To assist boards in understanding education policymaking and education research.

RESULTS AND OUTCOMES OF PROGRAM

A. Training (since 1998).

1. Served 577 school board members and chairs, superintendents, and school administrators, in 15 workshops and training sessions since 1998. That number breaks down as follows.

   a. 143 officials, representing 71 North Carolina school districts, were served in nine IOG workshops/conferences during that time.

   b. 434 officials were served through six additional workshops/ conferences presented cooperatively by the IOG, the NC School Boards Association (NCSBA), and, in one instance, the UNC Center for School Leadership.

2. Education policy topics in our training included: standards and processes for teacher tenure decisions, performance-based budgeting, student conduct codes, civic education, and special needs students. Topics that help boards strengthen working relationships within and beyond the board included: working for results as a board, dealing with accountability, involving the public in meetings, roles of board chairs, and using agendas.

3. Delivered workshop on "County Commissioners and the Schools" for 75 county commissioners at the IOG's three Schools for New County Commissioners in fall, 2000.

4. Master School Board Program. IOG and NCSBA are jointly developing this 10-course program designed for a whole school board, and their superintendent, to take. It's being piloted in six school systems. Course manuals developed to date include "Building a Governance Team" and "Working through Conflict."

B. Publications. Produced and distributed 11 publications since 1998. Three were in *School Law Bulletin*, which has a circulation of 1,000. Three were in *Popular Government*, with a circulation of 7,500. One was published electronically on the IOG website. One was a conference proceeding distributed to 400 board members and superintendents. Others appeared in *Voice* (an NCSBA publications), *Public Management,* and *The Journal of Public Affairs Education.*

C. Advising.

1. Directly advised or facilitated sessions for 13 boards of education. Examples include: a two-day retreat on central office-school relationships for Craven County, and a public meeting for Pitt County on planning for a new high school and student assignment.

2. Created new website: http://www.iog.unc.edu/programs/schoolofficials/index.html

3. Created new email listserv, with 35 current subscribers, to address public participation in board of education decision-making.

4. Reported to Legislative Research Commission about funding methods in other states when the Commission studied budgetary conflicts between boards of education and boards of county commissioners.

Conclusion:

Early on, the IOG and NCSBA surveyed school board members about training needs. Offerings described above address many of those stated needs. Positive evaluations of each workshop/ program indicate that we are successfully delivering training. Demand for our services is growing.

School boards benefit from the variety of IOG expertise (public law, administration, finance, and management) and from integration of school board services into our overall program of helping local and state officials (for example, work with school boards informs our work with boards of county commissioners). School board members have benefited from our cooperation with other organizations, like the NC School Boards Association.

School Administrator Training & Certification Program #39a

PURPOSES AND GOALS OF PROGRAM

• To expand the Principals' Executive Program (PEP) residential and regional support programs for principals and assistant principals.

• The expansion of PEP was also occasioned by a shift from the Institute of Government to a separate organization answerable to the UNC Chapel Hill Vice Chancellor for Academic Affairs (Provost).

RESULTS AND OUTCOMES OF PROGRAM

• The growth of the Principals' Executive Program is a reflection of the need for the programs. Following is a record of participation from 1984-2001. (Note: The increase in program delivery which occurred from 1991-1992 was a result of the additional allocation.)

	PEP Programs		
Year	Residential	Support	Annual Totals
1984	35	0	35
1985	138	88	226
1986	133	178	311
1987	165	426	591
1988	163	945	1,108
1989	168	1,729	1,897
1990	203	2,294	2,497
1991	135	1,848	1,983
1992	258	2,448	2,706
1993	317	2,405	2,722
1994	339	2,064	2,403
1995	262	2,168	2,430
1996	338	2,804	3,142
1997	213	2,818	3,031
1998	145	2,682	2,827
1999	318	3,742	4,060
2000	606	2,965	3,220
2001*	116	515	631
	3,701	32,119	35,820

*Through April 2, 2001

• The program for assistant principals (Leadership Program for Assistant Principals) has graduated 965 participants since its inception in 1992. The graduates are ethnically diverse.

- Of the 965 graduates of the Leadership Program for Assistant Principals, 40.2% have become principals. Of these principals:
- 55% administer schools achieved exemplary growth status. Of these schools with exemplary growth status, 37.5% are also Schools of Distinction or Excellence
- 24% administer schools that met their expected growth targets
- 21% administer schools that received no recognition
- Of the 1,065 graduates and current enrollees, 99% are still functioning school administrators in North Carolina
-

• In PEP's Technology Services Program:

- PEP has enrolled and will graduate 384 principals and superintendents from its Principals As Technology Leaders Program (PATL) this year.
- PEP has enrolled and graduated 375 principals, assistant principals, superintendents, and central office administrators from its Technology Seminars.
- This technology services function has provided additional technological expertise to an additional 595 principals and assistant principals in PEP's other residential programs.
- PEP provided a mechanism for integrating technology into a school's instructional program to 167 participants at its 1998 Instructional Symposium.
- In a survey of PATL graduates and current enrollees, 90% report that their student scores on the state's computer skills test exceed the state average.
- PEP provides technical assistance and support for technology problem solving to over 1,200 requests from schools and school districts each year

School Administrator Training Program Reform

#39b

PURPOSE AND GOALS OF PROGRAM

To carry out the ten recommendations of the 1993 Educational Leadership Task Force:

1) Charge the Board of Governors to bring the supply of and demand for school administrators into better balance.
2) Reduce the number of preparation programs in the public system by at least fifty percent.
3) Charge the Board of Governors to develop a plan to have the various campuses compete for authorization to offer administrator preparation programs.
4) Charge the State Board of Education to incorporate the criteria for assessing proposals to operate school administration preparation programs developed from Recommendation 3 into their program approval standards.
5) Charge the Board of Governors to develop a budget that reflects the enhanced resources needed to prepare educational leaders adequately.
6) Charge the board of Governors to establish a working committee to address the issues of creating and instituting selection criteria that are more rigorous aznd more tightly linked to success in the practice of school leadership.
7) Fund opportunities for full-time graduate work for prospective school leaders.
8) Establish an independent Professional Standards Board for School Administration and charge it with the responsibility for developing and implementing: (1) a North Carolina administrator examination, the successful completion of which would be required to secure a license to practice school administration in North Carolina, and 92) standards for Administrator Certification, with the State Board of Education continuing to award licensure.
9) Substantially enhance the quality of ongoing professional development opportunities for existing school administrators, including: (1) developing and funding a North Carolina State Educational Leadership Academy; (2) linking license renewal with participation in Educational Leadership Academy programs; and (3) nurturing the growth of a consortium of decentralized professional development opportunities for school leaders.
10) Appoint a study group to assist Local Education Agencies (LEAs) in developing procedures to hire the best qualified candidates.

RESULTS AND OUTCOMES OF PROGRAM

• A supply – demand study for school leaders was accomplished.

• UNC administrator programs were reduced from 12 to7 as part of a competitive proposal process and the new programs were authorized as MSA programs replacing the former masters of school administration.

(Note: The General Assembly has since increased the number of programs to nine.)

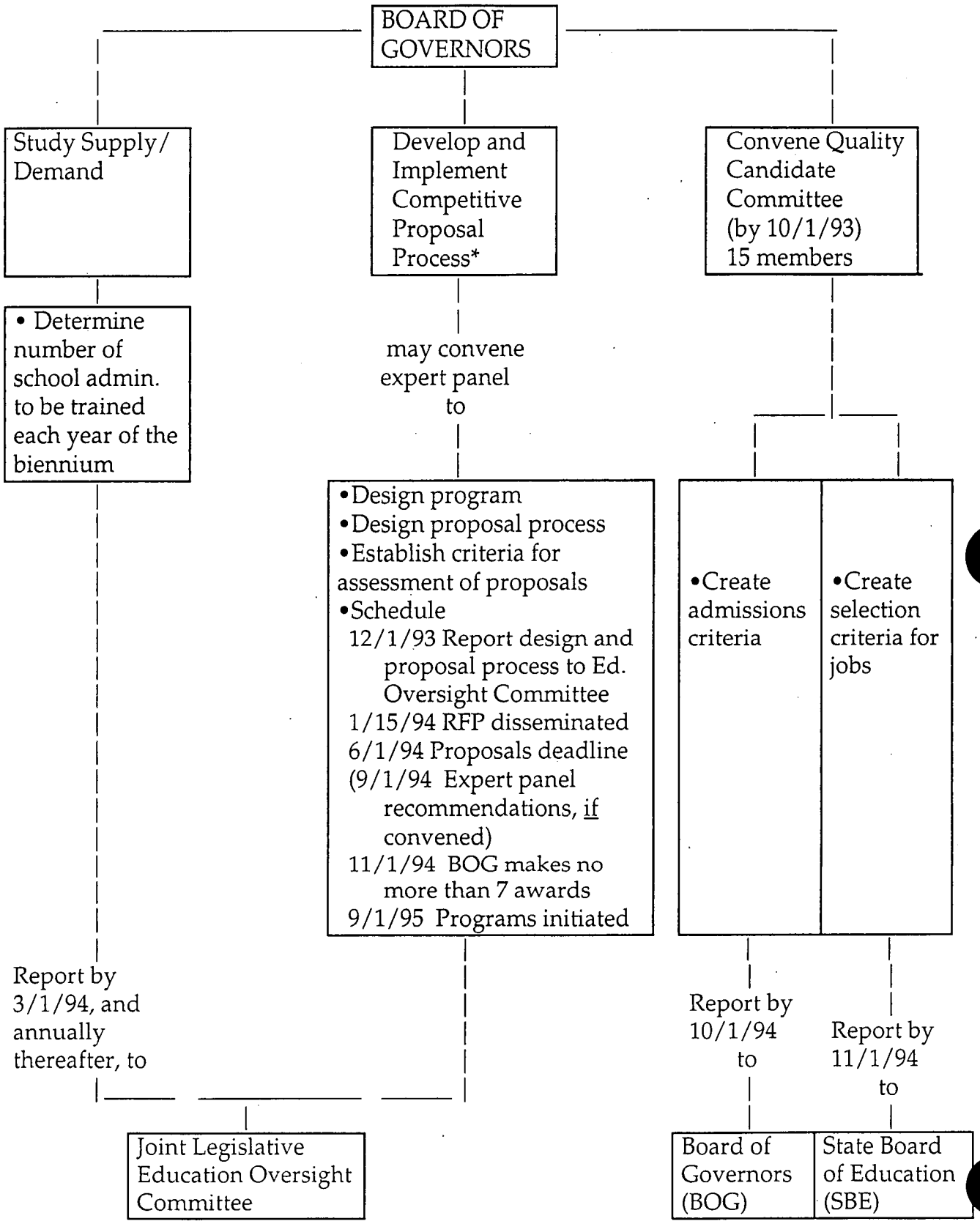
• The Quality Candidate Committee developed admissions criteria and hiring selection criteria and forwarded their recommendations to the Board of Governors and the State Board of Education.

• A Professional Standards Board for School Administrators was established to develop a rigorous examination for prospective school leaders – see report #40.

• A Principal Fellows Program was initiated which offered scholarships for full-time study for prospective school leaders – see report #34.

• Plans were developed and implemented for a new Leadership Academy, the UNC Center for School Leadership Development.

Selected Provisions of HB 257 (Ratified 6/93)
School Administrator Programs



*HB 286 appropriates from General Fund to BOG, $122,000 in 1993-94; $101,000 in 1994-95.

rev. 7/93

Standards Board for Public School Administrators #40, #39b

PURPOSE AND GOALS OF PROGRAM

The Standards Board for Public School Administration in 1994 was given three major charges by the General Assembly:

1) Establish Professional standards for the principalship and the superintendency
2) Develop test/assessments by which candidates qualify for licensure
3) Implement a process for test administration and reporting of results

An important goal of the Standards Board is to serve as a link between the preparation and practice of school leaders. The standards and assessments provide an impetus for principal preparation programs to be practice-driven and problem. The overall purpose of the Standards Board is to set and maintain high standards for public school administrators.

RESULTS AND OUTCOMES OF PROGRAM

• In 1994, the Standards Board employed an Executive Director whose duties are:
- Serve as administrative officer for the Board
- Coordinate the development and implementation of standards and standards assessments for public school administrators
- Conduct study sessions for principal candidates taking the SLLA
- Process all applications to verify principal candidates' eligibility to take the SLLA
- Maintain an accurate system of budget accounting

• In 1995, the Standards Board adopted 10 Standards for the Principalship:

1. Vision, 2. Learning, 3. Climate, 4. Professional Ethics, 5. Collaboration and Empowerment, 6. School Operations, 7. Human Relationships, 8. Development of Self and Others, 9. Information Management, Evaluation, and Assessment, and 10. Continuous Improvement
Two additional Standards were adopted for the Superintendency: 11. Board of Education Dynamics, 12. Political Environment.

• During 1995-1997, the Standards Board developed the School Leaders Licensure Assessment (SLLA):

A performance-based six hour assessment that includes 16 vignettes, 2 one hour case analyses, and 7 documents that a school principal might commonly encounter and be required to respond. Beginning January 1, 1998, all applicants seeking principal certification for the principalship must successfully pass the SLLA in order to obtain an administrative license.

• 1998-2000 SLLA PASSING RATE FOR PRINCIPALS' EXAM

	1998 Pass/Fail		1999 Pass/Fail		2000 Pass/Fail		1998 Pass. Rate	1999 Pass. Rate	2000 Pass. Rate
Female	157	2	182	2	189	3	99%	99%	98%
Male	76	4	121	7	124	8	95%	95%	94%
White	183	2	224	1	236	1	99%	99%	99%
Black	39	4	69	8	66	10	91%	90%	87%

• In 1998-2001, the Standards Board developed the School Superintendent Assessment (SSA)

A performance-based three hour assessment that includes 5 vignettes or situations, 1 one-hour case analysis, and 3 documents a superintendent might commonly encounter and be required to respond. The Board is recommending the adoption of the assessment beginning January 1, 2003 for superintendent certification.

Humanities Textbook Preparation for Grades 4-7 #41

(North Carolina State University)

PURPOSE AND GOALS OF PROGRAM

With the disintegration of the Soviet Union, Humanities Extension Co-Director Joseph P. Mastro, a Sovietologist, saw that both his academic discipline and the social studies textbooks about Europe and Asia for public schools would be out of touch with reality. Working with Co-Director Dr. Jim Clark and other campus colleagues and a group of consultant teachers from across North Carolina, Dr. Mastro created an up-to-date sixth grade social studies book. In March 1993, the North Carolina General Assembly acknowledged success of the sixth grade book, which followed the State curriculum. The Legislature mandated that Humanities Extension produce new social studies textbooks and videos for grades 4, 5, and 7 as well as a new edition of the sixth grade text for adoption in 1997. Seed money accompanied this legislative mandate ($204,000 one-time and $174,000 continuing funds).

The Humanities Textbook Preparation for Grades 4-7 is a North Carolina Educational Partnership. College of Humanities & Social Sciences faculty members at North Carolina State University reach out to the state's K-12 population and its citizen groups.

Scope of Services:

- Public seminars of general interest at county extension offices and public libraries.
- Teacher workshops in social studies and language arts across North Carolina.
- Pubic school OUTREACH by invitation of local teachers, funded by grants and donations.
- Textbook and video productions for elementary/middle grades social studies.
- Summer writing campus in selected counties with teachers and 4-H agents.
- Special conferences and summer institutes for teachers and advanced students.
- Produce high quality social studies texts that are congruent with the NC Standard Course of Study at low production costs.

RESULTS AND OUTCOMES OF PROGRAM

- Completion of all 4 books and publication of the adoption copies in spring 1997.
- All 4 books match the North Carolina Standard Course of Study and grade-level social studies guidelines.
- All 4 texts now in use in 65% of NC school systems.
- One or more texts in use in all other NC school systems.
- Over 400,000 books in service.
- 2,500 related, free in-service teacher workshops and public school classroom OUTREACH visits during mandate with 83,000 teacher and student participants.
- The costs ($1.5 million per text) far exceeded seed money ($204,000) and other available resources. Humanities Extension established an external partnership with McMillan-McGraw Hill Publishers who completed the financing for development of the 7th grade book and who also make the marketing arm.
- License agreement negotiated successfully with School Division of McGraw-Hill in June 1998. North Carolina retains the copyright to the books.

- Corporate entities, the NC Cooperative Extension Service and other state and local agencies such as public libraries as well as community learning centers are partners in this educational services network.
- Schools of Excellence/Distinction Participation: One or more teachers from the Schools of Excellence/Schools of Distinction in the following school systems provide consultant services to our program: Wilkes, Wake, Watauga, Forsyth, Alexander, Guilford, Iredell, Burke, Pitt, Franklin, Pender, Person, Surry, Union, Mecklenburg, Wake, Watauga and New Hanover.

Benefits of the Program:

- 100% of the North Carolina School System's students (grades 4-7) benefit from accurate and formative social studies information on North Carolina, United States and the Global Society.
- Provides professional development for teachers in the social studies (grades 4-7).
- Builds an unprecedented partnership among a corporation, NC General Assembly, NC public schools, and a public land-grant university.
- Involves large numbers of statewide classroom teachers in a financially and educationally successful, long range North Carolina curriculum materials project.
- Sharpens the University's awareness of the public school students and teachers' needs and strengths.
- Deepens the sense that social studies is absolutely basic to the operation of a civil society that has global understanding.
- Provides up-to-date-texts that stimulate measurable improvement in reading and writing skills.

Updating 1998 *Living in Our World Series*

- To produce second editions of the four textbooks (grades 4, 5, 6, and 7) in the 1998 *Living in Our World* series (5-year adoption cycle).
- To work with NC social studies curriculum guidelines and on the social studies adoption schedule set by the NC Department of Public Instruction as approved by the State Board of Education.
- To produce wrap-around teacher edition and review TRG to reflect changes made in pupil/teacher editions.
- To assess the impact of ABC's on social studies instruction in grades 4-7.
- To assess the potential for electronic texts in North Carolina.

UNC-TV'S Learning Link

#42

PURPOSE AND GOALS OF PROGRAM

The University of North Carolina Center for Public Television is committed to using enhanced television, telecommunications, and Internet technologies wisely and imaginatively to educate, inform, and enrich all North Carolinians. UNC-TV's future rests more with the delivery of local services and educational content than with delivery of national general audience programming. Therefore, we will increase our emphasis on developing funding to deliver those services.

- The purpose of the service known as "Learning Link" is to deliver instructional (promotion of MathLine and School TV), classroom (subject materials and copyright information) and professional development resources (Models of Teaching and Ready to Learn workshop schedules) online to K-16 educators and learners statewide.

RESULTS AND OUTCOMES OF PROGRAM

- During FY98 the project made the transition from a dial-up distributed network to a web-based Internet delivered online service. Due to the overwhelming success a toll free 800 service that provided teachers access across the state was discontinued and delivered more efficiently via the World Wide Web.
- During FY99 the project received a one-time Legislative expansion. At that time the partnership was made with the UNC General Administration, division of university-school programs to centralize the delivery of its professional development programs and services.
- During FY00 UNC-TV and PBS's license to use the Learning Link mark as originally registered with the US Patent and Trademark Office expired. However, the service continues under the name "Education and Outreach".
- UNC-TV & PBS resources available are: instructional television and telecourse schedules, at least 15 educational television program guides by arts/literature, science, math, social studies and history (features at least 5 programs with resources) per month; 3 teacher professional development programs and resources, featuring *Models of Teaching, Ready To Learn* and *Education Forum*; newsletters.
- The UNC-TV web site averages 11,000 users each month, with the Education and Outreach pages averaging 3,000 users – which translates to 132,000 and 36,000 users per year, respectively. We are confident that virtually all the Education and Outreach users are teachers, but we are unable to differentiate between K-12 educators and the general audience users of the overall web site.
- Plans are to redesign the UNC-TV web site by June to fully integrate educational content throughout all programs and services: Kids, Local Productions, PBS programs, Digital Television (interactive television, datacasting).
- Learning Link was the first site in the state to establish the viability of online resources for teachers (now a common practice). Similar potential exists to leverage this success to develop the potential of digital television. UNC-TV is proud of its productivity based on the services provided in relation to the size of the appropriation.

Educational Consortia

#43

PURPOSE AND GOALS OF PROGRAM

Over a period of several years, eight Educational Consortia were established to meet the following purposes:

Improve education practices and enhance economic development
Focus research capabilities on educational issues and economic problems
Provide momentum for restructuring of public education
Seek grants and other funds for model projects on promising educational practices
Provide training, education and leadership development opportunities
Provide other initiatives leading to improvements in education and economic development.

RESULTS AND OUTCOMES OF PROGRAM

- Cooperative relationships were established in all 100 counties of North Carolina to link the university resources and support with every LEA. Each consortium was guided by a local advisory board.

- Consortia funds were used to conduct hundreds of jointly developed workshops and inservice training programs including reading and literacy; ESL programs; mathematics, science, technology professional development; parent/family involvement, school safety and violence prevention; teacher recruitment assistance to lateral entry teachers; charter schools assistance; and area leadership training.

- One meeting of the deans of educational consortia and state superintendents was conducted in 1993 to discuss ways to strengthen university-school relationships.

- Evaluation data were collected at the local level on program activities, but were not summarized for the eight consortia collectively.

- State funding for the Education Consortia funding was eliminated in 1996. However, six of the eight consortia are still operative through funds generated by the area public schools, area business support, and re-allocated University funds. IN at least four cases, the Consortia are now referred to as Regional Service Centers. The continuing programs are located in conjunction with Appalachian State University, North Carolina Central University, UNC-Charlotte, UNC-Greensboro, UNC-Wilmington, and Western Carolina University.

Legislators' School for Youth Leadership Development #44a

East Carolina University

PURPOSE AND GOALS OF PROGRAM

Each year, hundreds of young North Carolinians develop their skills in thinking, communicating, and leading others by participating in the Legislators' School for Youth Leadership Development. Funded by the North Carolina General Assembly and operated by the Office Of Educational Outreach at East Carolina University. The Legislators' School sets out to find and foster potential leaders among some 300 of the state's rising eighth-through eleventh-graders. The summer residential program held on the ECU campus in Greenville, North Carolina house student who are not academically gifted.

The goals of this program are to:

- Select students who demonstrate leadership potential, citizenship and interpersonal skills
- Provide a program that includes academic enrichment, communication and organizational skill development; personal growth and wellness; community involvement and group team building processes
- Encourage students to remain in school and not dropout
- Motivate the students to continue their education and training
- Encourage development of potential for leadership and skill development so as create a work force to meet the demands of the next decade.

RESULTS AND OUTCOMES OF PROGRAM

Since the conception of this program the following has been accomplished:

- 1,899 middle school students and 1,877 high school students has been served
- This program reaches out to 51 counties in North Carolina- each year of the program
- Packets has been sent 432 middle and high schools- each year (nomination packets are sent to) only about 150 of the students nominated has an opportunity to attend
- This program started out as 3 weeks and then in 1990 we went to 2 weeks so that we could serve more students.
- The program has been staffed by North Carolina Public school teachers for the curriculum component and college students who are education majors as counselors.

Short Term Program Results:

The students at the close of each session were asked to evaluate the program. Over the three years covered in a recent study they said the following:

- 99 % graded the program as an "A" or "B"
- 98 % indicated that they would attend the program again (if possible)
- 100 % responded that they would recommend the program to their friends

Long Term Program Impact:

Although no direct cause and effect correlations could be determined or are implied, it is interesting to note that over the years, both teachers and parents felt that there were positive

observable changes on the program participants when they returned home and to school. The following are the results:

- 98 % of the students in the high school session tracked graduated from high school
- 97 % of the students continued post secondary studies by attending community colleges, technical schools, colleges and universities
- 95 % of the students who were not still in high school or pursuing further studies were fully employed.
- 98% of the parents reported that, in their opinions the program was a growing–up experience for their child;
- 98 % felt their child demonstrated a more responsible behavior;
- 97 % reported their child as paying more attention to schooling;
- 97% said that their child's self-worth and esteem had been increased;
- 100 % would again send their child to the Legislators' School;
- 100% would recommend this program to another parent for their consideration

The things that we have been able to due with the additional $25,000 are:

- Serve a more diverse group of students from rural and disadvantage areas
- Focus on first generation college students
- Service Learning Component- Community Service a total of 2, 616 hours were completed this year and students are encouraged to continue this throughout the school year along with the school counselor as his/her mentor.
- Delivery of information about of opportunities and services we offer

The following are challenges that we will face in the future if funds are cut:

- Fewer students participating in the program
- Fewer opportunities to share information with Public Schools about our program and other services

Legislators' School for Youth Leadership Development #44b

Western Carolina University

PURPOSE AND GOALS OF PROGRAM

The Legislators' School for Youth Leadership Development serves the western half of the state (49 counties - 63 districts with 1194 schools). The criterion for selection of students was developed in conjunction with parents, teachers, principals, and guidance counselors. Educators representing both secondary and post secondary education participated in program development. Emphasis is placed on reading, writing and arithmetic. The program includes communication skills involving reading, writing, speaking, listening, and viewing, with an emphasis on the application of these skills in thinking, reasoning, and problem solving.

Schools are encouraged to nominate those students who have potential, but who might not be performing as well as they could in their school programs. The intent of the Legislators' School includes the following goals: (1) Select students who demonstrate leadership potential, citizenship and interpersonal skills; (2) Provide a program that includes academic enrichment, communication and organizational skill development; personal growth and wellness; community involvement and group team building process; and builds positive and appropriate character skills; (3) Encourage students to remain in school and not dropout; (4) Motivate the students to continue their education and training; and (5) Encourage development of potential for leadership and skill development so as to create a work force to meet the demands of the next decade. When one considers the importance of developing and maintaining North Carolina's economic growth, the need for a better-qualified work force, and the reduction of crime, the development and education of our youth assumes a new importance. These same students are an important part of the solution to the problems and it becomes obvious that "the future is now." It also illustrates the challenge and opportunity that the Legislators' School provides.

RESULTS AND OUTCOMES OF PROGRAM

The Legislators' School completes an external comprehensive annual evaluation of its program. In addition, every student personally evaluates the Legislators School before they leave Cullowhee. As a follow-up, to help determine the longevity of the learning experiences of our program, we mail out externally developed evaluations every year to both parents and to the school of each participant who graduated from Legislators' School two years or more prior to the mailing. The Executive Summary included in this report is a condensation of the 45 page Evaluation Report we have on file in our office. This "Report" also includes 14 single spaced pages of unsolicited positive comments from both parents and schools, and one page with 11 total negative comments.

Since our program serves 49 counties with 63 school districts and 1194 schools, we try to serve as many students as possible, and we maintain a student count summary by district on an annual basis to assure equal representation. This summary shows <u>every</u> school district has had numerous students selected, in spite of our being able to accept only limited numbers of students based on our funding (7949 students nominated and 3976 selected).

The following indicates our level of participation with the various 'performance schools' in North Carolina. In our service area, among those schools with grade levels appropriate for our program: (1) of 122 Schools of Distinction, 116 have participated with Legislators' School (5 have never nominated anyone); (2) of 20 Schools of Excellence, 19 have participated with the Legislators' School; (3) of the 4 Most Improved K-8 Schools, all 4 have participated in the Legislators' School; and (4) of the 8 Most Improved High Schools, all 8 have participated with the Legislators' School.

Selected Criteria from Overall Evaluation

Rate of return (percentage) on information about past participants in the program 95.4%

1. High school graduation rate of program participants 96.9%
2. % of participants going on to further schooling 87.8%
3. % of participants going on to further schooling who:
   A. attended a NC Community College or University 83.7%
   B. attended a private NC Community College or University 15.5%
5. % of schools who felt the program stretched the child to do more than they used to 94.0%
6. % of the schools that felt the program broadened the child's vision 95.8%
7. % of schools that felt the program increased the child's interest in school 98.0%
8. % of schools that felt the program improved the child's behavior 81.5%
9. % of schools that felt the program improved the child's social skills 92.0%
10. % of schools that felt the program improved the child's self-concept and self-esteem 97.0%
11. % of parents who felt the program helped their child pay more attention to school work and programs 94.0%
12. % of parents who felt the program helped their child be more responsible 94.0%
13. % of parents who felt the program was a growing experience for their child 98.1%
14. % of parents who felt the program helped their child gain more self-esteem and confidence 98.1%
15. % of those not still in school (high school or beyond) who are fully employed 82.5%
16. % of students who rated the program excellent or above average 97.5%
17. Unsolicited comments from schools and parents from the program evaluations:
    A. Positive comments (14 single spaced pages) 97.8%
    B. Negative comments (half page single spaced) 4.0%

Summer Ventures in Science and Mathematics #45

PURPOSE AND GOALS OF PROGRAM

Summer Ventures in Science and Mathematics is an intensive academic enrichment program for high ability high school students who have demonstrated interest in pursuing careers based in science and mathematics. University faculty teamed with master high school teachers guide students through a rigorous, 4-week academic program specially designed to provide research experience in scientific inquiry and mathematical problem solving. Students design, conduct and report results from their individual research projects. The statewide program is hosted at six campuses of the university system: ASU, ECU, NCCU, UNCC, UNCW, and WCU.

The goals of the program are:

- To provide intensive academic enrichment in science and mathematics for high ability high school juniors and seniors across all of North Carolina,
- To retain North Carolina's academically talented students in North Carolina for their post-secondary education,
- To encourage North Carolina's students to pursue careers in science and mathematics.

RESULTS AND OUTCOME OF PROGRAM (since 1985)

- Over 9,000 students from public and private high schools have participated in Summer Ventures. (This year's applicant pool represented 293 public and private high schools.)
- All 100 North Carolina counties have been represented in the applicant pool as a result of an extensive recruiting program. (This past year students from 79 North Carolina counties participated in the program.)
- Even though Summer Ventures is cost-free for participants, financial aid is available to cover transportation costs to the program for those in need to ensure equal access to all students regardless of socio-economic status.
- Summer Ventures has been successful in attracting the top students in the state. Students selected to participate have an average unweighted GPA of 3.8.
- Minority students represent on average 23% of the participant pool. (This past year 25% of the participant pool were minority students.)
- The gender ratio for Summer Ventures participants is 60% female/40% male, reflecting the program's success in attracting females into a science and mathematics program.
- 99.7% of Summer Ventures participants attend college or technical school. 90% pursue post-high school education in North Carolina. 72% attend a UNC system institution.
- 77% of SV participants major in science or mathematics at the post-secondary level.
- 81% plan to attend or are already in graduate school.
- 60% of Summer Ventures students said their SV experience influenced their decision toward a career in science or mathematics.

Note: Data from student evaluations of the academic and residential components of the program are also available for each year and support the program's success.

Challenges for the Program: Since its beginning 15 years ago Summer Ventures has received only one modest increase of $25K per campus to its operating budget. This increase was part of the 1994-95 expansion budget. This increase has been used to cover operational costs and yet since then housing and meal costs have increased by at least 50%.

NC Scholastic Media Association

(UNC-Chapel Hill)

#46

PURPOSE AND GOALS OF PROGRAM

The program purpose is to serve journalism teachers and their students by educating the teachers for their tasks. (More than 1,160 teachers in N.C. high schools have no training for the journalism teaching-publication advising jobs they are hired to do, except what is provided by NCSMA.)
The program goal is to ensure that journalism teachers in every high school can guide students to produce journalistically sound publications and broadcasts.

RESULTS AND OUTCOMES OF PROGRAM

For the 62-year-old North Carolina Scholastic Media Association, founded as an arm of the UNC-Chapel Hill School of Journalism and Mass Communication, each of the four years it has been funded by the state legislature shows the accomplishments and direct benefits of NCSMA to more than 20,000 teachers and students. Hundreds come to UNC-Chapel Hill to learn how to do their jobs. Thousands more — students and teachers — receive direct help from NCSMA Director Kay Phillips's traveling across North Carolina to high and middle schools to train them in regional workshops, in small groups and one on one.

Recent program accomplishments:

1. Journalism teacher education: In addition to hands-on workshop help, for which they receive continuing education units, teachers can enroll in a voluntary endorsement plan of four courses that fit them for the teaching they've been hired to do: "Journalism Education in the High School," "Mass Communication Law and Ethics in the High School," "Writing and Editing in the High School" and "Scholastic Publication Design and Production." This endorsement is unique in the country.

   Although North Carolina has no journalism certification, teachers can earn with these courses at least 12 credit hours of the education they need. The N.C. Department of Public Instruction adds this endorsement to the teacher's certificate. From its budget NCSMA provides $10,000 in fellowships to teachers.

2. Five days of uninterrupted hands-on teaching each summer: More than 480 scholastic journalists and their advisers receive hands-on training and demonstrations from the most outstanding journalists nationwide in newspaper, yearbook, literary magazine, desktop publishing, photojournalism and broadcasting,. NCSMA also has critique services for school publications and TV broadcasts, services in which skilled journalists — professional and academicians — judge individual writing and design in yearbooks, literary magazines and newspapers and excellence in broadcasting. These evaluations and awards allow teachers, students, parents and others to see young journalists' progress each year.

3. Six regional workshops across the state: NCSMA takes specific writing, design, photo and broadcast classes to <u>all 100 counties</u> in six one-day sessions each year, inviting every high school in region and drawing 250–400 participants.

4. Newsletter and Web site: The association newsletter, *The Scoop* goes out to journalism teachers/advisers five times during the school year, with informative articles, association news, idea exchanges and publishing tips. NCSMA also maintains its own Web site, http://www.ibiblio.org/ncsma, linked to the School's and the University's sites, as well as to state, national and regional scholastic journalism sites. Local schools and advisers can gain legal, instructional and historical help at the click of a button.

5. Recent recognitions and awards: In one scholastic awards program, students may compete statewide and nationally for Student Journalist of the Year. The N. C. Press Association awards annual scholarships of $500, $300 and $100, respectively, to the winner and first and second runners-up. Students may also win awards for their writing in all publications and broadcast programs. As they compete for these honors, their writing skills improve dramatically. [Importance: In a nationwide study of 19,249 students published in 1994, statistics showed that "when former high school publications staff members went to college, they had significantly higher freshman grade-point averages, as well as higher grades in their first English courses"(than students without journalistic participation.) (Dvorak, et al, *Journalism Kids Do Better*, ERIC Clearinghouse on Reading, English and Communication, 1994, p.20.)]
• March 16, Director Phillips received Columbia (University) Scholastic Press Association's James F. Paschal Award as the most outstanding media association director in the nation;
• In fall 1999, Phillips received Journalism Education Association's top national honor, the Carl Towley Award, and one adviser and six publications staffs were judged tops in their fields nationally.
• One of the Association's executive board members, teacher/adviser Robin Sawyer of Manteo High, won the national Dow Jones Newspaper Fund Journalism Teacher of the Year for 2000-01.
•Another N.C. teacher, Brenda Gorsuch of West Henderson High, last fall won a Dow Jones Distinguished Newspaper Adviser award, having already won the comparable award for yearbook advising. Two schools' newspapers have won Pacemaker (scholastic journalism's equivalent to a Pulitzer) Finalist status from National Scholastic Press Association, and one of them, Manteo High, was a Pacemaker winner. That honor was only the second of its kind ever won by a N.C. school.

Dr. Russell Lea
Attachment #2

School of
Agriculture and Environmental and Allied Sciences
North Carolina A&T State University

State Matching Funds for
Agricultural Research and Cooperative
Extension Programs

- Agricultural Research, Extension and Education Act (nonfederal match requirement)
  - FY 2000---30% match ($1,500,992)
  - FY 2001---45% match ($2,377,366)
  - FY 2002---50% match ($2,641,518)

School of
Agriculture and Environmental and Allied Sciences
North Carolina A&T State University

State Matching Funds for
Agricultural Research and Cooperative
Extension Programs

- Food and Nutrition
- Biotechnology/Genomics
- Soil and Water Quality Management/Modeling
- International Trade and Marketing
- Small Farm Development Center
  - Agribusiness Incubators

School of
Agriculture and Environmental and Allied Sciences
North Carolina A&T State University

State Matching Funds for
Agricultural Research and Cooperative
Extension Programs

- Marketing/E-business for agricultural products, particularly for specialty crops
- Farm/Financial Management
  - Area Extension Agents
- Horticultural/specialty crops
- Agricultural Health and Safety
  - N.C. Agromedicine Institute

School of
Agriculture and Environmental and Allied Sciences
North Carolina A&T State University

State Matching Funds for
Agricultural Research and Cooperative
Extension Programs

- Center for Environmental Farming Systems
  - Research Associate
- Workforce/Leadership Development
- Information Technology Infrastructure

April 2, 2001
attachment #3

NC STATE UNIVERSITY

UNC Budget Hearings

Joint Appropriations Subcommittee on Education
North Carolina General Assembly
April 2, 2001

Presented by
Dr. James L. Oblinger, Dean

COLLEGE OF AGRICULTURE AND LIFE SCIENCES

NC STATE UNIVERSITY

Mission

The College of Agriculture and Life Sciences discovers, develops, teaches, and applies knowledge and technology that enable students, clientele, and citizens of North Carolina and others to improve the quality of their lives and to enhance the agricultural, economic, environmental, and social well being of the state and world and to create and extend new knowledge through scientific research and extension in agriculture and the life sciences.

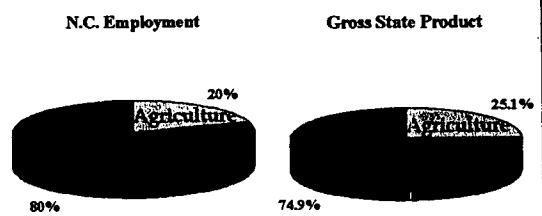
NC STATE UNIVERSITY

Colleges of:

- Agriculture and Life Sciences
- Engineering
- Natural Resources
- Textiles
- Veterinary Medicine

NC STATE UNIVERSITY

Food, Fiber & Forestry Industries



NC STATE UNIVERSITY

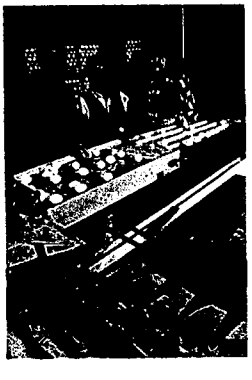
NC STATE UNIVERSITY

NC STATE UNIVERSITY

Developing & Delivering Science, Technology & Education

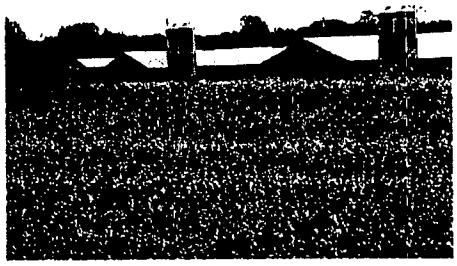
- Discovering a better way to measure blood cholesterol levels
- Keeping eastern North Carolina's groundwater and streams clean
- Pushing the frontiers of science to advance the life sciences industries
- Conducting basic research on pathogens to undergird food safety education programs

NC STATE UNIVERSITY



NC STATE UNIVERSITY

NC STATE UNIVERSITY



NC STATE UNIVERSITY

NC STATE UNIVERSITY

NC STATE UNIVERSITY

Budget Lines

Academic Programs

- 16030 Teaching activities

Agricultural Programs

- 16031 Research activities
- 16032 Extension activities

NC STATE UNIVERSITY

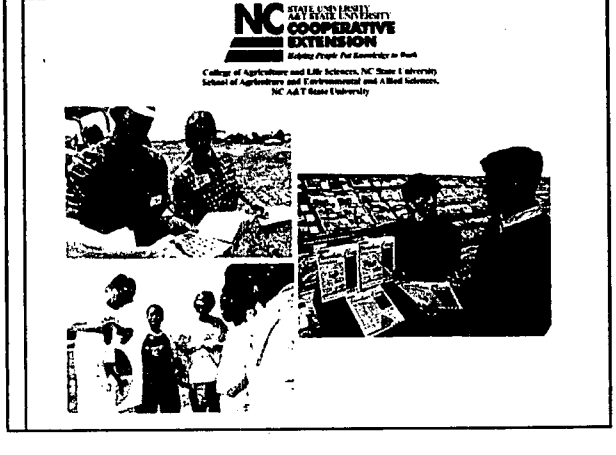
NC STATE UNIVERSITY
A&T STATE UNIVERSITY
COOPERATIVE EXTENSION
Helping People Put Knowledge to Work

College of Agriculture and Life Sciences, NC State University
School of Agriculture and Environmental and Allied Sciences, NC A&T State University

Statewide network of

- 30,000 citizen advisers
- 70,000 volunteers

NC STATE UNIVERSITY



NC STATE UNIVERSITY

- Tobacco research
- Pfiesteria research
- Seafood Laboratory at Morehead City
- Extension & Research at the Tidewater Research Station

NC STATE UNIVERSITY

Programs Directly Impact

- Environmental Protection
- Agricultural Competitiveness & Sustainability
- Economic Development

NC STATE UNIVERSITY

Environmental Protection

NC STATE UNIVERSITY

82. Agricultural research & extension

$1.3 million appropriation

Results:

- Reduced pesticide use
- Better nutrient management
- Improved water quality for North Carolina

NC STATE UNIVERSITY

82. Agricultural research & extension

(continued)

- Turfgrass breeder & entomologist
- Pesticide storage facility manager
- Programs at Center for Environmental Farming Systems

NC STATE UNIVERSITY

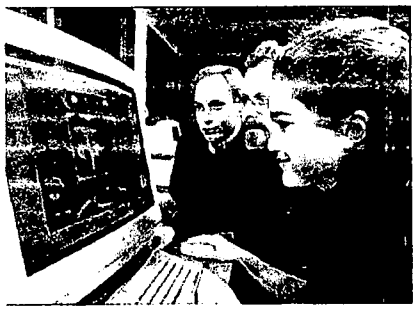
82. Agricultural research & extension

(continued)

NC STATE UNIVERSITY

82. Agricultural research & extension

(continued)



NC STATE UNIVERSITY

82. Agricultural research & extension

(continued)

NC STATE UNIVERSITY

82. Agricultural research & extension

(continued)

Software to:

- Help producers apply animal waste and fertilizers to reduce nutrient runoff
- Help state agencies monitor applications and reduce violations

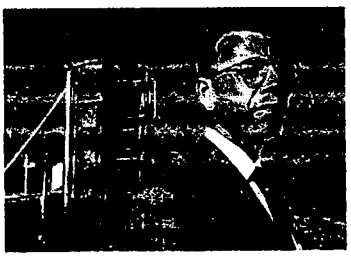
NC STATE UNIVERSITY

83. Animal waste management & utilization research $500,000 appropriation

- Swine, poultry, dairy & beef industries generate more than $3.5 billion in farm cash receipts in North Carolina

NC STATE UNIVERSITY

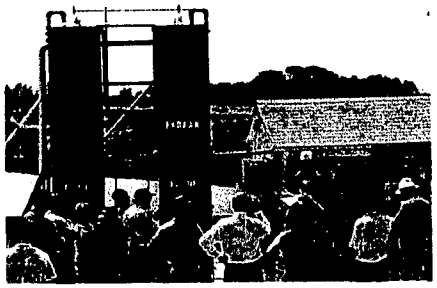
83. Animal waste management & utilization research



- $20 million in outside funding

NC STATE UNIVERSITY

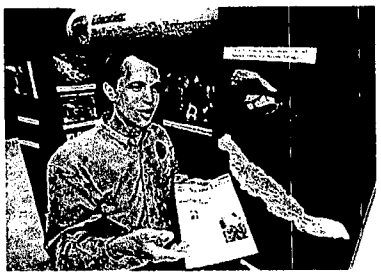
83. Animal waste management & utilization research (continued)



NC STATE UNIVERSITY

85. Cooperative Extension Service (Neuse River Education Team)

$450,000 appropriation



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85. Cooperative Extension Service (Neuse River Team)

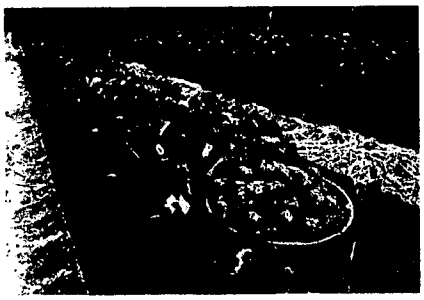
NC STATE UNIVERSITY

85. Cooperative Extension Service (Neuse River Team)

NC STATE UNIVERSITY

87. Small horticultural crops (strawberries)

$100,000 appropriation



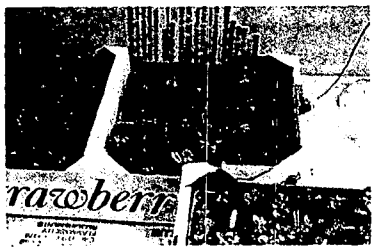
NC STATE UNIVERSITY

87. Small horticultural crops (strawberries)

(continued)

Strawberries

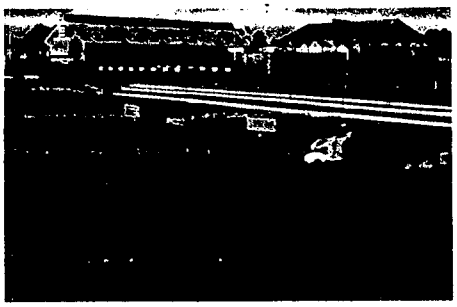
- **Cash value of $10 million**



NC STATE UNIVERSITY

88. Soil science at Tidewater Research Station

$100,000 appropriation



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88. Soil science at Tidewater Research Station

- Reduce by half the $70 million spent on failing septic systems

NC STATE UNIVERSITY

Economic Development: Agricultural Sustainability & Competitiveness

NC STATE UNIVERSITY

Problems

- Oversupply & poor global market demands
- Unprecedented flooding
- Tobacco quota cuts
- Steep price increases for propane fuel & nitrogen fertilizer

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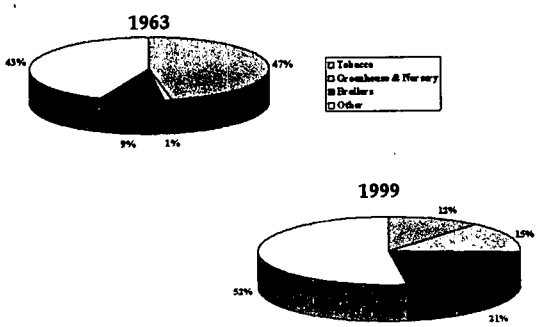
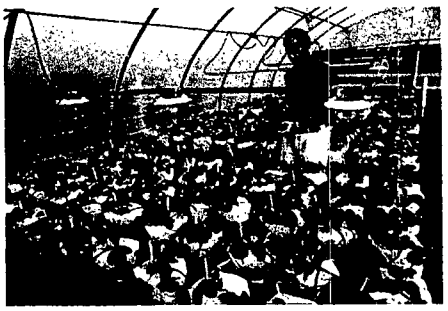
NC STATE UNIVERSITY

NC STATE UNIVERSITY

A Changing Agriculture



NC STATE UNIVERSITY



NC STATE UNIVERSITY

89. Extension service support for the meat goat industry

$200,000 appropriation

NC STATE UNIVERSITY

89. Extension service support for the meat goat industry

- Meat goat market growing by 10% per year

NC STATE UNIVERSITY

91d. Funds for competitive industries: Agricultural Education

$585,000 Appropriation

84. Agricultural education program

$200,000 Appropriation

NC STATE UNIVERSITY

84. Agricultural education program

NC STATE UNIVERSITY

91d. Funds for competitive industries: Agricultural education

NC STATE UNIVERSITY

84,91d. Agricultural education

Results

- Secondary school students taking agriculture courses has grown from 30,000 to 37,000
- State FFA conference has grown from 950 to 1,400

NC STATE UNIVERSITY

84,91d. Agricultural education

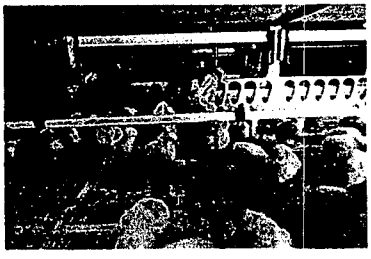
- Undergraduate enrollments more than doubled
- Graduate enrollments up from 10 to 62 Master's Degree students

NC STATE UNIVERSITY

80. Poultry Research & Extension Positions

$250,000 appropriation

- $2 billion annually in farm cash receipts



NC STATE UNIVERSITY

80. Poultry Research & Extension Positions

- Faculty position in College of Veterinary Medicine to reduce threats from new & emerging poultry diseases

NC STATE UNIVERSITY

80. Poultry Research & Extension Positions
(continued)

Poultry Enteritis Mortality Syndrome (PEMS)

- Cost producers $15 million in one year
- NC State developed educational & biosecurity monitoring program
- Incidence of PEMS has dropped dramatically

NC STATE UNIVERSITY

80. Poultry Research & Extension Positions
(continued)

- $150,000 for extension programs in:
  - poultry production
  - waste management
  - water quality
  - mortality management
  - pest & odor control

NC STATE UNIVERSITY

81. Christmas Tree Research
$250,000 appropriation

86. Conifer integrated pest management
$64,000 appropriation

90. Specialist for mountain conifer industry
$70,000 appropriation

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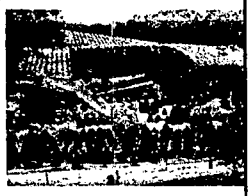
81. Christmas Tree Research

NC Christmas Tree Industry



- $100 million in annual farm cash receipts
- NC ranks 2nd for Christmas tree & greenery production
  - 14% of national market

NC STATE UNIVERSITY

81, 86, 90. Christmas Trees & Mountain Conifers (continued)

- 1993/94
  - $64,000 appropriation for mountain conifer integrated pest management program
- 1994/95
  - $70,000 appropriation for extension specialist
- 1995/1996; 1999/2000
  - $250,000 total appropriation for Christmas tree genetics research

NC STATE UNIVERSITY

81, 86, 90. Christmas Trees & Mountain Conifers (continued)

Results:

- **Reduced pesticide use**
- **Alternatives to pesticides under review**
- **Farm management skills**

NC STATE UNIVERSITY

81, 86, 90. Christmas Trees & Mountain Conifers (continued)

NC STATE UNIVERSITY

Economic Development: Other Sectors

- Nonwovens Textiles
- Furniture Manufacturing
- Pulp & Paper

NC STATE UNIVERSITY

91a. Funds for Competitive Industries: Nonwovens Cooperative Research Center

$300,000 Appropriation

Nonwovens industry

- Growing at 6% annually
- Generating $750 million annually
- Employing 3,500 people in N.C.

NC STATE UNIVERSITY

91a. Funds for Competitive Industries: Nonwovens Cooperative Research Center

- Provides research, technology transfer & employee training to sustain industry growth
- Coordinates nonwovens research at six U.S. universities
- Supported work of more than 40 students
- Conducted industry-directed research
- Provided analytical support for over 50 N.C. companies

NC STATE UNIVERSITY

91a. Funds for Competitive Industries: Nonwovens Cooperative Research Center

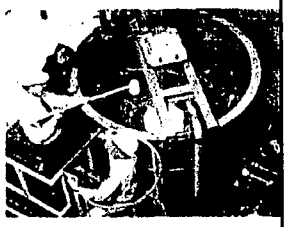
- $309,000 in membership dues paid by industry
- Leveraged almost $6 million from National Science Foundation and industry

NC STATE UNIVERSITY

91b. Funds for Competitive Industries: Pulp & Paper Technology

$360,000 Appropriation

- Nation's leader in supplying skilled personnel to work in industry
- $7.5 million in industry support for research & academic programs



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91b. Pulp & Paper Technology (continued)

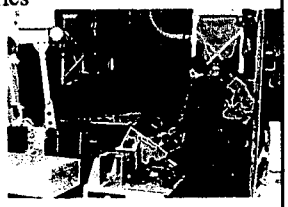
- State appropriation funds personnel to conduct research & ensure safe operation of pilot plant
- $3 million secured from other sources

NC STATE UNIVERSITY

85b. Funds for Competitive Industries: Furniture Manufacturing

$500,000 Appropriation

- Appropriated funds pay salaries and operating expenses
- Industry contributes $270,000/year for research
- $260,000 in NSF funding
- $500,000 in NIOSH funding



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91c. Furniture Manufacturing (continued)

Results:

- Patented process & five copyrighted software packages
- Trained 37 graduate students
- Delivered 102 workshops & technical seminars
- Operated laboratory used by 48 companies

NC STATE UNIVERSITY

Partnerships

COLLEGE OF AGRICULTURE AND LIFE SCIENCES

NC STATE UNIVERSITY

NC STATE UNIVERSITY

NC State University is:

- Strengthening our state's economy
- Protecting our state's environment
- Enhancing quality of life for all North Carolinians

NC STATE UNIVERSITY

April 2, 2001
Attachment #4

NUMBER OF STATE-FUNDED POSITIONS IN CENTER FOR SCHOOL LEADERSHIP DEVELOPMENT PROGRAMS

Program	Number of full-time positions	Number of part-time positions
Center for School Leadership Development *	1 EPA	1 SPA @.60
NC Model Teacher Education Consortium	1 EPA 6 SPA	
North Carolina Teacher Academy	1 EPA 8 SPA	
NC Center for the Advancement of Teaching *Note*: NCCAT is a residential facility.	13 EPA 44 SPA	4 SPA @.75 1 SPA @ .50 1 SPA @.875
Principal Fellows Program *	1 EPA 1 SPA	
Principals' Executive Program *	9 EPA 13 SPA	
Lighthouse Schools *	1 EPA	
Mathematics and Science Education Network* (MSEN)	3 EPA 7 SPA	
Staff totals	30 EPA 79 SPA	7 SPA part-time (equivalent 4.975)

* Future administrative offices will reside in the new Center for School Leadership Development facility which opens in November, 2001.

MINUTES

JOINT APPROPRIATIONS ON EDUCATION COMMITTEE
Tuesday, 3 April 2001
8:30 a.m.
Room 421, Legislative Office Building

The House Appropriations Subcommittee on Education met on Tuesday, 3 April 2001, at 8:30 a.m. in Room 421 of the Legislative Office Building. Members attending the were Boyd-McIntyre, Rogers, Yongue, Barnhart, Bell, Bonner, Carpenter, McLawhorn, Michaux, Preston, Russell, Smith, Teague, and Warner. There were seven (7) Senators in attendance. The Agenda *(Exhibit 1)* and the Visitor Registration Sheet *(Exhibit 2)* are attached hereto and incorporated into the minutes.

Representative Boyd-McIntyre presided and called the meeting to order. She began the meeting by welcoming committee members, staff and visitors. Pages in attendance were welcomed and asked to introduce themselves and their sponsoring member. The Chair proceeded to acknowledge the Sergeant At Arms staff and Committee Assistants in attendance. There were three presentations on the agenda: Dr. Russ Lea, Vice President for Research at UNC-Chapel Hill; Chancellor Marye Anne Fox, NC State University; and Dr. Robert Shelton, Executive Vice Chancellor and Provost, UNC-Chapel Hill. All three presenters utilized a slide presentation, copies of which are labeled, numbered and attached hereto and incorporated into the minutes as *Exhibit 3*.

Dr. Russ Lea began the first presentation by giving an overview of Research Priorities for UNC. The presentation included new and expanded program reviews such as Blue Crab Research, Biomedical/Biotechnology Research Institute Funds and Mountain Aquaculture. For detailed information about these programs, Dr. Lea's slide presentation appears on pages 1 and 2 in *Exhibit 3*. At the conclusion of his presentation, Dr. Lea entertained questions by the Committee.

The second order of business was a slide presentation and overview of Research Priorities for NC State University by Chancellor Marye Anne Fox. Chancellor Fox shared NC State's New and Expanded Program Reviews with the Committee. Items such as NC Patent Research Funds, Seafood Laboratory Funds, Research Staff for Tidewater Research Station, Tobacco Research and Pfiesteria Research were some of the programs Chancellor Fox reviewed for the Committee. A complete listing of the programs she reviewed can be found in greater detail on pages 3-5 in *Exhibit 3*. At the conclusion of her presentation, Chancellor Fox entertained questions by the Committee.

The final order of business was a slide presentation depicting research priorities for UNC-Chapel Hill given by Dr. Robert Shelton. The research priorities discussed by

Dr. Shelton may be found in detail on pages 6 & 7 in *Exhibit 3*. At the conclusion of his presentation, Dr. Shelton entertained questions by the Committee.

With no further business before the committee, the meeting was then adjourned.

Respectfully submitted,

_____

Rep. Flossie Boyd-McIntyre
Presiding Co-Chair

_____

Mia D. Bailey
Committee Assistant

Rep. Gene Rogers
Co-Chairman

Rep. Douglas Y. Yongue
Co-Chairman

Exhibit 1

Joint Appropriations on Education Committee

AGENDA

Tuesday, April 3, 2001, 8:30 a.m.
Room 421, Legislative Office Building
Representative Boyd-McIntyre, Presiding

University Research- (8:30-8:45)

Overview of Research Priorities for UNC — Dr. Russ Lea
Including New and Expanded Program Reviews: — Vice-President for Research

- Blue Crab Research (Item #47)
- Biomedical/Biotechnology Research Institute funds (Item # 48)
- Mountain Aquaculture (Item #58)

Research Priorities for North Carolina State University (8:45-9:25) — Chancellor Marye Ann Fox

New and Expanded Program Reviews:

- Replacement of NCSU's contribution of overhead receipts to UNC-GA-eliminated 5% requirement (Item #49)
- Overhead receipts: Eliminate NCSU's 10% contribution of overhead receipts to the General Fund (Item #52)
- Pfiesteria Research (Item # 50)
- Forestry Biotechnology program (Item #51)
- Tobacco Research (Item #54)
- Academic Enhancement of Research Campuses (Item #55a)
- Research Staff for Tidewater Research Station (Item #56)
- Seafood Laboratory Funds (Item #57)
- NCSU Patent Research Funds (Item #60)

Research Priorities for UNC-Chapel Hill (9:25-9:50) — Dr. Robert Shelton, Executive Vice Chancellor and Provost, UNC-CH

New and Expanded Program Reviews:

- Replacement of UNC-CH's contribution of overhead receipts to UNC-GA-eliminated 5% requirement (Item #49)
- Overhead Receipts: Eliminate UNC-CH's 10% contribution of overhead receipts to the General Fund (Item #52)
- Lineberger Cancer Research Center Funds (Item #53)
- Academic Enhancement of Research Campuses- UNC-CH (Item #55b)
- Shellfish Enhancement Funds (Item #59)

Exhibit 2

VISITOR REGISTRATION SHEET

APPROPRIATIONS/Subcommittee on Education 4-3-2001

Name of Committee — Date

VISITORS: PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Bibby Moore	UNC-GA
Shelton Earp	UNC-CH
Peter F. Galbreath	WCU
[illegible]	UNC-Chapel Hill
[illegible]	UNC-Chapel Hill
Phil Kirk	NCCBI
Charlie Moreland	NCSU
Marye Anne Fox	NCSU
JAMES L. OBLINGER	NCSU
Johnny Wynne	NCSU
Elmira Mangum	UNC Chapel Hill
Roger Patterson	UNC Chapel Hill
MARIAN MOORE	UNC CHAPEL HILL
CH Pete Peterson	UNC-Chapel Hill
KEN R HAREWOOD	NCCU
[illegible] Barkley	NCSU
[illegible]	NCSU
DAVID GREEN	NCSU
Steve Rebuck	NCSU-Sea Grant
STEVE WILSON	NCSU-Pres. Services
[illegible]	[illegible]
[illegible]	NC Forestry Assoc.
[illegible]	NC AGRIBUSINESS Council
[illegible]	NCACCT
[illegible]	[illegible]

VISITOR REGISTRATION SHEET

APPROPRIATIONS/Subcommittee on Education 4-3-2001

Name of Committee Date

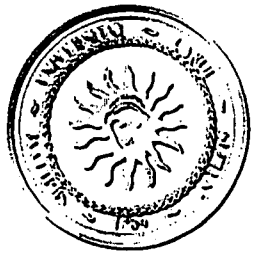
VISITORS: PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
W.K. COLLINS - N.C. STATE	UNIV AND TURNER FARMS (WARREN CO 4921 CARTERET D-RALEIGH 27612
Wendy Sarratt	UNC-CH
Nadine O'Malley	UNC-CH
Michael O'Malley	UNC-CH
[illegible]	UNC-OP
[illegible] Barnes	UNC-OP
Fred [illegible]	NCSU - Forestry
J.B. JETT	NCSU - College of Natural Resources
[illegible]	[illegible]
J BULLICKSN	UNC
[illegible]	OSBPM
[illegible]	OSBPM
[illegible]	NCASA
[illegible] Lee	OSBPM
Elizabeth Grovenstein	OSBPM
Joanne [illegible]	NC Nurses Association
[illegible]	NC ASA
Susan Harris	WCBS
Jane Causby	
[illegible]	NCICU
[illegible]	Bulam Assoc.
Steve Woodson	NC Farm Bureau
John Cyrus	N.C. State [illegible]
Ed Regan	N.C. Assoc. of Co. Boards
Amy Fulbright	Hunton & Williams

Exhibit 3

Dr. Russ Lea
Presentation

UNC SPONSORED PROGRAMS AND RESEARCH



The University of North Carolina
Joint Appropriations Subcommittee on Education, April 3, 2001

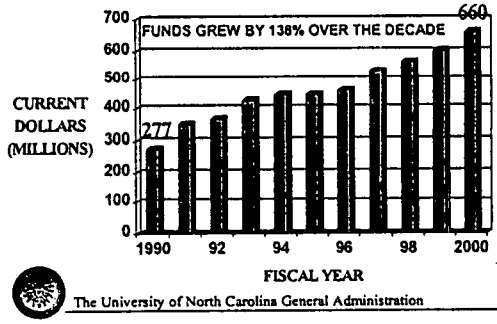
UNC Sponsored Programs

Scope

- FACULTY-DRIVEN ENTERPRISE
  - ALL UNC INSTITUTIONS INVOLVED
- PROPOSALS TO EXTERNAL AGENCIES
  - $2.3 BILLION REQUESTS BY UNC IN FY00
- CONTRACT AND GRANT AWARDS
  - $660 MILLION FUNDING TO UNC IN FY00
- FOCUS ON CORE MISSION
  - EMPHASIS ON RESEARCH PROJECTS

The University of North Carolina General Administration

UNC Sponsored Program Awards: FY1990 to FY2000



The University of North Carolina General Administration

UNC Sponsored Programs and Research

Importance to UNC Long Range Plan: 2000-2005

- ACCESS
  - Fellowships and Research Assistantships
- PUBLIC SCHOOLS
  - Teacher Training and Development
- INFORMATION TECHNOLOGY
  - Infrastructure and Distance Education
- INTELLECTUAL CAPITAL FORMATION
  - Academic Programs
- EXPANDING FRONTIERS OF KNOWLEDGE
  - Basic and Applied Research

The University of North Carolina General Administration

UNC Sponsored Programs and Research

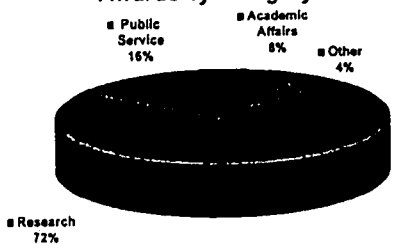
Importance to UNC Long Range Plan: 2000-2005

- CREATION AND TRANSFER OF KNOWLEDGE
  - Support Basic and Applied Research
  - Expand External Sponsorship of Research
  - Enhance the Quality of Life and NC Economy
  - Facilitate Partnerships
  - Encourage Collaborations

The University of North Carolina General Administration

Support Basic and Applied Research

Awards by Category - FY00

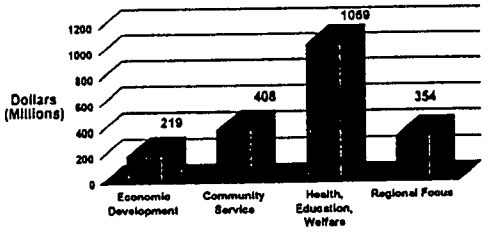


Total Awards = $660 Million

The University of North Carolina General Administration

Enhance the Quality of Life and Economy

Proposals Addressing Needs of NC Citizens

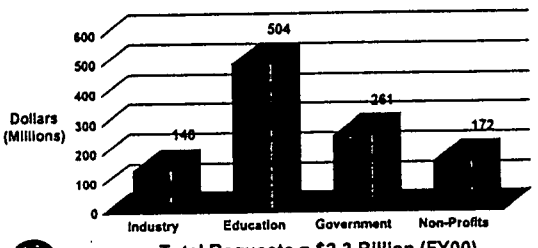


Total Requests = $2.3 Billion (FY00)

The University of North Carolina General Administration

Facilitate Partnerships

Proposals with Linkages to NC Organizations

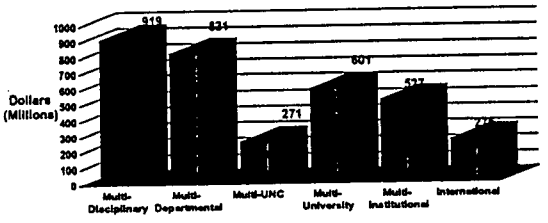


Total Requests = $2.3 Billion (FY00)

The University of North Carolina General Administration

Encourage Collaboration

Proposals Involving Collaboration



Total Requests = $2.3 Billion (FY00)

The University of North Carolina General Administration

UNC SPONSORED PROGRAMS AND RESEARCH

The University of North Carolina

Dr. Russ Lea, Vice President for Research & Sponsored Programs

2.

Chancellor Fox Presentation

NC STATE UNIVERSITY

NC STATE
North Carolina's leader in science, engineering and technology

Marye Anne Fox, Chancellor

NC STATE UNIVERSITY

Overhead receipts-
growing university programs for students

- Receipts helped to fund Centennial Campus buildings
- Helped to build Research One, Two, Three and Four
- Helped to build Partners One and Two

NC STATE UNIVERSITY

Overhead receipts-
growing university programs for students

- In those buildings are research centers for:
  - –materials sciences
  - –biotechnology
  - –genomic science
  - –bioinformatics

NC STATE UNIVERSITY

Overhead receipts-
growing university programs for students

- Centennial Campus investments have leveraged over $50 Million in research support
- A boon for economic development:
  - – 69 partners
  - – 1300 corporate employees
  - – 1200 University employees
  - – 2000 student jobs

NC STATE UNIVERSITY

The 10% and 5% contribution-supporting faculty and growth

- 10% contribution began in '97,
- 5% in '99
- With these funds, NC State was able to retain top faculty

NC STATE UNIVERSITY

The 10% and 5% contribution-supporting faculty and growth

Faculty	No of Proposals	Funding
David Bird	9	$1,649,732
Robert Kelly	14	$2,555,959
Trudy Mackay	8	$4,788,691
Charles Opperman	6	$ 898,000
Ronald Sederoff	23	$6,508,555

NC STATE UNIVERSITY

The 10% and 5% contribution- supporting faculty and growth

- Leverage research money through cost-sharing
- Support infrastructure growth
- Offer start-up packages to faculty
- Increased our award base

NC STATE UNIVERSITY

The 10% and 5% contribution- supporting faculty and growth

Fiscal year	Total External	Federal
97-98	$129 Million	$67 Million
98-99	$135 Million	$80 Million
99-00	$145 Million	$90 Million
00-01	$165 Million*	$100 Million

*projected 3/30/01

NC STATE UNIVERSITY

Enhancement funds- building faculty, supporting graduate students

- Appropriated in '96 used over 3 years
- Critical to keep NC State competitive

NC STATE UNIVERSITY

Enhancement funds- building faculty, supporting graduate students

- Major part went to faculty salaries
- Helped NC State compete for limited pool of talent
- Improved quality of teaching

NC STATE UNIVERSITY

Enhancement funds- building faculty, supporting graduate students

- Some of these funds used for one-time projects
- Helped support development of multidisciplinary programs
- Helped support graduate students
- Web-based teaching
- Lab start-ups, key to attract good faculty
- Started Park Scholarship Program

NC STATE UNIVERSITY

Individual Programs

Pfiesteria research- Dr. JoAnn Burkholder

- Generated $4.6 Million in grants
- Among premier aquatic research labs in world
- Protects humans from pfiesteria outbreaks
- Diagnoses pfiesteria in fish
- Protects the state's coastal economy
- Maintains surveillance system for Neuse River

NC STATE UNIVERSITY

Individual Programs

NC State/Forest Biotechnology Program- Dr. Ronald Sederoff

- Find ways to grow more trees on fewer acres
- Helps retain top forest biotechnology professors
- Identified all loblolly pine genes
- Identified genes making pines susceptible to fusiform rust, a major killer
- More than $6 Million in research support

NC STATE UNIVERSITY

Individual Programs

NC State/Tobacco Research- Dr. Johnny Wynne

- Breeds plants with improved disease and insect resistance
- Developed high quality, new varieties
- New variety allows growers to minimize use of chemicals

NC STATE UNIVERSITY

Individual Programs

NC State/Research Staff for Tidewater Research Stations- Dr. Johnny Wynne

- Enhances agricultural profitability & environmental sustainability
- Help adoption of technologies to improve pest management, tillage and planting
- Research may increase potato yield by 5-10%
- Research on commercial production of flounder

NC STATE UNIVERSITY

Individual Programs

NC State/Seafood Laboratory- Dr. Johnny Wynne

- Research and education for seafood safety & processing
- Trains workers on seafood safety-national model
- Researches pfiesteria-associated seafood safety concerns

NC STATE UNIVERSITY

NC State/Patent Research- Dr. Charles Moreland

- One-time non-recurring funding
- $97,000 used to support polyester fabric development
- No royalties produced

Dr. Robert Shelton
Presentation

The University of North Carolina at Chapel Hill

Provost Robert N. Shelton
Presenting

April 3, 2001 Joint Education Appropriations Subcommittee Budget Hearings 1

5% & 10% Overhead Funds (#49 & #52)

Chancellor James Moeser on Feb. 22 announced a public-private investment in a campus-wide genome sciences initiative over the next decade.

We aim to do our part in leading this breathtaking revolution spurred by DNA and the book of life. Carolina will be a driving force in determining how the genomics revolution will change the way in which we treat human diseases, design drugs and grow crops. University leaders, representing diverse academic areas, are making strategic support of the UNC genome sciences a top priority and are investing the resources necessary to position UNC for leadership among major research universities. Equally strategic pursuit of state and federal funding, coupled with strong support from N.C. taxpayers and private donors, has further fortified such quick progress in building Carolina's genomics program.

Chancellor James Moeser

April 3, 2001 Joint Education Appropriations Subcommittee Budget Hearings 2

Overhead Reimbursements at Carolina

- **Invaluable Tool Used Responsibly To ...**
  - **Generate additional research**
  - **Retire debt service on facilities and renovations**
  - **Fund self-liquidating bonds**
  - **Help retire debt for opportunities created by the bond legislation passed last November**

April 3, 2001 Joint Education Appropriations Subcommittee Budget Hearings 3

Facilities Funded From Overhead Funds

- Medical Biomolecular Building
- Bioinformatics Building
- Neurosciences Building
- Public Health Building
- Nursing Building
- Community Health Building
- Science Complex (Phase III)

April 3, 2001 Joint Education Appropriations Subcommittee Budget Hearings 4

UNC Lineberger Comprehensive Cancer Center

- State Budget
  - 1997 $1M Increase; 14 faculty and 5 staff added
- Developing New Cancer Treatments
  - Breast cancer vaccine, enhanced chemotherapy, biologic therapies
- Understanding Cause and Prevention
  - Resveratrol and the protective effect of red grapes
- Studying Cancer in the Community
  - Breast, Colon, Melanoma, Head & Neck, Rectal
- Applying Cancer Genetics
  - Using gene expression profiles to identify susceptibility and to choose treatments
- Increasing External Funding
  - All members: $84M in 1997 to $120M in 2000

April 3, 2001 Joint Education Appropriations Subcommittee Budget Hearings 5

Academic Enhancement Funds (#55b)

- *Faculty Salaries Initiative*
- *Graduate Student Health Insurance Program*
- *Carolina Computing Initiative*
- *Freshman Seminars Program*
- *Undergraduate Minor in Information Systems*
- *Information Technology Enhancement Initiative*
- *Partnership for Minority Advancement in the Biomolecular Sciences*

April 3, 2001 Joint Education Appropriations Subcommittee Budget Hearings 6

Shellfish Enhancement Program #59

Benefits to the People of NC

Bay scallops

- Restored the bay scallop fishery in Bogue Sound that had been closed for 5 years since decimation by the 1987 red tide outbreak
- Reopened the fishery, valued at up to *$1 Million* dockside value

Hard clams

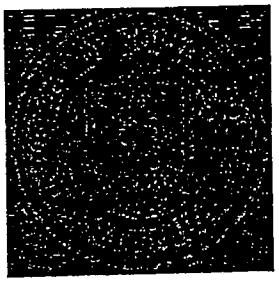
- Introduced hatchery-raised seed clams into shell and seagrass bottom
  Net return of $1.40 -$2.33 for every dollar invested
- Seeded NC estuaries statewide with 4 million hard clams

Eastern oysters

- Demonstrated increased reef height leads to high oyster survival and production
- *Directed restoration of over 100 oyster reefs in the Neuse River estuary*

April 3, 2001 Joint Education Appropriations Subcommittee Budget Hearings 7

Questions and Answers



April 3, 2001 Joint Education Appropriations Subcommittee Budget Hearings 8

MINUTES

JOINT APPROPRIATIONS SUB COMMITTEE ON EDUCATION

April 3, 2001 – 1:00 PM

Co-Chairman Representative Douglas Yongue called the meeting to order. House Members in attendance were Representatives Yongue, Rogers, Bell, Teague, and McLawhorn. Senate members present were Senators Garwood, Lucas, Garrou, Cunningham, Carter and Dalton.

Dr. Gretchen Bataille, Senior VP for Academic Affairs, gave a general introduction and overview of the Health Sciences Program at UNC-Chapel Hill.

The next order of business was a presentation of the various programs under Health Sciences and UNC-Chapel Hill by Dr. Jeffrey Houpt, Dean, UNC-CH School of Medicine and CEO of UNC Health Care Systems. He presented a slide show on the various programs. **(For detailed information on these programs please see attachments 1, 1A, 1B, 1C, 1D, 1E, and 1F)**

The second order of business was a slide presentation and overview of Area Health Education Centers (AHEC) by Dr. Tom Bacon, Director and Associate Dean. **(For detailed information on these programs please see attachments 2, 2A and 2B)**

The last order of business was a slide presentation by Dr. Phyllis Nichols Horns, Dean, ECU School of Nursing regarding the Nursing Program Enhancement. **(For detailed information about the programs described, see attachments 3, 3A-3G)**

The meeting was then adjourned.

Respectfully submitted,

Rep. Douglas Y. Yongue, Co-Chairman

Jenny Umstead, Committee Assistant

Joint Appropriations on Education Committee

AGENDA

Tuesday, April 3, 2001, 1:00 p.m.
Room 421, Legislative Office Building
Representative Yongue, Presiding

Health Sciences

(1:00 p.m. - 1:10 p.m.)
Introduction and Overview — Dr. Gretchen Bataille, Senior V.P. for Academic Affairs`

(1:10 p.m. - 1:40 p.m.)
Health Sciences and UNC-Chapel Hill — Dr. Jeffrey Houpt, Dean, UNC-CH School of Medicine And CEO of UNC Health Care Systems

Program Reviews:
Institute on Gerontology/Aging (Item #61)
Center for Alcohol Studies (Item #62)
Institute of Medicine – Sheps Center (Item #63)
TEACCH Program at UNC-CH School of Medicine (Item #65)
Infection Control Program at UNC-CH Med School (Item #66)
Diabetes Program – UNC-CH (Item #68)

(1:40 p.m. - 2:10 p.m.)
Nursing Program Enhancement — Dr. Phyllis Nichols Horns, Dean, ECU School of Nursing

Program Reviews:
AHEC Support for Off-Campus Nursing (Item #69e)
Nurse Midwifery Training – ECU (Item #70)
Nurse Scholars Program (Item #69a)
Nurse Education Scholarship Loan Program (Item #69b)
Master's-Nurse Scholars Program (Item #69c)
N.C. Center for Nursing (Item #69d)

(2:10 p.m. - 2:30 p.m.)
Area Health Education Centers (AHEC) — Dr. Tom Bacon, Director and Associate Dean

Program Reviews:
Area Health Education Centers – AHEC (Item #64)
Nurse Anesthetists – UNC AHEC (Item #67)

VISITOR REGISTRATION SHEET

APPROPRIATIONS/Subcommittee on Education 4-3-2001

Name of Committee Date

VISITORS: PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Pat B. Baskin	NC. Christians Tree assoc
Alice C. Halewood	UNC- State Education Asst. Auth
[illegible]	NCNA
Doris Stewart	NC Center for Nursing
Gary Messier	UNC School of Medicine
Vera Marshall	UNC Institute on Aging
Gordon H. DeFriese	President NC Institute of Medicine
Bill Lamb	UNC Institute on Aging
MARY ALTPETER	UNC INSTITUTE ON AGING
Pam Silberman	NC Inst. of Medicine
Sue Ellen Smith	Nurse for Days of NCCCPA
Joanne Schoen	NC Nurses Association
[illegible]	NCICU
Leon M. McLean	Pharmacy
Steve McLean	Pharmacy
Douglas Yoncie Jr	Pharmacy
Evelyn Hawthorne	UNC Chapel Hill
Wade Hollywood	NC School of Health
Tom Brown	" " " " "
JOHN SANDERS	UNC
Jacqueline R. Wynn	NC AHEC Program
HUGH TILSON	NCHA

VISITOR REGISTRATION SHEET

APPROPRIATIONS/Subcommittee on Education 4-3-2001

Name of Committee Date

VISITORS: PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Karen Stallings	NC AHEC Program Chapel Hill
Nadine O'Malley	NC AHEC, Chapel Hill
ANN LOBE	DHHS
Jay Davis	UNC OP
Margaret Bye	AHEC Liaison for Nursing C. Hill
[illegible]	NC AHEC PROGRAM, CHAPEL HILL
[illegible]	UNC Bowles Center for Alcohol Studies
Clifton B. Metcalf	UNC OP
JB MULLIKEN	UNC
[illegible]	OSBPM
Elizabeth Greenstein	OSBPM
Paul Brown	OSBPM
Thomas J. Bacon	UNC-Chapel Hill AHEC Program
Phyllis Harris	ECU-SON
Donna Benson	UNC OP
Gretchen Bataille	UNC OP
William A Rutala	UNC-CH, SPICE
Adrienne Parker	UNC-CH / NC 10M
Kristie [illegible]	NC-10M
[illegible]	Budget
Sam Lee	OSBPM
J. BUSE	UNC- DIABETES CARE CENTER
Judy [illegible]	[illegible]

Joint Education Appropriations Subcommittee

Health Sciences and UNC at Chapel Hill

April 3, 2001

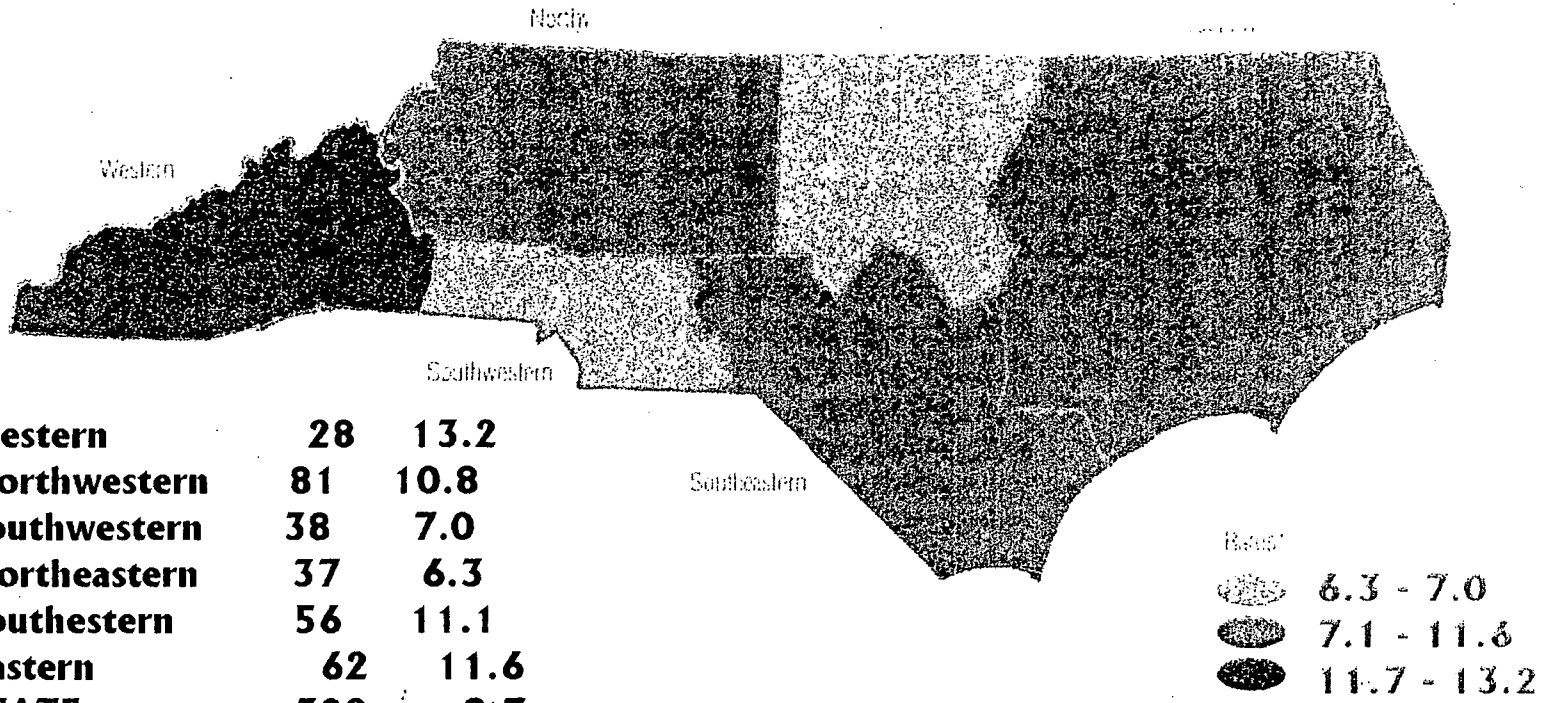
Jeffrey L. Houpt, M.D.
Dean, School of Medicine
Vice Chancellor for Medical Affairs
CEO, UNC Health Care System

H

Genomics

- Study of function of genes
- Gene + environmental stimulus → disease
- Genomics
  - more specific treatments
  - change medicine to preventive focus
- Major economic implications
- Major social implications

NEURAL TUBE DEFECTS BY PERINATAL REGION NORTH CAROLINA, 1995 - 1997



Western	**28**	**13.2**
Northwestern	**81**	**10.8**
Southwestern	**38**	**7.0**
Northeastern	**37**	**6.3**
Southestern	**56**	**11.1**
Eastern	**62**	**11.6**
STATE	**302**	**9.7**

RATES per 10,000 LIVEBIRTHS

Carolina Birth Defects Monitoring Program
Surveillance Report, October 2000

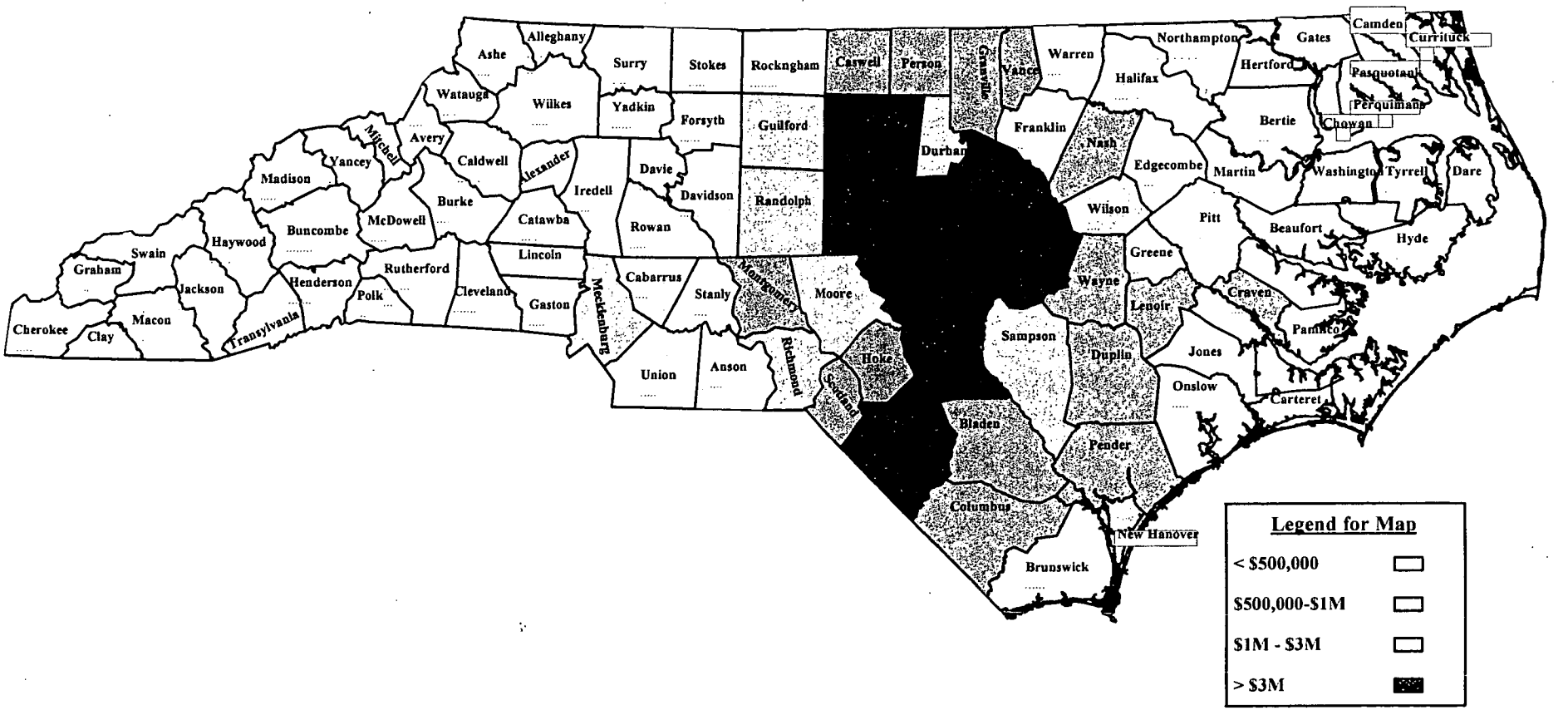
"Medical school programs designed to recruit and retain minorities have demonstrated positive results nationally with especially impressive outcomes at such geographically distinct medical schools as the University of California at Davis and the University of North Carolina."

William C. McGaghie, Ph.D.
Northwestern University Medical School

University of North Carolina Hospitals - Distribution of Non-Reimbursed care

(by County of Residence)

North Carolina

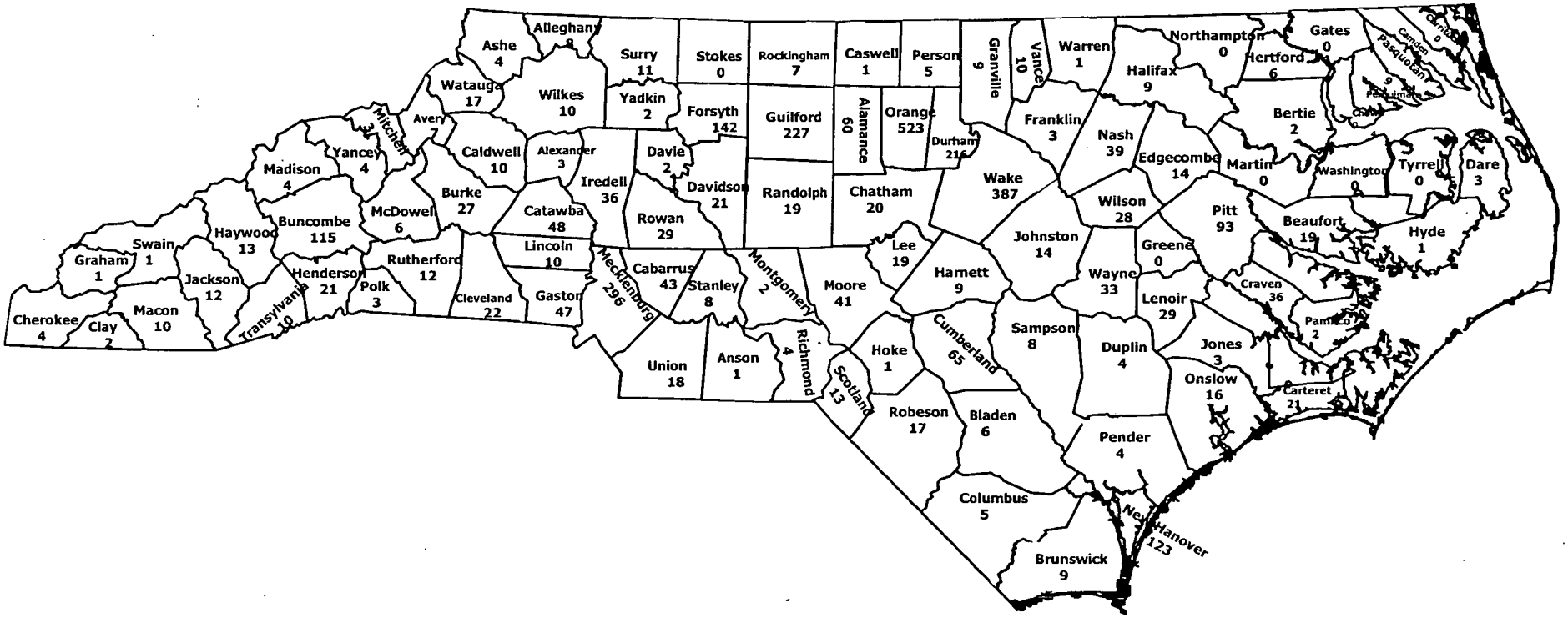


Source: Actual 2000 charity and bad debts by residence of patient schedule - UNCH Finance

UNC-CH School of Medicine Alumni and Former Residents, UNC Hospitals

(duplicates eliminated)

Total= 3247



UNC/UNCH trained 50% of the MDs in the 10 counties with the fewest MDs

3/00

Institute on Aging
Dr. Victor Marshall, Director

Established by General Assembly in August 1996

Statewide Mission: "Inter-Institutional Program" – The 'Glue' Linking Campuses with Agencies, Advocates and State Regulators

Mandate: to Help Meet the Challenges North Carolina Faces as **One Of The Most Rapidly Aging States in the Nation**

WHAT WE DO

- **Linking eight campuses across the state** for a common masters program in aging, using **distance education** technologies. This will **train people to work with the growing aging population.**

TO ASSIST IN THE STATE'S CURRENT INTEREST IN LONG TERM CARE, IOA IS

- Surveying long term care facilities statewide on **CNA retention issue** and piloting innovative ways to retain them.

- In collaboration **with DHHS, conducting the state's FIRST COMPREHENSIVE survey of the entire aging service** sector to identify future education needs.

ALSO

- Information Center has a digital library, issues a monthly e-mail newsletter, and its **website averages over 2,000 hits per week**., suggesting it plays a vital communications function.

- Sponsors conferences/lectures/ seminars **across the state** that bring together the aging service network, policymakers and public servants, faculty and students, and seniors

- Funds applied research linking service and academic settings: 57 small grants across the state and 5 **disaster relief grants**;

- **Center on Minority** Aging **works with HCBUs** to enhance minority aging research capacity: seed grants and mentoring (**22 minority grants**, $603K **from federal funding**)

- Aggressively seeks external funding for basic and applied research from NIH, foundations, government contracts.

THE NEEDS ARE GREAT: AND ARE BRIEFLY NOTED ON THE RIGHT SIDE OF THE SLIDE AND HANDOUT

A GOOD INVESTMENT. ALTHOUGH LESS THAN FIVE YEARS OLD, ALREADY HAS BROUGHT IN A 150% RETURN ON INVESTMENT–THAT IS, EACH DOLLAR OF NORTH CAROLINA STATE FUNDING YIELDED $1.50 IN EXTERNAL FUNDING.

UNC Institute on Aging

What We Do

- Build innovative statewide aging educational programs
- Analyze critical workforce issues (e.g., CNA turnover)
- Maintain statewide clearinghouse of aging information and rapid information delivery system
- Sponsor multiple venues that bring together advocates, service agencies, policy makers, and campuses from across the state
- Fund research partnerships to address vital issues (e.g., rural aging, minorities, disaster relief, health, and long term care)
- Leverage state dollars invested with federal/private funds: currently generating 150% return

Why These Initiatives are Crucial

- Older adults are the fastest growing segment of the NC population and workforce
- By 2020, 1 in 5 NC citizens will be over age 65
  - 65+ will outnumber children under 18
  - greatest increase in minority elders
  - 47% expected to live in rural areas
  - 70% increase among those impaired
  - 50% increase in older workers 55+
- Increased demand for health care, medications, community services, re-employment training, transportation, housing, long term care
- Growing shortage of aging services workforce
- Need to coordinate and maximize statewide resources

Bowles Center for Alcohol Studies
Dr. Fulton Crews, Director

Who is served-All NC Citizens

1. The Center provides leadership for creating state of the art approaches to preventing and treating alcoholism and drug addiction. The Center collaborates and consults with both the State Department of HHS and Corrections in their addiction prevention and treatment efforts.
2. The Centers has outside resources that account for more that 80% of its budget. NIH provides approximately $4-5Million in renewable grants. Most of this is salary. Thus, the payroll taxes of federal funds almost equal the state support. One state dollar is leveraged to 10 NIH dollars.
3. The Center is the leader in studying new treatment and prevention efforts as well as bringing addiction education to all of the health professionals trained at UNC and treatment professionals across the state.

Why are these programs needed?

1. All communities in NC are effected by Addiction.
2. 80% of prison inmates committed crimes related to drugs.
3. A high percentage of accidents involve drugs and alcohol increasing insurance rates across the state.
4. Alcohol is the largest known cause of birth defects.
5. Liver disease is increasing and is related to drugs and alcohol.
6. United Way repeated finds Addiction as the major concern of citizens in NC communities.

Budget Request

The Skipper Bowles Center receives endowment funds through House Bill 524, Section 1. G.S. 20-7(i1) [see attached]. This law provides that individuals restoring their license following a DUI pay a specific $25 fine to the general fund with "the intent that the funds be appropriated to the Endowment of the UNC Bowles Center. This is a fee on abusers. Abusers and addicts that have an alcohol problem become part of the solution to addiction and alcoholism in North Carolina.

- The Bowles Center is devoted to curing addiction and we are making great strides in this effort.
- Research to Practice sessions have included clinic directors from across the state.
- We lead a nationwide clinical trial network "Project Combine" that is testing the effectiveness of Pharmacotherapy with Psychotherapy for alcoholism treatment.
- We are preparing alcohol related birth defect prevention teaching modules that will be tested and implemented (if effective) in NC schools.
- The Bowles Center is 1 of 14 National Alcohol Research Centers.
- The Bowles Center Alcohol and Substance Abuse Clinic provides State Leadership in treatment effectiveness. Bill Renn, Clinic Director, is president of the NC School for Alcohol and Drug Treatment.
- NIH- 3 Merit Awards. A prestigious award given to only the best in the US.

UNC Bowles Center for Alcohol Studies

- The Center conducts, coordinates and promotes basic and clinical research on the causes, prevention and treatment of Alcoholism and Addiction.
- The Center provides a service for addiction prevention and treatment efforts across the state and to State Departments- HHS and Corrections. All citizens of NC benefit from the research to practice continuum that improves prevention and treatment of addiction.
- Addiction, drug and alcohol abuse are significant problems in all NC communities. This program is needed to improve treatment and prevention of addiction.
- The Skipper Bowles Center receives endowment funds through House Bill 524, Section 1. G.S. 20-7(i1). This law provides that individuals restoring their license following a DUI pay a specific $25 fine to the general fund. The funds are for appropriation to the Endowment of the UNC Bowles Center for Alcohol Studies.
- This is a fee on abusers. Abusers and addicts that have an alcohol problem become part of the solution to addiction and alcoholism in North Carolina.
- The endowment funding is leveraged $8 NIH to $1 State.

N.C. Institute of Medicine
Dr. Gordon DeFriese, Director

Background: The NC IOM was created by the General Assembly. It replicates, for our state, the structure and functions of the IOM of the National Academy of Sciences in Washington, DC (chartered by the US Congress). It is a private, non-profit organization operating as an agency of state government to perform these same functions: offering careful, non-partisan analyses of complex issues. 100 leading citizens are appointed for 5-year terms; including eight General Assembly members from both the House and Senate.

Why is the NC Institute of Medicine included in this set of programs?
When the General Assembly assured the permanent funding of the Institute in 1998, it had to place these funds somewhere and chose the University of North Carolina. Because the Institute's President was then the Director of the Sheps Center for Health Services Research at UNC-Chapel Hill, the funds were placed there, under the office of the Provost.

You are probably familiar with both the quality and quantity of the work of the Institute and its various citizen task forces. Four of these reports are displayed on this slide. You have just received in recent weeks both the **Long-Term Care Report** (which has been of great importance to the Joint Legislative Study Commission on Aging) and has already led to as many as a dozen separate legislative proposals in this session of the General Assembly as well as concrete actions by every division of the Dept of Health and Human Services (DHHS). You have also received a copy of the **Five-Year Child Health Plan** developed under the leadership of Dr. Sam Katz at Duke and Dean Smith, former UNC head basketball coach. This document is now being used as the basis of the state's Child Health Block Grant program application and guides the Child Fatality Task Force efforts in our state. The **Task Force Report on Dental Care Access** has highlighted the problem we face in this state in assuring access to primary dental care for low-income persons, especially children on Medicaid. About 2/3 of the recommendations of this task force have already been implemented by public or private sector actions, but we have yet to increase Medicaid coverage of dental services to the 80% of UCR recommended. Finally, the **Annual Child Health Report Card** has been issued by the Institute every year since 1995 and is covered extensively in the state's major media each year. In addition, the Institute has published several documents of benefit to the state's general citizenry, such as the two reports mentioned at the bottom of this slide, which have been made available on the world wide web, as well as in every public library in the state.

The work of the Institute of Medicine is having a tremendous impact and is returning considerable value for the limited funds invested in support of its core operations. In addition to the $200,000 provided each year by the General Assembly, the Institute raises an additional $200,000-400,000 from other sources to support the work of its task forces. **The NC IOM is unique**; no other state has such an organization providing such non-partisan analyses of complex health issues and serving the needs of the General Assembly and key agencies of state government in this way.

As for as the IMPACT of these studies:

Long-Term Care: We have already seen the Legislative Study Commission on Aging embrace most of the key recommendations of the Task Force and to embody these recommendations in their own report to the full General Assembly. Twelve pieces of legislation have already been introduced to implement these recommendations. Every Division of the Dept of Health and Human Services (DHHS) has steps underway to implement these recommendations, many not requiring additional appropriations. Most of the major news media in the state have endorsed the report and its recommendations as well. Other states are attempting replicate this process.
Child Health Plan: DHHS has used the recommendations of the IOM report to submit its own application for Federal Block Grant funding for child health programs. All Divisions of DHHS have used the plan as a basis for child health program development and planning. And the Plan's recommendations have been adopted by the NC Child Fatality Task Force.

The Report on Dental Care Access: Although the Medicaid Program expansion recommended by this report has not been approved, several major steps have been taken, with over 2/3 of these recommendations now implemented. Among these are the approval by the General Assembly of "licensure by credential" allowing out-of-state dentists and hygienists who have practiced for as many as five years in other jurisdictions to enter practice in NC without taking the clinical exam. This can go a long way toward alleviating the extreme shortages of dentists we have in many areas of the state. Also, the NC Board of Dental Examiners has approved the practice of public health dental hygienists under "general supervision" so that they can clean teeth and perform preventive dental procedures in public health settings without a dentist present. These and other changes have helped address the problems identified in this report.

NORTH CAROLINA INSTITUTE OF MEDICINE

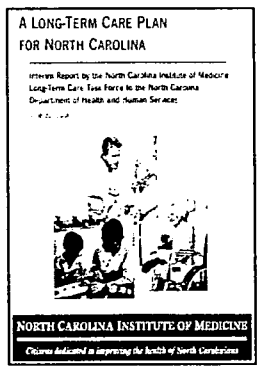
Citizens dedicated to improving the health of North Carolinians

Background: Created by General Assembly in 1983 as a non-political, source of advice on the state's most complex health and health care issues.

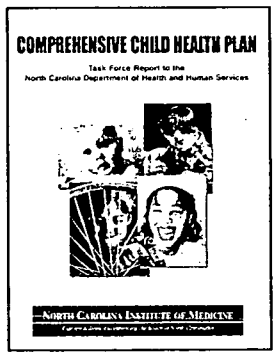
- 100 leading citizens and professionals appointed by the Governor for 5-year terms.
- 8 Members of the General Assembly (House & Senate) are appointed.

How does the Institute work? Convenes task forces of major stakeholders, policy makers, business leaders, consumers and the general public.

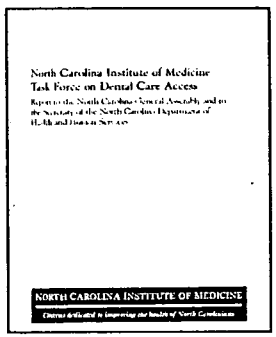
Illustrative Responses to Legislative Requests or Needs of State Agencies:



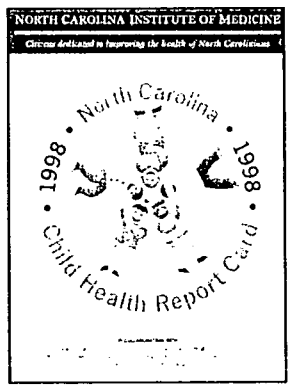
Jan. 2001 Long-Term Care Task Force Report in response to 1999 Special Provision



Oct. 2000 Child Health Plan in at request of DHHS Secretary



1999 Report on Dental Care Access for Low-Income Population in response to 1998 Special Provision



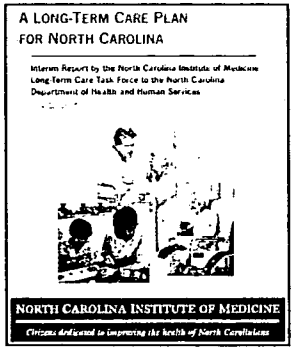
Annual Child Health Report Card, published since 1995 with NC Child Advocacy Institute

Public Information re. Health and Health Care:

Consumer Guide to Health Plan Selection (1999)

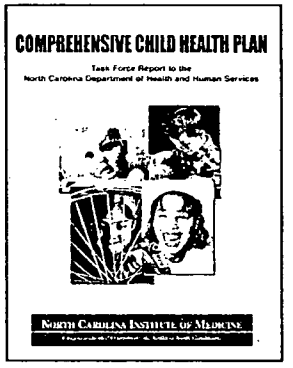
NC Programs Serving Young Children and their Families (2000)

A Measure of Impact:



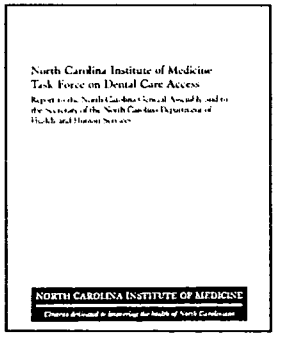
Long-Term Care Report:

- 12 legislative proposals now pending
- Every DHHS Division has taken one or more steps to implement recommendations
- Endorsements by major news media for recommendations



Child Health Plan:

- DHHS used plan as basis for Federal Block Grant application
- All DHHS Divisions using plan re. child health programs
- Plan recommendations adopted by the NC Child Fatality Task Force



Report on Dental Care Access:

- 2/3 of recommendations received public or private sector action
- "Licensure-by-credential" approved by General Assembly
- "General supervision" of hygienists approved by Board of Dental Examiners for public health settings

TEACCH

Dr. Gary Mesibov, Director

- Division TEACCH has served the citizens of North Carolina for over 3 decades.

- Since I972, over 5,000 families of children with autism in North Carolina have received services.

- Division TEACCH is the major professional resource in autism for numerous state agencies and the parent support group in North Carolina.

- Division TEACCH has received many major national and international awards for quality cost effective services to people with autism and their families.

- In addition to providing direct services and assisting state agencies, Division TEACCH trains University students from I5 disciplines in autism at the undergraduate, graduate, and postdoctoral levels.

- Through the efforts of Division TEACCH, people with autism in North Carolina have the opportunity to live meaningful and productive lives as part of their families in their local communities.

Division TEACCH (**T**reatment and **E**ducation for **A**utistic and Related **C**ommunication Handicapped **CH**ildren)

Population served: Division TEACCH has served over 5,000 people with autism and their families since the program's inception. Through TEACCH clinics, families are provided with direct services, including diagnostics, family training, social skills, sibling support, early intervention, vocational programs, and related services. Division TEACCH also serves the state by providing training and support to state agencies, such as public schools, group homes, vocational rehabilitation, and the Autism Society of North Carolina.

Why this program is still needed: The North Carolina autism program is designed to provide lifelong services to help people with autism to learn, grow, and function productively and meaningfully in their home communities. Because autism is a chronic disability and the incidence of autism is on the rise, TEACCH is essential in maintaining the excellent programs that North Carolina has developed and in extending these services to the increasing number of newly diagnosed children and adults.

Statewide Program for Infection Control and Epidemiology

Dr. William Rutala, Director

The university-based program, Statewide Program for Infection Control and Epidemiology, was initiated in the 1980s to assist the 169 acute-care hospitals in preventing healthcare associated infections such as tuberculosis, HIV, and hepatitis B. The services provided include telephone consultation, on-site outbreak investigation and consultation, and education in the form of training seminars and courses. These services were extended, using funds provided in the 1990s, and now include all 1320 healthcare facilities in North Carolina such as the 400 long-term facilities, 650 hospice and home care agencies, and the 100 county health departments.

This program has trained greater than 85% of infection control professionals currently practicing in North Carolina healthcare facilities. This infection control training is now required by North Carolina law that requires every healthcare facility performing invasive procedures to have a trained infection control professional. The program currently facilitates implementation of this law and is currently the sole provider of this training for all hospitals and long-term care facilities in North Carolina. The other services performed between 1996 and 2000 included: 3,204 on-site and telephone consultations, 19 courses with 982 attendees, and 77 onsite workshops.

This program provides an important function that affects all citizens and counties in North Carolina because healthcare-associated infections are frequent and death may result. It is estimated that 46,000 healthcare associated infections occur each year in North Carolina leading to 1,380 deaths. This program provides an essential service to the state in preventing healthcare associated infections at a modest cost.

Statewide Program for Infection Control and Epidemiology (SPICE)

- Goal: Prevent healthcare associated infections
- Clients: Provide infection control services to all 1320 healthcare facilities (acute-care hospitals, extended care facilities, home health agencies and hospice, health depts.) in all NC counties
- SPICE has trained >85% of infection control professionals in NC, provides yearly education required by NC law
- Services (no. for 1996-2000): 3204 consultations (on-site and telephone), 19 courses (982 attendees), 77 on-site workshops
- Importance: Prevents healthcare-associated infections which are frequent and death may result; estimated 46,000 healthcare-associated infections in NC per year with 1380 deaths

UNC Diabetes Care Center
Dr. John Buse, Director

Who is served?

- Resource to students and faculty of the Schools of Medicine, Nursing, Pharmacy, Public Health and numerous state agencies and programs
  - Resource for numerous grants and RFP's annually – total funding on grants and contracts that we participate in >$3,000,000 annually
  - Didactic teaching in each school
  - Students from each school rotate through our clinics
- 10,000 patients helped at five sites around the state
  - Seven Lakes, Ellerbe, Sanford, Rocky Mount, Winston-Salem (proposal pending in Burlington and Raleigh)
- Annual statewide presentations:
  - Over 100 to physician groups; invited presentations in almost every county in the state over the last six years
  - Over 30 to allied health personnel
  - Over 50 to patient groups
- Annually, 10-15 research studies on new treatments are completed
  - Inhaled insulin
  - New oral treatments
  - Non-invasive glucose monitors
  - Islet transplantation

Why is this program still needed?

- There is an explosion in the prevalence of diabetes and in expenditures to manage its complications
  - 6% annual growth in people affected
  - now accounts for 1/7th of all health care expenditures
  - rising cause of death
- Diabetes treatment is growing increasingly complex making teaching challenging
  - More new treatment for diabetes have been released in the last five years than all of time combined
  - New devices make diabetes self-care easier and more effective.
  - It is hard for PCP's to keep up with these advances; DCC is a statewide resource in this regard
- There is a huge shortfall of diabetes specialists nationally
  - There are probably ten to twenty open positions in the state currently and many have given up on recruiting endocrinologists
  - Diabetes expertise of our trainees have improved dramatically over the last six years to the point where UNC is now known as a strong diabetes program nationally
- There are tremendous opportunities for research, even a cure
  - RFP's on childhood diabetes, islet transplantation, stem cell technology, immunosuppression as curative therapy in type 1 diabetes among many others

UNC Diabetes Care Center

Who is served?

- Resource to students and faculty of the Schools of Medicine, Nursing, Pharmacy, Public Health and numerous state agencies and programs
- 10,000 patients helped at five sites around the state
- Annual statewide presentations:
  - Over 100 to physician groups
  - Over 30 to allied health personnel
  - Over 50 to patient groups
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Why is this program still needed?

- There is an explosion in the prevalence of diabetes and in expenditures to manage its complications
- Diabetes treatment is growing increasingly complex making teaching challenging
- There is a huge shortfall of diabetes specialists nationally
- There are tremendous opportunities for research, even a cure

PROGRAM: University of North Carolina Institute on Aging #61

CURRENT GENERAL FUND APPROPRIATION: $594,617

FUND BALANCES REMAINING: NONE BOG request Y/96-97; Y/97-98; Y/99-00

PURPOSE AND GOALS OF PROGRAM:

1. Promote collaborative applied and basic gerontological research and share research information across the wide spectrum of disciplines pertinent to the field of human aging;
2. Translate relevant theory and research-based knowledge into innovative programs of interdisciplinary gerontological education and practice;
3. Provide state-of-the-art information to policy makers, program managers, service providers, clinicians, and the general public to ensure that research findings are reflected in policy recommendations, in professional practice, and in the health and human service systems serving the needs of older adults and their families.

RESULTS AND OUTCOMES OF PROGRAM: 1. Established infrastucture with EPA, SPA and graduate student positions; 2. articulated program objectives and priorities for resource use; 3. built network of cooperative relationships with faculty across the statewide UNC system plus Duke, and Wake Forest, also AHEC; 4. developed in-house research capacity for grant development and management and created funded internal and partnership research activities, partly through its Center on Minority Aging, with other campuses; 5. attracted contract research from NIA, NC Div. of Aging and elsewhere; 6. supported research through small grants program (~$40-60,000 annually, 52 funded grants); 6. awarded five disaster relief grants focusing on enhancing service support for senior flood victims; 7. disseminated applied research via three annual poster symposia and fifteen distinguished lectures (multi-site); 8. sought research training grant support for doctoral and post-doctoral students (awaiting word); 9. funded two certificate in aging programs (UNC-W and UNC-CH); 10. conducted statewide aging workforce survey of 13,000+ staff; 11. sponsored/co-sponsored 12 statewide conferences; 12. developed two grad and one undergrad aging courses (UNC-CH); 13. established information service (statewide). 14. provided technical support to Governor's Advisory Council on Aging (GACA) and co-support GACA Symposium on Rural Aging and published conference proceedings; 15. Conducted series of campus-wide faculty retreats in aging, UNC-CH; 16. sponsored 18 seminars (several co-sponsored with other academic units) on aging; 17. information technology initiatives, including online catalogue of aging resources, workshop on using technology for teaching, development of web-based learning modules on aging; 18. established multiple communication modes including funding alerts, online monthly newsletter, multiple list-serves for UNC-CH and statewide

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1996-7

NUMBER OF FULL AND PART TIME POSITIONS: 3 full SPA (all filled); 6.75 full EPA (all filled)

PROGRAM DIRECTOR: Victor W. Marshall (919) 843-8067; victor_marshall@unc.edu

PROGRAM: Center for Alcohol Studies Endowment **#62**

CURRENT GENERAL FUND APPROPRIATION: $500,000

FUND BALANCES REMAINING: $185,250 BOG Request? No/99-00

PURPOSE AND GOALS OF PROGRAM: The UNC-CH Bowles Center for Alcohol Studies' Endowment Fund is supported by an abuser fee for those whose license is revoked for a DUI violation. These funds support the mission of the Bowles Center, which is to conduct, coordinate and promote basic laboratory and clinical research on the causes, prevention and treatment of alcoholism and alcohol abuse.

RESULTS AND OUTCOMES OF PROGRAM: The UNC-CH Bowles Center for Alcohol Studies Endowment provides critical financial support for Center activities. During the past decade, a modern, state-of-the-art addiction treatment clinic has been developed and published numerous important articles detailing new treatment options available for addicts across the State of North Carolina. It is highly likely that a cure for addiction will evolve from the translation of basic medical discoveries on the effects of addictive drugs on brain function to clinical applications, as well as lead to the development of new and improved treatment modalities. The Alcohol Studies Center has taken the first steps in establishing a Research-to-Practice Consortium of investigators who use modern medical discoveries to improve treatment for diseases of alcoholism. A Research-to-Practice Symposium for treatment clinic directors from across the State was recently held in collaboration with the State Substance Abuse Section. Further, the Alcohol Studies Center has developed ten well-funded research laboratories. Collectively, these labs receive approximately $4,000,000 in annual research funding from sources outside the State of North Carolina, leveraging the Endowment resources four or five to one. This outside funding is time-limited and requires annual renewal. Together, these resources have allowed the Alcohol Studies Center to cultivate a critical mass of top research scientists studying basic addiction as well as to establish a clinical treatment facility that, when combined, allows us to translate laboratory discoveries to new and improved addiction treatment methods at the clinical level. Equally important is the Center's teaching and training mission. Center faculty teach students in the Schools of Medicine, Dentistry and Pharmacy, as well as graduate students in basic science departments, and serve as research mentors to a host of postdoctoral fellow trainees in many disciplines.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 02/28/91

NUMBER OF FULL AND PART TIME POSITIONS: Total of 6.10 FTE

PROGRAM DIRECTOR (with phone number and email address): Fulton Crews, Ph.D.
phone: 966-5678 e-mail: ftcrews@med.unc.edu

1c

PROGRAM: North Carolina Institute of Medicine (Sheps Center for Health Services Research) #63

CURRENT GENERAL FUND APPROPRIATION: $200,000 (July 1-June 30, 2000)

FUND BALANCES REMAINING: $0 BOG request N/99-00

PURPOSE AND GOALS OF PROGRAM: Created in 1983 by the NC General Assembly to seek constructive solutions to statewide problems that impede the improvement of health and the efficient and effective delivery of health care for all North Carolina Citizens, and;

To serve as an advisory mechanism and a consensus builder, to assist in formation of public policy on the complex and interrelated issues concerning health care for the people of North Carolina through coordination and sponsorship of research, collection of information on major issues, the analysis of viable options, and the development of consensus within the membership on solutions which are in the best interests of the public.

RESULTS AND OUTCOMES OF PROGRAM (See attached for a more complete description):

NC IOM Task Force on Long-Term Care. In response to a legislative mandate, the NC DHHS asked the North Carolina Institute of Medicine (NC IOM) to convene a Task Force to develop a long-term care system that provides a continuum of care for older adults, persons with disabilities, and their families. Interim report released June 2000, Final Report dated January 2001.

Comprehensive Child Health Plan. In 1999, the Secretary of NC DHHS asked the NC IOM to convene a statewide task force to assist the Department in formulating a comprehensive child health plan to ensure that all children reach their maximum health potential. Report released May 2000.

NC IOM Task Force on Dental Care Access. In response to a legislative mandate, NC DHHS asked the NC IOM to convene a Task Force to explore ways to improve dental access for Medicaid recipients. Report released April 1999.

NC IOM Consumer's Guide to Health Plan Selection (1999, 2000). The NC Institute of Medicine developed a series of consumer education materials to help consumers around the state understand managed care, and comparison information about NC HMOs. The materials were released in 1999 and updated in 2000.

NC IOM. North Carolina Programs Serving Young Children and Their Families (1999). NC IOM wrote this book to help families and service providers understand some of the basic program rules for the programs available to serve young children and their families.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: SFY 1999/2000

NUMBER OF FULL AND PART TIME POSITIONS: 2 Full-time, 4 Part time

PROGRAM DIRECTOR: Gordon DeFriese, Ph.D., President; Director, Cecil G. Sheps Center for Health Services Research; and Professor of Social Medicine, UNC-CH

PROGRAM: TEACCH #65

CURRENT GENERAL FUND APPROPRIATION: 1993-94-$150,000
1996-97-$343,646
1997-98-$232,585

FUND BALANCES REMAINING: NONE

BOG requested?
No (1993-94 & 1997-98)
Yes (1996-97)

PURPOSE AND GOALS OF PROGRAM:
1993-94 Funds were for Coordinator of Preschool and a Faculty position to oversee Training. Funds also covered increases in rent for TEACCH Centers throughout the State.

1996-97 Funds were to open and operate a new TEACCH Center in Fayetteville, NC.

1997-98 Funds were for additional staff for the Carolina Living and Learning Center and also for additional operating expenses for TEACCH Clinics throughout the state.

RESULTS AND OUTCOMES OF PROGRAM:

Preschool Program has been expanded and is now a national model for working with young children with autism. It is also a major placement for UNC advanced undergraduate and graduate students from a variety of disciplines serving young children with autism.
TEACCH training has expanded in the number and variety of training programs offered for professionals serving people with autism in NC and throughout the world.
TEACCH Centers throughout the state have more appropriate facilities to serve the needs of their region.
The Fayetteville TEACCH Center is now fully operational serving the needs of families in their region by providing a full range of cradle to grave services.
The CLLC has expanded from 5 to 15 clients. Operating budgets of all 9 TEACCH Centers have been increased to meet the additional demands from the increased incidence of autism (more than tripled in the past 10 years).

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1993-94 1996-97 1997-98

NUMBER OF FULL AND PART TIME POSITIONS: 11.5 SPA 1.5 EPA
All Filled

PROGRAM DIRECTOR: Gary B. Mesibov, Ph.D., 919-966-8189;
gmesibov@email.unc.edu

IE

PROGRAM: Statewide Program for Infection Control and Epidemiology **#66**

CURRENT GENRAL FUND APPROPRIATION: $75,000

FUND BALANCES REMAINING: None BOG requested? Yes

PURPOSE AND GOALS OF PROGRAM:

The Statewide Program for Infection Control and Epidemiology (SPICE) was initiated in late 1980 to assist community hospitals in managing tuberculosis (TB) patients in their facility as specialized TB facilities were being phased out. The SPICE has been based at the University of North Carolina School of Medicine, Infectious Disease Division.

SPICE provides the educational training programs for all infection control professionals in North Carolina in the 169 hospitals, 400 long-term care facilities (beginning in 1988), and 650 home care and hospice organizations (beginning in 1998). Facilities are located in each county in the state. The following services are also offered to hospitals and other health care facilities at no charge: onsite investigation and telephone assistance for outbreaks, interpreting molecular analysis of epidemic strains; onsite infection control in-service programs, assistance with resolving infection control problems, review of infection control policies; and the staff performs scientific evaluations to improve infection control practices.

SPICE staff consists of an Infection Control Professional, a Ph.D. microbiologist/environmentalist, a physician specialized in infectious diseases/infection control, and an educational program coordinator.

RESULTS AND OUTCOMES OF PROGRAM:

In 1981-1990 staff provided 1507 consultations, 12 courses at the university with 389 enrollees, 92 onsite workshops, and 27 onsite investigations. In 1991-2000 staff provided 7172 consultations, 39 courses at the university with 1667 enrollees, 169 onsite workshops, and 31 onsite investigations.

In the past 5 years, SPICE expanded its services by providing resources electronically. Infection control professionals in the state send questions by email and receive answers from the staff. In May 1996 SPICE placed a home page on the internet. In January 1997 it began a bimonthly electronic newsletter, Report of the Month, currently with 390 subscribers.

In 1997 SPICE, in collaboration with the NC Communicable Disease Control Section, published "NC Guidelines for Control of Antibiotic Resistant Organisms, Specifically Methicillin-Resistant *Staphylococcus aureus* and Vancomycin-Resistant Enterococci" for use by all facilities in the state and which has been adopted by other states.

Administration of 15A North Carolina Administrative Code 19A.0206, requiring an individual in each health care organization in which invasive procedures are performed to have completed an approved infection control course, was transferred from the State Health Department Communicable Disease Section to North Carolina SPICE. In April 2000, SPICE completed the "NC Basic Infection Control Curriculum for Health Care Facilities," the standard approved curriculum for infection control courses to meet the requirements of the NC infection control law.

DATE OF ORIGINAL FUND APPROPRIATION:
In 1995 $75,000 was appropriated.

NUMBER OF FULL AND PARTTIME POSITIONS: 1.15 EPA faculty, .5 EPA, 1 SPA

PROGRAM DIRECTOR: William A. Rutala, Ph.D., M.P.H, Professor of Medicine
966-1635 brutala@unch.unc.edu

PROGRAM: UNC Diabetes Care Center **#68**

CURRENT GENERAL FUND APPROPRIATION: $193,774

FUND BALANCES REMAINING: $78,516 BOG requested? No

PURPOSE AND GOALS OF PROGRAM: The core mission of the UNC Diabetes Care Center is three-fold: 1) to provide state-of-the-art, coordinated diabetes care in an efficient, cost-effective and patient-centered manner; 2) to educate physicians, allied health professionals, students and lay people regarding diabetes and its specific disease management issues; and 3) to engage in clinical and applied basic research to discover new and more effective treatments and interventions.

RESULTS AND OUTCOMES OF PROGRAM:

Since the Center's inception, clinic activity has grown by more than 500% over the last 5 years to approximately 6100 in fiscal year 1999.

We have created and filled a position for a diabetes nurse educator to identify barriers and strategies to implement protocols and coordinate the care of patients with diabetes across the health care continuum. This effort has facilitated referrals to educational programs in the patients' communities, primary care physicians and home health services where indicated.

Outreach to under-served populations within North Carolina is an important part of the Center's direct patient care activities. We currently see patients in Ellerbe, Sanford, Winston-Salem, Seven Lakes, and Rocky Mount. We will soon be returning to Pinehurst, and establishing clinics in Dunn and Burlington as well.

The current research activities of the Center are almost exclusively in the area of clinical trials. We are participating in the development, design, execution, analysis and publication of a variety of industry-sponsored studies regarding medications for the treatment of diabetes and its complications.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: FY 1994-1995

NUMBER OF FULL AND PART TIME POSITIONS: 4 full-time, 0 part-time

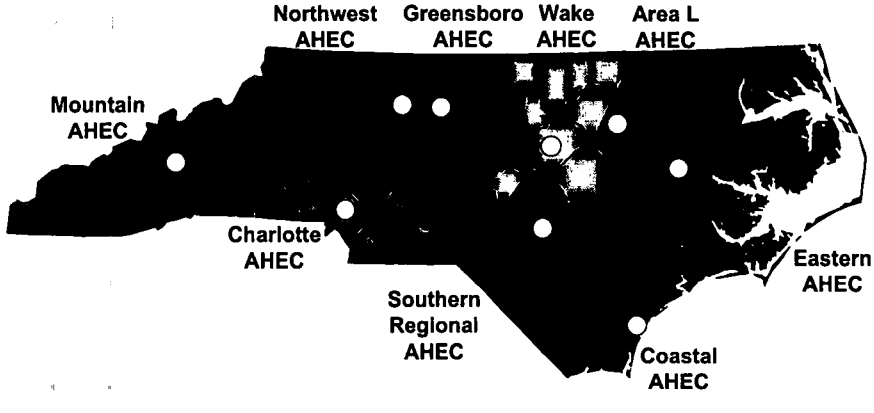
PROGRAM DIRECTOR: John B. Buse, MD, PhD, CDE, FACE, 919-932-6820; jbuse@med.unc.edu

North Carolina Area Health Education Centers Program

Programs Initiated or Expanded Since 1991

Thomas J. Bacon, Dr.P.H.
Executive Associate Dean
AHEC Program Director
April 3, 2001

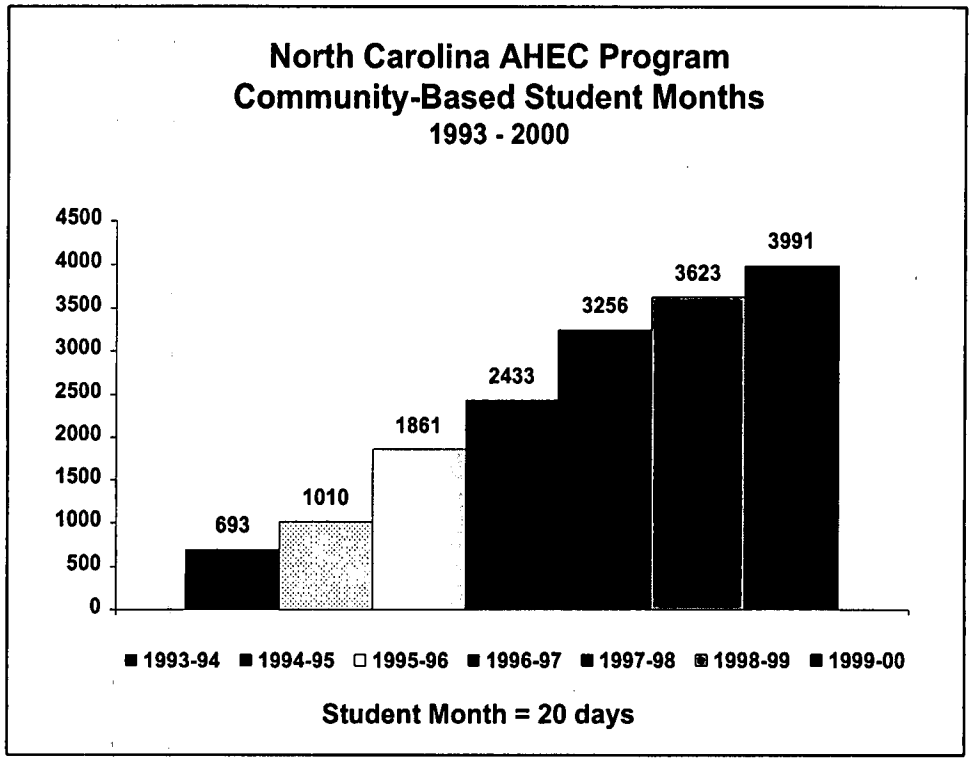
NC AHEC Statewide Map

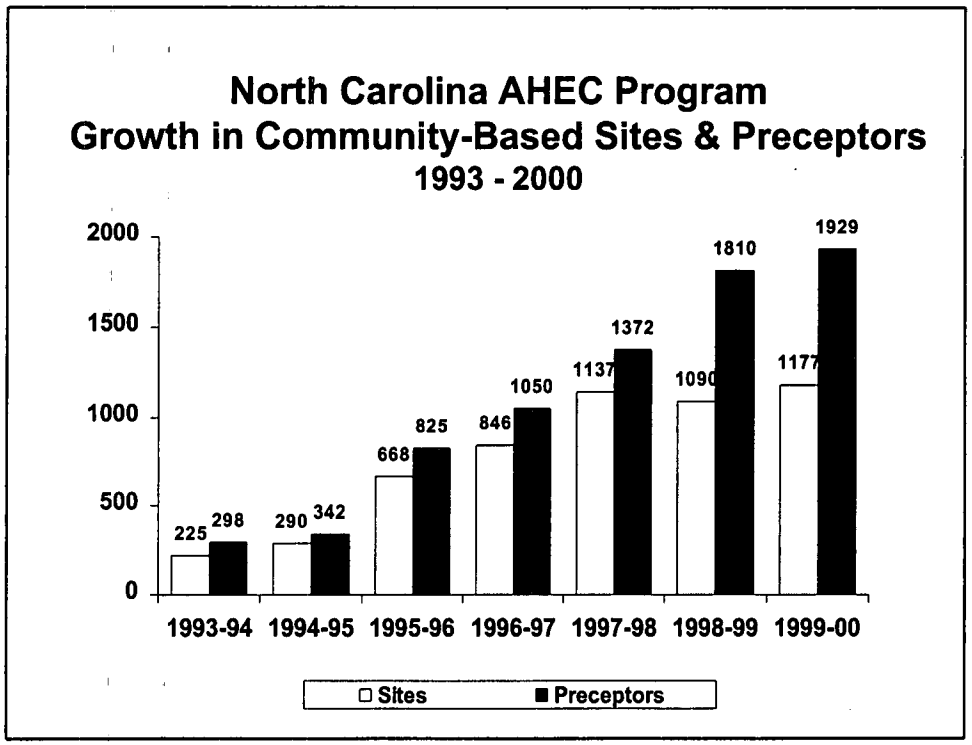


North Carolina AHEC Program
Programs Initiated or Expanded Since 1991

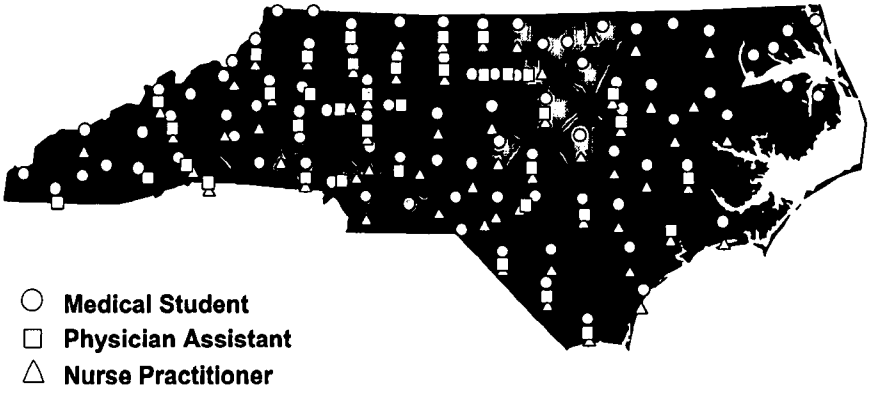
- Rural Primary Care Initiative
  - Community-Based Student Training
  - Rural Family Medicine Residencies
- Health Careers / Workforce Diversity
- Technology Initiative

Community-Based Student Training


North Carolina AHEC Program
Community-Based Student Months
1993 - 2000
4500
4000
3500
3000
2500
2000
1500
1000
500
0
693
1010
1861
2433
3256
3623
3991
1993-94
1994-95
1995-96
1996-97
1997-98
1998-99
1999-00
Student Month = 20 days


North Carolina AHEC Program
Growth in Community-Based Sites & Preceptors
1993 - 2000
2000
1500
1000
500
0
225
298
290
342
668
825
846
1050
1137
1372
1090
1810
1177
1929
1993-94
1994-95
1995-96
1996-97
1997-98
1998-99
1999-00
Sites
Preceptors

AHEC Primary Care Training Sites for Medical Students, Physician Assistants, and Nurse Practitioners



Rural Family Medicine Residencies

Primary Care Residency Programs with AHEC Support

☆ AHEC Primary Care Residency

■ Academic Health Center

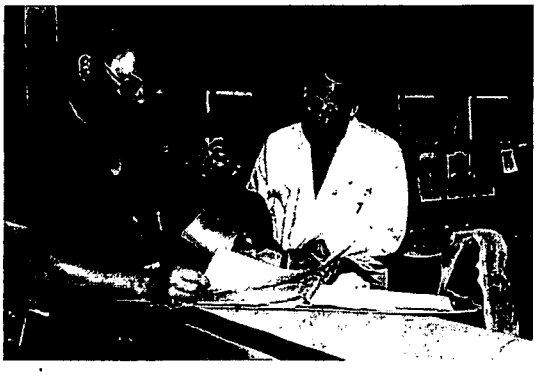
○ Family Medicine Rural Track Site

New Family Medicine Residencies

- Wilmington
- Cabarrus County (Concord)
- Monroe
- Hendersonville
- ECU
  - Williamston
  - Clinton
  - Ahoskie

New Family Practice Residencies and Rural Residency Tracks

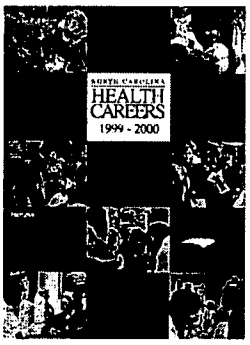
Total Number of Graduates	58	
Total Number in North Carolina	46	(81%)
Total Number in Rural or Small Town Practice	43	(75%)



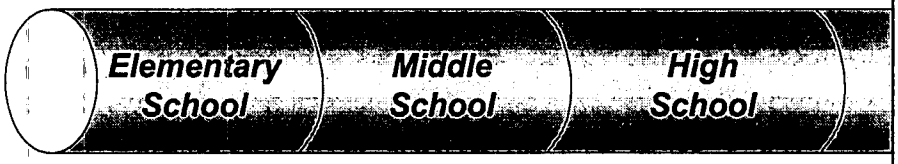
Health Careers / Workforce Diversity

NC AHEC
Health Careers / Workforce Diversity

- **Core Activities**
  - **Information Dissemination**
    - **Health Careers Manual: 130,000 distributed since 1990**
  - **Health Careers Enrichment and Exposure Activities**
  - **Cultural Diversity**
  - **Partnering and Collaboration**



NC AHEC Health Careers / Workforce Diversity
K-12 Pipeline
1999-2000



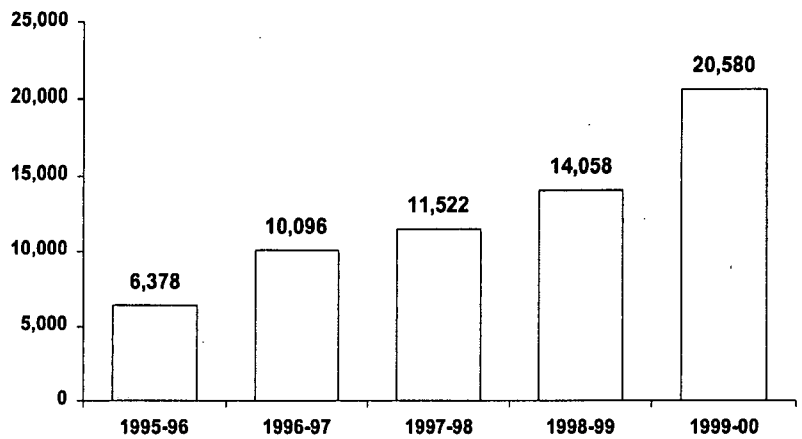
1,933 Participants
- Saturday science enrichment camps
- After school health careers programs
- Puppet shows
- Coloring books
- CD-ROM resources
- Web site

9,568 Participants
- CD-ROM resources
- Web site
- Summer camps
- Diversity awareness training

7,129 Participants
- Health Careers Manual
- Shadowing & Mentoring
- Summer camps
- TeleHealth internet & videoconference program
- Web site
- Programs for educators

NC AHEC Health Careers / Workforce Diversity Program Participants 1995 - 2000

Total: 62,634

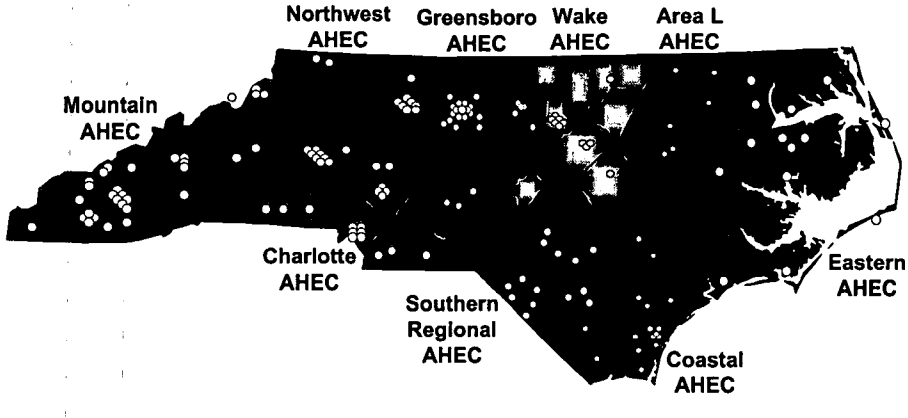


Spanish Language and Cultural Training

- **Spanish Language Training for Health Practitioners**
  - front line caregivers, primary care practitioners
  - mental health, substance abuse professionals
- **Instructor Training for Basic Spanish**
- **Interpreter Training**
- **North Carolina AHEC Latino Health Resource Center**
  - www.hhcc.arealahec.dst.nc.us

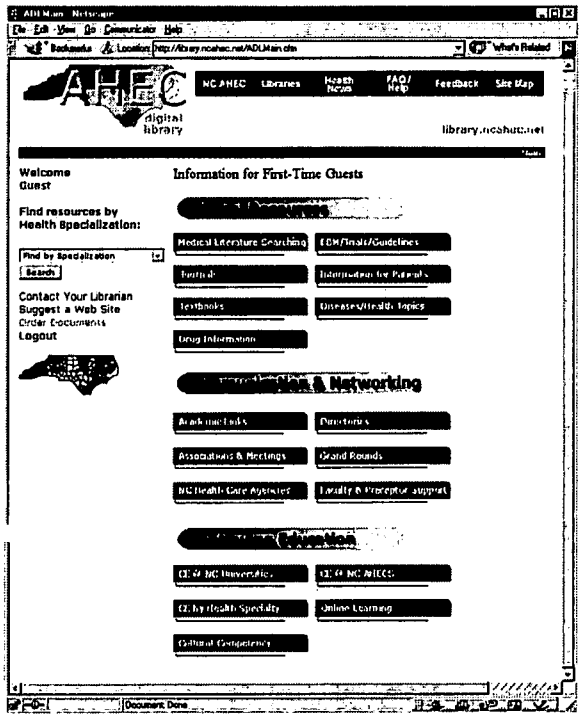
AHEC Technology Initiatives

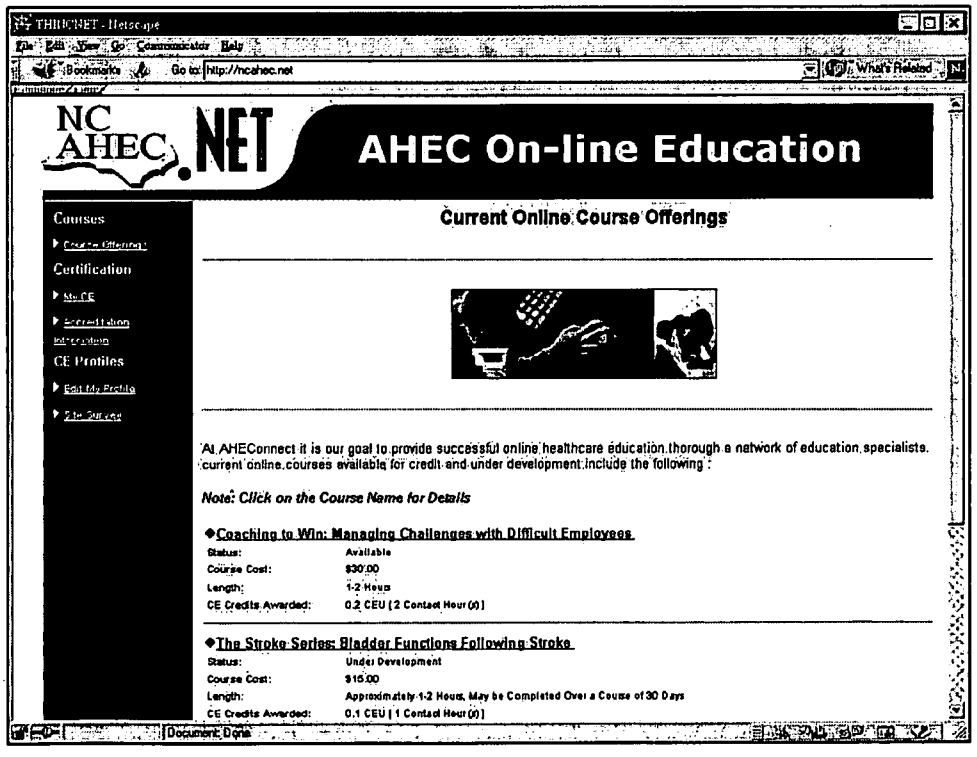
Statewide Interactive Video Network



NC AHEC Digital Library

library.ncahec.net





AHEC-Supported Distance Degree Programs

☆ Nursing

■ Public Health

○ Social Work

Total Programs = 57

Total Graduates = 1,367

PROGRAM: **North Carolina Area Health Education Centers (AHEC) Program** #64

CURRENT GENERAL FUND APPROPRIATION: **$46,330,448 (1) 95-96 $2,000,000 (2) 97-98 $2,750,000**

FUND BALANCES REMAINING: None BOG requested? Yes

PURPOSE AND GOALS OF PROGRAM: The mission of the North Carolina AHEC Program is to meet the state's health and health workforce needs by providing educational programs in partnership with academic institutions, health care agencies and other organizations committed to improving the health of the people of North Carolina.

1) $1,650,000 to NC AHEC primary care initiative, $75,000 to health careers, $250,000 to primary care residency expansion, $25,000 to nurse anesthetists training.
2) $1,185,000 to expand primary care residency programs, $800,000 to NC AHEC primary care initiative including pharmacy preceptors, $215,000 to health careers, $550,000 to NC AHEC Technology Initiative.

RESULTS AND OUTCOMES OF PROGRAM: NC AHEC Primary Care Initiative:

In responding to a legislative mandate to expand the number of generalist physicians in the state, the AHEC Program worked in collaboration with the four medical schools to dramatically expand community-based experiences for students in all four years. Additional funding allowed for the inclusion of support for community-based experiences for nurse practitioner, certified nurse midwifery, physician assistant, and PharmD students. Funding supports the reimbursement of community preceptors who take students in their practices, student housing and travel, library and information resources, and other support services to assure a high-quality educational experience. Annually, 16,000 student weeks of training occurs in the community setting, utilizing over 1,900 community preceptors in nearly 1,200 different sites.

Health Careers: In 1995, in line with the national and state priority to further increase the representation of underrepresented and disadvantaged students in the health care workforce, the NC AHEC Program established AHEC Health Careers and Workforce Development positions at four of the nine AHECs. The AHEC health careers staff, in collaboration with the public schools and partner programs in the universities, conduct health careers awareness programs and academic enrichment programs for K-12 students. In 1995, 4,260 individuals participated in health careers activities across the state.

In 1997, the AHEC health careers initiative was expanded to all nine AHECs. Staff were hired for the remaining five AHECs and state funds were further leveraged with federal AHEC funds to reach over 10,000 students, parents, and teachers. In 1999-2000, over 20,000 students from across the state of North Carolina participated in AHEC health careers activities. Initial outcome data indicates that over 85% of students completing summer health careers activities enter a health professions training program, either at the community college or university level. These students will help alleviate the critical shortages currently being experienced throughout the state in nursing and allied health fields, and will help to create a more diverse workforce to meet the health needs of all North Carolinians.

Primary Care Residency Programs: As part of the initiative to expand the training of generalist physicians, funds were utilized to establish 66 new residency positions in family medicine, with all of them targeted to increasing the number of rural family physicians. Rural residency programs were established in Hendersonville, Monroe, and three sites in eastern North Carolina in association with ECU. In addition, a new family medicine residency was established in Wilmington with a strong focus towards rural practice. To date, nearly 80% of the graduates of these new programs have chosen to settle in rural communities within North Carolina.

NC AHEC Technology Initiative:

The AHEC Technology Initiative responded to the need to expand access to health professions education programs. In 1995, funds were utilized to add a professional information technology staff person at each of the nine AHECs. Teleconferencing capability was added at six AHECs, facilitating increased access among health professionals to distance degree programs. The AHEC Digital Library was initiated. Today nearly 6,000 health professionals have access to a wide array of electronic library resources to provide them with the latest in health information. Students on rotations to communities across North Carolina now have access to web-based curricular resources, and AHEC technology staff provide them with the technical support needed.

Nurse Anesthetists Training:

An additional $25,000 was appropriated for a total of $75,000 contracted via the Wake AHEC to the Raleigh School of Nurse Anesthesia to train certified nurse anesthetists. The graduates of this program are in high demand, since this is another health professions group that is in very short supply relative to the demand for their services.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1974

NUMBER OF FULL AND PART TIME POSITIONS: N/A
(535 FTEs State-funded through contracts with AHEC Centers across the state)

PROGRAM DIRECTOR: Thomas J. Bacon, Dr.P.H., 919/966-8981, *e-mail*: tom_bacon@med.unc.edu

PROGRAM: **North Carolina Area Health Education Centers (AHEC) Program** **#67**

CURRENT GENERAL FUND APPROPRIATION: **$46,330,448**

1) 92-93 $150,000 (non-recurring)
2) 93-94 $50,000

FUND BALANCES REMAINING: None

BOG requested? No

PURPOSE AND GOALS OF PROGRAM:
To train certified nurse anesthetists.

1) $150,000 (non-recurring) to contract for training of certified nurse anesthetists
2) $50,000 to contract for training of certified nurse anesthetists

RESULTS AND OUTCOMES OF PROGRAM:

1) & 2) –Funding is contracted via the Wake AHEC to the Raleigh School of Nurse Anesthesia to train certified nurse anesthetists. The graduates of this program are in high demand, since this is another health professions group that is in very short supply relative to the demand for their services.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1974

NUMBER OF FULL AND PART TIME POSITIONS: N/A
(535 FTEs State-funded through contracts with AHEC Centers across the state)

PROGRAM DIRECTOR:
Thomas J. Bacon, Dr.P.H., *Phone* # 919/966-8981, *e-mail*: tom_bacon@med.unc.edu

Nursing:
"The Power to Make A Difference"

Joint Education Appropriations Subcommittee

April 3, 2001

Dr. Phyllis Horns

Dean of the School of Nursing

East Carolina University

3

Nurses: the largest group of healthcare providers

- 2.7 million
- 82% employed
- 95% women
- Average Age 45.2
- 13% racial/ethnic minority

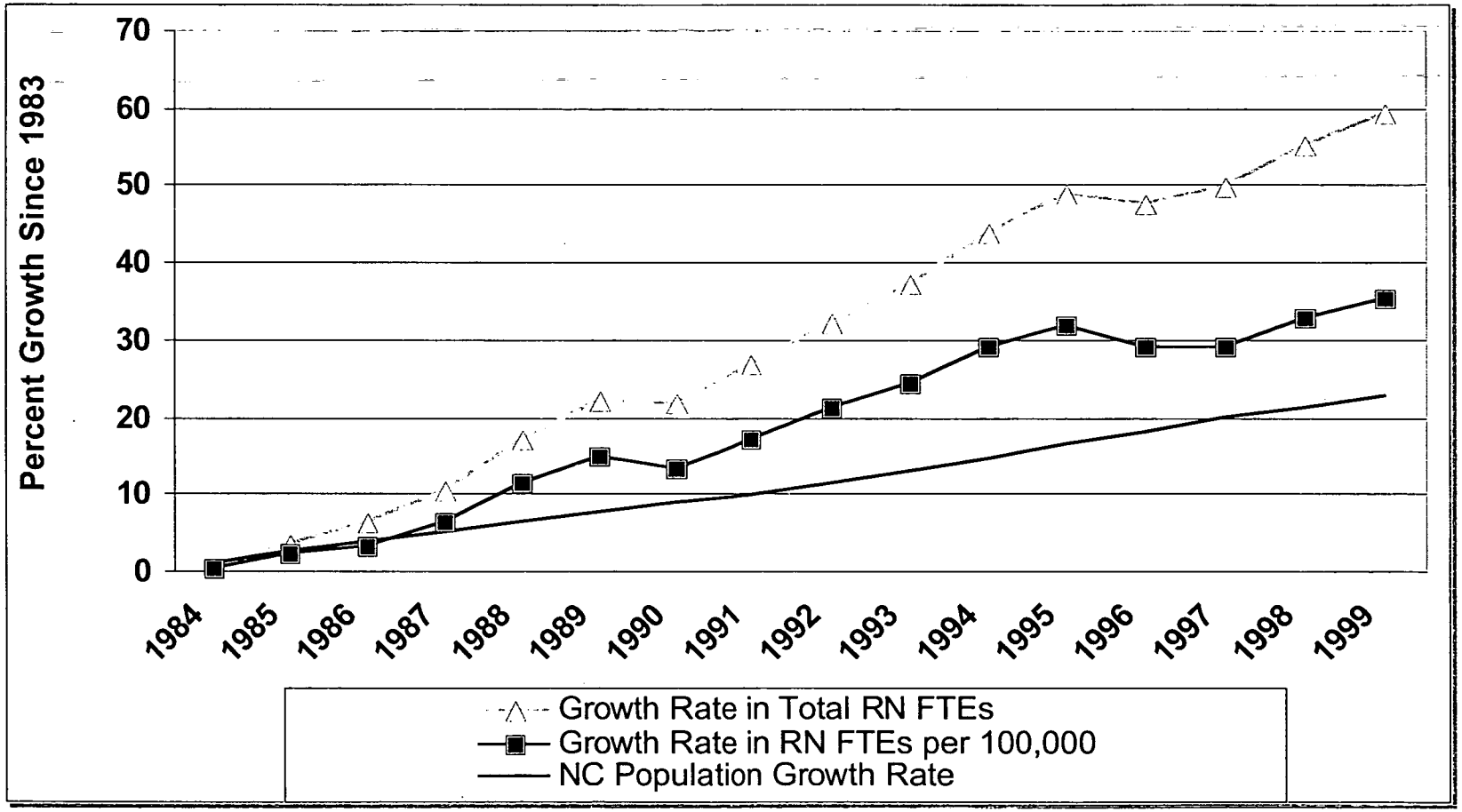
Summary Statistics for Registered Nurses in North Carolina

Registered Nurses per 10,000 Population	Total Active Registered Nurses
1979: 46	26,807
1989: 68	44,355
1998: 90	68,050

National Statistics: In 1996, there were 80.6 RNs per 10,000 population in the United States.

Source: Cecil B. Sheps Center

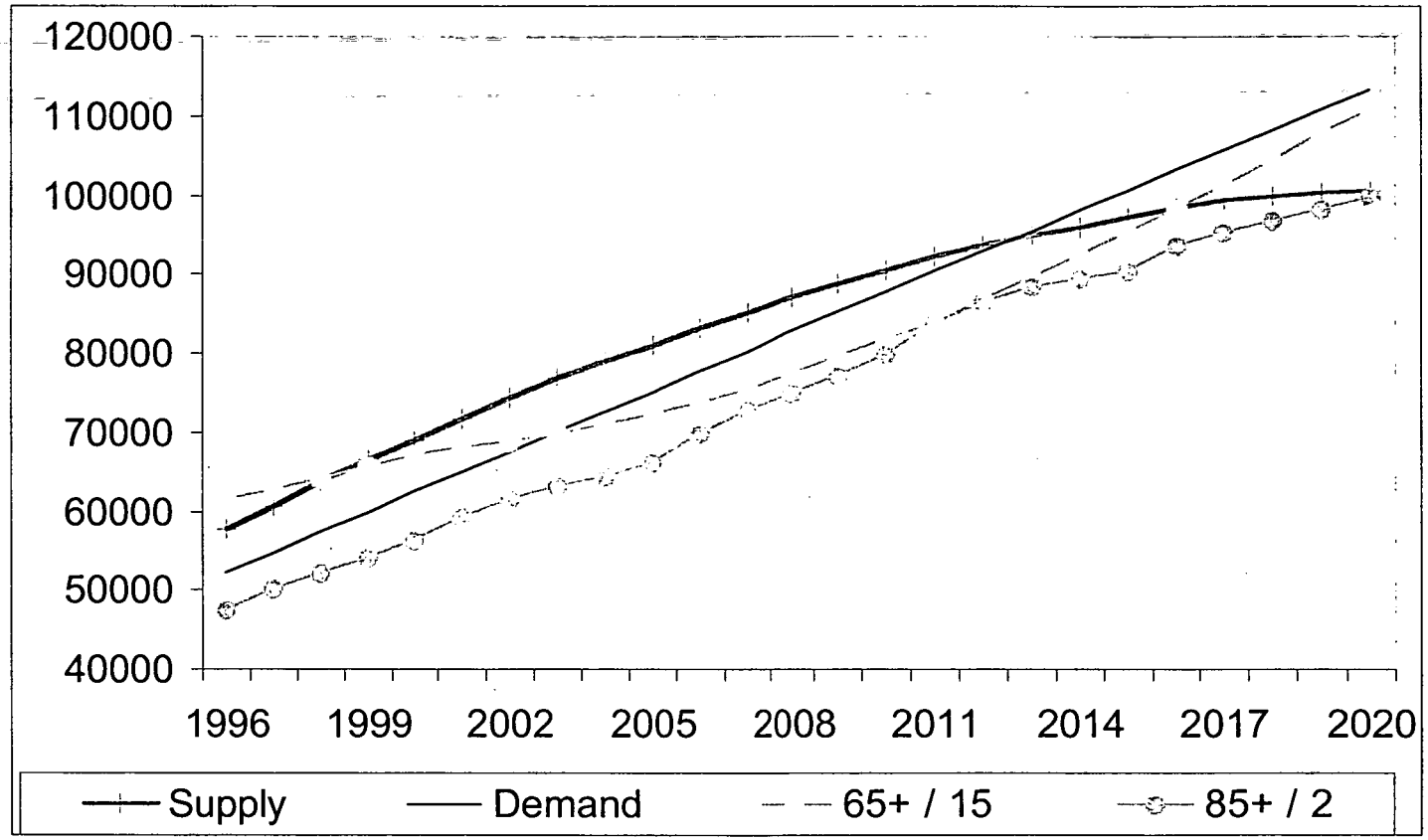
Growth of RN FTEs in Nursing and General Population



NC Center for Nursing: Trends in Nursing, 1999

The University of North Carolina Office of the President

Projected supply, demand, and need



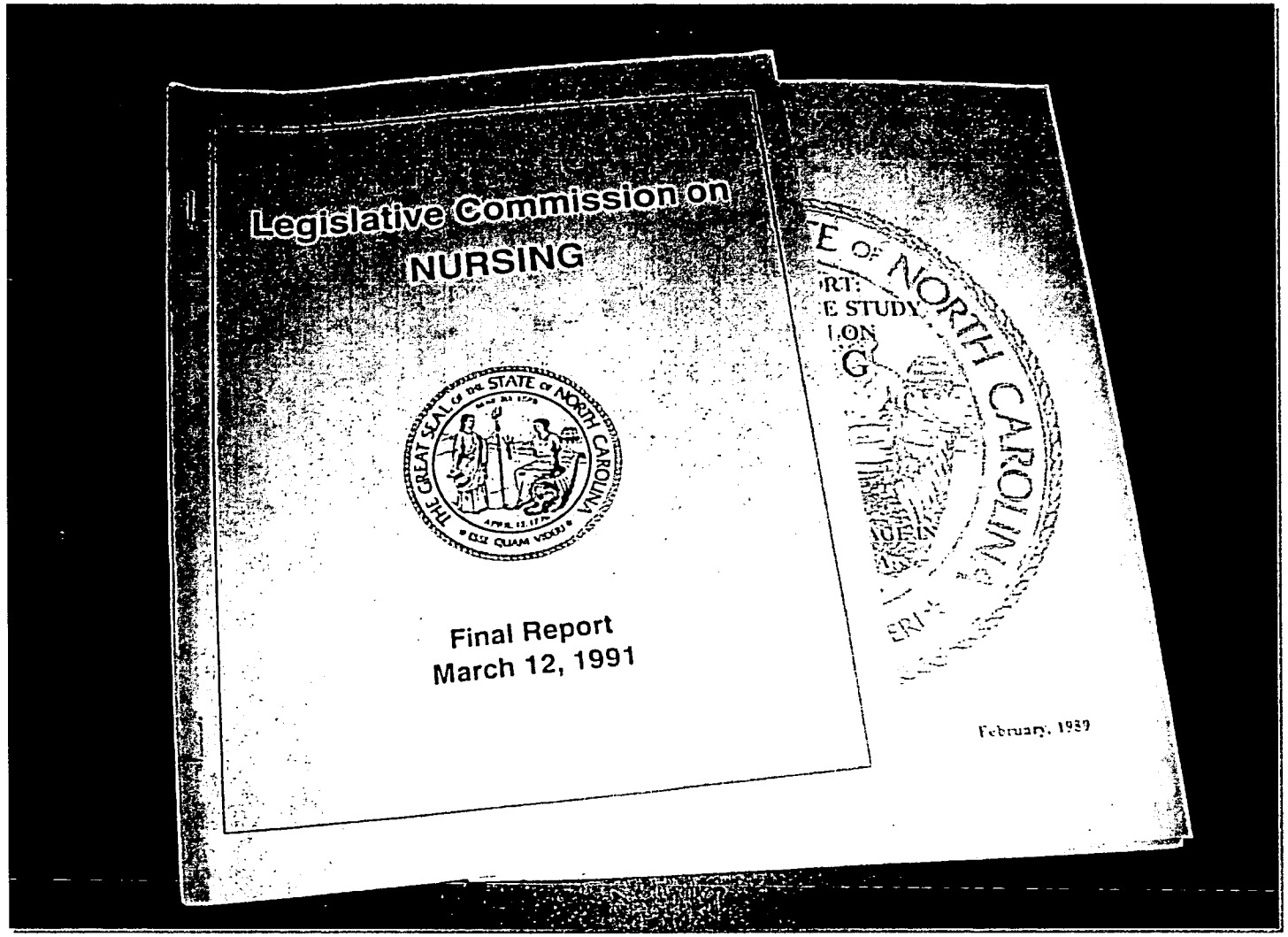
NC Center for Nursing: Trends in Nursing, 1999

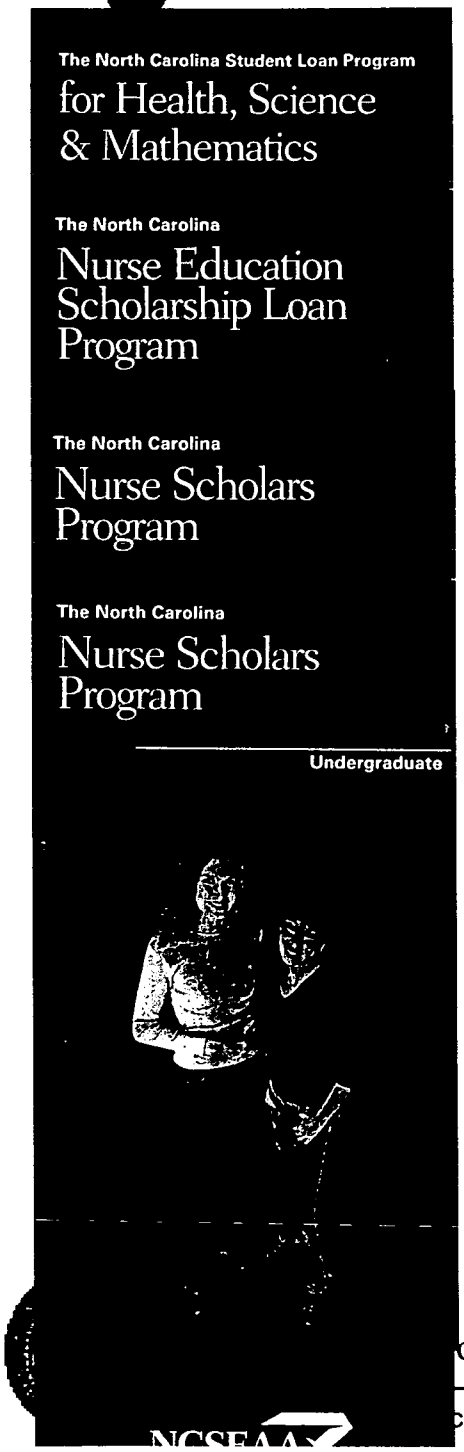
Six Year Data for First time NCLEX Candidates by Program Type (Public and Private Programs)

RN	1995	1996	1997	1998	1999	2000
DIPLOMA	268	223	172	177	140	122
ADN	1,911	1,793	1,855	1,809	1,600	1,498
BSN	757	827	856	794	730	775
TOTAL	2,936	2,843	2,883	2,720	2,470	2,395
PNE	1,001	1,000	880	869	864	874

Source: North Carolina Board of Nursing

Nursing Enhancements





NC State Education Assistance Authority

- **Health, Science and Mathematics: $50,000**
- **Nurse Education Scholarship Loan Program: $900,000**
- **Nurse Scholars Program**
  - **Undergraduate: $3,403,800**
  - **Masters: $ 150,000**
- **Total: $4,503,800**

North Carolina Nursing Education Scholarship and Loan Programs

- **Nurse Education Scholarship Loan Program (NESLP), from 1989 through March 2001, awarded 10,532 need-based loans.**

- **Nurse Scholars Program (NSP), from 1990 through March 2001, awarded 4,840 scholarship/loans to students of exceptional academic ability.**

- **Masters Nurse Scholars Program (MNSP), from 1991 through March 2001, awarded 244 scholarship/loans students of exceptional academic ability.**

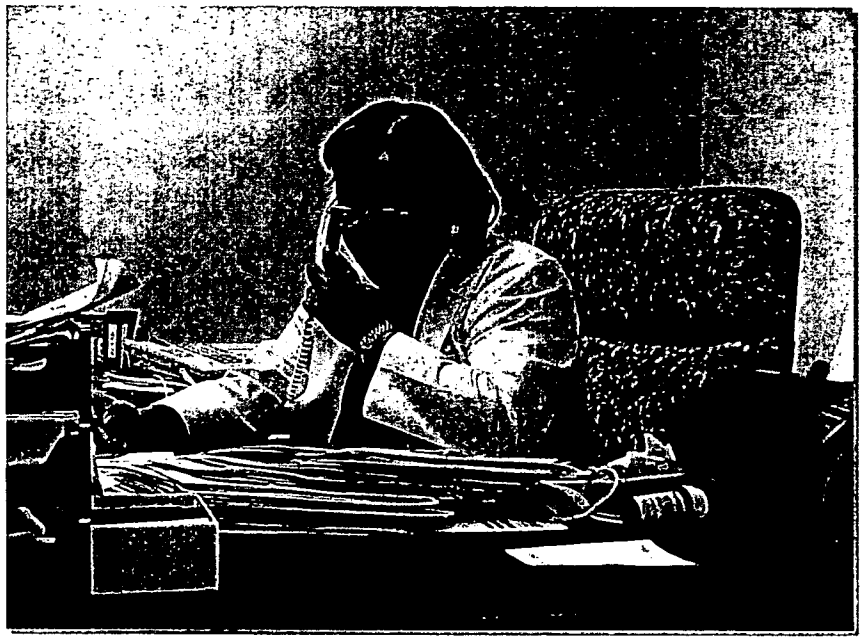
NC Center for Nursing: Workforce Research

- **Evaluation and use of supply and demand estimation models**
- **Alternating surveys of nurse employers and nurses in the workforce**
- **Developing / maintaining a database of secondary data for analysis (for trending nurse supply)**

NC Center for Nursing: Policy Planning and Evaluation

- **NC Nurse Workforce Planning Model, funded by RWJF**
- **Keeping legislators and other stakeholders informed about nursing issues**
- **Convening conferences, task forces, etc.**
  - **Advisory Council**
  - **Statewide Articulation Steering Committee**
  - **FutureThink**

Recruitment: NC Nursing CareerLine



- Statewide telephone and Internet-based listing of RN, LPN, NA, and APRN openings among NC employers
- Dynamic resource for statewide nurse demand data

(877) NURSE NC

Recruitment:
"Nursing: The Power to Make a Difference"

- TV & Radio PSAs
- Newspapers in Education Program
- Nursing Video - all NC schools
- "Nursing in North Carolina" Internet Site
- Statewide Interface with Guidance Counselors and Health Occupations Teachers
- NC State Fair Booth
- "Nursing Exploration" Patch Program
- "Talk with Kids About Nursing" Campaign

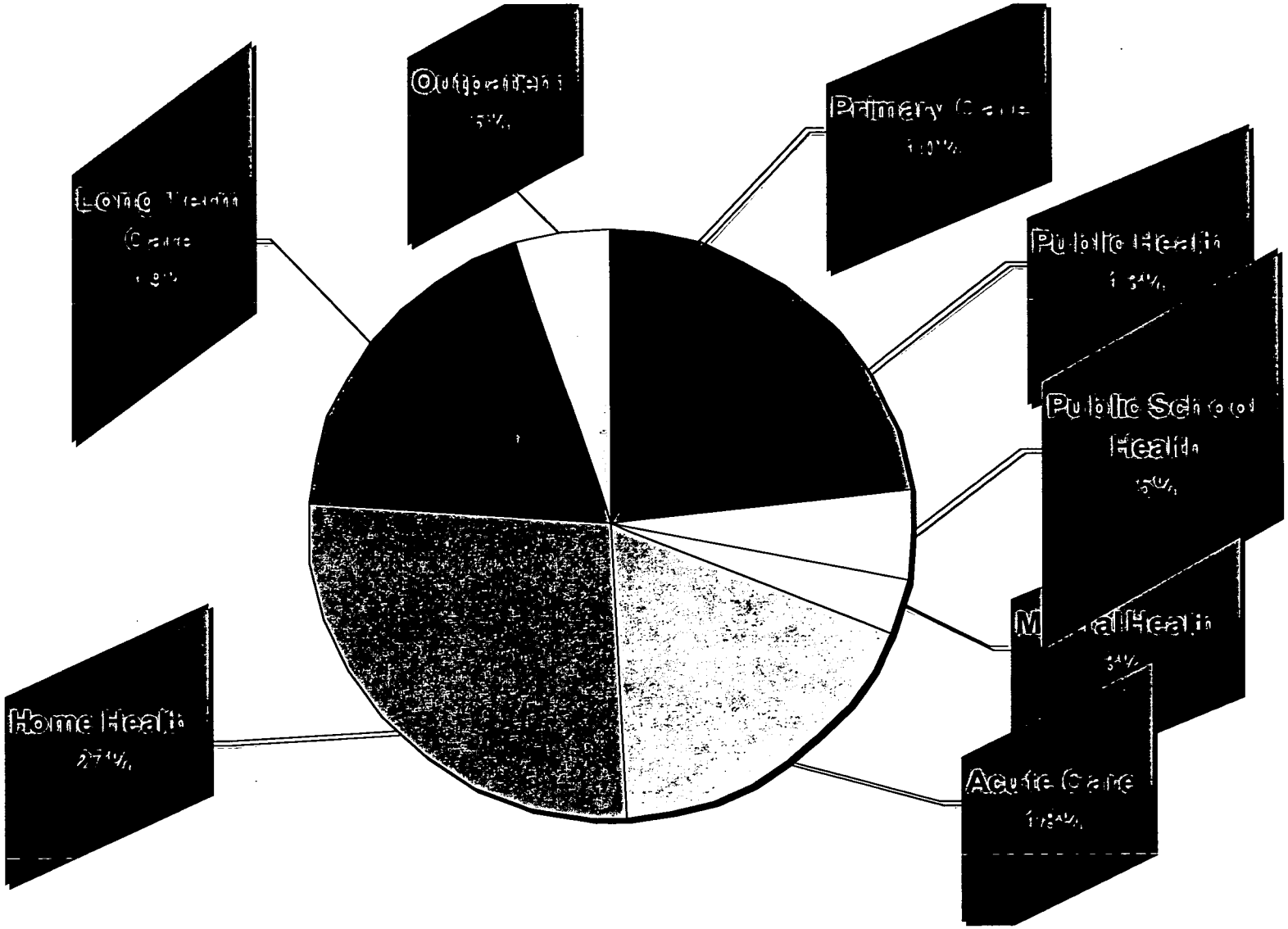
Retention:
Institute for Nursing Excellence

- **Recognize nurse excellence, prevent burnout and promote retention**
- **Target staff nurses**
  - **50% of time in direct-care**
  - **RN 3 years or longer**
  - **Working full-time in NC**

AHEC RN Refresher Programs:

- **A successful option for registered nurses who wish to update their clinical knowledge and skills and return to the nursing workforce.**
  - **Self-study modules**
  - **Precepted clinical experience in local community**
  - **Average length of time to complete the program – eight months**
- **Involvement by over fifty clinical agencies in NC.**
- **Hospitals providing clinical experience find the program an excellent recruitment tool**
- **Since 1990, 794 nurses have enrolled (involving all nine AHECs), 514 have completed the didactic portion, 403 completed the clinical component**

Clinical Site Development Program



AHEC Educational Mobility

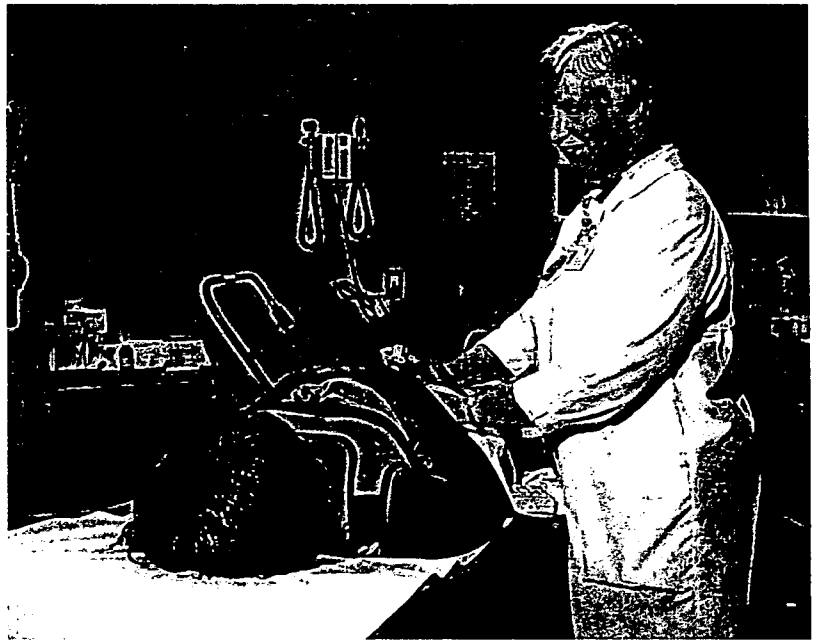
Sponsoring School	Off-Campus Site (Degree)	Number of Programs	Number of Graduates	Currently Enrolled
UNC-CH	Fayetteville (BSN)	3	70	
	Charlotte (MSN)	2	20	
	Smithfield (BSN)	2	40	
	Raleigh (MSN)	2	18	67
	R Mount/Troy (BSN)	1		36
	Asheville (FNP-outreach)	1	33	
UNC-C	Gastonia (BSN)	1	17	
	Asheville (MSN)	1	19	
WCU	Marion (BSN)	2	32	
UNC-G	Hickory (BSN, MSN)	8	258	50
ECU	Wilmington (MSN)	2	56	
	Edenton (BSN)	1	20	
	Morehead City (BSN)	3	84	
	Fayetteville (MSN)	1	12	
	Elizabeth City (BSN)	2	47	
	Goldsboro (BSN)	1		26
WSSU	Boone/N. Wilks (BSN)	5	145	45
Duke	Fayetteville (MSN)	1	22	
	Fayetteville (MSN/NP)	2	38	
NCCU	Henderson (BSN)	2	31	
	Roxboro (BSN)	1		7
Total		**44**	**962**	**231**

Nurse Midwifery Concentration in the MSN Program

- **Prepares RN's for advanced practice in women's healthcare including normal pregnancies and childbirth.**
- **Goal – increase accessibility of safe, quality health care for rural, underserved women and infants**
- **47 s.h.**
- **69 graduates; 14 currently enrolled**

NC Practice Locations of 69 Nurse Midwifery Graduates

Avery	Hyde
Beaufort	Lee
Buncombe	Mecklenburg
Burke	Onslow
Catawba	Pitt
Cumberland	Robeson
Duplin	Rowan
Forsyth	Scotland
Gaston	Union
Hertford	Yadkin
Hoke	Warren



Moving forward to assure nursing resources and improved health care for our citizens

PROGRAM: Summary for Nursing Program Enhancements #69

CURRENT GENERAL FUND APPROPRIATION: 1991-92 $2,062,000
1992-93 $680,000

FUND BALANCES REMAINING: None BOG requested? No

PURPOSE AND GOALS OF PROGRAM: In 1989, the Legislative Study Commission on Nursing issued a report addressing the nursing shortage in the state. In response, the 1989 General Assembly passed several bills and funded a need-based scholarship loan program. The 1991 General Assembly appropriated $2,062,000 to continue and expand initiatives and these were increased by $680,000 in 1992-93. In 1991-92, the UNC Board of Governors received $1,472,000 to fund the second year of the Nurse Scholars program and $54,000 for related administrative costs at the State Education Assistance Authority. The Board also received $20,000 to be used by UNC nursing programs to help disadvantaged nursing students prepare for licensure. The total for these programs increased by $561,000 in 1992-1993, with an additional $411,000 for the nurse scholars program which included both an academic merit program as well as the loan program and, $150,000 for assistance to nurses to obtain master's degrees (see 88 A, B, and C). In 1991-92, the legislature appropriated $341,000 to start the NC Center for Nursing and in 92-93, the operating budget was increased by $119,000 (88 D). In 1991-92, AHEC received $100,000 to support off-campus nursing degree programs and $75,000 to retrain nurses who licenses had lapsed (88 E).

RESULTS AND OUTCOMES OF PROGRAM: The state as a whole has benefited from these initiatives. According to data from the Sheps Center and the NC Center for Nursing, the RN-to-population ratio in NC increased from 68 per 10,000 in 1989 to 90 per 10,000 in 1998. In 1989, there were 497 nurses with master's degrees in the state and in 1998, there were 1,321 with master's degrees including nursing faculty, advanced practice and primary care practitioners. The 15,372 students who received nursing scholarships or loans have benefited from their education and training to enhance the quality of patient care. Funds for off-campus programs enabled UNC nursing programs to provide access to higher education for 870 Registered Nurses in rural areas with associate degrees who could not enroll in on-campus programs. AHEC has provided licensure and continuing education for 794 nurses. Because of the trends in managed care and the aging of nurses and nursing faculty, these programs are needed to offset current and projected nursing shortages. The extensive work of the AHEC program, the NC Center for Nursing and SEAA enable The University of North Carolina and the state to provide a comprehensive response to the shortage of nurses.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1991-1992 and 1992-93

NUMBER OF FULL AND PART TIME POSITIONS: NA (3 different programs)

Program Director: Each program has a director, UNC Office of the President Contact: Dr. Gretchen Bataille (Bataille@northcarolina.edu) and Dr. Donna Benson 962-4614.

PROGRAM: Nurse Scholars Program **#69a**

CURRENT GENERAL FUND APPROPRIATION: $ 3,403,800

1)1991-92 $1,526,000
2)1992-93 $411,000

FUND BALANCES REMAINING: 0

BOG requested? No

PURPOSE AND GOALS OF PROGRAM: The Nurse Scholars Program (NSP) was established in 1989 to provide a competitive, merit-based scholarship loan program to attract students of exceptional academic ability: (1) to pursue an undergraduate nursing education degree (Diploma in Nursing, Associate Degree in Nursing, Bachelors of Science Degree in Nursing), (2) to become licensed to practice nursing as registered nurses, and (3) to work as a registered nurses in North Carolina. Ultimately, the Nurse Scholars Program was created to address nursing shortages and to meet the high demand for well-trained nurses in North Carolina.

RESULTS AND OUTCOMES OF PROGRAM: Since the inception of the Nurse Scholars Program, 4,840 students of exceptional academic abilities have received Nurse Scholars awards to pursue higher education in nursing. Many of these students would not have pursued nursing degrees without the financial incentive made possible by this program. According to an analysis of community college and public university graduation data, since the Nurse Scholars Program was implemented in 1990-91, the number of students who graduated from nursing programs in community colleges and public universities increased by more than 164% when comparing the five-year period (1985-86 through 1989-90) immediately preceding the implementation of the program to the five-year period following its inception (1990-91 through 1994-95). Private colleges and universities have experienced similar increases in the enrollment of nursing students since the Program was placed in operation. It is evident that the Nurse Scholars Program plays a major role in helping individuals choose nursing as their career. By 1999-2000, 60% of Nurse Scholars had already entered employment in the field of nursing in North Carolina following completion of their degrees. In 2000-2001, 569 academically exceptional students received Nurse Scholars awards, which represents a 46% increase when compared to 1999-2000. 1)The first appropriation in 1989 was expanded in 1991-92 to include $1,562,000 for scholarships and $54,000 for administrative costs. 2) Funds for scholarships were increased in 1992-93 by $411,000.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1989

NUMBER OF FULL AND PART TIME POSITIONS: This program is one of many administrative tasks associated with the seven programs that are included in the job responsibilities of individuals in the Health, Education and Welfare division of the State Education Assistance Authority. The combined duties of the Nurse Scholars Program and Masters-Nurse Scholars Program constitute approximately 3.5 positions.

PROGRAM DIRECTOR: Dr. Algie C. Gatewood; 919-248-4602; gatewood@ga.unc.edu

PROGRAM: Nurse Education Scholarship Loan Program (NESLP) #69b

CURRENT GENERAL FUND APPROPRIATION: $900,000

FUND BALANCES REMAINING: 0 BOG requested? No

PURPOSE AND GOALS OF PROGRAM: The Nurse Education Scholarship Loan Program (NESLP) was established in 1989 by the General Assembly. The Program was created to provide financial assistance and encouragement to residents of North Carolina to pursue nursing careers in an effort to combat the nursing shortage in the State. Based on financial need, NESLP works in concert with other financial aid resources to encourage the enrollment and retention of qualified nurse education students. NESLP awards are available to students who have financial need to pursue nursing education programs, Licensed Practical Nursing (LPN), Diploma in Nursing, Associate Degree in Nursing and Bachelors of Science in Nursing degrees.

RESULTS AND OUTCOMES OF PROGRAM: Since the inception of the Nurse Education Scholarship Loan Program (NESLP) in 1989, it has assisted 10,532 students with demonstrated financial need to pursue higher education in nursing. Many of these students would not have pursued nursing degrees without the financial assistance made possible by this program. In accordance with the program requirements, a significant number of these students have already entered employment in the field of nursing in North Carolina. On an average, NESLP annually enables 1,053 students who have financial need to attend community colleges, public universities, private colleges/universities and hospital-based nursing programs in North Carolina. The retention of students in nursing programs, who have financial need, would be severely diminished without the benefit of NESLP funds, which would exacerbate the nursing shortage in this State. While some of these students would not be able to attend college, others would pursue more lucrative careers outside the purview of nursing.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1989

NUMBER OF FULL AND PART TIME POSITIONS: This program is one of many administrative tasks associated with the seven programs that are included in the job responsibilities of individuals in the Health, Education and Welfare division of the State Education Assistance Authority. The NESLP constitutes 1/2 of an FTE position.

PROGRAM DIRECTOR : Dr. Algie C. Gatewood; 919-248-4602; gatewood@ga.unc.edu

PROGRAM: Masters-Nurse Scholars Program **#69c**

CURRENT GENERAL FUND APPROPRIATION: $150,000 since 1992-1993

FUND BALANCES REMAINING: 0 BOG requested? No

PURPOSE AND GOALS OF PROGRAM: The Masters-Nurse Scholars Program (M-NSP) was established in 1991 to provide a competitive, merit-based scholarship loan program. This Program attracts and encourages outstanding nurses to pursue a Master's of Science Degree in Nursing in preparation to teach in nurse education programs and to provide nursing services to citizens of North Carolina. Ultimately, the Masters-Nurse Scholars Program was created to address nursing shortages and to meet the high demand for well-trained nurses in North Carolina at the masters' level.

RESULTS AND OUTCOMES OF PROGRAM: Since the Masters-Nurse Scholars Program made its first awards in 1992, 244 nurses holding the bachelor's degree, who possess exceptional academic abilities, have received Masters-Nurse Scholars awards. Most of these students would not have pursued the Masters of Science in Nursing Degree without the financial incentive made possible by this program. As of 1999-2000, almost 50% of Masters-Nurse Scholars recipients had already met the Program's goal and were employed as master nurses. Presently, 100 students are pursuing their Masters of Science in Nursing Degree via the Masters-Nurse Scholars Program.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1991

NUMBER OF FULL AND PART TIME POSITIONS: This program is one of many administrative tasks associated with the seven programs that are included in the job responsibilities of individuals in the Health, Education and Welfare division of the State Education Assistance Authority. The combined duties of the Nurse Scholars Program and Masters-Nurse Scholars Program (undergraduate) constitute approximately 3.5 positions.

PROGRAM DIRECTOR: Dr. Algie C. Gatewood; 919-248-4602; gatewood@ga.unc.edu

PROGRAM: North Carolina Center for Nursing # 69d

CURRENT GENERAL FUND APPROPRIATION: 1) 1991-1992 - $341,000; 2) 1992-1993 - $119,000.

FUND BALANCES REMAINING: None BOG requested? No

PURPOSE AND GOALS OF PROGRAM:

Develop a strategic statewide plan for North Carolina by: establishing and maintaining a database on nursing supply and demand in the state; using current supply and demand information to project future needs; translating the Center's research findings into planning principles for nursing resources within the state; and selecting priorities from the strategic plan to recommend to the General Assembly.

Convene various groups which include representatives from nursing, other health-care professions, the business community, consumers, legislators, and educators to: review and comment on research conducted by Center for Nursing staff; recommend systemic changes and strategies for change, based on the knowledge generated; and evaluate and report the results of these efforts to the General Assembly and other interested parties.

Enhance and promote recognition, reward and renewal activities for nurses in North Carolina by: promoting continuation of the Institute for Nursing Excellence program or similar recognition programs for nursing excellence; creating, promoting and evaluating recognition, reward and renewal activities for nurses throughout North Carolina; and promoting a positive image of nursing in the media.

RESULTS AND OUTCOMES OF PROGRAM:

The Center for Nursing serves all stakeholders concerned with North Carolina's nursing workforce with the ultimate stakeholders being the citizens of the state. In place is a well-developed research agenda for monitoring nursing supply and demand in North Carolina. Based on secondary analysis of licensure data, N.C. Center for Nursing has studied trends in nurse supply data dating back to 1982. This supply information is updated on a biennial basis, with plans to add a nurse survey this year. In alternate years, we measure demand by means of a statewide survey of nurse employers. The growth of RN FTEs has exceeded the growth of the population in general and that vacancy rates are lower than other states with comparative data. For example, the statewide average vacancy rate for registered nurses in NC hospitals last year was 8.4% compared to double-digit vacancies in Georgia, Maryland, and Virginia. We have a nurse workforce planning model in place that involves significant collaboration between nursing education and practice in each of the state's 9 Area Health Education Center regions, producing local workforce solutions, such as retooling of nurses for shortage areas and transition programs for new graduates. Leaders from these regional groups convene with leadership at the state level in a statewide consortium, resulting in the development of a statewide plan for nursing. Work is in progress toward envisioning the future of nursing in North Carolina and toward improved articulation among nursing education programs.

Perhaps the most essential function of the Center at present is related to the aging of the nursing workforce concomitant with the graying of the state's population. In anticipation of an evolving shortage that could become critical in the next 10-15 years according to our supply and demand forecasts, we have a comprehensive recruitment & retention program in place, including

- A multi-faceted image campaign directed at attracting more young people, and especially minorities, into nursing.
- The NC Nursing CareerLine, a position listing service for nurse aides, LPNs, RNs, and Advanced Practice Nurses, received nearly 40,000 hits or inquiries last year.
- The NC Institute for Nursing Excellence, in place for over 10 years, alternates with our Recruitment and Retention grant program. We have an active data base of 327 of the 368 participants, all of whom have been retained in nursing, and who cite their participation in the the Institute as a major factor.

Working through our Board of Directors and Advisory Council, priorities are identified in a comprehensive report to the General Assembly each biennium. The creation of the NC Center for Nursing was a pioneering effort of the General Assembly back in 1991, requiring a long-range vision of nurse workforce planning as opposed to the "quick fixes" of the past. Although we have received no expansion funding since our inception in the 91-93 biennium, the Center has addressed all of the mandated goals and is a model for the nation, with 18 other states pursuing similar legislation.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1991-1992

NUMBER OF FULL AND PART TIME POSITIONS: 3 SPA, 3 EPA, All positions filled.

PROGRAM DIRECTOR: Brenda Cleary, RN, PhD; 919-715-3523, bcleary@northcarolina.edu

PROGRAM: **AHEC Support for Off-Campus Nursing Programs** **#69e**

CURRENT GENERAL FUND APPROPRIATION: **1) 1991-92 $175,000**

FUND BALANCES REMAINING: **None** BOG requested? No

PURPOSE AND GOALS OF PROGRAM:
Legislative funding since 1989 has enabled North Carolina AHECs and North Carolina Schools of Nursing to create innovative programs to provide advanced education to registered nurses and to prepare more students for careers in nursing to alleviate the state's nursing shortage.

1) $100,000 to off-campus nursing degree programs, $75,000 to RN refresher courses to retrain nurses for relicensing

RESULTS AND OUTCOMES OF PROGRAM:

1) Since 1977, off-campus nursing degree programs have supported 870 graduates from North Carolina Schools of Nursing. The graduates were able to obtain their degrees while continuing to work in their communities. Since 1990, 794 nurses have enrolled in RN refresher programs offered in each AHEC. The off-campus nursing degree and RN Refresher programs are critical to addressing the current nursing workforce shortages reported in healthcare agencies throughout our state, especially in critical care, emergency rooms, operating rooms, and long-term care settings.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1974

NUMBER OF FULL AND PART TIME POSITIONS: N/A
(535 FTEs State-funded through contracts with AHEC Centers across the state)

PROGRAM DIRECTOR (with phone number and email address):
Thomas J. Bacon, Dr.P.H., *Phone* # 919/966-8981, *e-mail*: tom_bacon@med.unc.edu

PROGRAM: Nurse Midwifery Training Program **#70**

CURRENT GENERAL FUND APPROPRIATION: 1991-1992 $95,000

FUND BALANCES REMAINING: None BOG requested? No

PURPOSE AND GOALS OF PROGRAM:
The purpose of the Nurse-Midwifery concentration in the MSN program at ECU School of Nursing is to prepare professional nurses as safe and competent practitioners of nurse-midwifery who are eligible for certification by the ACNM Certification Council, Inc.

RESULTS AND OUTCOMES OF PROGRAM:
From its establishment in 1992 through May 2000, the Nurse Midwifery concentration had 69 graduates, all of whom passed the national certification examination. The concentration currently has 16 actively enrolled students. The program is fully accredited by the American College on Nurse-Midwifery with its next review scheduled in Spring 2006. Greater than 90% of Nurse Midwifery graduates are working in North Carolina, the majority with underserved or rural populations in community health centers, public health departments, or private physician practices. The availability of nurse midwives has increased the accessibility of health care for these populations and improved morbidity and mortality statistics. In 1995, the nurse-midwifery concentration was included as a component of the ECU-Duke Partnership for Training Project funded by the Robert Woods Johnson Foundation. This project is a collaborative, interdisciplinary distance education training endeavor which prepares nurse midwives, family nurse practitioners and physician assistants in their home communities. Faculty from both institutions participate in the on-line courses aimed to make this education more accessible to students in remote areas of the state.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1992

NUMBER OF FULL AND PART TIME POSITIONS: 1.5 EPA Faculty

PROGRAM DIRECTOR:
Dr. Nancy Moss, phone number: 252-328-4303, E-mail: MossN@mail.ecu.edu

MINUTES
JOINT HOUSE/SENATE COMMITTEE
APPROPRIATIONS/Subcommittee on Education

April 4, 2001
8:30 a.m.

The House and Senate Joint Appropriations/Subcommittee on Education met Wednesday, April 4, 2001 at 8:30 a.m. in Room 421 of the Legislative Office Building, with Rep. Gene Rogers, Chair presiding. House members present were Chairs Rep. Rogers, Rep. Yongue, and Representatives Bell, Bonner, Carpenter, Holmes, McLawhorn, Michaeux, Russell, Smith, Teague and Warner. There were seven Senate members present and thirty-six visitors. Fiscal Staff attending were Charlotte Todd, Kristine Leggett, Jim Newlin and Philip Price. Rep. Rogers, Chair called the meeting to order and introduced the pages for the day. They were: Carissa Abraham, Iredell County, sponsored by Representative Setzer and Randy Mitchiner, Wake County, sponsored by Senator Reeves. The Chair called on Charlotte Todd, Fiscal Staff to give an outline of today's meeting and the remaining plans for handling the University Budget. She then introduced Dr. Gretchen Bataille, Senior V.P. for Academic Affairs, UNC-General Administration who gave a brief introduction to the topics to be discussed. ***(Attachment 1).*** She then introduced Dr. Gary Barnes, Special Assistant to President of UNC-General Administration to speak on University Accountability ***(Attachment 2).*** With his slide presentation, he addressed the many ways surveys and studies are used to improve the performance of the institutions. Rep. Michaux asked Mr. Barnes the difference between accountability and assessment. His response was that accountability is focused more on public disclosure and designed to use as primarily indicators to show that the university is accomplishing their goals; Assessment has the purpose of improvement and is more extensive and is where the work of improvement occurs.

Next, the Chair introduced Dr. Patricia Sullivan, Chancellor of the University of North Carolina at Greensboro for her presentation on "Institutional Effectiveness: An Approach to Accountability", ***(Attachment 3).*** She addressed accountability from the campus perspective. In her closing remarks she told of a recent thing they did on UNCG campus that they are still gathering results from.

They asked about 40 staff members to pretend they were students for a day and they had to get registered, get financial aid processed, pay bills, go to cashiers office, do degree checks, check credits, progress toward degrees and get pin numbers from academic advisors. They went out all over campus and when they came back they clearly saw some of the un-intended barriers in the way of ease of student access to services and information. They now have begun the systematic debriefing process and will be examining the processes and changing them to be more effective for students.

Rep. Rogers, Chair, called on Dr. Gary Barnes again for his presentation of Faculty Teaching Workload, ***(Attachment 4).*** He stated the origin of teaching workload goes back to the mid 90's when the Legislature asked the Board of Governors to design and implement a system to monitor faculty teaching workloads on the campuses of the constituent's institutions and report to the Education Oversight Committee on April 1996. The board did that and reported on its plans and in the spring of 1998 brought a full report on the results of that system. The three basic questions concerning faculty teaching workloads are: 1. How many courses do faculty teach in an academic year, 2. Who teaches undergraduates, particularly freshmen and sophomores, and 3. How many student credit hours are produced per state-funded faculty FTE? Dr. Barnes answered these questions using the pie charts beginning on ***page 2 of Attachment 4.*** He also referred to table #1 on page 8 of the Board's "Faculty Teaching Workload Report", ***(Attachment 5).*** This shows course credit hours and increases that have occurred system wide and is broken down by institution. It also shows changes in average workloads. Dr. Barnes addressed questions from members.

Next on the agenda was a presentation by Dr. Gretchen Bataille on Public Service Outreach, ***(Attachment 6).*** Some of the Public Service Outreach programs Dr. Bataille discussed were, The Institute for Outdoor Drama, Manufacturing Extension Partnership Program at NCSU, The Mountain Resource

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Center, The North Carolina Arboretum and the North Carolina Botanical Garden. ***(See attachments 7 through 11).*** Due to the lack of time, Dr. Bataille was unable to respond to questions from Committee Members.

After announcements by the Chair, the meeting adjourned at 10:00 a.m.

Respectfully submitted,

Gene Rogers
Representative Gene Rogers
Chair

Sally Gillis
Sally Gillis
Committee Assistant

Joint Appropriations on Education Committee

AGENDA

Wednesday, April 4, 8:30 a.m.
Room 421, Legislative Office Building
Rep. Rogers, Presiding

UNC Public Service and Accountability

Introduction (8:30-8:35)	Dr. Gretchen Bataille Senior V.P. for Academic Affairs UNC-General Administration
Accountability (8:35-8:50)	Dr. Gary Barnes Special Assistant to President UNC-General Administration
Accountability from the Campus Perspective (8:50-9:00)	Dr. Patricia Sullivan Chancellor UNCG
Faculty Teaching Workload (9:00-9:20)	Dr. Gary Barnes
Public Service Outreach (9:20-9:35)	Dr. Gretchen Bataille

Program Reviews:
Manufacturing Extension Partnership (Item #72)
Undergraduate Education Improvement Accountability (Item #75)
Additional Operating Support for UNC-CH – Smith Center (Item #76)
Mountain Resource Center – funds to assist local governments (Item #77)
World Trade Center – NCSU (Item #78)
Institute for Outdoor Drama (Item #71)
NC Arboretum (Item #73)
Botanical Gardens at UNC-CH (Item #74)

Questions (9:35-9:50)

Public Service and Accountability

Chair Requested Committee Member

Although the two topics ~~intertwined~~ addressed in this hearing may appear to be different, both respond to the UNC commitment to the public. We do so in many ways—one to offer programs that meet the community's needs and two to demonstrate fiscal accountability for the use of the public funds that support our missions. During this session, Dr. Gary Barnes will address the many ways we use surveys and studies to improve the performance of the institutions. What you generally see is the result of our work—myriad charts and graphs that plot our activities through time. This is what is generally referred to as accountability. But our campuses do much more with this data than look at it—internally the data becomes the critical piece in what we call assessment. Campuses assess their progress and use the information to improve. Chancellor Pat Sullivan will address how one campus has done so. During the past year I have visited the campuses with Gary and with others to meet with administrators, faculty, and students to learn about how the data are used to be responsive to concerns that are revealed by the numbers. It is the action that arises from the reports that we find important, more important than the numbers themselves. Dr. Barnes will also address an issue that has raised concern in the media as well as within our campus communities—faculty workload studies. He will provide you with the information to understand what this data mean, how the figures are derived, and how we will improve the means by which we collect the information.

In the second part of this presentation, I will address the more visible public service mission of the UNC and the outreach programs that serve the citizens and businesses of North Carolina. A number of representatives have joined us to answer any questions you might have.

Gary Barnes—Accountability

University Accountability

Presented to the
Joint Education Appropriations Subcommittee

by
Gary Barnes
Special Assistant to the President

April 4, 2001

The University of North Carolina Office of the President

UNC Board of Governors Accountability Activities

1. Alumni survey (1974, 1979, 1984, 1988, 1992, 1996, 1998)
2. Retention, graduation, and persistence rates (since 1977)
3. Remedial education enrollments and expenditures (since 1984-85)
4. Transfer student performance report (since 1969; major revisions in 1982, 1992, and 1998)
5. High school feedback reports (since 1992-93)
6. Monitor faculty teaching workload (since 1996-97)
7. Performance/Program Budgeting (P/PB) (since 1997-98)

(continued)

UNC Board of Governors Accountability Activities

8. Biennial surveys (since 1997)
   - Second-semester sophomores (evaluate general education experience)
   - Graduating seniors (evaluate experience in the major)
   - Alumni (employment and postgraduate schooling and satisfaction)
   - Employer satisfaction (new in summer of 1999)
9. Monthly reports on key topics (since October 1998)
10. Degree-program productivity reviews (since 1991)
11. Biennial campus visits (since 1999)

Major Institutional Assessment Activities

- Grading student coursework
- Accreditation by SACS
- Program accreditation (professional programs)
- Course evaluations by students and peers
- Peer review of grant applications and scholarly papers
- Comprehensive performance review of faculty (annual, tenure and promotion, post-tenure review, etc.)

BOG Accountability Reports for Public High Schools and Community Colleges

High Schools

- Freshman Applications Report
- Freshman Performance Report
- Retention and graduation rates by high school

Community Colleges

- Transfer Student Performance Report (old and new)
- Retention, graduation, and persistence rates for community college transfers

BOG Reports That Summarize Survey and Other Accountability Data

- Teaching Effectiveness and Quality of Instruction
- Student Skill Gains and Educational Aspirations
- Orientation and Academic Advising
- Academic, Student, and Administrative Services
- Alumni Employment Outcomes
- Retention, Graduation, and Time-to-Degree
- Remediation Trends
- Pass Rates on Licensure Exams
- Research and Public Service (P/PB)
- Faculty Teaching Workload

Teaching Effectiveness Questions (Seven Principles of Good Practice in Undergraduate Instruction)

(Asked of Sophomores and Seniors)

Please evaluate how well faculty members do each of the following:

1. Set high expectations for you to learn
2. Respect the diverse talents and ways of learning of you and your classmates
3. Encourage you to be an actively involved learner
4. Encourage student-faculty interaction, in and out of the classroom
5. Give you frequent and prompt feedback
6. Encourage you to devote sufficient time and energy to your coursework
7. Develop opportunities for you to learn cooperatively with fellow students
8. Care about your academic success and welfare
9. In general, how would you evaluate your instructors on these eight measures?

"In general, how would you evaluate your instructors on these eight measures?"

Percentage of students who evaluated faculty as "excellent" or "good":

Sophomores	Seniors
83.2% in spring 2000	90.6% in spring 2000
81.6% in spring 1998	90.8% in spring 1998

"All things considered, how would you evaluate the overall education that you are receiving at this institution?"

Percentage of students who evaluated overall education as "excellent" or "good":

Sophomores	Seniors
89.0% in spring 2000	93.1% in spring 2000
90.1% in spring 1998	92.4% in spring 1998

Other Key Findings

- Percentage of alumni who were enrolled in a post-baccalaureate program and said that they were "well" or "adequately" prepared by their undergraduate program: 93% (of 1997-98 graduates)
- Percentage of full-time employed graduates (1997-98) who said that their institution prepared them "well" for employment: 85% (median earnings $27,000, percentage working in N.C. 85%, employment rate at time of survey 95%)
- System-wide graduation rate after: 4 years 34.6%, 5 years 56.1%, 6 years 61.0%, 7 years 64.1%, 8 years 64.6%, 9 years 66.7%, 10 years 68.0% (graduates of private and out-of-state institutions not included)

New Directions in University Accountability Process

- Better integrate and synchronize campus-level and system-level strategic plans
- Strengthen campus institutional effectiveness process
- Expand the distribution of accountability data to include academic departments and schools
- Use software especially designed for accountability process, such as SAS Strategic Vision (Balanced Scorecard Model)
- Continue campus visits
- Improve integration of BOG and P/PB processes
- Add survey of graduates with advanced degrees
- Revise employer survey
- Make fuller use of external benchmarking

External Benchmarking Opportunities

- SREB benchmarking
- National Survey of Student Engagement (freshmen & seniors)
- Graduation Rate Survey (6-year graduation rates)
- *Measuring Up: The State-by-State Report Card for Higher Education* (The National Center for Public Policy and Higher Education)
- The Delaware Study of Teaching Workload and Institutional Expenditures
- National Adult Literacy Study (2002; will test college sophomores and seniors as well as the general adult population)
- Program accreditation reports and findings
- College rankings (*US News & World Report, Money*)
- National Research Council ratings of doctoral programs

Institutional Effectiveness: An Approach to Accountability

The University of North Carolina at Greensboro

Remarks by Chancellor Patricia A. Sullivan

Joint Education Appropriations Subcommittee

April 4, 2001

Components of Institutional Effectiveness Cycle

"This concept presumes that each member institution is engaged in an ongoing quest for quality and can demonstrate how well it fulfills its stated purpose."

- A clearly defined statement of institutional purpose.
- Formulation of educational goals or expected educational outcomes consistent with the institution's purpose.
- Development and implementation of procedures for evaluating the extent to which educational goals are being achieved.
- Use of assessment results to evaluate and improve educational programs, operations, research, and public service.

Source: Resource Manual on Institutional Effectiveness, Commission on Colleges, Southern Association of Colleges and Schools, 1996.

Emerging Definition of Institutional Effectiveness at UNCG

-- Operational definition determined by institution --

- Documented Progress Toward Areas of Focus in Strategic Plan
- Improvements through use of Survey Results
- Improvements through use of Department Reviews/Profiles
- Improvements through use of Assessments of Outcomes in Academic and Non-Academic Areas
- Improvements resulting from Comprehensive SACS Self-Study for Reaffirmation of Accreditation

Improvements Through Use of Survey Results

- ***Sophomore & Graduating Senior Surveys*** *(GA Survey)*
  - **Registration & Financial Aid Web Follow-up Survey:**
    - Found dissatisfaction related to unavailability of courses and amount of financial aid awarded in grants rather than the service provided by the offices themselves.
    - Addressing course scheduling and specific changes in Financial Aid.
  - **Seven Principles & Student Connectedness:**
    - Analysis found these factors to be strongest predictors of whether a student would choose UNCG again. (Oct. 1999 Chronicle article cited UNCG as having very high quality of instruction rating)
  - **Technology:**
    - Increased library hours, off-campus access to computing, and availability of databases and reserves: Ratings improved from 86% (excellent/good - 1998) to 91.4% (excellent/good - 2000).
    - Overall excellent/good rating by seniors of technology services increased from 75% (1998) to 83% (2000).
  - **Foodservice & Bookstore:**
    - Outside consultants hired to do further market research to address concerns raised by students.
  - **Business Services:**
    - Changes in business services procedures increased excellent/good ratings from:
      - 70% (1998 Sophomores) to 73% (2000 Sophomores)
      - 66% (1998 Graduating Seniors) to 72% (2000 Graduating Seniors)

Improvements Through Use of Survey Results (cont.)

- ***Spartan Experience Questionnaire*** *(UNCG Undergraduate Survey)*
  - **Technology:**
    - Access to Internet due to wiring of residence halls rose from 18% to 25%
  - **Demographics:**
    - Two distinct populations of students were identified.
      - 39% of students who pay almost all of their college expenses
      - 36% of students whose parents pay almost all expenses
    - Delivery of financial aid and student services will be adjusted to serve both.
  - **Learning Communities:**
    - Analyses conducted comparing students in living and learning communities with others showed how feelings of connectedness within communities are linked to enhanced retention.
- ***Staff Satisfaction Survey***
  - 93% indicate they have skills to do job effectively.
  - 81% say they can openly communicate with supervisor about work-related issues.
  - 81% enjoy their work overall.
  - Implementing a Staff Recognition Program to honor excellent performance.

Improvements Through Use of Survey Results (cont.)

- ***Academic Advising Survey***
  - Implemented rolling advising and registration for incoming transfers and former students which extends the advising period allowing for one-on-one advising to occur.
  - Strengthened training for orientation advisors to ensure accuracy of information.
  - Working on splitting scheduling and mentoring, so that scheduling can be partially or totally done online, and advisors can focus on engaging students in making decisions about their educational, career, and life goals. Decentralized academic advising to College, Schools, and Departments.
- ***Campus Climate Survey***
  - Initiated a faculty development forum designed to identify diversity competencies needed by our graduates in the workplace.
  - Drafted a University Values Statement designed to serve as a common base of expected behavior of all community members – faculty, staff, and students.
  - Recommended that workshops and programs be developed specifically for faculty and staff addressing diversity in the workplace, building community, and respect for differences.

Improvements Through Use of Survey Results (cont.)

- ***Learning and Retention***
  - **Retention:**
    - Since UNCG embarked on a journey to improve student retention and satisfaction, freshman to sophomore retention rates have increased from 71.4% to 74%.
  - **Learning Assistance Center:**
    - The Learning Assistance Center provides tutoring services for approximately 600 students annually - more than twice as many than its first year of operation (1997-98).
    - Of those receiving tutoring, 60% complete courses with a "C" or better grade.

Faculty Teaching Workload

Presented to the
Joint Education Appropriations Subcommittee

by
Gary Barnes
Special Assistant to the President

April 4, 2001

The University of North Carolina Office of the President

General Assembly 1995 House Bill on "Rewarding Faculty Teaching"

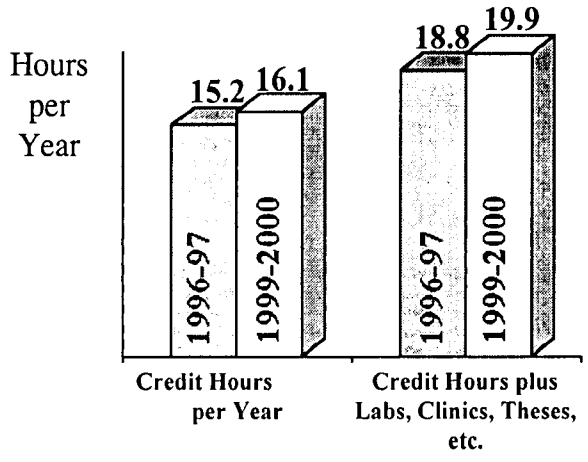
"The Board of Governors shall design and implement a system to monitor faculty teaching workloads on the campuses of the constituent institutions...(and) shall report on the implementation of this section to the Joint Legislative Education Oversight Committee by April 15, 1996." (--H.B. 229, Section 15.9)

In response to this legislation, the Board of Governors *Plan for Rewarding Faculty Teaching* was adopted on April 12, 1996 and transmitted to the legislature on April 15, 1996.

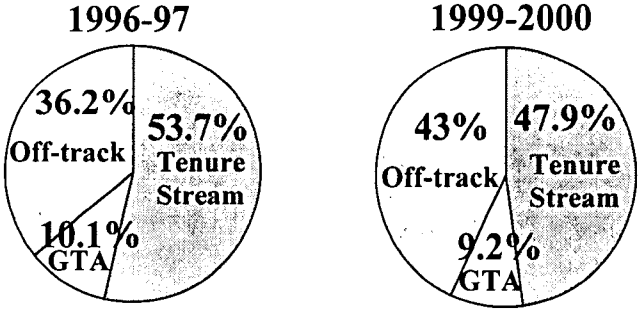
Three Basic Questions Concerning Faculty Teaching Workloads

1. **How many courses do faculty teach in an academic year?**
2. **Who teaches undergraduates, particularly freshmen and sophomores?**
3. **How many Student Credit Hours are produced per state-funded faculty FTE?**

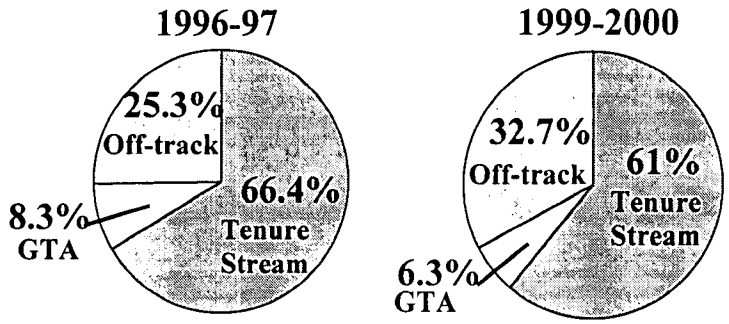
Summary of UNC Teaching Assignments, 1996-97 and 1999-2000



Percentage of Freshman and Sophomore Student Credit Hours Taught by Category of Instructor



Percentage Distribution of Instructors by Category



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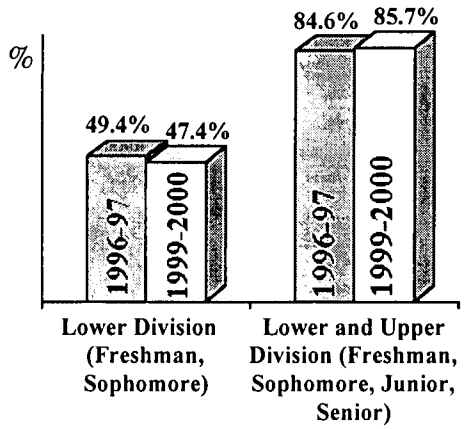
Percentage of Tenure-Stream Load Assigned to Undergraduate Teaching



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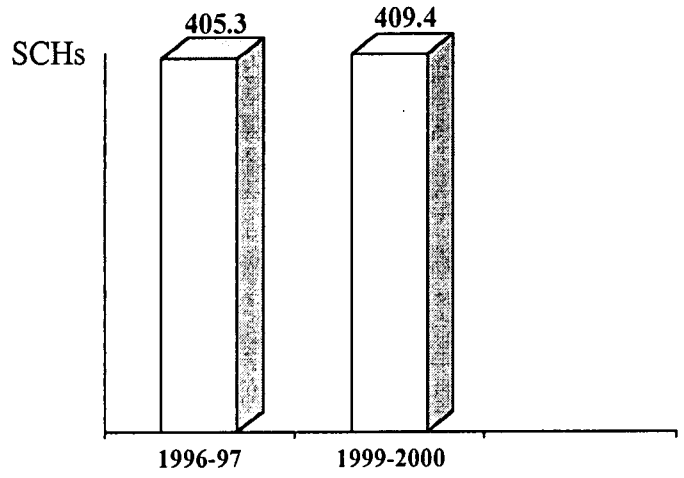
Student Credit Hours Taught per State-Funded FTE



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Conclusions Regarding UNC Teaching Workloads Since 1996-97

- **Average courseloads for tenure-stream faculty have increased.**
- **More undergraduate Student Credit Hours are taught by off-track faculty; fewer by tenure-stream and graduate teaching assistants, but the changes are due to changes in their relative number, and not to changes in their course assignments.**
- **Of the Student Credit Hours taught by tenure-stream faculty, the percentage taught at the undergraduate level increased slightly.**
- **Student credit hours per state-funded FTE have increased slightly.**

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Recommendations Adopted by UNC Board of Governors:

- Switch from the current teaching workload database to that of the Delaware Study, effective in the 2000-01 reporting year.
- Improve data accuracy and ease the reporting burden.
- Focus on external benchmarking.

Faculty Teaching Workload Report 1999–2000

March 7, 2001

UNC Teaching Workload Report, 1999-2000
Highlights

- Between 1996-97 and 1999-2000, the teaching loads of UNC tenure stream faculty increased from 15.2 to 16.1 course hours per year. When measured in terms of course hours taught and course credit hour equivalents taught, the loads increased from 18.8 to 19.9. Course hour loads at NCSU increased from 13.7 to 13.8 while course hour loads at UNC-CH increased from 9.5 to 10.4.

- The weighted average standard teaching loads at the research universities, with course hour equivalents included, were 13.7 at NCSU and 11.8 at UNC-CH. At ECU and UNCC, the standard loads were 18.1 and 17.6, respectively. At the masters and baccalaureate institutions, the standard loads ranged from 22.7 to 24.0 hours per year. These loads correspond closely to the benchmarks set in the Board's policy and appear to be competitive with those of comparable public institutions.

- Trends in the distribution of lower-division undergraduate student credit hours taught show a slight decrease in the percentage taught by graduate teaching assistants.

- A marked decrease in the percentage of lower division undergraduate student credit hours taught by tenure stream faculty is explained by a corresponding decrease in their numbers relative to those of off-track faculty, a trend that is under study by a University-wide task force staffed by the division of academic affairs.

- Teaching productivity, as measured by student credit hours taught per state-funded faculty FTE, has increased slightly between 1996-97 and 1999-2000 (from 405.3 to 409.4).

- In order to address major shortcomings in the current UNC Teaching Workload Reporting system, it is recommended that it be replaced by data from the Delaware Study, a national data exchange on teaching loads and instructional cost. These data would increase the level of standardization in the data collection, and more importantly, would offer national benchmark data for UNC institutions and their individual departments. It is recommended that participation in the Delaware Study begin with reports due for the 2000-01 academic year. Given the lag in reporting under that system, the next report on teaching workload would be available in the summer or fall of 2002.

Introduction

Growing out of findings and recommendations of the 1995 Legislative Study Commission on the Status of Education at the University of North Carolina, the 1995 Session of the General Assembly enacted House Bill 229, Section 15.9 entitled "Rewarding Faculty Teaching." Among other things, the bill required that:

> "The Board of Governors shall design and implement a system to monitor faculty teaching workloads on the campuses of the constituent institutions... (and) shall report on the implementation of this section to the Joint Legislative Education Oversight Committee by April 15, 1996."

In response to this legislation the Board of Governors *Plan for Rewarding Faculty Teaching* was adopted on April 12, 1996 and transmitted to the legislature on April 15, 1996. A copy of that report is available online at *www.ga.unc.edu/UNCGA/ assessment/reward_teaching.html*. On March 19, 1998, the first report to draw data from the new monitoring system was prepared on faculty employed during the 1996-97 year and was presented to the Joint Legislative Education Oversight Committee. Since then, no additional report on this topic has been requested by the committee, but annual data collection has been continued as required by the legislation. This report summarizes the findings of these data collections and recommends a modification of the system presently used by the University of North Carolina institutions to monitor teaching workloads.

The Teaching Workload Database

The Board's teaching workload monitoring system was designed to measure the standard and the actual teaching loads of UNC faculty, to determine the extent to which regular tenure stream faculty were teaching undergraduates (particularly freshmen and sophomores), and to track the teaching productivity of faculty overall. Its overarching purpose was to create a database that would be used by department heads and other academic administrators to establish and implement policies on teaching workloads. To accomplish this, the data were assembled at each UNC institution at the department level by the department head and made available to other department heads and academic administrators within the campus and among similar departments within the University system. The reporting system was designed to inform academic administrators and faculty about standard and actual teaching loads in order to assist them in managing loads at the departmental level. Institutions were encouraged to find innovative ways to reward faculty who taught more than the standard load and were specifically authorized to use salary stipends to reward overload teaching.

The chancellors were asked to submit an annual institutional summary of data for all departments taken as a group and to show the standard teaching load, measured in terms of three-hour courses and their equivalents, for each department. The summary report included a weighted average of these teaching loads that is referred to as the **standard load** for the institution. The standard load varies among departments due to differences in the graduate teaching and research loads of faculty, the load requirements imposed by specialized accrediting agencies, and other factors. The institutional summary also included a distribution of the student credit hours taught by five groups of faculty in six different

course/degree levels. The data that are summarized in the UNC Teaching Workload Report are drawn from the chancellors' annual summary reports. They cover the years 1996-97 through 1999-2000.

Key Definitions and Reporting Protocols

Faculty are included in the monitoring system database if they are regular session instructional faculty paid in whole or in part from a state-funded teaching position, or if they are teaching assistants or part-time faculty. They are excluded if they teach in a school of medicine, dentistry, veterinary medicine or pharmacy. In addition, department heads—even if they have no teaching responsibilities during the academic year—and instructors who teach courses on a voluntary basis are included. The categories of faculty are: tenure stream faculty (those on the tenure track and those already tenured); department heads reported separately; full-time non-tenure stream faculty; teaching assistants; and "other" faculty including part-time faculty. Adjunct faculty who teach only during the summer or non-State-supported courses are not included. Faculty who teach degree-credit extension courses are included only if their course loads are administered by the academic department.

In this report faculty counts are in **FTEs**. One faculty FTE is defined in reference to a full-time faculty member on a nine-month appointment. Thus, a full-time instructor who teaches for one semester only, and an instructor hired for the entire year who teaches half-time, would both be counted as half of an FTE.

Teaching activities are measured in terms of **course hours**, **student credit hours**, and **credit hour equivalents**. **Course hours** count the credit hour value of courses taught. Thus, a faculty member who teaches four three-credit hour courses per semester has a 12-hour load in that semester and a 24-hour load for the year. **Student credit hours** are defined as the product of the number of students in a course and the number of credit hours assigned to the course. Thus an instructor who teaches a three-credit hour course with 25 students in it would produce 75 student credit hours. By extension, an instructor with four three-credit hour courses each having 25 students would generate 300 student credit hours. **Credit hour equivalents** are course hour credits given to instructors for instructional activities that are not accurately measured by course hours. Examples of such activities include: supervising graduate students' work on dissertations and theses; directing an honor's thesis or senior thesis; supervising student teachers; supervising student internships and coop assignments; teaching nurses and other health professionals in a clinical setting; and instructing students in studios, laboratories, and independent study courses. The combination of a faculty member's course hours and credit hour equivalents comprises his or her **teaching load**. The student credit hours generated by the faculty member measure his or her **teaching productivity**.

Trends in Teaching Loads, Student Credit Hour Distributions, and Teaching Productivity

Table 1 presents trend data on teaching loads as measured by course hours per year and by the sum of course hours plus credit hour equivalents per year. The data show that, by both measures, the teaching loads of tenure stream faculty University-wide have increased slightly

since 1996-97–rising from18.8 to 19.9 when measured by course hours plus credit hour equivalents. It should be noted that in the first year of the data collection, departments were in many instances adopting new teaching load policies as required by the Board's policy. Thus it was not until the second year of data collection that many departments had settled on their teaching load policy and the convention they would follow in calculating credit hour equivalents. This means that data in the last three years are generally more comparable than data reported for 1996-97.

The data in the last column of Table 1 present the standard loads reported by all UNC institutions (except NC School of the Arts that does not have tenure) in their most recent reports. There are several reasons why a standard load may vary from an actual load. The actual load may exceed the standard load when faculty teach more than the standard load in response to institutional needs. Conversely, the actual load may fall short of the standard load when faculty are given course reductions that permit them to engage in research and service activities, or to engage in instructional activities not measured in terms of course hours or credit hour equivalents. Some differences are simply due to errors in reported data. Such errors may occur when new department heads are not adequately trained in how to complete the report, or when existing department heads interpret reporting instructions differently from one year to the next. The report of teaching workload is one of the most complex reports that department heads are asked to complete; variability in departmental reports has been identified as a problem by campus report coordinators (a topic to be addressed later in this report).

Despite possible errors in reporting, however, it seems safe to conclude that the teaching loads of tenure stream faculty in the University have increased since the Board adopted its policy to reward teaching and to monitor teaching workloads. Furthermore, it is clear that actual loads reflect differences in institutional mission and, although benchmarks for equivalent measures outside the UNC system are generally not available, the actual loads appear to be within competitive ranges.

Table 2 presents data on the distribution of student credit hours in order to address the question of who teaches undergraduates in their lower division (freshman and sophomore year) courses. The data reveal two distinct trends. First, the proportion of student credit hours taught to freshmen and sophomores by graduate teaching assistants has decreased slightly since 1996-97 at all UNC institutions taken together and at NCSU and UNC-CH. Second, the proportion of student credit hours taught to freshmen and sophomores by tenure stream faculty has dropped steadily over the past four years while the proportion taught to them by off-track faculty has increased. In understanding the causes of this second trend, it is worth asking whether it is due to a corresponding change in the proportions of teaching faculty in the two categories, or whether it is due to a change in the proportions of lower division student credit hours taught by faculty in the two categories. We turn first to the question of the number of faculty in the two categories. Data in **Table 2A** address these two questions.

The top section of the Table 2A presents data on the distribution of faculty FTEs and faculty headcounts University-wide over the last four years. By either means of counting faculty the

numbers show a significant increase in the proportion of part-time and off-track faculty and a corresponding decrease in the proportion of full-time tenure stream faculty. In terms of percentage points the shift is similar in magnitude to the shift in the proportion of lower division undergraduate student credit hours delivered by both groups of faculty (Table 2). The lower section of Table 2A presents data on the percentage of the total student credit hours taught at the lower division undergraduate level, and at the undergraduate level, by each category of faculty. The data show that there is only a slight decrease in the lower division percentage and a slight increase in the overall undergraduate percentage for tenure stream faculty. **Taken together, the data in Table 2A suggest that all of the reduction in lower division student credit hours taught by tenure stream faculty is due to a reduction in their numbers and not to a reduction in the undergraduate proportion of their teaching load.**

It should be noted that the relative change in the numbers of tenure stream and off-track faculty suggested by the data in Table 2A tracks national trends. It is the subject of study for a new University-wide task force recently formed by the Academic Affairs division in the Office of the President. Underscoring the strength of the trend and the need for this study are data from this fall that show that only 35 percent of newly hired faculty last year were hired into tenure stream positions.

Table 3 presents data on the teaching productivity of faculty as measured by the student credit hours per state-funded FTE. It shows that University-wide, there has been a slight increase in the teaching productivity of faculty over the past four years. The productivity of off-track faculty exceeds that of tenure stream faculty because the former are assigned limited responsibility for research and service and thus have higher teaching loads than the latter. For example, at NCSU where the standard teaching load for tenure stream faculty is 13.7 course hours per year, it is 20.3 course hours for off-track faculty. Similar differences in assigned loads exist at the other campuses. Because the use of teaching assistants on most campuses is limited, the data on their teaching productivity is variable and less reliable than those of tenure stream and off track faculty. Thus the increase in their productivity may be more apparent than real.

To some extent, the data in Table 3 measure the efficiency of the instructional process and are more meaningful than student/teacher ratios and course load statistics. They measure the output of faculty by using two fairly standardized measures: student credit hours and faculty FTE. Nevertheless, there are few benchmarks available for purposes of data comparison. Thus, we cannot know, for example, whether 409.4 student credit hours per state-funded faculty FTE—the University-wide average in 1999-2000—is high or low in comparison with peer institutions. This problem has been tackled by the Southern Regional Education Board (SREB) and by the U.S. Department of Education, both of whom have attempted to establish comparative measures of teaching productivity. Unfortunately, the SREB data collection failed and was cancelled this year, and the USDOE efforts have been based on sample sizes that do not permit inter-institutional comparisons. Even though a number of states have their own measures, they follow local definitions of faculty and courses for inclusion and thus may not be comparable to the UNC study.

The Delaware Study

A major shortcoming of the UNC Teaching Workload Report is the lack of available benchmarks from other systems collecting comparable data. The system most like the UNC system is one that was used for several years in Maryland, but it is no longer required for all Maryland institutions and many have ceased to participate. Thus, the current UNC system has no benchmarks for comparison other than data from UNC peers and data from prior years.

One data collection system that seems to offer a potential benchmarking process for teaching productivity is the **Delaware Study** of teaching loads and cost of instruction. This data collection is voluntary and is presently in its sixth year of operation. Originally funded by a FIPSE (Fund for the Improvement of Post-Secondary Education) grant, the purpose of the data collection is to collect data from institutions on matters related to teaching load, faculty productivity, and instructional cost. It shares its findings and summary data with the more than 160 four-year institutions that participate, and it is expecting to get a new FIPSE grant next year that will enable it to enhance its service and expand its operation. Last year, all UNC institutions were directed by the Office of the President to join the exchange in order to test this data collection system as an alternative source of data on teaching workload. Based on their experience with the new data collection, campus participants have recommended that the Delaware system **replace the current system** for collecting teaching workload data. Several points support this recommendation.

First, the Delaware system is similar in many respects to the UNC system. Both systems use the academic department as the basic unit of analysis. They use similar categories of faculty (regular tenure stream, other regular, supplemental and teaching assistants) and similar categories of student credit hours (lower division undergraduate, upper division undergraduate and graduate). Both are annual data collections. Both have high degrees of comparability across participating institutions. Although data in the Delaware study must work around differences in state accounting conventions and budgeting procedures, they are as comparable as any available elsewhere. Indeed, the prestigious Association of American Universities has decided to use Delaware Study data collection in lieu of starting one on its own and has encouraged all of its members to participate.

Second, the Delaware study has some clear advantages over the UNC system:

- It requires data that can be provided directly from the campus centralized database and does not rely on individual department heads, thus eliminating the primary source of **burden** and **error** in the UNC system;

- It is free of cost to its members, and its data summaries can be customized to give institutions, and departments within institutions, comparisons with as many of its peer institutions as participate each year. The director of the Delaware study has offered to work with staff from the Office of the President and from the campuses to develop customized data summaries that meet their needs;

- It does not attempt to capture data on standard teaching loads, credit hour equivalents and course reductions–the most problematic portion of the UNC data collection system. Instead, it chooses to focus on the two questions of greatest relevance to the issue of teaching workload: which categories of faculty are teaching undergraduates; and how productive are all categories of faculty as measured by their student credit hours taught.

Third, the Delaware system is philosophically consistent with the Board's commitment to place the management of teaching workload under the responsibility of the department head and dean, but to insist that their management decisions be informed by valid comparative data. Such a system will help assure that UNC faculty will demonstrate instructional productivity and a commitment to the teaching of undergraduates that are both responsible and competitive.

Given these advantages, it is recommended that the UNC Board of Governors switch from its current data collection system on teaching workload to the Delaware Study. This means that the 1999-2000 academic year would be the last year of the current UNC report, and 2000-01 would be the first year of the Delaware Study report. The Board would continue to monitor teaching workloads through this data collection as required by statute.

Table 1. Two Measures of Teaching Load for UNC Tenure-Stream Faculty, 1996-97 Through 1999-2000

Institution	Course Credit Hours Per FTE				Courses Plus CHEs Per FTE				Standard Load
	1996-97	1997-98	1998-99	1999-00	1996-97	1997-98	1998-99	1999-00	
Research I									
NCSU	13.7	13.7	15.5	13.8	19.4	18.6	20.1	17.8	13.7
UNC-CH	9.5	9.4	9.7	10.4	14.3	13.9	14.4	15.3	11.8
Research I Total	11.4	11.4	12.3	12.0	16.7	16.0	17.0	16.4	
Doctoral I									
UNCG	12.7	12.6	12.5	12.2	16.6	17.7	17.6	17.2	18.1
Doctoral II									
ECU*	16.1	17.3	19.6	18.5	18.5	19.4	21.3	20.5	24.0
Master's I									
ASU	16.9	19.1	16.3	16.2	19.5	20.6	20.7	19.7	23.9
FSU	22.7	22.8	22.8	22.2	22.9	22.9	22.9	22.5	24.0
NCA&T	16.1	16.1	17.5	17.4	20.7	20.1	21.3	21.6	23.8
NCCU	18.4	17.8	19.5	30.5	21.3	20.0	25.3	33.5	22.7
UNCC	15.9	15.7	16.3	16.7	17.4	16.8	17.7	18.1	17.6
UNCP	21.0	21.6	20.6	21.4	23.2	22.7	22.3	22.6	24.0
UNCW	19.0	19.9	20.1	19.7	21.8	22.8	23.2	23.6	22.8
WCU	17.7	18.5	18.6	18.8	22.3	24.1	24.5	24.5	23.9
Master's I Total	17.3	18.1	18.4	19.1	20.0	20.3	21.5	22.2	
Bacc. I									
UNCA	18.1	18.0	18.9	15.3	21.9	22.5	24.2	20.0	24.0
Bacc. II									
ECSU	22.8	25.2	25.3	23.6	25.6	26.5	25.8	24.5	24.0
WSSU	18.3	22.4	18.7	20.8	23.1	28.9	27.1	31.0	24.0
Bacc. II Total	20.1	23.4	21.2	21.8	24.1	28.0	26.6	28.6	
UNC All	15.2	15.6	16.1	16.1	18.8	19.0	19.9	19.9	

UNC-GA ProgAssess/Per.UR001A/2-22-01

*ECU became Doctoral II in 1999-2000. Master's I Total included ECU in 1996-97 through 1998-99.

Table 2. Percentage Distribution of Undergraduate Student Credit Hours, 1996-97 Through 1999-2000
Lower Division Undergraduate Including Basic Skills Courses But Not Remedial Courses

	Tenure Stream/Dept. Head				Off Track/Other				Teaching Assistant			
Institution	1996-97	1997-98	1998-99	1999-00	1996-97	1997-98	1998-99	1999-00	1996-97	1997-98	1998-99	1999-00
Research I												
NCSU	51.1%	48.6%	46.3%	46.1%	38.8%	43.5%	44.0%	48.0%	10.1%	8.0%	9.6%	6.0%
UNC-CH	42.2%	45.3%	42.5%	41.0%	20.3%	17.4%	20.7%	22.0%	37.5%	37.3%	36.8%	37.0%
Research I Total	47.3%	47.1%	44.7%	43.9%	30.9%	32.0%	33.8%	36.8%	21.9%	20.9%	21.5%	19.3%
Doctoral I												
UNCG	40.4%	41.0%	41.0%	40.8%	48.4%	48.9%	45.2%	46.2%	11.3%	10.1%	13.7%	13.0%
Doctoral II												
ECU*	51.6%	47.1%	45.9%	47.0%	35.7%	40.8%	42.9%	43.5%	12.7%	12.1%	11.2%	9.5%
Master's I												
ASU	60.2%	54.5%	53.9%	50.5%	34.5%	41.1%	41.6%	44.8%	5.2%	4.4%	4.5%	4.8%
FSU	60.7%	58.7%	64.0%	64.4%	39.3%	41.3%	36.0%	35.6%	0.0%	0.0%	0.0%	0.0%
NCA&T	54.5%	49.4%	48.5%	44.2%	43.1%	47.8%	49.0%	53.2%	2.5%	2.8%	2.5%	2.6%
NCCU	68.2%	69.0%	53.7%	55.3%	31.8%	31.0%	45.9%	44.7%	0.0%	0.0%	0.4%	0.0%
UNCC	50.7%	45.7%	45.3%	45.2%	44.5%	50.1%	50.3%	50.0%	4.8%	4.2%	4.4%	4.8%
UNCP	62.9%	66.3%	64.5%	59.0%	37.1%	33.7%	35.5%	41.0%	0.0%	0.0%	0.0%	0.0%
UNCW	67.3%	66.8%	62.6%	58.1%	30.7%	30.0%	34.5%	35.2%	2.0%	3.2%	3.0%	6.8%
WCU	73.9%	61.3%	62.2%	50.6%	23.2%	36.0%	35.2%	46.8%	2.9%	2.7%	2.6%	2.7%
Master's I Total	58.3%	53.8%	52.5%	51.2%	36.6%	41.2%	42.8%	45.0%	5.1%	5.0%	4.8%	3.8%
Bacc. I												
UNCA	55.8%	57.3%	61.9%	54.3%	44.2%	42.7%	38.1%	45.7%	0.0%	0.0%	0.0%	0.0%
Bacc. II												
ECSU	64.0%	56.7%	59.9%	52.7%	36.0%	43.3%	40.1%	47.3%	0.0%	0.0%	0.0%	0.0%
WSSU	64.4%	72.4%	60.9%	67.8%	35.6%	27.6%	39.1%	32.2%	0.0%	0.0%	0.0%	0.0%
Bacc. II Total	64.3%	65.4%	60.5%	60.9%	35.7%	34.6%	39.5%	39.1%	0.0%	0.0%	0.0%	0.0%
School of Art												
NCSA	0.0%	0.3%	0.2%	0.9%	100.0%	99.7%	99.8%	99.1%	0.0%	0.0%	0.0%	0.0%
UNC All	53.7%	51.1%	49.4%	47.9%	36.2%	39.3%	40.6%	43.0%	10.1%	9.6%	10.0%	9.2%

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*ECU became Doctoral II in 1999-2000. Master's I Total included ECU in 1996-97 through 1998-99.

Table 2A.

	Distribution of Faculty							
	FTE				Headcount			
Faculty Type	1996-97	1997-98	1998-99	1999-00	1996-97	1997-98	1998-99	1999-00
Tenure Stream/ Dept. Head	66.4%	64.7%	63.5%	61.0%	47.4%	47.7%	46.7%	46.3%
Off Track/Other	25.3%	27.0%	28.8%	32.7%	35.4%	35.9%	37.3%	39.6%
Teaching Assistant	8.3%	8.3%	7.7%	6.3%	17.2%	16.4%	16.0%	14.1%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

	Percentage of SCH Load That Is:							
	Lower Division				Undergraduate			
Faculty Type	1996-97	1997-98	1998-99	1999-00	1996-97	1997-98	1998-99	1999-00
Tenure Stream/ Dept. Head	49.4%	49.5%	48.8%	47.4%	84.6%	86.9%	86.6%	85.7%
Off Track/Other	67.6%	70.3%	69.8%	69.2%	95.2%	95.3%	95.6%	95.8%
Teaching Assistant	86.1%	84.7%	85.0%	88.2%	98.8%	99.1%	99.4%	99.4%
Total	57.5%	58.6%	58.4%	57.7%	89.2%	90.3%	90.4%	90.1%

UNC-GA ProgAssess/Per.UR001D/2-23-01

Table 3. Student Credit Hours Per State-Supported FTE Faculty, 1996-97 Through 1999-2000

	Tenure Stream/Dept. Head				Off Track/Other				Teaching Assistant				Per FTE			
Institution	1996-97	1997-98	1998-99	1999-2000	1996-97	1997-98	1998-99	1999-00	1996-97	1997-98	1998-99	1999-00	1996-97	1997-98	1998-99	1999-00
Research I																
NCSU	425.5	425.9	435.2	423.2	654.4	438.7	625.7	522.4	230.0	225.8	240.9	295.4	445.1	406.7	455.7	447.2
UNC-CH	268.0	278.0	295.3	282.0	558.2	482.2	447.7	378.0	420.3	477.1	706.4	518.0	332.7	340.6	372.6	331.2
Research I Total	341.7	346.3	360.9	344.1	616.5	451.6	555.0	466.8	339.6	372.2	455.2	451.9	387.1	374.4	414.7	385.6
Doctoral I																
UNCG	339.5	325.7	347.6	333.1	644.7	485.6	611.9	561.4	544.6	440.4	671.5	475.0	433.5	384.3	441.2	409.0
Doctoral II																
ECU*	388.8	383.7	397.7	381.3	603.0	622.1	615.1	631.7	242.0	186.6	180.1	165.1	413.6	405.9	418.4	409.6
Master's I																
ASU	382.9	387.9	389.2	358.6	447.4	516.4	505.8	501.4	280.2	366.4	361.8	359.2	394.8	423.2	423.7	403.3
FSU	387.5	387.3	390.2	418.8	497.9	432.2	338.2	509.0	N/A	N/A	N/A	N/A	417.0	400.4	373.4	444.5
NCA&T	398.4	422.9	354.4	373.9	631.8	887.3	746.9	807.5	491.1	479.7	946.8	N/A	465.9	534.0	457.4	497.7
NCCU	349.3	261.1	362.0	352.3	322.4	279.3	447.6	375.2	N/A	N/A	490.0	N/A	342.0	265.7	388.3	360.0
UNCC	391.6	369.0	383.0	370.8	621.8	596.0	640.7	623.7	553.0	564.3	594.5	681.1	455.3	441.3	465.9	454.7
UNCP	397.7	409.4	399.1	375.0	409.2	432.6	420.3	420.8	N/A	N/A	N/A	N/A	401.2	415.8	405.5	391.4
UNCW	466.7	464.6	461.3	490.6	551.0	609.6	546.7	548.7	122.9	165.3	163.8	326.3	468.0	477.0	467.5	496.4
WCU	375.4	395.3	363.8	359.7	346.7	509.5	456.4	504.9	169.8	111.5	189.4	548.6	362.6	404.5	379.5	402.0
Master's I Total	393.9	387.6	390.6	386.6	523.7	569.7	557.3	551.3	263.6	228.0	239.9	466.7	419.2	424.2	428.5	437.7
Bacc. I																
UNCA	333.4	357.9	374.9	340.5	333.6	370.4	364.4	370.0	N/A	N/A	N/A	N/A	333.5	362.4	371.4	351.9
Bacc. II																
ECSU	436.7	438.5	409.7	396.4	348.7	283.1	307.3	340.0	N/A	N/A	N/A	N/A	403.6	362.9	363.5	369.6
WSSU	373.9	427.8	384.8	388.5	401.4	266.4	369.9	417.8	N/A	N/A	N/A	N/A	382.3	377.0	379.9	396.8
Bacc. II Total	399.3	431.8	394.3	391.5	375.9	275.7	337.7	372.5	N/A	N/A	N/A	N/A	391.5	370.7	372.8	384.4
NCSA	N/A	600.8	185.0	100.7	274.7	203.2	264.9	268.7	N/A	N/A	N/A	N/A	274.7	207.6	261.6	259.5
UNC All	372.7	370.9	378.0	367.3	526.2	489.1	530.0	510.9	327.6	323.7	388.1	380.7	405.3	398.7	419.6	409.4

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*ECU became Doctoral II in 1999-2000. Master's I Total included ECU in 1996-97 through 1998-99.

Pat Sullivan—Accountability from the campus perspective
Gary Barnes—Faculty Workload

Gretchen:
UNC serves the public in many ways, through individual institutions and through collaborations that include several campuses and frequently other public service agencies in the State. Through such efforts, we extend the knowledge of our institutions to populations outside of our campuses and respond to regional or statewide needs. In most cases, state funds leverage significant amounts of non-state funds or the state funds serve as "seed" funding necessary to secure additional foundation grants or federal money.

The Institute for Outdoor Drama is physically located at UNC-CH, but its influence is statewide. Scott Parker is available to answer questions about the Institute for Outdoor Drama. The communications director funded last year supports North Carolina outdoor dramas—many of which you know such as *The Lost Colony, Shakespeare's Globe Theatre in America, Strike at the Wind,* and *Unto These Hills.* There are fourteen outdoor theater companies across the State with an impact of $63.7 million annually, mostly in rural North Carolina counties. These theaters contributed $4M annually in sales tax to the State and create 750 professional summer theater jobs. This center is the nation's definitive leader in research and support of outdoor drama.

Dan Lilley is here today to respond to questions about the Manufacturing Extension Partnership program at NCSU. This program receives $2.3M annually from the National Institute of Standards and Technology to provide support to NCSU to help nearly 12,000 small and mid-sized manufacturers in North Carolina. The federal funds are available only because of the funds provided by the State and by industries within North Carolina that are then matched by ~~The National Institute~~ of NIST.

Standards and Technology. Without this service, most of the small businesses in the State would have no support for engineering services, this in a State that ranks 8th nationally in manufacturing employment but 48th in the percentage of engineers in the manufacturing workforce. This program has created 937 new jobs in North Carolina. Loss of the state matching funds for this program would result in a loss of federal funding and a resulting loss of $209M in economic impact. A recent unsolicited letter from one of the companies helped by MEP focused on the importance of this service and the writer said, "I know of no other program that is available to small and medium sized businesses that offers this wide array of critical services."

Three other programs are on the public service list, each quite different in orientation and scope. I knew before coming to North Carolina of the legendary Dean Smith and the activities center that bears his name. As with similar buildings constructed at other state universities, this one was constructed with private funds--$34M of private donations. In exchange, an agreement was made with the state to provide $400,000 a year in operating expenses. At a time of escalating costs in utilities, the university is absorbing increases in costs; however, the funds from the original agreement are necessary to keep the center operating.

The Mountain Resource Center serves western North Carolina in a number of ways by incorporating the Small Business and Technology Development Center, the Local Government Training Programs, and Western North Carolina Tomorrow. The center provides information and technical assistance to individuals, businesses, communities, and organizations in over 26 counties. 1200 government officials and community leaders have been serviced by the Mountain Resource Center programs. This center is critical in assisting small businesses with loans, educating community leaders, training non-profit managers, and providing data analysis to business and community organizations. Its name

Timothy Richards, dir. has joined us today

might suggest it is a science facility specializing in mountains, but it is a resource center for that part of the State that brings tourists and businesses to settle among the mountains.

Funding for the World Trade Center is also on the list. That funding was originally provided to NCSU, but since 1992-93, those funds have not been UNC funds. We have continued to work with the Research Triangle World Trade Center to welcome international visitors to North Carolina and, in cooperation with the Department of Commerce, to support economic development, but for almost ten years we have not managed the resources of the Center.

Finally, I wish to address two resources that contribute to the quality of life in North Carolina, to economic development, to education, and to scientific discovery.

The North Carolina Arboretum is represented today by Dr. George Briggs, the director. The Arboretum is one of the University's key affiliates. Since its inception in the early 1980s when it was strongly supported by grassroots interests, the Arboretum has flourished through sound planning and management as an institution leading regional stewardship and economic development efforts. As such, it serves a broad constituency, from school groups, to tourists, to scientists interested in herbal medicines. The State investment in the Arboretum has leveraged over $12M in non-State support. Annually, the facility now serves over 440,000 visitors per year, hosts over 500 conferences and public events, conducts 8 major exhibitions, and recently has gained international recognition for North Carolina by hosting two major international conferees. 25,000 citizens annually participate in education programs, and over 3000 students have participated in specialized field experiences. Increasingly, the Arboretum is building on state support to increase tourism, and the expansion made possible through the bond issue will provide opportunities

for increased science education programs and participation in statewide distance learning. The North Carolina Arboretum is truly a jewel for the State.

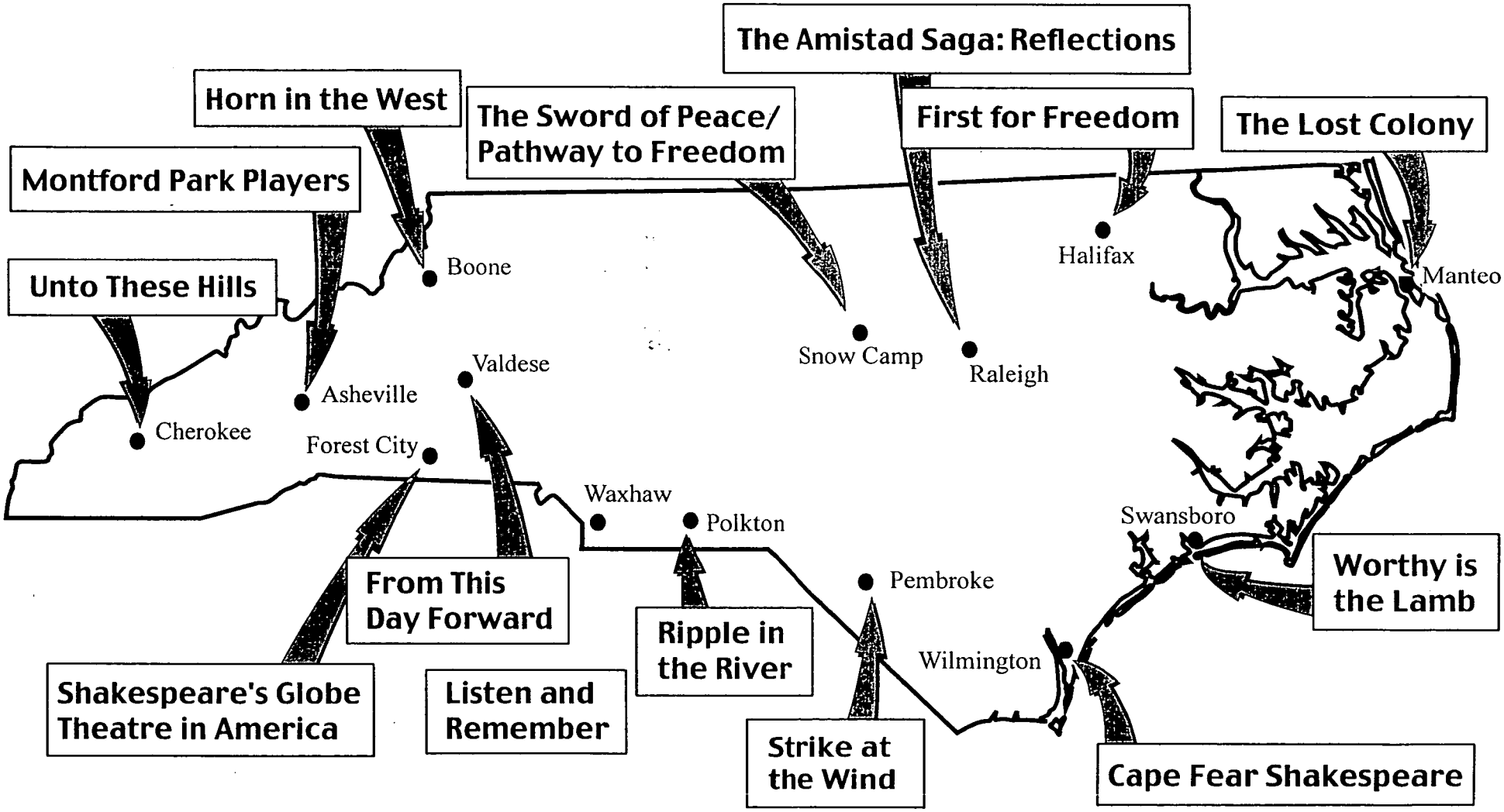
Another botanical garden serves the citizens in the research triangle, the North Carolina Botanical Garden. Dr. Peter White is here to answer questions about the Botanical Garden at UNC-CH. This garden provides opportunities for teaching, research, and public service and serves the public schools through many outreach programs. In fact, the increased appropriations during the 1997-98 period supported hiring an education specialist to work with the public schools. targeting 3rd, 6th + 7th grades Last year the Botanical Garden trained 241 teachers in 45 North Carolina counties. The outreach to the citizens includes a service program for brain-injured disabled persons, a elderly public service phone line, and publications that are distributed throughout the State. The Garden provides opportunities for university students, public school students, and the public—demonstrating again how UNC serves to educate and inform beyond the college campus. and provides an excellent example of state funds combined with volunteers + membership fees to reach out to citizens.

In closing, I want to acknowledge the difficult decisions you all must make as you review the services, benefits, and opportunities provided by the many programs supported through state funding. As others before me have indicated, many of us feel as if we are being asked the question no mother can answer—which of your children do you love the best? These programs are all part of the UNC family, and in difficult budget times we will do what families do when faced with similar dilemmas, scrimp a bit here, cut out what we can live without for a time, and always hold together what is important—the delivery of programs and services to the state in our classrooms, our gardens, our laboratories and hospitals, our extension sites, and through service to the many businesses in the State. It will be far better to ask us to tighten our belts than to eliminate vital services that may in the end cause us to lose

important federal support and, more importantly, result in an inability to serve the citizens of the State.

Questions and Answers

North Carolina Outdoor Dramas – 2001



For more information, contact the **Institute of Outdoor Drama**
CB# 3240; UNC-Chapel Hill; Chapel Hill, NC 27599-3240 – 919/962-1328
http://www.unc.edu/depts/outdoor/ – outdoor@unc.edu

The following is a list of outdoor dramas scheduled to be produced during the summer of 2001. For production dates and information, please contact the particular producing organization(s) at the number listed.

THE AMISTAD SAGA: REFLECTIONS
A mutiny aboard a slave ship that marked the beginning of the end of slavery in the United States is brought to life through powerful speeches, song and dance. Hear the plight of the Amistad captives – from their removal from their native land to the revolt at sea and their battle for freedom, led by Joseph Cinque.
July 18-22 and 25-29 (Wednesday – Monday)
African American Cultural Complex, 119 Sunnybrook Road, Raleigh, NC 27610
(919) 231-0625
http://www.aaccmuseum.org

CAPE FEAR SHAKESPEARE
Taming of the Shrew by William Shakespeare
Mid June to Late June
Cape Fear Shakespeare, P.O. Box 908, Wilmington, NC 28402
(910) 392-7474

FIRST FOR FREEDOM
This drama celebrates events that led up to the signing of the Halifax Resolves on April 12, 1776, the first formal declaration of independence from Great Britain by an American colony.
June 28 – July 21 (Thursday – Saturday)
Eastern Stage, Inc., P.O. Box 21, Halifax, NC 27839
(252) 586-2354

FROM THIS DAY FORWARD
Told through music, dance and drama, *From This Day Forward* is the story of the Waldenses, a religious sect which arose in southeast France in the late 1100s, centering on their struggle to survive persecution in their homeland and their eventual arrival in North Carolina in 1893 to establish a colony at Valdese.
July 13, 14, 20, 21, 27, 28 and August 3, 4, 10, 11, 12, 17, 18
Old Colony Players, P.O. Box 112, Valdese, NC 28690
(828) 874-0176
http://www.fortunecity.com/meltingpot/pender/819/

HORN IN THE WEST
Set in the southern Appalachian mountain region of North Carolina during the American Revolutionary War, this drama – celebrating its 50th anniversary -- follows frontiersman Daniel Boone and his band of mountain settlers as they struggle against the British militia.
June 22 – August 11 (Tuesday – Sunday)
SAHA, Inc., P.O. Box 295, Boone, NC 28607
(828) 264-2120
http://www.boonenc.org/SAHA/

LISTEN AND REMEMBER
The stout hearted pioneers of the Waxhaws face conflicts and calamities as they struggle to carve their niche in history. Andrew Jackson utilizes these adversities to build the strength in character that would help him serve as President of the United States.
Each Friday and Saturday night in June
WHFDA, P.O. Box 1776, Waxhaw, NC 28173
(704) 764-7159

THE LOST COLONY
Performed in newly renovated Waterside Theater, this symphonic drama depicts the valiant struggle of 117 men, women, and children to settle in the New World. They disappear without a trace, and for over 400 years, this continues to be one of history's greatest mysteries.
June 1 – August 24 (Monday – Saturday)
RIHA, Inc., 1409 Highway 64/264, Manteo, NC 27954
(252) 473-2127; (800) 488-5012
http://www.thelostcolony.org/

MONTFORD PARK PLAYERS
Macbeth by William Shakespeare
Twelfth Night by William Shakespeare
June 1 – July 1; July 13 – August 12 (Friday and Sunday)
Montford Park Players, 246 Cumberland Ave., Asheville, NC 28801
(828) 254-4540
Http://www.montfordparkplayers.org/

RIPPLE IN THE RIVER
The life and death of the people and the town of Sneydsborough, NC, a small bustling port on the headwaters of the Pee Dee River which thrived from the 1790s until its dismantling just prior to the Civil War.
June 7 – 9 and 14 –16 (Thursday – Saturday)
Ripple in the River, c/o Anson CC, P.O. Box 126, Polkton, NC 28135
(704) 694-4181; (800) 766-0319

SHAKESPEARE'S GLOBE THEATRE IN AMERICA
August production dates
Shakespeare's Globe Theatre, PO Box 3000, Forest City, NC 28043
(828) 245-3000

STRIKE AT THE WIND
This drama depicts the life and mysterious disappearance of North Carolina Lumbee Indian outlaw Henry Berry Lowrie, whose exploits in the years after the Civil War earned him a reputation as the American Robin Hood.
July 7 – August 11 (Friday – Saturday)
Robeson Historical Association, Box 1059, Pembroke, NC
(910) 521-3112; (910) 671-3080

THE SWORD OF PEACE
The Sword of Peace dramatizes the conflict faced by the Cane Creek Society of Friends during the Revolutionary War, when as peaceful Quakers, they are forced to defend their basic tenet of nonviolence.

PATHWAY TO FREEDOM
Pathway to Freedom is the story of how anti-slavery North Carolinians and freed African Americans helped hundreds of escaped slaves flee to the north prior to the Civil War.
June 20 to August 25 (Wednesday – Saturday)
Snow Camp Outdoor Theatre, P.O. Box 535, Snow Camp, NC 27349-0535
(336) 376-6948; (336) 376-9256; (800) 726-5115
http://www.snowcampdrama.com

UNTO THESE HILLS
From the arrival in the Appalachian Mountains of Spanish explorer Hernando DeSoto in 1540, to the removal of the Cherokee Indians to Oklahoma along the tragic "trail of tears," for over 50 years this drama has painted a vivid portrait of the Eastern Band of Cherokee and their brave leaders, Junaluska, Tsali and Sequoyah, who fought for survival.
June 13 – August 25 (Monday – Saturday)
Cherokee Historical Association, P.O. Box 398, Cherokee, NC 28719
(828) 497-2111
www.dnet.net/~cheratt

WORTHY IS THE LAMB
North Carolina's White Oak River is the backdrop for this passion play which begins with the arrival of John the Baptist in Jerusalem. The production's elaborate soundtrack, recorded at Angel Studios in Lon[illegible] features over 150 Shakespearean actors in the speaking roles and [illegible] symphony orchestra.
June 29-Aug. 25 (Thursday-Saturday); August 26-Sept. 15 (Friday-Sat.)
Passion Play Productions, Inc., 114 Hunting Bay Dr., Swansboro, NC 28584; (252) 393-8373; (800) 622-5960
http://www.worthyisthelamb.com/

With the Loss of NCMEP Expansion Funding, North Carolina Will Face

- Threatened loss of $1.1M in federal funding
- Loss of one of the only state-subsidized programs serving existing small and medium manufacturers
- Loss of $209M in annual economic impact, translating to a 121 to 1 return on investment

For the year 2000 NCMEP clients reported the following impacts as a direct result of NCMEP assistance:

Business Impact	Quantified Impact*
Jobs Created	937
Jobs Retained	650
Increased/Retention Sales	$ 74.6 million
Cost Savings	$ 13.4 million
New Client Investment in Modernization	$121.2 million

** Figures represent raw data collected by an independent third-party survey process approved by the National Institute of Standards and Technology (NIST).*

NC MEP Success Leads Manufacturer to ISO Certification and Savings

Mueller Belting & Specialty Company in Charlotte manufactures gaskets from materials such as paper, rubber, metal, and plastic. The company generated almost $10 million worth of sales in 2000 and recognized that ISO certification would sustain – and even increase sales. The company felt that production improvement, cost reduction and employee training were just some of the areas where they required outside professional input to help them prepare for an ISO audit. Mueller selected NCMEP after a rigorous comparison with ISO consultants.

IES specialists conducted two classes at UNC Charlotte for ISO 9000 TAP and internal audit training to prepare the company for an ISO certification audit. As a result of ISO training, Mueller Belting & Specialty became ISO certified and developed better relationships with customers which helped them

- Gain $600,000 in new sales
- Retain $500,000 in sales that would have otherwise been lost
- Enjoy a 30% savings on internal documentation costs

Mueller Quality Control Manager John Stabler, praises the ISO training success that NCMEP delivered by stating, "They broke it into little pieces so it was less intimidating and much easier too deal with. They tutored and mentored us every step of the way." Mueller now works regularly with NCMEP on a variety of manufacturing projects.

IES NC State University, College of Engineering, **Industrial Extension Service** ▪ Campus Box 7902 ▪ Raleigh, NC 27695-7902
Phone: 919-515-5326 ▪ *Fax:* 919-515-1325 ▪ *E-mail:* IES_Services@ncsu.edu ▪ *Web Site:* http://www.ies.ncsu.edu

The North Carolina
ARBORETUM.
THE UNIVERSITY OF NORTH CAROLINA

The North Carolina Arboretum
George B. Briggs, Executive Director

Phone: (828) 665-2492
Fax: (828) 665-2371
Website: *www.ncarboretum.org*
Mail: The North Carolina Arboretum
100 Frederick Law Olmsted Way
Asheville, NC 28806

Arboretum Hours

Property: 8:00 am - 9:00 pm daily
Visitor Education Center: 9:00 am - 5:00 pm Monday - Saturday
and 12:00 - 5:00 pm Sunday
Greenhouse: 8:00 am - 4:00 pm Monday - Friday

Educational Outreach at the North Carolina Botanical Garden

Reaching MORE North Carolina citizens with the support of the 1997 investment

Public School Programs

Reaching North Carolina teachers and students (425 counties, 241 teachers, 8,125 students since 1997).
Targeting 3rd, 5th and 7th grades.
Coordinating with North Carolina's Curriculum in Science Education.

Goals: To support advancement in science achievement scores and equip future generations to understand and address environmental issues through:

- Taking plant science to the schools (Partnerships in Science and Environmental Education; *Take a Closer Look* video series; The Visiting Plant Program).
- Learning by doing (Growing Science Inquiry; Using the Outdoors to Teach Experiential Science).
- Partnerships (UNC-Chapel Hill Center for Mathematics and Science Education; North Carolina Museum of Natural Science; National Gardening Association).

Service to Special Populations

Reaching special populations (5 counties, 115 health care professionals, 1,023 individuals since 1997).
Serving brain-injured, disabled, disadvantaged and elderly persons.

Goal: To improve quality of life and independence for all North Carolina citizens and especially for the growing elderly population through:

- Partnerships (UNC Hospitals, Learning Services, The Charles House, Carol Woods, Wynnewood, Carolina House, Clarebridge).

Public Service Phone Line and Desk

Offering daily information to thousands of North Carolina gardeners and others 360 days a year (2,135 hours and 4,500 inquiries since 1997).

Goal: To answer the public's questions on gardening, horticulture, wildflowers and environmental issues through:

- Partnerships (Master Gardeners of the Orange County Agricultural Extension).

Publications

Publishing educational information that reaches thousands of North Carolina citizens.

Goals: To bring gardening, horticultural and natural heritage information to all of North Carolina; support North Carolina's growing horticultural industry; and reduce theft of plants from private and public lands, while supporting propagation of North Carolina's rich array of native plants from seed through:

- Wildflower of the Year Program (in it 20th year, this Program has distributed 20,000 free brochures since 1997).
- Partnership (The Garden Club of North Carolina, Inc.).
- *Recommended Sources of Native Plants* (providing the public resources for acquiring nursery-propagated native plants).
- *Southeastern Native Plant Seed List* (published annually, the *List* has supported distribution of 7,800 seed packets of 132 species of native plants since 1997).
- *Gardening and Landscaping with Native and Non-Invasive Plants* (in production).
- Partnership (Duke Energy Foundation and Antonia Foundation).

Indicators of Public Support

Since 1997, these activities have been enhanced and supported by the public as follows:

- 250 North Carolina Botanical Garden volunteers have worked 4,500 hours.
- Garden membership has steadily grown to a total of 3,200 members in 2001.
- Several-fold matching of State dollars from grants and gifts.

North Carolina Botanical Garden

The University of North Carolina at Chapel Hill

VISITOR REGISTRATION SHEET

JOINT APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER ED.
WEDNESDAY, APRIL 4, 2001, 8:30 a.m.

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
JB Milliken	UNC
Peter White	North Carolina Botanical Garden, UNC-CH
C. Timothy Richards	Mountain Resource Center, Western Carolina Univ.
Elizabeth Grossnstein	OSBPM
Gregg Jones	OSBPM
David Brown	OSBPM
Sam Lee	OSBPM
[illegible]	UNC-OP
Jack [illegible]	NCAC
Jim Ward	North Carolina Botanical Garden.
Mary Bunch	Child Speech Center

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NAME	FIRM OR AGENCY AND ADDRESS
Betsy E. Brown	UNC Office of the President, Chapel Hill
Larry Mayes	UNC Office of the President, Chapel Hill
Kay Quinn	OSBPM
Jim Johnson	FRD
Ed Kizer	UNC-C
Paul Mitchely	UNC
Gene Causby	NC SFSA
Hal Miller	NCACCT
Harriet Baker	NCAE
Steve Hoffman	NCSBA
Paul Pully	NCCCS
Chris Rodgers	Parker Poe et al

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VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
DAN LILLEY	INDUSTRIAL EXTENSION SVC. NCSU
JIM DAGGORHORS	INDUSTRIAL EXTENSION SVC. NCSU
Paul H. Jefferson	Carolina Hosiery Assn.
Patricia O'Sullivan	UNC Greensboro
Clifton R. Metcalf	UNC OPs
Jeff Davies	UNC OP
George Briggs	NC Arboretum UNC
[illegible]	aNe-CA
Lauri Young	UNC - OP
Ken Gray	UNC-OP
Gary Barnes	UNC-OP

VISITOR REGISTRATION SHEET

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VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Tim McLaurin	NCICU
John Cyphus	N.C. State Grange

Joint Appropriations on Education Committee

AGENDA

Thursday, April 5, 8:30 a.m.
Room 421, Legislative Office Building
Senator Garrou, Presiding

Impact of Higher Education on Economic Development

• Economic Impact of the University System (8:30-8:40)	Dr. Russ Lea Vice President for Research
• The Power and Importance of Research and Development: Fueling Growth and Saving Lives (8:40-9:20)	Mr. Bob Ingram COO & President of Pharmaceutical Operations GlaxoSmithKline Dr. Michael Luger Director, Office of Economic Development, UNC-CH Kenan Flagler Business School
• The Economic Impact of Basic Science and Engineering in the pollution Prevention Arena (9:20-9:40)	Dr. Joseph DeSimone Professor of Chemical Engineering at NCSU and UNC-CH

JOINT APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER EDUCATION

Minutes
April 5, 2001

The Joint Appropriations Subcommittee on Education and Higher Education was convened on Thursday, April 5, 2001. Senator Linda Garrou presided. She introduced the Senate Page, Randy Mitchiner of Wake County sponsored by Senator Reeves and the House Page, Carissa Abraham of Iredell County sponsored by Representative Setzer. There were 8 senators present. The following House members were present: Representatives Smith, Rogers, Yongue, Michaux Warner, Barnhardt, Bonner, Carpenter, Teague, McLawhorn and Russell.

Dr. Russell Lea, UNC Vice President for Research gave an overview of the Economic Impact of the University System. (Attachment #1) He introduced Mr. Bob Ingram, COO and President of Pharmaceutical Operation of GlaxoSmithKline, Dr. Michael Luger, Director of the Office Economic Development of UNC-CH and Kenan Flagler Business School and Dr. Joe DeSimone, Professor of Chemical Engineering at NCSU and UNC-CH. Dr. Lea summarized the economic impact of the research program and the graduates of the University on the economy of the state and its place in the global economy.

Mr. Bob Graham's topic was the "Power and Importance of Research and Development: Fueling Growth and Saving Lives". He said that the public/private partnership with the universities is a daily reality. To develop and attract the highly qualified personnel research and industry needs, all levels of education are important, according to Mr. Graham.

Dr. Michael Luger spoke on the economic impact of the University of North Carolina on the state. (Attachment #2) He concentrated on the impact of the University on employment, productivity, personal income in the region and the state.

Senator Carter pointed out that of the Universities mentioned in the presentation only ECU is outside the Research Triangle. He was concerned that other universities are not receiving the infrastructure to take part in research opportunities and mental capital is concentrated in RTP. Senator Dalton pointed out that over the last 6 years the legislature had cut taxes by $1.4 billion and added $1.4 billion in public school teacher pay which will continue to increase. There has been 1.5 million in population growth adding 16,000 students each year, and the citizens voted $3.1 billion bond issue for higher education. The floods and lawsuits have added another $1.6 billion in state costs. There is legislation pending to close corporate tax loopholes and for revenue enhancement. Considering these, Senator Dalton asked Mr. Graham what he thought the priorities in spending should be. Mr. Graham said he would answer for his company that the number

one priority would be funding not just for higher education but all levels of education. It is vital to attracting high quality employees, and he would support more revenue to accomplish that goal.

Dr. Joe DeSimone summarized the economic impact of basic science and engineering in the pollution prevention area, which can lead to job creation, and the economic well being of the state and nation. The NSF Science and Technology Center for Environmentally Responsible Solvents and Processes represents a $50 million investment by the federal government to replace water and organic solvents with environmentally benign carbon dioxide. This is a multi-institutional, multi-disciplinary center representing 3 schools in the University system (UNC-CH, NC State, and NC A&T), the University of Texan at Austin and the University of Venice in Italy. The center partners with several large national laboratories. There is a large outreach to industry in the chemical field, microelectronics and microbiology. He listed several links with university research to development of new industries.

Representative Michaux was concerned about the closing of the Kinston Dupont plant that laid off 1500 workers while Dupont has received a $55 million tax credit for the Fayetteville plant. Representative Carpenter praised Hangers Cleaner mentioned by Dr. Demimonde that uses environmentally benign cleaning solvents developed by university research.

Dr. Robert Kanoy, Associate Vice President for Academic Affairs, explained the Pathways and Gear Up/Outreach programs. Pathways is a partnership with DPI, community colleges, NC Independent Colleges and Universities, NC State Education Assistance Authority, UNC System and SOICC. Its primary goal is to increase the college-going rate in North Carolina with particular attention toward "first generation" college students. It targets students in grades 7-12 and also adult learners. A computerized program enables the student to access the information they need. It provides one place to access information on planning for, applying to and paying for a North Carolina college education. The Gear Up program has $7.3 million available over the next 5 years to work with low-income high school graduates to increase their opportunities for a college education.

Representative Rogers asked about the age level of the student Pathways is serving. Representative Carpenter asked how much money they wanted from the General Fund, and Dr. Kanoy said that the same amount, $1 million, they received last year is requested in the Continuation Budget.

Senator Garrou announced that Dr. Steve Brooks's presentation would be postponed until the Monday meeting scheduled for 4:30 p.m. The meeting was adjourned.

Linda Garrou

Senator Linda Garrou, Co-Chair

Barbara R. Hocutt

Barbara R. Hocutt, Committee Assistant

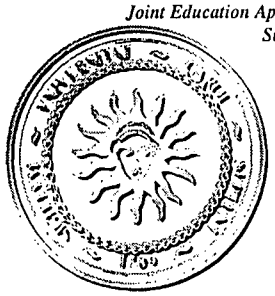
Attachments

attachment #1

The Economic Impact of Research, Dr. Russ Lea, Vice President for Research, UNC, 4/5/01

The Economic Impact of Research & Graduates

Joint Education Appropriations Subcommittee



The University of North Carolina Office of the President, April 5, 2001

The New Economy

- A knowledge- and idea-based economy where the key to higher standards of living and job creation is *the extent to which innovative ideas and technologies are embedded in services, products, and manufacturing processes.*
- An economy that requires risk and adaptation to change. Hierarchical organizations are being replaced by networked learning organizations – with universities at the hub. ----- *New Economy Task Force Report July, 2000*

The University of North Carolina Office of the President

Structural Changes in the New Economy

National Board of Governors' Association July, 2000, Alan Greenspan:

"In a global environment in which prospects for economic growth now depend importantly on a country's capacity to develop and apply new technologies, our universities are envied around the world. The payoff's – in terms of the flow of expertise, new products and start-up companies, for example—have been impressive."

The University of North Carolina Office of the President

Structural Changes in the New Economy

National Board of Governors' Association July, 2000, Alan Greenspan:

- "Communities look to their institutions of higher learning for leadership in scientific knowledge and training of professionals such as teachers and engineers. The scale and scope of higher education in America is shaped by the recognition that research – the creation of knowledge – complements teaching and training and the diffusion of knowledge."

The University of North Carolina Office of the President

Structural Changes in the New Economy

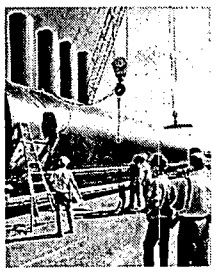
National Board of Governors' Association July, 2000, Alan Greenspan:

- "State support, both for the university system and for small businesses, has been an important element in the vitality of commercial innovation, entrepreneurship."
- "States with more flexible labor markets, skilled work forces, and a reputation for supporting university innovation and entrepreneurship will be the prime locations for firms at the cutting edge of technology."

The University of North Carolina Office of the President

Payoffs

- The Greenspan "payoffs" mean that funding our universities is not an expense, but an investment, and one with a very high rate of return.



The University of North Carolina Office of the President

Joint Education Appropriations Subcommittee

Payoff

- About $25B is spent on R&D at US universities
  - 60% from federal sources
  - 18% from university sources
  - 8% from state and local government
  - 7% from industry
  - 7% from other sources
- The top 50 universities spend ½ of this US R&D.

The University of North Carolina Office of the President

Payoff

- Therefore, competition to stay in the top 50% is intense and it takes considerable leverage of private and public monies to leverage the federal dollars.
  - Quality professors
  - Top students
  - Top facilities
  - Relevant research
  - Industry support

The University of North Carolina Office of the President

Payoffs

FY 1999 PATENT ACTIVITY			
Institution	Filed	Issued	Start up Companies
NCSU	62	30	8
UNC-CH	74	41	0
ECU	6	2	0
UNCC	8	4	0
NCA&T	0	1	0
TOTALS	150	78	8

- University research accounts for more than ½ of the papers cited on US patents.

The University of North Carolina Office of the President

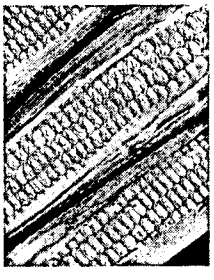
Economic Development and Global Technological Leadership

- University research in fiber optics and lasers helped create the telecommunications revolution.
- Recombinant DNA research from our universities in the 1970's opened the door for our billion dollar biotech industry.

The University of North Carolina Office of the President

Economic Development and Global Technological Leadership

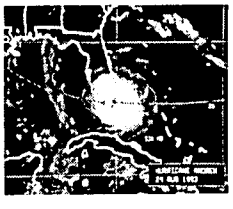
- Universities have revolutionized NC agriculture by developing vaccines and treatments that have eliminated or controlled hundreds of plant and poultry and livestock diseases and by developing high-yielding, disease-resistant crops and animals.



The University of North Carolina Office of the President

Economic Development and Global Technological Leadership

- Pioneering research at universities in satellite camera technology has led to the precise photography vital for space exploration, weather forecasting, environmental monitoring, and military surveillance.



The University of North Carolina Office of the President

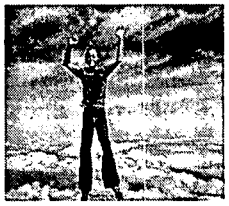
Economic Development and Global Technological Leadership

- NIH supported scientists have made enormous contributions to improving the health and quality of life for all Americans.
  - 52% five-year survival rate for people with cancer.
  - Compared to the 1960's, there are 80,000 additional cancer survivors each year.
  - Biomedical sciences have revolutionized genetics and genomics.
  - The extra years of life due to biomedical advances is worth $57 trillion to US coffers in the last 20 years.

The University of North Carolina Office of the President

Educating the Workforce for NC's Future

- 66% of all bachelor degrees
- 89% of engineers
- 70% of life scientists
- 72% of computer/ math analysts
- 77% of teachers



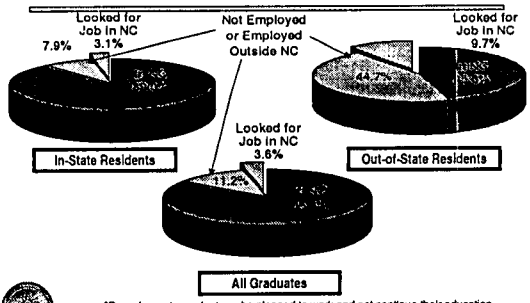
The University of North Carolina Office of the President

Educating the Workforce of the Future

- *Graduate and Professional Degrees 1998-99*
  - Dentistry 100%
  - Medicine 50%
  - Pharmacy 60%
  - Vet. Med. 100%
  - Law 40%
  - Masters 75%
  - Ph.D.s 75%
- Southern Growth Policy Board Study has shown students are 10x more likely to remain and work in that state after they graduate.

The University of North Carolina Office of the President

Percent of Graduates Employed in North Carolina*



*Baccalaureate graduates who planned to work and not continue their education.

The University of North Carolina Office of the President

Fueling the Workforce of the Future

- In the US, academic R&D expenditures ($25 B) account for about 1 billion jobs.
- In NC, academic R&D expenditures ($1.048 B) account for 36,260 jobs – or about 34.6 jobs/$million.
- In NC, the largest share of this R&D is from NIH - - $442 M

The University of North Carolina Office of the President

UNC 16 Campuses

- Specialized in producing "effective" research and training for public availability.
- In this sense, public funding of the university is a key factor to maintain and broaden the availability of knowledge and technology for society.

The University of North Carolina Office of the President

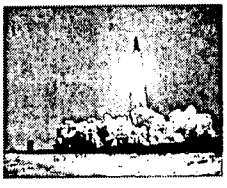
UNC 16 Campuses

- UNC leads to the production of knowledge, training, inquiry, initiative, risk taking, and entrepreneurship for graduate and undergraduates.
- UNC enables individuals to learn, so that increasingly linking university research to education should be an important target in the age of knowledge-based societies.

The University of North Carolina Office of the President

Key Challenges Lie Ahead for UNC

- Sustaining economic development and global technical leadership
- Educating a knowledge based work force
- Ensuring continued medical and agricultural breakthroughs to improve public health and nutrition
- Maintaining national security in a more uncertain world



The University of North Carolina Office of the President

Partnership Between the State and UNC Campuses

- The longstanding partnership between the state and the state's universities is entering a new era as we move deeper into a knowledge economy. The following will be necessary:
  - Strong growth in research funding – federal, state and industry
  - A balanced portfolio of support – grants, training, facilities, instrumentation
  - Ensuring access to higher education for all students at both the graduate and undergraduate levels.

The University of North Carolina Office of the President

The Economic Impact of Research, Dr. Russ Lea, Vice President for Research, UNC, 4/5/01

The Economic Impact of Research & Graduates

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The New Economy

- A knowledge- and idea-based economy where the key to higher standards of living and job creation is *the extent to which innovative ideas and technologies are embedded in services, products, and manufacturing processes.*
- An economy that requires risk and adaptation to change. Hierarchical organizations are being replaced by networked learning organizations – with universities at the hub. ---- *New Economy Task Force Report July, 2000*

The University of North Carolina Office of the President

Structural Changes in the New Economy

National Board of Governors' Association July, 2000, Alan Greenspan:

"In a global environment in which prospects for economic growth now depend importantly on a country's capacity to develop and apply new technologies, our universities are envied around the world. The payoff's – in terms of the flow of expertise, new products and start-up companies, for example—have been impressive."

The University of North Carolina Office of the President

Structural Changes in the New Economy

National Board of Governors' Association July, 2000, Alan Greenspan:

- "Communities look to their institutions of higher learning for leadership in scientific knowledge and training of professionals such as teachers and engineers. The scale and scope of higher education in America is shaped by the recognition that research – the creation of knowledge – complements teaching and training and the diffusion of knowledge."

The University of North Carolina Office of the President

Structural Changes in the New Economy

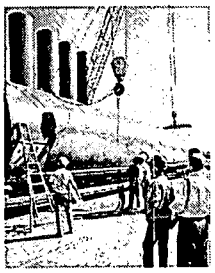
National Board of Governors' Association July, 2000, Alan Greenspan:

- "State support, both for the university system and for small businesses, has been an important element in the vitality of commercial innovation, entrepreneurship."
- "States with more flexible labor markets, skilled work forces, and a reputation for supporting university innovation and entrepreneurship will be the prime locations for firms at the cutting edge of technology."

The University of North Carolina Office of the President

Payoffs

- The Greenspan "payoffs" mean that funding our universities is not an expense, but an investment, and one with a very high rate of return.



The University of North Carolina Office of the President

Joint Education Appropriations Subcommittee

Payoff

- About $25B is spent on R&D at US universities
  - 60% from federal sources
  - 18% from university sources
  - 8% from state and local government
  - 7% from industry
  - 7% from other sources
- The top 50 universities spend ½ of this US R&D.

The University of North Carolina Office of the President

Payoff

- Therefore, competition to stay in the top 50% is intense and it takes considerable leverage of private and public monies to leverage the federal dollars.
  - Quality professors
  - Top students
  - Top facilities
  - Relevant research
  - Industry support

The University of North Carolina Office of the President

Payoffs

FY 1999 PATENT ACTIVITY			
Institution	Filed	Issued	Start up Companies
NCSU	62	30	8
UNC-CH	74	41	0
ECU	6	2	0
UNCC	8	4	0
NCA&T	0	1	0
TOTALS	150	78	8

- University research accounts for more than ½ of the papers cited on US patents.

The University of North Carolina Office of the President

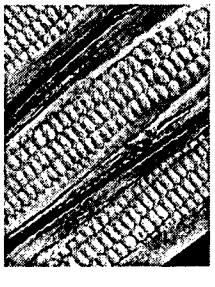
Economic Development and Global Technological Leadership

- University research in fiber optics and lasers helped create the telecommunications revolution.
- Recombinant DNA research from our universities in the 1970's opened the door for our billion dollar biotech industry.

The University of North Carolina Office of the President

Economic Development and Global Technological Leadership

- Universities have revolutionized NC agriculture by developing vaccines and treatments that have eliminated or controlled hundreds of plant and poultry and livestock diseases and by developing high-yielding, disease-resistant crops and animals.



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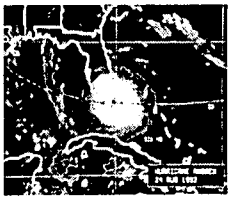
Economic Development and Global Technological Leadership

- Pioneering research at universities in satellite camera technology has led to the precise photography vital for space exploration, weather forecasting, environmental monitoring, and military surveillance.



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Economic Development and Global Technological Leadership

- NIH supported scientists have made enormous contributions to improving the health and quality of life for all Americans.
  - 52% five-year survival rate for people with cancer.
  - Compared to the 1960's, there are 80,000 additional cancer survivors each year.
  - Biomedical sciences have revolutionized genetics and genomics.
  - The extra years of life due to biomedical advances is worth $57 trillion to US coffers in the last 20 years.

The University of North Carolina Office of the President

Educating the Workforce for NC's Future

- 66% of all bachelor degrees
- 89% of engineers
- 70% of life scientists
- 72% of computer/ math analysts
- 77% of teachers

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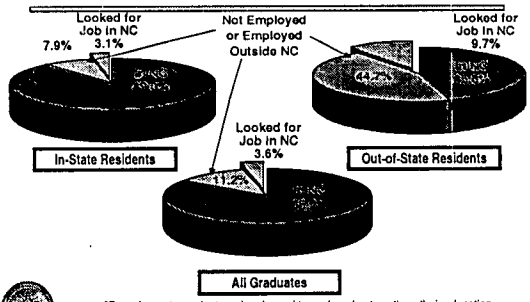
Educating the Workforce of the Future

- *Graduate and Professional Degrees 1998-99*
  - Dentistry 100%
  - Medicine 50%
  - Pharmacy 60%
  - Vet. Med. 100%
  - Law 40%
  - Masters 75%
  - Ph.D.s 75%
- Southern Growth Policy Board Study has shown students are 10x more likely to remain and work in that state after they graduate.

The University of North Carolina Office of the President

Percent of Graduates Employed in North Carolina*



*Baccalaureate graduates who planned to work and not continue their education.

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Fueling the Workforce of the Future

- In the US, academic R&D expenditures ($25 B) account for about 1 billion jobs.
- In NC, academic R&D expenditures ($1.048 B) account for 36,260 jobs – or about 34.6 jobs/$million.
- In NC, the largest share of this R&D is from NIH - - $442 M

The University of North Carolina Office of the President

UNC 16 Campuses

- Specialized in producing "effective" research and training for public availability.
- In this sense, public funding of the university is a key factor to maintain and broaden the availability of knowledge and technology for society.

The University of North Carolina Office of the President

UNC 16 Campuses

- UNC leads to the production of knowledge, training, inquiry, initiative, risk taking, and entrepreneurship for graduate and undergraduates.
- UNC enables individuals to learn, so that increasingly linking university research to education should be an important target in the age of knowledge-based societies.

The University of North Carolina Office of the President

Key Challenges Lie Ahead for UNC

- Sustaining economic development and global technical leadership
- Educating a knowledge based work force
- Ensuring continued medical and agricultural breakthroughs to improve public health and nutrition
- Maintaining national security in a more uncertain world

The University of North Carolina Office of the President

Partnership Between the State and UNC Campuses

- The longstanding partnership between the state and the state's universities is entering a new era as we move deeper into a knowledge economy. The following will be necessary:
  - Strong growth in research funding – federal, state and industry
  - A balanced portfolio of support – grants, training, facilities, instrumentation
  - Ensuring access to higher education for all students at both the graduate and undergraduate levels.

The University of North Carolina Office of the President

Attachment #3

Economic Impact of Research and Graduates

Joseph M. DeSimone

NSF Science and Technology Center for Environmentally Responsible Solvents and Processes

William R. Kenan Jr. Distinguished Professor of Chemistry and Chemical Engineering

University of North Carolina at Chapel Hill
North Carolina State University

NSF Science and Technology Center for Environmentally Responsible Solvents and Processes

Joseph M. DeSimone
Director
Ruben Carbonell
Co-Director

Academia
University of North Carolina at Chapel Hill
North Carolina State University
North Carolina A&T University
University of Texas at Austin
University of Venice

National Laboratories
Pacific Northwest National Laboratory
Oak Ridge National Laboratory
Los Alamos National Laboratory
Sandia Livermore National Laboratory

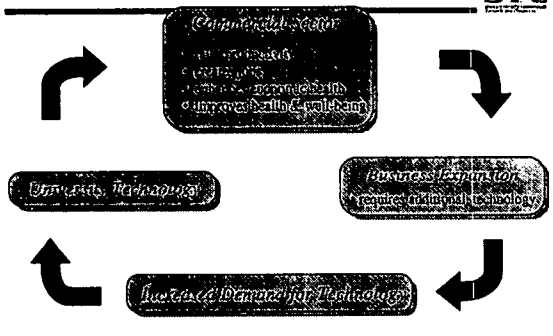
Technology Transfer

→ The transfer of the results of research from universities to the commercial sector.

→ *Science — The Endless Frontier*
Vannevar Bush 1945

→ Grew out of university contribution to
- National defense
- Manhattan Project

Economic Engine



Examples

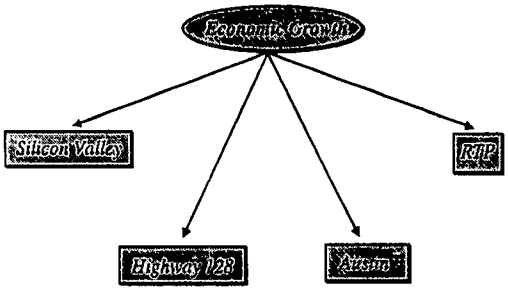
Year	Research Focus	Industry Spawned
1940s	Electronic calculator University of Pennsylvania	Computer Age
1960s	Fiber Optics MIT	Telecommunications
1970s	DNA Research Stanford/Univ. California	Biotechnology
1980's	Supercomputers/Internet University of Illinois	e-Commerce

---

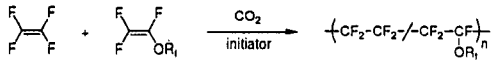
Results

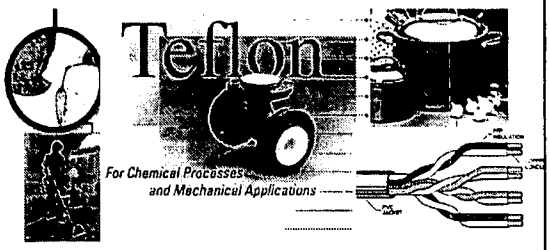
- Universities in 1997 in US/Canada received > $600 million in royalties & fees (up 19% from 1996)
- 2,645 US patents issued (up 26% from 1996)
- Since 1980, > 2,200 new companies have been formed based on a license from an academic institution (333 in 1997!)
- Estimated $28.7 billion of US economic activity in 1997 result of academic licensing ($24.8 billion 1996)
- 245, 930 jobs in 1997 result of academic licensing (222.500 in 1996)

Economic Growth



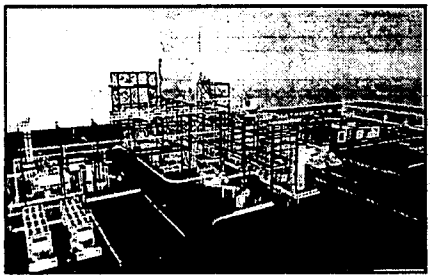
Polymerization of Fluoroolefins in CO_2

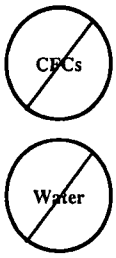




Romack, T. J.; DeSimone, J.M. *Macromolecules*, 1995, *28*, 8429.

DuPont's Fayetteville Works Teflon CO_2 Polymerization Plant



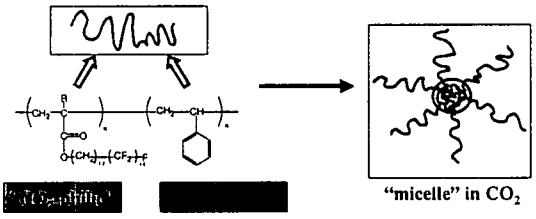


Impact on North Carolina

- $275 million Investment by DuPont
  - $40 million phase I nearing completion
  - Will generate 2.5 million pounds of Teflon/year
  - Royalty stream to university
- Estimated creation of 500 construction jobs
- Estimated creation of 100 permanent technical jobs
- $55 million tax credit from State for DuPont
- DuPont expressed interest in RTP-based support team

Science

"Design of Nonionic Surfactants for Supercritical CO_2" DeSimone *et. al. Science* 1996, 274, 2049-2052.



History of Dry Cleaning Solvents

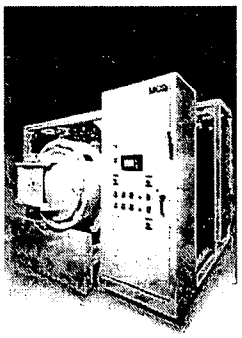
Year	
1690	Spirits of turpentine used to remove grease from fabrics
1850	Turpentine immersion process
1857	Benzene
1900	Petroleum distillates (gasoline)
1928	Stoddard Solvent (less flammable, low odor)
1930	Carbon tetrachloride/trichloroethylene (non-flammable)
1940's	Perchloroethylene

Today, the $24 billion dry cleaning industry has 100,000 machines in operation, approximately 90% use perc

Challenges with Perc

- Unhealthy for employees
- Unhealthy for customers
- Contamination hazard
- Heavily regulated
- Taxed and destined for phase out

Commercial MICO2™ Machine



- Environmentally friendly
- Uses beverage-grade CO_2
- Extends garment life

Hangers Growth

Current Locations

Providence, RI
Las Vegas, NV
Greensboro, NC
High Point, NC
Raleigh/Morrisville, NC
Wilmington, NC
Wake Forest, NC
Lincoln, NE
Central WI
Chapel Hill, NC
49 Retail Stores

Under Construction

Phoenixville (Philadelphia), PA
Asheville, NC
Charlotte, NC
New Rochelle, NY
Miami, FL
Houston, TX
Austin, TX
San Diego, CA
Little Rock, AR

Territories

Total Sold	220+
Active Pipeline	72+
Potential US market	2000

Machines

Machines Operating	28
Total Up Time Performance	99%

In Pipeline

Orlando, FL
Charleston/ Savannah, SC
Ft. Worth, TX
Fairfax County, VA
Grand Rapids, MI
Pasadena, CA
El Paso, TX
Richmond, VA
Memphis, Nashville
Knoxville, TN
Cincinnati, OH

Hangers Expansion

Benefits of Micare System

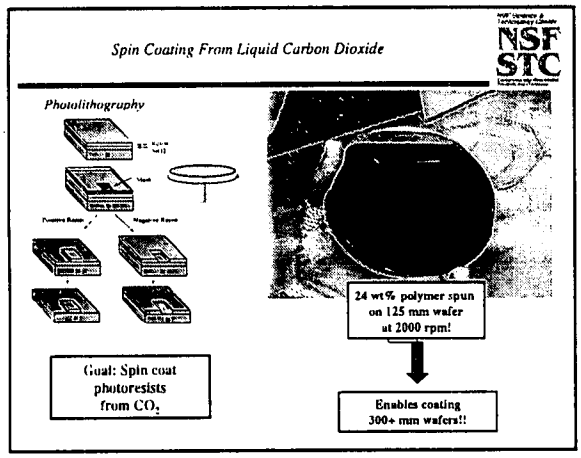
- Pollution prevention
  — eliminates toxins
- Platform for forward investment
  — eliminates regulations & contamination
- Benefits customer
  — health, garment care and life
- Benefits employee
  — safe, comfortable work environment

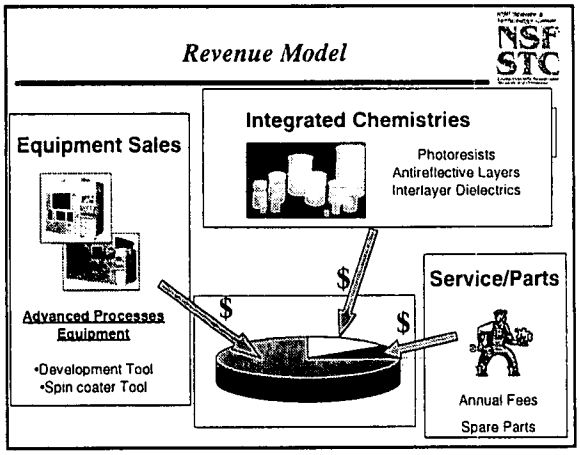
Micell Integrated Systems

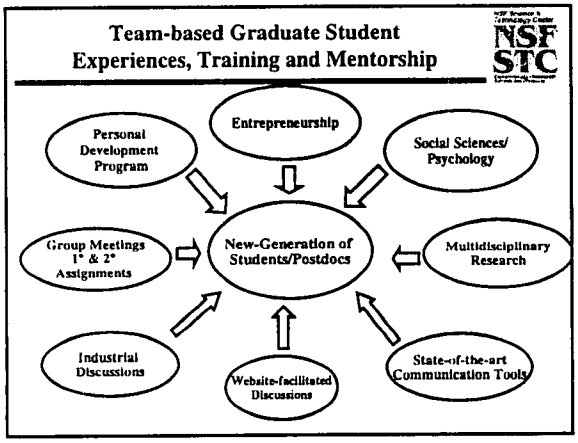
a Micell Technologies Company

The Next Generation of Microelectronics Equipment and Materials

February 2001


Spin Coating From Liquid Carbon Dioxide
NSF STC
Photolithography
24 wt% polymer spun on 125 mm wafer at 2000 rpm!
Goal: Spin coat photoresists from CO_2
Enables coating 300+ mm wafers!!


Revenue Model
NSF STC
Equipment Sales
Advanced Processes Equipment
•Development Tool
•Spin coater Tool
Integrated Chemistries
Photoresists
Antireflective Layers
Interlayer Dielectrics
$
$
$
Service/Parts
Annual Fees
Spare Parts


Team-based Graduate Student Experiences, Training and Mentorship
NSF STC
Personal Development Program
Entrepreneurship
Social Sciences/ Psychology
Group Meetings 1° & 2° Assignments
New-Generation of Students/Postdocs
Multidisciplinary Research
Industrial Discussions
Website-facilitated Discussions
State-of-the-art Communication Tools

The UNIVERSITY of NORTH CAROLINA
A 16-campus university

The Economic Impact of the University of North Carolina on the State and its Regions

Michael Luger, ***Director***
UNC Office of Economic Development

April 5, 2001

The UNIVERSITY of NORTH CAROLINA
A 16-campus university

- Universities long have been regarded as important sources of economic growth, for their region, state, and in some cases, society

- The importance of universities is magnified in the knowledge economy of the 21st century

- The University of North Carolina has been particularly important for this state's economic development

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A university is a multi-product organization that:

- **creates new basic knowledge through research**
- **creates human capital through teaching**
- **transfers existing know-how to businesses, governments, and other organizations to help improve their productivity**
- **applies knowledge to create and commercialize new products and processes, and to improve existing ones**
- **contributes leadership to help address critical problems**
- **supplies the state with business people; teachers; doctors, nurses, and veterinarians; pharmacists; journalists; social service workers and planners; engineers; scientists; and other professionals**
- **contributes to a region's quality of life, thereby attracting and retaining footloose workers and businesses**

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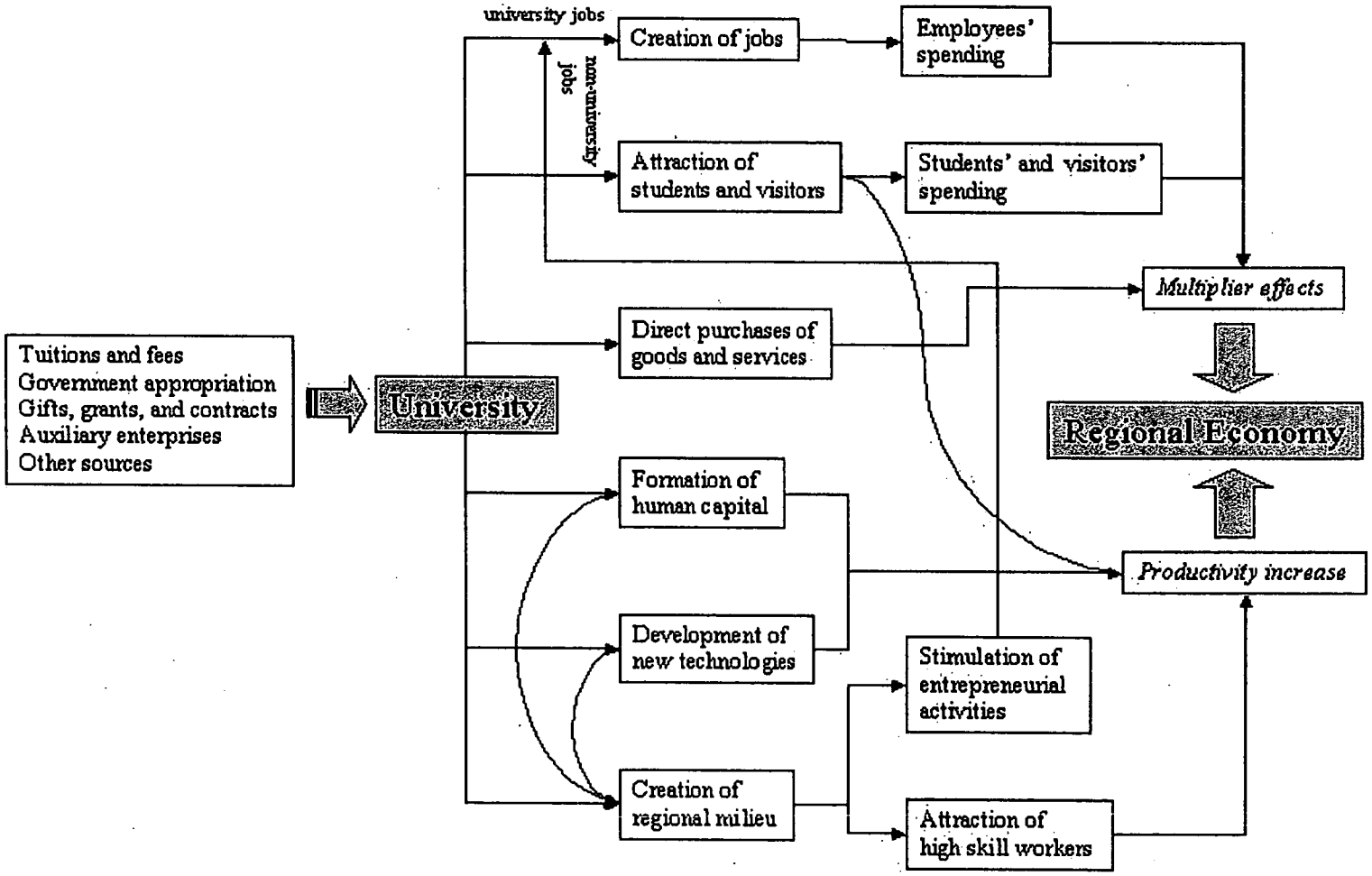

Universities and economic growth, in general

Contrast universities with private sector organizations that also have economic development impacts (IBM or McDonalds)

- **both create jobs and have multiplier effects**
- **private employers pay taxes, but**
- **universities are more stable employers**
- **universities (particularly research universities) bring more out-of-state resources into North Carolina (talent, grants, gifts, …)**
- **universities tend to buy locally (less leakage)**
- **universities have more indirect benefits**

Universities are even more critical in the "new economy" of the 21st century

- **global competition requires N.C. businesses to be more productive – using better-trained workers and state-of-the-art techniques**
- **N.C.'s economic future lies in high knowledge-content industries – biotech, information technology, advanced materials, high value-added agriculture, finance, etc.**
- **High tech businesses and highly skilled workers are footloose and are attracted to communities that have universities**

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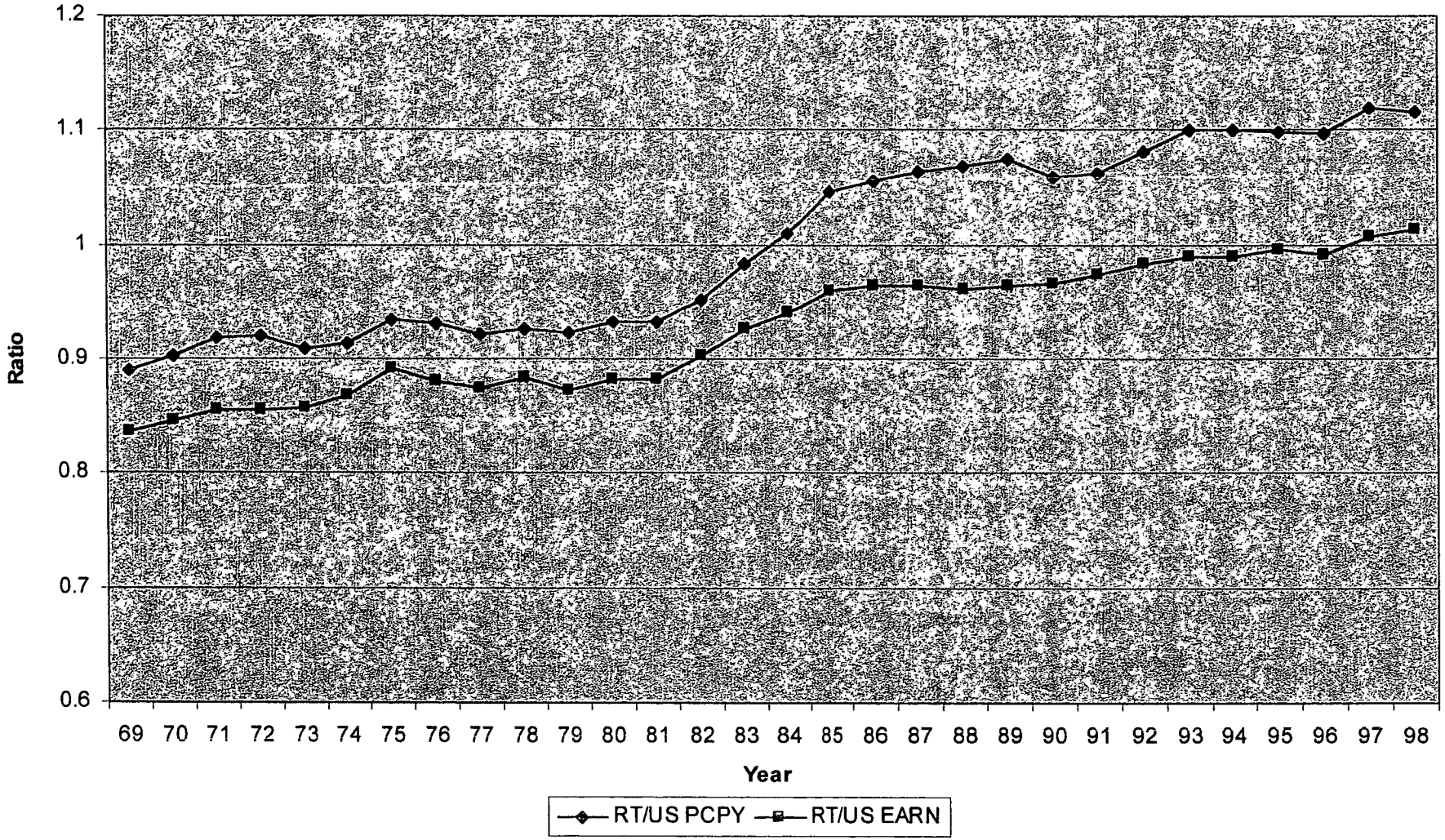
Regional Economic Development Indicators



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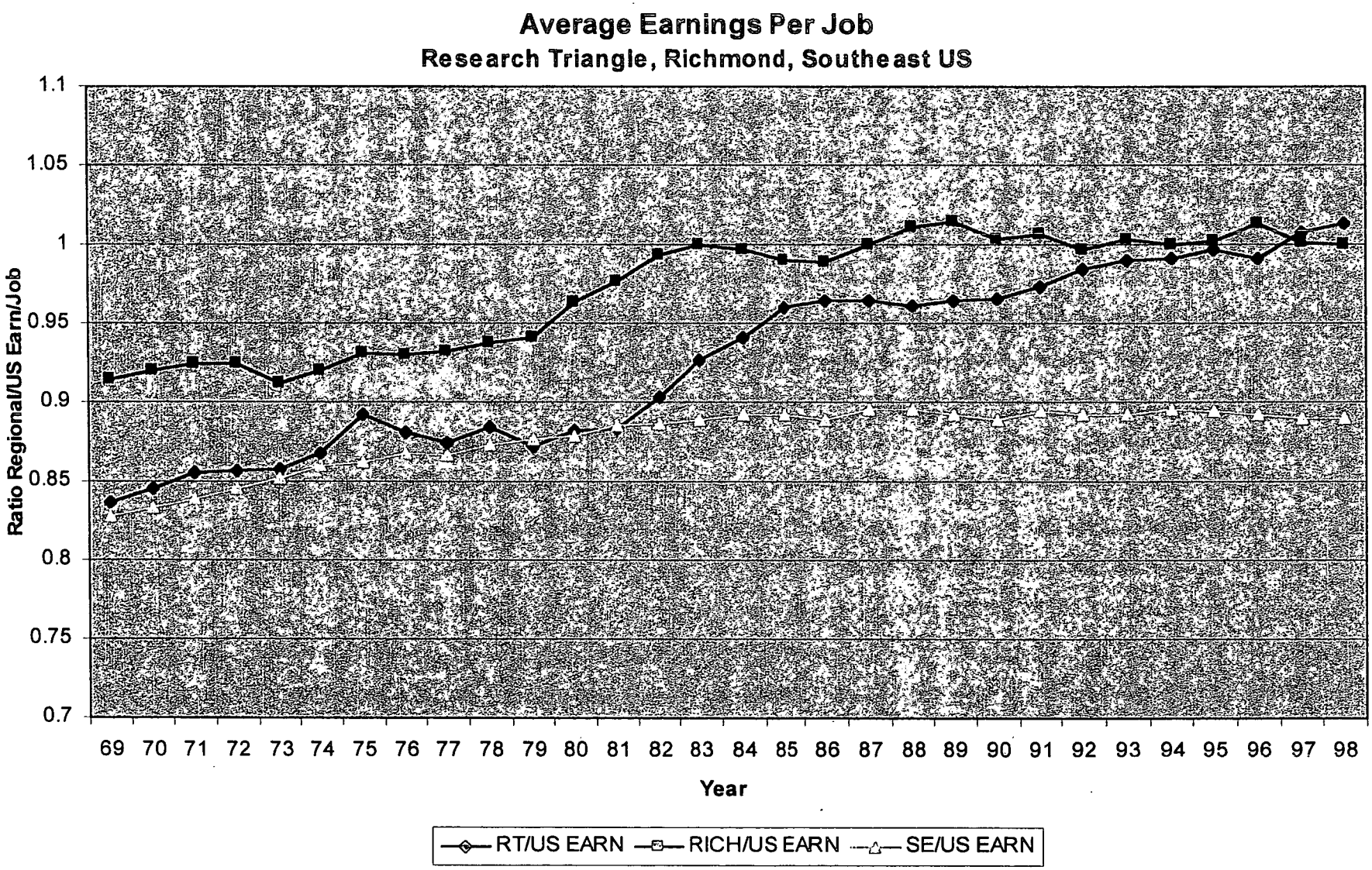

The UNIVERSITY of NORTH CAROLINA
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UNC Revenue by Sources (1999)

Tuitions and fees	413,607,245
From in-state students	218,409,043
From out-of-state students	195,198,202
Government appropriation	1,482,145,963
From federal government	27,397,000
From state or local governments	1,454,748,963
Public gifts, grants, and contracts	565,464,820
From federal organizations	476,560,093
From state and local organizations	88,904,727
Private gifts, grants, and contracts	210,695,201
From in-state donators and contractors	50,490,354
From out-of-state donators and contractors	137,228,135
Auxiliary	750,476,961
From in-state sources	627,597,919
From out-of-state sources	122,879,042
Other sources	155,951,148
Total Revenue	3,530,985,234

Source: NCHED Report

The legislative appropriation leverages out-of-state resources (that then get Multiplied)

The UNIVERSITY of NORTH CAROLINA
A 16-campus university

Aggregated Regionwide Impact of UNC Campuses, 2003 and 2008

Region	Employment (Thous)	Employment (%)	GRP (Mil)	GRP (%)	Population (Thousand)	Population (%)
2003						
Advantage West (ASU, UNC-A, WCU)	5.43	0.99	131.67	0.57	27.20	2.82
Charlotte (UNC-C)	3.94	0.34	148.58	0.22	20.47	1.16
Global Transpark (ECU)	6.53	1.21	152.05	0.62	24.35	2.57
Northeast (ECSU)	0.51	0.30	10.74	0.16	2.74	0.79
Piedmont (NCSA, NCA&T, UNC-G, WSSU)	6.10	0.65	177.61	0.34	28.97	2.07
Research Triangle (UNC-CH, NCSU, NCCU)	30.79	3.15	996.04	1.86	89.95	5.95
Southeast (FSU, UNC-P, UNC-W)	3.90	0.76	109.27	0.48	22.07	2.26
2008						
Advantage West (ASU, UNC-A, WCU)	6.41	1.15	174.89	0.69	35.98	3.68
Charlotte (UNC-C)	5.56	0.47	232.92	0.31	21.64	1.18
Global Transpark (ECU)	7.61	1.37	178.53	0.68	24.99	2.56
Northeast (ECSU)	0.74	0.43	17.64	0.25	4.58	1.31
Piedmont (NCSA, NCA&T, UNC-G, WSSU)	7.74	0.81	278.66	0.49	36.70	2.58
Research Triangle (UNC-CH, NCSU, NCCU)	34.24	3.35	1,161.39	1.95	101.77	6.45
Southeast (FSU, UNC-P, UNC-W)	5.39	1.01	165.39	0.66	33.35	3.28

The net impact of the universities on jobs, output, and population is significant in all regions

The UNIVERSITY of NORTH CAROLINA
A 16-campus university

Statewide Impact of UNC Campuses

Campus	2008 Employment thousands	(%)	GRP millions	(%)	Population thousands	(%)
ASU	3.20	0.06	100.01	0.04	17.86	0.22
UNCA	0.68	0.02	21.76	0.01	5.33	0.06
WCU	2.54	0.16	71.52	0.08	13.05	0.32
UNCC	5.60	0.03	220.76	0..02	21.68	0.11
ECU	8.04	0.05	217.39	0.04	25.81	0.16
ECSU	0.75	0.01	21.02	0.01	4.63	0.02
NCARTS	0.48	0.04	13.87	0.03	1.88	0.15
NCA&T	2.58	0.24	100.72	0.14	13.17	0.48
UNCG	3.61	0.01	124.57	0.01	16.56	0.07
WSSU	0.89	0.11	29.26	0.08	5.04	0.27
NCCU	2.05	0.43	74.10	0.25	12.26	0.66
NCSU	11.97	0.07	397.86	0.05	39.07	0.20
UNCCH	21.42	0.02	688.87	0.01	53.38	0.08
FSU	1.43	0.06	46.39	0.04	9.00	0.23
UNCP	0.94	0.05	31.28	0.03	6.21	0.16
UNCW	3.06	0.02	104.16	0.01	18.40	0.06
TOTAL	**69.24**	**1.39**	**2,263.55**	**0.82**	**263.32**	**3.23**

The net impact of the universities on jobs, output, and population is significant statewide

The UNIVERSITY of NORTH CAROLINA
A 16-campus university

1989 and 1994 Cohorts from Selected Campuses and Their Location as of 1998

	total identified 1988 and 1994 cohorts by campus	*In-state origin (%)*	*out-of- state origin (%)*	*unknown (%)*	*total identified 1988 and 1994 cohorts as of 1998 by campus*	*In-state location (%)*	*out-of-state loca-tion (%)*	*unknown (%)*
ECU	14633	81	19		2863	79	21	
ECSU	1903	70	18	12	0	N/A	N/A	
FSU	3168	86	14		775	97	3	
NCA&T	6367	60	40		987	60	40	
NCSU	21345	51	14	35	5530	32	13	55
UNC-CH	15234	59	41		6520	36	64	
UNC-C	14083	80	20		2587	79	21	
UNC-G	10049	79	21		2651	71	29	
UNC-W	2592	90	10		2592	60	21	19
TOTAL	**86782**	**68**	**23**	**9**	**21913**	**53**	**33**	**14**

Source: Alumni Office of each campus

The universities help attract and retain brain-power

The UNIVERSITY of NORTH CAROLINA
A 16-campus university

UNC's Share of Professional Education

Professional Education	No. of Degree Conferred (1998)	% of NC Total
Engineers	*2,257*	*88.4*
Black	429	98.2
Women	478	88.4
Architects	*318*	*100*
Black	20	100
Women	127	100
Life Scientists	*2,401*	*70*
Black	334	75.6
Women	1,293	66.4
Computer, Math Analysts	*1,155*	*72.7*
Black	224	68.7
Women	380	62.5
Physical Scientists	*824*	*76.7*
Black	81	82.3
Women	325	76.7
Social Scientists	*11,759*	*61.6*
Black	2,128	63.1
Women	6,279	62.4
Lawyers	*316*	*37.5*
Black	72	69.2
Women	158	42.7
Teachers, Librarians, and Counselors	*6,054*	*76.9*
Black	1,015	78.4
Women	4,448	76.3
Health Professionals	*2,992*	*79.6*
Black	387	93.3
Women	2,312	81.5
Writer, Artists	*1,263*	*69.7*
Black	148	75.9
Women	746	66.4
Other Professionals	*1,916*	*55.6*
Black	231	55.4
Women	1;188	60

UNC provides the majority of the state's professionals

Source: Statistical Abstract of Higher Education in North Carolina

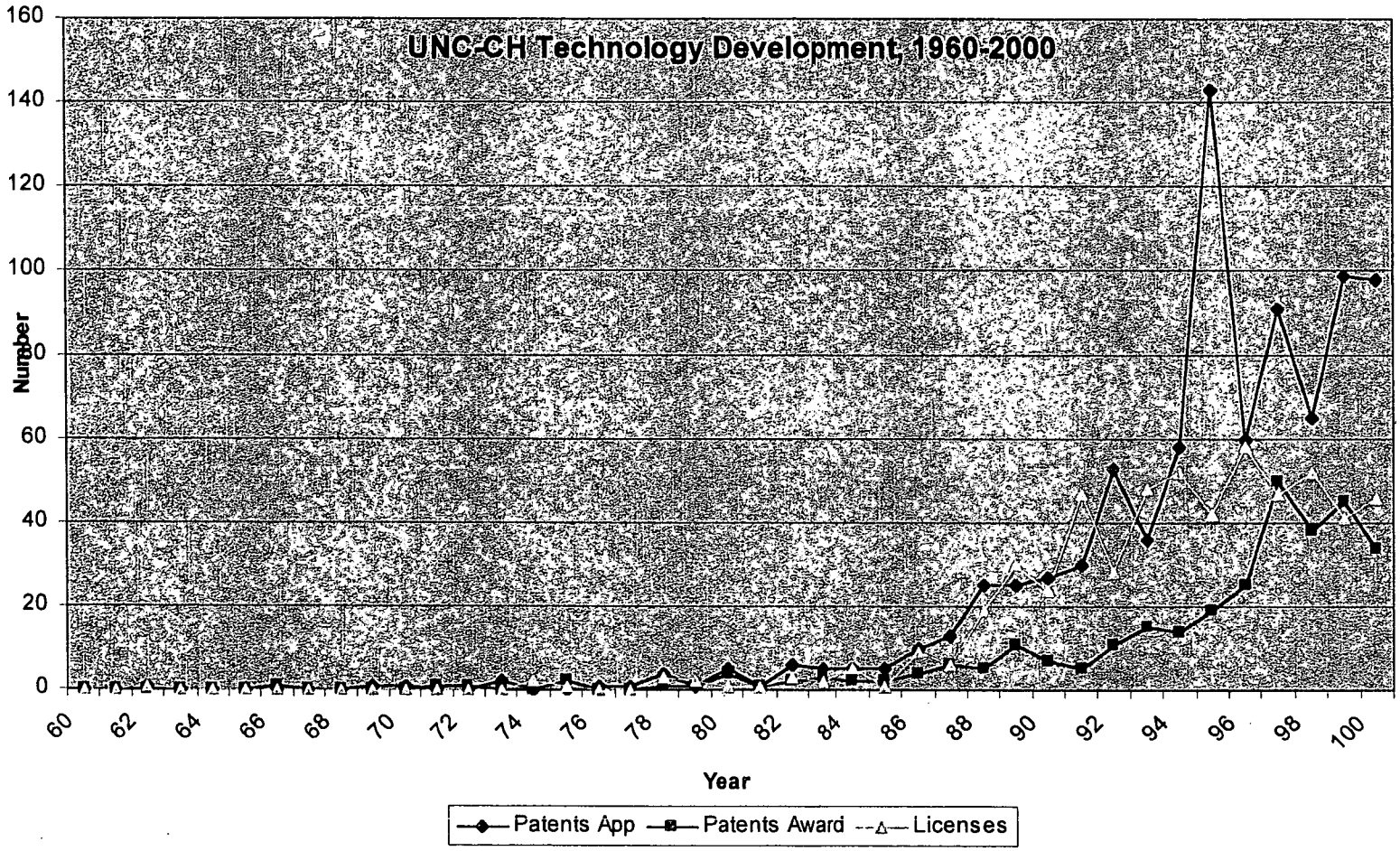
The UNIVERSITY of NORTH CAROLINA
A 16-campus university

Start-ups initiated from UNCCH and NCSU

UNCCH Spin-Off Companies			NCSU Spin-Off Companies		
Name	Product	Year Founded	Name	Product	Year Founded
Mycosearch, Inc.	Pharmaceuticals	1979	SAS Institute	Software	1972
SunTechnologies Group, Inc.	Computer	1980	Embrex	Pharmaceuticals	1985
Numerical Design Limited	Computer Graphics	1982	Cree Research	Semiconductors	1987
Quintiles Transnational Corp.	Pharmaceuticals	1982	Probiologics	Biotechnology	1987
Triangle Laboratories, Inc.	Chemicals	1984	Gentra System		1988
ICAgen	Pharmaceuticals	1992	Pathogene Biologics	Biotechnology	1989
Virtual Reality Games	Computer Game	1994	LipoMed	Medical	1994
Inspire Pharmaceuticals	Pharmaceuticals	1995	ID Technologies	Infotech	1994
Lari Software	Computer Graphics	1995	Zymotech Inc.	Biotechnology	1996
MiCell Technologies, Inc.	Chemicals	1996	3Tex., Inc.	Textile	1996
Xanthon, Inc.	Pharmaceuticals	1996	Xanthon	Biotechnology	1996
Novalon Pharmaceutical	Pharmaceuticals	1996	Pilot Therapeutics	Pharmaceuticals	1998
AlphaVax	Pharmaceuticals	1998	HowStuffWorks	Infotech	1998
Renaissance Cell Technologies	Pharmaceuticals	1998	Nitronex	Chemicals	1999
LeukoMed, Inc.	Pharmaceuticals	2000	Giant Semiconductor, Inc.	Semiconductors	1999
deltaSphere, Inc.	Computer Graphics	2000	SentriSystems, Inc.	Infotech	1999
HiBall Tracker, Inc.	Computer Graphics	2000	Db Tag, Inc.	Electronics	
nanoManipulator, Inc.	Computer Graphics	2000	Silicon Wireless	Electronics	
			Mi-Corporation	Infotech	
			ZisZas	Infotech	
			Biolex, Inc.	Biotechnology	

Source: Office of Technology Development, UNCCH and Centennial Venture Partners, NCSU

The UNIVERSITY of NORTH CAROLINA
A 16-campus university



VISITOR REGISTRATION SHEET

APPROPRIATIONS Subcommittee on Education April 5, 2001

Name of Committee Date

VISITORS: PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
[illegible]	UNC - OP
Evelyn Hawthorne	UNC Chapel Hill
Linda Dykstra	UNC Chapel Hill
Michael Fuger	UNC-CH and OP
Mark Flemming	NC State University
[illegible]	NCASA
Hal Miller	NC ACCT
Gene Causby	NCSFSA
George C. Jenkins	Johnson & Johnson.
[illegible]	NCCCS
Steve Hoffman	NCSBA

VISITOR REGISTRATION SHEET

APPROPRIATIONS Subcommittee on Education April 5, 2001

Name of Committee Date

VISITORS: PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Laura Young	UNC-OP
[illegible]	UNC-OP
[illegible]	UNC-OP
Steve Brooks	NC SEAA
Bobby Kuiz	UNC-OP
[illegible]	UNC OP
Joseph M. DeSimone	UNC-CH / NCSU
Elizabeth Brovender	OSBPM
[illegible]	OSBPM
[illegible]	OSBPM
Sam Lee	OSBPM
[illegible]	Glaxo Smith Kline
J BMILLIKEN	UNC
[illegible]	UNC
[illegible]	NCICU
[illegible]	SSI

MINUTES

JOINT APPROPRIATIONS SUB COMMITTEE ON EDUCATION

April 9, 2001 – 4:30 p.m.

Co-Chairman Senator Lucas called the meeting to order. Senators present were Lucas and Garwood. All other senators were absent. House members present were Representatives Yongue, Rogers, Bell, Carpenter, McLawhorn, Preston, Smith, Teague and Warner. Representatives Bonner and Barnhart had excused absences. Absent were Representatives Morgan, Michaux, Holmes and Russell.

The first order of business was a presentation by Dr. Steve Brooks, with the State Education Assistance Authority who discussed an overview of student financial aid. **(See Item 2 for a detailed explanation of program and results.)**

The next item of business was a presentation by Dr. Gretchen Bataille, Senior VP of Academic Affairs, who gave an overview of themes important to UNC in academic affairs. The programs are listed on the agenda. **(See Items 15, 16, 17, 18, 21, 23, 24, 26 for detailed explanation of these programs and results.)** With regards to these programs, Representative Rogers wanted to know if it would be possible to get the number of students who get these degrees and go on to a higher professional level. Dr. Batille stated that there were not statistics for that but that a number of liberal arts graduates go on to professional degrees such as law and medicine.

The next order of business was a presentation by Dr. Walter Harris, Vice Chancellor for Academic affairs and Provost at NCCU. He presented an overview of programs regarding rewarding excellence in teaching. **(For detailed explanations and results, see Items 19, 19a, 22, 22a, 22b, and 25,)**

The next order of business was a presentation by Dr. Linda Dykstra, Dean of Graduate School at UNC-CH. She gave a program review of graduate student tuition reimbursements and scholarships. **(For detailed explanation of the program, see Item 20.) For Dr. Dykstra's remarks in full, see Item 20A.)**

The next two presentations were regarding the private medical schools in the state. Dr. Dick Dean, Dean of Duke University Medical School and Dr. Russ Kaufman, Dean of the Wake Forest University Medical School made presentations. **(See Items A and B for information on these programs.)**

Dr. Jeff Davies, Vice President for Finance presented an overview of the UNC General administration budget and organizational charts. The budget overview consisted of a slide presentation. **(Please See Attachment 12 for this presentation.) (See Attachment 13 for the organization charts.)**

Minutes
April 9, 2001
Continued

Charlotte Todd of the Fiscal Research staff gave a complete UNC base budget review. **(See attachments labeled Joint Appropriations Subcommittee Modified Zero-Based Budgeting Approach, and Attachment The University of North Carolina Modified Zero-Base Budget Approach.)**

The meeting was then adjourned

Respectfully submitted,

Senator Jeanne Lucas, Co-Chairman

Jenny Umstead, Committee Assistant.

Joint Appropriations on Education Committee

AGENDA

Monday, April 9, 4:30 p.m.
Room 421, Legislative Office Building
Senator Lucas, Presiding

Student Financial Aid (4:30-4:40)
(Item #2)

Dr. Steve Brooks
State Education Assistance Authority

Themes Important to UNC in Academic Affairs: Teaching, Research, Service

Introduction and Overview (4:40-4:50)

Dr. Gretchen Bataille
Senior V.P., Academic Affairs

Program Reviews:
ECU Doctoral II Status (Item #15)
Center for International Understanding (Item #16)
Program on Southern Politics, Media, & Public Life (Item #17)
New Degree Programs: (Item #18)
a. ECU, ECSU, NCA&T, NCSU, UNCC, WSSU
b. NCSU Engineering in Asheville
c. UNCC - Allied Health & Others
d. Masters in School Administration
e. Allied Health
Hispanic Initiative (Item #21)
NCSA Summer Institute (Item #23)
Change in Institutional Status: UNCA & UNCP (Item #24)
NCCU School of Law Faculty Positions (Item #26)

Rewarding Excellence In Teaching and Research (4:50-5:00)

Dr. Walter Harris
Vice Chancellor for Academic Affairs and Provost NCCU

Program Reviews:
Reward Excellence in Teaching (Item #19)
Distinguished Professorships (Item #22)
Board of Governors Teaching Awards (Item #25)

Support of Graduate Education (5:00-5:10)

Dr. Linda Dykstra
Dean of Graduate School UNC-CH

Program Reviews:
Graduate Student Tuition Remission and Scholarships (Item #20)

Wake Forest University Medical School (5:10-5:20)

Dr. Dick Dean

Duke University Medical School (5:20-5:30)

Dr. Russ Kaufman

UNC General Administration Budget and Organizational Chart Review (5:30-5:45)

Jeff Davies
Vice-President for Finance

Complete UNC Base Budget Review (5:45-6:00)

Charlotte Todd

VISITOR REGISTRATION SHEET

APPROPRIATIONS Subcommittee on Education April 9, 2001

Name of Committee Date

VISITORS: PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Millie Rawnsley	CIU - 412 N Wilmington Raleigh
Marty Babcock	CIU. " " " " "
Tom Brown	N.C. School of the Arts
JOANNE RUHLAND	WFU BAPTIST MED CTR.
Richard Dean	" " " "
Lucy Boder	" " " "
ANN LORE	DUHS
Russel Kaufman	Duke Univ. School of Medicine
Ferrel Guillory	UNC Program on Southern Politics Media, Public Life
[illegible]	NCICU
Rita Reaves	East Carolina University / Academic Affairs
Richard Eakin	East Carolina University
Robert J Thompson	East Carolina University
Kay Jones	OSBPM
Elizabeth Grossenbacher	OSBPM
Gwen Jones	OSBPM
Tom Howe	UNC-TV
Carl Davis	UNC-TV
Meg Lu	UNC-TV
Ed Kizer	UNC-C
Susan Williams	

VISITOR REGISTRATION SHEET

APPROPRIATIONS Subcommittee on Education April 9, 2001

Name of Committee Date

VISITORS: PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Evelyn Newsome	UNC Chapel Hill
JB Milliken	UNC
David Walbert	LEARN NC / UNC-CH
Sandra Hoefler	UNC Chapel Hill
Clifton R. Dawsey	UNC
Yen-Li Yeung	NC Assistive Technology Program, Raleigh, NC
Robert Sowell	NC State Univ
Stephanie Curtis	NCSU
Sarah Rajabian	NC State Univ
JC Sadler	UNC-OP
David Brown	OSBPM
Kenneth Craig	UNC-GA
James O. Smith	UNC-OP
Betsy E. Brown	UNC-OP
Sabra Harrison	UNC PSS
[illegible]	OSBM
[illegible]	UNC-OP
Jeff Davis	UNC-OP
Walter Harris	NCCU
Linda DeMarco	UNC-CH
[illegible]	UNC-OP
Jory Weintraub	UNC-CH
[illegible]	[illegible]

PROGRAM: UNC Need-Based Financial Aid #2

CURRENT GENERAL FUND APPROPRIATION: $6.3 million

FUND BALANCES REMAINING: Anticipate near-zero balance at end of year
BOG requested? Yes

PURPOSE AND GOALS OF PROGRAM:
The program funds are targeted to low-income North Carolinians to provide access to the University while still maintaining an expectation that students and their families will contribute to the students' educational costs. The recommended program addresses about 20 percent of undergraduate unmet need, as measured by the Federal Methodology for determining financial need. The aid program is designed to take full advantage of federal aid and tax opportunities and ensures that gift aid from all sources does not exceed the cost of attendance. To minimize costs of administration, the program builds upon existing federal and institutional audit and program review processes, and uses existing application data collection procedures.

RESULTS AND OUTCOMES OF PROGRAM:
This program is new during the last two years. In the first year, there was a budget of $1,300,000 and in this, the second year, there was a budget of $6,300,000. In the first year (school year 1999-2000), the program served 1,795 students enrolled at UNC campuses. For the current year (school year 2000-2001), over 5100 students are being served. Additionally, funds are already being offered to students for the 2001-2002 school year based on the amount anticipated in the continuation budget. While these offers do not represent a legal commitment by the institutions on behalf of the state, they are being made now, during the time when prospective students must make decisions about their ability to enroll for the upcoming year.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1999

NUMBER OF FULL AND PART TIME POSITIONS: 0

PROGRAM DIRECTOR: Steven E. Brooks, 919-248-4642, sbrooks@ncseaa.edu

PROGRAM: ECU Doctoral II Status #15

CURRENT GENERAL FUND APPROPRIATION: **$4,500,000**

(1) 1998-99 $1,500,000
(2) 1999-00 $1,500,000
(3) 2000-01 $1,500,000

FUND BALANCES REMAINING: None

BOG requested?
No (1998-99)
Yes (1999-00 & 2000-01)

PURPOSE AND GOALS OF PROGRAM: Effective May 1, 1998, East Carolina University was designated by the UNC Board of Governors as a Doctoral II university in accordance with the criteria established by the Carnegie Foundation. In so doing, the Board further recognized that additional recourses would be required to fulfill ECU's expanded mission, permitting it to compete effectively in a new market for faculty, staff, graduate students and extramural support. Based on detailed analysis of comparable funding at UNCG, the other UNC doctoral university, it was determined by the BOG that ECU should be funded "to a level appropriate for Doctoral II status". Applying the UNC funding model to the base budget, the average teaching salary and Faculty/Student ratio was adjusted to the midpoint between a comprehensive and doctoral institution. The total amount of State Appropriations was to be $5,960,000. This has been phased-in over three fiscal years with $1,460,000 remaining to be funded in the 2001-2002.

RESULTS AND OUTCOMES OF PROGRAM: Having not received the full funding required, ECU has still made substantial progress along its path to full doctoral status. To date, 23.3 FTE faculty positions have been added to allow teaching-load adjustments to enhance new and developing programs in doctoral level education and related scholarly activities. Those programs primarily target Bioenergetics, Coastal Resource Management, the planned Masters in Public Health Program, Nursing, Industry and Technology, and the Educational Leadership Ed.D. Program. New faculty members, with exceptionally strong academic and research backgrounds, have been recruited into these positions. The increase in average teaching salary has likewise allowed the university to pay more competitive salaries to new-hires (especially in hard-to-recruit disciplines) and to retain our best and most productive faculty who would otherwise have left ECU for better paying positions at other universities. At the Doctoral level, libraries also require enhanced offerings and services. Over $850,000 has been added to the budgets of our libraries to assist in that goal. This has expanded electronic access to scholarly journals as well as the inventory of research-related materials essential to doctoral education. Much needed operating dollars and support staff have been added to academic units; e.g., a team of instructional technologists assist faculty by placing their instructional materials on the web. In fact, a major portion of the new funding has been devoted to the core computing operation, allowing ECU to further extend its leadership in the field of information technology. Finally, student services such as financial aid and disability support have been enhanced. Completion of the final phase of this funding commitment is essential to maintain this record of progress.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: Fiscal Year 1998-99

NUMBER OF FULL AND PART TIME POSITIONS:
23.3 EPA Faculty, 5.0 NT EPA (Grad Assistants), 11.3 NT EPA, 29.5 SPA

PROGRAM DIRECTOR: Chancellor Richard R. Eakin, (252) 328-6212, Eakinr@mail.ecu.edu

PROGRAM: N.C. Center for International Understanding **#16**

CURRENT GENERAL FUND APPROPRIATION: $330,573

1) 1999-2000 $112,000
2) 2000-2001 $218,573

FUND BALANCES REMAINING: None

PURPOSE AND GOALS OF PROGRAM: NCCIU provides international experiential education to address challenges facing North Carolina policy leaders, K-12 educators, and citizens. Its programs prepare North Carolinians to live and work effectively with people of other cultures.

1) For 1999-2000, NCCIU was allocated $112,000 for its International Educational Exchange Initiative for K-12 Educators. This allocation was used to support 2 positions—a program coordinator and a development officer. The program coordinator develops and implements educator exchange programs and, since the allocation, has worked on several educator programs. The development officer raises funds to send leaders and practitioners on NCCIU programs.

2) For 2000-2001, NCCIU was allocated $218,573. UNC-GA transferred $150,000 on a recurring basis to UNC-Greensboro for the UNC-EP. The remaining $68,573 was allocated for International School Partnerships through Technology (ISPT).

RESULTS AND OUTCOMES OF PROGRAM: To date, NCCIU has supported 326 exchanges, thereby sending approximately 6850 North Carolinians abroad and hosted approximately 4030 international visitors.

1) NCCIU's educator programs to Mexico (1999, 2000, 2001, and beginning work on 2002) address the challenges of Latino immigration for NC students, educators and schools. Professional development programs for educators include a program to Canada (2000) studying how to teach multi-culturalism in schools; a program to the Netherlands studying best practices in Math/Science education (scheduled for June 2001); and a program to Ghana (currently being developed and scheduled for July 2002) which will examine North Carolina's African connections and explore ways to teach more effectively about Ghanaian history and culture. Since the development position was funded, NCCIU has created the Carolyn Hunt Teacher Endowment, which provides a scholarship every year for a teacher to participate on one of NCCIU's programs. In addition, the Development Officer raised funds for educator teams to participate in the Mexico program in 2000 and 2001, scholarships for teachers to participate in the Math/Science program to the Netherlands in 2001, doubled the amount received through NCCIU's annual fund, and raised funds for policymakers and civic leaders to participate in the Latino Initiative.

2) Through ISPT, NCCIU delivers international education to NC's rural and small school districts with curriculum-based international classroom partnerships. This brings affordable project-based learning to high school students, building their skills in technology and cross-cultural communication. There are currently over 30 active partnerships, involving partners from 30 international schools with NC's high schools. The legislative funding supports the salary of the program coordinator and administrative costs related to the program.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: January 2, 1979.

NUMBER OF FULL AND PART TIME POSITIONS: 9 SPA, 0 EPA; 2 Vacant, 7 Filled

PROGRAM DIRECTOR: Millie Ravenel, 919-733-4902, ravenel@northcarolina.edu

THIS IS THE ORIGINAL PRIOR TO MS. RAVENEL REVIEWING IT.

PROGRAM: Program on Southern Politics, Media and Public Life **#17**

CURRENT GENERAL FUND APPROPRIATION: $225,000

FUND BALANCES REMAINING: anticipate near-zero balance by year's end
BOG request No

PURPOSE AND GOALS OF PROGRAM:
Program has 2 major purposes:

- To nurture public leaders in states and communities in the South by connecting them to scholars at The University of North Carolina at Chapel Hill
- To serve as research brokerages to transmit information and insight on trends and issues to opinion leaders and decision makers in the South

RESULTS AND OUTCOMES OF PROGRAM:

1. Initiating the Executive Seminar for State Legislators, a 4 day gathering of lawmakers of Southern states at UNC to consider regional trends and issues.
2. Initiating the Southern Journalists Roundtable, a once a semester gathering of editorialists and column writers from across the South.
3. Publishing *North Carolina Data Net*, a quarterly pentium of statistical information on state politics.
4. Convened the symposium, "Journalism and American Federalism," one of the forums of the national series on the condition of US newspapers.
5. Served as the state partner to the Alliance for Better Campaigns on a project to bolster television coverage of the 2000 governor's race and to monitor the performance of local television stations in local North Carolina

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: FY 2000-2001

NUMBER OF FULL AND PART TIME POSITIONS: 2 full-time, 1 part-time, 1 graduate student

PROGRAM DIRECTOR: Ferrel Guillory – (919) 962-5936, guillory@unc.edu

PROGRAM: New Degree Programs (**SUMMARY**) **#18a – 18e**

CURRENT GENERAL FUND APPROPRIATION: $6,472,001
1995-96: $2,500,000; 1997-98: $2,332,939; 1998-99: $300,000; 1999-2000: $1,339,062

FUND BALANCES REMAINING: None BOG Request – Yes

PURPOSE AND GOALS OF PROGRAM:
Funds were provided for expansion of existing programs (e.g., Allied Health, School Administration) and for establishment of a number of new degree programs. Individual detail is provided on accompanying sheets. (1997-98 figure above reflects some slight growth for salary increases from the original appropriation.)

RESULTS AND OUTCOMES OF PROGRAM:
Individual sheets below provide details by program and by campus.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1995-96, 1997-98, 1988-89, 1999-2000.

NUMBER OF FULL AND PART TIME POSITIONS: 54 EPA full; 48 EPA part; 21 SPA full; 11 SPA part.

PROGRAM DIRECTOR: (contact) Dr. James Sadler, 919-962-3910, jcs@northcarolina.edu

PROGRAM: PhD in Bioenergetics, East Carolina University **#18a(ECU)**

CURRENT GENERAL FUND APPROPRIATION: 1999-2000 $160,000 2000-2001 $160,00

FUND BALANCES REMAINING: None

PURPOSE AND GOALS OF PROGRAM: The purpose of the doctoral program in Bioenergetics is to create scholars to study and disseminate information on why a physically active lifestyle is so effective in reducing risk factors for diseases prevalent in the State of North Carolina (diabetes, obesity, hypertension). The unique feature of the program is an interdisciplinary training approach involving entities on both main campus (Department of Exercise and Sport Science (EXSS), Human Performance Laboratory) and the Brody School of Medicine (Depts. of Physiology and Biochemistry).

1) For 1999-2000, the program was allocated $160,000 out of a requested $229,176; funding was supplied November, 1999. The allocation was used to hire 1.5 FTE of Research Associate/lecturer, and provide supplements to existing secretaries and faculty for the additional workload of the program (0.5 FTE). Approximately $10,000 was used to search and interview 8 candidates for two faculty positions in EXSS. $12,000 was allocated to the Health Science Library to purchase additional holdings. $37,413 in 3000-5000 lines and lapsed salary dollars (≈54 K) were carried over into the next fiscal year to provide start-up for the new faculty lines in EXSS.

2) For 2000-2001, $160,000 was allocated out of a requested $346,113. Salary was provided for 2.0 FTE (0.5 secretary, 1.5 research technicians). The majority of operating costs went to 1) purchase of equipment and supplies to support the program 2) furnishing the physical addition to the Human Performance Laboratory which will house the additional faculty and students of the program. Part time instructors were hired to supplement learning experiences in relation to the clinical aspects of exercise science.

RESULTS AND OUTCOMES OF PROGRAM:

1) 1999-2000; With the late starting date (November 1999), we a) could not admit students for AY 99-00 and b) were limited by time in our ability to recruit students for admission fall 2000. Nevertheless, two students were admitted. One student did not finish his masters thesis and elected to not enter. We searched for two faculty members in EXSS and hired one (ECU reallocation). Initiated planning for additional office space in the Human Performance Laboratory (HPL) and for a building adjacent to the HPL to house the program (ECU reallocation).

2) 2000-2001; one new faculty member in EXSS began in August; second will begin June, 2001. 2.0 faculty lines and 2.0 technician lines allocated to the medical school (ECU reallocation). Plans finalized and construction initiated on building projects to support the program (ECU reallocation). Recruiting for students is much more successful with adequate time and sufficient faculty; there are currently 6 highly qualified applicants and we anticipate admitting 3-4.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: November 11, 1999

NUMBER OF FULL AND PART TIME POSITIONS: 0.5 SPA, 1.5 EPA; all filled. ECU reallocation, 5.5 FTE, 3 filled, 2.5 vacant.

PROGRAM DIRECTOR (with phone number and email address): Joseph A. Houmard, 252-328-4617; HOUMARDJ@MAIL.ECU.EDU

PROGRAM: Master's in Elementary Educ., Elizabeth City State Univ. **#18a(ECSU)**

CURRENT GENERAL FUND APPROPRIATION: 1999 – 2000: $200,000

FUND BALANCES REMAINING: None

PURPOSE AND GOALS OF PROGRAM: The Master's Degree in Elementary Education ensures that experienced teachers, through continuous decision making, became effective collaborators and leaders. The Program seeks to fully implement national standards for teachers, especially National Board for Professional Teaching Standards (NBPTS), while incorporating student standards. Merging these standards results in a quality education for P-12 students.

RESULTS AND OUTCOMES OF PROGRAM:

1. Thirteen students currently enrolled
2. Eight students have been admitted unconditionally for fall 2001 semester and four are on "special status" (pending GRE/MAT scores or Health forms) and should be admitted by the end of the spring semester 2001.
3. The North Carolina Teacher Forum held its annual session in Raleigh, NC in October 2000. Four students presented a session highlighting research projects. Twenty-nine attendees were present.
4. An Internet survey has been administered to students enrolled in the Educational Research Methods class. The results of this survey will be used to assess and strengthen the research course for the Program.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: FY 1999 - 2000

NUMBER OF FULL AND PART TIME POSITIONS: 2 Full-time: 1 EPA; 1 SPA
6 Part-time EPA

PROGRAM DIRECTOR: Dr. Demetra Y. Tyner
(252) 335-3147 or (252) 335-3455 dytyner@mail.ecsu.edu

PROGRAM: Ph.D., Industrial Engineering, NCA&T State Univ. **#18a(NCA&T)**

CURRENT GENERAL FUND APPROPRIATION: $160,000

FUND BALANCES REMAINING: None

PURPOSE AND GOALS OF PROGRAM:

The program has the following educational objectives:

1. To create a quality Ph.D. degree program designed to carry the student to the leading edge of knowledge in the profession of Industrial Engineering.
2. To provide practicing engineering professionals in the Piedmont Triad with the opportunity for Ph.D. study in Industrial Engineering, as a means for both individual enhancement and for local corporate growth.
3. To assist the State of North Carolina by creating and nurturing educational programs and research for the benefit of its populace.
4. To sustain and develop current and future Industrial Engineering faculty to serve as model researchers and educators for the discipline of Industrial Engineering.

RESULTS AND OUTCOMES OF PROGRAM:

Even though it was the very first year of this program, the Department of Industrial & Systems Engineering accomplished the following:

1. successfully recruited 6 Ph.D. students, all of whom are American.
2. successfully recruited 2 faculty members that resulted in more course options and research guidance to students.
3. increased the number of proposal submission by nearly 30 %
4. very noticeably improved research environments that resulted in better teaching as well.

The results above were all possible with the new Ph.D. Program in the Department.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1999 - 2000

NUMBER OF FULL AND PART TIME POSITIONS:
2 full-time faculty & 1 full-time staff were hired with this fund.

PROGRAM DIRECTOR (with phone number and email address):
Dr. Eui H. Park, Professor and Chairperson, (336)334-7780 x20, park@ncat.edu

PROGRAM: Graduate Programs in Genomic Science, NC State University **#18a(NCSU)**

CURRENT GENERAL FUND APPROPRIATION: $293,308* 1999-2000 $295,000
**Current Year Appropriation is less than original appropriation due to retirement cut 2000-01*

FUND BALANCES REMAINING: None

PURPOSE AND GOALS OF PROGRAM: NC State University was authorized to offer the following graduate degree programs in Genomic Science on June 21, 2000: Master of Bioinformatics, Master of Functional Genomics, MS in Functional Genomics, Ph.D. in Bioinformatics, and Ph.D. in Functional Genomics. Their programs are designed to prepare research scientists, data analysts and future faculty for careers in bioinformatics and functional genomics. On August 13, 2000, the Board of Governors approved the recommendation that $295,000 in recurring funds be allocated to provide fellowship and other support for students and the associated administrative support for these new programs.

1) Since the graduate programs were approved well after the recruiting period for 1999-2000, the $295,000 allocated in 1999-2000 could not be effectively used to recruit new students into the programs for the fall 1999. Some already enrolled students transferred into the genomic science programs and some new students started in spring 2000. Approximately $55,000 was used to support students. The remainder of the 1999-2000 allocation was used to develop promotional materials for the program, to sponsor seminars in genomic sciences, and to purchase computers and equip labs for the graduate students.

2) In 2000-2001 the $295,000 allocation was expended according to the original plan. Seventeen students were provided fellowships totaling $175,000. The remainder of the budget was used for educational equipment and other items for the students and for program administration.

RESULTS AND OUTCOMES OF PROGRAM: The Bioinformatics and Functional Genomics graduate programs currently enroll a total of 38 students, while only in the first full year of implementation. These funds have provided fellowships or partial fellowships for 17 different students. The existence of the new graduate programs were instrumental in the faculty's success in competition for two federally funded graduate traineeship programs, from the National Science Foundation (NSF) and the National Institute of Environmental Health Science, valued at over $3 million. Industry is also funding six of the students in the program. The first graduate of the program will receive a Master of Bioinformatics degree in spring 2001.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1999-00

NUMBER OF FULL AND PART TIME POSITIONS: 1 (.25 FTE) EPA, 1 (0.50 FTE) SPA, 8 full graduate fellowships, 9 supplemental graduate fellowships. 0 Vacant

PROGRAM DIRECTOR : Stephanie E. Curtis, Director of the Genomic Sciences Graduate Programs and Head of the Department of Genetics. Phone:(919) 515-2291
Email:securtis@ncsu.edu

PROGRAM: BS in Fire Safety Engineering Tech., UNC-Charlotte **#18a(UNCC)**

CURRENT GENERAL FUND APPROPRIATION: $350,000

FUND BALANCES REMAINING: None

PURPOSE AND GOALS OF PROGRAM:

The Fire Safety Engineering Technology program is an upper-division program designed to serve the needs of municipal and rural fire service personnel throughout North Carolina for education beyond the Associate Degree level. It also serves the need of industry and government for baccalaureate-prepared fire safety personnel in loss prevention, insurability and education. The program offers both on-campus and "Individual access" formats. "Individual access" distance education delivery makes it possible to provide statewide access to the degree program.

The program was initiated in fall 2000 with 3.5 EPA and 2 SPA positions funded with salary and fringe benefits totaling $300,653. Two positions are filled with Professors in Fire Safety Engineering Technology and 1.5 positions are used in Arts & Science to deliver required supporting course work. One SPA position provides secretarial and administrative assistance, and half of one position provides web and computer support for the distance education component of the program. Operating expenses total $34,347 and library materials account for $15,000.

RESULTS AND OUTCOMES OF PROGRAM:

The program began in fall 1999 with an initial cohort of 28 students and in fall 2000 26 students are in the program. Fire service personnel and administrators have provided strong support for the program. The "individual access" component was developed to uniquely suit the 24-hour shift-based schedules of firefighters. The sequence of course offerings also enables part-time students to complete the degree in four to five years. By the end of this year, the first cohort of students will have completed a sufficient portion of the curriculum, that learning-based outcomes assessment can begin.

Initiation of this program allowed the university to attract to highly educated fire safety faculty members who have obtained $300k in Office of Naval Research funding for fire safety laboratory equipment and a donation of $100k in equipment from a private fire safety company. The program has also enabled the university to develop a partnership with the Charlotte Mecklenburg Fire Department to share some facilities.

The program has been a test bed for specialized distance education software and unique delivery involving a combination of asynchronous and synchronous programming. A direct result of this success has been that other programs are adopting the approach and technology.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1999-00

NUMBER OF FULL AND PART TIME POSITIONS: 3.5 EPA, 2 SPA; 4 filled, 1.5 vacant

PROGRAM DIRECTOR (with phone number and email address): Mr. Cheng Liu, Chair, Department of Engineering Technology, 704-687-2305, liu@uncc.edu.

PROGRAM: M. Ed. in Elementary Educ., School of Educ., WSSU **#18a(WSSU)**

CURRENT GENERAL FUND APPROPRIATION: $ 114,062

FUND BALANCES REMAINING: None

PURPOSE AND GOALS OF PROGRAM:

The purpose of the program is to provide clinical and academic experiences to assist working teachers to meet North Carolina's advanced competencies in Elementary Education, to enhance their growth in the INTASC competencies and dispositions, and to encourage their pursuit of National Board Certification. The goal of the program is to prepare classroom teachers who can conduct the type of authentic assessment and action research that will enable them to make data based instructional decisions to support the learning of all students.

RESULTS AND OUTCOMES OF PROGRAM:
The program received approval from the North Carolina Department of Public Instruction and began with a small cohort of 8 students in fall 2000. The program completed a successful review by the Southern Association of College and Schools in spring 2001. The School of Education is recruiting a Technology Director, an Endowed Professor, and a Program coordinator. The School has made an offer to a candidate for the Technology Director position and the offer has been accepted. The finalists for the Endowed Professorship and the Program Coordinator positions will be on campus for interviews this spring. We have designed recruitment posters that we will place in 52 elementary schools and we have developed a web site for the program: http://www.wssu.edu/grad/edu_index.asp. We expect to have three new faculty positions filled and a new cohort of 15 to 20 students in the fall of 2001.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1999-2000

NUMBER OF FULL AND PART TIME POSITIONS: 1 EPA Faculty
.5 SPA Position

PROGRAM DIRECTOR (with phone number and email address): Edwin D. Bell; 336-750-2370; belle@wssu.edu

PROGRAM: Masters in Physical Therapy, Winston-Salem State Univ. **#18a(WSSU)**

CURRENT GENERAL FUND APPROPRIATION: $60,000

FUND BALANCES REMAINING: None

PURPOSE AND GOALS OF PROGRAM: Objectives of the Masters in Physical Therapy program are to: (1) provide an entry-level, post-baccalaureate physical therapy education program for full-time students with diverse backgrounds and experiences; (2)prepare graduates to practice physical therapy in a manner that is consistent with legal, ethical, and professional standards; (3) prepare graduates for the leadership, research, education and administrative roles they will serve within a variety of health care settings; and (4) prepare graduates who are both independent and collaborative practitioners capable of serving the rural, suburban, and urban areas of Northwestern North Carolina, the state, and the nation.

RESULTS AND OUTCOMES OF PROGRAM:

- On May 10, 2000 the MPT program received full interim accreditation from the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association
- The inaugural MPT class was initiated May 2000
- The inaugural MPT class was composed of six (6) graduate students
- Five (5) members of the inaugural MPT class continue matriculation into the second academic year
- The second entering class of eleven (11) MPT students has been selected
- The final baccalaureate Physical Therapy class will graduate May 2001(27 students)

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1999-2000

NUMBER OF FULL AND PART TIME POSITIONS: SPA-2 of which 1 is vacant

PROGRAM DIRECTOR (with phone number and email address): Gloria J. Green, PT,MS (336) 750-2193; greengj@wssu.edu

PROGRAM: BS in Engineering-Mechatronics, NC State University **#18b(NCSU)**

CURRENT GENERAL FUND APPROPRIATION: $300,000 1)1998-99 $300,000

FUND BALANCES REMAINING: None

PURPOSE AND GOALS OF PROGRAM: The purpose of this program is to increase access to undergraduate engineering education and degree programs in the twenty-three county region of western North Carolina, and to provide a pool of engineering graduates that are available to serve industries in western North Carolina.

The goals of the program are: (1) to implement an undergraduate engineering curriculum leading to a Bachelor of Science in Engineering Degree; (2) to enroll student cohorts in the BSE Program; (3) to produce groups of BSE graduates beginning in Spring 2002; and (4) to initiate other regional engineering programs in NC based on the BSE model.

RESULTS AND OUTCOMES OF PROGRAM: To date, an engineering curriculum has been developed and implemented that is delivered by NC State University on the UNC Asheville campus. This curriculum is multi-disciplinary and is based on electrical engineering, mechanical engineering, and computer science subjects. Approximately 85 students are taking courses offered at UNC Asheville by NC State University using distance learning technology. In addition, there are approximately 25 students enrolled in local community colleges taking engineering courses pursuant to enrolling in the BSE Program. During the 1999-2000 academic year, this program generated 556 student semester credit hours (SCHs) from undergraduate engineering courses offered by NC State University on the UNC Asheville campus. Finally, approximately 8 students are scheduled to graduate with BSE degrees in May, 2002.

We transfer a portion of these monies from this account to UNC Asheville to support the operation of the BSE Mechatronics program located at UNC Asheville.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1998 - 1999

NUMBER OF FULL AND PART TIME POSITIONS: 1 (1.0) EPA, 1 (0.50) EPA, 1 (0.33) EPA, 1 (0.74) EPA; 0 Vacant

PROGRAM DIRECTOR: Mike Littlejohn, Director of NCSU BSE Mechatronics Program, mlittlejohn@unca.edu, (828) 251-6944

PROGRAM: PhD in Coastal Resources Mgmt, East Carolina University **#18c(ECU)**

CURRENT GENERAL FUND APPROPRIATION: 1997-1998 $205,322

FUND BALANCES REMAINING: None

PURPOSE AND GOALS OF PROGRAM: Provide doctoral candidates with opportunities to become skilled in the acquisition, interpretation, and synthesis of scientific information on coastal environments and populations to improve decision-making for coastal resources. Specific goals are to introduce: (1) knowledge of theory and methodology in estuarine and coastal ecology; coastal geosciences; social science and marine policy; and maritime studies; (2) provide general knowledge of theory and methodology in related disciplines; (3) provide the background to the structure and functioning of coastal/marine policy and management; and (4) understand the role of science in coastal resources management.

RESULTS AND OUTCOMES OF PROGRAM:

1999 – 2000.

- Recruited a full-time director and office assistant.
- Admitted an inaugural class of 15 students.
- Began to draft and implement program policies and procedures.
- Initiated Competitive Summer Research Awards Program for Ph.D. candidates.

2000 – 2001.

- Hired first full-time CRM faculty member, a biogeochemist with a shared appointment in the Department of Geology.
- Admitted five (5) new students.
- Initiated Distinguished Lecturer Series.
- Implemented program policies and procedures.
- Submitted proposals for sponsored support for student professional development activities.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1997-1998

NUMBER OF FULL AND PART TIME POSITIONS: 2 EPA, 1 SPA

PROGRAM DIRECTOR (with phone number and email address):
Lauriston R. King, 252-328-2484, kingl@mail.ecu.edu

PROGRAM: PhD in Biomedical Physics, East Carolina University **#18c(ECU)**

CURRENT GENERAL FUND APPROPRIATION: 1997-1998 $210,000

FUND BALANCES REMAINING: None

PURPOSE AND GOALS OF PROGRAM:
The purpose of the program is to provide an interdisciplinary Ph.D. program offering cutting-edge applications of computer, material, medical, atomic, molecular, and optical sciences in biomedical research. The goal is to prepare highly skilled interdisciplinary graduate students with advanced technology who can use their knowledge of physics and related biomedical sciences to isolate and solve biomedical problems. These students, working with research faculty, focus on problems relating to deviant structural and functional mechanisms associated with the onset of disease and other disturbances of biological systems.

RESULTS AND OUTCOMES OF PROGRAM:
The Program prepares a new cadre of scientists with multidisciplinary skills in physical and biological sciences to meet the challenge for understanding the interaction of physical, environmental, and chemical agents with biological systems. This program of interdisciplinary studies in physics, biology, chemistry, and medicine enables students to pursue solutions to problems of medical interest from a broad background of academic and laboratory experience. Since the initiation of the Ph.D. Program in Biomedical Physics in 1998 with three students, we have reached a total of eight post-MS students and two current MS students in the Ph.D. track. We expect to graduate our first Ph.D. student in the summer or fall of 2001. As we prepare for the academic year 2001-2002 we have a graduate student body that will be limited, not by qualified applicants, but by our ability to provide financial support for students and research. The total enrollment in the Ph.D. program anticipated for the fall semester, 2001, is expected to be 13 students.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 4/9/98

NUMBER OF FULL AND PART TIME POSITIONS: 24 EPA Academic Program positions (12 physics faculty plus participating faculty from a variety of academic and medical departments) and 2 SPA technical support positions

PROGRAM DIRECTOR (with phone number and email address): Larry H. Toburen
Department of Physics, East Carolina University, 252-328-1861; toburenl@mail.ecu.edu

PROGRAM: MS in Chemical Engineering, NC A&T State Univ. **#18c(NCA&T)**

CURRENT GENERAL FUND APPROPRIATION: $100,000

FUND BALANCE REMAINING: None

PURPOSE AND GOALS OF PROGRAM:

- To provide study at the master's level for graduates from the NC A&T undergraduate program in Chemical Engineering and from other accredited Bachelor of Science programs in Chemistry and Chemical Engineering.
- To provide local practicing Chemical Engineers who are engaged in providing engineering services to industry and business with an evening program of graduate study in Chemical Engineering.
- To promote growth of Chemical Engineering research at NC A&T to serve the State of North Carolina and to serve national and international external communities.
- To enhance the chemical engineering program at the undergraduate level by offering a variety of technical electives and attracting and retaining quality faculty for teaching and research.
- To train minority students at the graduate level for higher-level graduate study or for high-level professional practice.

RESULTS AND OUTCOMES OF PROGRAM:

The approval of the new MSChE Program, along with a $100,000 per year annual budget, significantly strengthened the CHEN graduate program. The MS budget provided a second, state-funded, permanent staff position. The MS budget also provided a faculty position to support graduate programs. The CHEN department formally established the MSChE graduate program with required curriculum changes. During this academic period, the Chemical Engineering Department awarded 9 MS degrees. The department had twenty-three full-time students enrolled in the MSChE Program.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1997 - 98

NUMBER OF FULL AND PART TIME POSITIONS:
1 SPA Full-Time.

PROGRAM DIRECTOR (with phone number and email address):
Dr. Franklin G. King, Professor and Chairperson, (336) 334-7564, king@ncat.edu

PROGRAM: Masters in Visual Impairment, NC Central University **#18c(NCCU)**

CURRENT GENERAL FUND APPROPRIATION: $211,000

FUND BALANCES REMAINING: None

PURPOSE AND GOALS OF PROGRAM:
This program is based at the Governor Morehead School and provides qualified teachers with a Masters degree in Visual Impairment and/or licensure (national license) in Orientation and Mobility. The Governor Morehead School is an official professional development school, which means that all teachers in the program can obtain their practicum experience (which evaluates their teaching effectiveness) at the school. The program has been selected as an NCATE pilot program.

RESULTS AND OUTCOMES OF PROGRAM:
The program has produced its first graduates and licensees. The program is taking steps to branch out to work with other states that do not have visual impairment programs, and the first course will be offered to these states through distance education next year. The program has also developed three Internet-based Braille courses to train teachers how to teach Braille to children. Emphasis continues on recruiting teachers to the program.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1997-98

NUMBER OF FULL AND PART TIME POSITIONS: 2 EPA full.

PROGRAM DIRECTOR: Dr. Brad Walker, 919-560-5179, brwalker@wpo.nccu.edu

PROGRAM: Multimedia Arts & Sciences Degree prog., UNC-Asheville **#18c(UNCA)**

CURRENT GENERAL FUND APPROPRIATION: $126,000

FUND BALANCES REMAINING: none

PURPOSE AND GOALS OF PROGRAM: The Multimedia Arts & Sciences program was established in 1998 to serve a growing student interest in this interdisciplinary program. The program involves coursework from art, music, computer science, physics, dram, mass communication, literature, and management. The program is designed to prepare graduates with skills in web-based and Internet based applications for careers in computer-based image, sound, and text manipulation in a wide range of fields. Consistent with UNCA's liberal arts mission the program provides a strong foundation in the liberal arts including humanistic values, analytical thinking, problem-solving, clarity in communications and creativity.

RESULTS AND OUTCOMES OF PROGRAM: Now in its second full year of operation the program has two full-time faculty and a part-time secretary to serve a growing program. The number of majors stands at 36 as of spring 2000, twice as many majors compared to the projection of eighteen majors in the request to establish. There have been three graduates already by the end of the first year of the program.

A multimedia lab has been established with the equipment funds. The facility has state-of-the-art hardware and software to allow students to create animation and web-based projects. Given the student demand for the program additional lab stations will be added next year. Because of ongoing improvements in software in this dynamic field, equipment funds are being used not only to purchase hardware but also to upgrade software. The program funds provided one new faculty position. The student demand has required UNCA to add one additional faculty member. Library funds have been used to purchase appropriate reference media to support the program.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1997-98

NUMBER OF FULL AND PART TIME POSITIONS: 2 EPA faculty; .5 SPA secretary

PROGRAM DIRECTOR: Dr. John Kundert-Gibbs, 828/232-2409, Jkundert@UNCA.edu

PROGRAM: Ph.D. in Biology, UNC-Charlotte **#18c(UNCC)**

CURRENT GENERAL FUND APPROPRIATION: $212,527

FUND BALANCES REMAINING: None

PURPOSE AND GOALS OF PROGRAM: The Interdisciplinary Ph.D. in Biology provides doctoral-level training in biomedical science and biotechnology. The primary goal is to produce graduates trained to work in an interdisciplinary research environment in industry or academia. Money was allocated for two positions and fringes totaling $126,691, $164 for operating, $50,000 for library books and journals, $6,872 for appropriated grants and $28,800 for graduate student support.

RESULTS AND OUTCOMES OF PROGRAM: To date, 17 doctoral students have been admitted: 2 have graduated, 2 transferred to our masters program, 2 left the program and 11 remain enrolled. An additional 2 are scheduled to graduate in August. One faculty member has been hired and the interview phase of recruiting for the second position has been completed. Three viable candidates were interviewed, one of whom has committed to accept the position if it is offered. The faculty member that has been hired is completing his first year and the NIH currently funds his research. Twenty-eight journal titles have been added to our library holdings relevant to the program. The biology department faculty have increased their extramural funding from approximately $300,000 per year at the inception of the program to well over $1 million annually for academic year 2000-2001

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1997-98

NUMBER OF FULL AND PART TIME POSITIONS: 2 EPA; 1 Filled, 1 Vacant

PROGRAM DIRECTOR (with phone number and email address): Michael Hudson
mchudson@email.uncc.edu 704 687-4048

PROGRAM: MS Marine Sciences, UNC-Wilmington **18c(UNCW)**

CURRENT GENERAL FUND APPROPRIATION:$129,350

FUND BALANCES REMAINING: None

PURPOSE AND GOALS OF PROGRAM:
This interdisciplinary program provides qualified students with a broad understanding of marine science and develops skill to utilize this knowledge to solve complex marine environmental problems. These skills provide a foundation for students to pursue careers in marine-related industry, environmental management, teaching, and research. Many students go on to undertake additional graduate study.

RESULTS AND OUTCOMES OF PROGRAM:
The program has 25 students currently enrolled. Funding has been used for graduate student teaching assistants, tuition remission and scholarships. Funding has also been used to hire postdoctoral fellows, the second of which has recently been hired. The program will have its first graduates this year.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1997-98

NUMBER OF FULL AND PART TIME POSITIONS: 1 SPA part-time. 1 EPA fulltime.

PROGRAM DIRECTOR: Dr. Joan Willey, 910-962-3459, willeyj@uncwil.edu

PROGRAM: MS in Nursing Program, Western Carolina University **18c(WCU)**

CURRENT GENERAL FUND APPROPRIATION: 1997-1998 $270,000 (Note: $133,379 was non-recurring. Recurring appropriation is $136,621.)

FUND BALANCES REMAINING: None

PURPOSE AND GOALS OF PROGRAM: The Master of Science in Nursing (MSN) program is designed to provide graduate level education in the discipline of nursing. The first program track offered is a primary care Family Nurse Practitioner (FNP). The objectives of the program are to: a) prepare nurses in the advanced practice role of FNP, b) increase the placement of advanced practice nurses in western North Carolina who will provide primary care, particularly to rural and underserved populations in the region, c) contribute to the quality and accessibility of health care in the region, d) provide accessible education opportunities for nurses in the region to pursue graduate nursing education.

The program allocation for 2000-2001 was used for salaries, advertisement of program, recruitment of students and faculty, postage and supplies, office equipment, travel to professional development conferences, and program development activities (consultation, travel, and planning).

RESULTS AND OUTCOMES OF PROGRAM:

The MSN program is designed as a three (3) year, part-time program to meet the needs of working nurses. In August 1999, 33 students were admitted to the MSN program and another full-time faculty member was recruited who was a certified FNP with doctoral preparation. Twenty-six of the original student cohort remain enrolled in the second year of the program; attrition was primarily due to personal and/or family conflicts as opposed to academic failure. An additional full-time faculty member was added in the 2000-2001 academic year that was an FNP and prepared at the masters level. Another cohort of students will be admitted in August 2001; and a search for a fourth full-time FNP faculty member who is prepared at the masters or doctoral level is currently underway.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1997-98

NUMBER OF FULL AND PART TIME POSITIONS: 1 EPA full, 1 SPA full

PROGRAM DIRECTOR:

Dr. Claudette Coleman, MSN Program Director, 828-251-6157 Coleman@wcu.ed

PROGRAM: Masters in Physical Therapy, Western Carolina University **#18c(WCU)**

CURRENT GENERAL FUND APPROPRIATION: 1997-98 $90,000

FUND BALANCES REMAINING: None

PURPOSE AND GOALS OF PROGRAM: For 1997-98, funds were allocated for development of the new physical therapy program at WCU. The purpose for the expenditure of these funds was to improve delivery of interdisciplinary health services to underserved populations in western North Carolina and to build partnerships with WCU health disciplines and community health care providers. A major goal was to support efforts that would promote interdisciplinary education and community outreach. 3. Due to lack of Speech-Language Pathologists in public schools, specifically in rural areas, positions were appropriated to respond to the cause.

RESULTS AND OUTCOMES OF PROGRAM: The budget for physical therapy program development funds (February-June 1998) in the amount of $90,000 provided support for part-time faculty, including a student-faculty clinic coordinator; educational supplies; computer supplies (educational software); travel for faculty development; honoraria for consultants in curriculum development; interdisciplinary course development and primary care, rural health projects/courses; educational equipment (motion analysis system); and computers. Outcomes included student involvement in a comprehensive needs assessment of the primary health care needs of a rural county (utilizing the software program, The Community Builder: Strategies for Improving Quality of Life)and the development of an interdisciplinary elective course for students in the health disciplines.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1997-98

NUMBER OF FULL AND PART TIME POSITIONS: 1 EPA part-time

PROGRAM DIRECTOR: Sue McPherson, PhD, Interim Director – (828) 227-7070, smcpherson@wcu.edu or Karen Lunnen, MS, PT – (828) 227-2192, klunnen@wcu.edu

PROGRAM: BS Molecular Biology, Winston-Salem State University **#18c(WSSU)**

CURRENT GENERAL FUND APPROPRIATION: $60,000

FUND BALANCES REMAINING: None

PURPOSE AND GOALS OF PROGRAM: The BS in Molecular Biology is designed to prepare program graduates for further study in related graduate programs or professional programs or to enter the workforce in the growing and economically important field of biotechnology.

RESULTS AND OUTCOMES OF PROGRAM: Infrastructure and faculty are in place for the ongoing development of an excellent program. Approximately 16 undergraduates are currently enrolled in the program. The program has successfully applied for funding from the NC Biotechnology Center. State-of-the-art equipment has been purchased, and opportunities to work in various biotechnology-related fields in North Carolina are available for graduate of the program.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1997-98

NUMBER OF FULL AND PART TIME POSITIONS: 1 EPA part-time

PROGRAM DIRECTOR: Dr. Kim Tan, 336-750-2600

PROGRAM: BS in Occupational Therapy, Winston-Salem State Univ. **#18c(WSSU)**

CURRENT GENERAL FUND APPROPRIATION: $396,586

FUND BALANCES REMAINING: None

PURPOSE AND GOALS OF PROGRAM: The Department of Occupational Therapy offers a program of study leading to the bachelor of science degree in Occupational Therapy. It prepares students to become licensed practitioners who will assist in improving function and quality of life for the disabled. 1) In 1999-2000, the Department of Occupational Therapy was allocated $569,986. A major goal was to receive program accreditation, recruit students, recruit a faculty member to teach the pediatric portion of our curriculum and recruit an office assistant. Program goals for 1999-2000 were to create a climate where diversity is valued, to continue to develop strong systematic student support programs and services, continue to enhance teaching and learning through technology and to embrace values, practices and behaviors which create a pleasant and supportive work environment. 2) In 2000-2001, the department was allocated $480,956. This year the departmental goals are to enable student development and services by technology to access information concerning clinical sites via the web, to develop online courses in occupational therapy to meet the growing demand for learning at home, to expand the use of problem-base learning to prepare students for life long learning, to value diversity through initiating a world wide occupation therapy day.

RESULTS AND OUTCOMES OF PROGRAM: In 1999-2000, the funds were used to maintain faculty and staff and to hire a doctoral level faculty to teach the pediatric section of the curriculum, to hire an office assistant for the existing and new faculty members. In addition to the existing three students, twenty-six students with cultural diverse backgrounds who were admitted significantly increased our enrollment. Recruitment efforts involved visits to other campuses, open houses, and interviews with interested students and presentations at local and statewide events aimed at student recruitment. Faculty began targeting students who needed support and possible tutorial services. Students were referred to HCOP programs and to other tutorial programs on campus. Student resources were made available through the library and through the department, i.e., journals, books and CD ROMs, videos and computer labs were identified. A practical exam was developed to identify students needing to enhance their computer skills and tutorials were provided. Field sites were established in several states to provide clinical opportunities for students in diverse settings. Faculty and staff accessed to work related Internet sites were established through contracting with Internet providers. Faculty identified courses that would lend themselves to distance learning and began work on developing these programs.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1997-98

NUMBER OF FULL AND PART TIME POSITIONS: 4 EPA Faculty; of which 2 are vacant & 1 to be filled July 2001; 3 Temporary part-time teaching positions; 2 SPA positions.

PROGRAM DIRECTOR (with phone number and email address): Dr. Lynda Baldwin (336) 750-336-750-3172; baldwinlc@wssu.edu

PROGRAM: N. C. Consortium for Distance Educ. in Communication Sciences & Disorders – Appalachian State University **#18c(ASU)**

CURRENT GENERAL FUND APPROPRIATION: $81,662

FUND BALANCES REMAINING: None

PURPOSE AND GOALS OF PROGRAM: The Consortium offers a master's degree in Speech-Language Pathology to bachelor's level SLPs employed in the NC public schools using distance education technology for course delivery. The Consortium program allows these individuals to continue working while pursuing the master's degree. The NC Department of Public Instruction requires all SLPs working in the public schools have the master's degree by 2005 in order to continue their employment. The Consortium program has answered a need identified by the Department of Public Instruction, the North Carolina Speech Language and Hearing Association and the university programs that train SLPs.

1) For 1999-2000, ASU was allocated $79,912 for the Consortium program. This allocation was used to support one EPA faculty position (Campus Coordinator), two graduate assistants, instructor remuneration for one course, equipment purchases, travel, costs of a toll-free telephone line, office supplies and other miscellaneous expenses.

RESULTS AND OUTCOMES OF PROGRAM: ASU has graduated 5 students from the Consortium program and has 6 students currently enrolled.

ASU has originated 2 courses in core course sequence for the Consortium program. The Campus Coordinator has been responsible for recruiting, admitting and advising students to the program. In addition, he has supported faculty teaching from his campus, worked with librarians, registrar and others to ensure equal access for all Consortium students and provided support for students matriculating through ASU.

Consortium students report the following benefits of the program: flexibility to take courses in the evening or via video tape, high level of instructor contact through email and discussion forums, diversity among instructors teaching from five UNC system campuses, gained confidence in their ability to serve children on their caseloads in the public schools, networking with other professionals throughout the state, development of technical skills related to use of the computer in their work and up to date information on best practices from experts in the field of communication science and disorders.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1997-98

NUMBER OF FULL AND PART TIME POSITIONS: 1 EPA faculty

PROGRAM DIRECTOR (with phone number and email address):
Laurie Cochenour (919)966-01003, lcoch@med.unc

PROGRAM: N.C. Consortium for Distance Educ. in Communication Sciences & Disorders – NC Central University **#18c(NCCU)**

CURRENT GENERAL FUND APPROPRIATION: $79,912

FUND BALANCES REMAINING: None

PURPOSE AND GOALS OF PROGRAM: The Consortium offers a master's degree in Speech-Language Pathology to bachelor's level SLPs employed in the NC public schools using distance education technology for course delivery. The Consortium program allows these individuals to continue working while pursuing the master's degree. The NC Department of Public Instruction requires all SLPs working in the public schools have the master's degree by 2005 in order to continue their employment. The Consortium program has answered a need identified by the Department of Public Instruction, the North Carolina Speech Language and Hearing Association and the university programs that train SLPs.

1) For 1999-2000, NCCU was allocated $79,912 for the Consortium program. This allocation was used to support one EPA faculty position (Campus Coordinator), two graduate assistants, instructor remuneration for one course, equipment purchases, travel, office supplies and other miscellaneous expenses.

RESULTS AND OUTCOMES OF PROGRAM: NCCU has graduated 5 students from the Consortium program and has 6 students currently enrolled.

NCCU has originated 2 courses in core course sequence for the Consortium program. The Campus Coordinator has been responsible for recruiting, admitting and advising students to the program. In addition, she has supported faculty teaching from her campus, worked with librarians, registrar and others to ensure equal access for all Consortium students and provided support for students matriculating through NCCU.

Consortium students report the following benefits of the program: flexibility to take courses in the evening or via video tape, high level of instructor contact through email and discussion forums, diversity among instructors teaching from five UNC system campuses, gained confidence in their ability to serve children on their caseloads in the public schools, networking with other professionals throughout the state, development of technical skills related to use of the computer in their work and up to date information on best practices from experts in the field of communication sciences.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1997-1998

NUMBER OF FULL AND PART TIME POSITIONS: 1 EPA faculty

PROGRAM DIRECTOR (with phone number and email address): Laurie Cochenour
Lcoch@med.unc.edu

PROGRAM: N.C. Consortium for Distance Educ. in Communication Sciences & Disorders – UNC-Chapel Hill **#18c(UNC-CH)**

CURRENT GENERAL FUND APPROPRIATION: $131,068

FUND BALANCES REMAINING: None

PURPOSE AND GOALS OF PROGRAM: The Consortium offers a master's degree in Speech-Language Pathology to bachelor's level SLPs employed in the NC public schools using distance education technology for course delivery. The Consortium program allows these individuals to continue working while pursuing the master's degree. The NC Department of Public Instruction requires all SLPs working in the public schools have the master's degree by 2005 in order to continue their employment. The Consortium program has answered a need identified by the Department of Public Instruction, the North Carolina Speech Language and Hearing Association and the university programs that train SLPs.
For 1999-2000, UNC-CH was allocated $79,912 for the Consortium program. This allocation was used to support one EPA faculty position (Campus Coordinator), secretarial assistance, two graduate assistants, instructor remuneration for one course, equipment purchases, travel, costs of a toll-free telephone line, office supplies, video tapes, copying and distributing videos, mailing course materials and other miscellaneous expenses.

RESULTS AND OUTCOMES OF PROGRAM: UNC-CH has graduated 6 students from the Consortium program and has 4 students currently enrolled.
UNC-CH has originated 2 courses in core course sequence for the Consortium program. The Campus Coordinator has been responsible for recruiting, admitting and advising students to the program. In addition, she has supported faculty teaching from her campus, worked with librarians, registrar and others to ensure equal access for all Consortium students and provided support for students matriculating through UNC-CH.
Consortium students report the following benefits of the program: flexibility to take courses in the evening or via video tape, high level of instructor contact through email and discussion forums, diversity among instructors teaching from five UNC campuses, regained confidence in their ability to serve children on their caseloads in the public schools, networking with other professionals throughout the state, development of technical skills related to use of the computer in their work and up to date information on best practices from experts in the field of communication sciences and disorders.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1997-1998

NUMBER OF FULL AND PART TIME POSITIONS: 1 EPA faculty, .25 secretarial support

PROGRAM DIRECTOR: Laurie Cochenour Lcoch@med.unc.edu

PROGRAM: N.C. Consortium for Distance Educ. in Communication Sciences & Disorders – UNC-Greensboro **#18c(UNCG)**

CURRENT GENERAL FUND APPROPRIATION: $81,445

FUND BALANCES REMAINING: None

PURPOSE AND GOALS OF PROGRAM: The Consortium offers a master's degree in Speech-Language Pathology to bachelor's level SLPs employed in the NC public schools using distance education technology for course delivery. The Consortium program allows these individuals to continue working while pursuing the master's degree. The NC Department of Public Instruction requires all SLPs working in the public schools have the master's degree by 2005 in order to continue their employment. The Consortium program has answered a need identified by the Department of Public Instruction, the North Carolina Speech Language and Hearing Association and the university programs that train SLPs.

For 1999-2000, UNC-G was allocated $81,446 for the Consortium program. This allocation was used to support one EPA faculty position (Campus Coordinator), two graduate assistants, instructor remuneration for one course, equipment purchases, travel, costs of a toll-free telephone line, office supplies and other miscellaneous expenses.

RESULTS AND OUTCOMES OF PROGRAM: UNC-G has graduated 3 students from the Consortium program and has 4 students currently enrolled.

UNC-G has originated 2 courses in core course sequence for the Consortium program. The Campus Coordinator has been responsible for recruiting, admitting and advising students to the program. In addition, she has supported faculty teaching from her campus, worked with librarians, registrar and others to ensure equal access for all Consortium students and provided support for students matriculating through UNC-G.

Consortium students report the following benefits of the program: flexibility to take courses in the evening or via video tape, high level of instructor contact through email and discussion forums, diversity among instructors teaching from five UNC system campuses, gained confidence in their ability to serve children on their caseloads in the public schools, networking with other professionals throughout the state, development of technical skills related to use of the computer in their work and up to date information on best practices from experts in the field of communication sciences and disorders.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1997-98

NUMBER OF FULL AND PART TIME POSITIONS: 1 EPA faculty

PROGRAM DIRECTOR (with phone number and email address): Laurie Cochenour (919)966-0103 or lcoch@med.unc.edu

PROGRAM: N.C. Consortium for Distance Educ. in Communication Sciences & Disorders – Western Carolina University **#18c(WCU)**

CURRENT GENERAL FUND APPROPRIATION: $81,446

FUND BALANCES REMAINING: None

PURPOSE AND GOALS OF PROGRAM: The Consortium offers a master's degree in Speech-Language Pathology to bachelor's level SLPs employed in the NC public schools using distance education technology for course delivery. The Consortium program allows these individuals to continue working while pursuing the master's degree. The NC Department of Public Instruction requires all SLPs working in the public schools have the master's degree by 2005 in order to continue their employment. The Consortium program has answered a need identified by the Department of Public Instruction, the North Carolina Speech Language and Hearing Association and the university programs that train SLPs.

For 1999-2000, WCU was allocated $81,446 for the Consortium program. This allocation was used to support one EPA faculty position (Campus Coordinator), two graduate assistants, instructor remuneration for one course, equipment purchases, travel, costs of a toll-free telephone line, office supplies and other miscellaneous expenses.

RESULTS AND OUTCOMES OF PROGRAM: WCU has graduated 4 students from the Consortium program and has 8 students currently enrolled. WCU has originated 4 courses in the core course sequence for the Consortium program.

The Campus Coordinator has been responsible for recruiting, admitting and advising students to the program. In addition, she has supported faculty teaching from her campus, worked with librarians, registrar and others to ensure equal access for all Consortium students and provided support for students matriculating through WCU.

Consortium students report the following benefits of the program: flexibility to take courses in the evening or via video tape, high level of instructor contact through email and discussion forums, diversity among instructors teaching from five UNC system campuses, gained confidence in their ability to serve children on their caseloads in the public schools, networking with other professionals throughout the state, development of technical skills related to use of the computer in their work and up to date information on best practices from experts in the field of communication sciences.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1997-1998

NUMBER OF FULL AND PART TIME POSITIONS: 1 EPA faculty

PROGRAM DIRECTOR (with phone number and email address):
Laurie Cochenour (919)966-0103 or email@med.unc

PROGRAM: Masters in School Admin. Program, Appalachian State Univ. **#18d(ASU)**

CURRENT GENERAL FUND APPROPRIATION: $75,000

FUND BALANCES REMAINING: None

PURPOSE AND GOALS OF PROGRAM: In 1995-96, Appalachian was awarded an MSA program; the MSA prepares principals and assistant principals for positions in North Carolina public schools.

RESULTS AND OUTCOMES OF PROGRAM:
As a result of the funding, a new faculty line was established for the MSA program; this had a base salary of $47,619 plus benefits; in addition, the program was given $16,845 in start-up funding; this amount was used to assist with materials, equipment, and general operating costs for the program. Students were admitted to the program in 1996; degrees have been awarded since 1997-98; in the time frame from 1997-2000, 58 students have completed their degrees. Enrollment is almost exclusively part-time and substantially at off-campus sites. At a time when the state is facing an increasing shortage of school administrators, the degree program provides a very valuable service to the state of North Carolina.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1995-96

NUMBER OF FULL AND PART TIME POSITIONS: 1 EPA

PROGRAM DIRECTOR Dr. Linda O'Neal 828-262-6067 oneallc@appstate.edu

PROGRAM: Masters in School Administration, East Carolina Univ. **#18d(ECU)**

CURRENT GENERAL FUND APPROPRIATION: 1995-1996 $75,000

PURPOSE AND GOALS OF PROGRAM: Educational leaders at all levels must demonstrate essential knowledge, skills, and dispositions to lead schools into an uncertain future. The goals and objectives of the Department of Educational Leadership are derived from national and state standards focused on school leadership that are grounded in the centrality of student learning, the empowerment of the school community, and collaboration within the school and within the school community. The following goals and objectives reflect the belief that school improvement begins with school leaders and that school leaders at all levels must possess the knowledge and skill needed to bring about improved schools.

Goals – Effective school leaders must be able to lead their schools:

strategically,
instructionally,
managerially,
politically, and
organizationally.

RESULTS AND OUTCOMES OF PROGRAM:

The Department of Educational Leadership has approximately 75 graduates annually from the Masters of School Administration (MSA) Program on the campus of East Carolina University. Currently there are 65 students enrolled in the MSA internship in 29 public school systems (Columbus, Robeson, Montgomery, Richmond, Hoke, Moore, Nash, Scotland, Halifax, Martin, Beaufort, Wilson, Wayne, Northampton, Bertie, Duplin, Onslow, Greene, Pitt, Craven, Pasquotank, Washington, Davidson, Person, Beaufort, Carteret, Dare, Johnston, and Edgecombe). There are approximately 50 students currently enrolled in coursework in an extension program in Halifax County which serves Halifax County, Weldon City, and Northampton County Schools. There are approximately 50 students currently enrolled in coursework in an extension program in Carteret County which serves Carteret County and Onslow County Schools. Approximately 30 students are currently enrolled in coursework in a cooperative program between ECU and UNC-Pembroke. An extension program is in the planning stage with superintendents in northeastern North Carolina. Since 1995, 438 students have graduated with the MSA. All MSA graduates have passed the ISLLC and obtained principal licensure.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1995-96

NUMBER OF FULL AND PART TIME POSITIONS: 1 EPA full.

PROGRAM DIRECTOR (with phone number and email address): Kermit Buckner (328-1119 and bucknerk@mail.ecu.edu

PROGRAM: Master of School Administration, Fayetteville State University **#18d(FSU)**

CURRENT GENERAL FUND APPROPRIATION: $75,000

FUND BALANCES REMAINING: None

PURPOSE AND GOALS OF PROGRAM: The major purpose of the Master of School Administration Degree Program is to prepare visionary school leaders for public schools of North Carolina and the nation. The program is envisioned as a catalyst for the development of dynamic, visionary school leaders who will mold effective schools for present and future needs of society. The objectives of the program are to: (a) Prepare visionary school leaders for the restructuring of schools and the development of shared accountability for teaching and learning; (b) Develop well-rounded school leaders as creative agents for change; (c) Develop ethnically sensitive and open-minded school leaders who have the knowledge and skills needed to respond to social, political and economic changes, and to quality, equity, and gender issues; (d) Recruit, select, and prepare school leaders, with special focus on women and minorities, who demonstrate high potential for outstanding educational leadership; and (e) Provide school leaders with an opportunity to demonstrate knowledge, skills, and abilities through clinical experiences and a full-time year-long internship.

RESULTS AND OUTCOMES OF PROGRAM: The program began in the fall of 1993 with three full-time students (principal fellows). This was the pilot year across the state for this program. The program has been successful as related to delivery of instruction, student enrollment, program graduates, and student passing rate on the licensure examination for school administrators. The program has enrolled 132 students during the past seven years. Seventy-two of these students received the Principal Fellows Scholarship Loan for the purpose of attending as a full time student. Sixty-seven students have completed the program and of this group 100% are employed and approximately 98.8% passed the licensure examination on the first attempt. There are currently twenty-four students completing their internship and expected to graduate in May 2001.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1993-1994

NUMBER OF FULL AND PART-TIME POSITIONS: Fall 2000 = 3 Full-Time; Spring 2001=2 Full-Time and 2 Part-Time (EPA)

PROGRAM DIRECTOR: Dr. Chester Preyar, Assistant Professor of Educational Leadership (910)672-1003

PROGRAM: Masters in School Administration, UNC-Chapel Hill **#18d(UNC-CH)**

CURRENT GENERAL FUND APPROPRIATION: $148,825

FUND BALANCES REMAINING: None

PURPOSE AND GOALS OF PROGRAM:

The goal of the program is to prepare an educational leadership corps that will make ordinary schools excellent schools for all children. The overarching goal of the proposed program will be to produce an educational leadership corps that believes that change in existing schools is necessary and possible and whose members possess individually the knowledge, skills, understanding, and commitment to make that change come true for all children.

RESULTS AND OUTCOMES OF PROGRAM:

The full-time MSA program began during the 1994-95 academic year. From 1994-2000 the program enrolled 106 full-time students (10 full-time students 1995-96). All 70 students enrolled in the program between spring 1996 and spring 2000 have graduated and 98% are serving as administrators. Currently, there are 36 students enrolled in the program. All graduates have been rated highly successful in their various administrative capacities. In fact, 12% were elevated to the principalship within the first two years of graduating from the program. Of particular note is the high praise our graduates receive for their solid grounding in curriculum and instruction and issues of diversity.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1995-96

NUMBER OF FULL AND PART TIME POSITIONS: 6 part time EPA, 1 part time SPA

PROGRAM DIRECTOR (with phone number and email address): William Malloy, (919) 962-2510 or (919) 966-7000, wmalloy@email.unc.edu

PROGRAM: Master's of Arts in School Admin., UNC-Charlotte **#18d(UNCC)**

CURRENT GENERAL FUND APPROPRIATION: $75,000

FUND BALANCES REMAINING: None

PURPOSE AND GOALS OF PROGRAM:
The Master of School Administration (M.S.A.) at UNC Charlotte is designed to prepare individuals who can serve as building principals and curriculum and instructional specialists in K-12 schools. Graduates qualify for a Level I license as a K-12 School Administrator Principal and a Level 1 license as a K-12 Instructional Specialist Supervisor.

The General Fund Appropriation supports one faculty position and provides limited support for the operating budget.

RESULTS AND OUTCOMES OF PROGRAM:

The Masters of School Administration Program has nearly 80 students enrolled both on campus and in an off-campus cohort in Alamance County. The program includes both full and part-time students. Twenty-five full-time Principal Fellows are enrolled at UNCG. The students take the new Interstate School Leader Licensure Exam based on North Carolina Standards for School Leaders. All UNCG students taking the exam have successfully passed. Graduates are in high demand, often having multiple offers of employment. All full-time Principal Fellows are employed in school leadership the summer following graduation. Other students are almost universally employed in school leadership. Most exceptions defer employment due to family circumstances.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1995-96

NUMBER OF FULL AND PART TIME POSITIONS: 1 EPA full.

PROGRAM DIRECTOR (with phone number and email address):
Dr. Allen Queen, Chair, Educational Administration, Research & Technology
Phone: 704-687-3760Email: JAQueen@email.uncc.edu

PROGRAM: Master of School Admin., UNC-Greensboro **#18d(UNCC)**

CURRENT GENERAL FUND APPROPRIATION: $149,800

FUND BALANCES REMAINING: None

PURPOSE AND GOALS OF PROGRAM:
The Master of School Administration is the entry-level degree program for individuals preparing to become P-12 school administrators. One of eight such programs in the state, it meets the requirements for initial certification (School Administrator Level I) for the North Carolina Department of Public Instruction. The MSA provides an examination of school leadership complemented by ample clinical experience working with practicing school administrators. Upon completion of the program, students possess the knowledge and skills necessary to practice creatively and effectively as building level school administrators.

RESULTS AND OUTCOMES OF PROGRAM:

	Graduates	Faculty		Staff
		F/T	P/T	
1995-96	20	1	0	1
1996-97	23	2	1	1
1997-98	22	2	1	1
1998-99	23	2	1	1
1999-2000	22	2	1	1
2000-01		2	1	1

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1995-96

NUMBER OF FULL AND PART TIME POSITIONS: 2 EPA full, 1 EPA part, 1 SPA full

PROGRAM DIRECTOR (with phone number and email address):
Dr. Ronald Williamson, 336-334-3468 rdwilli2@uncg.edu

PROGRAM: Masters in School Administration, UNC-Wilmington **#18d(UNCW)**

CURRENT GENERAL FUND APPROPRIATION: $75,000

FUND BALANCES REMAINING: None

PURPOSE AND GOALS OF PROGRAM: The Master of School Administration (M.S.A.) at UNC Wilmington is designed to prepare individuals who can serve as building principals. Graduates qualify for a Level I license as a K-12 School Administrator Principal. The goal of the program is to help relieve the shortage of professionals available for such positions.

RESULTS AND OUTCOMES OF PROGRAM:
This program has trained persons who have become assistant principals and principals in Southeastern North Carolina and beyond. These individuals have become educational leaders in their school districts and have assisted in school renewal and reform activities.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1995-96

NUMBER OF FULL AND PART TIME POSITIONS: 2 SPA full

PROGRAM DIRECTOR: Dr. Carol Chase Thomas, 910-962-3718, thomascc@uncwil.edu

PROGRAM: Masters of School Admin. (MSA), Western Carolina Univ. **#18d(WCU)**

CURRENT GENERAL FUND APPROPRIATION: $126,375 (approp. 1995-96)

FUND BALANCES REMAINING: None

PURPOSE AND GOALS OF PROGRAM: The WCU MSA program is designed to prepare individuals to become P-12 school-level administrators. It was re-established in 1995-96 as one of six (now eight) programs in the North Carolina university system to address the leadership needs of our public schools. Because of the geographic placement of the institution and the on-going educational administration needs in the region, the MSA was structured to address both state standards for licensure and the unique qualities necessary to lead schools successfully in the southern mountains. It is the degree program for the Principal Fellows, another state initiative to ensure effective P-12 school leadership, and the foundation for our Ed.D. program in school leadership, which is designed to serve as the senior level leadership preparation program in the region.

RESULTS AND OUTCOMES OF PROGRAM:

1) a director of the MSA and Principal Fellows Program is supported by the allocation; this individual assists in recruitment, program development and review, internship supervision, and teaching responsibilities for the program (program quality has been significantly enhanced in the past five years.)
2) travel support for MSA faculty to supervise internships, provide service to regional schools, expand professional competencies, and engage in academic research (amount and quality of regional service, professional development and scholarly productivity has been high throughout the past five years.)
3) travel support for Principal Fellows to extend their skills and participate in activities associated with that program (number and quality of participants has increased; direct service to P-12 regional schools through pre-graduation employment as assistant principals has likewise increased.)
4) administrative, instructional and equipment support for program faculty and participants (permitted technology upgrades to keep pace with public schools, purchase of relevant software and simulation packages, creation and expansion of an in-house instructional resources collection, publication of student handbooks, and materials for service activities in the region.)

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1995-96

NUMBER OF FULL AND PART TIME POSITIONS: 1 full-time EPA position, currently filled (all state-funded)

PROGRAM DIRECTOR (with phone number and email address): Penny Smith, 227-2295, psmith@email.wcu.edu (Department Head); program oversight is provided by Anna Hicks McFadden, 227-3320, amcfadden@email.wcu.edu.

PROGRAM: Allied Health, Appalachian State University **#18e(ASU)**

Note: All 15e items include recurring and non-recurring. Total recurring for all 15e items is $1,700,000.

CURRENT GENERAL FUND APPROPRIATION: 1995-96: $376,004

FUND BALANCES REMAINING: None

PURPOSE AND GOALS OF PROGRAM:
The Allied Health initiative was in response to a growing shortage of speech pathologists in the schools of North Carolina; funds were allocated to expand the number of student slots in the Communication Disorders program at Appalachian State University. The goal was to increase the number of undergraduate students preparing to become speech language pathologists.

RESULTS AND OUTCOMES OF PROGRAM:

The results of this effort saw a general enrollment increase and the degrees awarded rose from 30 to 56 in a four year period. In 1995, ASU had 14 faculty teaching in the Communication Disorders program, 11 of whom were funded from state funds. In 1996 the campus hired two additional full-time tenure track faculty with the special funds, both of whom began their duties in the fall 1996; expenditures were also made for staff positions, recruitment efforts, equipment, and materials in support of the expanded program and increased enrollment.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1995-96

NUMBER OF FULL AND PART TIME POSITIONS: 2 FTE EPA faculty and 1.5 FTE SPA Staff positions

PROGRAM DIRECTOR Dr. Richard Culatta 828-262-6063 culattra@appstate.edu

PROGRAM: Allied Health Programs in Occupational Therapy, Physical Therapy, & Speech and Hearing Sciences, East Carolina University **#18e(ECU)**

Note: All 15e items include recurring and non-recurring. Total recurring for all 15e items is $1,700,000.

CURRENT GENERAL FUND APPROPRIATION: 1995-1996 $783,892

FUND BALANCES REMAINING: None

PURPOSE AND GOALS OF PROGRAM: In response to overwhelming student demand and a state marketplace shortage of physical therapists, occupational therapists, and speech pathologists and audiologists, funds were provided to expand the number of training slots in each of these three programs at all UNC System units housing these programs. The goal was to increase the number of students who were able to attend these programs and subsequently join the NC healthcare workforce in these disciplines.

RESULTS AND OUTCOMES OF PROGRAM: The results of these efforts were successful. East Carolina was able to expand the size of its annual entering classes in PT, OT, and Speech Pathology and Audiology. This translated into class size increases of 25%, 33%, and 32%, respectively, for the three programs and into similar increases in graduates of these disciplines. As a result of these systemwide efforts, marketplace demand has settled into a more reasonable model and a greater percentage of students interested in these careers are being given the opportunity to achieve their educational objectives.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1995-1996

NUMBER OF FULL AND PART TIME POSITIONS: 6 FTE EPA Faculty Positions, 1.5 FTE SPA Staff Positions

PROGRAM DIRECTOR (with phone number and email address): Harold P. Jones, Dean of the School of Allied Health Sciences –252-328-4465 jonesh@mail.ecu.edu

PROGRAM: Allied Health (Speech/Lang. Pathology), NC Central Univ. **#18e(NCCU)**

Note: All 15e items include recurring and non-recurring. Total recurring for all 15e items is $1,700,000.

CURRENT GENERAL FUND APPROPRIATION: $446,202

FUND BALANCES REMAINING: None

PURPOSE AND GOALS OF PROGRAM:
As a result of a documented critical shortage of Occupational Therapists (OT), Physical Therapists (PT), and Speech-Language Pathologists (SLP) in North Carolina, funds were appropriated to increase the enrollments in these three programs to meet the health care needs of North Carolina residents, particularly those in underserved areas, and specific constituencies, e.g., the geriatric population. The increase in class size for each of these disciplines required additional faculty, staff, equipment, and renovation of space for classrooms, clinical teaching laboratories, and space for student research projects.

RESULTS AND OUTCOMES OF PROGRAM:
North Carolina Central University recruited two faculty to its communication disorders program, bringing the total number to seven. Funds were also used to hire nine part-time faculty. Funds are also used for clinical supervision contracts and for ongoing upgrading of equipment.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1995-96

NUMBER OF FULL AND PART TIME POSITIONS: 2 EPA full, 9 EPA part.

PROGRAM DIRECTOR: Dr. Diane Scott, 919-530-5118, discott@wpo.nccu.edu

PROGRAM: Enrollment Expansion in Allied Health Sciences for Occupational Science, Physical Therapy, & Speech Language Pathology, UNC-CH **#18e(UNC-CH)**

Note: All 15e items include recurring and non-recurring. Total recurring for all 15e items is $1,700,000.

CURRENT GENERAL FUND APPROPRIATION: $669,000 (note: in 1995-96, there was a temporary appropriation of $423,488. Permanent funding for this initiative was appropriated in 1996-97.

FUND BALANCES REMAINING: None

PURPOSE AND GOALS OF PROGRAM: As a result of a documented critical shortage of Occupational Therapists (OT), Physical Therapists (PT), and Speech-Language Pathologists (SLP) in North Carolina, funds were appropriated to increase the enrollments in these three programs to meet the health care needs of North Carolina residents, particularly those in underserved areas, and specific constituencies, e.g., the geriatric population. The increase in class size for each of these disciplines required additional faculty, staff, equipment, and renovation of space for classrooms, clinical teaching laboratories, and space for student research projects.

RESULTS AND OUTCOMES: In the first year of funding, while in the process of recruiting faculty and staff, renovations were made to the physical plant and equipment was purchased. Enrollments have been increased to the levels noted in the expansion proposal (per class: 8 OT, 10 PT, and 8 SLP). UNC graduates from these programs now serve communities from Asheville to Wilmington, including designated health professions shortage areas. Students in the PT program are required to complete a full-time clinical practicum experience in an underserved area. OT students and faculty have created an educational program in rural Halifax County to address caregivers of older adults with dementia, and a summer program for Hispanic children in Siler City. SLP graduates have been leaders and change agents, serving low-incidence populations including children with autism, hearing loss, and physical disabilities requiring alternative communication systems. UNC graduates are also creating new programs and serving North Carolinians in new ways, including assistive technology, early intervention mentoring, and support programs for professionals and parents, internet-based health education, and advocacy programs for adults with developmental disabilities. A recent statewide, comprehensive workforce survey by the Sheps Center found that supply and demand for these disciplines is in healthy balance. Continued funding at current levels is critical to maintaining this balance, particularly in view of projected demographic changes.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1995-96 Temporary; 1996-97 Permanent

NUMBER OF FULL AND PART TIME POSITIONS: 7.0 FTE EPA; 2.5 FTE SPA

PROGRAM DIRECTOR (with phone number and email address): Lee K. McLean, Ph.D., Chair, Allied Health Sciences; 919-966-9040; lee_mclean@med.unc.edu

PROGRAM: Allied Health (Speech/Lang. Pathology), UNC-Greensboro **#18e(UNCG)**

Note: All 15e items include recurring and non-recurring. Total recurring for all 15e items is $1,700,000.

CURRENT GENERAL FUND APPROPRIATION: $213,146

FUND BALANCES REMAINING: None

PURPOSE AND GOALS OF PROGRAM: As a result of a documented critical shortage of Occupational Therapists (OT), Physical Therapists (PT), and Speech-Language Pathologists (SLP) in North Carolina, funds were appropriated to increase the enrollments in these three programs to meet the health care needs of North Carolina residents, particularly those in underserved areas, and specific constituencies, e.g., the geriatric population. The increase in class size for each of these disciplines required additional faculty, staff, equipment, and renovation of space for classrooms, clinical teaching laboratories, and space for student research projects.

RESULTS AND OUTCOMES OF PROGRAM::

UNC-Greensboro added two faculty to its Speech and Language Pathology program in 1996, resulting in an increase in the number of students enrolled in and graduated from the program. The funding is also used for a staff position and for ongoing equipment upgrades.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1995-96

NUMBER OF FULL AND PART TIME POSITIONS: 2 EPA full, 1 SPA full.

PROGRAM DIRECTOR: Dr. Jacqueline Cimorelli, 336-334-5184, jmcimore@uncg.edu

PROGRAM: Department of Physical Therapy/Speech Therapy, Western Carolina University **#18e(WCU)**

Note: All 15e items include recurring and non-recurring. Total recurring for all 15e items is $1,700,000.

CURRENT GENERAL FUND APPROPRIATION: 1995-96 $362,120

FUND BALANCES REMAINING: None

PURPOSE AND GOALS OF PROGRAM:
1. For 1995-96 and 1996-97, a special appropriation was made by General Administration to fund expansion of existing degree programs in occupational therapy, physical therapy, and speech and language pathology and audiology. A total of $208,288 was appropriated to the physical therapy program at WCU to increase class size from 24 to 32 students, beginning Fall Semester 1996. The funds supported two full-time faculty positions (EPA), a half-time secretary and half-time technician (both SPA), as well as furnishings for additional faculty offices; furnishings/equipment for laboratory and classroom space and additional supplies to accommodate the increased enrollment.
2. The speech/language pathology program also received $153,832 program expansion funds, which resulted in two new faculty (2 EPA full-time and one SPA part-time).

RESULTS AND OUTCOMES OF PROGRAM:
1. The special appropriation allowed the physical therapy program to expand its enrollment from 24-32. The annual increase of eight graduates prepared for entry into the physical therapy profession helped address manpower shortages in North Carolina and provided the breadth and depth in faculty expected by the Commission on Accreditation in Physical Therapy Education. The WCU physical therapy program graduated 30 students in 1998, 31 students in 1999 and 31 students in 2000.
2. The two full-time EPA positions have supported an integrated and dynamic curriculum leading to the academic and clinical preparation of speech-language pathologists who are competent to work with a diverse client population in a variety of settings and provided a broad range of clinical practicum experiences enabling informed, innovative, clinical judgement in public schools. The positions have increased the breadth and depth of faculty expertise specific to public schools. The number and quality of students enrolled in the program has steadily increased.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1995-96, 1997-98

NUMBER OF FULL AND PART TIME POSITIONS: 1 EPA full time position (currently filled) 2) Speech/lang. Pathology: 2 EPA full, 1 SPA part.

PROGRAM DIRECTOR: Sue McPherson, PhD, Interim Director – (828) 227-7070, smcpherson@wcu.edu or Karen Lunnen, MS, PT – (828) 227-2192, klunnen@wcu.edu

PROGRAM: Allied Health, Winston-Salem State University **#18e(WSSU)**

Note: All 15e items include recurring and non-recurring. Total recurring for all 15e items is $1,700,000.

CURRENT GENERAL FUND APPROPRIATION: $455,082

FUND BALANCES REMAINING: None

PURPOSE AND GOALS OF PROGRAM:
As a result of a documented critical shortage of Occupational Therapists (OT), Physical Therapists (PT), and Speech-Language Pathologists (SLP) in North Carolina, funds were appropriated to increase the enrollments in these three programs to meet the health care needs of North Carolina residents, particularly those in underserved areas, and specific constituencies, e.g., the geriatric population. The increase in class size for each of these disciplines required additional faculty, staff, equipment, and renovation of space for classrooms, clinical teaching laboratories, and space for student research projects.

RESULTS AND OUTCOMES OF PROGRAM:

Winston-Salem State University increased its physical therapy faculty from five to six in 1996, hired a part-time staff person, and uses the remainder of this funding to maintain and upgrade equipment, supplies, and physical facilities.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1995-96

NUMBER OF FULL AND PART TIME POSITIONS: 1 EPA full, 1 SPA part

PROGRAM DIRECTOR: Gloria Green, 336-750-2193, greengj@wssu.edu

PROGRAM: NC Center for International Understanding—Hispanic Initiative **#21**

CURRENT GENERAL FUND APPROPRIATION: $100,000

FUND BALANCES REMAINING: None BOG request - Yes/99-00

PURPOSE AND GOALS OF PROGRAM: CIU provides international experiential education to address challenges facing NC policy leaders, K-12 educators, and citizens. The Hispanic Initiative prepares NC public policy leaders to make well-informed decisions about issues resulting from Latino/Hispanic immigration to North Carolina.

RESULTS AND OUTCOMES OF PROGRAM:
CIU has supported 326 exchanges with 46 countries, sending over 7,000 North Carolinians abroad and hosting over 4,000 international visitors. To date, 58 leaders have participated in the Latino Initiative and another 144 are scheduled to participate in the next 2 years. In the February 2000 program, Chatham County leaders participated with state leaders. Leaders attribute the following projects to their participation in the program: Latino issues introduced into the Institute of Government training; an on-line newcomer's guide in Spanish addressing driver licenses / insurance, education for adults and children and other issues; cross-cultural training for all DMV Drivers License examiners in NC; networks of participating leaders coordinated with the state health department to provide rubella vaccinations for new immigrants; the NC Senate created a new position that will focus on the Latino community; leaders talked with congressmen to request a larger share of federal ESL funds; CIU leveraged legislative funds over 200% and received federal, private and local grants for the program; the NC Association of County Commissioners is now addressing demographic issues statewide.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 99-00 $100,000

NUMBER OF FULL AND PART TIME POSITIONS: FT 2 SPA

PROGRAM DIRECTOR (with phone number and email address): Millie Ravenel (919) 733-4902 Email: ravenel@northcarolina.edu

PROGRAM: Manteo Summer Institute: NC School of the Arts #23

CURRENT GENERAL FUND APPROPRIATION: $500,000

FUND BALANCES REMAINING: none BOG request - Yes/97-98

PURPOSE AND GOALS OF PROGRAM: 1) To develop and enrich gifted and talented performing artists associated with the School of the Arts through workshops, master classes, and public performances; 2) to fulfill its mission "to serve and enrich the cultural life of the people of North Carolina and other states, particularly other states of the South." (NCSA Enabling Act); 3) to establish an innovative and mutually beneficial partnership among NCSA, the Department of Cultural Resources, and the Roanoke Island Festival Park.

RESULTS AND OUTCOMES OF PROGRAM: During the summer of 2000, over 125 students and alumni and 35 faculty performed 78 times over seven weeks to more than 10,000 residents and visitors on the Outer Banks. In Manteo, NCSA students performed at Ocracoke School, First Flight Middle School, Baum Senior Center, the Arts Council of Perquimans County, and for the Outer Banks Forum. Other benefits: seasoning through performance for students; recruitment for the School's programs; expanding the School's friends and donor base; providing outreach to public schools/ agencies within the area. Results have included an endowed scholarship fund, and the development of a restricted fund for the School of the Arts, which has already yielded an anonymous bequest of $1,000,000. The Roanoke Island Commission has supported the program by providing a housing facility for approximately 60 performers, completed in 1999. Capital improvements have been made to the Park's outdoor performance facility with dressing rooms, showers, and fencing to permit a backstage area for performance staging. In this work, the expertise of faculty and students from NCSA was used to great advantage in improving the facility. Additional improvements have been made to the secondary performance space at the Park's Film Theatre, which also is the site for the showing of an NCSA produced film concerning the history of the region (The Legend of Two Path). The NCSA faculty and students have benefited the Park by producing an introductory video, and by sharing in the design and installation of the sound and lighting systems. The partnership has provided excellent benefits for the School, the Department, and the Manteo community. Students are gaining much needed professional experience; the Park has the benefit of professionally trained performers and backstage workers who have upgraded the facilities to a standard met by few other entities; and the School has received much needed exposure in this part of North Carolina, which also serves as an attraction to people coming to NC from throughout the Eastern seaboard states.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1997-98 ($500,000)

NUMBER OF FULL AND PART TIME POSITIONS: : 1.0 fte, EPA, Filled

PROGRAM DIRECTOR (with phone number and email address): Tom Brown, Director
Phone: 336-734-2825 Email: brownt@ncarts.edu

PROGRAM: Change in Institutional Status – UNC-Asheville **#24a**

CURRENT GENERAL FUND APPROPRIATION: $436,594

FUND BALANCES REMAINING: none BOG requested? Yes

PURPOSE AND GOALS OF PROGRAM: As a result of President Spangler's request that each constituent institution of the University of North Carolina review its mission, the UNC-Asheville requested a change in institutional status from Comprehensive II to Baccalaureate I (Carnegie Classification). The Board of Governors approved the change in 1992 and UNCA became the only UNC campus to be designated a Liberal Arts University. UNCA has had a proud tradition of offering a quality liberal arts program for undergraduates. The mission review reaffirmed our commitment to being a quality, undergraduate, Liberal Arts University. There is an emphasis on small classes taught by faculty with terminal degrees with a strong emphasis on interdisciplinary study.

RESULTS AND OUTCOMES OF PROGRAM: Two important characteristics of liberal arts colleges are small class size and a low student/faculty ratio. As a result of the additional faculty positions received with UNCA' s change in status, we have been able to reduce the average class size for students at UNCA from 20 to just over 18 per class.

This ensures that students are given more individualized attention. The four additional faculty positions also provide students with greater access to faculty outside of class through academic advising and co-curricular activities. UNCA also has a unique interdisciplinary core requirement in the Humanities. The additional faculty positions have enabled the university to reduce the number of adjuncts needed to teach this important four- course sequence. UNCA is a teaching institution, which strives to offer outstanding learning opportunities for its students. Additional faculty positions enable the university to provide students with fulltime, tenure track faculty who are committed to teaching.

In addition to the added faculty positions the funds received for our change in status provided the university with much needed library book money and support staff in the physical plant, housekeeping, and business office.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: July 1995

NUMBER OF FULL AND PART TIME POSITIONS: 5 EPA faculty; 5 SPA

PROGRAM DIRECTOR: James Mullen, Chancellor (828) 251-6500; jmullen@unca.edu

PROGRAM: Change in Institutional Status at UNC Pembroke **#24b**

CURRENT GENERAL FUND APPROPRIATION:

FUND BALANCES REMAINING: N/A BOG requested? Yes

PURPOSE AND GOALS OF PROGRAM:

In Fiscal Year 1996, UNC Pembroke (then Pembroke State University) was reclassified by approval of the Board of Governors as a Carnegie "Comprehensive I" institution. The purpose of the reclassification was to continue to enhance the graduate program offerings of the University after many years as first a general baccalaureate and then a Comprehensive II institution. The goals of the reclassification were to enhance the faculty salaries sufficiently to recruit faculty members highly qualified to develop and deliver graduate programs; to establish academic support units to implement and monitor the graduate programs and service their enrollments; and to upgrade the Library holdings consistent with the mission of expanding graduate programs.

RESULTS AND OUTCOMES OF PROGRAM:

Based on the allocations of $232,860 for the first year of the Biennium (1995-96) and $220,976 for the second year (1996-97) UNC Pembroke accomplished the following outcomes:

- Beginning faculty salaries were upgraded to the appropriate market ranges for highly qualified faculty in Comprehensive I institutions. The establishment of these salary ranges was, of course, a recurring expense.
- A School of Graduate Studies was established, with the staffing of a Dean of Graduate Studies and a secretary. This Division is a strong and essential component of the University.
- Library acquisitions were upgraded in response to specific graduate course and curriculum proposals, including new program "Requests for Authorization to Plan" graduate degree programs.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1995

NUMBER OF FULL AND PART TIME POSITIONS: 1.0 full-time faculty
1.0 SPA staff

PROGRAM DIRECTOR (with phone number and email address):
Provost Roger G. Brown, (910) 521-6211, roger.brown@uncp.edu

PROGRAM: North Carolina Central University School of Law Clinical Experience Program #26

CURRENT GENERAL FUND APPROPRIATION: $150,000

FUND BALANCES REMAINING: None BOG requested? Yes

PURPOSE AND GOALS OF PROGRAM: The Clinical Experience Program is designed to provide law students practical skills training by representing real clients with real legal issues. Clinical students practice law under the *supervision of a licensed attorney* after studying legal theory, rules of evidence and procedure and case law. Three of the clinical experiences currently offered at the School of Law are Civil Litigation, Criminal Litigation and Family Law. Students work with judges, law enforcement officials, district attorneys, public defenders, legal services offices, and North Carolina attorneys in private practice. In the clinical internship program, students work with a *faculty supervising attorney* to represent indigent clients referred by legal services offices or the Durham County Public Defender's office. During a field placement, students may work with a district attorney's office in surrounding counties, or an attorney in private practice. The Clinical Experience Program requires students to work 10 to 15 hours per week conducting legal research, preparing legal memoranda and other legal documents, interviewing clients, and appearing in court.

In 1995-96, the School of Law was allocated $150,000 to enhance its Clinical Experience Program by hiring *full-time faculty supervising attorneys.*

RESULTS AND OUTCOMES OF PROGRAM: As many as one-third of NCCU's graduates complete one or more clinical experiences during their enrollment at the School of Law. It is not unusual to walk into a courtroom in Durham, Raleigh or Hillsborough, North Carolina and find an NCCU School of Law student trying a case in District Court with the supervision of one of the *full-time supervising attorneys.* This hands on experience provides students with an excellent opportunity to gain self confidence and to acquire the technical expertise to practice law. During a 1998 Site Evaluation, an American Bar Association Team found that "one of the jewels at the School is the Clinical Program." The appropriation that the Law School received has been critical to its ability to offer this quality program.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1995-96

NUMBER OF FULL AND PART TIME POSITIONS: 2 EPA Positions, Both Filled

PROGRAM DIRECTOR: Professor Grady Jessup,Clinical Director and Associate Professor
(919) 530-5242 gjessup@wpo.nccu.edu

PROGRAM: Reward Teaching Excellence **# 19**

CURRENT GENERAL FUND APPROPRIATION:
1. 1994-95 $10,704,438
2. 1996-97 $1,432,324
3. 1999-00 $7,077,639

FUND BALANCES REMAINING: None

BOG requested?
No (1994-95 & 1996-97)
Yes (1999-2000)

PURPOSE AND GOALS OF PROGRAM:
The General Assembly began an initiative to reward excellence in teaching in 1994-95 through Chapter 18 of the 1995 Session Laws, Section 16.14. Distribution of the funds to reward teaching have been guided by legislatively-mandated policies that include the following:

1. The minimum increase was set at $1000.
2. Faculty were given priority if they received an award or special recognition for teaching within the previous five years or were nominated for a teaching award.
3. The process was started at the department level and reviewed at subsequently higher levels.

Distribution of funds was proportionate to the numbers of faculty at each campus.

RESULTS AND OUTCOMES OF PROGRAM:

During each of the years for which teaching funds were available, faculty salaries reflected the increments defined by the legislation. The result was to highlight the importance of teaching within the UNC system and to communicate to students, faculty, parents, and the public the values of quality teaching to undergraduate and graduate education. In 1999-2000, 2600 faculty (27%) benefited financially from this salary increment.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1994-95

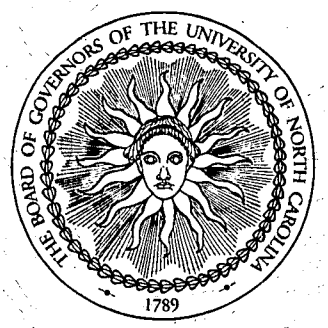
NUMBER OF FULL AND PART TIME POSITIONS: NA

PROGRAM DIRECTOR: Gretchen M. Bataille; 919-962-4614, Bataille@northcarolina.edu

19A

The Board of Governors

Awards for Excellence in Teaching



in The University of North Carolina

April 14, 2000
The Chancellors' Ballroom
The Carolina Inn
Chapel Hill, North Carolina
12:00 noon

The University of North Carolina

The Sixth Annual Presentation of
The Board of Governors Awards for Excellence in Teaching

Welcome
Benjamin S. Ruffin, Chairman of the Board of Governors

Invocation
Ruth Dial Woods, Member of the Board of Governors

The Awards for Excellence in Teaching
William T. Brown, Committee Chairman

"In Honor of Excellent Teachers"
Gretchen M. Bataille, Senior Vice President

Introduction of Student Presenters
Patsy B. Perry, Member of the Board of Governors

Presentation of Awards
President Molly Corbett Broad, Chairman Benjamin S. Ruffin

Response on Behalf of The Teaching Award Recipients
Karl L. Wuensch, East Carolina University

Closing Remarks
President Molly Corbett Broad

The University of North Carolina

The Board of Governors Awards for Excellence in Teaching

To underscore the importance of teaching and to encourage, identify, recognize, reward, and support good teaching within the University, the board adopted a set of six specific recommendations, including the following:

That the Board of Governors create annually systemwide teaching awards with monetary stipends which are designated "Board of Governors Awards for Excellence in Teaching."

Taken from the minutes of the Board of Governors held on April 8, 1994.

Appalachian State University

Cheryl S. Knight

professor of education

Dr. Cheryl Knight always plans and operates on at least two levels: content and strategy. It is not just social studies her students have to grasp, but also how to teach social studies. Dr. Knight is a teacher of teachers. Her classes fill with undergraduates preparing to become teachers, graduate students who are already practicing teachers, and community college instructors avid for advanced training. Dr. Knight, extensively involved in professional development for community college instructors, has written and directed a series of grants in the Adult Basic Skills Professional Development Project. Her team has produced 33 training videotapes, four instructor manuals, a quarterly newsletter, and interactive instructional media for distance learning. Community college instructors across the state use the materials. Referring to all teachers, including herself, Dr. Knight believes teachers must command an instructional repertoire that serves learners of diverse backgrounds. Recently, Dr. Knight and a faculty colleague joined two of their classes. The undergraduate students, not yet teachers, wrote lesson plans for the graduate students to review. The graduate students, experienced teachers, were able to suggest how to adjust the lesson plans for the North Carolina classroom where diversity among students is the rule not the exception. "Rave reviews" for this process confirmed Dr. Knight's instinct and her ability to match that with innovative methods. Dr. Knight received her baccalaureate degree in elementary education from New Mexico State University where she earned the Phi Delta Kappa key. She earned a master's in Reading from Appalachian State University, and a Ph.D. in Curriculum and Instruction from the University of North Carolina at Chapel Hill.

"As I have observed you in each class, I stood in admiration of your experience and effectiveness."
— a former student

Introduction by Chris Nichols

East Carolina University

Karl L. Wuensch

professor of psychology

Students and faculty frequently queue up outside Dr. Karl L. Wuensch's office door. A colleague says, "His knowledge base is tremendous and he has the ability to infect others with his sense of quality control." According to another peer, "I have literally seen him almost giddy when required to really drop down into low gear with some esoteric procedure that has totally eluded a student or faculty member." Karl Wuensch teaches required statistics, one of the most difficult-to-teach classes at the university, but he has no patience for the notion that statistics involves details of meaningless processes. He ensures that, "students understand why these details form a meaningful Gestalt." Then if students forget the details, "they will be able to reconstruct or relearn them quickly." In classroom dialogue, Dr. Wuensch's responses to students convey that every questi is intelligent and that he is glad have been allowed to consider th solution. With calm reassurance, he communicates that the answer was well within the person's grasp. One student remembers of Dr. Wuensch, "the seamless integration of technology with the course material. He exudes commitment to students, [and] integrity at levels so few of us ever really achieve." Dr. Wuensch says simply, "One of the best ways to learn is to teach." Dr. Wuensch earned his bachelor's degree from Elmira College, graduating summa cum laude and as a member of Phi Beta Kappa. He took a master's in psychology from East Carolina University and a Ph.D. in Experimental Psychology from Miami University.

"As a mentor, Dr. Wuensch is unparalleled. He is enthusiastic, knowledgeable, and dedicated. He promotes ethical and moral behavior for all psychologists and he embodies these qualities as well. . . .His academic life is a template that students can follow without hesitation."
— a former student

Introduction by Deena Thomas Pierce

Elizabeth City State University

Gary L. Harmon

associate professor of biology

In his laboratory classroom, Dr. Gary L. Harmon is passing on the values and routines of science to the next generation of scientists. As one of his students summed it up: "Last semester, I generally got an understanding of the project. I had a considerable number of problems with setting up my plants. Consequently, I did not think the results were accurate or reliable. With each time I undergo the process of growing the plants, I learn a way to improve the set up to make the results more reliable." According to one of Dr. Harmon's colleagues, "it takes a high degree of mentoring and encouragement to convince students to seek opportunities outside of their comfort zone, but he has achieved that many times over." Dr. Harmon has been the prime mover in developing the curricular infrastructure and facilities in which such educational goals can be reached. He is credited with the development and modification of facilities and programs that have allowed all members of the biology faculty to improve their teaching. An expert in applied computer science, Dr. Harmon developed the Bioscience Computer Lab at ECSU. He was also instrumental in the development of a minor in biotechnology — an outgrowth of an initial grant from the North Carolina Biotechnology Center. As a mentor and advisor, Dr. Harmon has helped to place students into graduate degree programs across the United States. Dr. Gary Harmon earned his baccalaureate degree in biology from Old Dominion University, a master's in biology from Hampton University, and a Ph.D. in cell biology from Howard University.

"While working with Dr. Harmon as a student researcher, I gained a great deal of practical experience in the fields of molecular biology and biotechnology. At the beginning of my sophomore year my plans for the future were very unclear. However, under Dr. Harmon's guidance my grades improved and I was able to decide on pursuing graduate education to obtain a master's degree in forensic science."

— a former student

Introduction by Shauna Steward

Fayetteville State University

Juliette B. Bell

professor of chemistry

"It is very hard to learn science by seeing. You must learn by doing," declares Dr. Juliette B. Bell. That is why a significant portion of her effort has been dedicated to winning research grants to outfit the laboratories that she and her students need. As a consequence, there are two newly established research laboratories that enhance teaching and research for the entire Department of Natural Sciences at FSU. An Associated Press article on grant funding on the UNC campuses featured this extraordinary teacher and the follow-up editorial in the *Fayetteville Observer Times* headlined "Dr. Bell's Success." Dr. Bell has a comprehensive vision of teaching and the needs of young scientists. In her words, "I have utilized my research laboratories as training grounds to provide the students with the practical laboratory experience necessary to be successful in the job market, graduate, or professional school." According to her peers, Dr. Bell loves a challenge and the sense of fulfillment when that challenge is completed. She encourages students to take the demanding courses to prepare them with the broadest exposure and training. She stresses mental focus, goal setting, determination, hard work and selecting a career that is fulfilling as well as interesting. Students notice too. One says, "She has always been fair, honest, genuine, and in touch with the students. These characteristics make her an outstanding educator and researcher. She truly cares about the academic development of all students at Fayetteville State University." Dr. Juliette B. Bell earned her baccalaureate from Talladega College in Chemistry and Biology, and a Ph.D. in Chemistry and Biochemistry from The University of North Carolina at Chapel Hill.

"In 1997, I approached Dr. Bell to inquire about volunteer work in her laboratory. Dr. Bell found space for me and time to advise my research and academic progression. Little did I know that my whole life would change from this experience. Dr. Bell asked me to present my work at The North Carolina Academy of Sciences Symposium. I received honorable mention. If it had not been for her confidence in me, I would not have been able to present or have an invitation to publish a scientific paper."

— a former student

Introduction by Tammy Burroughs

North Carolina A&T State University

Genevieve Laverne Williams

assistant professor of education

Dr. Williams' mother was a first grade teacher who never gave up on her students even when others did. Genevieve Laverne Williams saw children learning successfully, even though they came from homes where support for reading was weak. That early insight became the core of her educational philosophy. In her own words: "My research, teaching, and community service validate the premise that . . . given an opportunity, all students can learn. My research has focused on how persons from impoverished home literacy backgrounds develop high literacy skills because of opportunities afforded them through significant others." The subjects of her studies came from cultural and socio-economic backgrounds not considered conducive to literacy success. Although earlier research had indicated the importance of the home for literacy acquisition, her subjects became successful despite getting inadequate reading assistance from their families. Dr. Williams concludes that prior research seems to have neglected significant influences outside of the home. As a professor of reading education, Dr. Williams empowers future teachers with the assurance that good schools make a difference to all children. A successful grant winner, she has been able to distribute hundreds of books to children in the Guilford County schools. One thank you note reads, "I love those books you gave me. I read them almost everyday.... I hope that you are proud of yourself. Thank you for the books." Dr. Williams earned her baccalaureate in Music Education from Bennett College; a master's from North Carolina State Agricultural and Technical University in Reading Education, and a Ph.D. from The Ohio State University in Reading Education.

"I had been teaching middle school for 25 years when Dr. Williams recruited me for the Masters of Reading Education program. After listening to her describe both the benefits of the program and the need for well-trained reading specialists in the middle schools, I was convinced that this was the opportunity I sought. Her vision gave me the confidence to return to school thirty years after graduating from UNC-Chapel Hill with a B.A. in Secondary Education."

— a former student

Introduction by Linda Mendenhall

North Carolina Central University

Carlton Eugene Wilson

associate professor of history

Dr. Carlton Wilson is readying his students for citizenship in the global community. Wilson is a scholar of British Social History, particularly the experience of Africans in Europe and Britain. A fellow historian says of him, "His approach dramatically exceeds traditional political history . . . . His teaching methods help to transform European history into something approaching global history. His work in British history includes the Caribbean, Africa, and Asia, parts of which were at different times part of the British Empire." Students echo the accolades. One comments that, "Dr. Wilson possesses a keen intellect and an inner drive that students feel through his method of teaching. He is always engaging students to seek more than just the surface of knowledge. The greatest compliment I could bestow on Dr. Wilson would be to call him a professor who still sees himself as a student." His dedication to student development in and out of the classroom is evidenced by the hours he spends coaching students to prepare and deliver winning papers and essays. Also a leader among faculty, he has been a vital participant in the development of the core curriculum at NCCU. Fellow committee members recognize that the program has been the beneficiary of Dr. Wilson's keen sense for curriculum. They say that his thoroughness anchors the global, interdisciplinary, critical thinking, and writing threads of the core. Dr. Wilson earned his baccalaureate from North Carolina Central University, a master's from The Ohio State University, and a Ph.D. from The University of North Carolina at Chapel Hill.

"Terms like Hitler, Vietnam, and Capitalism, and so much more, will no longer be a mystery to me. For the first time since I started college I saw things in a different light. Whereas, once I was always concerned with making the better grade, in your class learning and understanding the material came first and the grade was second."

— a former student

Introduction by Tony A. Frazier

North Carolina School of the Arts

Martin H. Rader

faculty member of the School of Drama

Can acting be taught? Martin Rader believes it can. When he compares first and fourth year students at the North Carolina School of the Arts, the benefits of training are clear. He says, "The difference is not a matter of talent. We don't dispense additional talent from year to year. The difference has to be in the teaching and in the learning." Martin Rader takes pride in knowing that his studio is a place where the actor can feel safe and free to learn. Nearly all student comments about Mr. Rader include mention of the "safe" environment created by their teacher. Safety is accompanied by serious attention to skill building. Mr. Rader notes, "Actors' instinct is a marvelous commodity, but unfriendly without a framework from which to attack texts. Without tools actors become reliant on the whims of inspiration. . . . Without tools an actor has no foundation. . . . They become dependent on approval, nods, gestures, and other cues from the director to assess their work." To assure that students see themselves as artists, Mr. Rader strives to create a learning environment that is nurturing and supportive in which the student explores how to use the tools of acting, takes chances, declares choices, fails, learns from mistakes — and then learns how to own his or her work. Rader believes that creating this environment is the essential role of a teacher. Mr. Rader earned his baccalaureate from the State University of New York, Plattsburgh, and a Master of Fine Arts in Directing from Penn State University.

"In the classroom it's as if Marty slips on these Magical goggles in which he can see every students' internal struggle with the work. ... [H]e knows how to speak to that struggle in a way that pushes the student beyond it. He knows what every student needs to grow and does everything in his power to stimulate it."

— a former student

Introduction by Kathy Hunter Williams

North Carolina State University

Michael Pause

professor of design

Professor Michael Pause teaches for entire semesters without criticizing a student. He believes that criticism in the early design courses can be hurtful to the learner's development. He sees his students as individuals and as part of the design team, and says, "The gifts each student has are to be acknowledged, respected, nurtured, and ideally shared with the others in studio." He is "genuinely concerned with how everyone is growing in all aspects of their life. You can tell he enjoys us, which rubs off on all of us," says a student who has studied with Dr. Pause. Faculty colleagues acknowledge that he is "the heart of our beginning courses — courses that help students make the transition from high school to the School of Design and the university- at-large." For Michael Pause, "A person who is educated in design will be a problem solver, a synthesizer, and an action oriented individual who will utilize these capabilities in any employment, design related or not." To that end, he introduces students to their internal Observer, a concept that he defines as a part of their consciousness which observes the actions and thoughts of the designer and does not judge or evaluate. Dr. Pause's colleagues notice that students progress rapidly and do their best work when in his classes. A student exclaims that he feels "skyrocketed as far as personal creativity, development, and need for knowledge goes." Another student says that he learned not only to be a designer but also to be a human being. Dr. Pause earned his baccalaureate and master's degrees in Architecture from Washington University, and a Ph.D. from the Massachusetts Institute of Technology.

"Michael is a true and honest teacher, he never tells us the answers but leads us into a direction of thinking that we might need to explore. I am truly thankful to have had him as a teacher."

— a former student

Introduction by Sheri Lalumondier

University of North Carolina at Asheville

Deborah Grier James

associate professor of literature and language

Deborah James is a celebrated teacher of writing but not a teacher at rest in satisfaction. Classroom experience presents her with imperatives to change, and she is candid in sharing how difficult change and growth can be. Constantly conceiving new visions of the essence of teaching, she says, "I am struggling to incorporate these new ideas into my practice. . . . I am beginning to design units that involve students doing service keyed to their ideas and beliefs about what community life should be . . . opening new ways to help students develop 'real world' writing and communication skills." "At UNC-Asheville, a freshman writing teacher not only has the responsibility for helping students achieve competency in academic writing but also the responsibility of introducing students to the culture of a university," read the letter nominating Dr. Deborah James for the Award for Excellence in Teaching. Her students affirm her success and comment that "she expects them to write thoughtfully and well, and she expects them to be good citizens of the university." Colleagues applaud her capacity to translate vision into practice that promotes intellectual and personal growth. They recognize that "because of Dr. James' success, students go on to populate other courses better prepared to learn, think and write." She declares simply, "fortunately, teachers grow and develop as well as students." Dr. James earned her baccalaureate in Drama and Literature, with distinction, from The University of North Carolina at Chapel Hill, a master's in English from Clemson University, and a Ph.D. in Composition and Rhetoric from the University of South Carolina.

""The passion she has for her work inspires students to do well in her classes."

— a former student

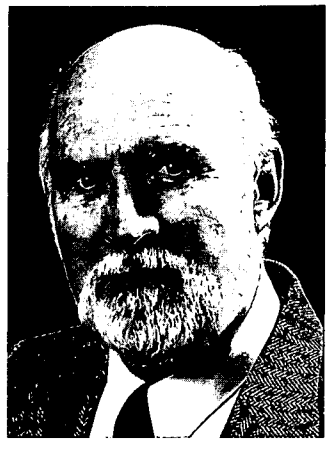
Introduction by Cerise Glenn

University of North Carolina at Chapel Hill

Weldon Thornton

William R. and Jeanne H. Jordan professor of English

"What I most enjoy about teaching," says Dr. Weldon Thornton, ". . .is the feeling that my teaching expresses my own deepest concerns and convictions, and enables me to speak to my students sincerely, and to evoke sincere responses from them." He is not narrow in his instincts, remembers a former student, "he is so capable of filling the learner with the knowledge that literature tells you something more . . . tells you who you are . . . ." Faculty colleagues are as susceptible to Thornton's sincerity as are undergraduates. When peers observe Dr. Thornton's classroom many of them follow those visits by reading and re-reading the literature discussed in class, from Greek tragedies to O'Neill's plays. Dr. Thornton's aim as a teacher is "to help my students become what they are capable of becoming, . . . even in ways that they themselv have not yet envisioned, . . . an foster in each of them an awareness that they are involved in the life-long process of developing his or her own view of the world." As a classroom teacher and as a scholar in his field Dr. Thornton is a man of influence and an authority on modernist literature. Many of his former students are professors at major universities. And he is credited with being the creative force behind the program in Anglo-Irish studies at UNC-Chapel Hill. Professor Thornton earned his baccalaureate in Chemistry, summa cum laude, from Mercer College, a master's in English from Emory University and a Ph.D. from the University of Texas at Austin.



"I know that he is brilliant, but he makes you feel that you don't have to have a Ph.D. to love and study literature."

—a former student

Introduction by Farrell O'Gorman

University of North Carolina at Charlotte

Robert E. Guinn

associate professor of accounting

Dr. Guinn is able to impress novices and business executives alike. His students are star performers on the CPA examination — earning in the past two decades, 20 medals for being among the top three scorers in North Carolina. This year, a student who attributes a large part of his success to Dr. Guinn's instruction joined the elite 9% of North Carolinian test-takers and passed all four sections of the exam on the first try. He also earned the second highest score in the State. And as for experienced practicing CPAs, a Charlotte bank executive, participating in a continuing education course, said of Dr. Guinn, "I have never had instruction of the quality that I received in this course." Guinn's research and service activities are aligned with his teaching goals. His research agenda examines the effect of the use of computers in the first auditing course, or attempts to enumerate skills necessary for success in the Big Six accounting firms. He advises the Beta Alpha Psi accounting honors fraternity in public service projects including Meals-on-Wheels and voluntary income tax assistance. As if all of this were not enough, a student writes of Dr. Guinn, "Aside from being a wonderful instructor, he complements the students' learning process by setting an example of professionalism and kindness. He is the kind of professor you know you could always go to for support." Dr. Guinn earned his baccalaureate in Accounting and Management from Carson-Newman College, a master's and Ph.D. in Accounting from The University of Alabama.

"In my case, Dr. Guinn's careful attentiveness to the development of students' social and interpersonal skills was of greater importance than his technical proficiency. I, like many others attending UNCC, was a first generation college student. I had never been exposed to the business world, and was completely uninformed and quite naive as to the social graces required therein. Dr. Guinn cared enough about the advancement of students to do something about it. He regularly invited students to attend professional meetings, including dinner meetings. He acted as a mentor and model for many in my class of 1980."

— a former student

Introduction by Jeremy Abig

University of North Carolina at Greensboro

Deborah J. Cassidy

associate professor of human development and family studies

"Freeze!" exclaims a student, interrupting a role-play about disciplining young children. She rises and moves to the front of the room, becomes a player and interjects a new perspective into the portrayal. It happens in Dr. Deborah Cassidy's classroom. Learned, conscientious, and reflective, Dr. Cassidy says "Early in my career it was difficult for me to stray from my copious notes," but today she treats teaching as a dynamic process demanding constant reflection. Reflection "has now become an individual and internalized process that I use routinely after each class session." She has strategically incorporated structured debate, small group discussions, case studies, and simulations into her teaching repertoire. Her meticulously prepared plans are a foundation from which Dr. Cassidy can, "digress in order to respond to a student question, but always return to the topic at hand because students do seem to have a need for closure on topics that are discussed." She agrees with Paolo Freire (1971) calling traditional teaching "banking" — filling up the students with deposits of information. She aspires instead to embody the midwife model — a facilitative process supporting students' thinking. Dr. Cassidy's university responsibilities include advising undergraduates, many of whom are transfer students from community colleges. A leader in facilitating the transfer process, she is familiar with the more than 30 bilateral agreements that have been developed between UNCG and community colleges. Dr. Cassidy earned her baccalaureate in Home Economics from Northern Illinois University, a master's in Human Development and Family Ecology from the University of Illinois, and a Ph.D. in Child Development and Early Childhood from the University of Illinois.

"Dr. Cassidy is a highly skilled professor and practitioner. Her finest contribution to the lives of her students is her openness, care, and respect for each of us. She believes that you can learn something from anyone. Most of all, she shares with students her passion and joy in life."

—a former student

Introduction by Carly Baker Chapman

University of North Carolina at Pembroke

Richard Vela

professor of English

Is it Dr. Richard Vela's experience as a bilingual American of Mexican origin that makes him describe teaching as a form of hospitality? He explains that ". . .teachers should think of subject matter as the house into which we invite our students. . . . [T]he respect and encouragement a teacher might demonstrate toward the student and the enthusiasm the teacher should have for the subject encourages the student to enjoy the visit and return often. Going to college, and learning in general, in this model, becomes a journey." A fellow faculty member observes, "Affected by the intensity of Richard's interest, students share their own insights in a classroom atmosphere that encourages participation. . . . The feeling of inclusiveness and genuine care enables students to perform at a level that even surprises them. Their willing and enthusiastic contributions to class discussions give a sense to everyone involved that this is the way education is meant to be." Versatile and gifted, Dr. Vela has studied and written on Shakespeare, film noir, contemporary and Latino literature. He has taught courses in composition, creative writing, American and British literature, and philosophy. He is a poet and short story writer. He is the President of the Board of Directors of the Rape Crisis Center of Cumberland and Robeson Counties and a PADI certified Master Scuba Diver with nearly 200 open water dives. Dr. Vela earned his baccalaureate and master's degrees in Literature with a minor in Philosophy from the University of Dallas and a Ph.D. in English from the University of North Carolina at Chapel Hill.

"I am so invigorated! The way he utilized the multiple essay portfolio set up around the text itself made class discussion far more intelligent (I almost wrote 'belligerent'), and suited the timeframe and my branched interests."

— a former student

Introduction by Allan Jordan

University of North Carolina at Wilmington

John Price Bennett

associate professor of physical education

At the front of Dr. Bennett's mirrored classroom, an invited colleague, a mathematics professor, dances to the Latin rhythms of his native Colombia. A student asks how long he has been dancing. "Since I was born. People dance at every opportunity where I grew up," replied the dancing mathematician. John Bennett developed the honors seminar of dance experiences and related cultural discussion to help students make connections between their own lives and the lives of people in other cultures and to encourage further independent study. Dr. Bennett presents his teaching philosophy in punctuated bursts: "Everyone can learn! Meet students where they are! No one rises to low expectations! Dare to learn!" Enthusiasm characterizes his teaching and personal strategy. A grateful student wrote to him, "I remember when you said how you would ride your bike to the beach just to take a deep breath. I take advantage of what we all have for free that is priceless." John Bennett is an advocate for his profession, his students and his institution. Each semester, he sends a letter to the parents of all of his students describing the course, inviting the parents to visit and noting that they will see that "physical education classes are very different from the 'gym classes' of the past." He closes by saying, "I am very proud of the physical education program at UNC Wilmington and our students, your children." Dr. John Bennett earned his baccalaureate from the College of William and Mary in Health and Physical Education, a master's in Education Administration and Supervision from Virginia Commonwealth University, and an Ed.D. in Curriculum and Supervision from Northern Illinois University.

"I know now and believe that a PE teacher is a professional job and important to society."

—a former student

Introduction by Barry Blackburn

Western Carolina University

Gary L. Pool

professor of chemistry

Dr. Gary Pool is the proud recipient of the "Geraldo Rivera Award for Aggressive Inquisitiveness," bestowed by WCU graduating seniors. It is easy to discover why he qualified. Students report that, "Dr. Pool does not accept 'I don't know' for an answer." He describes his teaching style as "linked Socratic," by which he means that he posits many questions during class and each answer sets the stage for follow-up questions that are contingent on that answer. "This process commonly leads the class discussion into uncharted territory; I like that." Another faculty colleague, who was observing Dr. Pool's technique to improve his own, says that Dr. Pool treats students with the utmost respect but also "gets in the student's face" when asking questions. Dr. Pool has appraised his own style and goals, and says, "This process hopefully identifies and links the natural thought processes of the students throughout a class period and makes the concepts more understandable, more logical, and more remembered. To explore the natural thought processes of students demands that I form the initial questions so that they tap into the student's everyday experiences. . . . [I]ntervening questions guide and mold the student's thought processes in a real time, linked manner." Gary Pool's colleagues describe him as a role model for other faculty, an active researcher, and a person willing to take on extra teaching responsibilities to give less experienced fellow teachers a chance to advance their research agendas. Dr. Pool earned his baccalaureate in Professional Chemistry from South Dakota State University and a Ph.D. in Physical Chemistry from the University of Wyoming.

"You didn't spoon feed us the answers and for that I am grateful. I know that I wasn't an ideal student, but I can say that when I left your classes, I took a lot with me. You taught me how to reason out difficult situations and with that came self-confidence."

—a former student

Introduction by Gerard Gregory

Winston-Salem State University

Shirley F. Manigault

professor of English

"Great prose and poetry should be read aloud," maintains Dr. Shirley Manigault, so that students can "develop an appreciation for language, for the actual sound of words as well as their emotional quality." Her belief infuses her teaching. Students make presentations, conduct readers' theater, and design skits and one-act plays. In one memorable skit students performed the poems of Wordsworth, Coleridge, Shelley, and Keats woven into a theme based on "Alice in Wonderland." Her classes are so full of creative strategies that junior faculty look to her for guidance and enjoy the success that borrowing from Dr. Manigault brings to their own classrooms. One colleague credits Dr. Manigault's "thoughtful nature and excellent curriculum designs" for winning the respect of students and faculty alike. Accolades for her consistently center on her openness to innovation, creativity in lesson design, and excellent rapport with students. Where a student author asserts that a poem by Wordsworth is controversial because of its "unfit" subject without elaborating further, Dr. Manigault's red pen asks, "According to whom?" A former student, now an English faculty colleague, stresses Dr. Manigault's emphasis on excellence in scholarship, and is grateful that she led him to understand, "what a blessing it is to be able to learn for a living and a lifetime." Dr. Manigault earned her baccalaureate in English from Bennett College, a master's in English from Wake Forest University, and a Ph.D. in English from The University of North Carolina at Chapel Hill.

"Never afraid to make the learning environment multifaceted, Dr. Manigault often has interesting projects for students. She gives enough guidance to maintain structure, but leaves enough room for the students to use their imagination and creativity."

—a former student

Introduction by Mychuwan T. Logan

The University of North Carolina

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THE BOARD OF GOVERNORS OF THE UNIVERSITY OF NORTH CAROLINA
1789

Number of Distinguished Professorships by Institution
Funded as of April 2, 2001

Institution	Fully Funded		In Escrow (Match Pledged)		Total Dist. Professorships		GRAND TOTAL
	# $500,000	# $1,000,000	# $500,000	# $1,000,000	# $500,000	# $1,000,000	
Appalachian State University	6	2			6	2	8
East Carolina University	6	1			6	1	7
Elizabeth City State University	2				2	0	2
Fayetteville State University	2				2	0	2
N. C. A & T State University	4		1		5	0	5
North Carolina Central University	7	1			7	1	8
North Carolina School of the Arts	3				3	0	3
North Carolina State University	3	14			3	14	17
UNC-Asheville	3	1			3	1	4
UNC-Chapel Hill	48	18	5	2	53	20	73
UNC-Charlotte	17	6			17	6	23
UNC-Greensboro	6	3	1	1	7	4	11
UNC-Pembroke	3				3	0	3
UNC-Wilmington	5				5	0	5
Western Carolina University	2	4			2	4	6
Winston-Salem State University	4	2			4	2	6
Total Professorships	**121**	**52**	**7**	**3**	**128**	**55**	**183**

Note: Included in totals are Professorships Recognizing Excellence in Undergraduate Teaching.

PROGRAM: Board of Governors Teaching Awards #25

CURRENT GENERAL FUND APPROPRIATION: $250,000

FUND BALANCES REMAINING: None BOG requested? Yes

PURPOSE AND GOALS OF PROGRAM:

To underscore the importance of teaching and to encourage, identify, recognize, reward and support good teaching within the University.

RESULTS AND OUTCOMES OF PROGRAM:

Each year the Board of Governors allocates $125,000 for Awards for Excellence in Teaching to faculty members at each of the sixteen institutions. Award winners are nominated by campuses and selected by a committee of five members of the Board of Governors; each institution's winner receives $7,500 and a medallion at a luncheon hosted by the Board of Governors. In addition, $125,000 is allocated to the institutions to support campus awards for teaching excellence. Campuses receive $6,500 ($9,500 for seven smaller institutions: ECSU, FSU, NCCU, NCSA, UNCP, UNCA, and WSSU) to fund awards in addition to existing campus-funded teaching awards. Individual teaching awards range from $250 to $2,500 and include awards for runners-up for the Board of Governor's Awards for Excellence in Teaching, campus-wide awards for lower-division undergraduate teaching, awards for graduate teaching assistants, and college or departmental teacher of the year awards. Institutional award winners are often recognized at campus convocations.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1995-96

NUMBER OF FULL AND PART TIME POSITIONS: N/A

PROGRAM DIRECTOR (with phone number and email address): Betsy E. Brown, 919-962-4613
brownb@northcarolina.edu

PROGRAM: Graduate Student Tuition Remission and Scholarships **#20**

CURRENT GENERAL FUND APPROPRIATION:
1. 1996-97 $1,684,532
2. 1998-99 $8,000,000
3. 1999-00 $3,500,000

FUND BALANCES REMAINING: None

BOG requested? Yes

PURPOSE AND GOALS OF PROGRAM: The relationships among promising graduate students, outstanding faculty, and highly-ranked academic programs are marks of excellent universities. The pool of graduate students is national, and all universities provide a form of tuition remission or waivers to ensure that the best graduate students can be recruited. These students are key to the success of external support through grants and other sponsored activities, provide instructional support in laboratories and classrooms, and ultimately increase the ranking of our universities. Financial aid offers are a key factor in recruiting the best students. The majority of public research universities provide tuition scholarships for every non-resident graduate student. Research has shown that a large percentage of students recruited to graduate school in NC remain in the State, contributing to economic and intellectual growth.

RESULTS AND OUTCOMES OF PROGRAM:

1. In 1995-97 the BOG requested $1.5M/$3.2M and received $1.7M in recurring funds
2. In 1997-99 the BOG requested $1.8M/$1.8M and received $8.0M in recurring funds for distribution to doctoral and professional programs at UNC-CH and NCSU.
3. In 1999-01 the BOG requested $4M/$4M and received $3.5M in recurring funds for tuition remissions at campuses other than UNC-CH and NCSU. This year's appropriation included resident tuition awards to cover in-state tuition for students who have a teaching or research assignment.

Each year funds were distributed based on factors such as the proportionate enrollment of non-resident students, the volume of sponsored research activities, and the graduate level offerings at each institution. North Carolina residents are not turned down in favor of less qualified out-of-state applicants, and in-state applicants historically have had a 50% higher acceptance rate than non-resident applicants. The growth in external research support can be directly tied to the positive impact of tuition remissions on the campuses' ability to recruit graduate students to contribute to research teams.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION:

NUMBER OF FULL AND PART TIME POSITIONS: NA

PROGRAM DIRECTOR: Gretchen M. Bataille; 919-962-4614, bataille@northcarolina.edu

The Contribution of Graduate Education in North Carolina

Remarks by Linda Dykstra, Dean of the Graduate School, UNC-Chapel Hill
Representing the UNC Graduate Deans
April 9, 2001

Honorable members of the Joint Appropriations Subcommittee on Education:

I thank you, first of all, for this opportunity to speak with you about the contribution of graduate education in North Carolina. I appreciate the opportunity to illustrate the value of the investment that North Carolina makes by providing tuition support for students who are pursuing graduate degrees—masters as well as doctoral. This investment repays itself many times, economically as well as in terms of valuable human resources.

Although many of us here understand the concept of tuition remission, let me quickly describe this important scholarship program. Many years ago, the State of North Carolina initiated a program that used tuition scholarships to attract the most qualified graduate students to North Carolina. In return, these students assisted our faculty in their roles as teachers and researchers. At that time, I don't believe North Carolina realized the added benefit these students would bring in the second phase of their careers—after they had completed their training, and were giving back their expertise as educators, health-care providers, scientists, managers, and other professionals.

As originally conceived, the tuition scholarship program allowed those campuses that provide graduate degrees—currently 13 campuses within the UNC system—to reduce tuition for a limited number of students. Just three years ago, we developed, with you, another important scholarship package for our graduate students. That program extended tuition assistance to students who were already North Carolina citizens, students who were in danger of being recruited away from us by other states with their attractive tuition support packages. These are students that we want to retain as participants in our own graduate programs, and down the road as active members of our educated work force. These are also individuals at more advanced stages of their careers who require additional graduate training. For example, in order to improve the quality of services delivered at the K-12 level, North Carolina now requires speech pathologists and physical therapists to obtain additional graduate training.

In order to maintain these students here in North Carolina, we worked with you to develop a program of graduate tuition scholarships for North Carolina residents. This program has been very successful, not only in ensuring that exceptional North Carolina students are not recruited elsewhere, but in leveraging the resources available to our campuses from federal agencies.

Let me provide you with a few statistics that illustrate the success of this program. In providing you with this information, I want to emphasize that these numbers essentially represent a moving target, at best. Students come, they complete their degrees, many stay on

in North Carolina; some do, however, leave. In fact, they are often recruited away by other states. Sorry as we are to see some of these students leave, they still serve us in important ways, by spreading the news about the high-quality education they received here. Then, of course, there are those that leave and come back again, once more contributing to the North Carolina work force. Given this flux, and given the large numbers of students that we train across our many campuses, an overall percentage wouldn't provide you with an in-depth understanding of the importance of the graduate tuition scholarship program and its overall contribution in developing an educated, skilled work force that is able to share its expertise across the state, the nation, and the world.

Perhaps a few examples of selected groups of students would help.

- Marine Biology at UNC-Wilmington: Of the 83 recent graduates from their masters program who took jobs in the Biological Sciences field, 61 percent stayed on to work in North Carolina.
- The Department of Occupational Therapy at UNC-Chapel Hill: 63 percent of their graduates remain in North Carolina working throughout the state, in Alamance, Buncombe, Caldwell, Davidson, Durham, Forsyth, Guilford, Granville, Mecklenburg, Halifax, Haywood, Johnston, Lincoln, New Hanover, and Orange counties, to name a few.
- Department of Toxicology, School of Medicine: Of 23 recent graduates that hold jobs in North Carolina, 17 were originally from out of state
- School of Social Work: approximately 76 percent of social work students remain in North Carolina for their first job, with the highest percentage of those working within public agencies addressing problems such child welfare, mental health, and family and aging services.
- Health Behavior and Education: Currently, 447 of their graduates are working in North Carolina.

In addition to the clear contribution in human resources our graduate programs make, there are other economic advantages. When the state of North Carolina provides tuition support for students, those students provide service in return. They assist faculty with undergraduate instruction; they are partners with the faculty in their research endeavors.

In addition, North Carolina's in-state tuition scholarship program provides an opportunity for campuses to garner additional funds from federal sources. The tuition scholarship program is essentially a matching program and the economic multiplier is impressive! At one campus alone, $2.7 million dollars in state resources for in-state tuition scholarships was increased by almost $2.0 million dollars in federal funds for tuition, **almost doubling the value of the state's investment**. Without our in-state tuition scholarship program, campuses would not be able to capture those additional resources!

To illustrate the clear importance of tuition scholarships, I would like to provide you with a few warm-body examples. These individuals represent the graduates of all North Carolina campuses that grant masters or doctoral degrees.

But before introducing these individuals, I want to acknowledge one other individual who is with us this afternoon. This is Professor Rudolph Jackson, currently Dean of the Graduate School at North Carolina Central University. Not only is Rudy a partner in the graduate education enterprise in North Carolina, he is himself one of those out-of-state success stories, initially drawn to North Carolina from Georgia because of our high-quality programs in higher education. Rudy stayed after receiving a degree from the School of Public Health, and has remained here in North Carolina ever since. A few other individuals you might be familiar with are Russell Allen, currently the Raleigh City Manager, or Harry Jones, Manager of Mecklinburg County, both originally recruited from out-of-state as students in North Carolina's nationally recognized Masters Program in Public Administration.

Jory Weintraub, Dori Canelas, and David Walbert provide three more out-of-state success stories. Each of them came to North Carolina from elsewhere, completed a doctoral degree, and then decided to stay on. Currently, Jory works for the Partnership for Minority Advancement in Biomolecular Sciences, developing science curriculum with colleagues at North Carolina Central, Shaw and Pembroke Universities. Dori, a Chemistry graduate, works with the Lord Corporation in Raleigh, where she is doing research on high-temperature adhesives and becoming involved in product development. David Walbert is in the education field, working with LEARN North Carolina.

As pleased as we were to attract these students to North Carolina and proud to see them giving so much back in their newest endeavors, you should know that the tuition support programs that you have established here in North Carolina are also used to make sure that the most talented residents of North Carolina remain here to pursue their interests in graduate training. Again let me illustrate with another face, Yeu-Li Yeung, who has been a North Carolina resident since she was 12 years old. As a resident, she received an in-state tuition scholarship to pursue her graduate training in Vocational Rehabilitation. Currently, Yeu-Li is employed by the North Carolina Assistive Technology Program in Raleigh, working with individuals with disabilities to help them make everyday life a lot easier.

In short, the tuition scholarship program you have supported over the years has been and continues to be an investment in North Carolina's future. Not only does it yield an impressive financial return, it pays back by providing the human resources that are so important to the continued economic health and well-being of our state.

Again, we thank you for your vision in supporting graduate student tuition scholarships in the form of tuition remissions and in-state awards. Their return, both in people power as well as in dollars and cents, is enormous.

Item A

New Students and NC Residents by Year
Wake Forest University School of Medicine

Entering class of...	NC Residents Students		Total New MD Students
75-76	57	(64%)	89
76-77	65	(60%)	108
77-78	65	(60%)	108
78-79	68	(63%)	108
79-80	68	(63%)	108
80-81	65	(60%)	108
81-82	67	(62%)	108
82-83	65	(60%)	108
83-84	65	(60%)	108
84-85	65	(60%)	108
85-86	65	(60%)	108
86-87	65	(60%)	108
87-88	65	(60%)	108
88-89	59	(55%)	108
89-90	62	(57%)	108
90-91	60	(56%)	108
91-92	55	(51%)	108
92-93	63	(58%)	108
93-94	59	(55%)	108
94-95	56	(52%)	108
95-96	60	(56%)	108
96-97	59	(55%)	108
97-98	54	(50%)	108
98-99	57	(53%)	108
99-00	67	(62%)	108
00-01	51	(47%)	108

Total Student Enrollment and North Carolina Student Enrollment Wake Forest University School of Medicine

Academic Year	NC Residents MD Students	Total MD Students
75-76	192 (52%)	370
76-77	216 (55%)	389
77-78	226 (57%)	398
78-79	247 (59%)	418
79-80	263 (61%)	428
80-81	262 (61%)	431
81-82	282 (66%)	429
82-83	266 (62%)	429
83-84	258 (60%)	431
84-85	258 (61%)	426
85-86	254 (59%)	429
86-87	249 (59%)	425
87-88	246 (58%)	425
88-89	240 (57%)	419
89-90	244 (57%)	430
90-91	241 (57%)	423
91-92	221 (51%)	435
92-93	229 (52%)	437
93-94	226 (53%)	430
94-95	234 (52%)	448
95-96	225 (51%)	437
96-97	234 (52%)	449
97-98	223 (49%)	452
98-99	224 (50%)	447
99-00	236 (54%)	441
00-01	218 (49%)	441

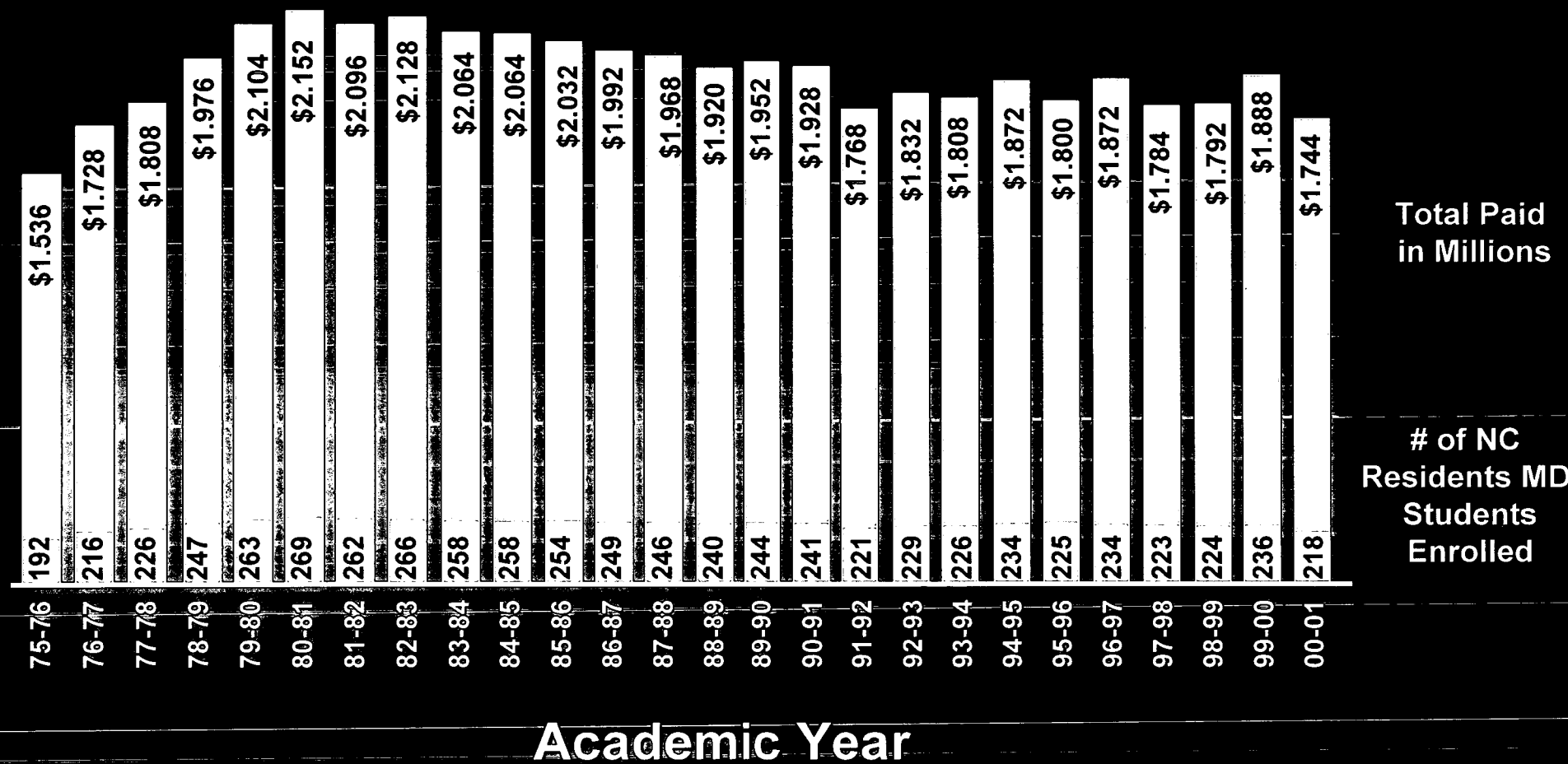
WAKE FOREST UNIVERSITY SCHOOL OF MEDICINE

Year 2000 Experience

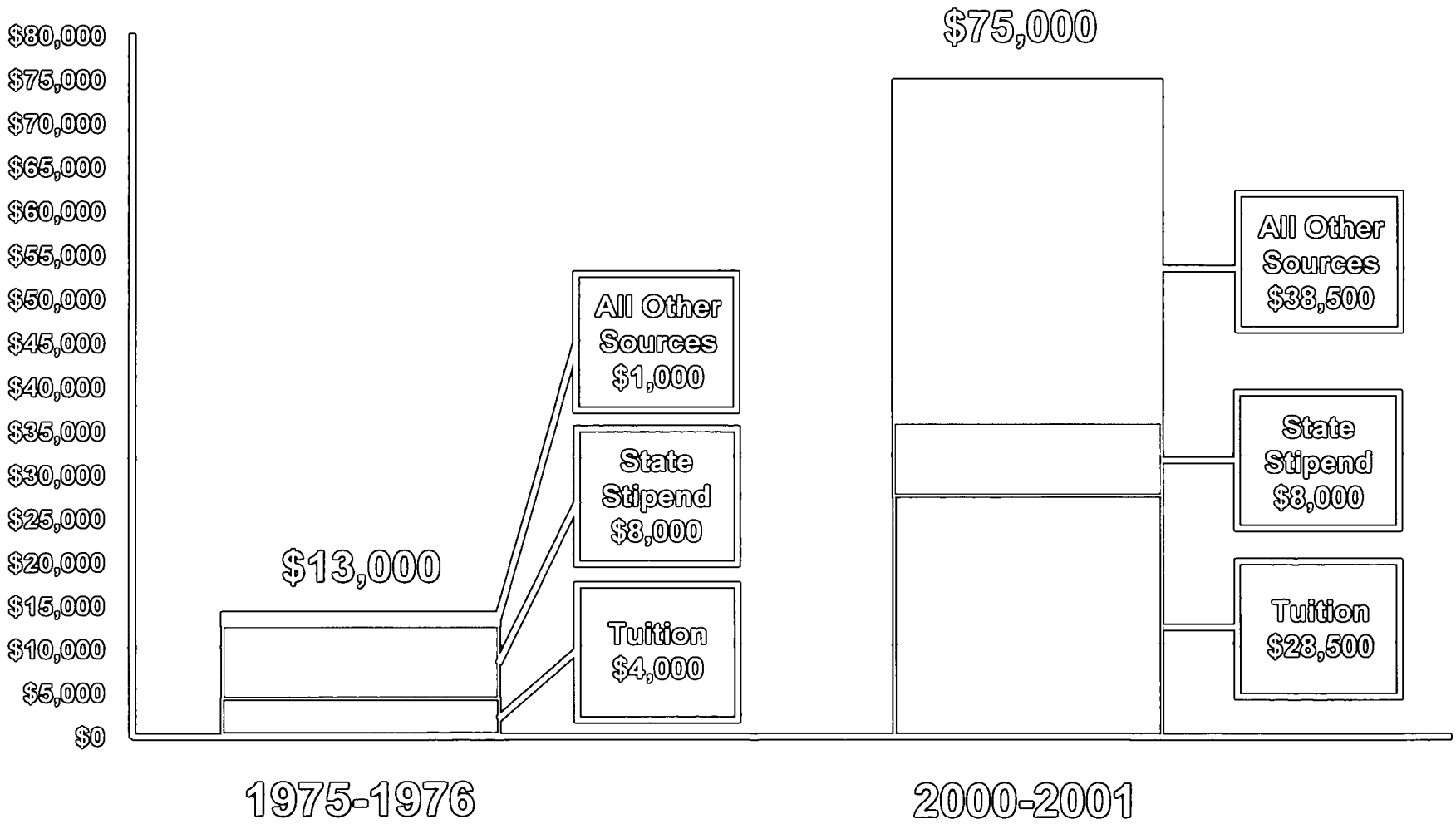
	N.C. Residents	National Pool
Applicants	644	4,800
Matriculants	51	57
Ratio Matriculants To Applicants	1 : 13	1 : 84

Total Stipend Paid by Academic Year

Wake Forest University School of Medicine



Wake Forest University School of Medicine
Cost of Medical Education Estimates



Item B

The Benefits of North Carolina's Investment in Private Medical Education

- The North Carolina Medical Schools Assistance Program follows in the tradition of investment by the State of North Carolina in a strong dual system of public and private higher education.

- By statute, North Carolina provides financial aid to medical students in the form of a per capita payment to the state's two private medical schools – Wake Forest University and Duke University – for each North Carolina resident accepted.

- The statute ensures that these funds are used by the schools directly for medical education, with a provision to provide financial assistance for needy North Carolina students and to encourage all students to train as primary care physicians.

- The aid to North Carolina medical students from this fund enables North Carolina residents to select the medical program in their home state that best meets their needs, helping to relieve the pressure on the state's two public medical institutions.

- Per capita state funding for medical students at UNC-Chapel Hill is $98,000. At East Carolina University, it is $147,000 (Source: Finance Office, UNC General Administration).

- Support of the state's private medical institutions has provided millions of dollars in savings to taxpayers by alleviating the need for an additional medical school to meet the health care needs of North Carolina's citizens.

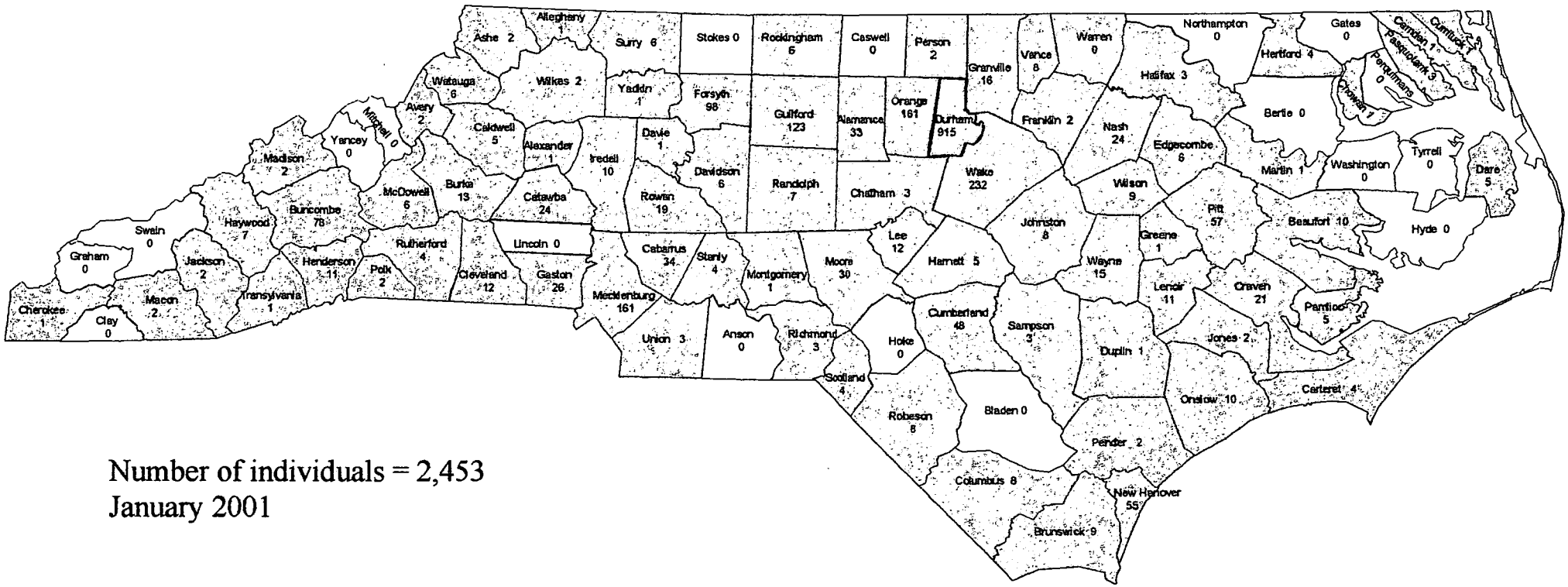
- As a result of the state's ongoing investment in medical education, North Carolina has a well-trained cadre of practicing physicians. The private schools make a significant contribution to this health care workforce.

- Of the medical doctors currently practicing in North Carolina, 2,422 are graduates of the two private medical schools (Wake Forest, 1,248; Duke, 1,174). This compares favorably to the number of graduates of the two public institutions (UNC-Chapel Hill, 2,363; East Carolina, 685).

- In addition, 1,279 physicians who completed their residency training at Duke University Hospital and 774 who trained at Wake Forest University Baptist Medical Center currently provide an array of high-quality medical services in small towns across North Carolina.

- Future economic growth and development in North Carolina depend upon a well-educated, productive and healthy workforce. Access to locally provided health care for every citizen is a critical need. Assuring an adequate supply of doctors throughout North Carolina – through financial assistance to all four of North Carolina's medical schools – is an essential first step toward achieving that goal.

Duke University School of Medicine Graduates & Residents Practicing in North Carolina



Number of individuals = 2,453
January 2001

Brilliant Medicine. Thoughtful Care.

Duke University Health System
Health Care Services for North Carolinians

Students from Duke University School of Medicine, residents trained by Duke University Hospital, and doctors associated with Duke University Medical Center provide a variety of high-quality health care services in communities throughout North Carolina. The following is a representative list of the services offered.

Community	Example Affiliated Services/Programs
Burlington	Alamance Regional Medical Center (cardiac cath lab, cardiology, infection control program, internal medicine weekend house coverage, Life Care satellite program)
	Burlington Pediatrics (allergy clinic)
	Brookhollow Family Medicine Center (affiliated physicians)
	Kernodle Clinic (endocrinology)
Butner	Federal Correctional Institution (infectious diseases, neurology, orthopaedic surgery)
	John Umstead Hospital (neurology, anesthesiology)
Charlotte	Presbyterian Hospital (cancer program, bone marrow transplant)
Concord	Northeast Medical Center (cardiac cath lab, oncology, dermatology, endocrinology research, gastroenterology, geriatric medicine research, neurology, pulmonary medicine, orthopaedic surgery, urology, family medicine residency program, OB/gyn clinics and education, pediatric clinics and education, psychiatry and radiology telemedicine programs)
Durham	Durham County Health Department (infectious diseases clinic)
	Durham County Mental Health Center (psychiatry resident rotation)
	Durham Regional Hospital (family medicine, general surgery and orthopaedic surgery rotations; infection control program, neonatal services, pediatric cardiology, radiation oncology)
	The Forest at Duke (geriatric services)

Durham (cont'd)	Lincoln Community Health Center (family medicine, general internal medicine and psychiatry rotations, pediatric EKG interpretation services, urgent care clinic)
Fayetteville	Cape Fear Valley Medical Center (pediatric cardiac EKG services, infection control program, infectious diseases consultation, OB/gyn resident rotation)
	SRAHEC (family medicine residency, internal medicine training, mobile cardiac echo services, pediatric cardiology, child abuse clinic, endocrinology and infectious diseases clinics)
Fort Bragg	Womack Army Medical Center (orthopaedic surgery resident rotation, physicians assistant training, pediatric cardiology clinic)
Greensboro	Guilford County Mental Health (psychiatry clinic)
	Piedmont Surgeons for Children (pediatric gastrointestinal clinic)
	Wesley Long Community Hospital (gynecology oncology clinic and surgery)
Henderson	Maria Parham Hospital (renal dialysis, EEG interpretation, infection control program, infectious diseases-HIV clinic, mobile cardiac cath, nephrology, oncology, psychiatry, rheumatology, radiation oncology)
	Vance County Health Department (OB/gyn and pediatrics resident rotations)
Laurinburg	Scotland Memorial Hospital (continuing medical education program, allergy clinic, endocrinology, weekend internal medicine house coverage, mobile cardiac cath, oncology clinic, rheumatology clinic, pediatric tele-echo service)
Louisburg	Franklin Regional Medical Center (rheumatology clinic)
	Franklin County Health Department (OB/gyn and pediatric resident rotations)
Lumberton	Lumberton Children's Clinic (pediatrics, allergy, cardiology, gastrointestinal and endocrinology clinics; mobile cardiac echo service)
	Lumberton Medical Clinic (rheumatology)

Lumberton (cont'd)	Southeastern Regional Medical Center (cardiac cath lab, neurosurgery, oncology, weekend internal medicine house coverage, Life Care satellite program, pediatric tele-echo service)
Oxford	Granville Medical Center (cardiology, oncology and rheumatology clinics; infection control program, mobile cardiac echo service)
	Granville County Health Department (OB/gyn and pediatrics resident rotations)
Pinehurst	Moore Regional Hospital (gynecology oncology clinic)
Raleigh	Central Prison (ophthalmology clinic)
	Rex Hospital (gynecology oncology clinic and surgery)
Reidsville	Annie Penn Hospital (dermatology, neurology and endocrinology clinics)
Roanoke Rapids	Halifax Memorial Hospital (pediatric cardiology clinic, pediatric tele-echo service)
Rocky Mount	Nash General Hospital (infection control program)
Roxboro	Garrett Optometric (ophthalmology clinic)
	Person County Memorial Hospital (cardiology, orthopaedic and general surgery, renal dialysis, endocrinology, infectious diseases, nephrology, neurology, oncology, ophthalmology, psychiatry, radiation oncology)
	Person County Group Homes (neurology clinic)
	Roxboro Family Vision (ophthalmology clinic)
Sanford	Central Carolina Hospital (cardiology, internal medicine, neurology, mobile cardiac cath)
Smithfield	Johnston Memorial Hospital (carotid ultrasound and EEG interpretation, oncology, orthopaedic surgery, internal medicine, Life Care satellite program, mobile cardiac cath, neurology, pulmonary medicine, rheumatology, pediatric tele-echo service)
Southern Pines	St. Joseph of the Pines (geriatric medicine preceptor program)
Sylva	Jackson County Health Department (pediatric neurology program)

Warrenton	Warren County Health Department (OB/gyn and pediatric resident rotations)
Whiteville	Columbus County Hospital (cardiology, weekend internal medicine house coverage, mobile cardiac cath)
Wilmington	Coastal Carolina Eye Clinic (retina clinic)
Yanceyville	Caswell Family Medicine Center (mobile echo, orthopaedic and general surgery clinics)

(NOTE: Affiliations as of July 2000)

Alt 12

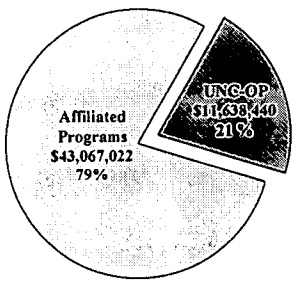
UNC General Administration
General Operating Budget
FY 2000-01

April 9, 2001

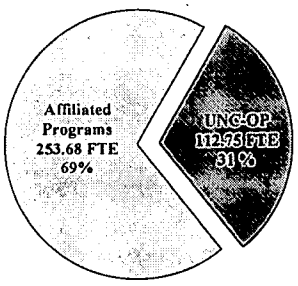
The University of North Carolina

Budget Code 16010 Requirements and FTE
FY 2000-01

Requirements:
$54,705,462



FTE: 366.43



UNC-GA serves as the fiscal agent for all programs included in Budget Codes 16010 – *General Operating Budget* ($54.7 M); 16011 – *Interinstitutional Programs* ($11.8 M); and 16012 – *Related Educational Programs* ($100.9 M).

The University of North Carolina

UNC–General Administration Affiliated Organizations State Operating Budgets – FTE, Requirements, % to Total Budget FY 2000-01

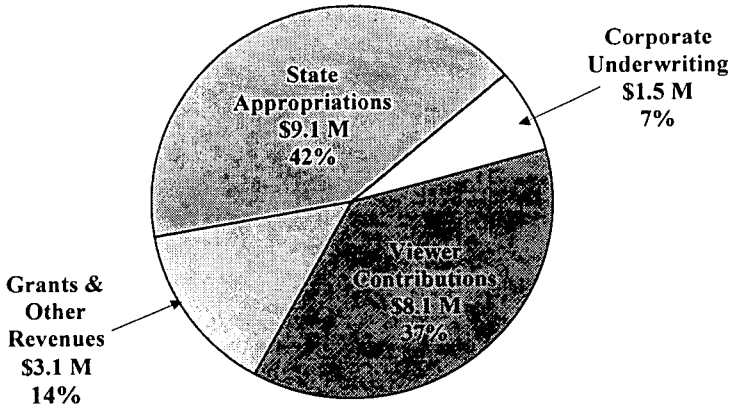
Affiliates	FTE	Budget	%
Pathways	3.00	$ 994,331	2.3%
NC Center for Intl. Und.	9.00	510,206	1.2%
NC Center for Nursing	6.00	520,044	1.2%
NC Higher Ed. Fac. Com.	3.00	138,243	0.3%
NCSC and NCREN	–	13,359,429	31.0%
Network Services/ITS	8.00	1,105,091	2.6%
SEAA-ACA (Fed. Rec.)	28.00	4,364,260	10.1%
SEAA-Appropriation	22.00	1,851,508	4.3%
UNC Alliance	3.00	577,878	1.3%
UNC System Spt. Group	5.00	456,776	1.1%
UNC TLT Collaborative	4.00	722,784	1.7%

Affiliates	FTE	Budget	%
UNC Center for Public TV	112.00	$ 9,120,345	21.2%
Lighthouse Schools Pgm.	–	260,000	0.6%
NC Math Sci. Ed. Ntwk.	9.70	528,379	1.2%
NC Model Teacher Educ.	8.00	1,627,217	3.8%
NC Principal Exec. Pgm.	20.38	2,028,904	4.7%
NC Teacher Academy	9.00	4,596,404	10.7%
School Leadership Academy	1.60	168,464	0.4%
Principal Fellows Program	2.00	136,759	0.3%
Total Affiliates	253.68	43,067,022	100.0%

Affiliates represent 79% of UNC-GA's operating budget.

The University of North Carolina

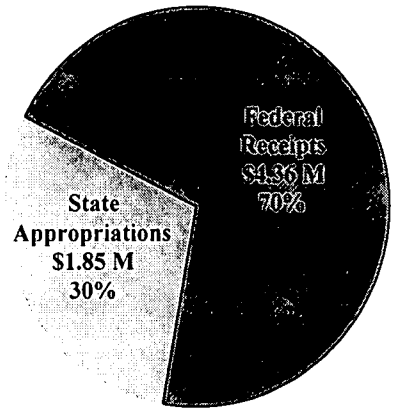
UNC Center for Public Television $9.12 million



Total UNC-TV revenues - $21.8 M.

The University of North Carolina

State Education Assistance Authority
$6.21 Million



The University of North Carolina

UNC General Administration
Replacement of Overhead Receipts
with State Appropriations

Prior to 1999, 5% of the overhead receipts available to NCSU and UNC-CH were transferred to UNC-General Administration to support operations.

In 1999, the General Assembly allowed those two campuses to retain 100% of overhead receipts. The $4.5 million that had previously been received at General Administration was replaced with an appropriation of $3.5 million.

The University of North Carolina

UNC General Administration
Permanent Budget Reversions to Date
FY 1991-2003

Description	FTE	Budget Reductions
91-92 General Assembly Reductions	(16.00)	(1,481,139)
92-93 Delete SPA Salary Reserve	0.00	(15,800)
93-95 .59% Reversion (Other costs & capital outlay)	0.00	(96,472)
94-95 $10 million UNC Reduction	(2.60)	(105,575)
94-95 1% Reduction	0.00	(72,774)
95-96 Reductions	(1.00)	(118,966)
98-99 .1% Reversion	0.00	(38,720)
99-00 .5% Reversion	0.00	(209,493)
99-00 Retirement Reductions	(0.30)	(44,317)
01-03 Governor Easley's Proposed Reductions	0.00	(663,895)
Totals	**(19.90)**	**(2,847,151)**

The University of North Carolina

UNC-General Administration
Budget Flexibility
FY 2000-01

In 1999, the General Assembly authorized budget flexibility for UNC-General Administration. Funds carried forward into the 2000 year have been used to fund the following:

- **UNC student and alumni surveys**
- **GA information technology improvements**
- **Program studies mandated by the General Assembly**
- **UNC systemwide web portals**
- **Other BOG initiatives**

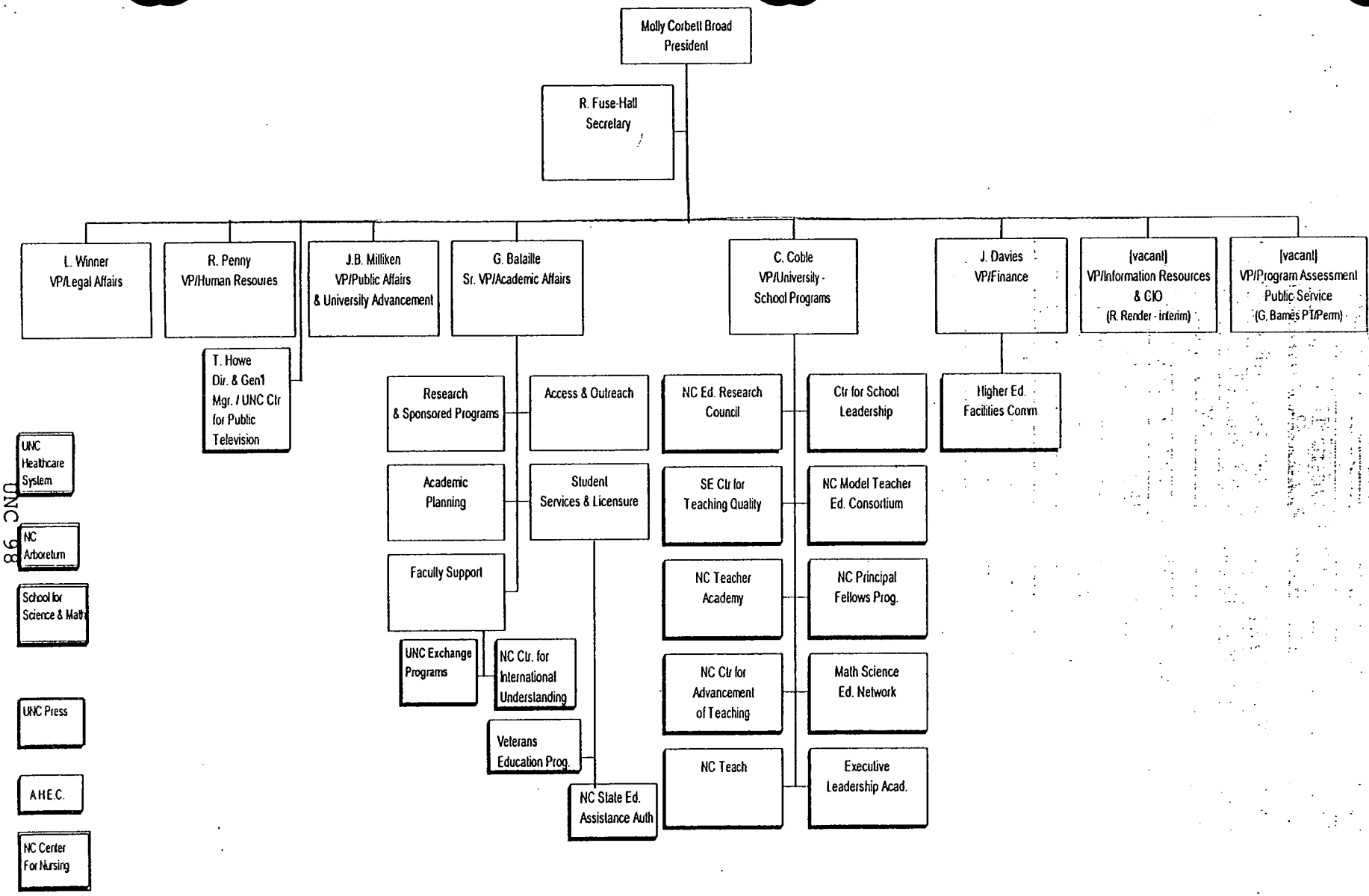
The University of North Carolina

State Higher Education Staffing Ratios

State	# 4-Year Campuses	# Staff	Ratio of Campuses to Staff
California-Postsecondary Bd.	0	38	
California–University of Calif.	9	485	0.0186
Tennessee (3 Boards)	11	512	0.0215
California Total	31	816	0.0380
Oregon	8	162	0.0494
Wisconsin	13	232	0.0560
Florida (2 Boards)	10	168	0.0595
Oklahoma	12	198	0.0606
Arizona (2 Boards)	3	40	0.0750
California–California State System	22	293	0.0751
Maryland (2 Boards)	13	171	0.0760
Minnesota	4	49	0.0816
North Carolina	16	121	0.1322
Massachusetts	5	37	0.1351
West Virginia	12	65	0.1846
Georgia	19	99	0.1919
New York (Coordinating Bd. Only)	45	158	0.2848
Kentucky (Coordinating Bd. Only)	13	39	0.3333

The University of North Carolina

THE UNIVERSITY OF NORTH CAROLINA - GENERAL ADMINISTRATION OFFICE OF THE PRESIDENT



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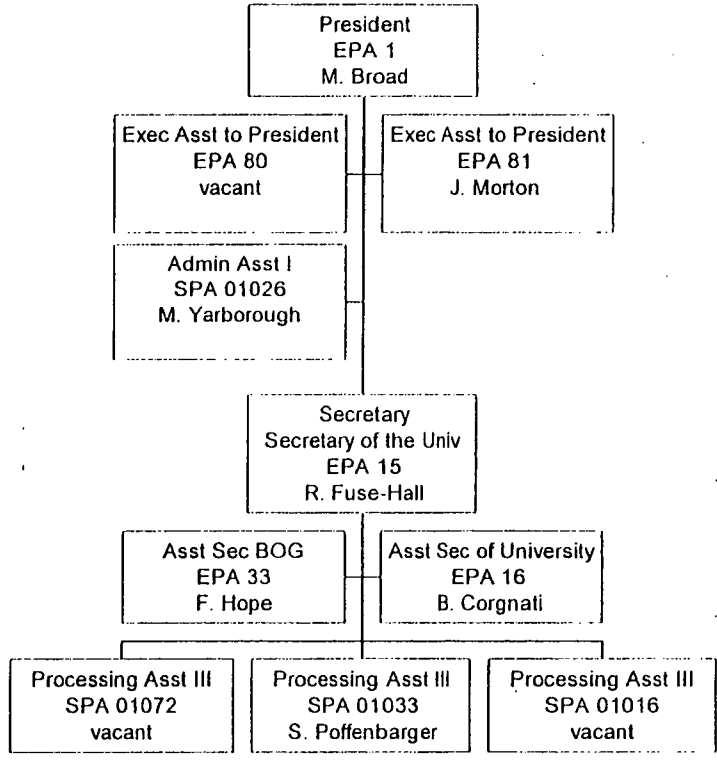
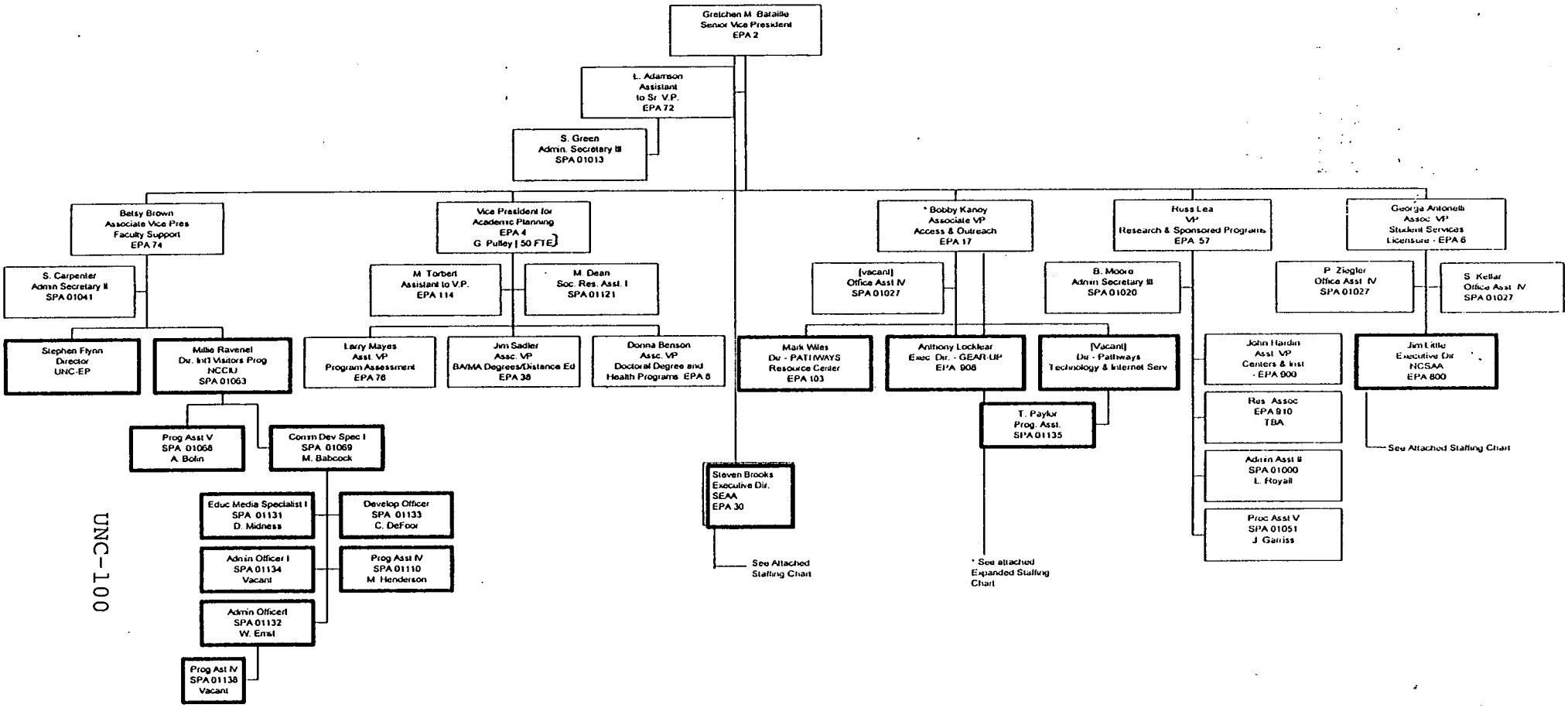
Office of the President



Academic Affairs



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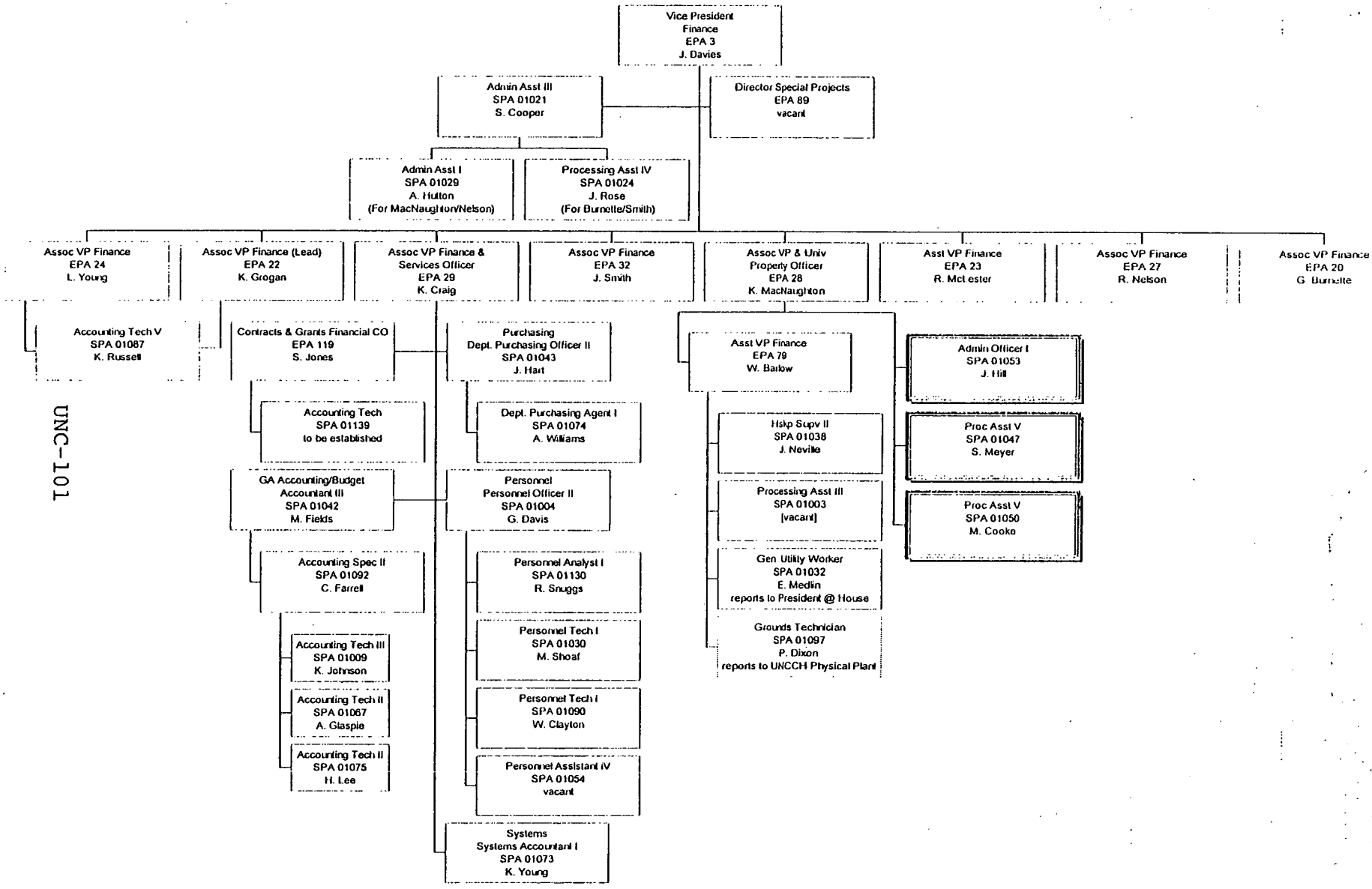

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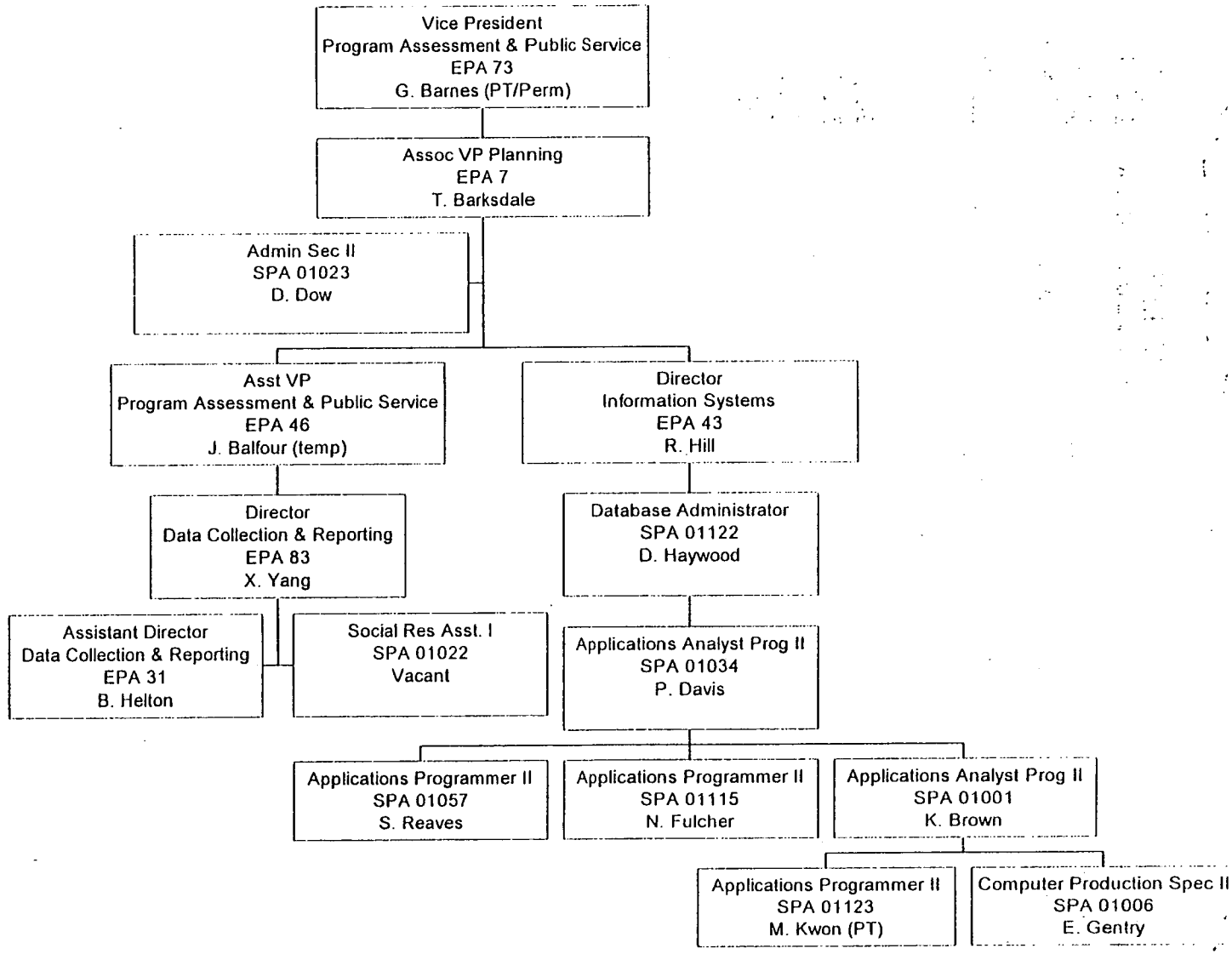
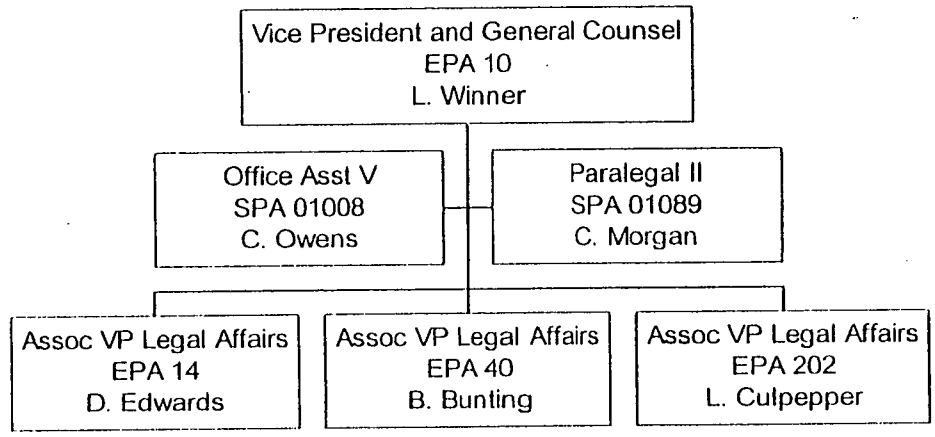
Program Assessment & Public Service

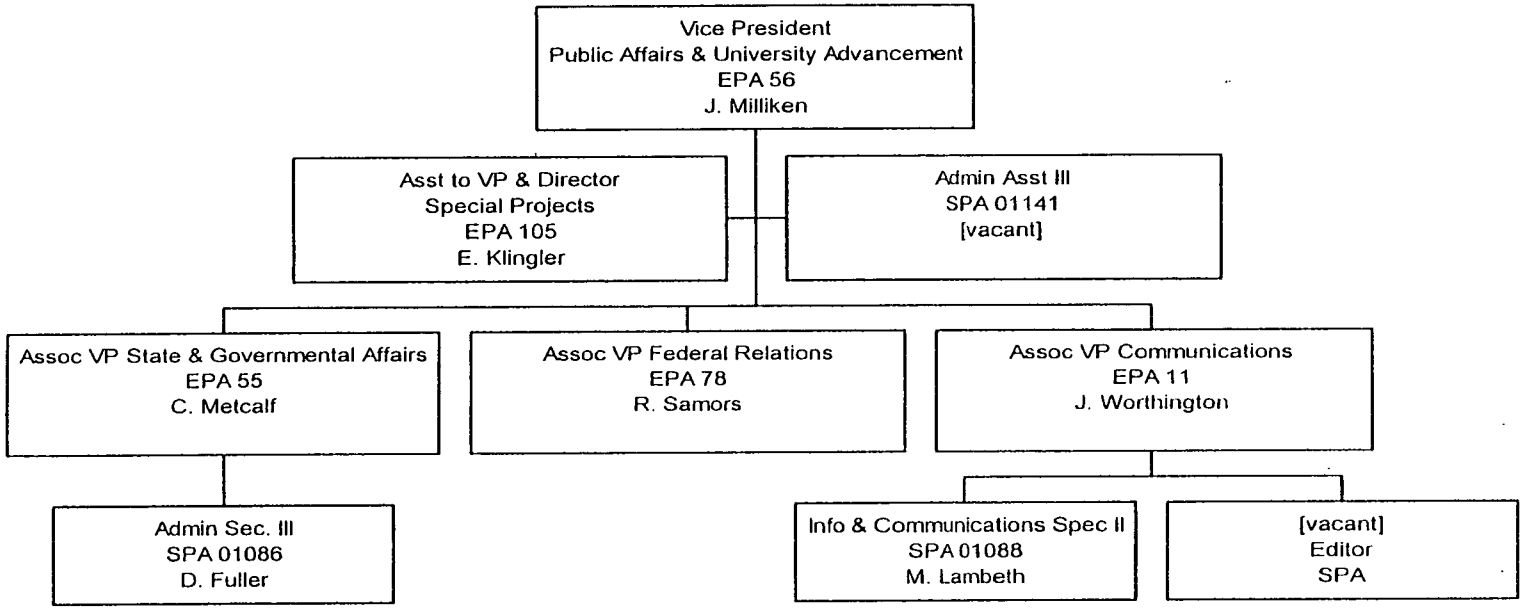


Legal Affairs

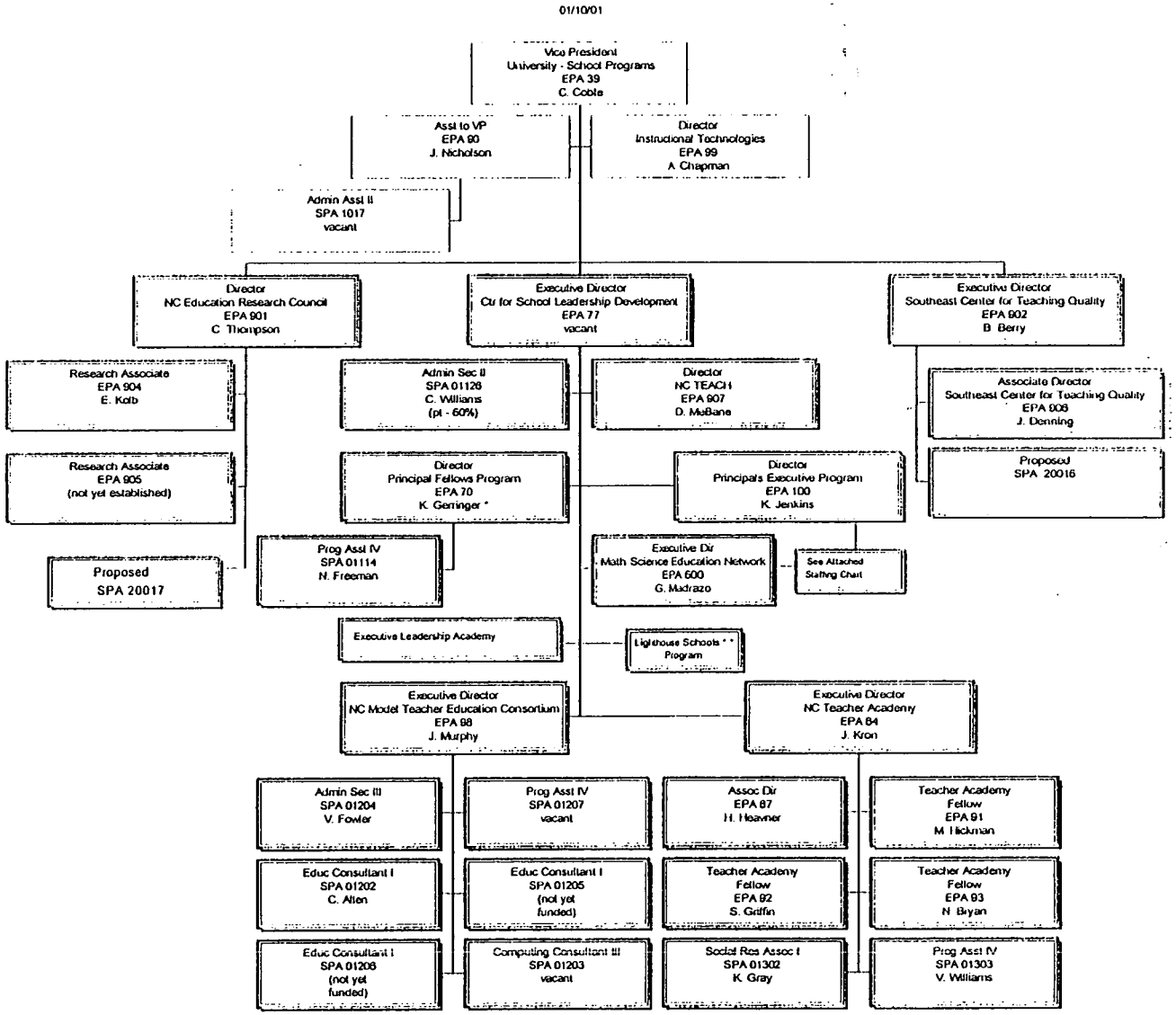
03/02/01



Public Affairs & University Advancement



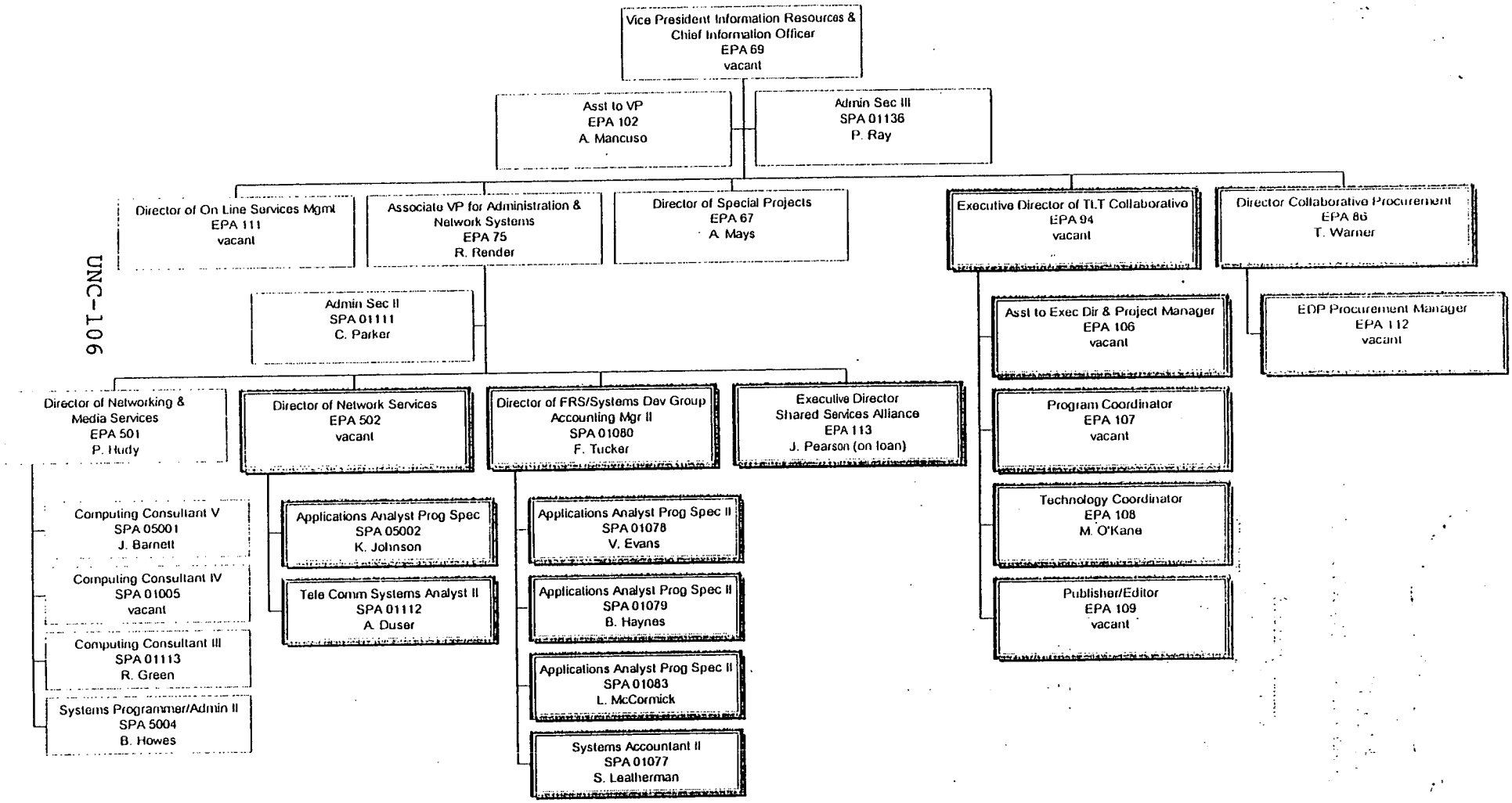
University - School Programs



**Acting Associate Director for Center for School Leadership Development*
*** See Principals Executive Program*

Information Resources

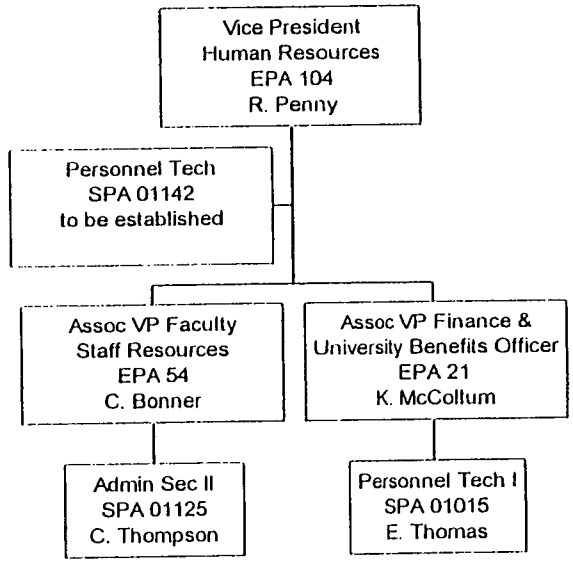
03/08/01



UNC-106

Human Resources

03/02/01



University of North Carolina - Office of the President

ion ber	Position Title	Budgeted Salary	EPA FTE	SPA FTE
001	PRESIDENT	299,860	1.00	
80	EXEC ASST TO PRESIDENT	52,854	1.00	
081	EXEC ASST TO PRESIDENT	53,045	1.00	
1026	ADMINISTRATIVE ASSISTANT I	35,822		1.00
015	SECRETARY OF UNIVERSITY	116,500	1.00	
016	ASST SECRETARY OF UNIVERSITY	62,245	1.00	
033	ASST SECRETARY, BOG	47,670	1.00	
1016	PROC ASST III	25,317		1.00
1033	PROC ASST III	22,924		1.00
1072	PROC ASST III	27,801		1.00
	Office of the President	**744,038**	**6.00**	**4.00**
002	SR VP FOR ACADEMIC AFFAIRS	223,600	1.00	
008	ASSOC VP - ACADEMIC AFFAIRS	80,961	1.00	
017	ASSOC VP - ACADEMIC AFFAIRS	100,000	1.00	
072	ASST TO VP - ACADEMIC AFFAIRS	45,760	1.00	
074	ASSOC VP - ACADEMIC AFFAIRS	100,000	1.00	
1027	ADM SEC III	33,067		1.00
1013	ADM SEC III	26,832		1.00
1041	ADMIN SEC II	27,593		1.00
057	ASSOC. VP - RESEARCH & SPONSORED PROGRAMS	140,000	1.00	
900	ASST VP FOR RESEARCH	47,000	1.00	
1000	ADM ASSISTANT II	32,120		1.00
1020	ADM SEC III	30,051		1.00
1051	PROC ASST V	28,789		1.00
76	ASST VP FOR PROGRAM ASSESSMENT	75,100	1.00	
21	SOCIAL RESEARCH ASST I	33,164		1.00
006	ASSOC VP - STUDENT SERVICES	93,564	1.00	
1027	OFFICE ASST IV	24,841		1.00
1084	PROC ASST IV	25,000		1.00
004	VICE PRESIDENT FOR ACADEMIC PLANNING	73,250	0.50	
038	ASST VP - ACADEMIC PLANNING	85,145	1.00	
114	ASST TO VP FOR ACADEMIC PLANNING	40,000	1.00	
	Academic Affairs	**1,365,837**	**11.50**	**9.00**

University of North Carolina - Office of the President

Position Number	Position Title	Budgeted Salary	EPA FTE	SPA FTE
003	VP FOR FINANCE	164,100	1.00	
020	ASSOC VP - FINANCE	93,898	1.00	
022	ASSOC VP - FINANCE	161,315	1.00	
023	ASST VP - FINANCE	64,000	1.00	
024	ASSOC VP - FINANCE	87,500	1.00	
027	ASSOC VP - FINANCE	102,100	1.00	
028	ASSOC VP - FINANCE & UNIV PROP OFFICER	99,516	1.00	
032	ASSOC VP - FINANCE	98,315	1.00	
079	ASST VP - FINANCE	70,300	1.00	
089	DIR, SPECIAL PROJECTS	55,650	1.00	
1021	ADM ASSISTANT III	42,722		1.00
1024	PROC ASST IV	22,403		1.00
1029	PROC ASST V	28,452		1.00
1087	STATISTICAL RES ASST I	35,822		1.00
029	ASSOC VP - FINANCE & SERVICES OFFICER	86,200	1.00	
119	DIR., CONTRACT & GRANT / FINANCIAL REPORTING	73,000	1.00	
1004	PERSONNEL OFFICER III	56,058		1.00
1009	ACCT TECH III	29,680		1.00
1030	PERSONNEL TECH I	35,822		1.00
1042	ACCOUNTANT III	64,311		1.00
1043	DEPARTMENTAL PURCHASING OFF II	42,328		1.00
1054	PERSONNEL ASST IV	23,175		1.00
1067	ACCT TECH II	27,033		1.00
1073	SYSTEMS ACCOUNTANT I	47,746		1.00
74	PROC ASST IV	30,051		1.00
75	ACCT TECH II	27,033		1.00
1090	PERSONNEL TECH I	35,445		1.00
1092	ACCT SPEC II	41,913		1.00
1130	PERSONNEL ANALYST I	41,680		1.00
1139	ACCT TECH II	26,000		1.00
1003	PROC ASST III	25,791		1.00
1032	FLOOR MAINT ASST	20,946		1.00
1038	HOUSEKEEPING SUPR II	27,148		1.00
1097	GROUNDS WORKER II	26,631		1.00
	Finance Division	**1,914,084.00**	**12.00**	**22.00**
73	VP -PGM ASSESS. & PUBLIC SERVICE	73,500	0.50	
007	ASSOC VP - PGM. ASSESS. & PUBLIC SERVICE	103,200	1.00	
031	ASST DIR, DATA COLL & REPORTING	53,050	1.00	
043	DIR, INFO SYSTEMS	86,500	1.00	
046	ASST VP - PGRM ASSESS & PUBLIC SERV	65,000	1.00	
083	DIR, DATA COLLECTION & REPORTING	60,650	1.00	
1001	APPL ANAL PROG II	49,519		1.00
1006	COMP PROD SPEC II	36,817		1.00
1022	SOCIAL RESEARCH ASST I	30,253		1.00
1023	ADMIN SEC II	26,571		1.00
1034	APPL ANAL PROG II	58,800		1.00
1057	APPL PROG II	48,900		1.00
1115	APPL PROG II	43,445		1.00
1122	DATA BASE ADM	70,749		1.00
1123	APPL PROG II	32,612		0.75
	Program Assessment & Public Service Division	**839,566**	**5.50**	**8.75**
010	VP & GENERAL COUNCIL	150,000	1.00	
14	ASSOC VP FOR LEGAL AFFAIRS	103,500	1.00	
40	ASSOC VP FOR LEGAL AFFAIRS	96,500	1.00	
1008	ADM SEC V	27,750		1.00
202	ASSOC VP FOR LEGAL AFFAIRS	85,000	1.00	
1089	PARALEGAL II	37,176		1.00
	Legal Affairs Division	**499,926**	**4.00**	**2.00**

University of North Carolina - Office of the President

tion nber	Position Title	Budgeted Salary	EPA FTE	SPA FTE
011	ASSOC. VP - COMMUNICATIONS	80,500	1.00	
055	ASSOC VP FOR STATE & GOV'T AFFAIRS	120,560	1.00	
056	VP - PUBLIC AFFAIRS & UNIV. ADV.	163,000	1.00	
078	ASSOC VP FOR FEDERAL RELATIONS	109,810	1.00	
105	ASST TO VP FOR UNIV ADV AND PUBLIC SERV	45,000	1.00	
1086	ADM SEC III	33,454		1.00
1088	INFO COMM SPEC II	37,000		1.00
1141	ADM SEC III	40,000		1.00
	Public Affairs & University Advancement Division	**629,324**	**5.00**	**3.00**
039	VP - UNIVERSITY SCHOOL PROGRAMS	141,700	1.00	
090	ASST TO VP - UNIVERSITY SCHOOL PGMS	51,058	1.00	
099	DIR, INSTRUCTIONAL TECHNOLOGIES	74,230	1.00	
1017	ADM ASST II	34,668		1.00
	University School Programs Division	**301,656**	**3.00**	**1.00**
067	ASST VP - ITS	73,500	1.00	
069	VP FOR INFO RESOURCES & CIO	180,100	1.00	
102	ASST TO VP FOR INFO RES	60,000	1.00	
111	DIR. ON-LINE SERVICES MGMT	75,000	1.00	
1136	ADM SEC III	34,337		1.00
075	ASSOC VP - ADM. AND NETWORK SYSTEMS	131,250	1.00	
1111	ADM SEC II	31,555		1.00
501	DIR., NETWORKING & MEDIA SERVICES	66,950	1.00	
1005	COMPUTER CONSULTANT IV	48,067		1.00
1113	COMPUTER CONSULTANT III	41,455		1.00
001	COMPUTER CONSULTANT V	56,378		1.00
004	SYSTEM PROGRAMMER/ADMINISTRATOR II	70,245		1.00
	Information Resources Networking & Media Services	**868,837**	**6.00**	**6.00**
021	ASSOC VP - UNIV BENEFITS OFFICER	87,460	1.00	
054	ASSOC VP - FACULTY STAFF RESOURCES	90,754	1.00	
104	VP FOR HUMAN RESOURCES	130,000	1.00	
1015	PERSONNEL TECH I	30,434		1.00
1125	ADMIN SEC II	29,718		1.00
1142	PERSONNEL TECH I	30,000		1.00
	Human Resources Division	**398,366**	**3.00**	**3.00**

PROGRAM: Distinguished Professors Endowment Trust Fund **#22**

* non-recurring

CURRENT GENERAL FUND APPROPRIATION: *1) 1997-1998 $1,000,000
2) 2000-2001 $2,000,000

FUND BALANCES REMAINING: None BOG Request? Yes

PURPOSE AND GOALS OF PROGRAM: The fund was created to enable UNC institutions to receive and match challenge grants to establish endowed chairs to attract distinguished scholars to the faculties. The purpose was to provide matching State funds to stimulate private support and commitment to improving the excellence of the university. Two levels of grants were authorized: (1) State grants of $167,000 to match $333,000 in private gifts to establish $500,000 endowments, and (2) State grants of $334,000 to match private gifts of $666,000 to establish $1,000,000 endowments

RESULTS AND OUTCOMES OF PROGRAM: To date, State appropriations of $34,175,000 and interest earnings of $5,571,000 have provided matching for $79,254,000 in private funds to establish 183 endowed professorships. There are 55 at $1,000,000 and 128 at $500,000.

An outstanding example of the response from the private sector was the announcement in 1997 that the C. D. Spangler Foundation was establishing challenge grants to match other private gifts to qualify for a State match under this program. The Foundation agreed to provide up to $1,600,000 annually for five years, a potential $8,000,000, contingent upon continued appropriations for the Trust Fund.

The university has been able to attract nationally recognized scholars and researchers in crucial fields, such as financial services, computer networking, medicine, and biology and chemistry (key disciplines that support biotechnology). The professorships have strengthened the faculties and benefited the economy of the state.

Most recent fiscal years have ended with a backlog of unmet State matching funds needs. As of March 1, 2001, ten professorships were in the queue awaiting State funding: six for $334,000 for $1,000,000 endowments, and four for $167,000 for $500,000 endowments. Another one for a $500,000 chair will be placed in the queue by mid-March.

In most years, the university has received $2,000,000 in recurring funds. In 1997-98 and in 1998-99 the university received additional funds on a non-recurring basis to address a heavy backlog of professorships for which private funds had been secured and to take the fullest advantage of the new Spangler Foundation initiative.

The university has been able to attract nationally recognized scholars and researchers in crucial fields, such as financial services, computer networking, medicine, and biology and chemistry (key disciplines that support biotechnology). The professorships have strengthened the faculties and benefited the economy of the state.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: 1985

NUMBER OF FULL AND PART TIME POSITIONS: N/A

PROGRAM DIRECTOR: Gretchen M. Bataille
919-962-4614
bataille@northcarolina.edu

The University of North Carolina
Distinguished Professors Endowment Trust Fund
Summary
July 1, 1985—April 5, 2001

Receipts:

State Appropriations since 1985	$34,175,000.00
Interest Earnings to date	5,656,295.23
Total receipts to date:	39,831,295.23
Transfers to institutions to match **$74,925.000** in private funds	37,575.000.00
Funds held in escrow to match pledges of $4,329,000	2,171,000.00
Unreserved cash balance 4/05/01	85,295.23
Qualifying professorships awaiting State funding (NCSA, NCSU, UNC-CH, UNCC, FSU)	3,507,000.00
Current need to match $6,993,000 in private funds	**($3,421,704.77)**

Joint Appropriations Subcommittees
Modified Zero-Based Budgeting Approach

The current year budget shortfall is anticipated to have a significant negative impact on availability in the upcoming fiscal biennium. Previous budget briefings have covered expected funding requirements in the areas of education, Medicaid, debt service, the State Health Plan, and other priorities. Given the magnitude of these items relative to projected revenues, the appropriations subcommittees are asked to implement a new approach to the routine continuation or base budget review.

The modified zero-based budget approach assumes the "zeroing out" of certain programs, line items and funds from the continuation/base budget to permit the subcommittees to hear information from state agencies and nonprofits justifying the continuation of expenditures for these purposes.

As a starting point, the following are subject to this modified zero-based budgeting approach for the 2001-03 biennium. Subcommittees should use the authorized budget as of December 31, 2000.

1. New programs or items added to the continuation budget since the 1996 session (including appropriations for the 1996-97 fiscal year)
2. Direct appropriations and grants to nonprofit organizations
3. Contracted personal services (expenditure account 531321)
4. Miscellaneous contractual services (expenditure account 532199)
5. Rental/lease of equipment (expenditure accounts 532521 to 532525)
6. Travel and other employee expense (expenditure accounts 5327xx)
7. Cellular phone services (expenditure accounts 532814)
8. Furniture and equipment replacement schedules (expenditure accounts 534500 to 534550)
9. Discretionary grants (expenditure accounts 5364AA)
10. Directed grants (expenditure accounts 5366AA)
11. Loans (expenditure accounts 5367AA)
12. Other aids and grants (expenditure accounts 5369AA)
13. Special fund cash balances (2xxxx budget codes)
14. Positions vacant for 6 months or more as of January 23, 2001, the date of Governor Easley's letter to department heads and fiscal officers regarding the current year budget deficit. (**Note**: *This excludes public school teachers and community college faculty, critical law enforcement and public safety positions, and positions responsible for the custody and care of persons for whom the state is responsible*).
15. Budget flexibility, UNC System
16. Performance budgeting program, Community College System
17. Any other programs and expenditures identified by the subcommittees as appropriate for review using a zero-based budget approach.

Subcommittees should also review:

1. The elements of various allocation formulas to determine if changes can be implemented to improve the method and achieve cost savings
2. Agency fees to determine if any increases are appropriate and can be used to off-set operating appropriations
3. Recommendations from GPAC and other audits available

The University of North Carolina
Modified Zero-Based Budgeting Approach

Below is a sample of the major purposes and types of expenditures listed on the Joint Appropriations Subcommittees Modified Zero-Based Budgeting Approach dated February 15, 2001 that listed an expenditure account number (items 3 through 12). This sample is representative of the majority of expenses in each account.

Miscellaneous Contractual Services

Purpose 101 – Regular Term Instruction - (Regular Term Instrn): This purpose includes all components of academic instruction offered by regular academic departments during regular academic terms and sessions. Instructional courses may be offered either for credit or noncredit. It includes academic department heads, departmental chairpersons, academic program directors, all budgeted regular term teaching positions, and support personnel supervised and directed by persons filling those positions. Also, this purpose includes supportive services, supplies, and equipment required by such positions.

- Non-university specialized course instructors and their travel cost
- Temporary employees from employment agencies
- Professional services of companies and individuals where our expertise was limited
- Local and Regional physician practices for mentoring medical students in a rural practice environment
- Payments made to Brody School of Medicine Hurricane Floyd Expenditures
- Information Technology Audit

Purpose 103 – Non-Credit Instruction - This purpose includes instruction for which degree credit is not granted, usually offered to students through extension divisions of the institution. It includes educational activities in the form of adult education, adult basic education, avocational education, continuing education, personal development, and professional review, renewal, and improvement. Instruction may be delivered as regular courses, short courses, special courses, conferences, consortia, correspondence courses, seminars, or workshops. Costs include program directors, instructional and support personnel, services, and materials required for non-credit extension instruction..

- Non-university specialized course instructors and their travel cost
- Temporary employees from employment agencies
- Contracts with external professionals who are considered 'independent contractors' to deliver subject matter when faculty isn't available

Purpose 152 – General Academic Support - (General Acad Support): This purpose includes nonlibrary academic support services of the institution which provide direct assistance to and are an integral part of one or more of the three primary activities (i.e., instruction, organized research, and public service), including their constituent purposes.

It includes academic and research administration (e.g., associate and assistant vice chancellors for academic affairs, college deans, academic deans, graduate school deans, faculty deans, research deans, and accompanying associate and assistant deans), ancillary support (e.g., academic advising, faculty awards, demonstration schools, glass blowing shops, laboratory schools, critic teacher programs, cooperative education programs, academic personnel development, course and curriculum development [when separately funded], The University Press, nuclear reactors, and planetariums), educational media (e.g., closed circuit television, learning resource facilities, and film, record, tape, audio, and video facilities), museums and galleries (e.g., art objects, arboretums, botanical gardens, zoological gardens, scientific displays, traveling exhibits, guidebooks, and publications), and academic information technology (not separately budgeted and accounted for within purpose codes 10X, 110, 120, 130 or 140).

- Hiring public school teachers to supervise Education students doing their student teaching
- Temporary employees from employment agencies
- Professional services of companies and individuals where our expertise was limited
- Acquisition of testing material
- Various services for Reading Together USA, Office of School Services, University-School Teacher Education Partnerships, etc.

Purpose 170 – Institutional Support - (Institutional Supt): This activity includes functions and services, exclusive of physical plant operations, which provide continuous general operational support to the institution. It includes all central, executive-level management of and long-range planning for the entire institution, all areas of executive direction (e.g., the governing board, the chief executive officer [i.e., the chancellor], and senior executive officers [e.g., vice chancellors and the provost]), fiscal operations (e.g., accounting, contracts and grants, payroll, trusts, systems and procedures, disbursements, cash management, cashiers, budget preparation and administration, investments, internal controls, internal auditing, and account collections), legal advisors and consultants, institutional research, facility and space management, employee personnel and records, central purchasing, nonauxiliary central stores, central transportation (e.g., campus traffic, campus buses, receiving and shipping, nonauxiliary motor pools), central mail services, central telephone services, nonauxiliary printing and duplicating services, alumni and community relations (e.g., alumni records and publications, public information, public relations, and news service), fund raising (e.g., development, and endowments), and related information technology.

- Professional Services of companies and individuals where our expertise was limited
- Contractor costs of implementing major human resources and financial systems

Purpose 180 – Physical Plant Operations(Phys Plant Operation): This activity includes functions and services of the institution which operate, repair, and maintain physical facilities and grounds, provide utility and environmental services, and their

accompanying administrative and support components. It includes custodial services, property insurance and controls, utility plants, utility acquisition and distribution, trash collection, campus architects, construction engineers, related information technology and campus safety and security (e.g., environmental health and safety, fire protection, campus security, campus police, guards, and watchers). It excludes capital expenditures for plant expansion, plant modifications, and related architectural services; these excluded expenditures are provided in activity 300 Capital Improvements. This activity is compatible with revenues generated within the institution from utility and other services provided to self-supporting (nonappropriated) operations.

- Outsourcing of maintenance and custodial services
- Payment to employment agencies for temporary employees to provide maintenance, custodial, and landscaping services

Rental/Lease of Equipment

Purpose 101 – Regular Term Instruction

- Leasing of major discipline software components and site licenses to support student computing environment

Purpose 133 – Cooperative Extension Service County Program Operation This purpose includes supervisory assignments and duties of district agents, as well as assignments and duties of county chairpersons, county agents, home economics agents, and support staff in the North Carolina Agricultural Extension Service. In addition, it includes operations of 4-H Club extension programs.

- Motor vehicle rentals for the counties. All 100 counties have the option of either driving a personal car or renting vehicles from motor fleet management

Purpose 170 – Institutional Support

- Mainframe Xerox Printers and midrange Computer Servers, leased copiers
- Software licenses for statistics and computer training
- Motor pool leases for all passenger vehicles for the campus from Motor Fleet Management

Travel

Purpose 101 – Regular Term Instruction

- Faculty to attend Professional meetings and conferences
- Research requires presentations at these conferences
- Faculty members who supervise and serve as mentors for Teacher Education Interns in the public schools

Travel Continued
Purpose 152 – General Academic Support

- Faculty and administrators to attend professional workshops, seminars, councils, boards, etc.
- Accreditation Visits
- Prospective Faculty/Administrators brought to campus
- Supervision of student teachers in internship experiences
- Supervision of students in the international setting

Purpose 170 – Institutional Support

- Chancellors and other administrators to attend meetings, professional development workshops,
- Development Fundraising activities
- Some motor fleet charges in this purpose

Cellular Telephones

Purpose 101 – Health Affairs

- Administrative health professionals who need to be in contact with the campus while away

Purpose 170 – Institutional Support

- Some campuses provide cellular phones to senior administrators that play a critical role on campus to increase productivity and ability to respond to emergency situations that might involve students, employees or facilities
- Information Technology areas where staff members need to be 'on call' to keep critical information systems up and running and again to maximize productivity

Purpose 180 – Physical Plant Operations

- Critical employees who have to respond to campus emergencies

Furniture and Equipment

Purpose 101 – Regular Term Instruction

- New and replacement classroom furniture as needed
- Technological equipment needed to deliver instruction
- Office furnishings for personnel engaged in supervising and delivering regular term instruction

Furniture and Equipment Continued
Purpose 107 – State Funded For Degree Distance Education

- Technological equipment needed to deliver instruction by distance methods
- Office furnishings for personnel engaged in supervising and delivering distance instruction

Purpose 152 – General Academic Support

- Teaching and learning with Technology Services
- Web-enabled Services for Students
- Network routers, network ports, video systems, classroom projectors, servers and server upgrades

Purpose 170 – Institutional Support

- New and replacement furniture as needed on campus
- Computing equipment and software such as network wiring, network switches, hardware and software, Student computer lab equipment, equipment used to train faculty and staff, Mail server, etc.

Other Aids and Grants

This includes but not limited to the following programs:

- AHEC Operations
- Regional Education Programs
- Private Medical School Aid
- Aid to Private Colleges
- Legislative Tuition Grants
- Medical Scholarships
- Student Incentive Grants Program
- Dental Scholarships

The University of North Carolina
OFFICE OF THE PRESIDENT
POST OFFICE BOX 2688, CHAPEL HILL, NC 27515-2688
GRETCHEN M. BATAILLE, *Senior Vice President for Academic Affairs*
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Appalachian State University
East Carolina University
Elizabeth City State University
Fayetteville State University
North Carolina Agricultural and Technical State University
North Carolina Central University
North Carolina School of the Arts
North Carolina State University at Raleigh
University of North Carolina at Asheville
University of North Carolina at Chapel Hill
University of North Carolina at Charlotte
University of North Carolina at Greensboro
University of North Carolina at Pembroke
University of North Carolina at Wilmington
Western Carolina University
Winston-Salem State University

An Equal Opportunity/ Affirmative Action Employer

March 14, 2001

Charlotte Todd
Principal Fiscal Analyst
Fiscal Research Division
Legislative Office Building
300 N. Salisbury Street
Raleigh, NC 27603-5925

Dear Ms. Todd:

Each of the campuses has responded to the request from President Broad for a list of the positions that were vacant on January 31,2001, and had been vacant for six months prior to that time. The responses included faculty, EPA non-faculty, and SPA positions. We also asked that the chancellors provide narrative explanation where it was necessary to provide a context for the response.

Each of the chancellors and the Office of the President are aware of the challenges faced by the legislature; however, it is important that the budget flexibility that has been achieved be sustained during this critical time. It is, in fact, more important than ever that our campuses be able to manage wisely and strategically. In some cases, that management requires that campuses keep positions vacant to meet other pressing needs. This year, campuses experienced extremely high utility costs that needed to be covered through budget flexibility. The increased reliance on technology--for students and instruction as well as administrative functions--requires that each campus fund replacement equipment and new technologies from inadequate budgets.

UNC budget flexibility is a part of the solution to the State's current fiscal crises. Each campus has wisely set aside funds to address what early reports indicated would require a reversion and each campus is planning in anticipation of a similar reversion next year. In every case, reversions are preferable to budget reductions because such a strategy maintains the flexibility necessary for the campuses to address enrollment increases as well as other pressures on the budget.

The categories explaining the vacancies are identified in each case, but what is less clear is the context of the recruitment process and the differences that exist among the categories. This document seeks to provide that explanation.

The spreadsheets you have received show 240 vacant **faculty** positions. This represents 2.4% of the total faculty positions. Generally, these are positions for which searches have been underway but for which a candidate has not been identified. Frequently, an offer was made, the candidate declined, and the search has been extended or reopened. In some cases, it is necessary to hold a position open and use the lapsed salary money for temporary instruction while a campus secures funds for equipment/laboratory start-up for a faculty member. Some of the focused-growth institutions have reorganized for greater efficiencies and have chosen to keep positions open until administrative appointments are made.

The materials show 414 vacant **staff** positions. This represents 3.1% of the total staff positions. There are a number of reasons for these vacancies:

- It is difficult to keep staff in lower paid positions. The low rate of unemployment coupled with the movement of market wages at a faster pace than legislative increases have resulted in constant rotation with several searches always ongoing to fill the positions. Meanwhile, funds are necessary to contract with temporary staff to meet existing needs.
- Many of the staff positions requiring technical expertise do not have competitive salaries. This is particularly true for technology and computer support positions as well as clerical and research positions. UNC campuses cannot compete with industry salaries and benefits.
- Many positions for which State benefits used to be an attraction are no longer as attractive. Service sector jobs now offer benefits. These benefits are frequently better or more competitive than those provided by the State.
- The tight labor markets in the Triangle and Triad have contributed to the difficulties in recruiting for campuses located in these areas. Similar situation exist in other areas such as Charlotte.

The administrators on UNC campuses appreciate the budget flexibility that has enabled them to plan strategically to meet the ongoing needs of their campuses. The number of vacant positions does not represent a source of funds that can be eliminated without impacting the level of instruction mandated by the current and projected enrollment growth. Similarly, campuses must rely of a portion of lapsed salary to meet needs for equipment, utilities, contractual services, and temporary instruction and staff support.

Sincerely,

Gretchen M. Bataille

Gretchen M. Bataille

GMB/la
Xc: Molly Corbett Broad
Jeff Davies

UNC-92

University of North Carolina
Report of Positions Vacant for Six or More Months as of January 31, 2001
Summary

Institution	Total	EPA	SPA	Teaching	Non-Teaching
ASU	30	27	3	25	5
ECU	55	28	27	16	39
ECSU	10	5	5	0	10
FSU	3	2	1	0	3
NCAT	15	5	10	1	14
NCCU	28	8	20	7	21
NCSA	2	0	2	0	2
NCSU	186	86	100	34	152
UNCA	2	2	0	0	2
UNCCH	123	106	17	71	52
UNCC	84	60	24	42	42
UNCG	55	40	15	29	26
UNCP	5	3	2	0	5
UNCW	17	12	5	12	5
WCU	6	5	1	2	4
WSSU	29	3	26	1	28
Office of Pres	4	1	3	0	4
UNC System	**654**	**393**	**261**	**240**	**414**

Summary of Teaching Positions
Vacant for 6 Months or More
Since January 31, 2001

Campus	Position Filled after 1/31/01	Search Underway	Recruitment Issues	Reorganization/ Reclassification	New Management	Reserved for Institutional Operating Needs	Anticipated Budget Reduction	Total
ASU						7	18	25
ECU	2	2	2	3	2	5		16
ECSU								0
FSU								0
NCAT			1					1
NCCU						7		7
NCSA								0
NCSU 16030	3	10		6	2	13		34
NCSU 16031								0
NCSU 16032								0
UNC-A								0
UNC-CH AA		12				3	1	16
UNC-CH AHEC								0
UNC-CH HA	7	6	6	2	2	29	3	55
UNC-C	4	24	3	7	3	1		42
UNC-G	3	6			1	13	6	29
UNC-P								0
UNC-W		12						12
WCU	1	1						2
WSSU		1						1
UNC-GA								0
TOTAL	20	74	12	18	10	78	28	240

Summary of Non-Teaching Positions
Vacant for 6 Months or More
Since January 31, 2001

Campus	Position Filled after 1/31/01	Search Underway	Recruitment Issues	Reorganization/ Reclassification	New Management	Reserved for Institutional Operating Needs	Anticipated Budget Reduction	Other	Total
ASU	1			1			1	2	5
ECU	5	12	5	9		8			39
ECSU	1	3	2			1	3		10
FSU		1		1				1	3
NCAT	4		2	7		1			14
NCCU		1	13		1	6			21
NCSA	1			1					2
NCSU 16030	16	23	6	40	3	14			102
NCSU 16031	4	11		13	1	4			33
NCSU 16032	4	2		10		1			17
UNC-A				2					2
UNC-CH AA	4	4	6	5		3			22
UNC-CH AHEC	2		1			4			7
UNC-CH HA	4	6	4	5	1	3			23
UNC-C	13	9	7	10	3				42
UNC-G	6	5	6	9					26
UNC-P	1		1	1	1	1			5
UNC-W	1	1	1	2					5
WCU	1			2		1			4
WSSU	4	7	11	6					28
UNC-GA		1	1	1	1				4
TOTAL	72	86	66	125	11	47	4	3	414

Summary of EPA Positions
Vacant for 6 Months or More
Since January 31, 2001

Campus	Position Filled after 1/31/01	Search Underway	Recruitment Issues	Reorganization/ Reclassification	New Management	Reserved for Institutional Operating Needs	Anticipated Budget Reduction	Total
ASU	1					7	19	27
ECU	2	7	5	2	2	10		28
ECSU	1	1				1	2	5
FSU		1		1				2
NCAT			2	3				5
NCCU		1				7		8
NCSA								0
NCSU 16030	7	17	1	14	3	24		66
NCSU 16031	1	4		4		4		13
NCSU 16032	3	2		2				7
UNC-A				2				2
UNC-CH AA		14	5	1		6	1	27
UNC-CH AHEC	2		1			4		7
UNC-CH HA	8	11	10	5	3	32	3	72
UNC-C	11	30	5	10	3	1		60
UNC-G	7	8	1	4	1	13	6	40
UNC-P	1			1		1		3
UNC-W		12						12
WCU	2	1		1		1		5
WSSU		1	2					3
UNC-GA					1			1
TOTAL	46	110	32	50	13	111	31	393

Summary of SPA Positions
Vacant for 6 Months or More
Since January 31, 2001

Campus	Position Filled after 1/31/01	Search Underway	Recruitment Issues	Reorganization/ Reclassification	New Management	Reserved for Institutional Operating Needs	Anticipated Budget Reduction	Other	Total
ASU				1				2	3
ECU	7	5	2	9		4			27
ECSU		2	2				1		5
FSU								1	1
NCAT	4		1	4		1			10
NCCU			13		1	6			20
NCSA	1			1					2
NCSU 16030	12	16	5	32	2	3			70
NCSU 16031	3	7		9	1				20
NCSU 16032	1			8		1			10
UNC-A									0
UNC-CH AA	4	2	1	4					11
UNC-CH AHEC									0
UNC-CH HA	3	1		2					6
UNC-C	6	3	5	7	3				24
UNC-G	2	3	5	5					15
UNC-P			1		1				2
UNC-W	1	1	1	2					5
WCU				1					1
WSSU	4	7	9	6					26
UNC-GA		1	1	1					3
TOTAL	48	48	46	92	8	15	1	3	261

UNC 97

2001

JOINT APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER EDUCATION

MINUTES

Joint Appropriations on Education Committee

Agenda

Tuesday April 10, 2001, 1:00 p.m.
Room 421, Legislative Office Building

Representative Doug Yongue, Chairing

Community College System Office	Kennon Briggs *NCCCS*
Community College Funding Formula	Kennon Briggs *NCCCS*

House Appropriations Subcommittee on Education
Rep. Boyd-McIntyre (Chair)
Rep. Rogers (Chair)
Rep. Yongue (Chair)
Rep. Barnhart, Rep. Bell, Rep. Bonner, Rep. Carpenter
Rep. Holmes, Rep. McLawhorn, Rep. Michaux,
Rep. Morgan, Rep. Preston, Rep. Russell, Rep. Smith,
Rep. Teague, Rep. Warner

Senate Appropriations on Education/Higher Education
Sen. Lucas (Chair)
Sen. Garrou (Chair)
Sen. Dalton (Chair)
Sen. Carter, Sen. Cunningham, Sen. Garwood, Sen. Hartsell,
Sen. Wellons

JOINT APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER EDUCATION

Minutes
April 10, 2001

The Joint Appropriations Subcommittee on Education and Higher Education was convened on Tuesday, April 10, 2001 at 8:30 a.m. in Room 421. Representative Douglas Yongue presided. He introduced the House Page, Christine Sutton of Rowan County sponsored by Representative McCombs, and Senate Page, Jessie Knowles of Duplin County sponsored by Senator Albertson. There were 8 Senators present and the following Representatives: Yongue, Rogers, Michaux Warner, Bell, Bonner, Carpenter, Russell, Teague, Smith, McLawhorn and Preston.

Representative Yongue announced that the time of the afternoon meeting was changed from 1:00 p.m. to 1:30 p.m. due to a scheduling conflict. He introduced Elizabeth Grovenstein, Office of State Budget, whose topic was "The Governor's Recommendations for the Community College Budget". (Attachment #1) The recommended reductions were in: the State Board Reserve, Operating efficiencies, State Aid Adjustments, Human Resources Development Program and Over Realized Receipts. These reductions total approximately $5.1 million. Ms. Grovenstein said that the Governor is recommending fully funding the enrollment request of the State Board totaling $23 million in the Expansion Budget. The other Expansion items recommended are: a Tuition Increase of $10 million, Teacher Recruitment Initiatives, Faculty and Professional Staff Salary Enhancements and a 2% salary increase. The Expansion items total $32,820,519 billion. Representative Michaux asked about whose covered in the 2% salary increase. Ms. Grovenstein said this covers state employees, not locally funded employees.

Kristine Leggett, Fiscal Staff, gave an overview of the Community College System. (Attachment #2) She said that over next few sessions the members will hear about the funding formula, tuition, financial aid, faculty and staff salaries, summer term, workforce development and some other issues related to Community Colleges and from Kennon Briggs on the System office. She said it is important to remember that about 90% of the state money budgeted to community colleges is allocated to the individual colleges on a formula basis. There will a summary of the studies on the formula next week, according to Ms. Leggett. She gave a summary of the programs offered by the Community College System.

Senator Dalton asked about the pie chart on page 9 that showed federal money as 2.7% of the budget. Since the percentage is so low, he wanted to know where the Work Force Development money is coming from. Ms. Leggett referred the question to Kennon Briggs who said the money for Work Force Development is funneled through the Department of Commerce. The money in the pie chart represents the vocational education and basic skills spending, according to Mr. Briggs. Representative Rogers asked about the nature of the student population taking ESL. Ms. Leggett said that Mr.

Briggs would address this question in his presentation. Ms. Leggett said she would get information on the presence of the textile industry in North Carolina and the trend of development in that industry in answer to Representative Rogers's question. Mr. Briggs said he would get some more information for him also. Representative Russell asked about the development courses and whether the community colleges were in communication with the high schools about the number of high school graduates need remediation in the basic skills. She thought this was something the committee needs to look at further. Dr. Don Cameron of Guilford Community College said that he gives reports to the Guildford County Schools on the progress of their former students, and Dr. Delores Parker, Chief Academic Officer of the Community College System, said that many community colleges do this, and she would look into this further.

Senator Carter asked if the committee was going to go in depth about the GEDs and adult high schools to explain what these are and was told they would. Senator Garwood asked about the difference between the GED, Basic Skills and Adult High School Curriculum. Ms. Leggett said that might be addressed later on. Senator Hartsell asked about the relationship between the community college system and the programming of its courses and the Cooperative Extension Service. Dr. Parker said she was not aware of any such relationship and said she would check up on this. Senator Dalton asked about high school students dropping out of high school and entering the adult education classes at community colleges. Ms. Leggett said that since the policy changes the same numbers of units are required for a high school diploma and the Adult Education program. Mr. Briggs said the decline in enrollment in Adult Education reflects this change. Representative Bell observed that students who left high school and enrolled in the Community College Adult Education program were not considered dropouts. Jim Newlin of the Fiscal Staff said that the State Board changed that policy 2 years ago since there was concern that there was no follow-up on these students. Senator Wellons asked if there had been an evaluation of this new policy, and Ms. Leggett said she look in it and get back to him. Representative Yongue said he gets a lot questions on the function of the State Board of Community Colleges versus the Trustees at the local level as far as firing of personnel. He asked Ms. Leggett to cover that issue at some point.

Kennon Briggs, Vice President of the Division of Business and Finance of the NC Community Colleges, introduced the community college staff present: Dr. Sylvester McKay, President of the College of the Albemarle; Dr. Donald Cameron, President of Guilford Technical Community; Dr. Delores Parker, Chief Academic Officer; Dr. Charles Russell from Pitt Community College; Dr. Ed Wilson from Wayne Community College; Mr. Jim Davies, President of the Community College Faculty Association, Dr. Scott Rawls who heads Economic and Work Force Preparedness Division, John Mahler, Senior Systems Accountant and Mrs. Allen Smith, Budget Officer. He also introduced his daughter, Karlie Briggs, who attends Athens High School. He began with the North Carolina Community College System booklet that outlines the organization and

administration of the Systems office. (Attachment #3) The mission statements of each division were summarized. He said that a major effort has been to set up a new comprehensive computerized information system. These new initiatives will be covered in more detail later. There will be a new ledger and expanded chart of accounts going on line with 9 community colleges in a pilot program July 1. A new Purchasing module goes live about the first of the year, according to Mr. Briggs. By the time the new system is fully implemented in 2004, there will be good human resources data available to the General Assembly.

Representative Russell asked if this new system will save money for the individual community colleges and was told it would. President Ed Wilson of Wayne Community College said that a statewide, centralized computer system would save the colleges a significant amount of money especially on the software licenses. Mr. Briggs assured Representative Russell that money would be allocated to maintain the system and provide continuous education. Representative Rogers was told in answer to his question that the $56 million reflected the cumulative amount of money that would be spent on the new system by the end of 2004. Representative Rogers was concerned about the future requirements.

Mr. Briggs began the explanation of the modified zero-based budgeting on page 69. These items are being addressed as requested by the committee: The Trustees Association, Diploma Nursing, Miscellaneous Contractual Services, Rental/Lease of Equipment, Travel and other Employee Expense.

Representative Russell asked about the history of the establishment of the nursing program and was told that every community college has a nursing program today.

Representative Yongue announced the time change for the afternoon meeting to 1:30 p.m. The meeting was adjoined.

Representative Douglas Yongue, Co-Chair

Barbara Hocutt, Committee Assistant

Attachments

Joint Appropriations on Education Committee
Community College Topics for Discussion
April 10 – 19, 2001

Governor's Recommended Budget

System Overview

System Office

Funding Formula

Tuition

Financial Aid

Faculty and Staff Salaries

Summer Term Funding

Workforce Development

Job Training Program Consolidation

New & Expanded Programs Since 1991

Distance Education

Performance Budgeting

Summary of Funding Formula Studies

House Appropriations Subcommittee on Education
Rep. Boyd-McIntyre (Chair)
Rep. Rogers (Chair)
Rep. Yongue (Chair)
Rep. Barnhart, Rep. Bell, Rep. Bonner, Rep. Carpenter
Rep. Holmes, Rep. McLawhorn, Rep. Michaux,
Rep. Morgan, Rep. Preston, Rep. Russell, Rep. Smith,
Rep. Teague, Rep. Warner

Senate Appropriations on Education/Higher Education
Sen. Lucas (Chair)
Sen. Garrou (Chair)
Sen. Dalton (Chair)
Sen. Carter, Sen. Cunningham, Sen. Garwood, Sen. Hartsell,
Sen. Wellons

VISITOR REGISTRATION SHEET

APPROPRIATIONS Subcommittee on Education April 10, 2001 8:30 a.m.

Name of Committee Date

VISITORS: PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Donald Cameron	Guilford Tech. C.C. - Jamestown, NC
Delano A. Parker	NC Community College System Office
Charles E. Russell	Pitt Community College
Edward H. Hinson Jr	Wayne Community College
Jim Davies	NC Comm. Clg. Faculty Assoc.
John Malcolm	NC Comm Coll. - System Office
Alice L. Smith	NCCCS
Kay Q. Bagley	"
Sue Adams	OSBM
Gigi Jones	OSBPM
Sam Lee	OSBPM
David Brown	OSBPM
Kay Owen	OSBPM
Tim McDonald	NCICU
Gene Causby	NCSFSA
Tom Sri	Sen Bright

VISITOR REGISTRATION SHEET

APPROPRIATIONS Subcommittee on Education April 10, 2001 8:30 a.m.

Name of Committee Date

VISITORS: PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Bonnie Moore	Exploornet
[illegible]	Public School Forum
Linda Suggs	NCASA
Robin [illegible]	NCASA
[illegible]	[illegible]
Hal Miller	NCACCT
Susan Williams	NCCCS
Paul Parker	NCCCS
Karlie Briggs	NCCCS
Sylvester McKay	College of the Albemarle

Elizabeth Greenstein
attachment #1

N.C. State Budget, 2001-03: Summary of Recommendations
General Fund - Recommended Adjustments and Expansion

Community Colleges

Total Recommended Appropriations

		2001-02	2002-03
1.	Base Line Budget (2000-01 Authorized Budget as of 12-31-00)	$ 644,032,372	$ 644,032,372
2.	Consensus Base Line Adjustments (See Footnote)	3,989,602	3,989,602
3.	Revised Base Line Budget	$ 648,021,974	$ 648,021,974
4.	Recommended Reductions	(5,184,176)	(5,184,176)
5.	Recommended Continuation Budget	$ 642,837,798	$ 642,837,798
6.	Recommended Expansion	32,820,519	32,820,519
7.	RECOMMENDED BUDGET	$ 675,658,317	$ 675,658,317

FOOTNOTE:

Line 2. Consensus Base Line Adjustments include:

- Deletion of Nonrecurring (NR) Appropriations made in the 2000 Session
- Restoration of Nonrecurring (NR) Reductions made in the 2000 Session
- Building Reserves
- Enrollment/Entitlement Increases
- Transfers between budget codes

N.C. State Budget, 2001-03: Summary of Recommendations
General Fund - Recommended Adjustments and Expansion - Continued
Community Colleges – Continued

Consensus Base Line Adjustments:

	2001-02	2002-03
1. **Nonrecurring Appropriations Removed**		
The following nonrecurring appropriations are removed from the base line budget:		
Compensation Bonus	$ (7,114,433)	$ (7,114,433)
2. **Nonrecurring Reductions Restored**		
The following nonrecurring reductions are restored in the base line budget:		
Death Benefit Contribution Rate	$ 740,692	$ 740,692
Retiree Health Premium Reserve	3,333,118	3,333,118
New and Expanding Industry Training	500,000	500,000
Educational Equipment	1,020,225	1,020,225
State Board Reserve	100,000	100,000
Need-Based Financial Aid Fund Balance	1,000,000	1,000,000
Management Information System Fund Balance	2,000,000	2,000,000
Total Requirements	$ 8,694,035	$ 8,694,035
Overrealized Tuition and Fee Receipts	$ (2,000,000)	$ (2,000,000)
Scholarship Reserve Fund Balance	(410,000)	(410,000)
Total Receipts	$ (2,410,000)	$ (2,410,000)
Total Appropriation	$ 11,104,035	$ 11,104,035
Total Consensus Base Line Adjustments	$ 3,989,602	$ 3,989,602

Recommended Reductions:

	2001-02	2002-03
1. **State Board Reserve** The State Board Reserve is limited by statute to funding feasibility studies, pilot projects, start-up of new programs, and innovative ideas. The State Board Reserve has a certified budget of $1,150,000. In 1999-00, State Board Reserve funds in the amount of $106,000 were redirected to the Hurricane Floyd reserve. In 2000-01, there was a nonrecurring $100,000 budget reduction. The State Board Reserve is recommended for a reduction of $150,000 to $1,000,000.	$ (150,000)	$ (150,000)
2. **Operating Efficiencies** A reduction in the North Carolina Community College System Office budget is recommended. Elimination of the library ordering and receiving services and two library clerk positions totaling $59,543 is recommended. Colleges will be responsible for ordering and receiving library materials. In addition, a vacant educational consultant position and operating funds ($64,432) have been identified for adjustment. Operating expenses totaling $50,552, as identified by the System Office, are recommended for reduction.	$ (174,527)	$ (174,527)
Number of Positions	(3.0)	(3.0)
3. **State Aid Adjustments** The following state aid programs are recommended for adjustment based upon historical expenditure patterns: Compensatory Education Nursing Disadvantaged Workers Compensation Unemployment Compensation Priority Programs Total State Aid Adjustments	$ (477,754)	$ (477,754)

Recommended Reductions - Continued:

	2001-02	2002-03
4. **Human Resources Development Program** The Human Resources Development (HRD) program is designed to recruit, train and/or place in employment unemployed or underemployed adults. It is recommended that the HRD program be restructured to more effectively reach these target populations. As a restructured JobLink Training program, coordinators will be located at JobLink Career Centers to serve as a liaison to community college training and educational programs and to provide skill assessments and employability training assistance. The State Board of Community Colleges will develop policies to implement the restructured program. Standard courses typically offered through the HRD program will be added to the Continuing Education Master Course List.	$ (2,951,895)	$ (2,951,895)
5. **Overrealized Receipts** The budget for tuition and fees is recommended for adjustment to reflect anticipated receipts.		
Requirements	$ -	$ -
Receipts	1,430,000	1,430,000
Appropriation	$ (1,430,000)	$ (1,430,000)
Total Recommended Reductions	$ (5,184,176)	$ (5,184,176)
Total Number of Positions	(3.0)	(3.0)

Recommended Expansion:

	2001-02	2002-03
1. Enrollment Changes		
The 2001-02 enrollment projection from the State Board of Community Colleges indicates a 6,885 FTE increase in full-time equivalent (FTE) students above the 2000-01 budgeted enrollment of 150,884 FTE. The revised 2001-02 budgeted enrollment will be 157,769 FTE, a 4.56% increase over 2000-01. Curriculum enrollment is projected to increase by 7,060 FTE or 6.03%; Continuing Education enrollment is projected to decrease by 778 FTE or 4.17%; and Basic Skills enrollment is projected to increase by 603 FTE or 3.98%.		
Requirements	$ 28,160,469	$ 28,160,469
Receipts	4,837,177	4,837,177
Appropriation	$ 23,323,292	$ 23,323,292
2. Tuition Increase		
A resident tuition increase of 12.71% with an equivalent dollar increase for nonresidents, effective for the Fall 2001 semester, is recommended for the community colleges. Resident tuition is recommended to increase by $3.50 from $27.50 to $31.00 per semester credit hour. Resident tuition was last increased by $0.75 per semester credit hour in 2000-01. Nonresident tuition is recommended to increase by $3.50 from $169.75 to $173.25 per semester credit hour. Nonresident tuition was last increased by $6.75 per semester credit hour in 1999-00. It is anticipated that for most students, this increase will be offset by federal and state financial assistance programs.		
Requirements	$ -	$ -
Receipts	10,162,806	10,162,806
Appropriation	$ (10,162,806)	$ (10,162,806)

Recommended Expansion:

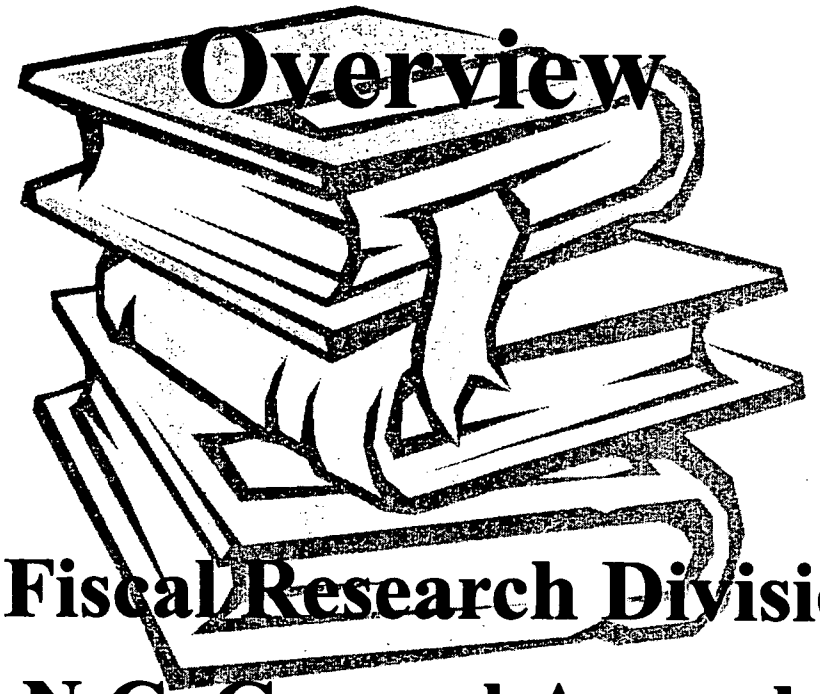
	2001-02	2002-03
3. **Teacher Recruitment Initiative** Funds are recommended to create a N.C. Teacher Assistant Education Degree Program. The N.C. Teacher Assistant Education Degree Program is designed to identify teacher assistants interested in teaching. The purpose of this program is to achieve the degree necessary to enter the UNC teacher education degree program with Junior-level status. The program helps these students become teachers by awarding scholarship loans of $2,000 per year for two years of study in a North Carolina Community College and $3,000 per year for the two-year baccalaureate degree completion at a UNC institution. The recommended funds will provide annually for 200 participants enrolled full-time in the community college associate degree college transfer program. Each year of scholarship loan assistance shall be forgiven for each year of service as a certified classroom teacher in a North Carolina public school. The State Board of Community Colleges and the UNC Board of Governors shall adopt rules and policies for the disbursement of these funds. The North Carolina State Board of Community Colleges may contract with the State Education Assistance Authority for administration of these financial assistance funds.	$ 400,000	$ 400,000

Recommended Expansion:

	2001-02	2002-03
4. **Faculty and Professional Staff Salary Enhancements** A recent study by the North Carolina Community College System benchmarked the average community college faculty salary and average professional staff salary against national averages. The study concluded that North Carolina's community college faculty and professional staff salaries are not competitive with national comparison groups. In an effort to attract and retain highly qualified and experienced community college faculty and professional staff, a salary increase is recommended for the State Board of Community Colleges to distribute to community college faculty and professional staff. This salary increase is in addition to the salary increase (2%) received by all community college personnel (see Item 5).	$ 6,932,665	$ 6,932,665
5. **Salary Increase** Funding for an average 2% salary increase effective July 1, 2001, is recommended for all community college personnel supported from state funds.	$ 12,327,368	$ 12,327,368
Total Recommended Expansion	$ 32,820,519	$ 32,820,519

Kristini Leggett
Attachment 2

Community College System Overview

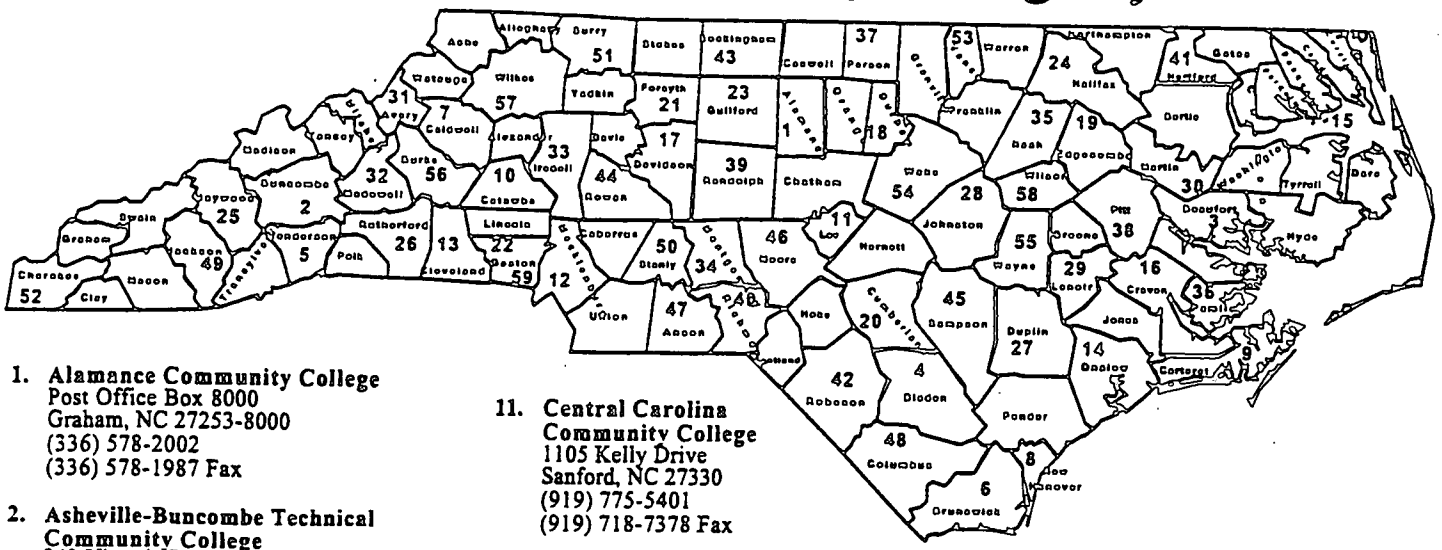


Fiscal Research Division

N.C. General Assembly

April 10, 2001

North Carolina Community College System



1. **Alamance Community College**
   Post Office Box 8000
   Graham, NC 27253-8000
   (336) 578-2002
   (336) 578-1987 Fax

2. **Asheville-Buncombe Technical Community College**
   340 Victoria Road
   Asheville, NC 28801
   (828) 254-1921
   (828) 251-6355 Fax

3. **Beaufort County Community College**
   Post Office Box 1069
   Washington, NC 27889
   (252) 946-6194
   (252) 946-0271 Fax

4. **Bladen Community College**
   Post Office Box 266
   Dublin, NC 28332
   (910) 862-2164
   (910) 862-3484 Fax

5. **Blue Ridge Community College**
   College Drive
   Flat Rock, NC 28731
   (828) 692-3572
   (828) 692-2441 Fax

6. **Brunswick Community College**
   Post Office Box 30
   Supply, NC 28462
   (910) 755-7300
   (910) 754-7805 Fax

7. **Caldwell Community College and Technical Institute**
   2855 Hickory Boulevard
   Hudson, NC 28638
   (828) 726-2200
   (828) 726-2216 Fax

8. **Cape Fear Community College**
   411 North Front Street
   Wilmington, NC 28401
   (910) 251-5100
   (910) 763-2279 Fax

9. **Carteret Community College**
   3505 Arendell Street
   Morehead City, NC 28557
   (252) 247-6000
   (252) 247-2514 Fax

10. **Catawba Valley Community College**
    2550 Highway 70, Southeast
    Hickory, NC 28602
    (828) 327-7000
    (828) 327-7276 Fax

11. **Central Carolina Community College**
    1105 Kelly Drive
    Sanford, NC 27330
    (919) 775-5401
    (919) 718-7378 Fax

12. **Central Piedmont Community College**
    Post Office Box 35009
    Charlotte, NC 28235
    (704) 330-2722
    (704) 330-5045 Fax

13. **Cleveland Community College**
    137 South Post Road
    Shelby, NC 28152
    (704) 484-4000
    (704) 484-4036 Fax

14. **Coastal Carolina Community College**
    444 Western Boulevard
    Jacksonville, NC 28546
    (910) 455-1221
    (910) 455-7027 Fax

15. **College of The Albemarle**
    Post Office Box 2327
    Elizabeth City, NC 27906-2327
    (252) 335-0821
    (252) 335-2011 Fax

16. **Craven Community College**
    800 College Court
    New Bern, NC 28562
    (252) 638-4131
    (252) 638-4232 Fax

17. **Davidson County Community College**
    Post Office Box 1287
    Lexington, NC 27293-1287
    (336) 249-8186
    (336) 249-0088 Fax

18. **Durham TechnicalCommunity College**
    1637 Lawson Street
    Durham, NC 27703
    (919) 686-3300
    (919) 686-3601 Fax

19. **Edgecombe Community College**
    2009 West Wilson Street
    Tarboro, NC 27886
    (252) 823-5166
    (252) 823-6817 Fax

20. **Fayetteville Technical Community College**
    Post Office Box 35236
    Fayetteville, NC 28303-0236
    (910) 678-8400
    (910) 484-6600 Fax

21. **Forsyth Technical Community College**
    2100 Silas Creek Parkway
    Winston-Salem, NC 27103-5197
    (336) 723-0371
    (336) 761-2399 Fax

22. **Gaston College**
    201 Highway 321, South
    Dallas, NC 28034-1499
    (704) 922-6200
    (704) 922-6440 Fax

23. **Guilford Technical Community College**
    Post Office Box 309
    Jamestown, NC 27282
    (336) 334-4822
    (336) 454-2510 Fax

24. **Halifax Community College**
    Post Office Drawer 809
    Weldon, NC 27890
    (252) 536-2551
    (252) 536-4144 Fax

25. **Haywood Community College**
    185 Freedlander Drive
    Clyde, NC 28721
    (828) 627-2821
    (828) 627-3606 Fax

26. **Isothermal Community College**
    Post Office Box 804
    Spindale, NC 28160
    (828) 286-3636
    (828) 286-1120 Fax

27. **James Sprunt Community College**
    Post Office Box 398
    Kenansville, NC 28349-0398
    (910) 296-2400
    (910) 296-1636 Fax

28. **Johnston Community College**
    Post Office Box 2350
    Smithfield, NC 27577
    (919) 934-3051
    (919) 934-2823 Fax

29. **Lenoir Community College**
    Post Office Box 188
    Kinston, NC 28502-0188
    (252) 527-6223
    (252) 527-1199 Fax

02-2001

North Carolina Community Colleges System
H. Martin Lancaster, President
(919) 733-7051

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Raleigh, NC 27603-1379
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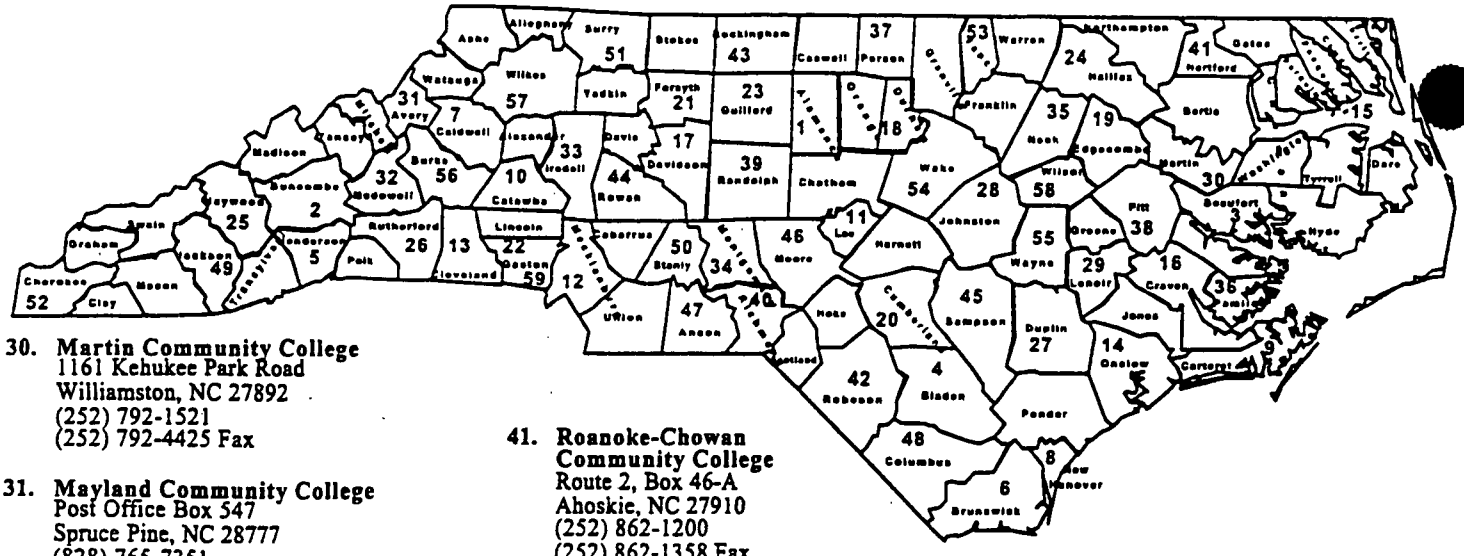

30. **Martin Community College**
1161 Kehukee Park Road
Williamston, NC 27892
(252) 792-1521
(252) 792-4425 Fax

31. **Mayland Community College**
Post Office Box 547
Spruce Pine, NC 28777
(828) 765-7351
(828) 765-0728 Fax

32. **McDowell Technical Community College**
Route 1, Box 170
Marion, NC 28752
(828) 652-6021
(828) 652-1014 Fax

33. **Mitchell Community College**
500 West Broad Street
Statesville, NC 28677
(704) 878-3200
(704) 878-0872 Fax

34. **Montgomery Community College**
Post Office Box 787
Troy, NC 27371
(910) 576-6222
(910) 576-2176 Fax

35. **Nash Community College**
Post Office Box 7488
Rocky Mount, NC 27804-7488
(252) 443-4011
(252) 443-0828 Fax

36. **Pamlico Community College**
Post Office Box 185
Grantsboro, NC 28529
(252) 249-1851
(252) 249-2377 Fax

37. **Piedmont Community College**
Post Office Box 1197
Roxboro, NC 27573
(336) 599-1181
(336) 597-3817 Fax

38. **Pitt Community College**
Post Office Drawer 7007
Greenville, NC 27835-7007
(252) 321-4200
(252) 321-4401 Fax

39. **Randolph Community College**
Post Office Box 1009
Asheboro, NC 27204-1009
(336) 633-0200
(336) 629-4695 Fax

40. **Richmond Community College**
Post Office Box 1189
Hamlet, NC 28345
(910) 582-7000
(910) 582-7028 Fax

41. **Roanoke-Chowan Community College**
Route 2, Box 46-A
Ahoskie, NC 27910
(252) 862-1200
(252) 862-1358 Fax

42. **Robeson Community College**
Post Office Box 1420
Lumberton, NC 28359
(910) 738-7101
(910) 618-5685 Fax

43. **Rockingham Community College**
Post Office Box 38
Wentworth, NC 27375-0038
(336) 342-4261
(336) 349-9986 Fax

44. **Rowan-Cabarrus Community College**
Post Office Box 1595
Salisbury, NC 28145-1595
(704) 637-0760
(704) 637-3692 Fax

45. **Sampson Community College**
Post Office Drawer 318
Clinton, NC 28329
(910) 592-8081
(910) 592-8048 Fax

46. **Sandhills Community College**
2200 Airport Road
Pinehurst, NC 28374
(910) 692-6185
(910) 695-1823 Fax

47. **South Piedmont Community College**
Post Office Box 126
Polkton, NC 28135
(704) 272-7635
(704) 272-8904 Fax

48. **Southeastern Community College**
Post Office Box 151
Whiteville, NC 28472
(910) 642-7141
(910) 642-5658 Fax

49. **Southwestern Community College**
447 College Drive
Sylva, NC 28779
(828) 586-4091
(828) 586-3129 Fax

50. **Stanly Community College**
141 College Drive
Albemarle, NC 28001
(704) 982-0121
(704) 982-0819 Fax

51. **Surry Community College**
Post Office Box 304
Dobson, NC 27017
(336) 386-8121
(336) 386-8951 Fax

52. **Tri-County Community College**
4600 East U.S. Highway 64
Murphy, NC 28906
(828) 837-6810
(828) 837-3266 Fax

53. **Vance-Granville Community College**
Post Office Box 917
Henderson, NC 27536
(252) 492-2061
(252) 430-0460 Fax

54. **Wake Technical Community College**
9101 Fayetteville Road
Raleigh, NC 27603
(919) 662-3400
(919) 779-3360 Fax

55. **Wayne Community College**
Post Office Box 8002
Goldsboro, NC 27533-8002
(919) 735-5151
(919) 736-3204 Fax

56. **Western Piedmont Community College**
1001 Burkemont Avenue
Morganton, NC 28655
(828) 438-6000
(828) 438-6015 Fax

57. **Wilkes Community College**
Post Office Box 120
Wilkesboro, NC 28697
(336) 838-6100
(336) 838-6277 Fax

58. **Wilson Technical Community College**
Post Office Box 4305
Wilson, NC 27893
(252) 291-1195
(252) 243-7148 Fax

59. **North Carolina Center for Applied Textile Technology**
Post Office Box 1044
Belmont, NC 28012
(704) 825-3737
(704) 825-7303 Fax

02-20

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OFF-CAMPUS FACILITIES

The following list shows those community colleges which have State Board approved off-campus centers or an additional campus. Not included are the numerous facilities throughout the state which have been made available for community college use.

CAMPUS/CENTER	TOWN
Alamance CC	Graham
Front Street Center	Burlington
Burlington Center	Burlington
Asheville-Buncombe TCC	Asheville
Madison County Center	Marshall
Bladen CC	Dublin
Kelly/East Arcadia Center	Kelly
Blue Ridge CC	Flat Rock
Transylvania County Center	Pisgah Forest
Brunswick CC	Supply
Job Link Center	Supply
Leland Center	Leland
Southport Center	Southport
Caldwell CC & TI	Hudson
Adm. Support/Basic Skills Center (Watauga County)	Boone
Watauga County Continuing Ed. Center	Boone
Watauga County Campus	Boone
Cape Fear CC	Wilmington
Burgaw Center (Pender County)	Burgaw
Hampstead Center (Pender County)	Hampstead
North Campus (being developed)	Wilmington
Carteret CC	Morehead City
Davis Center (not being used)	Davis
Central Carolina CC	Sanford
Chatham County Campus	Pittsboro
Harnett County Campus	Lillington
School of Telecommunications Center	Sanford
Siler City Center (Chatham County)	Siler City

CAMPUS/CENTER	TOWN
Central Piedmont CC	Charlotte
North Campus	Huntersville
Northeast Campus (being developed)	Charlotte
South Campus	Matthews
Southwest Campus (being developed)	Charlotte
West Campus (being developed)	Charlotte
West Center (Allegany Street)	Charlotte
College of The Albemarle	Elizabeth City
Chowan County Center	Edenton
Dare County Campus	Manteo
Riverside Ext. Center	Elizabeth City
Craven CC	New Bern
Havelock/Cherry Point Center	Havelock
Davidson County CC	Lexington
Davie County Center	Mocksville
Durham TCC	Durham
Northern Durham Center	Durham
Edgecombe CC	Tarboro
Rocky Mount Campus	Rocky Mount
Fayetteville TCC	Fayetteville
Firefighting Facility Center	Fayetteville
Spring Lake Center	Fayetteville
Forsyth TCC	Winston-Salem
Carver Road Center	Winston-Salem
Kernersville Center	Kernersville
West Center	Winston-Salem
Gaston College	Dallas
Lincoln County Campus	Lincolnton
Guilford TCC	Jamestown
Aviation Center	Greensboro
Greensboro Campus	Greensboro
High Point Center	High Point
Small Business Center	Greensboro
Haywood CC	Clyde
Continuing Education Center	Clyde
Dayco Retirees Center	Waynesville
High Tech Center	Waynesville
Human Resource Dev. Center	Clyde
Isothermal CC	Spindale
Polk County Center	Columbus

CAMPUS/CENTER	TOWN
Lenoir CC	Kinston
Aviation Center	Kinston
Greene County Center	Snow Hill
Jones County Center	Trenton
Walstonburg Center (Greene County)	Walstonburg
West Boundary Street Center	LaGrange
Martin CC	Williamston
Bertie County Center	Windsor
Mayland CC	Spruce Pine
Avery County Center	Newland
Yancey County Center	Burnsville
McDowell TCC	Marion
Marion Center	Marion
Mitchell CC	Statesville
Mooresville Center	Mooresville
Pamlico CC	Grantsboro
Bayboro Center	Bayboro
Piedmont CC	Roxboro
Caswell County Center	Yanceyville
Randolph CC	Asheboro
Archdale Center	Archdale
Richmond CC	Hamlet
Continuing Education Center	Rockingham
James Nursing Bldg.	Hamlet
Scotland County Center	Laurinburg
Robeson CC	Lumberton
Emergency Training Center	Lumberton
Lumberton Extension Center	Lumberton
Pembroke Extension Center	Pembroke
Rowan-Cabarrus CC	Salisbury
Cabarrus County Campus	Concord
Corban Center (Cabarrus County)	Concord
Sampson CC	Clinton
Courthouse Annex (not being used)	Clinton
Multi-Purpose Center (not being used)	Clinton
Sandhills CC	Pinehurst
Hoke County Center	Raeford

CAMPUS/CENTER	TOWN
South Piedmont CC (East Campus)	Polkton
Continuing Education Center (Union County)	Ansonville
Wadesboro Center	Wadesboro
West Campus (Union County)	Monroe
Southeastern CC	Whiteville
Business/Industry Trng. Center (not being used)	Whiteville
Southwestern CC	Sylva
Macon County Center	Franklin
Swain County Center	Bryson City
Stanly CC	Albemarle
Western Stanly Center	Locust
Surry CC	Dobson
Yadkin County Center	Yadkinville
Tri-County CC	Murphy
Graham County Center	Robbinsville
Vance-Granville CC	Henderson
Franklin County Campus	Louisburg
Granville County Campus	Creedmoor
Warren County Center	Warrenton
Wake TCC	Raleigh
Adult Education Center	Raleigh
Health Sciences Campus	Raleigh
Northeast Campus (being developed)	Raleigh
Wayne CC	Goldsboro
Aviation Center	Goldsboro
Western Piedmont CC	Morganton
North King/West Meeting Street Center	Morganton
Wilkes CC	Wilkesboro
Alleghany County Center	Sparta
Ashe County Center	West Jefferson
Wilson TCC	Wilson
Police Academy Center	Wilson

Governance

- 20 member State Board of Community Colleges has statewide responsibility for policy and rule making for the system.

- Each college has a 12 member Local Board of Trustees appointed equally from the county commissioners, local school board and the Governor. In addition, each has a non-voting student government representative.

Funding

State

- Operating costs for instruction, administration and support services

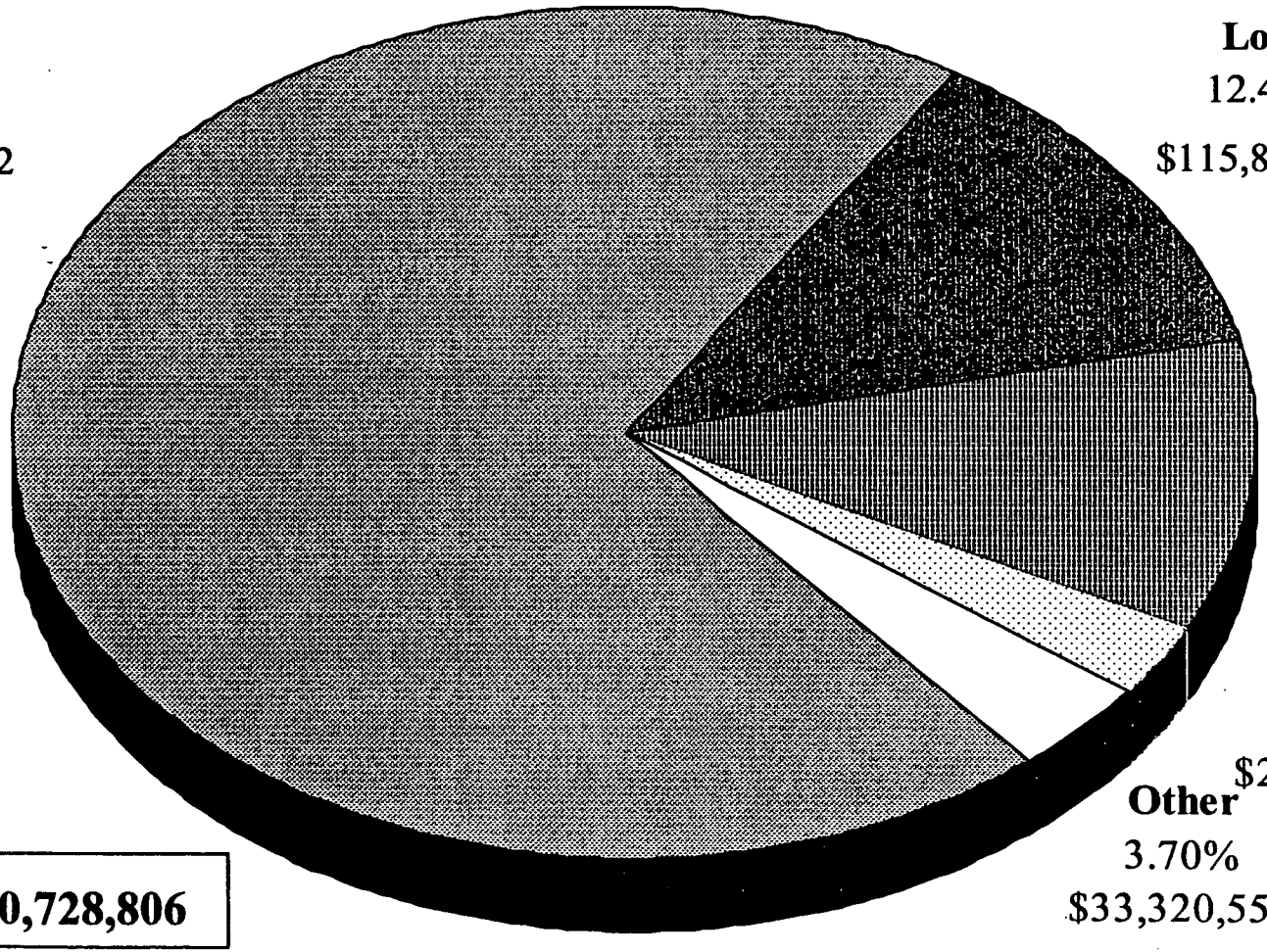
Local

- Operation and maintenance of plant

Capital construction is the legal responsibility of the county. However, to the extent that the state allocates money for capital, it must be matched dollar for dollar.

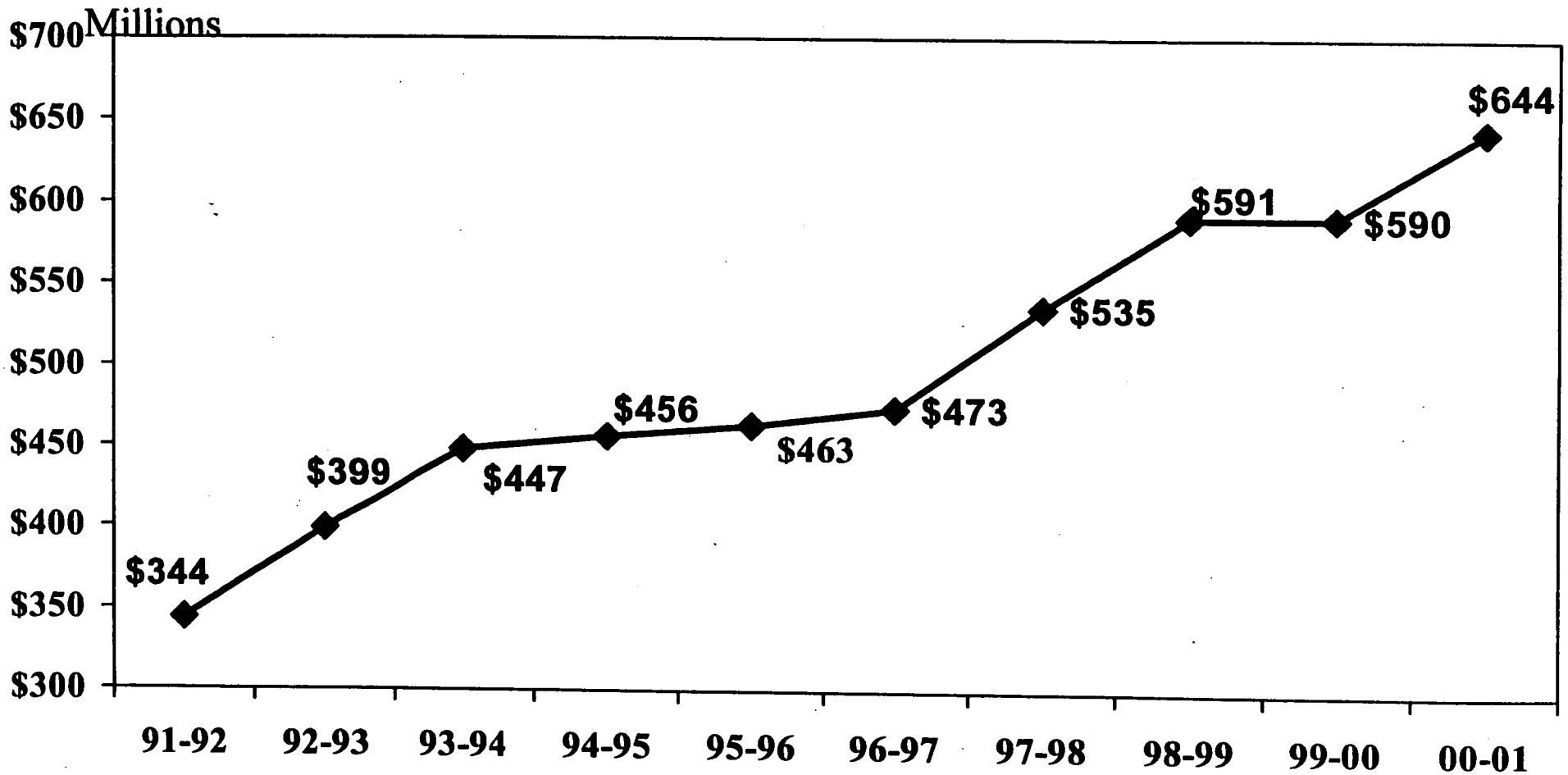
Sources of Funding

FY 2000-2001

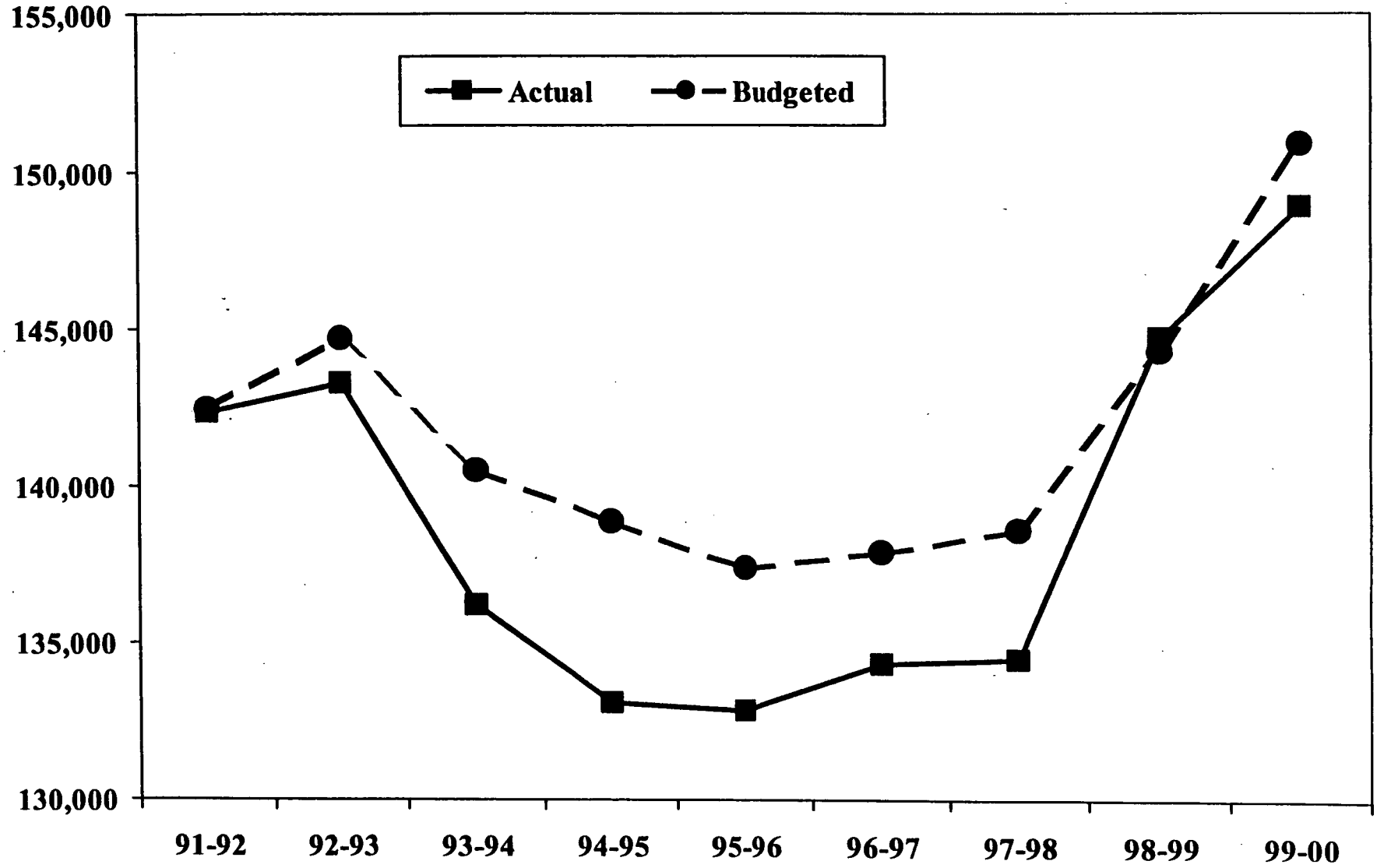


Total: $920,728,806

Community College General Fund Appropriations Since 1991



Actual FTE v. Budgeted FTE



Community College Students
1999-2000

Numbers:

Unduplicated Headcount:

757,745 Students
- 233,514 Curriculum
- 564,455 Extension

Full Time Equivalent:

158,068 FTE Students (includes non-budgeted FTE)
- 115,668 Curriculum
- 42,400 Extension

Gender:

52.4% Female
47.6% Male

Race:

68.0% White
22.9% Black
9.1% Other

Age:

Average Age, Curriculum Students: **29.6** Years
Average Age, Extension Students: **36.3** Years

Employment Status:

37% of Curriculum students work full-time
30% of Curriculum students work part-time
58% of Extension students work full-time
10% of Extension students work part-time

Community College Faculty
2000-01

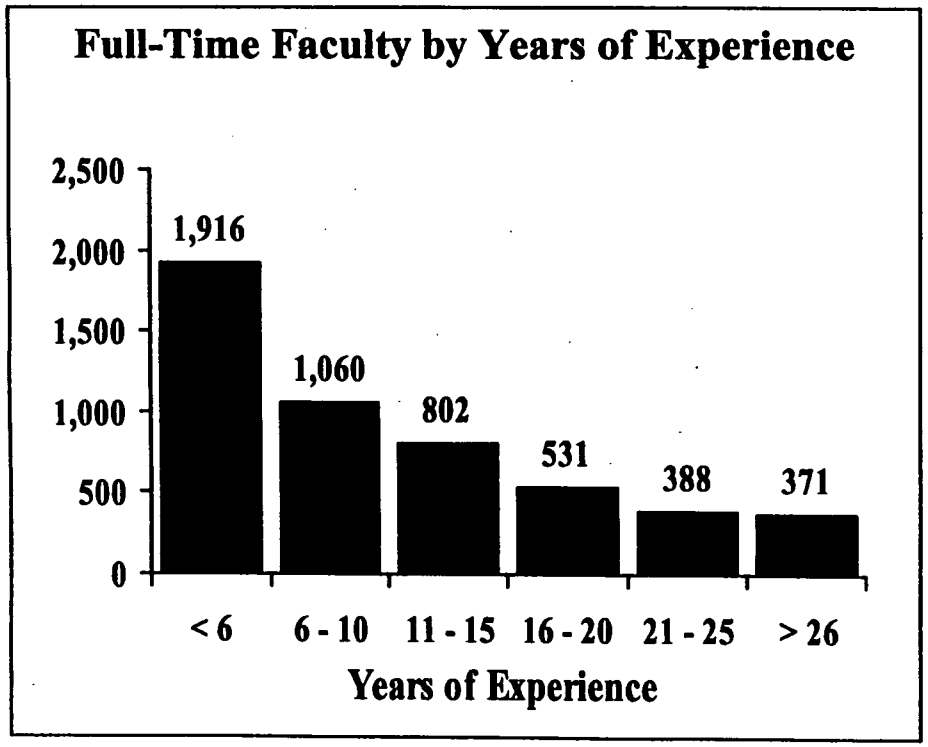
5,608 Full-Time Faculty
12,852 Part-Time Faculty*

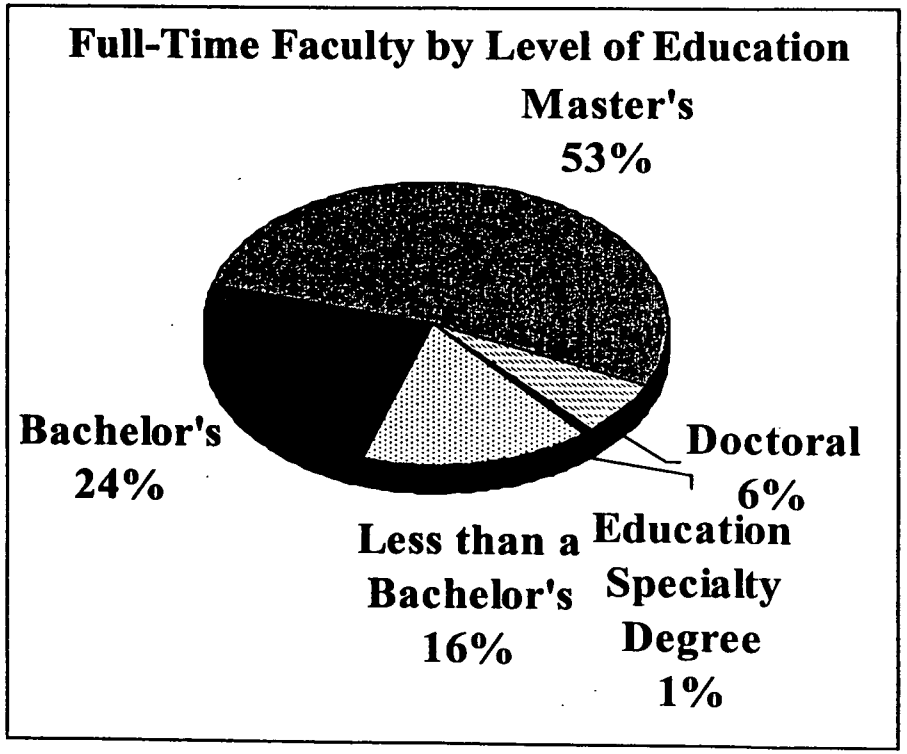
Gender (Full-Time):

54% Female **46%** Male

Race (Full-Time):

87% White **11%** Black **2%** Other





*Part-time data is from 1999.

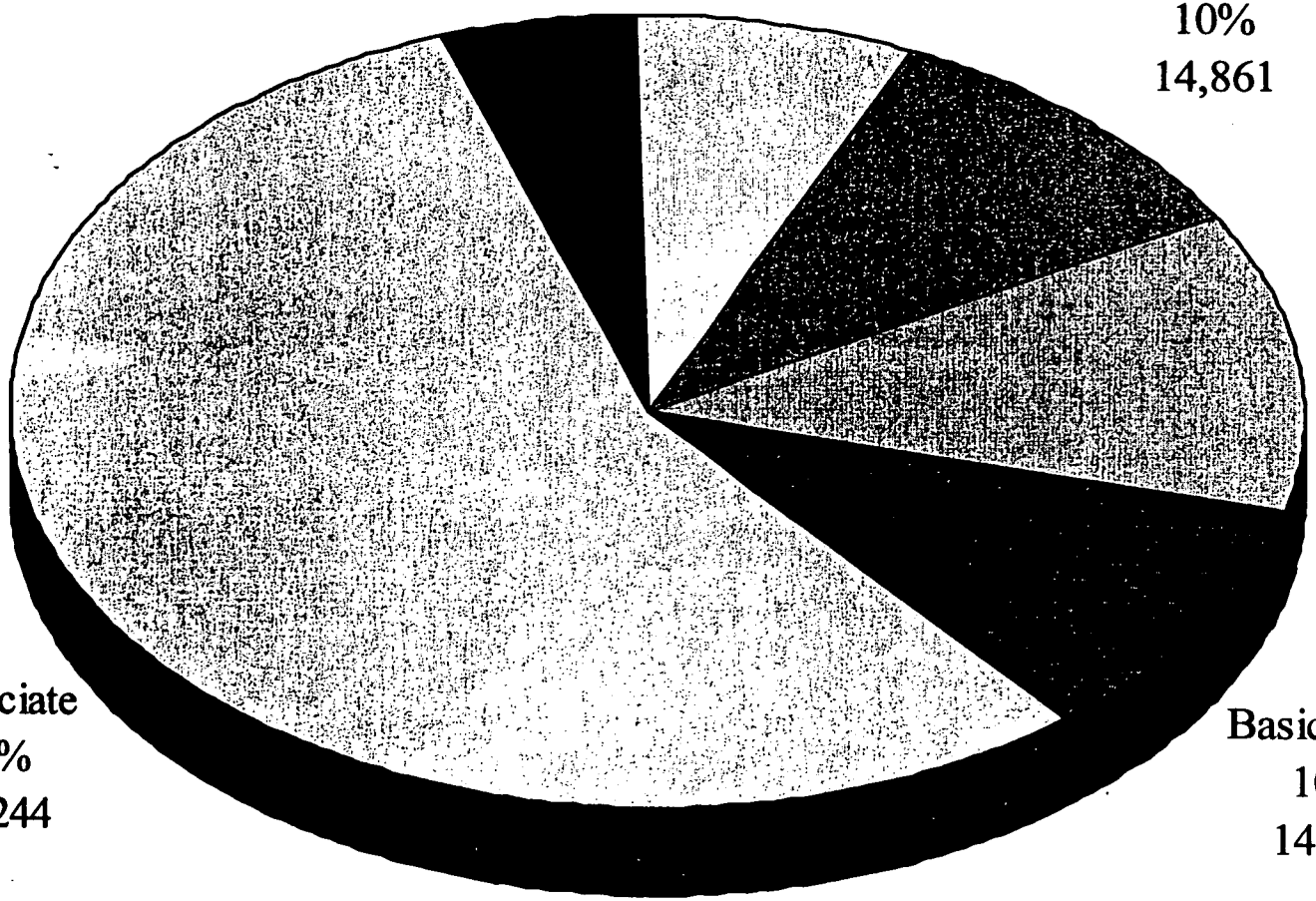
Tuition and Fees
2000-01

- **In-State**: $27.50/credit hour up to 16 hours (Full-time = $440/semester or $880/year)
- **Out-of-State**: $169.75/credit hour up to 16 hours (Full-time = $2,716/semester or $5,432/year)
- **Summer**: Same rates as regular term, up to 9 hours
- **Occupational Continuing Education**: Sliding scale based on course length:

• 0-10 hours	$50.00
• 11-30 hours	$55.00
• 31-100 hours	$60.00
• > 100 hours	$65.00

Annual Earned FTE by Program Area 1999-2000

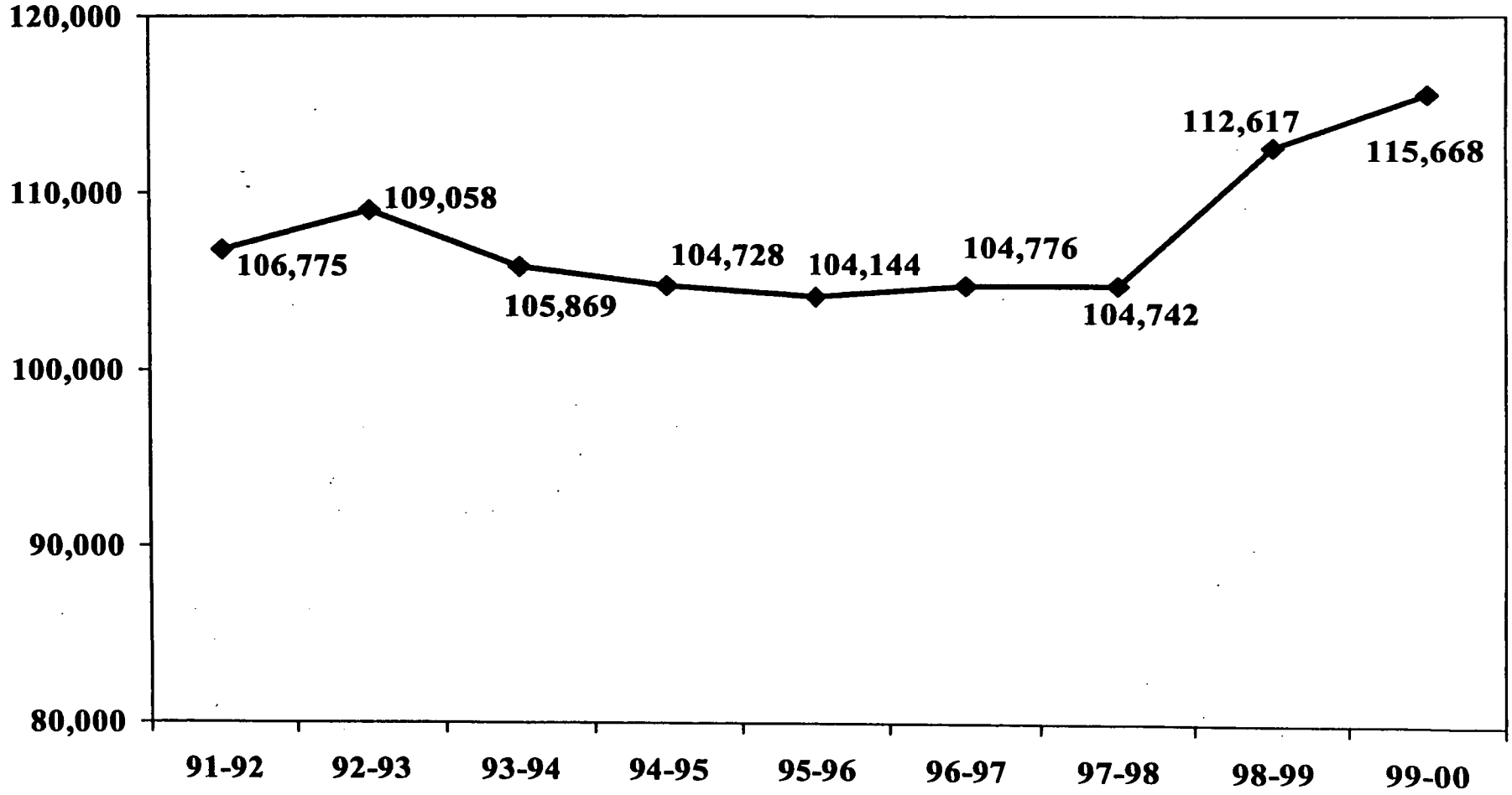
Total: 148,916



Curriculum Programs

- Lead to certificates, diplomas, or associate degrees
- Range from one semester to two years
- Developmental courses are included in this category

Curriculum Actual FTE Students in Community College (Academic Year)



Examples of Curriculum Programs

- Associates: Art Education, Marine Technology, Surveying Technology
- Certificates: Water and Waste Treatment, Computer Programming, Carpentry
- Diploma: Agribusiness, Practical Nursing, Welding Technology

Performance of College Transfer Students (1997-1998)*

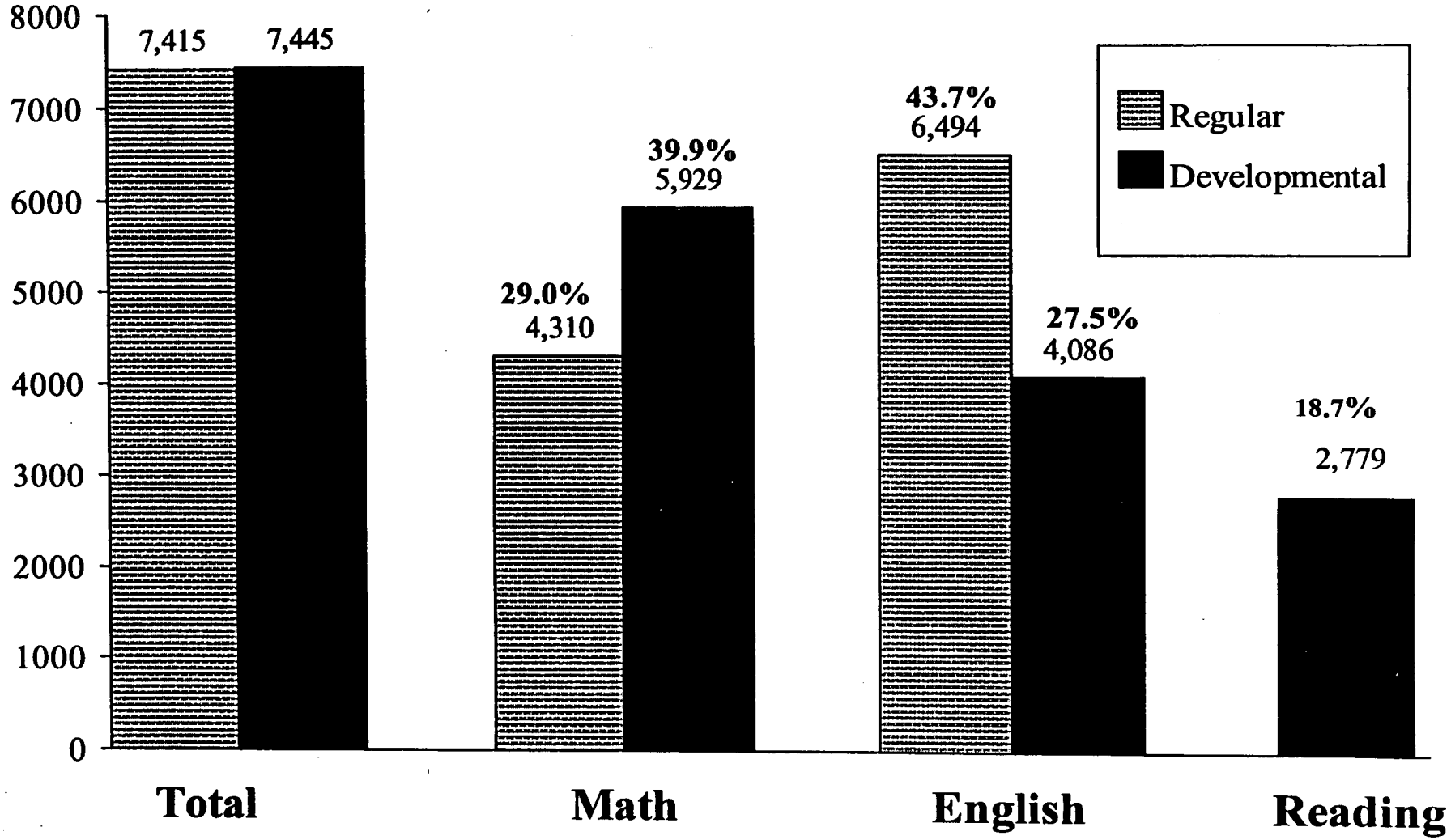
- 73% of students who completed an AA, AS, or AFA and transferred to a UNC institution had a GPA equal to or greater than 2.0 after two semesters at UNC.
- 71% of students who completed 24 or more semester hours in community colleges and transferred to a UNC institution had 2.0 or greater after two semesters at UNC.

*Students are allowed up to 2 years to transfer and performance data is based on two semesters of attendance.

Developmental Courses

- Offered in English, Math, or Reading
- 50.1% of the 14,860 students who went to a community college directly from high school after receiving their diploma in 1999 enrolled in at least one developmental course.

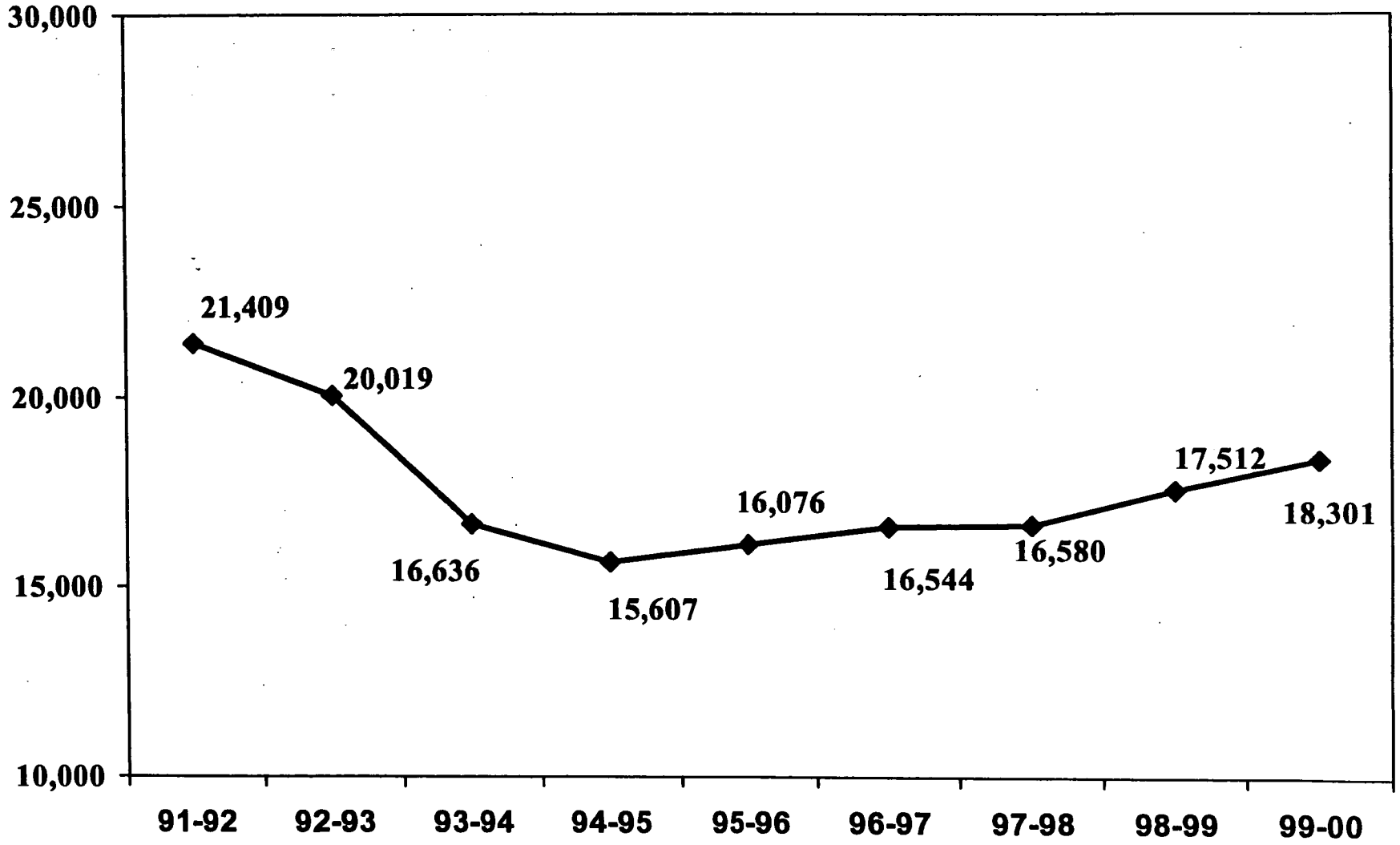
Enrollment of High School Students who Matriculated Directly to Community College in Developmental Courses 1999



Occupational Continuing Education

- Non-credit courses that train individuals:
  - For new employment opportunities;
  - To upgrade skills; or
  - To provide training necessary to meet certification, re-certification, or continuing education requirements

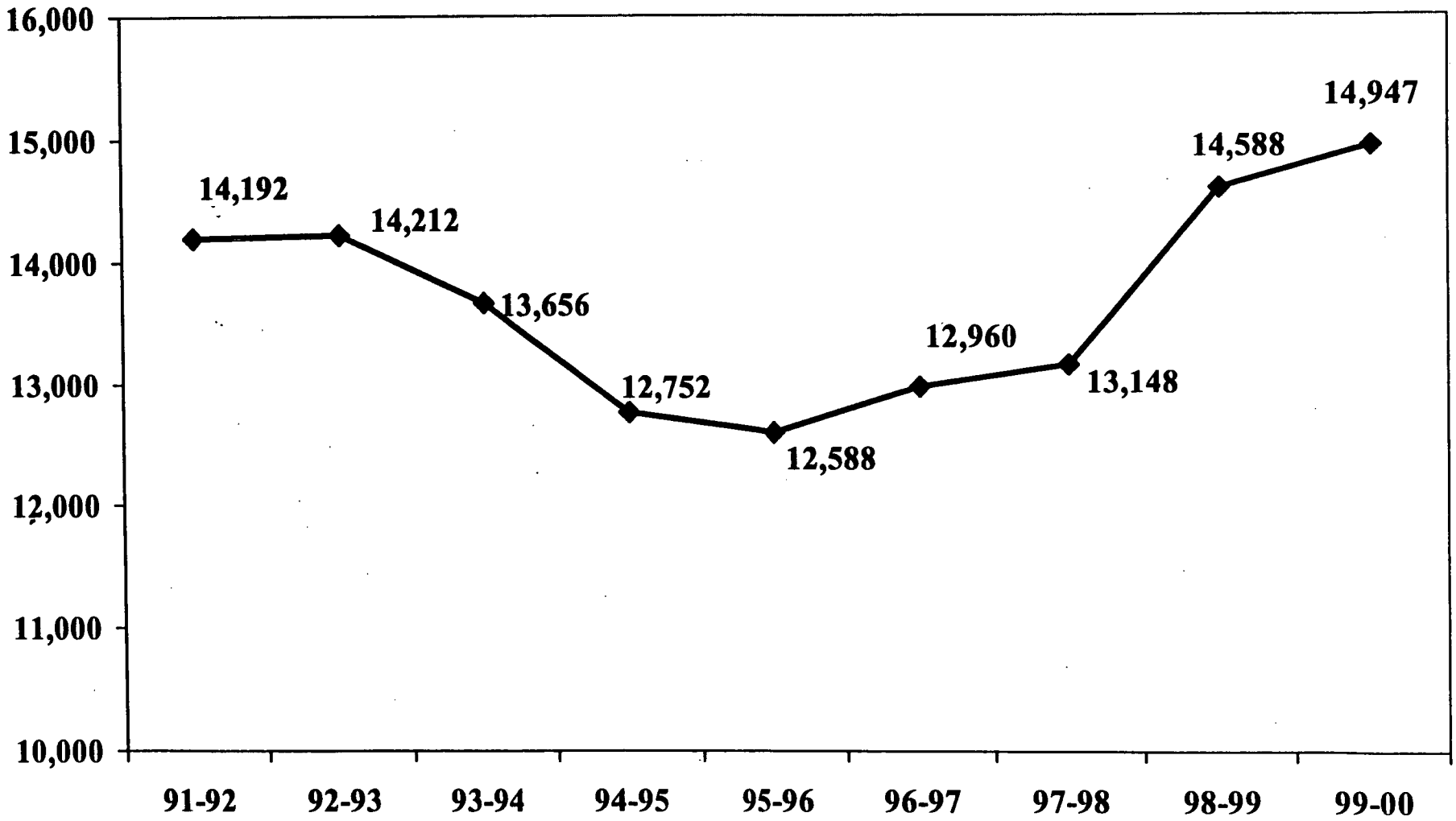
Occupational Continuing Education FTE



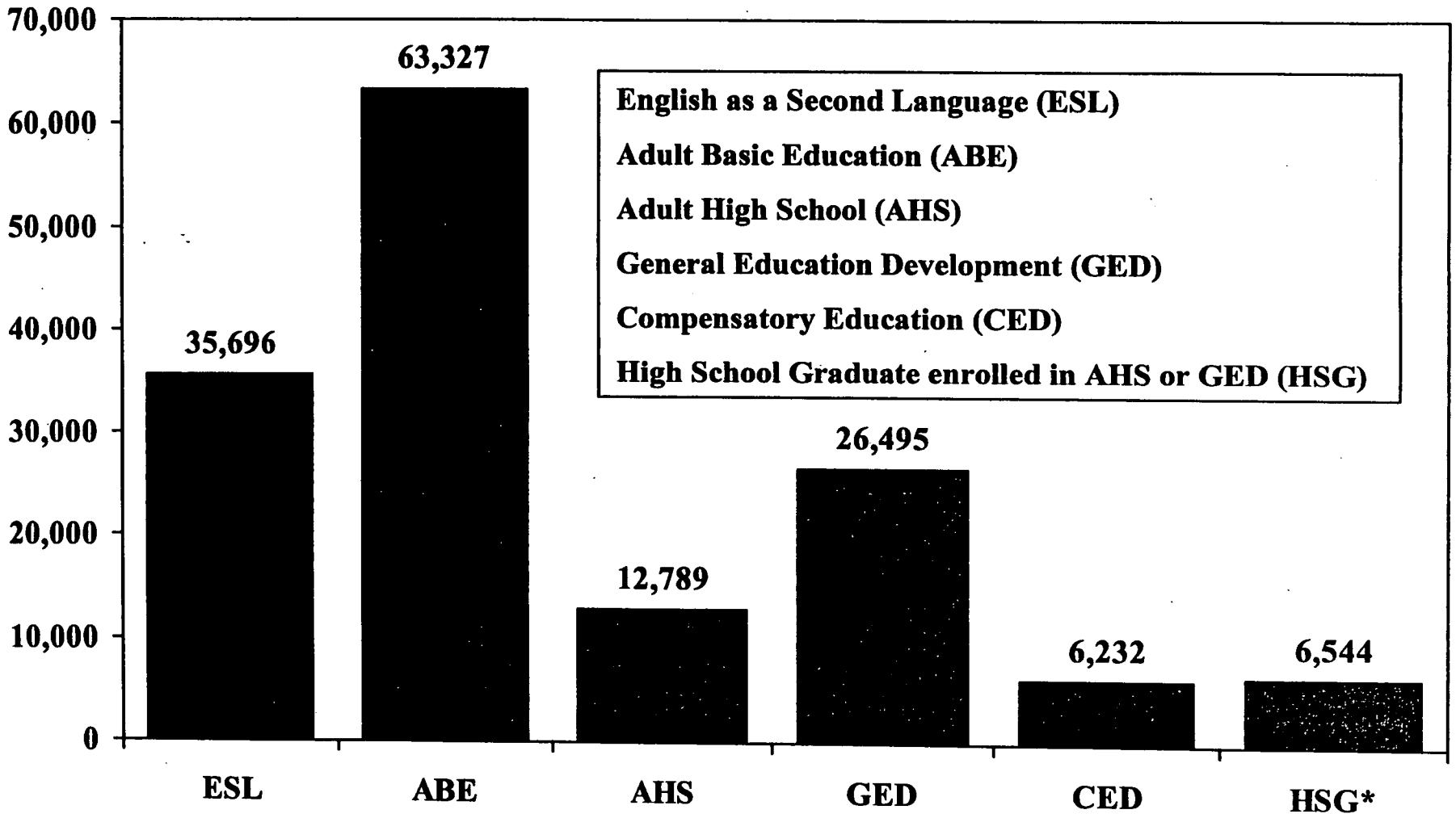
Basic Skills

- Adult Basic Education
- General Education Development (GED)
- Adult High School
- English Literacy/English as a Second Language
- Compensatory Education

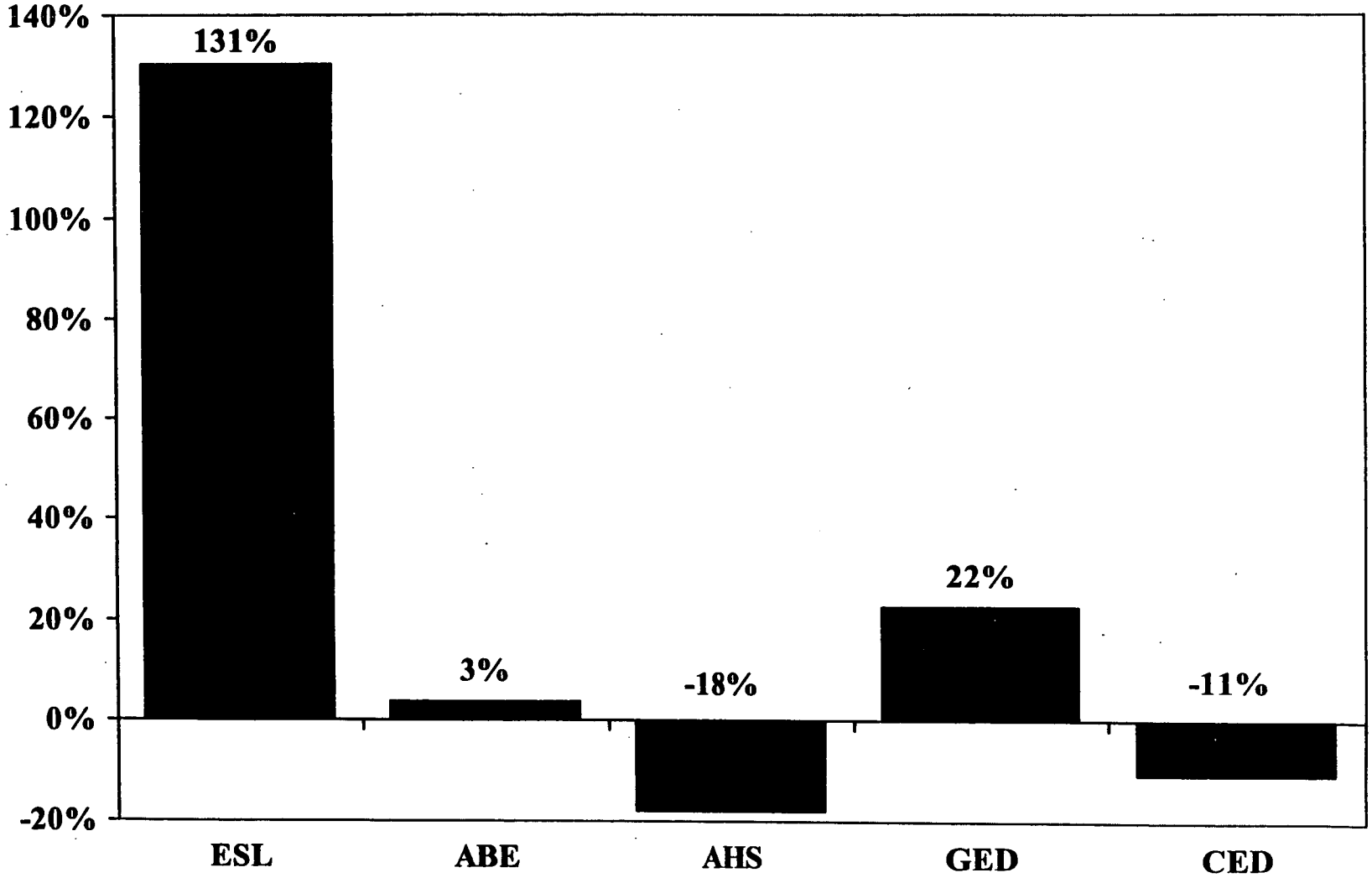
Basic Skills FTE



Basic Skills FTE by Program 1999-2000



Percent Change Since 94-95 in Basic Skills Enrollment by Program Area



Community Service Block Grants

- Provide community interest, non-credit classes, especially for senior citizens
- Block Grant was created to reduce the state's funding for hobby and leisure courses
- 00-01 Authorized Budget: $ 1,712,275

Community Service Students

FTE	
94-95	2,965
95-96	2,603
96-97	2,645
97-98	2,536
98-99	2,384
99-00	2,034

Unduplicated Headcount	
94-95	18,376
95-96	16,771
96-97	39,226
97-98	36,910
98-99	41,505
99-00	28,535

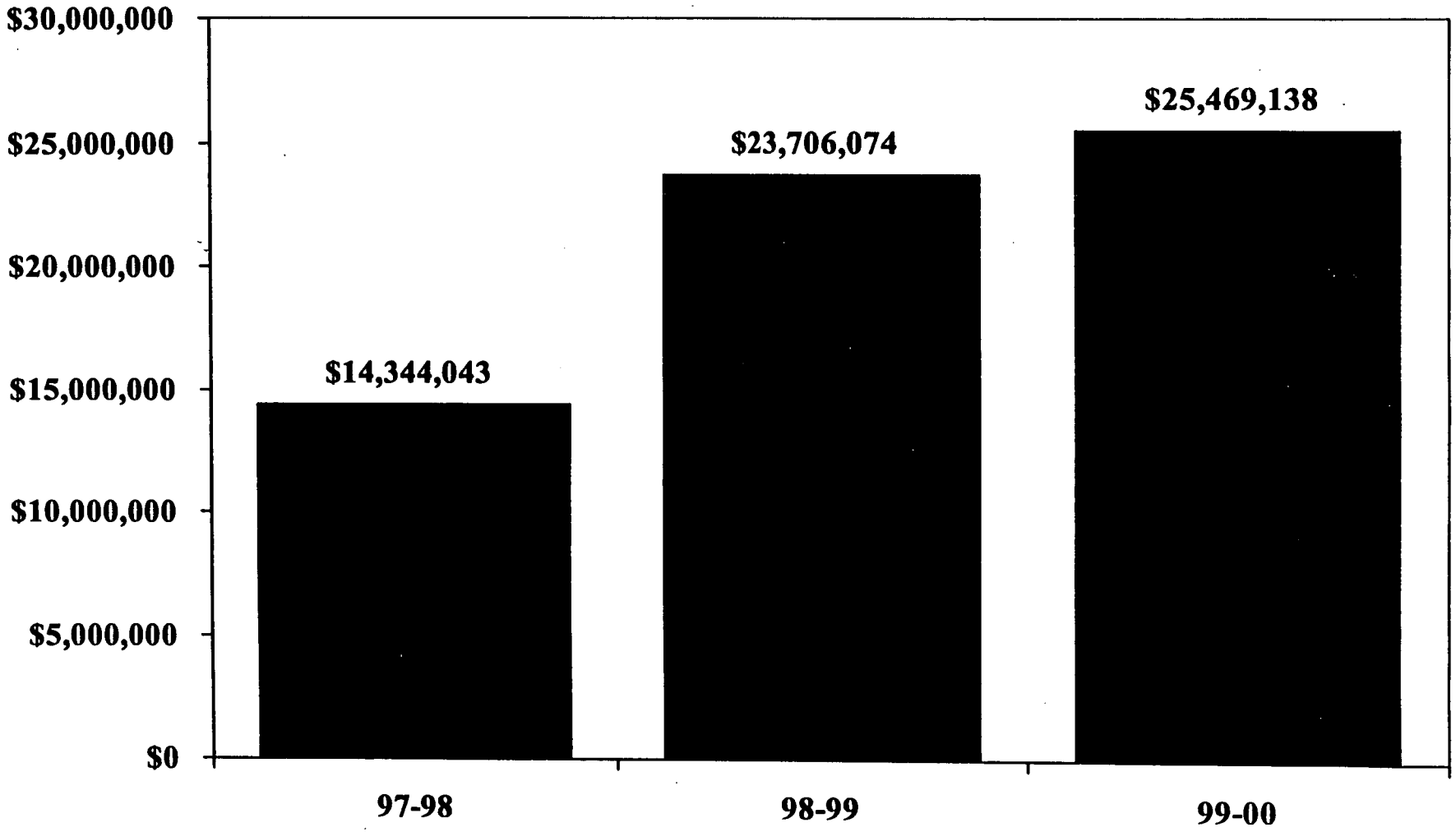
Correctional Education
2000-2001

- 47 Community Colleges have a correctional education program

- Serves inmates in State, Federal, and Local prisons

- 1999-00 Curriculum FTE – 2,604
  1999-00 Occupational Continuing Education FTE - 1,064
  1999-00 Basic Skills FTE – 2,676

Correctional Education Program Formula Allocation



NC Center for Applied Textile Technology

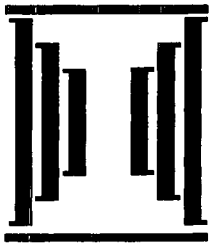
- Established in 1943, brought into Community College System in 1991
- Instruction designed specifically for the textile industry
- Serves the entire state
- 90% of the instruction is continuing education
- In 1999-00, 13 Faculty and 17 staff served 3,332 students
- 2000-01 Authorized Budget = $1,509,957

Workforce Development Programs

- Focused Industrial Training (FIT)
- New & Expanded Industry (NEIT)
- Small Business Centers (SBC)
- Human Resources Development (HRD)
- In-Plant Training

Attachment # 3

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM



Presentation to the Joint Education Appropriation Subcommittee

H. Martin Lancaster, President
Kennon D. Briggs, Vice President, Business and Finance

April 10, 2001

DEPARTMENT/ DIVISIONAL MISSION STATEMENTS

DEPARTMENT/DIVISIONAL MISSION STATEMENTS

The mission of the North Carolina Community College System is to open the door to high-quality, accessible educational opportunity that minimize barriers to post-secondary education, maximize student success, and improve the lives and well-being of individuals.

- Education, training and retraining for the workforce, including basic skills and literacy education, occupational and pre-baccalaureate programs.
- Support for economic development through services to business and industry.
- Services to communities and individuals that improve the quality of life.

The Executive Division supports all operational activities within the community college system. The division implements the goals and objectives of the State Board of Community Colleges, provides leadership to the community colleges and System Office, and serves as a convener and catalyst for collaboration and cooperation with public, private and business groups. The Executive Division facilitates communication and serves as a conduit on system operations, governmental, regulatory and legal matters.

- Inform the public and government about the community college system.
- Inform community colleges and trustees about state and federal government trends.
- Provide leadership to special project/programs.
- Serve as the liaison to the State Board and other state education associations.
- Interpret federal and state regulations for community colleges.
- Oversee the System Office and local college operations.

The Administration Division provides leadership and support to the community college System Office through policy development, coordination of planning and accountability, the development of information and reporting systems, negotiation and brokerage of goods and services, and technical assistance. The division supports the staff of the System Office through human resource development, planning and organizational development functions. The division engages in planning, research, program auditing, staff training and implementing information technology for promoting change and improvement at the constituent institutions and the System Office. A commitment to customer service and the use of information for improving policies, practices and programs unifies work units with diverse functions.

- Oversee Personnel Services.
- Oversee information services and technology support.
- Coordinate use of North Carolina Information Highway.
- Planning and Research.
- Audits community college programs.
- Technical support of library services.

The Division of Business and Finance supports the efforts of the colleges and the System Office by procuring and providing an equitable distribution of resources, by assisting them in the management of these resources, and in assuring the citizens of the State of North Carolina that community colleges are good stewards of public resources.

- Procure and allocate financial resources.
- Assist with financial activities.
- Assist with college equipment, facilities, and other resources.

The Academic and Student Services Division provides leadership and support to community colleges in offering quality education for diverse learners in a changing workplace. The division enhances teaching and learning at the college level through resource development, internal/external partnerships, professional development, assessment and dissemination of best practices, program development and accountability, recruitment and retention of faculty and staff, global education, and instructional technologies. The division supports the open door policy and lifelong learning.

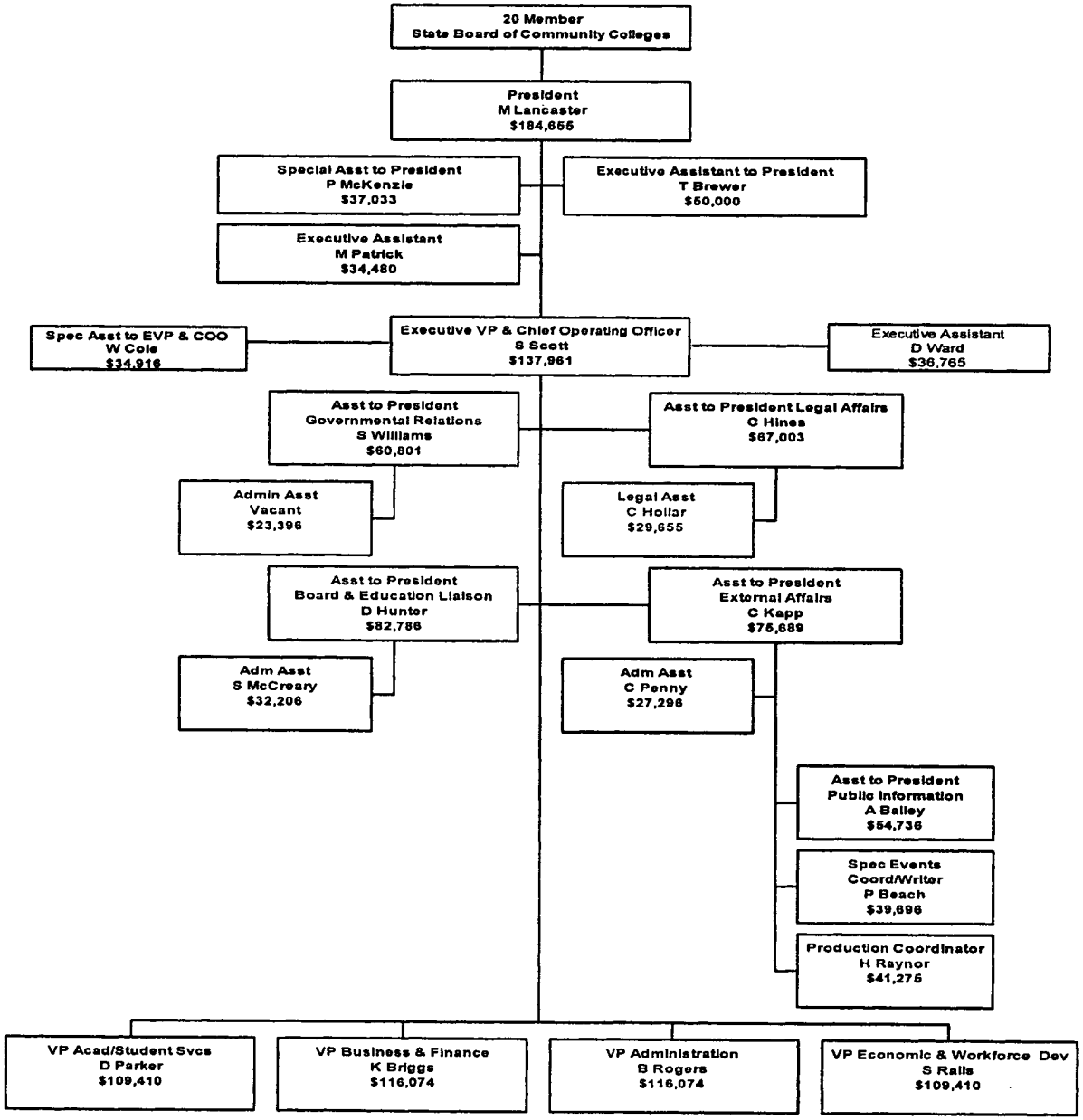
- Oversee curriculum programs.
- Recruitment, retention, and professional development support.

The Economic and Workforce Development Division supports North Carolina's community colleges to provide high quality, accessible training and services that enable North Carolinians to acquire knowledge and skills to obtain and maintain prosperous career opportunities and enhance their quality of life, and provide North Carolina businesses and industries with a world-class workforce and a competitive advantage as a result of their presence in North Carolina.

- Support customized training.
- Support regional customized workforce development
- Support innovative and flexible programs.
- Support workforce training.

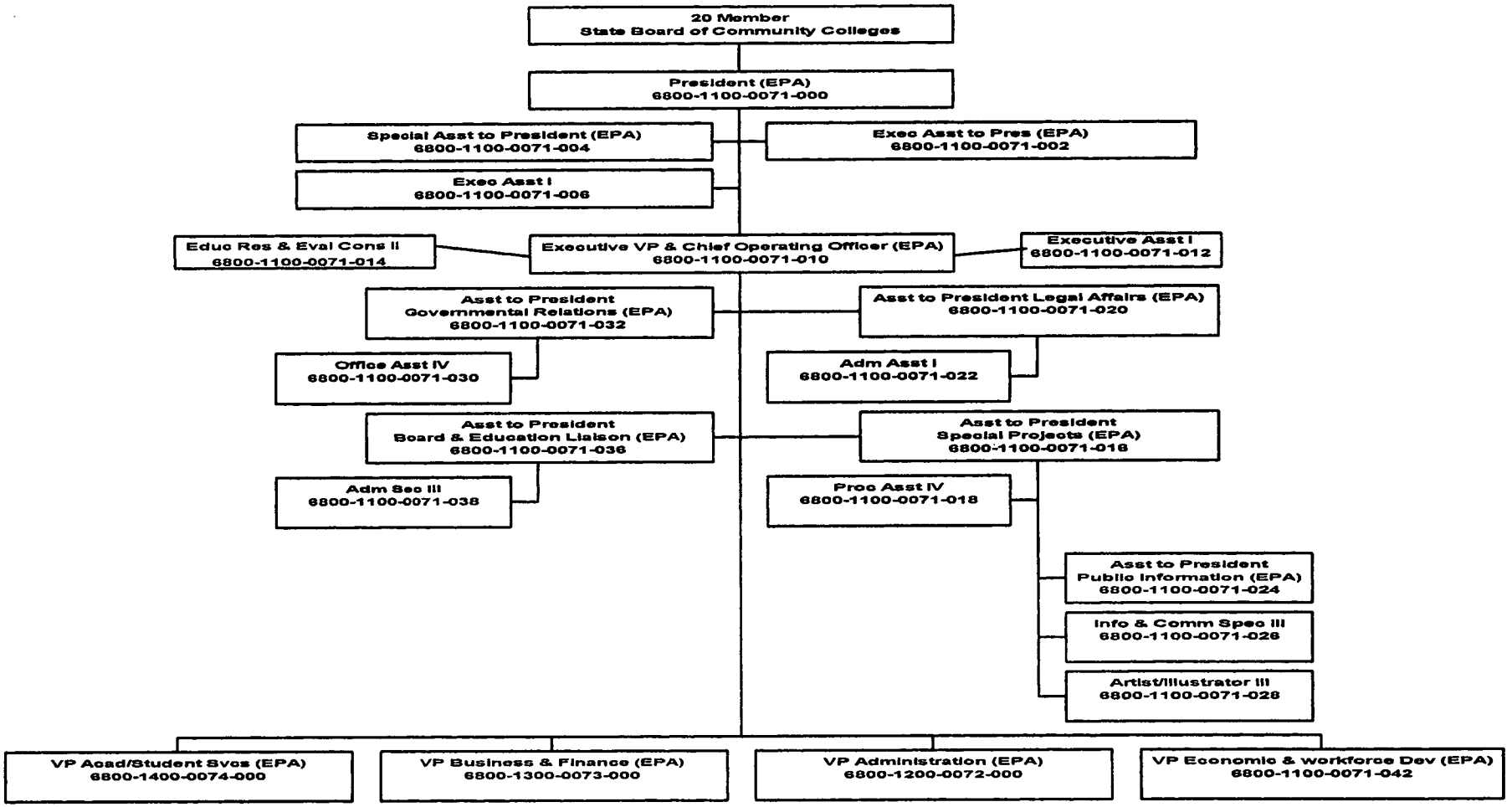
SYSTEM OFFICE ORGANIZATIONAL CHARTS AS OF FEBRUARY 2001

OFFICE OF THE PRESIDENT

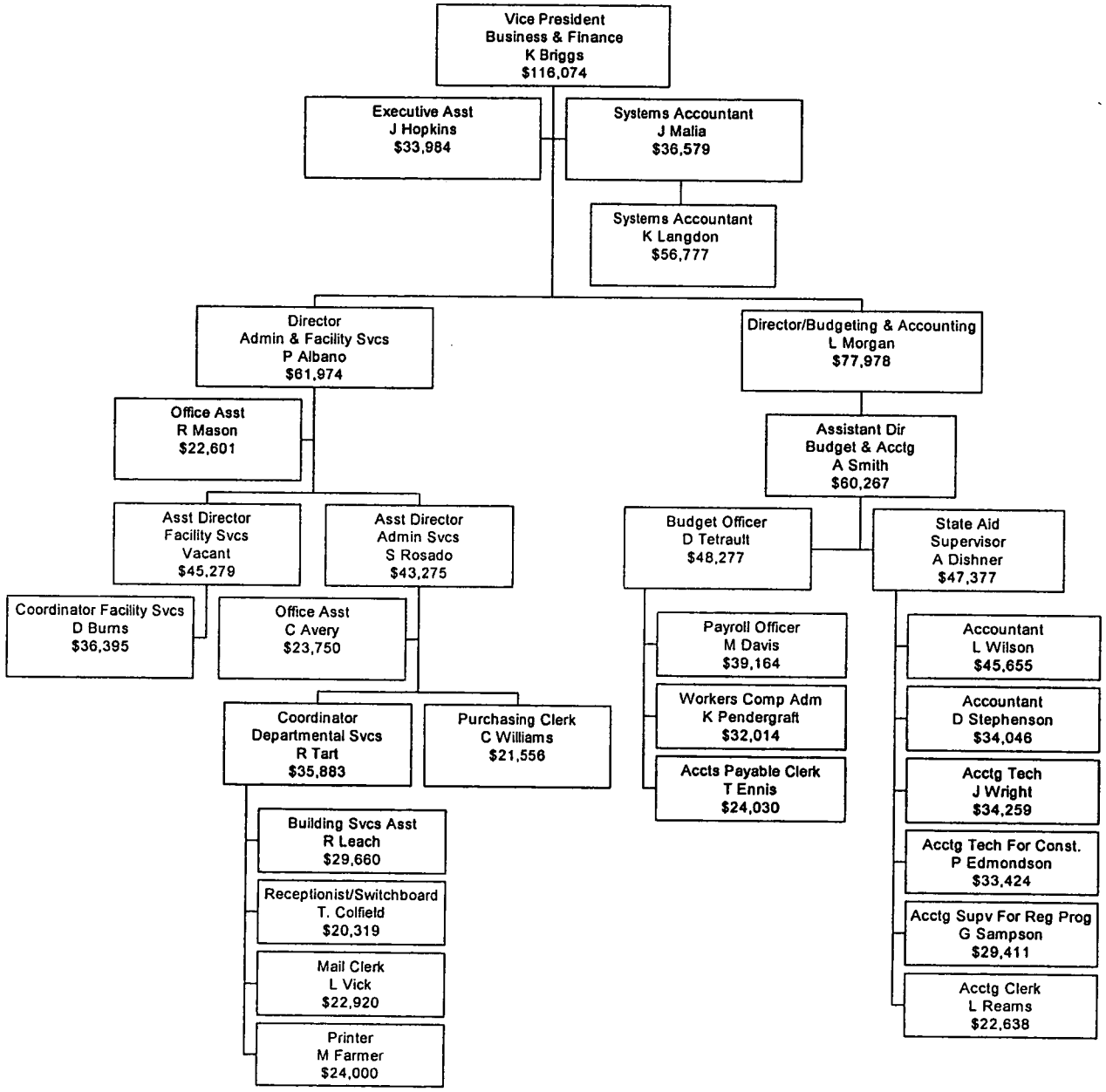


2/2001

OFFICE OF THE PRESIDENT

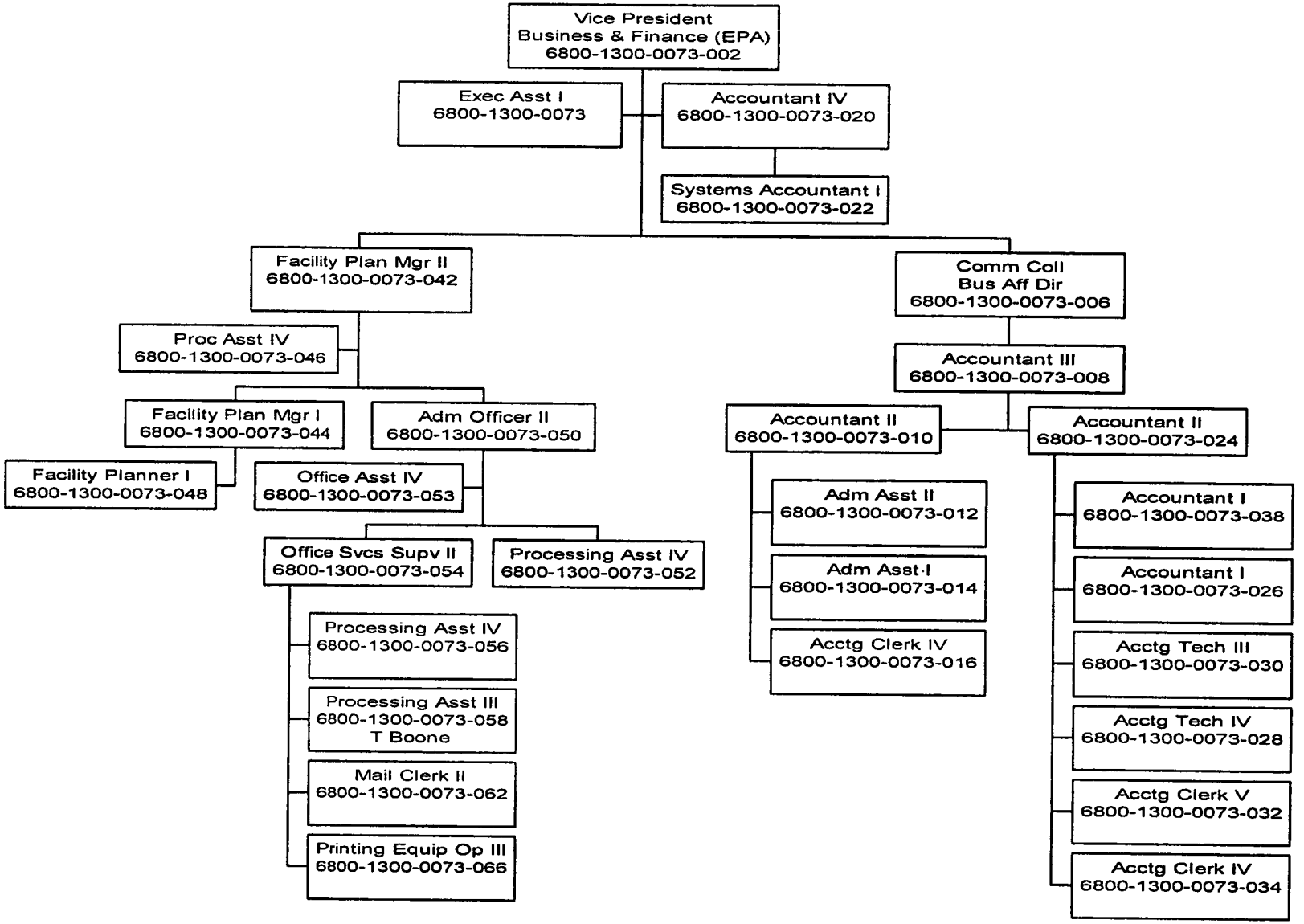


Business and Finance Division

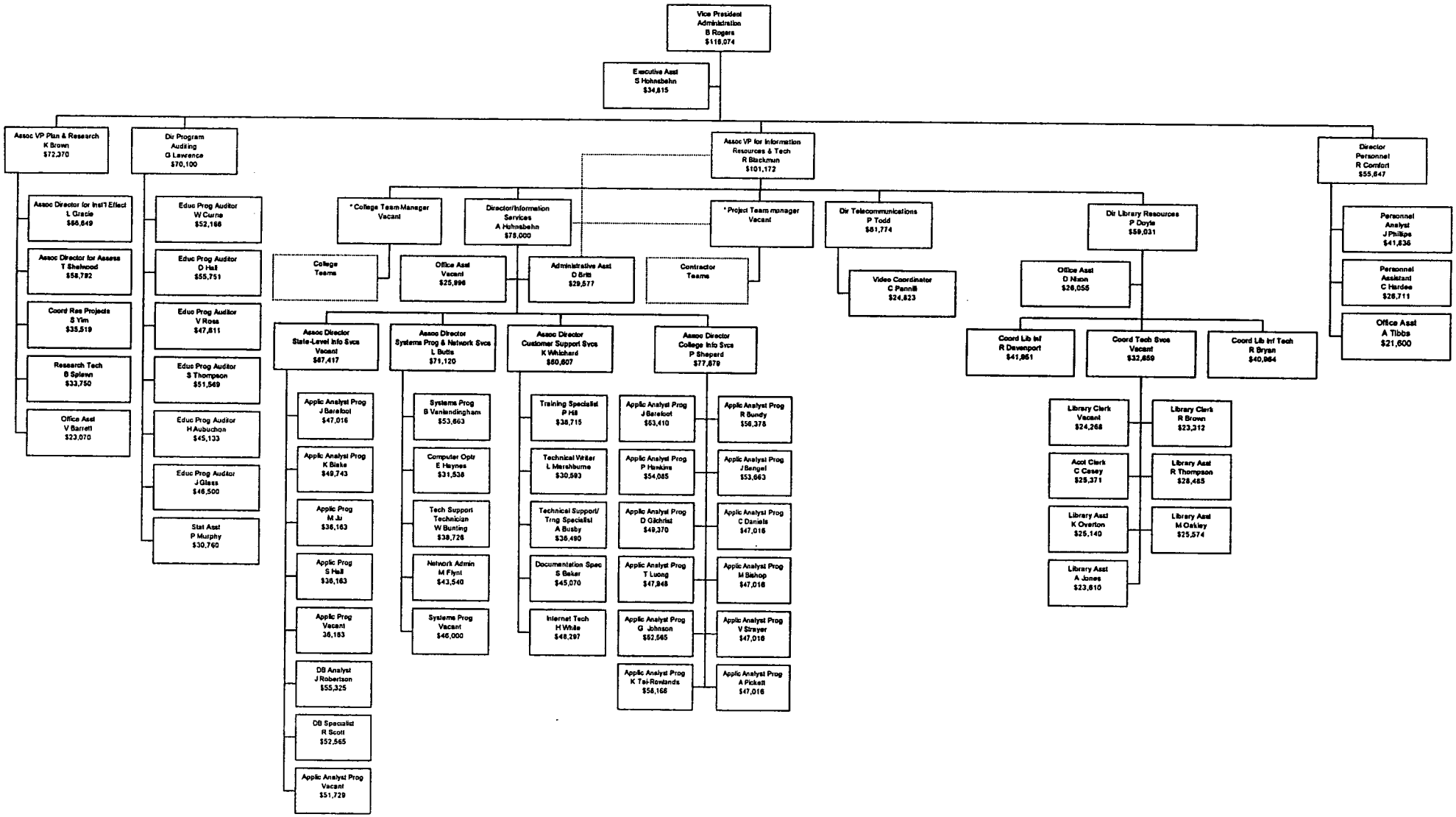


2/2001

Business and Finance Division

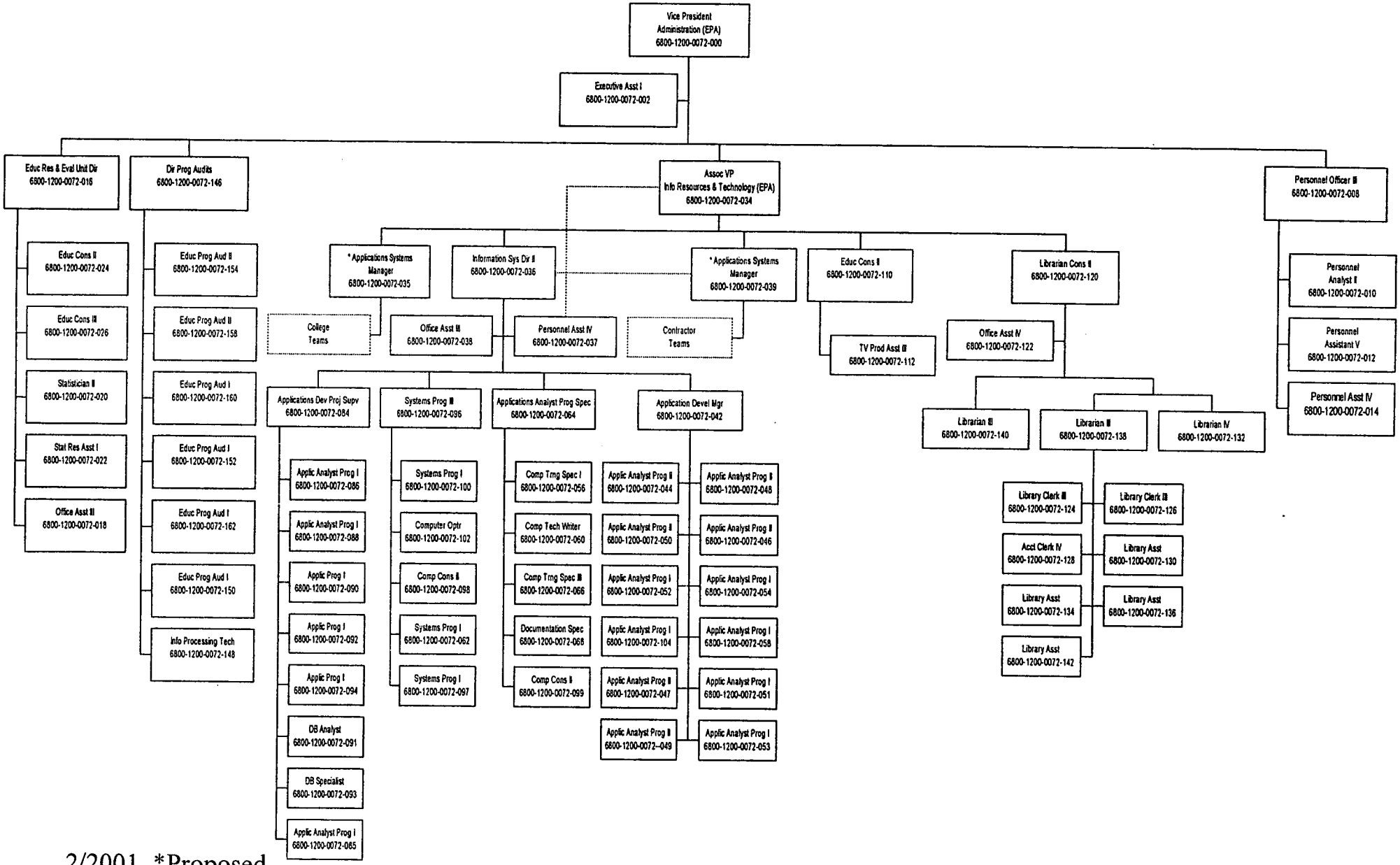


Administration Division



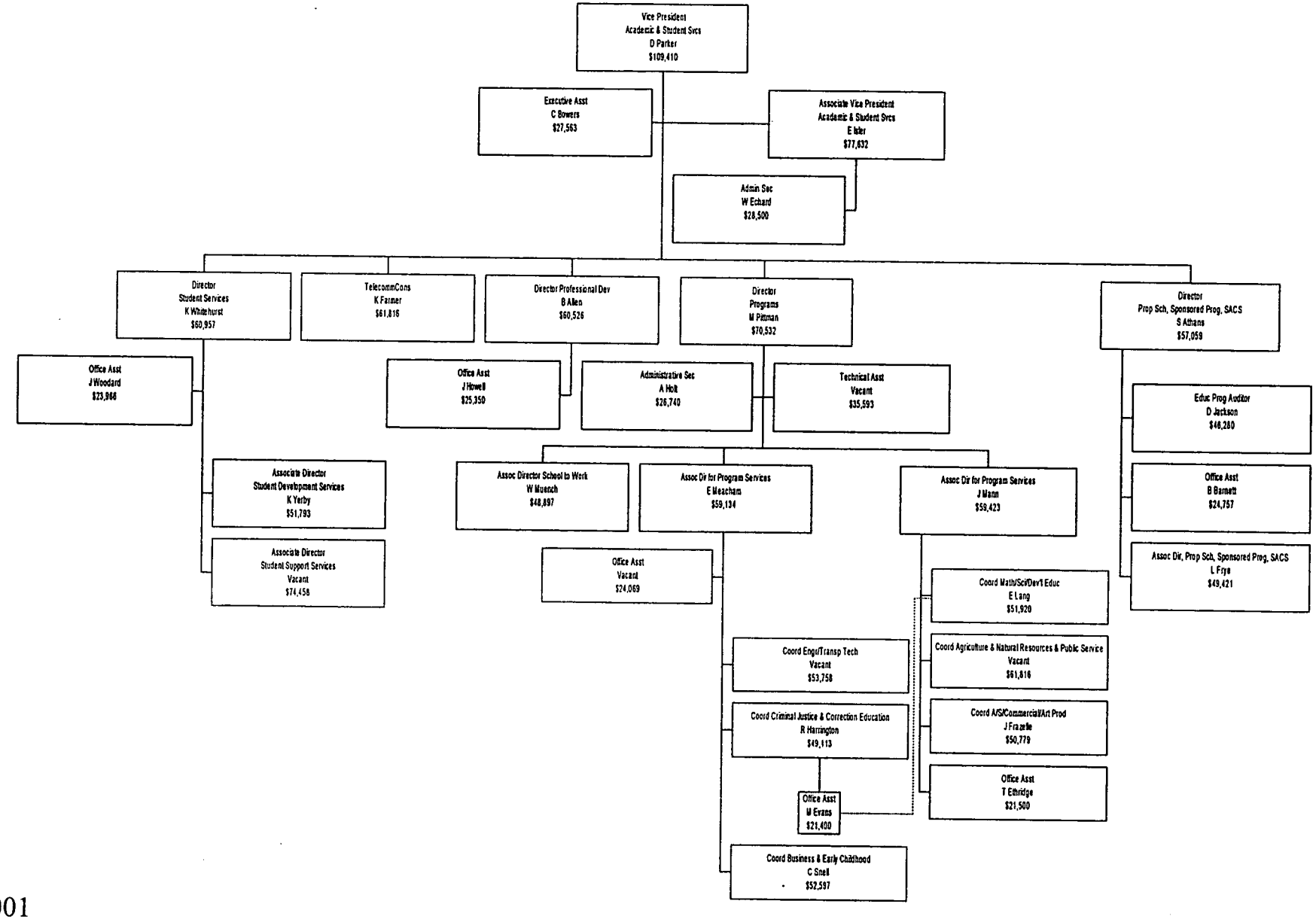
2/2001 *Proposed

Administration Division



2/2001 *Proposed

Academic and Student Services Division



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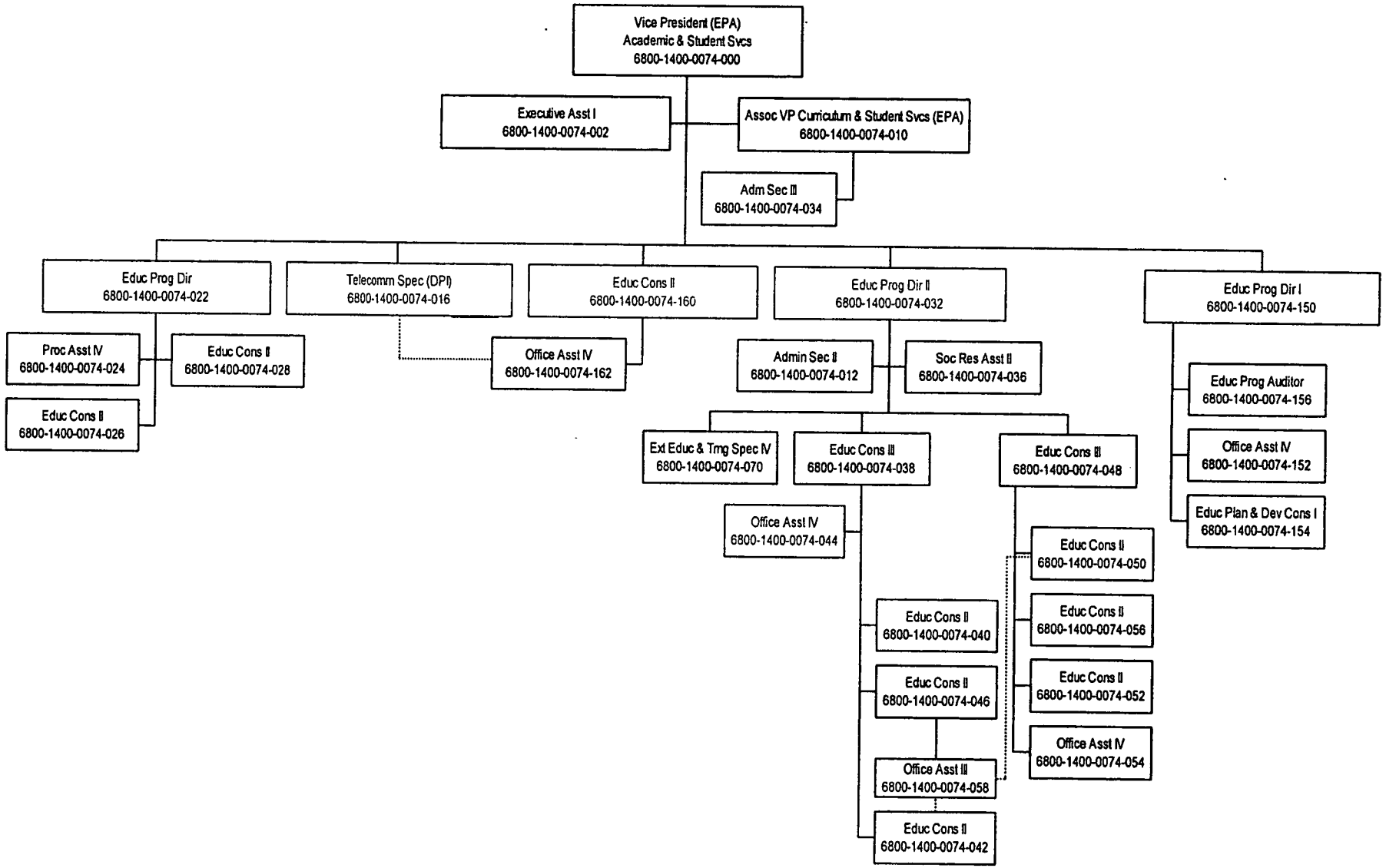
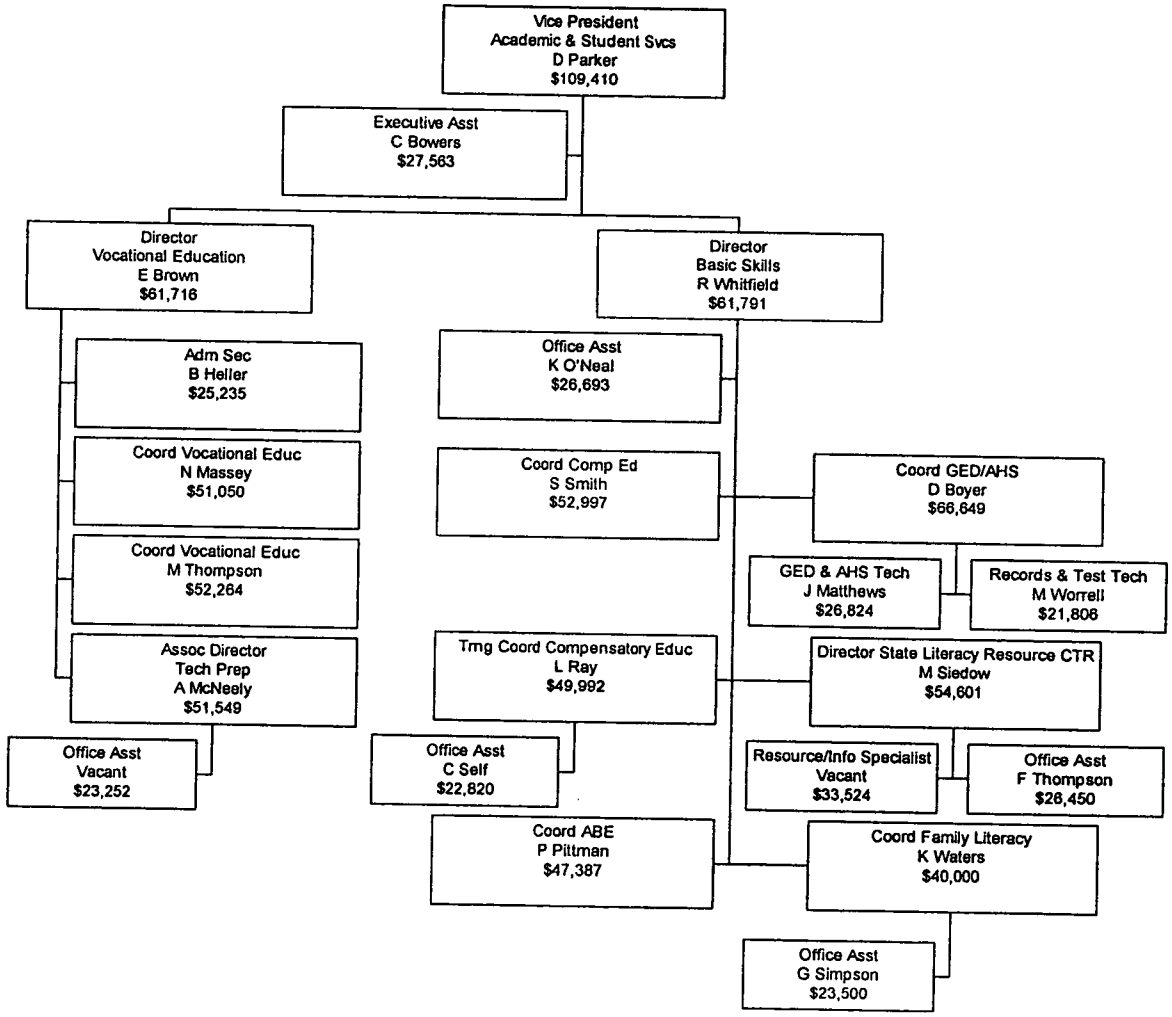
Academic and Student Services Division



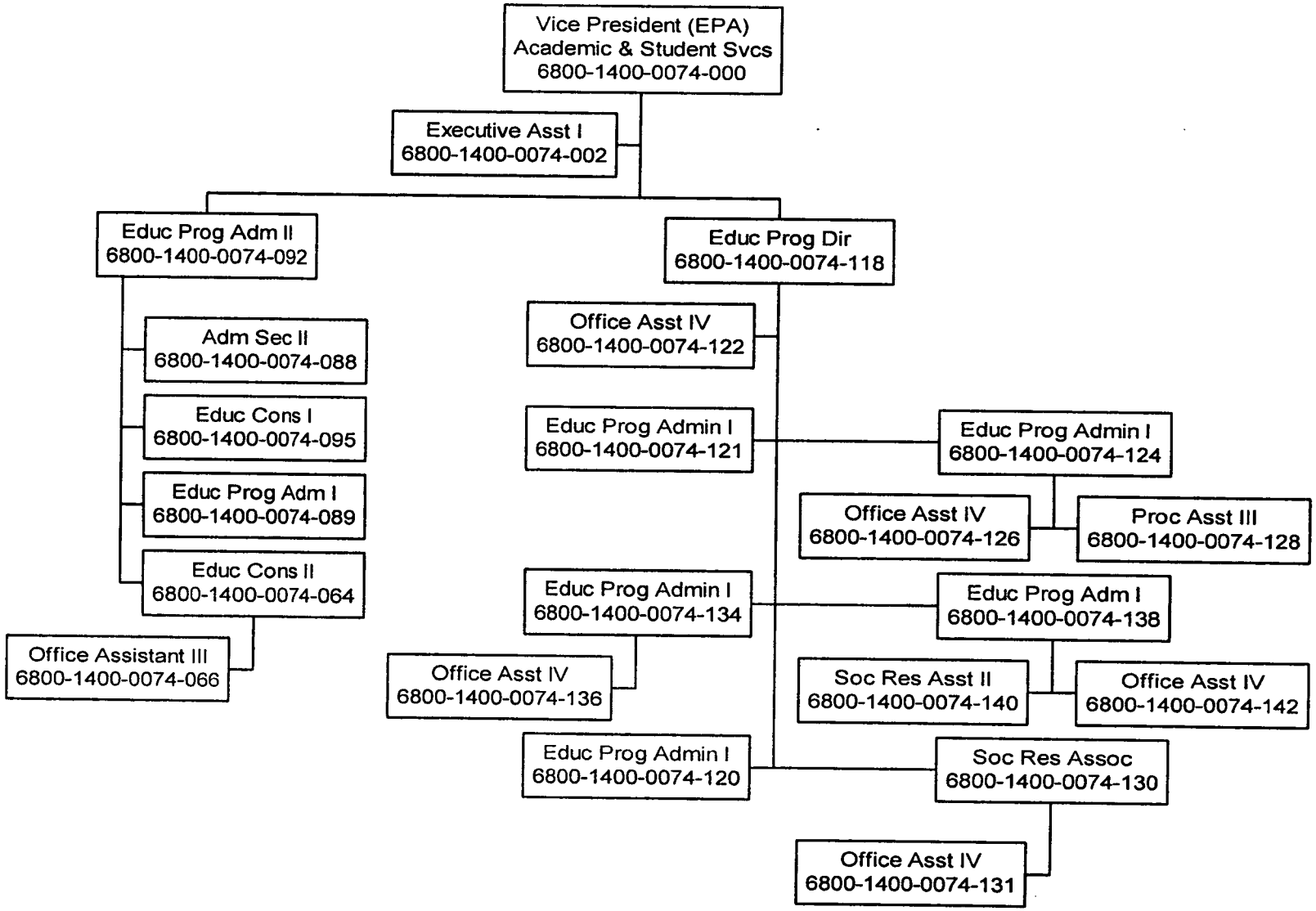
2/2001

Academic and Student Services Division



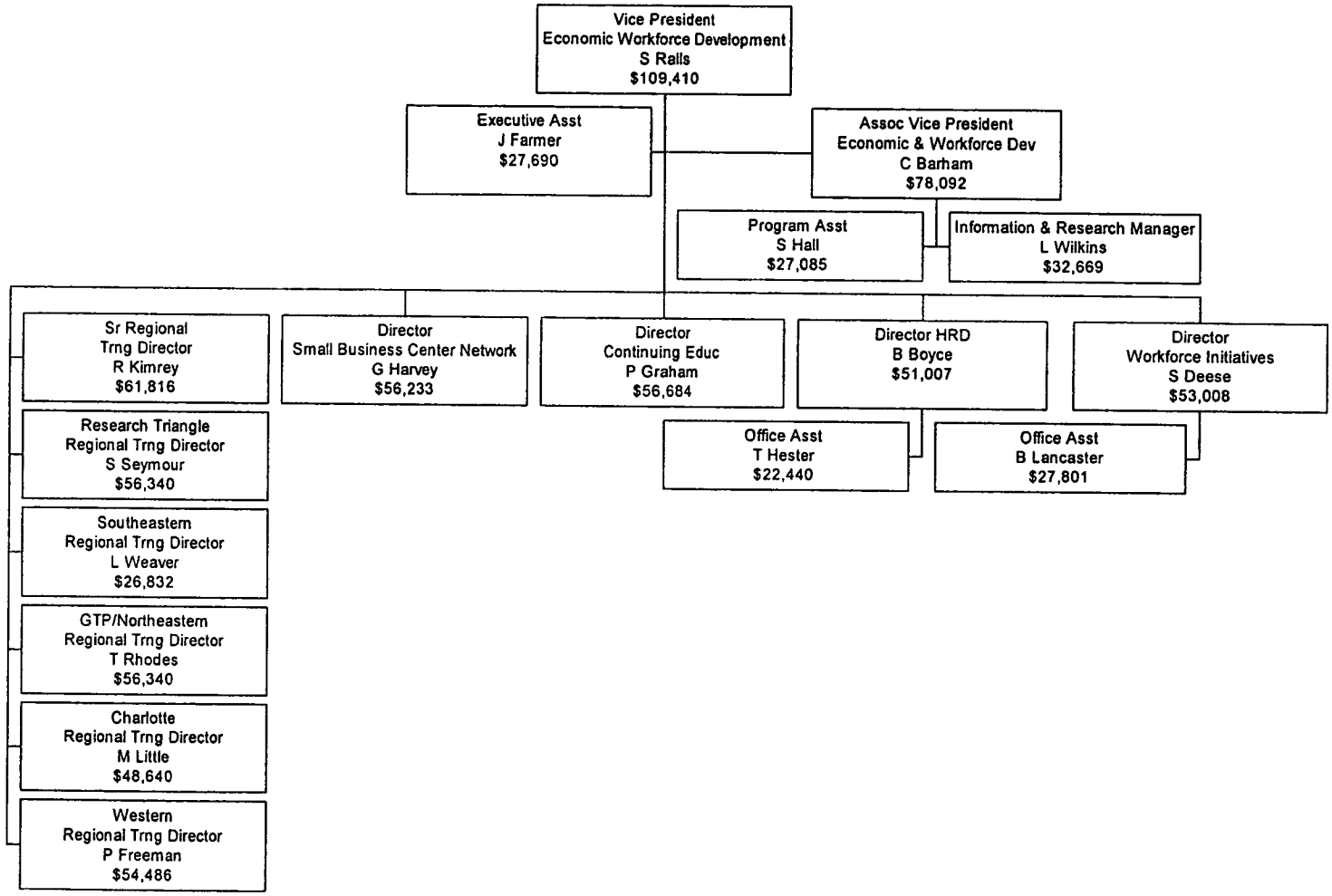
2/2001

Academic and Student Services Division



2/2001

Economic and Workforce Development Division

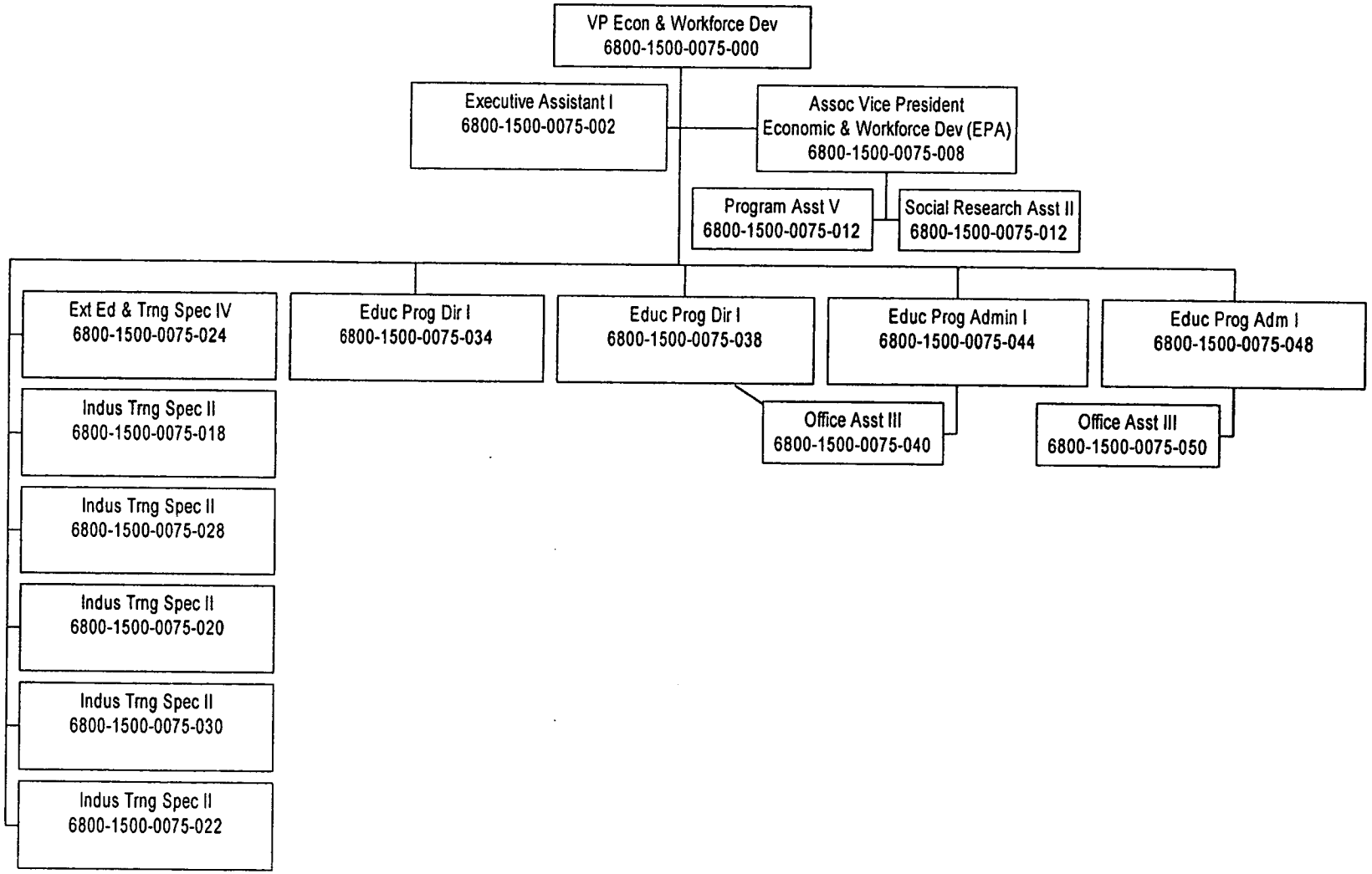


2/2001

Vice President

Date

Economic and Workforce Development Division

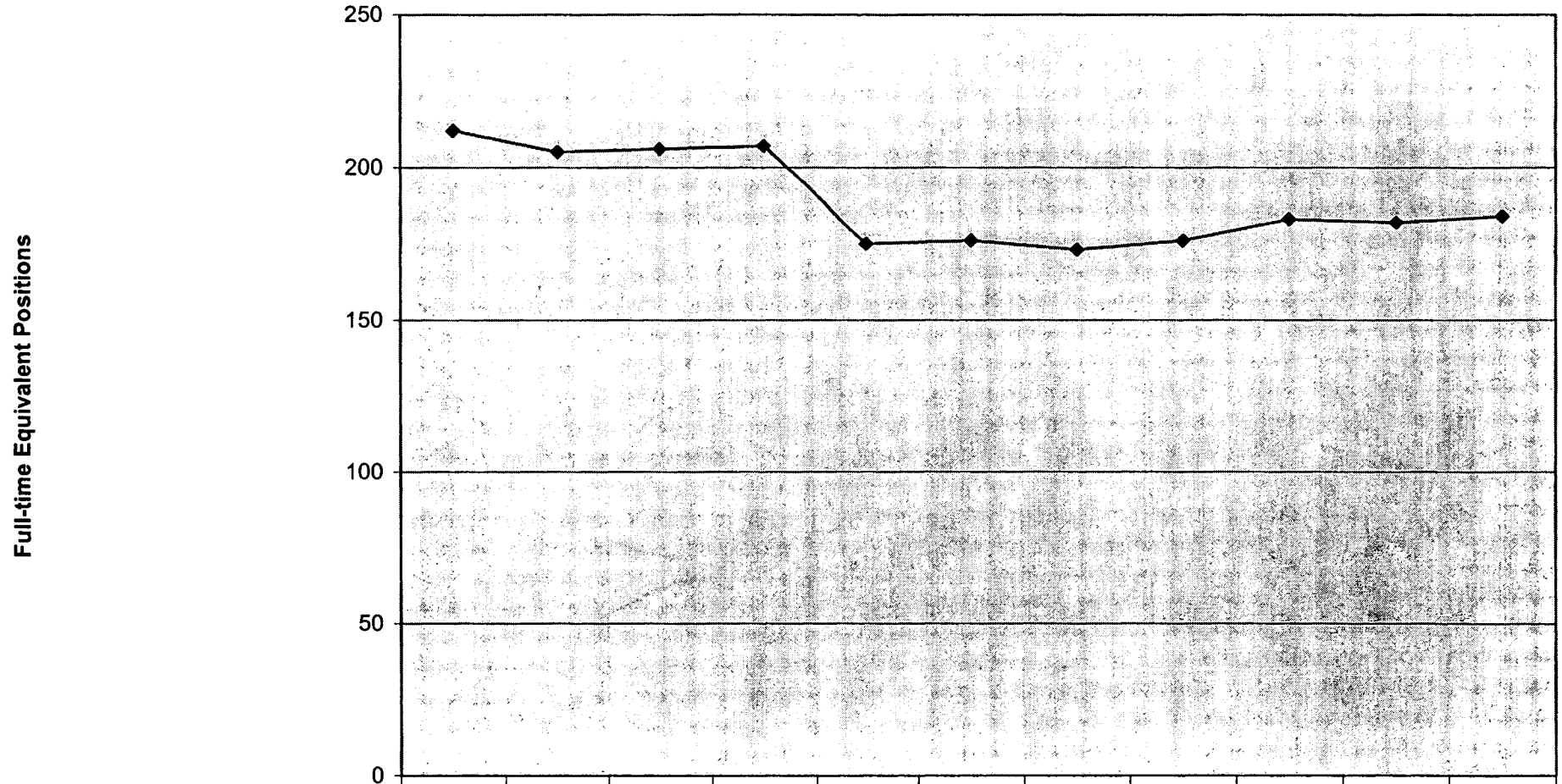


Vice President

Date

2/2001

North Carolina Community College System Office : Full-Time Equivalent Employees <State & Federally Funded>



	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-2000	2000-01
Full-Time Equivalent Employees	212	205	206	207	175	176	173	176	183	182	184

POSITIONS VACANT FOR SIX MONTHS OR MORE AS OF JANUARY 23, 2001

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Modified Zero-Based Budgeting Approach

Following is a list of positions vacant for six months or more as of January 23, 2001, listed on the Joint Appropriations Subcommittee's modified Zero-Based Budgeting Approach dated February 15, 2001, item 14, as follows:

14. Positions vacant for 6 months or more as of January 23, 2001, the date of Governor Easley's letter to department heads and fiscal officers regarding the current year budget deficit. (**Note:** *This excludes public school teachers and community college faculty, critical law enforcement and public safety positions, and positions responsible for the custody and care of persons for whom the state is responsible.)*

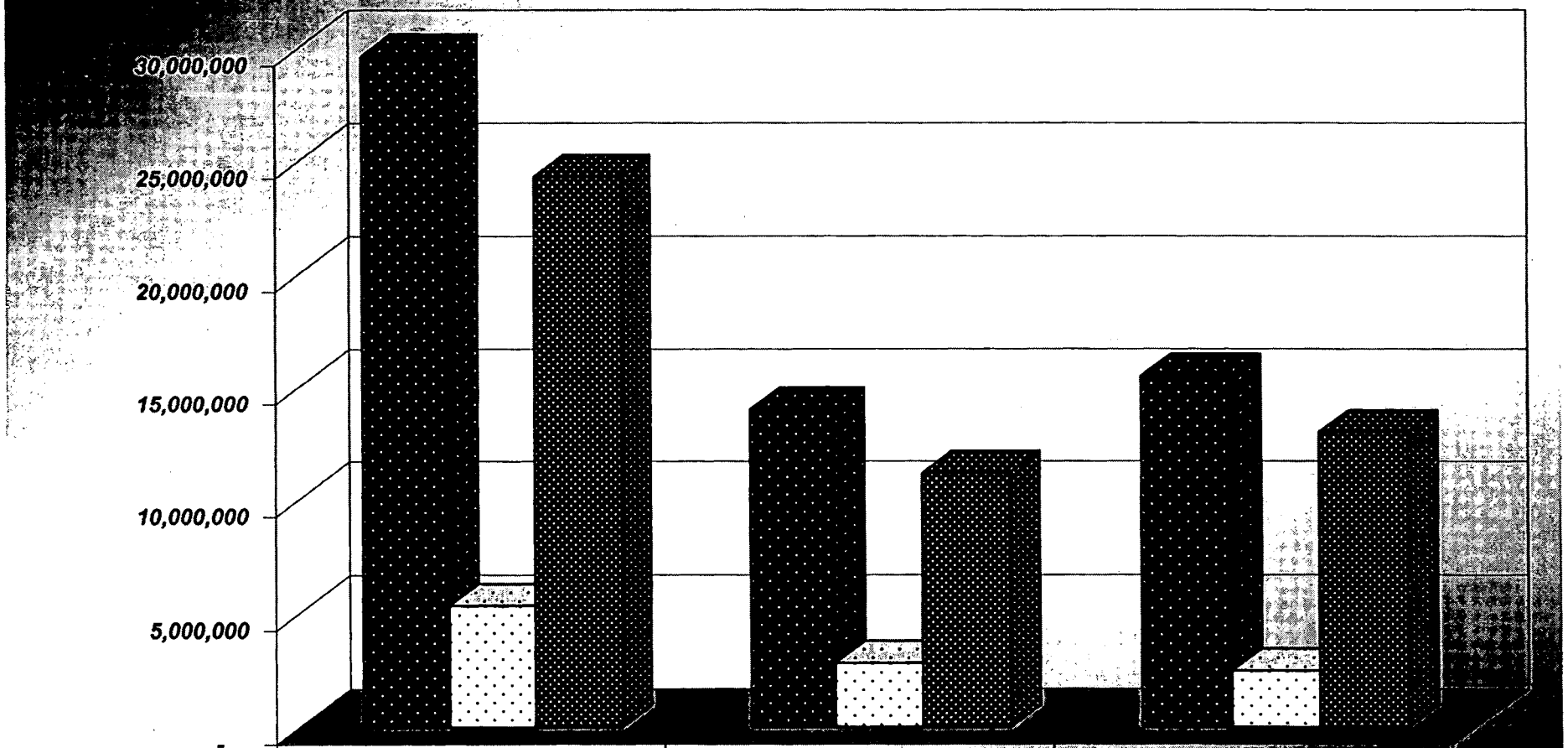
NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Positions Vacant for Six Months or More as of January 23, 2001

Classification	Date Vacant	Status
Systems Programmer I	June 16, 2000	Frozen due to budget restrictions

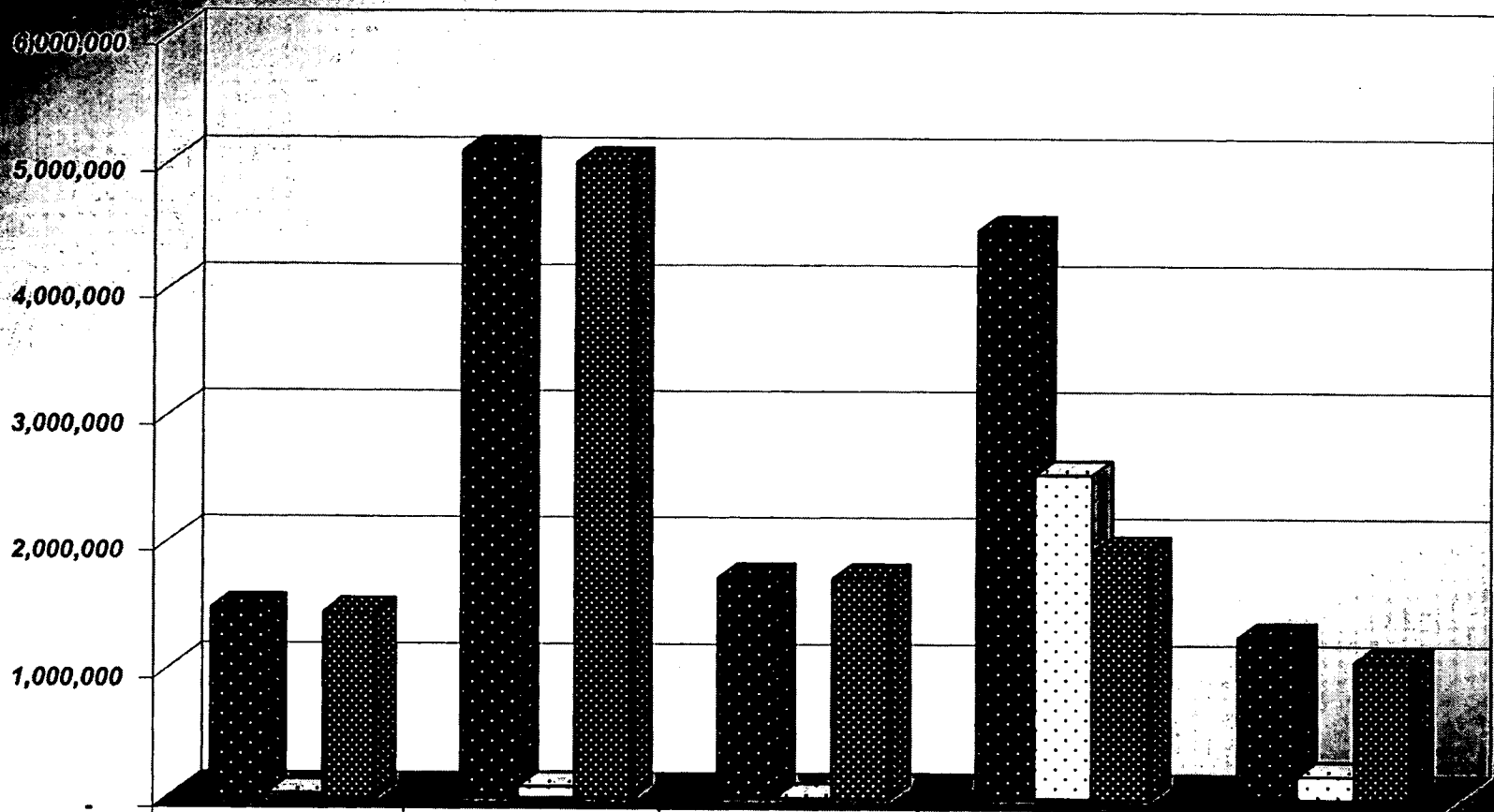
SYSTEM OFFICE BUDGET

System Office Budget With & Without: The Management Information System, the Data Warehouse, and some State Aid



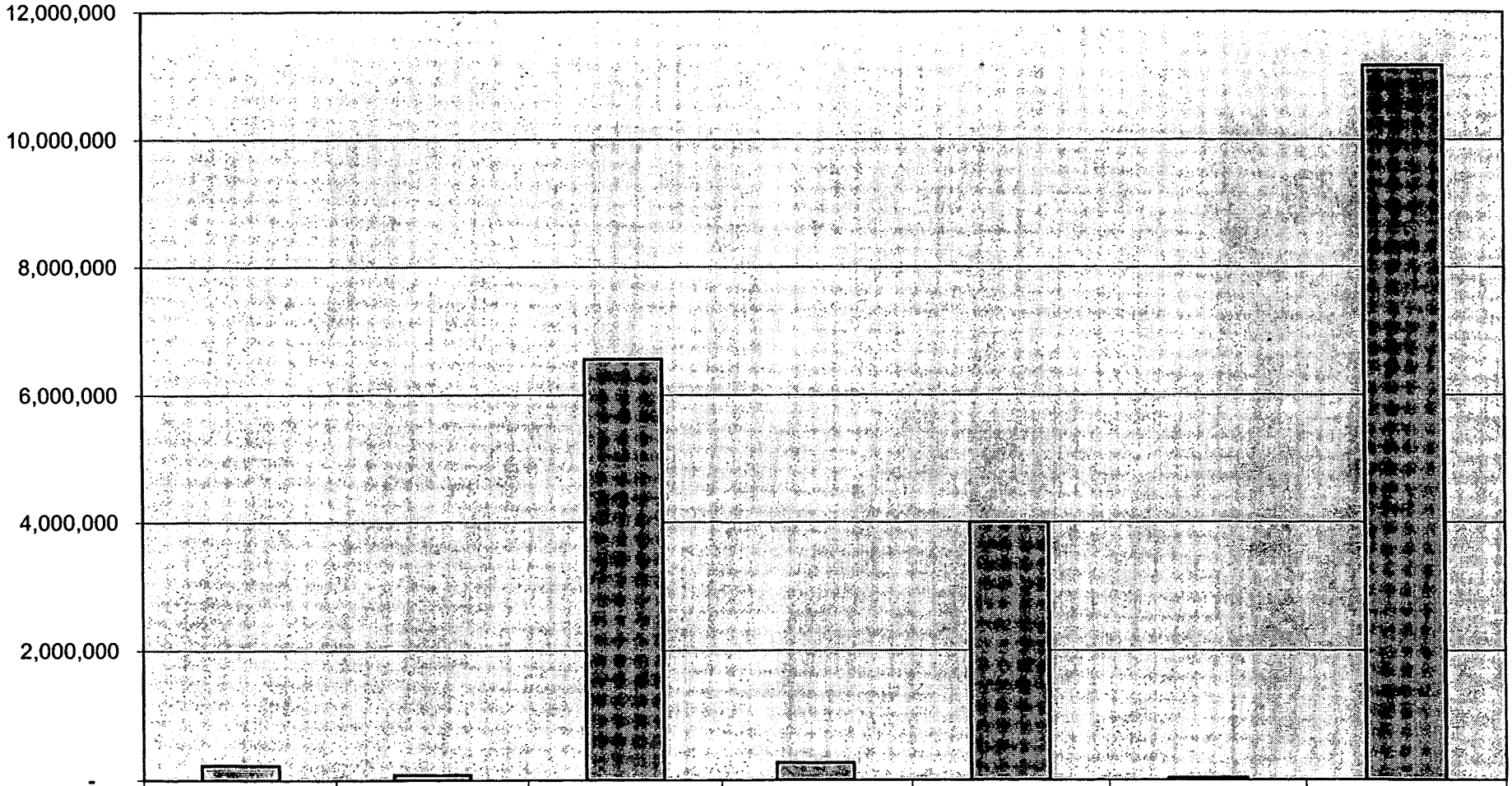
	With CIS/DW/SA	Without CIS/DW/SA	CIS/DW
Total Requirements	29,676,406	14,017,141	15,504,629
Total Receipts	5,347,518	2,842,889	2,504,629
Appropriations	24,328,888	11,174,252	13,000,000

System Office Budget as of December 31, 2000 By Division



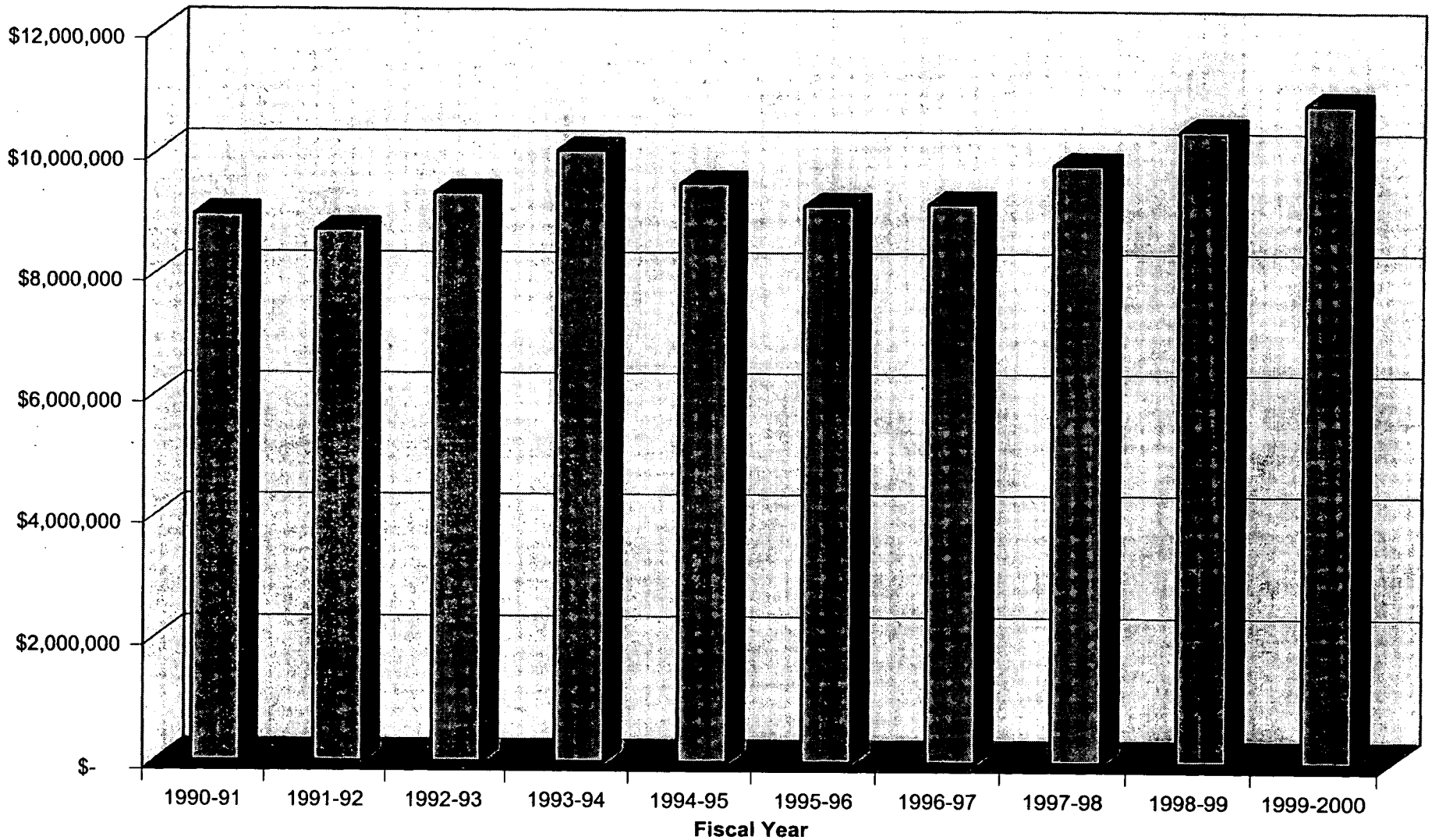
	President's Office	Administration	Business & Finance	Academic & Student Services	Economic & Workforce Development
Requirements	1,472,327	5,091,897	1,718,147	4,474,871	[illegible]
Receipts	30,000	86,368	3,000	2,537,689	[illegible]
Appropriation	1,442,327	5,005,529	1,715,147	1,937,182	[illegible]

System Office Reserves Designated by the General Assembly



	Salary Adjustment	State Board Reserve	Equipment Reserve	Indirect Cost	Needs Based FA TRF	Indirect Cost TRF	Total Requirements
Series1	225,000	80,010	6,560,406	261,313	4,000,000	30,000	11,156,729

North Carolina Community College System Office: Actual Expenditures



System Office Funding Adjustments:
A Multi-year View

Fiscal Year	Item		Amount	State Funded Position Changes
1990-91	**Reductions**			
	3% Budget Cut	$	(329,826)	
	Negative Reserve	$	(169,600)	
	Salary Reserve Reduction	$	(6,578)	
		$	**(506,004)**	
1991-92	**Increases/Reductions**			
	Inflationary Adjustments	$	744,945	
	Departmental Reductions	$	(439,523)	-10.0
	Salary Reserve Reductions	$	(35,907)	
	Elimination of Negative Reserve	$	169,600	
	Transfer of Paralegal position	$	(32,596)	-1.0
		$	**406,519**	**-11.0**
1992-93	**Increases/Reductions**			
	Inflationary Adjustments	$	958,988	
	Departmental Reductions	$	(439,523)	
	Salary Reserve Reductions	$	(36,042)	
	Elimination of Negative Reserve	$	169,600	
	Transfer of Paralegal position	$	(32,596)	
		$	**620,427**	
1993-94	**Increases/Reductions**			
	Statutory Increases + Payroll Restoration rolled forward in 1992-92	$	531,317	
	Governor's Efficiency Reductions			
	A. State Board Reserve Cut	$	(100,000)	
	B. Eliminate 50% of Vacant Positions	$	(106,876)	**-3.0**
	C. Make other "GPAC" Reductions	$	(44,000)	
		$	**280,441**	**-3.0**
1994-95	**Increases/Reductions**			
	Statutory Increases + Payroll Restoration rolled forward in 1992-93	$	548,427	
	Governor's Efficiency Reductions			
	A. State Board Reserve Cut	$	(100,000)	
	B. Eliminate 50% of Vacant Positions	$	(106,876)	-3.0
	C. Make other "GPAC" Reductions	$	(44,000)	
	1% Departmental Reduction	$	(87,265)	-1.0
	Vacant Position Reduction	$	(64,158)	-2.0
		$	**146,128**	**-6.0**

System Office Funding Adjustments:
A Multi-year View

1995-96	**Increases/Decreases**				
	State Information Processing (SIPS) Costs		$	243,600	
	Departmental Reductions - positions, travel, supplies, information processing, etc		$	(261,007)	-8.0
	Library Cataloguing Costs		$	46,000	
	State Board Reserve Increase	R	$	100,000	
			$	**128,593**	**-8.0**
1996-97	**Increases/Decreases**				
	State Information Processing (SIPS) Costs		$	243,600	
	Departmental Reductions - positions, travel, supplies, information processing, etc		$	(250,216)	
	Library Cataloging Costs		$	46,000	
	State Board Reserve Increase	R	$	100,000	
			$	**(104,216)**	
1997-98	**Increases/Decreases**				
	Longevity Adjustments		$	(29,793)	
	State Board Reserve	R	$	380,000	
			$	**350,207**	
1998-99	**Increases/Decreases**				
	Longevity Adjustments		$	(29,793)	
	State Board Reserve	R	$	250,000	
	Technology Support of 58 colleges		$	1,000,000	12.0
	Departmental Reductions		$	(57,660)	-1.0
			$	**1,162,547**	**11.0**
1999-2000	**Increases/Decreases**				
	Need Based Financial Aid for Students at 58 Community Colleges	R	$	5,000,000	
	Management Information System for the 58 Colleges	R	$	8,000,000	
	Vacant Position Reduction		$	(67,015)	-2.0
			$	**12,932,985**	**-2.0**
2000-01	**Increases/Decreases**				
	Need Based Financial Aid for Students at 58 Community Colleges	R	$	4,000,000	
	Management Information System for the 58 Colleges	R	$	14,000,000	
	Vacant Position Reduction		$	(67,015)	-2.0
	Salary Adjustment Funds		$	225,000	
	Reduce State Board Reserve	R	$	(100,000)	
			$	**18,057,985**	**-2.0**

"R" is for Reserves that are Spent Statewide, but the Expense is recorded in the System Office Budget

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RECENT SYSTEM OFFICE INITIATIVES FUNDED BY THE GENERAL ASSEMBLY

***Technology Support**
***College Information Systems**

THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Administration Division

Title: Department of Community Colleges Information Services

Issue: The demands for services from the NCCCS Department of Community Colleges (DCC) Information Services (IS) section have so far out paced available resources that service levels to colleges and other users are not acceptable.

Background: Prior to 1983, the IS role was to provide a state-level data processing service for the NCCCS. Colleges reported student, class, staff, and other data to the Department of Community Colleges in hard copy form. The Department of Community Colleges entered the data into computer files and produced hard copy reports back to colleges for their use. Most colleges had no internal comprehensive computing system.

After 1983, a project began that continues today to computerize the administrative functions of all colleges using a standard set of software/hardware applications and to modernize the state level processing systems. The colleges and the Department of Community Colleges have collectively designed and the DCC Information Services section has built a comprehensive set of administrative applications. Some applications were purchased and integrated into the system; e.g., telephone registration; others were developed by the Department of Community Colleges, while others were developed by colleges and then integrated into the system. Both state level and college-level applications have evolved to meet demand. But demands for technology support services and administrative applications have out paced supply to the extent that many needs for services and applications are going unmet.

The DCC Information Services section non-personnel operational budget has been under funded for many years. Funds for normal operational costs have been harvested from other sources as reversions as the year progresses. Such a method for operating does not permit any solid planning since there is no guarantee of funds. For the 1997/98 year, the operational needs of the IS section were $164,034.00 more than that budgeted.

Research Efforts: As early as 1988, a study and report on a Management Support System for the Department of Community Colleges by Grant Thornton, Inc., included a need for seven new technology positions (see page 5, *North Carolina Department of Community Colleges Management Support System Assessment Report,* June 1988).

In 1989, an extensive study by independent consultants was made of the information systems needs of the NCCCS. The study recommended adding information technology support staff to the Department of Community Colleges and the colleges to adequately support needs. At that time, the additional information services staffing recommended for the Department of Community Colleges was stated to be 13 additional positions (see page xviii, *Management Support System Design Project Report,* The Center for Urban Affairs and Community Service, September 1989).

In 1992, the Department of Community Colleges published its *Strategic Plan for Information Systems*. That plan included a recommendation to increase the staffing of the Department of Community Colleges Information Services Section in order to meet defined strategic needs.

In every year since 1988, the annual plan for the Information Services section of the DCC has included a request for technology staff. In the 1997/98 plan, 11 additional positions were identified as needed.

The non-personnel operating budget for Information Services has been under funded with the results that planning for annual operations has not been effective. Planning for SIPS use expenditures, personal computer implementation and replacements, system Unix and networking technologies, and staff training has been ineffective due to annual budget shortfalls.

Findings: The prior studies have all indicated a need to increase staff in the Information Services section at the DCC. Since the 1989 study and recommendations, DCC IS staffing has actually declined by three (3) positions. The result has been an inadequate development of application systems needed by the colleges, an inadequate technical support structure for both DCC and the colleges, and a significant loss of DCC IS technical staff due to an extreme overload. The DCC IS has turned over 79 percent of its 1990/91 staff. Turnover is so high that in the past twelve months, the IS section has had the equivalent of 1.2 vacant positions at all times.

The lack of sufficient annual operational budget funding is significantly hindering the ability to plan for proper technology support of the agency. Thus the agency is forced to implement and maintain its technology infrastructure; e.g., networking, PCS, trained staff, on an *as funds are available* basis.

Conclusions: The DCC Information Services section must be adequately staffed and funded to ensure effective support of the colleges, the agency, and the public at large. The section is not now staffed nor is its operational budget adequate to meet basic operational needs. There is an immediate need to fund the 11 positions requested in the 1997/981 budget and to increase the annual operational budget sufficiently to fund normal annual operations.

Actual Funding by General Assembly:

Eleven (11) Information Technology Positions	$653,617.00
Increase Operational Budget	$283,000.00
TOTAL:	**$936,617.00**

1 The name of the Department of Community Colleges (DCC) was legally changed to the North Carolina Community College System (NCCCS) in 1998 by the North Carolina General Assembly.

Empowering NCCCS to Prepare
North Carolina's World-Class Workforce

North Carolina
Community College System (NCCCS)
College Information System (CIS) Project
Approach Document

Version 1.0

October 30, 2000

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1. Introduction

1.1 Purpose of Document

The North Carolina Community College System (NCCCS) College Information System (CIS) project Approach Document documents the mission statement and goals of the project, the implementation approach to be used, policy decisions, project personnel, decision and conflict resolution methods, and communication methods to clearly outline the expectations of the project for all concerned entities.

1.2 Scope of Specification

This document outlines the project background, project goals, project implementation, communication plan, and project guidelines for the NCCCS CIS project.

1.3 Definition of key terms/acronyms

This subsection provides the definitions of all terms, acronyms, and abbreviations required to properly interpret the Approach Document.

1.3.1 Terms

No terms have been defined.

1.3.2 Acronyms

ACS – Affiliated Computer Services
CIS – College Information System
FAQ – Frequently Asked Questions
IRMC - Information Resource Management Commission
NCACCBO - North Carolina Association of Community Colleges Business Officers
NCCCS – North Carolina Community College System
QA - Quality Assurance
RFI – Request for Information
RFP – Request for Proposals
RTP – Research Triangle Park

1.3.3 Abbreviations

CC – Community College
TCC – Technical Community College

1.4 References

- *ACS Response to Technical Specifications*
- *NCCCS Information Systems for the Future Report of the Project Management Team (March 4, 1998)*
- *NCCCS Information Systems for the Future Request for Information*
- *NCCCS Travel Policies and Regulations*
- *Plan for Efficient and Effective Technology and Management Information System for the North Carolina Community College System (January 21, 1999)*
- *Status of North Carolina Request for Proposals RFP #902398 (October 29, 1999)*
- *Strategic Directions Report of the Steering Committee (December 10, 1998)*

2. Project Background

The mission of the North Carolina Community College System (NCCCS) is to open the door to high-quality, accessible educational opportunities that minimize barriers to post-secondary education, maximize student success, and improve the lives and well-being of individuals by providing:

- Education, training, and retraining for the workforce, including basic skills and literacy education, occupational and pre-baccalaureate programs.
- Support for economic development through services to business and industry.
- Services to communities and individuals that improve the quality of life.

In 1997, the System President initiated the "North Carolina Community Colleges Systems for the Future" project in support of achieving NCCCS' mission into the 21st century. This project was a result of needs identified by the Technology Committee of the President's Association, survey results from the North Carolina Association of Community Colleges Business Officers (NCACCBO) Management Information Systems Committee, and the North Carolina Community College System Office's "Information Technology Planning Study Report." A Steering Committee was appointed at this time by the System President and charged with the following:

- Define and communicate the case for improving the administrative systems for the Community College System
- Establish a vision that ties together the system's academic needs and aspirations with a proposed financial, student, and business systems architecture
- Develop a set of planning principles that will help define the scope and character of the project as well as provide the means to evaluate its outcomes
- Establish, through an assessment of various tradeoffs, the high-level scope, boundaries, and priorities of the project.

The Steering Committee's direction was based on the NACUBO/CAUSE publication Campus Financial Systems for the Future. This publication suggests that the extent to which business process changes may be required is based upon the strategic directions chosen by the Steering Committee. The publication's process was modified to address all of the administrative systems of colleges as well as the System Office. After the initial Steering Committee meeting, focus group meetings were scheduled regionally across the state to get input from the entire NCCCS. The goal of the focus groups was to gain insight for the functionality of the present administrative systems and the system needs for all 59 community colleges.

The outcome of these focus groups were the development of planning principles including a Fast, Flexible, Focused, and Friendly System and the development of a Gap Analysis to determine description of the present state of administrative systems and the desired future state of administrative system. In addition, The Steering Committee used the focus group data to develop the following Executive Vision Statement to support its charter:

> *"The Comprehensive fully integrated administrative system of the 21st century will support student centered learning, management decisions accountability to external constituencies and business operations for all community colleges through flexible, seamless electronic network that is accessible to all."*

The Steering Committee appointed a Project Management Team in 1997 with functional experts from Colleges and chartered them with the following:

- Facilitate the identification of system requirements
- Develop a requirements document
- Recommend an administrative system solution to the Steering Committee that will be congruent with the vision statement articulated within the requirements document and gap analysis

- Communicate with the Steering Committee

The Steering Committee and newly appointed Project Management Team met in late 1997 to hear presentations from several vendors that had developed similar software systems nationally. Vendors presented examples of each a buy, build, or partner solutions and how each solution would work. This information was important in making subsequent recommendations.

To assist in assessing the need for any changes in the business operations of each functional area that may have an impact on future administrative systems, the Project Management Team appointed functional sub-groups in early 1998. The functional sub-groups worked with the Project Management Team to identify overall requirements of the system that fulfill the Vision Statement. These requirements were formalized and issued to vendors as a Request for Information (RFI). The requirements included:

- Provide information for decisions by the Steering Committee on the best combinations of "build", "buy", and "partner" solutions for meeting the administrative systems needs
- Provide information on the feasibility and estimated costs of potential build, buy and partner solutions for use in developing funding proposals
- Identify potential vendors/partners for subsequent Request for Bids

Eight vendors responded to the RFI. The Project Management Team evaluated responses based on the buy, build, and partner alternatives. The Project Management Team made the following recommendations to the Steering Committee after a formal evaluation of the RFI responses.

- Purchase, customize, and implement an integrated information system that includes a student information system, financial information system and human resources system
- Develop a system-level operational database and a data warehouse
- Integrate and support specialized third party systems

In the fall of 1998, the Project Management Team and functional sub-groups developed detailed plans and specifications to address: Implementation plan and schedule, detailed requirements and specifications for software acquisitions, strategies and plans for training and support, and develop and implement plans to assess and upgrade college information technology infrastructure. This analysis allowed the System Office to obtain vendor bids for the new system.

To comply with the 1998 session NC Senate Bill 1366, Section 10.6 requirements, a "Plan for an Efficient and Effective Technology and Management Information System for the North Carolina Community College System" was developed in early 1999. This document presented a plan as to how the Department of Community Colleges will provide a modern, efficient information system that supports both the administrative operations of its 59 institutions and the management information needs for the colleges as well as the department.

The 1999-2001 Expansion Budget Request approved by the State Board of Community Colleges included $25,666,087 in 1999-2000 and $25,718,887 in 2000-2001 for the management information system. Of that request $15,137,000 in 1999-2000 and $15,189,800 in 2000-2001 were for the System Office to acquire software, training, licenses, and maintenance for a new management information system to support all 58 community colleges' administrative functions and to develop a data warehouse. The General Assembly actually appropriated $8 million in non-reverting funds for the 1999-2000 fiscal year and $15 million in recurring funds for the 2000-2001 fiscal year.

In October 1999, a Request for Proposals (RFP) was issued to all interested vendors. The RFP outlined the system requirements and specific needs for NCCCS. Responses were received from several vendors in December 1999 and were evaluated using "Best value" procurement criteria. In May 2000, the contract for the new system was awarded to Affiliated Computer Services (ACS) which will be implementing Datatel's Colleague software and custom developing several applications unique to NCCCS.

3. Project Goals

3.1 Common Project Goal

The primary goal of the College Information System (CIS) project is to develop a single standard system that meets the needs of all 59 community colleges.

The overall benefits with implementing a standard system include:

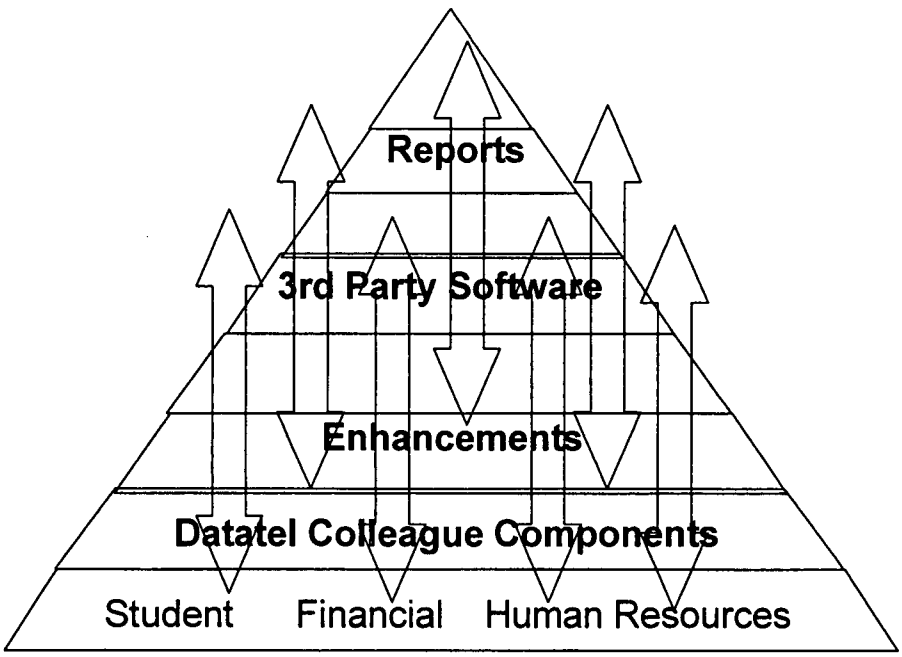
- Consistent data definitions and formats
- Consistent processing of data, including system-wide policies and procedures
- Tools and features will be provided
- Software tools and procedures will meet local college needs
- Consistent report of required information including the Annual Reporting Plan
- Software enhancements and changes in policies, procedures, data definitions, and formats are incorporated into the software once for all colleges
- Reduced costs for training, documentation, and technical support provided from a central source

Colleges will additionally receive benefits from using the standard system including:

- Feature rich system that allows local campuses to select functionality to configure without programming
- Standardization for system productivity
- Tools and processes for future enhancements
- System is responsive to emerging needs

3.2 Project Scope

The scope of the CIS project includes providing NCCCS with a standard system to meet the needs of all 59 community colleges throughout the state of North Carolina. A CIS template will be created from Datatel's Colleague software and will incorporate custom developed enhancements for NCCCS. The major functional areas for the system include Student, Financial, Human Resources, and Facilities. Third-Party products and reports will also be integrated to work with the system as shown below.



Refer to Appendix A for a detailed list of System Components, Enhancements, and Third Party Products.

The Original Project Management Team had identified nine major themes for the system when initially defining the system requirements. The solution chosen will meet all of the following requirements:

1. Data Integration
2. Comprehensive Tracking
3. Data warehouse
4. Data inquiry
5. Self-service
6. Online/Realtime
7. Workflow
8. Modularity and Integration of Optional Components
9. System Enhancement and Application Development

The vendor will provide the necessary training and documentation for the new system. Requirements for system infrastructure including software configuration and implementation will also be performed by the vendor.

3.3 Two Project Phases

The CIS project consists of two major phases: Phase I – Development and Installation of standard system at 8 Colleges. Phase I will include the customization of the Colleague software package and development of custom enhancements unique to NCCCS into the CIS template. During Phase I, teams have been established to define the functional requirements of the system. Collectively, these teams are known as the "Build Team." Once the CIS template has been developed, it will be installed at 8 colleges before deploying to the remaining 51 colleges. The Phase I "Build Team" has developed the following Mission Statement to define their role during Phase I:

> "*The Build Team will define a standard template that supports all functions in the North Carolina Community College System by identifying best practices and providing concrete definitions of conceptual specifications that consider all internal and external constituencies*"

Phase II – Installation of standard system at 51 Colleges. Phase II will implement the CIS template at the remaining 51 community colleges.

4. Project Approach

4.1 Ownership

The role and participation of each college is essential in producing an efficient and effective system owned by all the colleges. The College functional teams will provide the detailed knowledge specific to their business areas. This will ensure that the system being developed meets the needs of all the colleges. Each College will be able to implement the components from the Standard System based on their individual needs and requirements.

4.2 Time Commitment

It is essential that the colleges and their functional team members (refer to sections 5.1 and 5.3 for details on the project organization) provide the dedication, commitment, and flexibility required toward meeting the established project goals and project schedules. Travel will be required and is necessary so that the functional team members from all the Community Colleges can work together in developing a standard system that meets the needs for the entire NCCCS.

A three-month rolling project calendar will be published to the project website providing a firm schedule of project meetings to ensure the effectiveness of the project workgroup meetings that are scheduled throughout the duration of the project, and to help coordinate the commitment necessary from the college functional team members. This is intended to provide the project teams with advance notice to plan their schedules. The college project managers and functional team members are expected to attend workgroup meetings in Raleigh or other central locations every other week. This will provide the college project managers and the functional team members the time needed to update their colleges biweekly on the status of the project, perform the work defined in the workgroup meetings and develop the preparatory work needed for future workgroup sessions. The workgroup meetings will follow a structured format including an agenda, facilitator and scribe. Each meeting will be scheduled in advance per the three-month calendar and notification will be provided to the participants including a two-week reminder. The intended purpose for the meeting, expectations and any required preparation necessary prior to the meeting will also be provided in advance. Each meeting participant is expected to come prepared to make business decisions. If a participant cannot attend or if additional subject matter expertise is needed, it will be the responsibility of the invitee to designate the necessary team members who will attend. Any changes in staff attending the workgroup meetings must be communicated to the Project Coordination Team.

4.3 Phased Build and Installation Approach

Phase I consists of the development and installation of the CIS template at the eight Phase I colleges and the system office. Colleges should operate the standard system for one year prior to making changes, to effectively test the capabilities of the standard system.

Developing the CIS template will involve creating a standard configuration plan that includes Colleague and the custom enhancements. Customization of the Colleague components will be made to meet the specifications as stated in the response to the RFP. Migration of data from the legacy system into Colleague will occur. ACS and Datatel will provide technical and user training. ACS and Datatel will ensure availability of the data necessary for the standard NCCCS reports as specified in the Annual Reporting Plan. All third party applications will be enabled. Decision points and implementation processes will be recorded, maintained, and applied to the Phase II implementation.

Installing the CIS template at the System Office and eight Phase I colleges will involve converting data and migrating data, creating temporary interfaces, and performing technical and user training. Refer to sections 4.8 through 4.10 for a detailed description these processes.

4.4 Business Cycle Approach

Systems will be scheduled for production based on NCCCS requirements, individual Community College business cycles, and the continued development of the CIS template. A phased approach to implementing modules from each of the systems in Colleague has historically been very successful.

For example, specific modules of the Colleague Financial System such as, General Ledger, Accounts Payable, Purchasing, Fixed Assets and Project Accounting, are planned to be placed into production at the start of a new fiscal year. These modules are essential to conduct the financial business of the community college, while also building a foundation for the on-going development of the Human Resource modules and Student System modules of the template. The remaining financial modules such as, Inventory, Bid Processing, and Physical Plant, that are not date sensitive, are planned to be implemented at a time that best fits the campus and the project teams. Likewise, modules of the Student System could be placed into production based on new registration terms. Human Resources could be placed into production based on the new tax year.

Temporary interfaces will be developed to transmit information during the time when new modules are placed into production and other portions reside within the legacy systems. Refer to section 4.9 for a description of temporary interfaces.

4.5 Software Development Life Cycle Methodology

ACS uses a traditional software development life cycle methodology. Refer to Appendix B for a detailed description of the System Life Cycle Methodology. This methodology will be made available to colleges to follow in future development or enhancement activities for the system.

4.6 Development and Rollout Approach

ACS and Datatel have a formal approach outlined in a detailed project plan for developing and rolling out the CIS template to colleges. Three server environments exist for the build process and enhancement development two at ACS in RTP and one at each college. The three environments consist of: a Development Server where the actual building of the template occurs, a Test Server where Quality Assurance and user acceptance testing will occur, and a College Server where the Template becomes the actual software that will be used by that institution. Refer to Appendix C for a graphical representation of these environments. Each server environment is discussed in detail below.

At ACS in RTP, the Development server consists of four environments: Development, Sandbox, Integration, and Training. The Training Environment is where initial Colleague training will occur. The Development Environment is where the Colleague software is installed and where enhancements, interfaces, and conversions are programmed. Once software programs are unit tested, they are promoted into the Sandbox environment. The Sandbox is where the Build Teams will initially enter the codes, parameters, workflows, and rules used in the template. The Build Team then unit tests the template which includes the Colleague software, the programs and codes, parameters, workflows, and rules previously entered. Once testing is complete, the software programs are promoted to the Integration Environment. Then the codes, parameters, workflows, and rules are copied from the Sandbox Environment into the Integration Environment. The Integration Environment is where the template system testing will occur. For example, in this environment, the Build Teams will work through mock registration. Once system testing is complete, the software, programs, codes, parameters, workflows, and rules are copied into the QA Test Environment on the Test server.

At ACS in RTP, the Test server also consists of four environments: Quality Assurance (QA) Test, QA Certification, Training, and Vanilla. The QA Test Environment is where the ACS QA Test team will conduct QA testing. Once they are complete, the Build Team will perform user acceptance

testing. Upon Build Team approval, the software programs will be promoted to the QA Certification and Training environments. The codes, parameters, workflows, and rules will also be copied. The QA Certification Environment contains the approved template. This is where releases are generated. The Training Environment may also be used for template training. The Vanilla Environment is used for supporting the various releases.

Once a release is generated and sent to each college's server, the template is installed into the Vanilla Environment and copied into the Development Environment. The Vanilla Environment is used for problem solving. The Development Environment is where local customized changes are made to the template and tested. Once approved, the template with any local customizations is promoted to the Test Environment. The Test Environment is where system testing of any local customizations is performed. In addition, the Test Environment will be used for user training during the initial rollout at the college. Once the template and local customizations are approved, they are promoted into the Production and Training Environments. Each college will use the Production Environment for its normal business functions. The Training Environment will be training environment for the college.

4.7 Target Rollout Plan

The rollout plan below presents the projected template installation date, projected live date, and component(s) for each system at the 8 Phase I colleges.

Financial System

March 2001 – Template with Components July 2001 – Components Live	**August 2001 – Template with Components October 2001 – Components Live**
General Ledger	Budget Management
Accounts Payable	
Purchasing	
Fixed Assets	
Projects Accounting	
Core Shared Codes, Parameters, Data Standards	

Student System

August 2001 – Template with Components	**Spring 2002 – Components Live**
Accounts Receivable/Cash Receipts	
Curriculum Management	
Faculty Information	
Admissions Management	
Academic Records	
Registration	
Financial Aid	
Core Demographic Conversion	
Common Course Library Curriculum Standards	
Program Design and Approval	
Program Auditing	
Research & Institutional Effectiveness	
Development Education Reporting	
Literacy Education	
Human Resource Development	
Fire Certification	
Regional Calendaring	
Small Business Center	
New & Expanding Industry Training	

Human Resources System

July 2001 – Template with Components **January 2002 – Components Live**	**February 2002 – Template with Components** **June 2002 – Components Live**
Personnel	Degree Audit
Payroll	Campus Organizations
Position Budgeting	Career Planning and Placement

Auxiliary Services

December 2001 – Template with Components **March 2002 – Components Live**
Inventory
Physical Plant
Equipment/Inventory
Facility
Parking
Safety
Bid Processing

4.8 Data Conversion

The following matrix outlines the steps in order of execution necessary to perform the data conversion from the legacy system into the CIS template at each college and the party responsible for completing each step.

NCCCS	ACS/Datatel
Completes Preparation for Mapping	
Establish Conversion Team	
	Training Scheduled and In Progress
	Consulting Scheduled and In Progress
	Mapping Scheduled
	Agenda for Meeting Sent
Agenda Reviewed. Current Database Reviewed	
Determine who uses data and how it is used	
Reporting Requirement Determined	
Mapping Meeting Occurs. Attendants are key users/owners of data who are decision makers.	Mapping Meeting Occurs. Attendants are key users/owners of data who are decision makers.
	Prepares specifications
Reviews specifications with ACS/Datatel until agreement is reached.	Reviews specifications with NCCCS until agreement is reached.
	Create Initial Test Plan

NCCCS	ACS/Datatel
Review and Approve and Sign-off on Specifications	
Programming Extract from Legacy	
Testing of Extractions	
Sample Data tape is sent to ACS/Datatel	
Create Test Plan and Update conversion Data	
	Programming Begins / Test Plan Updated
	Test plan executed with ACS test data and client test data
	Testing and Documentation completed
Acceptance of NC CIS Data Conversion	

4.9 Temporary Interfaces

The System Office in collaboration with College Project Managers will identify temporary interfaces in the areas of the Human Resources, Continuing Education, General Ledger, Accounts Payable, Financial Aid, Student Records, and Accounts Receivable. The complete data mapping of the temporary interfaces will occur. The temporary interfaces will be achieved through a flat file batch transfer of data, which will require temporary changes to legacy software in support of the batch transfer of data. The System Office and/or Community Colleges will write and alpha test the temporary interfaces from the flat file to the legacy system and vice versa. The appropriate Build Teams will provide verification of the temporary interfaces.

4.10 Training Plan

In Phase I, the Build Team will be trained on modules during JAD (Joint Application Development) sessions at the ACS-RTP office. Holistic training will occur during acceptance testing at the ACS-RTP office. Build Team members will be paired with Install Team members for training during rollout of the template to the Phase I colleges. The Build Team and the Install Team will perform the Application/End User training on the campuses. Technical Staff (System Administrators / Programmers) training for local colleges is planned to be performed at the ACS-RTP office.
In Phase II, the System Office will take the lead in training.

4.11 Hardware Infrastructure Approach

To estimate the number of concurrent users, begin with the number of peak time users that are currently on the campus IIPS system. This base number should be increased by 20% to offset the expected number of new users due to the increased software functionality. This new number should then be increased by the percentage of growth the college is expected to show between the time of system purchase and the next five years. Ten (10) extra users should be added to the total number of concurrent users to allow instructor/student access through the Web Advisor interface. The final number of concurrent users is used in the table below to determine the Server Level of the college. If the number of concurrent users falls between the numbers in the chart, then round the number up to the next number in the chart. For example, if the college number of concurrent users is computed to be 120, use the number 150 to establish the Level for the college. There are 14 server levels that are defined within the referenced Hardware Infrastructure document.

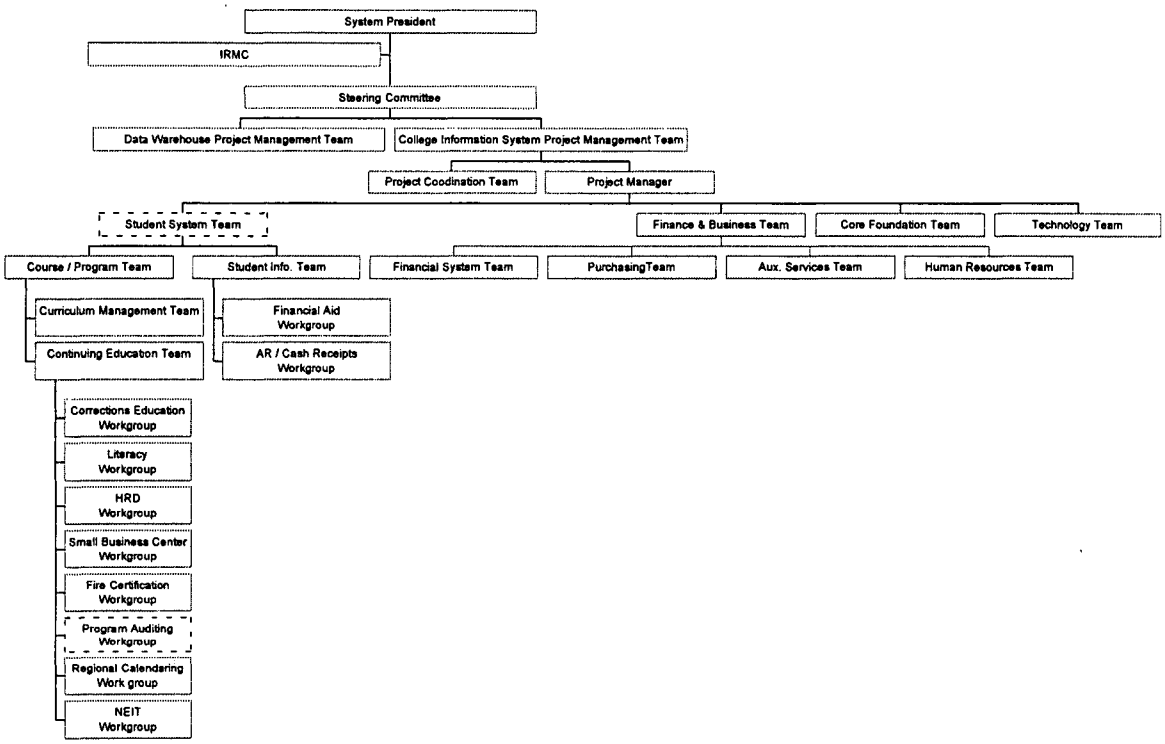
Example:	Number of peak users on IIPS system	61
	20% increase for growth due to new system	12
	Expected normal user growth over 5-year period (30%)	18 (% determined by college)
	Plus 10 for Web Advisor	10
	Total concurrent users to plan for	121
	Server level from chart below	2

Concurrent Users	Server Level	Required Memory
88	1	1.0
166	2	1.8
244	3	2.7
322	4	3.5
400	5	4.4
478	6	5.3
556	7	6.1
634	8	7.0
712	9	7.8
790	10	8.7
868	11	9.5
946	12	10.4
1024	13	11.3
1102	14	12.1

5. Project Organization

5.1 NCCCS Project Organizational Structure

The NCCCS CIS project organizational structure is presented below.



H. Martin Lancaster, System President, initiated the project and appointed a Steering Committee to oversee the project. The Steering Committee is comprised of the following members:

Doug Eason, Chairperson (Mitchell CC)	Susan Everett (Pitt CC)
Bruce Howell (Wake TCC)	Rae Marie Smith (Guilford TCC)
Don Alteri (South Piedmont CC)	Bob Blackmun (System Office)
Marcia Daniel (Randolph CC)	Keith Brown (System Office)
Calvin Dull (Wilkes CC)	Steve Ijames (System Office)
Rick Newsome (Forsyth TCC)	John Malia (System Office)
Dan Krautheim (Wayne CC)	Brenda Rogers (System Office)

The Steering Committee appointed a Project Management Team with functional area experts to direct the activities of the project. The Project Management Team is comprised of the following members:

Anna Baucom (South Piedmont CC)	Virginia Lucas (Sampson CC)
Robyn Chapman (Catawba Valley CC)	Jerry McCullen (Lenior CC)
Marcia Daniel, Co-chair (Randolph CC)	Michael Moss (Central Piedmont CC)
Sally Dodd (Davidson CC)	Dave White (Asheville CC)
Jackson Elliot (Piedmont CC)	Steve Woodruff (Rockingham CC)
Phil Farinholt (Wilson CC)	Bob Blackmun, Co-chair (System Office)
Mel Gay (Central Piedmont CC)	Steve Ijames (System Office)
Carol Johnson (Mitchell CC)	Phil Shepard (System Office)

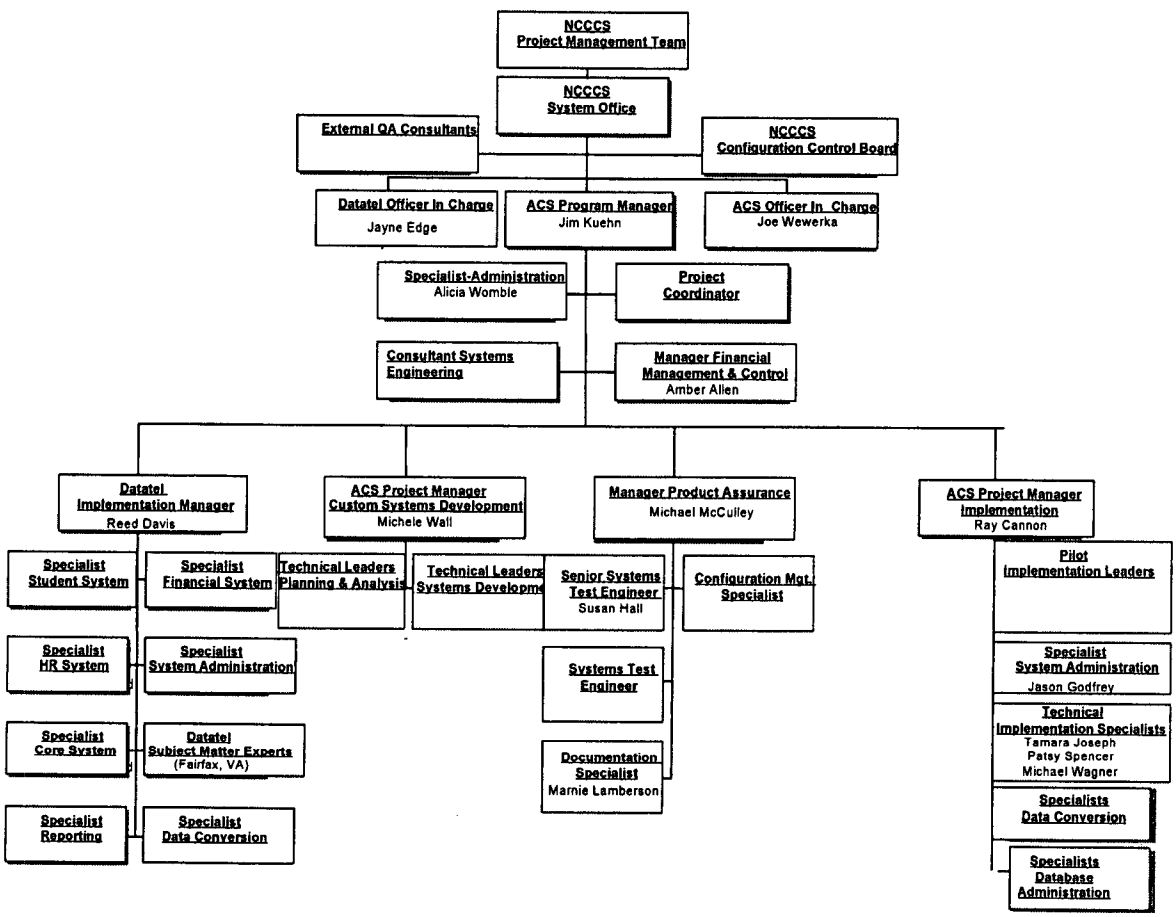
The Information Resource Management Commission (IRMC) has project Quality Assurance (QA) oversight for the project for the State of North Carolina to ensure that the project is complying with Industry Standards for Information Technology project requirements.

Phil Shepard has been assigned as the NCCCS Project Manager. Mr. Shepard coordinates project related matters between the college teams and the application development vendor. A Project Coordination Team consisting of John Taffe and Mark Fournier has been established to assist the NCCCS Project Manager with project coordination tasks.

College teams have been established for each functional area. Each team and a list of members on each team are presented in Appendix D.

5.2 ACS/Datatel Project Organization Structure

The ACS/Datatel project organizational structure is presented below.



5.3 Team Leadership

5.3.1 NCCCS Project Office

A full-time NCCCS Project Office consisting of the NCCCS Project Manager and Project Coordination team has been established to perform day-to-day management of the project. The Project Office will coordinate project related matters between the vendor and college teams at a detailed level of understanding. The primary responsibility of the Project Office is management of the overall project and to facilitate communication with the college teams and to address issues and concerns from the colleges. The Project Office will ensure compliance with RFP specifications.

5.3.2 Build Team

The responsibilities of the Build Team are spread over several teams as noted below.

Core Foundation Team

- Business process design and coding decisions
- Mapping of existing processes to new processes
- Create Core template for use in install phase complete with parameters, codes and data standards
- Data ownership decisions
- Documentation of all decisions reached

Technology Coordination Team

- Technology issues related to the project
- Plan hardware infrastructure environment based on applications, reporting and 3rd party software needs
- Training materials for college technical staff
- Escalation, policy, decision, integration testing
- Understanding technology requirements
- Facilitating technology readiness of colleges
- Resolving temporary interface requirement issues
- Data conversion and migration technology oversight
- Communication of project plans and the impact to college communities
- Review compliance with RFP technology specifications

Student System Team

Course/Program Team

- Escalation, policy, decision, integration testing

Curriculum Management/Faculty Team

- Defines template including parameters and codes for courses and sections, degree audit counseling, corrections education, developmental education, curriculum standards, common course library, and program design.

Continuing Education Team

- Includes workgroups for corrections education, literacy, HRD, small business center, fire certification, program auditing, regional calendaring, and NEIT

Student Information Team

- Defines template including parameters and codes for admissions/recruitment, registration billing, academic records, program auditing, reporting, career planning/placement and campus organizations.
- Includes work groups for financial aid, and accounts receivable/cash receipts

Finance & Business Team

Finance System Team

- Escalation, policy, decision, integration testing
- Defines template including parameters and codes for general ledger, budget management, position budgeting, statewide reporting, pooled investments, and projects accounting.

Purchasing Team

- Defines template including parameters and codes for purchasing, accounts payable, bid processing, fixed assets and inventory/equipment.

Human Resources Team

- Defines template including parameters and codes for personnel/faculty, payroll, position budgeting, and contracts.

Auxiliary Services Team

- Includes work groups for parking, security, bookstore, and physical plant.

5.3.3 College Install Team

The responsibilities of the Install Team are spread over several teams as noted below.

College Project Manager

- Assist with development of global implementation/installation plan
- Ensure availability of requisite technology infrastructure at the college
- Schedule technical and application end-user training and consulting
- Coordinate functional test plan creation
- Coordinate and assign resources to carry out testing, implementation, and conversion activities
- Monitor progress against global and detailed plans
- Report regularly on status of project to the college project team

College Project Management Team

- Gathers information for college project manager
- Conduct organizational needs assessment and analysis for site specific needs.
- Provide subject matter expertise to the campus installation team

Student System Team

Course/Program Team

Curriculum Management/Faculty Team

- Review template including analysis of parameters and codes for courses and sections, degree audit counseling, corrections education, developmental education, curriculum standards, common course library, and program design
- Determine any campus enhancements to template

Continuing Education Team

- Includes workgroups for corrections education, literacy, HRD, small business center, fire certification, program auditing, regional calendaring, and NEIT whom review template, including analysis of parameters and codes

Student Information Team

- Review template including analysis of parameters and codes for admissions/recruitment, registration billing, academic records, program auditing, reporting, career planning/placement and campus organizations.
- Includes work groups for financial aid, and accounts receivable/cash receipts

Finance & Business Team

Finance System Team

- Review template including analysis of parameters and codes for general ledger, budget management, position budgeting, statewide reporting, pooled investments, and projects accounting.

Purchasing Team

- Review template including analysis of parameters and codes for purchasing, accounts payable, bid processing, fixed assets and inventory/equipment.

Human Resources Team

- Review template including analysis of parameters and codes for personnel/faculty, payroll, position budgeting, and contracts.

Auxiliary Services Team

- Includes work groups for parking, security, bookstore, and physical plant.

5.3.4 ACS College Project Managers

The responsibilities of the ACS college project managers are noted below.

- Develop global implementation/installation plan.
- Schedule technical and application end-user training and consulting
- Coordinate functional test plan creation
- Coordinate and assign resources to carry out testing, implementation, and conversion activities
- Monitor progress against global and detailed plans
- Report regularly on status of project to the college project team
- Issue reporting & resolution
- Communications facilitator

6. Communication Plan

6.1 Proactive Communication

The Communication Plan developed for this project is based on a proactive approach, supporting an organized foundation from which the project can function effectively and efficiently. In order to facilitate this proactive approach, communication within the project must be centralized. The NCCCS Project Office, specifically the Project Coordination team will communicate the appropriate level of information to the College Project Teams. Examples include: notifying College Project Managers and College Presidents when staff members are expected to travel and providing training schedules in advance to allow managers to plan for professional development in their budget cycles.

To help facilitate detailed questions specific to the individual functional area of the standard system an ACS/Datatel contact person has been established for each of the project teams. Refer to Appendix D for a list of ACS/Datatel contacts for each college team and workgroup. In addition, ACS/Datatel will communicate to the functional team's decisions regarding specific system requirements.

To help facilitate communication between teams, information and decisions made during functional team meetings will be disseminated to others entities by the team leaders. It will be the responsibility of the teams to assign team leaders and scribes for team meetings.

6.2 Lines of Communication

The CIS project includes many teams that are geographically dispersed throughout the state. A diagram depicting the various communication flows for the project has been developed. Refer to Appendix E for the communications flows between the various project stakeholders.

6.3 Communication Methods

The primary communication vehicle will be a project website accessible from the NCCCS website. The website will be maintained by the NCCCS Project Coordination team including:

- Project Weekly Status Reports
- Monthly IRM Status Reports
- Three-month rolling calendar
- High-level project schedule
- Meeting agendas and minutes
- Project Background information
- Frequently Asked Questions (FAQ) and Best Practices
- Glossary of terms
- Team specific information
- Project deliverable documentation
- Action Items/Issues tracking web entry form and reports

GroupWise e-mail will be used as an alternative communication vehicle for the following:

- Reminder notification team members two weeks prior to meetings
- Proxy access to GroupWise project calendar under the GroupWise resource name "College Admin Sys Project". Global access has been provided.
- Urgent notices will be sent by e-mail and marked urgent so that they will be flagged with a red envelope
- Project team mail groups will be used to facilitate communication from the project office.

Community College System newsletters will be used as a communication vehicle to provide periodic project status updates.

Project status will also be provided at Community College Association Conferences to the campus stakeholders.

6.4 Project Management Processes

- Action Items/Issue Management – High-level project tasks and issues will be tracked using the web entry form located on the project website and tracked in a database maintained by the Project Coordination Team. Refer to Appendix F for a description of the Action Items/Issues Escalation process used by the college teams.
- Change Order Management – Any requested changes by the vendor and/or project teams are to be submitted and tracked by the project Office. Any change request must be submitted using a change order form. These changes will be communicated back to the project Management Team and Steering Committee for approval.
- Weekly Project Status Reports - Weekly Status report will be available via the Web. The project Monthly Information Resource Management Report to the State will also be available via the project website.

7. Project Guidelines

7.1 IRMC Policies

The CIS project must conform to all policies mandated by the IRMC. All state of North Carolina Information Technology projects over $500,000 in cost must receive certification by the IRMC. Once certification has been granted by the IRMC, the project's technical architecture must be approved by the IRMC to ensure adherence to state standards. The NCCCS Project Office will provide the monthly IRMC status report that tracks the progress of the CIS project. Quality Assurance reviews will be performed by the IRMC throughout the duration of the project to review Project Management practices and identify any corrective actions necessary.

7.2 Travel Policy

CIS project team members will be required to travel throughout the duration of the project. Travel protocol for the project will adhere to the Travel Policies and Regulations established by the Office of State Budget, Planning, and Management. These policies include; meal allowances, travel authorization, travel reimbursement, and prepayment of registration fees.

Appendix A – System Components, Enhancements, and 3rd Party Products

The following lists the Datatel Colleague components for the Student, Financial, and Human Resources systems.

Student System Components

- Academic Records
- Accounts Receivable
- Campus Organizations
- Cash Receipts
- Curriculum Management
- Degree Audit
- Faculty Information
- Financial Aid
- Recruitment/Admissions Management
- Registrations
- Residence Life
- Telephone Registration

Financial System Components

- Accounts Payable
- Budget Management
- Fixed Assets
- General Ledger
- Inventory
- Physical Plant
- Pooled Investments
- Projects Accounting
- Purchasing
- Student Refunds

Human Resources Components

- Communication Management
- Payroll
- Personnel
- Position Budgeting

The following lists the enhancements to be developed for the College Information System.

- Curriculum Common Course Library
- Curriculum Standards
- Curriculum Program Design and Approval
- Corrections Education Reporting
- Literacy Education
- Human Resources Development
- Small Business Center
- Fire Certification
- Developmental Education Reporting
- Program Auditing
- New and Expanding Industry Training
- Bid Processing
- Career Planning and Placement
- Research and Institutional Effectiveness
- Regional Calendaring
- Equipment Inventory
- Facilities Management
- Parking
- Safety

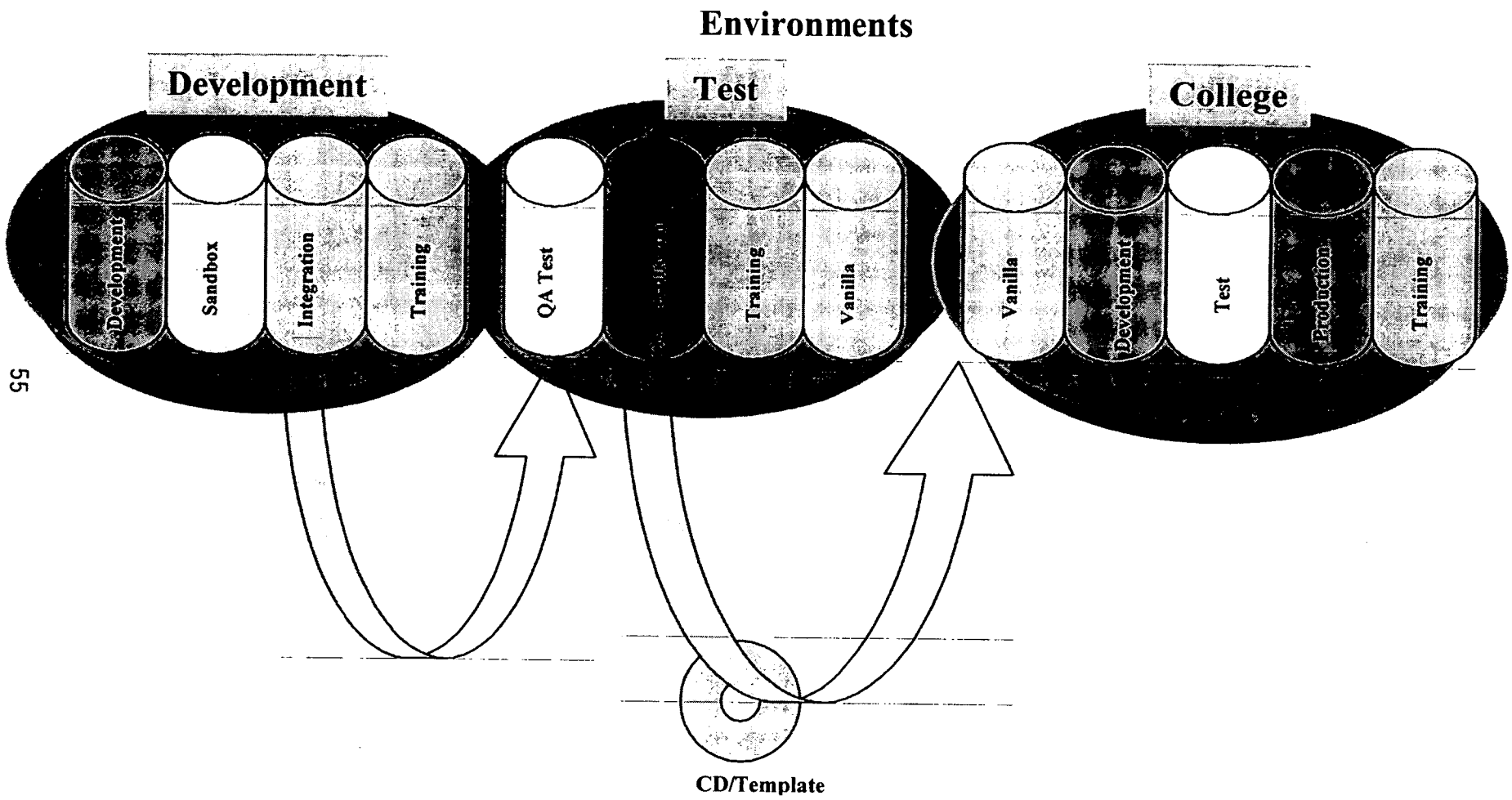
The following lists the 3rd party products to be integrated with the College Information System.

- Campus Cruiser – Electronic Communications/Web Portal
- Riverview – Bookstore
- Safari – Ad Hoc Report Writer
- Forest and Trees – Information Analysis Tool
- Harbinger – EDI
- Bluebird – Document Imaging
- Verisign – E-commerce
- EPOS/INR – Telephone Based Registration
- Web Advisor – Web Based Shelf Service

Appendix B – System Life Cycle Methodology

Phases	Sub phases	Deliverables
Preliminary Analysis and Definition	**Preliminary Analysis and Definition** Gain a high-level understanding of the client's business environment, identify business problems and preliminary requirements, and identify and evaluate potential solutions to address those problems and requirements. Gain client acceptance of the scope of requirements definition.	**Preliminary Analysis Report**
System Analysis and General Design Determine requirements of the new system by completing both a detailed analysis of the current system environment and new system specifications that will meet the client's needs. Gain client acceptance and agreement with these specifications, which include a functional architecture and a general design (user view) of how the new system will be implemented.	**Requirements Definition** Analyze the current system and define the functional, technical and operational requirements. Construct a logical model of the new system that depicts its functions and data flow. Within the database, design the logical relationships that are required to support system functions. Conduct an analysis of whether to custom build the system or acquire a software package. If appropriate, define and implement short-term improvement programs.	**Requirements Report**
	General Systems Design Evaluate the technical design and implementation alternatives and select the best approach for the new system. Develop a user view of the new system that includes the preliminary design of screens, reports, controls and procedures. Determine strategies for implementing the new system in the client's organization.	**General Design Report**
Detailed Design and Development Produce a new system that is ready for implementation. Includes designing the technical details, coding and testing the system, and developing and testing the associated procedures. Also includes planning for the training, testing and conversion associated with implementing the new system.	**Detailed Design** Finalize the user view of the system and design the telecommunications network, system controls and procedures, and physical architecture of the database in detail. Construct a mid-level structure chart of the system's internal architecture to help identify major programs or program groups.	**Detailed Design Report**
	Implementation Planning Develop a master implementation plan for the new system. This plan is based on the implementation strategies from the General System Design subphase. It includes a work plan that covers training, conversion and operations. Prepare individual test plans for system and acceptance testing.	**Master Implementation Plan System Test Plan Acceptance Test Plan**
	Program Design Design the application, interface and conversion programs required for the new system. Develop unit test objectives and cases, and set up the technical development environment in preparation for programming and unit testing.	**Program Design Report**
	Programming and Testing Code the programs and test them as separate units. Prepare a plan for testing them as integrated groups and conduct the integration tests.	**Tested Programs Integration Test Plan Unit and Integration Test Report**
	Procedures Development Develop the user manuals and operations guide for the new system.	**User Manual(s) Operations Guide**
	System Testing Complete system testing including final requirements, volume and stress, backup and recovery, usability, security and controls, documentation and procedures, and multisite testing.	**System Test Report Tested System**
System Implementation Replace the existing system with a fully tested and documented new system for daily use. Train client personnel in the use of the new system, obtain their acceptance of the production-ready system and transfer responsibility of the system to them.	**Acceptance Testing** Gain the client's acceptance of the new system by coordinating client acceptance testing efforts.	**Client Acceptance of the System**
	User Training Design, develop and conduct training for the users and operators of the new system.	**Training Materials**
	Data Conversion Create and/or convert all data necessary for the new system. Validate the data and maintain it until the system is placed in production.	**Converted Data**
	Production Start-Up and Monitoring Place the system into daily production use and transfer responsibility to the client. Work with users and monitor the system during the transition period. Assemble final documentation and obtain client sign-off.	**Final System Documentation Production System**

Appendix C – Build and Installation Flowchart



Appendix D - College Teams

Student System Team

Joseph V. Capell (South Piedmont CC)
William Dulin (Catawba Valley CC)
Phil Farinholt (Wilson TCC)
Rick Garrett (Mayland CC)
Yvonne Goodman (Wayne CC)
Martha Hollar (Caldwell CC)
Carol Johnson (Mitchell CC)
Kathy Kinlaw (Pitt CC)
Glynda Lawrence (Pitt CC)
Dan Manning (Central Piedmont CC)
Ed Knight (Guilford TCC)
Susan Sasser (Wayne CC)
Rick Bundy (System Office)
Peggy Graham (System Office)
Mike Pittman (System Office)
Ken Whitehurst (System Office)

Course / Program Team

Wanda Bunch (Pitt CC)
Jackson Elliott (Piedmont CC)
Rob Everett (Guilford TCC)
Bridget Gallimore (Randolph CC)
Rick Garrett (Mayland CC)
Martha Hollar (Caldwell CC)
Carol Johnson (Mitchell CC)
Dan Krautheim (Wayne CC)
Glynda Lawrence (Pitt CC)
Gerald Pumphrey (Guilford TCC)
Jane Stilling (Guilford TCC)
Rick Bundy (System Office)
Peggy Graham (System Office)
Edith Lang (System Office)

Student Information Team

Joseph V. Capell (South Piedmont CC)
Charles Cox (Central Piedmont CC)
Clarice Crotts (Randolph CC)
William Dulin (Catawba Valley CC)
Phil Farinholt (Wilson TCC)
Yvonne Goodman (Wayne CC)
Susan Keel (Wayne CC)
Kathy Kinlaw (Pitt CC)
Dan Manning (Central Piedmont CC)
Susan Sasser (Wayne CC)
Pat Taylor (South Piedmont CC)
Allen McNeely (System Office)
Ken Whitehurst (System Office)

Curriculum Management Faculty Team

Wanda Bunch (Pitt CC)
Bridget Gallimore (Randolph CC)
Rick Garrett (Mayland CC)
Martha Hollar (Caldwell CC)
Dan Krautheim (Wayne CC)
Jon Launt (Central Piedmont CC)
Maha Gingrich (Central Piedmont CC)
Gerald Pumphrey (Guilford TCC)
Jane Stilling (Guilford TCC)
Edith Lang (System Office)
Mike Pittman (System Office)

Continuing Education Team

Jackson Elliott (Piedmont CC)
Rob Everett (Guilford TCC)
Carol Johnson (Mitchell CC)
Glynda Lawrence (Pitt CC)
Rick Bundy (System Office)
Peggy Graham (System Office)

Finance & Business Team

Robyn Chapman (Catawba Valley CC)
Julia Hardie (Mayland CC)
David Holman (Caldwell CC)
Kathy Hughes (Mayland CC)
Michael Moss (Central Piedmont CC)
Nancy Sollosi (Guilford CC)
Alice Wadsworth (Wayne CC)
Rebecca Wall (South Piedmont CC)
Steve Woodruff (Rockingham CC)
Deborah Vallandingham (Pitt CC)
Joe Barefoot (System Office)
Kim Langdon System Office)
Anne Godwin (State Controller)
Helen Vozzo (State Controller)

Financial System Team

Robyn Chapman (Catawba Valley CC)
Sharon McElveen (Central Piedmont CC)
Julia Hardie (Mayland CC)
Nancy Sollosi (Guilford CC)
Alice Wadsworth (Wayne CC)
Joe Barefoot (System Office)
Kim Langdon System Office)
Debrah Vallandingham (Pitt CC)
Anne Godwin (State Controller)
Helen Vozzo (State Controller)

Auxiliary Services Team

Linwood Anderson (Wayne CC)
Rebecca Wall (South Piedmont CC)
Alice Whisnant (Caldwell CC)
Bill Bigham (Forsyth TCC)
Virginia Lucas (Sampson CC)
Joe Barefoot (System Office)
Kim Langdon (System Office)

Purchasing Team

Marie Helms (Central Piedmont CC)
David Holman (Caldwell CC)
Janice McGowan (Pitt CC)
Wade Quinn (Wayne CC)
Diep Tong (Central Piedmont CC)
Phil Albano (System Office)
Joe Barefoot (System Office)
Kim Langdon System Office)
Sharon Rosado (System Office)

Human Resources Team

Robyn Chapman (Catawba Valley CC)
Jenny Edwards (Pitt CC)
Claudia Fiest (Central Piedmont CC)
Kathy Hughes (Mayland CC)
Steve McClure (Central Piedmont CC)
Steve Woodruff (Rockingham CC)
Joe Barefoot (System Office)
Kim Langdon (System Office)

Core Foundation Team

Kathy Baker-Smith (Guilford TCC)
Robyn Chapman (Catawba Valley CC)
Phil Farinholt (Wilson TCC)
Yvonne Goodman (Wayne CC)
Carol Johnson (Mitchell CC)
Mel Gay (Central Piedmont CC)
Virginia Lucas (Sampson CC)
Dan Manning (Central Piedmont CC)
Suzanne Owens (Mayland CC)
Gerald Pumphrey (Guilford TCC)

Kathy Kinlaw (Pitt CC)
Dan Krautheim (Wayne CC)
Elaine Lockhart (Caldwell CC)
Rebecca Wall (South Piedmont CC)
Joe Barefoot (System Office)
Rick Bundy (System Office)

Technology Team

Anna Baucom (South Piedmont CC)
Kathy Gragg (Caldwell CC)
Sandie Kirkland (Guilford TCC)
Malik Rahman (Central Piedmont CC)
Steve Ijames (System Office)
Dickie Perry (Mayland CC)
Linda McDaniel (Catawba Valley CC)
Joseph Schuhbauer (Pitt CC)
Kathy Jones (Wayne CC)

Student Information Team Workgroups

Financial Aid Workgroup
Sally Dodd (Davidson CC)
Diane Henderson (Caldwell CC)
Lisa Koretoff (Guilford TCC)
Lisa Reichstein (Pitt CC)
Pat Willis (Mayland CC)
Rick Bundy (System Office)

AR/Cash Receipts Workgroup
Angela Carter (Guilford TCC)
Robyn Chapman (Catawba Valley CC)
Charles Cox (Central Piedmont CC)
Virginia Lucas (Sampson CC)
Ricky Brown (Pitt CC)
Rick Bundy (System Office)

Continuing Education Workgroups

NEIT Workgroup

Scott Ralls (System Office)
Tim Rhodes (System Office)

Fire Certification Workgroup
Kevin Ashley (South Piedmont CC)
Debbie Harris (Wayne CC)
Ken Farmer (System Office)
Rick Bundy (System Office)

Literacy Workgroup
Kim Hinton (Caldwell CC)
Carol Johnson (Mitchell CC)
Judy Barkley (Catawba Valley CC)
Gloria Johnson (System Office)
Terry Shelwood (System Office)
Randy Whitfield (System Office)

Program Auditing Workgroup
Clarice Crotts (Randolph CC)
Connie Lloyd (Pitt CC)
Susan Sasser (Wayne CC)
Charles White (Catawba Valley CC)
Allen McNeely (System Office)
Todd Parker (System Office)

HRD Workgroup
Melinda Hefner (Caldwell CC)
Terrell Roberts (Wayne CC)
Barbara Boyce (System Office)

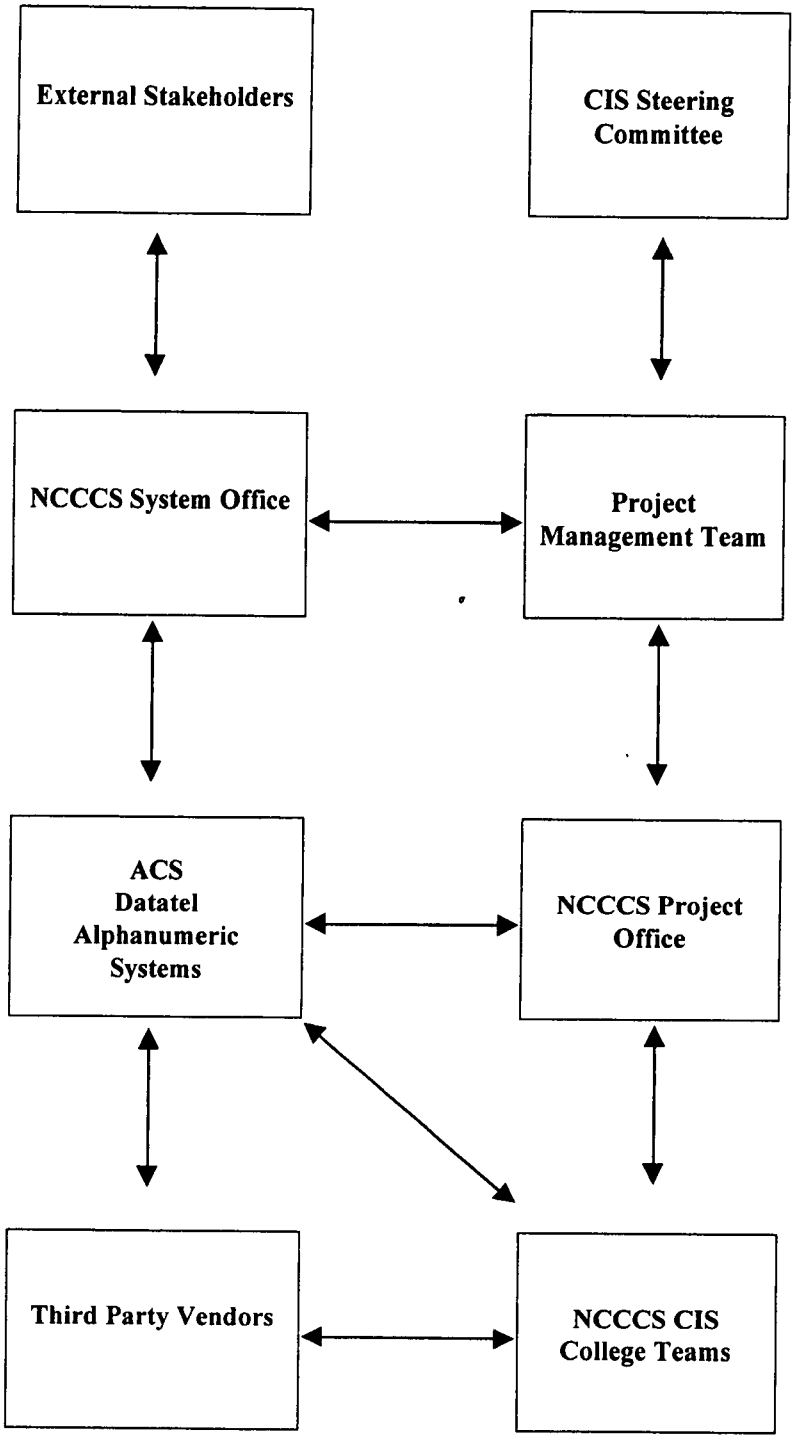
Regional Calendaring Workgroup
Ken Farmer (System Office)
Rick Bundy (System Office)

Small Business Center Workgroup
Timothy Perry (Guilford TCC)
Gayle Harvey (System Office)
Rick Bundy (System Office)

College TeamWorkgroup ACS/Datatel Contacts

College Team/Workgroup	Contact Person
AR/Cash Receipts Work Group	Dianne Garrett
Auxillary Services Team	Linda Edmondson
Continuing Education Team	Ed Lewis
Core/Foundation Team	Patsy Spencer
Course/Program Team	David Dublin John Yi
Curriculum Management Faculty Team	Tamara Joseph
Finance and Business Team	Lorretta Oliver
Financial Aid Work Group	Michelle Spindler
Financial System Team	Lorretta Oliver
Fire Certification Work Group	Jay Baucom
HRD Work Group	Linda Edmondson
Human Resources Team	Gale Knodler
Literacy Work Group	Patsy Spencer
NEIT Work Group	Ed Lewis
Program Auditing Work Group	John Kunkel
Purchasing Team	John Kunkel
Regional Calendaring Work Group	Tamara Joseph
Small Business Work Group	Ed Lewis
Student Information Team	Michelle Spindler Dianne Garrett
Student System Team	David Dublin
Technology Team	Mike Wagner

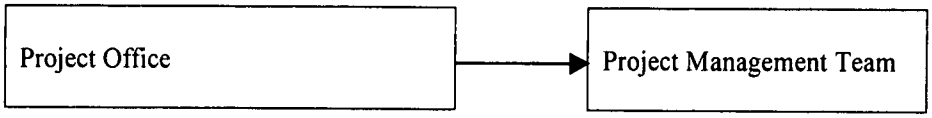
Appendix E – Communication Flows



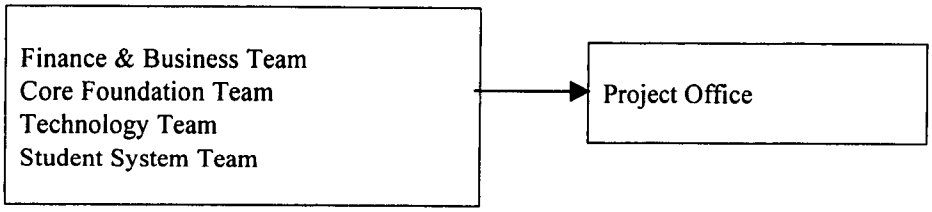
Appendix F – Action Items/Issues Escalation Process

Action Items and Issues identified within college teams must use the following escalation process before being submitted to the Project Office via the web entry form. Within Levels 1, 2, or 3, teams will attempt to resolve all issues and action items identified or escalated from a previous level. If a course of action cannot be determined at these levels, the issue or action item is escalated to the next level. In Level 4 escalation, College Project Managers and/or Level 4 team leaders must submit the Action Item/Issue via the web entry form located on the project website to the Project Office for resolution. Issues and Action Items submitted through the web entry form will be entered into a database and tracked through resolution by the Project Office.

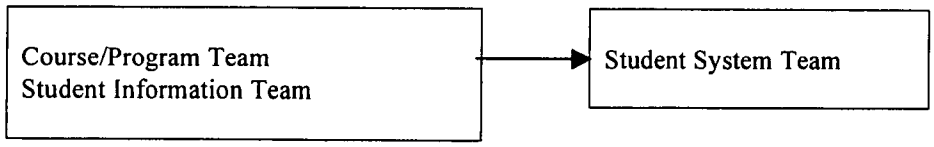
Level 5 Escalation

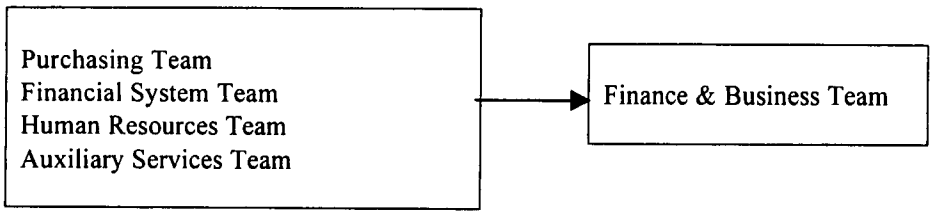


Level 4 Escalation

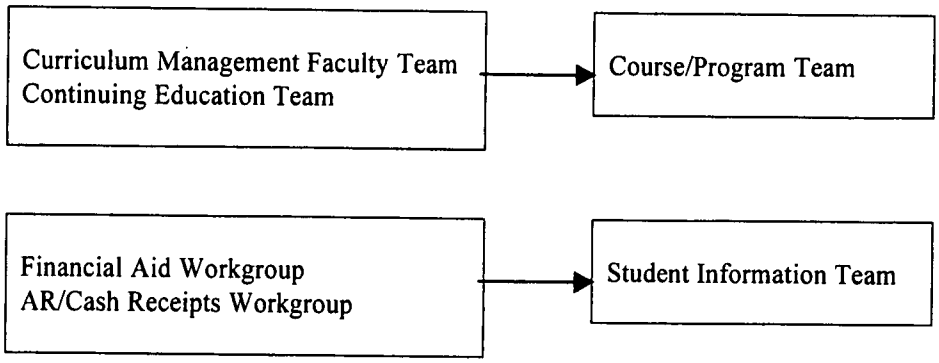


Level 3 Escalation

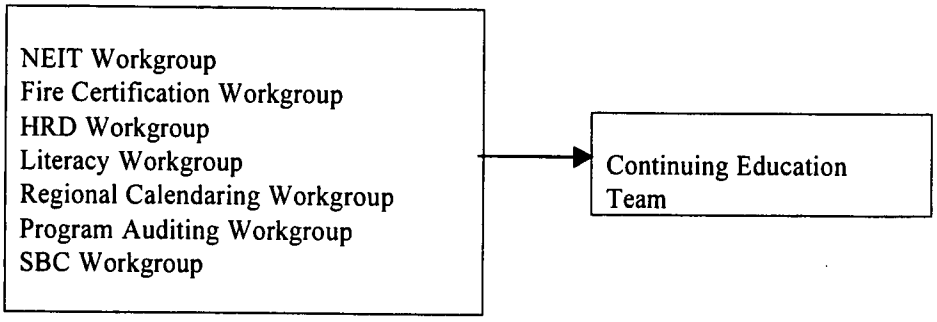




Level 2 Escalation



Level 1 Escalation



Revisions

Rev	Description	Date
0.1	Draft – created from Approach Document outline	10/13/2000
0.2	Draft – revised per steering committee review and ACS additions	10/18/2000
0.3	Draft – incorporates feedback from college staff.	10/24/2000
0.4	Draft – incorporates feedback from ACS/Datatel	10/26/2000
1.0	First final draft	10/30/2000

N.C. Community College System														
Information Systems for the Future														
Budget Projection	05-Apr-01		FY 1999-2000 (Actual)		FY 2000-2001		FY 2001-2002		FY 2002-2003		FY 2003-2004		FY 2004-	
	Budget Code	Account	Non-recurring	Recurring	Non-recurring	Recurring	Non-recurring	Recurring	Non-recurring	Recurring	Non-recurring	Recurring	Non-recurring	Recurring
College Information Systems														
Customization, Implementation planning & assistance, Database creation / migration	12001240005	532199			$ 7,093,720		$ 9,314,743		$ 6,467,214		$ 6,467,214			
Software license	12001240005	534710	$ 4,571,960		$ 5,521,428		$ 914,352							
Annual maintenance & enhancements	12001240005	532441				$ 85,197		$ 85,197		$ 966,597		$ 966,597		$ 1,933,194
[subtotal - ACS]			$ 4,571,960	$ -	$ 12,615,148	$ 85,197	$ 10,229,095	$ 85,197	$ 6,467,214	$ 966,597	$ 6,467,214	$ 966,597	$ -	$ 1,933,194
Project Management, Quality Assurance														
Time-limited positions:														
SPA Salaries (3 pos.)	12001240006	531211			$ 157,296		$ 212,682		$ 221,189		$ 230,037			
Social Security	12001240006	531511			$ 12,033		$ 16,270		$ 16,921		$ 17,598			
State Retirement	12001240006	531521			$ 11,058		$ 14,952		$ 15,550		$ 16,172			
Medical Insurance	12001240006	531561			$ 4,512		$ 2,632		$ 6,768		$ 6,768			
(subtotal personnel)					$ 184,899		$ 246,536		$ 260,428		$ 270,574			
Contractual Services	12001240006	532199	$ -		$ 227,249		$ 412,286		$ 386,298		$ 398,363			
Other Costs (travel, etc.)	12001240006	5327xx	$ 13,207		$ 315,000		$ 210,000		$ 210,000		$ 210,000			
Contingency							$ 1,400,000		$ 1,750,000		$ 1,750,000			
Subtotal			$ 4,585,167	$ -	$ 13,342,296	$ 85,197	$ 12,497,917	$ 85,197	$ 9,073,940	$ 966,597	$ 9,096,152	$ 966,597	$ -	$ 1,933,194
Data Warehouse														
Contractual services	12001240007	532199	$ 149,855		$ 1,519,583		$ 1,500,000	316,944	$ 1,500,000	933,888	$ 1,000,000	1,133,888		$ 1,133,888
Maint. Agree - DP Equipt.	12001240007	532440				$ 5,263								
Computer/DataProcSvcs	12001240007	532821				$ 21,800								
Training & documentation	12001240007	532942	$ 19,082		$ 36,000		$ 50,000	21,016	$ 50,000	31,016		31,016		$ 31,016
Equipment	12001240007	534522	$ 100,856		$ 50,000	17,108	$ 50,000	64,171	$ 100,000	60,171		60,171		$ 60,171
Software	12001240007	534710	$ 479,776		$ 50,000	$ 71,966	$ 50,000	115,955	$ 10,000	117,955		117,955		$ 117,955
Project Management, Quality Assurance	12001240008	532199	$ 80,636		$ 305,415		$ 248,800		$ 248,800		$ 248,800			
Contingency														
Subtotal			$ 830,205	$ -	$ 1,960,998	$ 116,138	$ 1,898,800	$ 518,087	$ 1,908,800	$ 1,143,030	$ 1,248,800	$ 1,343,030	$ -	$ 1,343,030
			==========		==========	==========	==========	==========	==========	==========	==========	==========		==========
Total Cost			$ 5,415,372	$ -	$ 15,303,294	$ 201,335	$ 14,396,717	$ 603,284	$ 10,982,740	$ 2,109,627	$ 10,344,952	$ 2,309,627	$ -	$ 3,276,224
Budget														
Budget Total			$ 5,415,372		$ 15,504,628		$ 15,000,000		$ 13,092,368		$ 12,654,579		$ 3,276,224	
Budget Available			$ 7,920,000		$ 13,000,000		$ 15,000,000		$ 15,000,000		$ 15,000,000		$ 15,000,000	
Annual Surplus (Deficit)				$ 2,504,629		$ (2,504,628)		$ (0)		$ 1,907,632		$ 2,345,421		$ 11,723,776
Cumulative Surplus (Deficit)				$ 2,504,629		$ 0		$ (0)		$ 1,907,632		$ 4,253,053		
Cumulative Non-recurring Investment														
College Information Systems			$ 4,585,167		$ 17,927,462		$ 30,425,379		$ 39,499,319		$ 48,595,471			
Data Warehouse			$ 830,205		$ 2,791,203		$ 4,690,003		$ 6,598,803		$ 7,847,603			
Total cumulative non-recurring investment			$ 5,415,372		$ 20,718,665		$ 35,115,382		$ 46,098,122		$ 56,443,074			

IT Personal Services Contracts

Vendor: ACS (Affiliated Computer Services)

Length of existing contracts: Through June 30, 2004

Amount of existing contracts: $30,612,474.15 (for contractual services)

Amount allocated as of 12/31/00: $7,778,623.41

Number of FTE positions: NA ("Deliverables" contracts)

Purpose of contracts: (1) Design and implementation of Phase 1 of the Data Warehouse project and (2) Enhancement and implementation services for Phase 1 and Phase 2 of the College Information System project.

Detailed explanation of the projects/operations that the vendor supports: The benefits of this project include improving the administrative operations of the 58 colleges through enhanced software applications and providing for the first time a management information system for both the colleges and the Department to use for planning, research, and reporting. A single software license for all 58 community colleges will be significantly less expensive in both direct purchasing costs and ongoing human resources required for maintenance and support. Furthermore, this solution will address the needs of the General Assembly for consistent, accurate, and timely data from the Department of Community Colleges through standardization of all 58 community colleges data systems and the new data warehouse to support management information. (See attached summary of the report to the General Assembly of February, 1999.)

Does the System Office plan to renew this contract? Yes

If so, please estimate the time and amount of the new contract, and provide an explanation for the renewal. The current data warehouse contract covers Phase 1; a Scope Statement has been developed for Phase 2 (July, 2001 through June, 2002) and will be released through Information Technology Services. Although a cost cannot be determined under vendor responses are received, $1,500,000 is budgeted (from the 'MIS Project' appropriation) for 2001-02.
The College Information System contract continues through June 30, 2004. At that time, a contract to maintain and support the enhancements will be negotiated.

IT Personal Services Contracts

Vendor: CIBER

Length of existing contract: June 30, 2001

Amount of existing contract(s): $296,208

Amount allocated as of 12/31/00: ($116,014.80 spent)

Number of FTE positions: 2.0

Purpose of contract: Provide project tracking and coordination services for the community college data warehouse and college information system projects.

Detailed explanation of the projects/operations that the vendor supports: The scope, complexity and cost of the data warehouse and college information system projects, combined with the IRMC requirements for tracking and reporting of project status, requires that professional project management services be utilized. These specialized skills include detailed knowledge of and experience with the IRMC requirements and processes along with deliverable management, issues/action coordination, meeting management and coordination, risk management, change management and project communications for complex projects involving multiple organizations.

Does the System Office plan to renew this contract? Yes

If so, please estimate the time and amount of the new contract, and provide an explanation for the renewal. The contract will be renewed each fiscal year through 2003-04 to provide continuing project tracking and coordination for the data warehouse and college information system projects that are scheduled to continue through at least June, 2004. The costs are budgeted to increase by approximately 5% per year to cover increased salaries of the contractor personnel.

IT Personal Services Contracts

Vendor: Innovative Software Services

Length of existing contract:	9/1/2000 – 11/30/2000
Amount of existing contract:	$4,400
Amount allocated as of 12/31/00:	($4,400 spent)
Number of FTE positions:	**NA**

Purpose of contract: Programming services to modify the audit creation program.

Detailed explanation of the projects/operations that the vendor supports: Programming services to modify an existing software program to import data in a new format, modify edit screens to display additional data, improve the speed of data importing, separate auditing of curriculum and extension data to allow the audits to be done independently and enhance the ability to export information in a word processing format.

Does the System Office plan to renew this contract? Only in the event that further modifications to this program are required.

If so, please estimate the time and amount of the new contract, and provide an explanation for the renewal. To be determined at the time that new requirements are identified.

IT Personal Services Contracts

Vendor: EDS (Electronic Data Systems)

Length of existing contract:

Amount of existing contract: $35,161.40 (original contract amount was

Amount allocated as of 12/31/00: $35,161.40

Number of FTE positions:

Purpose of contract: Quality Assurance Review of the Data Warehouse project to meet IRMC requirements for continued project certification

Detailed explanation of the projects/operations that the vendor supports: The IRMC's Project Certification process requires Quality Assurance Reviews by an external contractor at several stages in every I.T. project. The Phase 1 of the Community College Data Warehouse project was initiated in 1999-2000, and the first Quality Assurance Review (for the project initiation stage) was conducted by EDS in accordance with the Scope of Work statement provided by the IRM staff.

Does the System Office plan to renew this contract? The contract for the QA Review of project initiation has been completed. Contracts for subsequent QA Reviews will be required approximately each year (as the current Phase is completed and the next Phase of the overall project begins). A similar contract with EDS for the QA Review for project initiation for the College Information System project is being developed at a projected 'not-to-exceed' cost of $84,543.20

If so, please estimate the time and amount of the new contract, and provide an explanation for the renewal. Subsequent contracts will be awarded in accordance with the IRMC's requirements as provided by the IRM staff.

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Modified Zero-Based Budgeting Approach

Following is a description of the major purposes and types of expenditures listed on the Joint Appropriations Subcommittee's modified Zero-Based Budgeting Approach dated February 15, 2001. Included are expenditure descriptions for **state-funded activities** which apply to the North Carolina Community College System for items 2, and 4 through 8 as follows:

2. Direct appropriations and grants to nonprofit organizations

4. Miscellaneous contractual services (expenditure account 532199)

5. Rental/lease of equipment (expenditure accounts 532521 to 532525)

6. Travel and other employee expense (expenditure accounts 5327xx)

7. Cellular phone services (expenditure accounts 532814)

8. Furniture and equipment replacement schedules (expenditure accounts 534500 and 534550)

TRUSTEES' ASSOCIATION

PROGRAM: Nonprofit Organizations – Trustees' Association

CURRENT GENERAL FUND APPROPRIATION: $25,000

PERCENTAGE OF DEPARTMENT BUDGET:

PERCENTAGE OF DIVISIONAL BUDGET:

YEAR-TO-DATE EXPENDITURES AS OF 12-31-00: $25,000

FUND BALANCES REMAINING: -0-

PURPOSE AND GOALS OF PROGRAM: General Statute 115D-19(b) mandates that the North Carolina Association of Community College Trustees provide orientation and education for new and reappointed trustees. Furthermore, it provides that a board of trustees may declare vacant the position of any trustee who, without justifiable excuse, does not participate in one of these sessions within six months of appointment.

RESULTS AND OUTCOMES OF PROGRAM:

Orientation Sessions – NCACCT holds these sessions during three statewide meetings each year. They are taught by professional consultants and/or experienced trustees. Separate sessions are held for new and reappointed trustees. The session for new trustees concentrates on the role, responsibilities, and relationships of trustees individually and as a board. The session for reappointed trustees addresses specific issues, allows for class participation in dealing with them, and encourages sharing of lessons learned through experience.

Upon the request of chairs and vice chairs, NCACCT now holds a special session for them once a year for the purpose of sharing experiences and learning from each other.

Educational and Informational Seminars – At the same three statewide meetings mentioned above, NCACCT provides informational and educational seminars that address current and future community college issues, trends, and activities throughout North Carolina and the United States. While these are intended primarily for all trustees currently serving on boards of trustees, they are also of keen interest to other community college constituents. The seminars also serve as a networking mechanism for trustees, community college presidents, members of the State Board of Community Colleges, and the senior staff of the North Carolina Community College System Office. Frequently, representatives from all of these groups are invited to speak on certain issues.

Printed Material for Trustees Published by NCACCT – The *North Carolina Association of Community Colleges Review* is published three times a year. Articles in the Review are primarily about North Carolina Community College educational issues, actions of the State Board and North Carolina General Assembly, as well as current and future community college issues and trends both statewide and nationally. A copy of the Review is mailed to each community college trustee, community college president, members of the State Board of Community Colleges, certain state office staff, and selected individuals in the business community. Periodically, an issue is given to each member of the North Carolina General Assembly.

Manual for Trustees – The *Manual* is published in paperback form as needed. It provides basic information to trustees about the role, responsibilities, and relationships of members and boards to their related entities. It is often used as the basis for NCACCT's orientation for new trustees. A copy is provided to each community college board member and president.

Handbook for Trustees – This book is published in loose-leaf three-hole punched form for easy storage in a three-ring binder. NCACCT provides the contents to each trustee and president, but not the binder. The *Handbook* contains information such as the NCACCT Constitution and Bylaws, position papers and policies adopted by the association, brief history of the association and community college system, names and addresses of all trustee members. Some of this information has recently been put on the association's new web page and will be updated frequently.

Summary – The grant from the General Assembly has helped NCACCT tremendously in upgrading its educational services to trustees in response to the General Assembly's mandate that it provide orientation to new and reappointed trustees. Without the grant, the association will have to find other sources of revenue or eliminate some of the other important services that have played a major role in making our community college governing boards better informed and, thus, stronger.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: July 1, 1994

NUMBER OF FULL- AND PART-TIME POSITIONS:

PROGRAM DIRECTOR: James P. Corbett, Jr.

DIPLOMA NURSING

PROGRAM: Nonprofit Organizations – Diploma Nursing

CURRENT GENERAL FUND APPROPRIATION: $200,000

PERCENTAGE OF DEPARTMENT BUDGET:

PERCENTAGE OF DIVISIONAL BUDGET:

YEAR-TO-DATE EXPENDITURES AS OF 12-31-00: $200,000

FUND BALANCES REMAINING: -0-

PURPOSE AND GOALS OF PROGRAM: Provide financial assistance for hospital-based diploma nursing programs with both associate degree and diploma nursing programs which are fully accredited by the NC Board of Nursing and operated under the authority of a public or nonprofit hospital licensed by the NC Medical Care Commission.

RESULTS AND OUTCOMES OF PROGRAM: Funds are to be used for faculty and instructional needs of diploma nursing programs. Funding is based on $850 for each student enrolled in the program as of December 1 of the preceding year and on condition that accreditation is maintained. The base amount per student may be reduced if sufficient funds are not available. For 2000-01, five hospital-based programs were funded a total of $200,000. There was a total of 612 students reported enrolled as of December 1, 1999, and the amount funded per student was $326.79.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: July 1, 1993

NUMBER OF FULL- AND PART-TIME POSITIONS:

PROGRAM DIRECTOR: Business and Finance

MISCELLANEOUS CONTRACTUAL SERVICES

PROGRAM: Miscellaneous Contractual Services – Administration (does not include College Information Systems or Data Warehouse) (Account 532199)

CURRENT GENERAL FUND APPROPRIATION: $301,457

PERCENTAGE OF DEPARTMENT BUDGET: 2.70%

PERCENTAGE OF DIVISIONAL BUDGET: 6.02%

YEAR-TO-DATE EXPENDITURES AS OF 12-31-00: $48,668

FUND BALANCES REMAINING: $252,789

PURPOSE AND GOALS OF PROGRAM: The use of miscellaneous contractual services within the Administration Division includes functions and services which provides operational support to the Community College System in the areas of planning and research, program auditing, and resource and technology (e.g., information services, telecommunications, and library resources).

RESULTS AND OUTCOMES OF PROGRAM:

$10,000 – Rini, Coran & Lancellotta - The North Carolina Community College System employed the firm of Rini, Coran & Lancellotta, P.C., of Washington, D.C., to provide (1) an analysis of the existing contracts between Wireless One of North Carolina (WONC) and the community colleges, for Instructional Television Fixed Services (ITFS); (2) recommendations for modifications to the contract; and, (3) an analysis of the value of the existing and pending ITFS licenses and negotiation of the value with Wireless One of North Carolina.

$4,975 – Jim Watkins – To provide application development systems analysis and programming for the Automated Receipts and Deposits Transfer System program.

$96,400 – Solinet (Southeastern Library Network) is the regional distributor for OCLC (no meaning) services. OCLC is a bibliographic utility designed to contain the escalating cost of cataloging materials added to community colleges library collections. Library Resources received Solinet membership in May 1982. OCLC has over 45 million MARC records in their database contributed by the Library of Congress and member libraries all over the world. They also have a quality control unit that monitors the bibliographic records added by member libraries that oversees the running of processes to maintain subject and name authorities, to update bibliographic information when changes are made to the MARC standards, forms of names and subjects in authorities, Anglo-American Cataloging Rules, Dewey Decimal Classification schedules, etc.

$75,000 – "<u>The State Board of Community Colleges shall use funds from the State Board Reserve in the amount of seventy-five thousand dollars ($75,000) for the 2000-2001 fiscal year for surveys, research, data collection, and analysis required to implement performance budgeting and improve accountability.</u>"

$4,400 – Innovative Software Services, Inc. – Modify the audit creation program for the program auditors. Modify importing of ICR data, resize edit screens, decouple the curriculum and extension audits.

RESULTS AND OUTCOMES OF PROGRAM (continued):
$1,200 – Terry A. Plummer – Assist the analyst programmers during the System Office Universe conversion project. $13,000 – To secure contract services as needed related to distance education including teleconferences, etc. $3,264 – Phil Marion – To conduct an education program audit at Davidson County CC. $21,136 – Todd Parker – To perform duties as the Interim Director of Program Audit Services.
DATE OF ORIGINAL GENERAL FUND APPROPRIATION: Historically in Continuation Budget
NUMBER OF FULL- AND PART-TIME POSITIONS: N/A
PROGRAM DIRECTOR: Brenda Rogers

PROGRAM: Miscellaneous Contractual Services – Business and Finance (Account 532199)

CURRENT GENERAL FUND APPROPRIATION: $104,000

PERCENTAGE OF DEPARTMENT BUDGET: .93%

PERCENTAGE OF DIVISIONAL BUDGET: 6.06%

YEAR-TO-DATE EXPENDITURES AS OF 12-31-00: $35,543

FUND BALANCES REMAINING: $68,457

PURPOSE AND GOALS OF PROGRAM: The use of miscellaneous contractual services within the Business and Finance Division includes functions and services which provides operational support to the Community College System in the areas of budgeting, accounting, and administration and facility services.

RESULTS AND OUTCOMES OF PROGRAM:

$75,000 – MGT of America, Inc. – To conduct further study of issues related to the Funding Formula Study to include, but not be limited to, the funding requirements of distance learning in the Community College System. This activity is funded through State Board Reserve funds.

$4,000 – Manpower Temporary Services – To secure short-term, short-notice temporary labor for the System Office.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: Historically in Continuation Budget

NUMBER OF FULL- AND PART-TIME POSITIONS: N/A

PROGRAM DIRECTOR: Kennon Briggs

PROGRAM: Miscellaneous Contractual Services – Academic & Student Services (Account 532199)

CURRENT GENERAL FUND APPROPRIATION: $79,778

PERCENTAGE OF DEPARTMENT BUDGET: .71%

PERCENTAGE OF DIVISIONAL BUDGET: 4.12%

YEAR-TO-DATE EXPENDITURES AS OF 12-31-00: $16,384

FUND BALANCES REMAINING: $63,394

PURPOSE AND GOALS OF PROGRAM: The use of miscellaneous contractual services within the Academic and Student Services Division includes functions and services which provides operational support to the Community College System in the areas of student services, telecommunications, professional development, program development, proprietary schools, sponsored programs, and SACS accreditation.

RESULTS AND OUTCOMES OF PROGRAM:

$1,665 – James H. Young – To make two presentations explaining the Resource Development concept and outlining the Strategic Plan. Assist Piedmont CC in the development of a grant. Assist Specialist Teams in planning and organizing specific plans for Resource Development.

$7,500 – To secure the services of workshop presenters for staff development activities benefiting the 59 community colleges.

$38,000 – Neil Hollands – To coordinate and oversee the development of at least 50 online courses leading to the AAS degree in Business Administration and Computer Information Systems. Work with the System Office and Virtual Learning Community to maximize efficiency and effectiveness of overall development of different components and produce four Virtual Learning Community newsletters. This activity is funded through State Board Reserve funds.

$9,920 – Fred Manley – To provide leadership and support to the 59 colleges in distance learning and use of instructional technologies.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: Historically in Continuation Budget

NUMBER OF FULL- AND PART-TIME POSITIONS: N/A

PROGRAM DIRECTOR: Delores Parker

PROGRAM: Miscellaneous Contractual Services – Economic and Workforce Development (Account 532199)

CURRENT GENERAL FUND APPROPRIATION: $37,983

PERCENTAGE OF DEPARTMENT BUDGET: .34%

PERCENTAGE OF DIVISIONAL BUDGET: 3.54%

YEAR-TO-DATE EXPENDITURES AS OF 12-31-00: $13,545

FUND BALANCES REMAINING: $24,438

PURPOSE AND GOALS OF PROGRAM: The use of miscellaneous contract services within the Economic and Workforce Development Division includes functions and services which provide operational support to the Community College System in the areas of New Industry Training, Small Business Center Network, Continuing Education, and Human Resource Development (HRD).

RESULTS AND OUTCOMES OF PROGRAM:

$4,000 – Rose Software Services – To complete minor programming modification to the NEIT – Information Management System designed previously in 1999-00.

$22,145 – Surry Community College – To cover the cost of office space, utilities, telephone, mail, and copier services and a one-half time office support position for Rick Kimrey.

$2,400 – NC Global Transpark Education and Training Center – To cover the cost of office space, telephone, copier, fax, printer, and mailing and limited secretarial support services for Tim Rhodes.

$4,000 – To secure contract services relating to the work of the Small Business Centers.

$3,000 – Wake Technical Community College – To develop a "Retail Route Sales Training" course that can be offered at Wake TCC and other community colleges for the purpose of training and retaining students for employment as retail route salespersons with the retail sales industry.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: Historically in Continuation Budget

NUMBER OF FULL- AND PART-TIME POSITIONS: N/A

PROGRAM DIRECTOR: Scott Ralls

RENTAL/LEASE OF EQUIPMENT

PROGRAM: Rental/Lease of Equipment (Account 532521 to 532525)

CURRENT GENERAL FUND APPROPRIATION: $566

PERCENTAGE OF DEPARTMENT BUDGET: .01%

PERCENTAGE OF DIVISIONAL BUDGET: All divisions included - .01%

YEAR-TO-DATE EXPENDITURES AS OF 12-31-00: $212

FUND BALANCES REMAINING: $354

PURPOSE AND GOALS OF PROGRAM: Renewal of annual rental agreement for pager service for the following positions within the System Office:

Assistant to President for Public Information
Assistant to President for Governmental Relations
Assistant to President for Board and Education Liaison
IS Technical Support Technician
Coordinator of Departmental Services

RESULTS AND OUTCOMES OF PROGRAM: To increase productivity by having the ability to respond immediately to critical issues or concerns involving the Community College System. Included is an information technology staff member who supports the internal information systems and a department services staff member who responds to facilities issues at the System Office.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: July 1, 1996

NUMBER OF FULL- AND PART-TIME POSITIONS: 5

PROGRAM DIRECTOR: Stephen Scott, Brenda Rogers, Kennon Briggs

TRAVEL AND OTHER EMPLOYEE EXPENSE

PROGRAM: Travel and Other Employee Expense – Executive Division (Accounts 5327XX)

CURRENT GENERAL FUND APPROPRIATION: $84,819

PERCENTAGE OF DEPARTMENT BUDGET: .76%

PERCENTAGE OF DIVISIONAL BUDGET: 5.88%

YEAR-TO-DATE EXPENDITURES AS OF 12-31-00: $38,752

FUND BALANCES REMAINING: $46,067

PURPOSE AND GOALS OF PROGRAM: Travel expenses for the Executive Division is linked to the mission of the North Carolina Community College System for the purpose of supporting all operational activities within the community college system. The division implements the goals and objectives of the State Board of Community Colleges, provides leadership to the community colleges and system office, and serves as a convener and catalyst for collaboration and cooperation with public, private and business groups. The Executive Division facilitates communication and serves as a conduit on system operations, governmental, regulatory and legal matters.

RESULTS AND OUTCOMES OF PROGRAM:

The System President and staff members visit all 59 institutions on an annual basis. Also, the System President travels more than 25,000 miles each year to meet with business and industry leaders, economic development prospects, educational leaders and community and governmental leaders. This travel and high level of contact has increased collaboration with business and industry as evidenced by a recent donation of property by BASF valued at over $20 million to one of our community colleges.

Collaboration is also evidenced by a regional plastics consortium in the east, an e-commerce consortium in the west, and a computer consortium in the piedmont.

By General Assembly design and appointments, the 21-member State Board of Community Colleges has membership from all around the state. The State Board of Community Colleges meets a minimum of ten times per year as a Board and meets once per year with the Governing Boards of UNC and the Public Schools. Statewide representation requires expenditures for travel as members travel to Raleigh and other parts of the state to carry out their responsibilities.

Legal staff travel around the state to hold four public hearings each year and conduct workshops for the 59 institutions.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: Historically in Continuation Budget

NUMBER OF FULL- AND PART-TIME POSITIONS: 17.5

PROGRAM DIRECTOR: H. Martin Lancaster, Stephen Scott

PROGRAM: Travel and Other Employee Expense – Administration (Accounts 5327XX)
CURRENT GENERAL FUND APPROPRIATION: $108,448
PERCENTAGE OF DEPARTMENT BUDGET: .97% **PERCENTAGE OF DIVISIONAL BUDGET:** 2.17%
YEAR-TO-DATE EXPENDITURES AS OF 12-31-00: $40,323
FUND BALANCES REMAINING: $68,125
PURPOSE AND GOALS OF PROGRAM: Travel expenses for the Administration Division is linked to the mission of the North Carolina Community College System for the purpose of providing leadership and support to the community college System Office through policy development, coordination of planning and accountability, the development of information and reporting systems, negotiation and brokerage of goods and services, and technical assistance. The division supports the staff of the System Office through human resource development, planning and organizational development functions. The division engages in planning, research, program auditing, staff training and implementing information technology for promoting change and improvement at the constituent institutions and the System Office. A commitment to customer service and the use of information for improving policies, practices and programs unifies work units with diverse functions.
RESULTS AND OUTCOMES OF PROGRAM: See attached Results and Outcomes
DATE OF ORIGINAL GENERAL FUND APPROPRIATION: Historically in Continuation Budget
NUMBER OF FULL- AND PART-TIME POSITIONS: 71.0
PROGRAM DIRECTOR: Brenda Rogers

Budget Justification: Travel
Vice President for Administration

1. Presentations to various groups: Colleges request presentations to local boards of trustees, faculty groups, and senior administrators on distance learning issues, performance measures and funding, system's strategic plan and planning process, new management information system, library automation, etc. The outcome is the dissemination of information about the goals and activities of the NCCCS to our constituencies.
2. Meetings of statewide committees: Planning Council, Distance Learning Council, Steering Committee for the Information Systems for the Future, Wireless Consortium, Performance Measures and Standards Task Force, etc. The outcome is that policies and plans for the NCCCS are developed through these committees.
3. System-related conferences: This activity consists of making presentations to and participating in conferences relative to community colleges. Included would be off-site meetings of the State Board, the Presidents' Association, and the many associations related to our system (CCPRO, Regional Deans' meetings, Instructional Administrators, Adult Education, and Finance). I am frequently asked to give an update from the System Office, covering my division as well as other areas, such as the budget. The outcome of this activity is a better informed college community and the gathering of input from the colleges on items such as performance funding. Through participating in these conferences, I learn what the issues and concerns of our colleges.
4. Regional and national Conferences: I have tried to keep up with national issues related to community colleges, to planning and institutional research, and to technology through attending conferences sponsored by the Southern Association of Institutional Research, the Association of Institutional Research, the Southern Association of Colleges and Schools, and the American Association of Community Colleges. I frequently present at these meetings so that I am disseminating information about our system to others. I attend no more than one regional and one national conference each year. The outcome of this activity is professional development; knowledge of what is happening in other states; and the opportunity to publicize what is occurring in the North Carolina Community College System.

Information Resources & Technology - Travel Budget Results

1. Description: Staff Training
   Budget Amount:
   Purpose: Travel, subsistence, etc. expenses associated with formal training of professional / technical staff members
   Results: Professional and technical staff members attend formal training training classes in (examples) that provide them with specific professional and technical skills that are required for successful performance of job duties, including (examples).

2. Description: System-wide / National Meeting & Conference Participation
   Budget Amount:
   Purpose: Travel, subsistence, etc. expenses for professional and technical staff to participate in system-wide and national meetings and conferences.
   Results: Professional and technical staff members participate in system-wide and national meetings and conferences, frequently as 'presenters' providing information about System Office policies, projects and activities, and exchanging information and ideas with representatives of community colleges and other organizations, including (examples).

3. Description: Special Projects
   Budget Amount:
   Purpose: Travel, subsistence, etc. for professional / technical staff participation in special projects.
   Results: Professional and technical staff participate in special projects by providing leadership and support for collaborative efforts with community colleges and other organizations on specific projects and initiatives, including (examples)

4. Description: Technical Assistance to Community Colleges
   Budget Amount:
   Purpose: Travel, subsistence, etc. for professional and technical staff members to provide technical assistance to community colleges.
   Results: Community colleges are provided with technical and professional information and advice, based on abroad range of experience across multiple colleges, that enables them to more effectively make decisions and meet college objectives. Examples include

Information Services - Travel Budget Results

1. Description: Staff Training
   Budget Amount: $6,081 (18%)
   Purpose: Travel, subsistence, etc. expenses associated with formal training of professional / technical staff members
   Results: Professional and technical staff members attend formal training training classes in Business Objects, Sybase, Unix Administration, Web Page Management, Novell Groupwise, and Web Site Organization that provide them with specific professional and technical skills that are required for successful performance of job duties, including Business Objects Universe and Report Design, Sybase Database Design and Administration, Web Master Administration Activities, Sun Unix System Administration and IBM Unix System Administration, and Novell Groupwise Administration and Support.

2. Description: System-wide / National Meeting & Conference Participation
   Budget Amount: $8,260 (24%)
   Purpose: Travel, subsistence, etc. expenses for professional and technical staff to participate in system-wide and national meetings and conferences.
   Results: Professional and technical staff members participate in system-wide and national meetings and conferences, frequently as 'presenters' providing information about System Office policies, projects and activities, and exchanging information and ideas with representatives of community colleges and other organizations, including NC IIPS User Group Meetings, Speede Electronic Data Interchange Conference, and various Professional organizations that support the North Carolina Community College System.

3. Description: Special Projects / New Systems Development
   Budget Amount: $17,128 (50%)
   Purpose: Travel, subsistence, etc. for professional / technical staff participation in special projects.
   Results: Professional and technical staff participate in special projects by providing leadership and support for collaborative efforts with community colleges and other organizations on specific projects and initiatives, including the College Information Systems Project and the Data Warehouse Project.

4. Description: Technical Assistance to Community Colleges
   Budget Amount: $2,824 (8%)
   Purpose: Travel, subsistence, etc. for professional and technical staff members to provide technical assistance to community colleges.

Results: Community colleges are provided with technical and professional information and advice, based on abroad range of experience across multiple colleges, that enables them to more effectively make decisions and meet college objectives. Examples include review of system and network configurations, college-level Information Services organization, user training, and user operation issues.

TELECOMMUNICATIONS

Travel Justification

Technical Assistance to Community Colleges .....%50

Sometimes our colleges need help in policies and procedures. For example, regarding the ITFS Project, the entire Jacksonville market was a mess. In reading the documents, I discovered that the same names [of individual persons] kept appearing on the license applications under different institutional names. Those four institutional names were all the Onslow County Public Schools. The motive of the school people was to file four time believing that increased their chances of getting one. They did not realize that they were cutting the chances of community colleges.

In some cases things can be done on the telephone. In other cases the NCIH is sufficient. But there are times when the college personnel want me there on their campus so that I can see what they a planning to do.

Special projects $15

An example of special projects is the N. C. National Guard Project whereby they install a video classroom which the college is free to use when the Guard is not using it. The Guard has to schedule just like anyone else and most of their training events are on weekends. The presidents are suspicious of this. They believe that there is some kind of hidden agenda. They want to hear it from me. My counterpart at the Guard wants me on college visits because I understand both of the partners--the Guard and community college/

System-Wide Meetings & Conferences ..... %25

I need to attend some of the Presidents Association meetings when distance learning or information technologies are discussed. I need to attend some of the conferences of our own people. For example, I need to attend the Basic Skills Conference to encourage them to make more use of the NCIH.

Staff Training ..... %10

Forget about the outrageous charges made by private sector training companies. Forget about out of state conferences and workshops. I need, for example, to visit Southwestern Community College in order to learn how their regional network continues to prosper when the state network is in trouble. I have done some of this on the NCIH, but I need to go there for two or three days to learn from five or six people.

Budget Justification: Travel
Planning and Research Section

1. Technical assistance to the colleges: 50% of budget. This activity covers all technical assistance delivered to the colleges on site. This includes training and error resolution with SAS and SPSS software; conducting workshops on planning, performance measures, accountability, etc, with faculty and staff; working with SACS self-study teams on institutional effectiveness; paying costs for System environmental scanning team and planning council activities; orienting new personnel to planning and accountability requirements; working with colleges on Multi-Campus and Off-Campus Center applications/feasibility studies; and other topics as requested. As a result of these activities, faculty and staff at the colleges are more knowledgeable concerning state requirements, colleges have the skills for tracking performance data, State Board mandates are carried out, and colleges are more prepared for reaccredidation.

2. System related conferences: 25% of budget. This activity consists of participating in conferences and meetings relative to the colleges. Included would be off-site meetings of the State Board, the Presidents' Association, and the many associations related to our system (Instructional Administrators, Adult Education, and Finance). We are asked to make presentations on items related to planning and research and report on changes that are underway. The outcome of this activity is a better informed college community and the gathering of input from the colleges on items such as performance funding.

3. National Conferences: 25% of budget. This activity consists of participating in national meetings related to planning and research. Included would be the meeting of the Southern Regional Education Board Data Coordinators as well as conferences such as the Association of Institutional Research. The outcome of this activity is professional development and growth of the Planning and Research staff, enabling them to do their jobs better; knowledge of what is happening in other states; and the opportunity to publicize what is occurring in the North Carolina Community College System.

LIBRARY RESOURCES - Travel Budget Results

In the spring of 1998, Library Resources began a bid process for the CCLINC Library System that lasted until June 2000. During the bid process, Library Resources personnel did not participate in many local, state, regional, and national meetings because of the time constraints for completing the bid process.

Since July 1, 2000, Library Resources has been implementing the library system and migrating the CCLINC libraries. The migration has had numerous difficulties which have required Library Resources personnel to minimize travel.

Library Resources hopes that budget decisions will take into consideration the inability of personnel to participate in "regular" travel requirements due to the bid process and migration. Library Resources should not be penalized by a reduction in their travel budget.

1. Description: Staff Training
   Budget Amount:
   Purpose: Travel, subsistence, etc. expenses associated with formal training of professional / technical staff members
   Results: Professional and technical staff members attended formal training classes in Computer Application software (MSWord, Excel, Powerpoint) so they could be used in daily activities, Sirsi software training to prepare for and implement the Unicorn Academe library system, and Solinet training to update knowledge and enhance use of Unicorn Cataloging and SmartPort/Z39.50 interface. The training provided them with specific skills that are required for successful performance of job duties.

2. Description: System-wide / National Meeting & Conference Participation
   Budget Amount:
   Purpose: Travel, subsistence, etc. expenses for professional and technical staff to participate in system-wide and national meetings and conferences.
   Results: Professional and technical staff members participated in system-wide (local and state) and national meetings and conferences, frequently as 'presenters' providing information about System Office policies, projects and activities, and exchanging information and ideas with representatives of community colleges and other organizations. This included but was not limited to IIPS, Distance Ed, NCCCLRA, Sirsi Users, Solinet, etc. Staff also serve on the Executive Boards and Committees of several organizations.

3. Description: Special Projects
   Budget Amount:
   Purpose: Travel, subsistence, etc. for professional / technical staff participation in special projects.
   Results: Professional and technical staff participate in special projects by providing leadership and support for collaborative efforts with community colleges and other organizations on specific projects and initiatives, including but not limited to conducting Unicorn SmartPort training classes, representing community college interest on the Interlibrary Loan Cooperative Committee and the NC Preservation Consortium.

4. Description: Technical Assistance to Community Colleges
   Budget Amount:
   Purpose: Travel, subsistence, etc. for professional and technical staff members to provide technical assistance to community colleges.
   Results: Community colleges are provided with technical and professional information and advice, based on abroad range of experience across multiple colleges, that enables them to more effectively make decisions and meet college objectives.

These activities include conducting planning sessions with colleges joining the CCLINC consortium, working with CCCLA representatives on group licensing of electronic resources, serving as technical resource advisors to CCLINC Committees making decisions about implementing the Sirsi library system, etc.

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

PROGRAM AUDIT SERVICES SECTION

March 28, 2001

PURPOSE: The purpose of the Program Audit ServicesSection is to ensure the accountability and credibility of the North Carolina Community College System in a consultative and proactive manner. This is accomplished by conducting annual program audits of each of the 58 colleges thereby ensuring programmatic compliance with the North Carolina General Statutes, the North Carolina Administrative Code, State Board of Community Colleges policies and the North Carolina Community College System Office guidelines.

Annual program audits are conducted at each of the 58 community colleges in the System to ensure that reporting practices, procedures for delivering instruction, and program classifications are in compliance with the laws, policies, and guidelines of the aforementioned regulations and governance bodies. This on site review is necessary to ensure that program operations and subsequent reporting of FTE generated is consistent with published operating procedures.

Additionally, the Program Audit Services staff provides consultation to the colleges through the interpretation and clarification of applicable laws, policies, procedures, guidelines, and reporting requirements.

PROCESS: The annual program audits include reviews of programmatic and related fiscal operations at each of the 58 colleges through desk top reviews and on site review of activities being conducted and documentation of such instructional activities. The desk top audits consist of samples of specific data relating to funding allocations. Then, the auditing staff conducts on site reviews to reconcile the paper and electronic documentation of program operations with the actual operation and delivery of such program activities as are reported for the future funding through the FTE formula.

CURRENT STATUS OF PROGRAM AUDITS: To date, following is the status of the work plan to conduct program audits for the 58 colleges:

Completed:	24
Completed and Preliminary Reports to Colleges:	6
Completed and Report Being Prepared:	4
On-site Audits Currently Being Conducted:	5
Audit to be Conducted:	19

REQUIREMENT FOR PROGRAM AUDITS: Chapter 321 of the 1993 Session Laws , Section 104(a) requires a 25% audit sample size; Chapter 324 of the 1995 Session Laws, Section 16.3 requires a 25% penalty in addition to an audit exception cited. The program audit function was created in 1973 in response to the General Assembly's concern about inappropriate activities whereby colleges were submitting incorrect reports that allowed colleges to receive state funds for such activities.

PROGRAM: Travel and Other Employee Expense – Business and Finance (Accounts 5327XX)

CURRENT GENERAL FUND APPROPRIATION: $28,224

PERCENTAGE OF DEPARTMENT BUDGET: .25%

PERCENTAGE OF DIVISIONAL BUDGET: 1.65%

YEAR-TO-DATE EXPENDITURES AS OF 12-31-00: $10,315

FUND BALANCES REMAINING: $17,909

PURPOSE AND GOALS OF PROGRAM: Travel expenses for the Division of Business and Finance is linked to the mission of the North Carolina Community College System for the purpose of supporting the efforts of the colleges and the System Office by procuring and providing an equitable distribution of resources, by assisting them in the management of these resources, and in assuring the citizens of the State of North Carolina that community colleges are good stewards of public resources.

RESULTS AND OUTCOMES OF PROGRAM: Presentations to statewide community college meetings for business officials, facility and staff associations, etc., to discuss accounting and procedural changes, legislative updates, including requirements mandated by legislative actions. Travel to individual community colleges to provide on-site technical assistance as required including participation on interview teams in the selection of chief finance officers.

In addition to normal duties, there are several major ongoing initiatives within this section that will increase our needs for travel.

1. This section is responsible for the implementation of the $600 million community college construction bond program. As such, this section will be responsible for disseminating information through conferences, workshops, and meetings with such groups as the Community College Presidents' Association, the Association of Community College Business Officials, the Association of Community College Facility Operations, and the Community College Trustees' Association. As a part of monitoring the over 400 community college bond construction projects, we will officiate at construction bid openings and represent the State Board of Community Colleges at the final inspection of construction projects. We will also meet with other civic groups and business associations to represent the system Office and present information to them about the bond program and possible opportunities available to their membership. We will participate in workshops promoting Sustainable Buildings, Energy Saving Building programs, and HUB participation.

2. This section is responsible for purchasing at the System Office and is the central point for disseminating purchasing procedures for the 59 community colleges. As such, we will be assisting with the coordination of the new E-Procurement purchasing program being promoted by Governor Easley along with the fledging IT Procurement program. It will necessitate our attending workshops to learn about the programs so that we can use them ourselves as well as to help educate and explain the implications to the community college personnel. Neither of these programs is mandatory for the community colleges. Staff are also heavily involved in the implementation of the purchasing module for the new college information system to be used by the community college system. This program will begin with eight pilot colleges on July 1, 2001. Again our involvement will include helping to explain the system to the 59 community colleges through conferences and regional meetings.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: Historically in Continuation Budget
NUMBER OF FULL- AND PART-TIME POSITIONS: 28.5
PROGRAM DIRECTOR: Kennon Briggs

PROGRAM: Travel and Other Employee Expenses – Academic and Student Services (Accounts 5327XX)
CURRENT GENERAL FUND APPROPRIATION: $67,495
PERCENTAGE OF DEPARTMENT BUDGET: .60% **PERCENTAGE OF DIVISIONAL BUDGET:** 3.48%
YEAR-TO-DATE EXPENDITURES AS OF 12-31-00: $28,690
FUND BALANCES REMAINING: $38,805
PURPOSE AND GOALS OF PROGRAM: Travel expenses for the Division of Academic and Student Services is linked to the missions of the North Carolina Community College System (NCCCS) for the purpose of providing leadership and support to community colleges in offering quality education for diverse learners in a changing workplace. The division enhances teaching and learning at the college level through resource development, assessment and dissemination of best practices, program development and accountability, recruitment and retention of faculty and staff, global education, and instructional technologies. The division supports the open door policy and lifelong learning.
RESULTS AND OUTCOMES OF PROGRAM: See attached Results and Outcomes.
DATE OF ORIGINAL GENERAL FUND APPROPRIATION: Historically in Continuation Budget
NUMBER OF FULL- AND PART-TIME POSITIONS: 28.5
PROGRAM DIRECTOR: Delores Parker

Justification for Travel
Program Services

The Program Services section of the System Office requires travel for the following purposes:

- **Curriculum Program Applications:** It is the responsibility of the Program Services section to assist the colleges in the development and implementation of curriculum programs. The staff works with the colleges and industry to develop curriculum programs and continuing education courses that meet local industry training needs to assist in the economic development of the local communities. In order to provide the necessary information and assistance the staff must travel to the local colleges to meet with college staff and industry representatives to determine the best way to address their training needs, whether it should be via curriculum programs or short term continuing education courses. This is done to make sure the staff has regional programs that serve a large population and the staff reduces the need for duplicating high cost programs. **Outcomes:** The staff processed 35 curriculum applications for the year 2000 and has processed 20 curriculum application so far for 2001.

- **Common Course Library (CCL):** It is the responsibility of the Programs staff to maintain the Systems Common Course Library to make sure that courses that are offered through the Community College system are up-to-date, are not duplicative, and are designed to teach specific job competencies. This requires meeting with groups of instructors and industry representatives to ensure that the information in the courses are accurate and that the courses meet all of the State Board of Community Colleges requirements according to the administrative code and procedures approved by the State Board. **Outcomes:** The staff consulted on and reviewed for the Curriculum Review Committee to act on 60 new courses and 99 revisions to courses to the CCL in 2000 and so far to date have reviewed 34 new courses and 25 course revisions. The staff also reviewed 36 new courses as part of "new to the system" programs and revised 8 curriculum standards.

- **Electronic Programs of Study:** It is the responsibility of the staff to review and approve electronic programs of study. The software system used by the System requires colleges to load their curriculum programs into a database so the Program Auditors for the system can evaluate courses and programs to see if they conform to the requirements of the Common Course Library and the Curriculum Standards approved State Board. It is the responsibility of the Programs section to provide staff development for college personnel on how to load their programs into the

software and assist the individual colleges in resolving problems that may arise with their programs. This requires travel to the colleges to review programs of study at the local institution to work out their individual problems. Without the information being entered correctly colleges have the potential of auditing problems, reports to the System Office will not be accurate, and the colleges could lose monies for FTE generated. **Outcomes:** The staff reviewed 1,468 programs of study for the colleges last year and has reviewed 492 from January 1 to March 21, 2001.

- **Curriculum Review Committee (CRC):** The CRC was approved by the North Carolina State Board of Community Colleges to review request from the colleges to add new courses to the CCL or to revise existing courses. The CRC is composed of Presidents and Chief Academic Offices from representing colleges across the state. Programs staff is responsible for performing all work of the committee. This includes reviewing requests from colleges, consulting with colleges concerning revisions and the development of new courses, preparing meeting agendas, preparing meeting materials, keeping minutes, and reporting results of the meeting to the State Board and to the colleges in the system. This requires traveling to the CRC's biannual meetings. The results of the committees' actions are reported to the Board, if Board action is required, and any additions or changes are posted in the CCL and on the Systems web page. **Outcomes:** The committee met twice last year and voted on 60 new courses and 99 revisions to courses to the CCL.

- **Critical Success Factors:** It is the responsibility of the Program Services section to:

  1. Monitor Passing Rates on Licensing and Certification Examinations: The staff is responsible for monitoring passing rates of students who graduate from Community College programs. If scores are not at the levels set by the State Board, the staff is responsible for collaborating with the individual colleges to write a plan for improving the test scores. This may include traveling to individual colleges and reviewing curriculum programs and laboratory facilities. The purpose of this is to insure the community college graduates receive the training necessary for them to successfully pass these licensing and certification examinations on their first try. If the college fails to meet expectations they have the possibility of having their programs closed by the State Board. **Outcomes:** There were 56 of 58 community colleges that fell below State Board expectations for first time test takers for licensure or certification.

  2. Other Critical Success Factors: The staff is responsible for working with all 59 institutions concerning those critical success factors that relate to curriculum programs that do not meet expectations. The staff

sometimes must travel to the colleges to work with individual instructors, department chairs, chief academic officers and presidents to develop plans to resolve issues as to why expectations were not met. **Outcomes:** The outcomes of the meetings are that the college can attain the State Board's expectations. In meeting the requirements of the Critical Success Factors the college can maintain its program and be eligible for a part of carry-over monies at the end of the fiscal year.

- **Occupational Boards, Advisory Committees, and Associations:** The staff is responsible for representing the Community College System or the President of the System on various licensing and advisory boards as-well-as representing the System at accrediting agency meetings. It is the responsibility of our staff to ensure that the position of the president and/or the State Board is represented at these meetings. This requires staff to travel to these meetings. The decisions of these boards can greatly impact the Systems curriculum programs, continuing education courses or policies and procedure adopted by the State Board. **Outcomes:** All staff members represent the System Office on Occupational Boards for the President or represent the Community College System.

- **Articulation with University and Department of Public (DPI) Instruction:** The staff is responsible for developing the details of the articulation agreements with the UNC University System and the Department of Public Instruction to ensure that the instructions of the Legislature are carried out that there be a seamless educational system for the citizens of North Carolina. This involves travel to meet with university representatives and faculty to develop specific courses and policies that will make such a transition possible. The same is true with the DPI. The Staff meets with representatives from DPI; community college instructors and high school instructors to work out the details of classes that will transfer from the high school into community college programs. The results of these efforts are a seamless education path for students from high school to community colleges to the universities. **Outcomes:** The Comprehensive Articulation Agreement with the University System in which the articulation agreement set up the Associate of Science (AS), Associate of Arts (AA), and the Associate of Fine Arts (AFA) transfer programs along with the courses on each program. With the Department of Public Instruction we have the North Carolina High School to Community College Articulation Agreement. This agreement list the courses that will transfer from the state high schools to any community college that are approved to offer the program that these course are listed in. There are 14 program areas and 6 curriculum programs that courses have been articulated.

- **Prison Education:** The staff in conjunction with the Department of Prisons reviews and evaluates prison education programs as a part of the

Cooperative Agreement between the two agencies. This cooperative agreement was developed in response to concerns expressed by the General Assembly about prison education programs. This requires staff to travel around the state to review and examine the prison programs. The results of these visits insure that programs in the prisons are meeting the educational needs of the inmates and that proper procedures and policies are being followed. This will ensure that state monies are not being wasted on programs that are not educationally sound. **Outcomes**: The staff visited 8 prisons last year.

- **Instructors Conference:** Every two years the System Office provides two and one-half days of staff development to the instructors of the North Carolina Community College System. The staff is responsible for organizing, arranging, and overseeing this conference. The next conference is scheduled for October 2002. Planning for the conference will start in August, 2001. The staff must travel to make arrangements for this conference, setup the facilities, and organize the program for the conference. **Outcomes:** Approximately 3,000 + instructors attended the October of 2000 conference.

Justification for Travel
Student Development Services

NCCCS Student Development Services provides state level leadership and technical services to the 59 institutions on the system in specific areas of **1. Enrollment management, 2. Student support, 3. Student access and equity, 4. Student leadership and 5. Student progress monitoring.** The staff must also work collaboratively with Instructional Services, Occupational Extension and Continuing Education, NC Public Schools, the University of North Carolina, federal and state agencies, business and industry to provide seamless array of services that relate to workforce preparation. In order to meet these obligations, the three professional staff:

ENROLLMENT MANAGEMENT:

1. Provide training and technical support to admissions, financial aid and registration, career planning/placement, veterans affairs, international student services, counseling and student activities staff as well as student development administrators through workshops at the NC Student Development Personnel Association conferences, the Counselors Division conference, the NC Association of Student Financial Aid Administrators (NCASFAA), the regional Student Development Administrators meetings, the NC Adult Education Association conference; coordinate development of new delivery systems for student services in the distance learning environment. **Outcomes:** Staff provided training to 1100+ community college personnel involved in managing student enrollment on the campuses. These personnel also serve as resources to other staff on the campuses and increase student success.
2. Obtain professional development through participation in workshops focussed on New Directions In Student Development, U.S. Dept. of Education Title IV operations training and through state NCASFAA workshops; develop hands on experience with financial aid systems on large & small campuses. **Outcomes:** Staff serve as train-the-trainer for 60+ student financial aid officers, provides 30+ workshops annually, and respond to 3,000+ email and telephone calls relating to student services.

STUDENT SUPPORT

1. provide active involvement in scholarships recognitions on local campuses as guest speakers, obtain scholarship monies by visiting donors, organize student activities programs on campuses at request of colleges, provide system level coordination and leadership for athletic activities at the conference level. **Outcomes:** 341 community college students receive $179,000 annually in scholarships, and 8 eastern NC community colleges participate in intercollegiate sports programs in North Carolina, South Carolina and Florida.

STUDENT ACCESS AND EQUITY:

1. Provide on-campus training to Student Services personnel, faculty and administrators regarding provision of disability services as required by the Americans with Disabilities Act; serve as moderator for race and diversity workshops to increase access by minorities; provide training on delivery of services to faculty and staff at meetings of NC State Chapter on Black American Affairs; and serve as state level representative to community college Special Populations Committee. **Outcomes:** Eighty+ community college personnel received training that provide for the recruitment and retention of minority students and students with disabilities.
2. Received professional development at the NC-AHEAD conference and the ADA Conference in order to promote services and assist in training of local campus personnel or to coordinate federal ADA requirements for the System Office as a state agency. **Outcomes:** Seven workshops on diversity issues or special populations issues were delivered by staff to 70+ participants. The System Office ADA compliance committee was established to review agency issues as required by federal law.

STUDENT LEADERSHIP:

1. Provide student government leadership workshops, conduct advisor training, support board meetings, assist with transition of student administration, provide continuity of operations, oversee fiscal affairs and coordinate conferences for the NC Comprehensive Communty College Student Government Association. **Outcomes:** Over 400 students and advisors provide the campus leadership and communication systems necessary to support active local student government organizations. Moreover, these student leaders contribute to their communities through civic and governmental participation as a result of their experiences with campus and state student government training.
2. Direct and support the Student Leadership Institute summer and weekend program to training community college students to assume leadership roles in educational, community and business organizations. **Outcomes:** 37 students have completed the training and engaged in successful leadership activities in 1999 and 2000. Twenty-seven new applicants will engage in training for 2001. One member of the first class was elected as President of the N4CSGA and represents all community college students as a member of the State Board of Community Colleges.

STUDENT PROGRESS MONITORING:

1. Participate in regular development and training sessions for the ACS/Datatel Colleague System to oversee admissions, financial aid, records/registration, career planning/placement and student information systems for management of student records. The student information system funded by the NC General Assembly for the 59 institutions is the primary tracking and monitoring system for 800,000+ students

enrolled on the campuses. Staff provide business practices knowledge that is required to develop the software.
Training is scheduled on campuses with facilities large enough to accommodate the teams required for development. **Outcomes:** Implementation is scheduled to begin on 8 pilot campuses in the NC Community College System in Fall 2001.

COLLABORATIONS:

1. Provide counselor information sessions to public school counselors in collaboration with the University of North Carolina system (UNC-GA) as agreed under the Adams vs Califano consent decree; provide state level coordination of community college support in administering the ASSET or Accuplacer tests to high school vocational completers for documentation needed by the NC Dept. of Public Instruction; provide board representation and state level coordination of services by community colleges for the NC Model Teachers Education Consortium for assisting public school paraprofessionals complete college transfer programs at the community college level and bachelors degree programs that lead to teacher credentials; collaborate with UNC-GA to implement the PATHWAYS program including training for the NCMentor website to increase the college going rate of 7th through 12th graders in community colleges, public and private universities; provide training for members of the NC Adult Education Association for delivery of on-line student services; and provide workshops and technical support for the annual Instructors Conference. **Outcomes:** 1200+ middle and high school counselors received information on community colleges that can be used to support high school-to-community college articulation agreements, tech prep agreements, career planning and college selection by public school students; 20,000 high school students tested using ASSET/Accuplacer in Spring 2001; 27 community colleges (up from 13) provide college transfer programs for public school employees who may become teachers in their communities; 58 campuses have designated personnel to receive admissions applications through NCMentor and have received training manuals and/or hands on experience with the Mentor system; forty instructors received hands-on PowerPoint training in 2 sessions at the annual Instructors Conference.

Travel Justification for
Proprietary Schools, Sponsored Program Administration, and SACS Liaison Office
January 1, 2001 through March 21, 2001

Travel for this office during the time period indicated can be placed in the following three categories:

- **Conferences:**
  The purpose for attending essential conferences is to report statewide community college efforts to the assembled conference. Only conferences deemed essential to the mission of this office have been attended. This office has been active in the planning of the conferences, as well as, involved in providing workshops and presentations.

- **Committee/Team Meetings:**
  The purpose of attending committee/team meetings is to represent the community college system in these mission essential committee/team meetings. In most cases, meetings have been held in Raleigh to avoid travel costs. These committees/teams provide expertise to the 59 institutions of the NCCCS in areas of foundation management, grant writing, planning, and other resource development issues.

- **Audits of Proprietary Schools:**
  G.S. 115D-89 mandates that this office conduct annual audits of the NC proprietary schools. Audits have been performed in compliance with state law and regulations

Outcomes:
From May 2000 to March 2001 this office has accomplished the following:

- 21 Workshops approximately 320 participants
- 31 Technical Assistance Visits approximately 65 participants
- 6 Conference Presentations approximately 500 participants
- 7 Specialist Team Meetings approximately 36 participants
- 15 audits of NC proprietary schools completed

Travel Justification
Professional Development

The North Carolina Community College System Professional Development Office provides leadership and guidance to the colleges to promote programs and services that foster professional development. Each year, the office serves approximately 4,000 faculty, both full-time and part-time. These activities include the programs listed below. Without the support of the System Office staff, the faculty may not receive the tools they need to remain current in their professional areas.

Faculty Upgrade Allotment Program
This program was first funded in 1985 at one million dollars. Current funding is the same amount. Faculty and staff are supported with this funding t learn new skills and job competencies.

> ***Outcome:*** 3,500 participants estimated

Enhancing Student Success Seminars
This program is a system-office-developed seminar for college faculty and staff to assess the campus's learning environment and student retention activities.

> ***Outcome:*** 18 colleges are participating during the current year (20 are scheduled for next year totaling 1,000 participants).

Campus Mediation Program
This program is offered to help campuses resolve interpersonal and/or work-related conflicts. By resolving disputes internally, a positive work environment is created. Resolving disputes internally may eliminate potential court activity.

> ***Outcome:*** 18 colleges are participating in this pilot program. Skills/ services/programs will be assessed.

Institute for Future Presidents (IFP)
Institute for Senior Administrators (ISA)
These leadership programs are provided by the System Office to train and develop future campus leaders.

> ***Outcome:*** Seventy participants have graduated and nearly 50% have been promoted, advanced, or have been finalists for higher-level positions.

Baccalaureate Education Program
This program started in 1997-1998 and has provided over 200 cash awards for faculty who need/desire baccalaureate degrees.

> ***Outcome:*** 48 participants - entire budget allocated.

Advanced Connections
This program is used by colleges to enhance their activities in student/customer service. The System Office facilitates training and support activities. The colleges pay program cost out of their budget.

Outcome: 30 colleges are currently using this program.

Becoming a Totally Responsible Person
This is a new training program developed to help System Office and college employees recognize their professional responsibilities in the workplace and examine position attitudes and behaviors. It will be offered to colleges by request.

Outcome: Approximately 40 colleges will request this service.

Community College Leadership Program
This program is supported by the System Office funds and input to help 35-40 college employees at middle manager level improve skills and behaviors to perform their current job.

Outcome: 35-40 colleges participating

Community College Consortia
This program will provide funds for special regional initiatives led by college partnerships. Funds are offered to colleges to provide an event to support training regarding a major issue.

Statewide Staff Development Conference
This is a statewide event to provide skills and training to the college's staff development training coordinators. Program cost to System Office is minimal as colleges pay participant's travel and registration fee.

Outcome: 50 participants

Excellence in Teaching
This program is State Board led and is recognized annually at the Day of Recognition program. Colleges submit a nominee who competes in a selection process leading to a state winner. First Union provides funds to the System Office to support this program.

PROGRAM: Travel and Other Employee Expense – Economic & Workforce Development (Accounts 5327XX)
CURRENT GENERAL FUND APPROPRIATION: $78,735
PERCENTAGE OF DEPARTMENT BUDGET: .70% **PERCENTAGE OF DIVISIONAL BUDGET:** 7.33%
YEAR-TO-DATE EXPENDITURES AS OF 12-31-00: $29,579
FUND BALANCES REMAINING: $49,156
PURPOSE AND GOALS OF PROGRAM: Travel expenses for the Division of Economic and Workforce Development is linked to the mission of the North Carolina Community College System for the purpose of supporting North Carolina's community colleges to provide high quality, accessible training and services that enable North Carolinians to acquire knowledge and skills to obtain and maintain prosperous career opportunities and enhance their quality of life, and provide North Carolina business and industries with a world-class workforce and a competitive advantage as a result of their presence in North Carolina.
RESULTS AND OUTCOMES OF PROGRAM: See attached Results and Outcomes
DATE OF ORIGINAL GENERAL FUND APPROPRIATION: Historically in Continuation Budget
NUMBER OF FULL- AND PART-TIME POSITIONS: 14.5
PROGRAM DIRECTOR: Scott Ralls

ECONOMIC AND WORKFORCE DEVELOPMENT DIVISION CUSTOMIZED TRAINING REGIONAL DIRECTORS TRAVEL – REQUIREMENTS/JUSTIFICATION

Conduct in-state and out-of-state visits to prospective businesses and industrial clients for the purpose of explaining and interpreting the customized training services, support, incentives, partnerships, and other educational opportunities available to them through the North Carolina Community College System.

Conduct regular monitoring visits of all training projects within designated region.

Plan and direct regional meetings at least two times per year for college NEIT and FIT representatives to interpret state policy and coordinate statewide initiatives related to industry training.

Conduct company exit interviews and complete project termination forms upon completion and termination of training projects.

Develop and deliver presentations to local, regional, and state groups and organizations when needed on industry-related programs and services related to new and expanding industry training.

Meet individually with FIT coordinators within designated region to review progress of FIT programs relative to plans and monitor FIT expenditures. Report to Senior Director for Workforce and Economic Development Customized Training as required.

Make public presentations to civic, business, educational and other groups to provide information concerning NEIT, FIT, MCP, and other industry services.

Represent the Economic Development Services section and the North Carolina Community College System at various workshops, meetings, conferences, task forces, etc. based on designated industry or practices specialty areas.

The Regional Director regularly interacts with community college presidents and the Economic Development staff from local colleges, as well as state, regional, and local economic developers and business consultants.

Frequent travel by auto and air to observe jobs on factory floors.

Frequent, unscheduled or short-notice travel is required to obtain needed expertise in technical areas at a moment's notice to best represent the capabilities of the NCCCS and its member colleges.

CONTINUING EDUCATION AND WORKFORCE DEVELOPMENT

Travel Justification

1. In response to college dean requests, we attend quarterly continuing education (CE) deans meetings. There are three CE deans meetings per quarter (Eastern, Central, and Western). During these meetings, we inform the groups on current and upcoming programming and regulatory information and answer specific questions from meeting participants. Further, we distribute information from external regulatory organizations impacting continuing and workforce development course offerings.

2. Attend meetings as directed by the System President, the Executive Vice President, and the Vice President for Economic and Workforce Development. Presentations are made on behalf of the senior officials and at other times we represent the senior official on external boards or commissions as required by law.

3. At the request of college presidents, we participate in college program analysis visits with other System Office staff. On these occasions, we prepare an analysis of program offerings of the requesting college and present findings to the college president and other senior college officials.

4. Serve a System Office liaison to external organizations such as emergency and health services boards/commissions, other government agencies, and professional organizations representing business, industry, manufacturing, technology, and licensing/certifying bodies. From these activities, we inform organizations of the capacities and resources of the Community College System (CCS) and relay organizational workforce development needs to the colleges.

5. Serve as liaison to community college groups and assist the groups with planning professional development activities.

6. When requested, we meet with college officials to discuss programming issues or to brief newly promoted officials or officials new to the CCS. Some of these briefings take place in the System Office and some occur at the requesting college.

SMALL BUSINESS CENTER

Travel Justification

1. SBC evaluation visits. This is to comply with the SBCN Guidelines, which were approved by the State Board, that require that each SBC is evaluated every four years to assure quality of program services.

2. SBCN Professional Development relates to program quality and consist of networking and professional development activities at regional work sessions. There are three regions and each region meets three times per year. An annual state conference is held in August.

3. Attendance at state board meetings of partner organizations like SBTDC, REAL, NC World Trade Association, etc.

Human Resources Development
Travel Justification

Barbara Boyce

1. **Technical Assistance**: This refers to on-site visits to colleges for the purpose of providing technical assistance, consultation, and/or written recommendations regarding the operation of their HRD Program. Results--- I have aided colleges with plans that improve their outreach/recruitment efforts, instructional delivery and content, career counseling, job placement, student follow-up/tracking system as well as improvements in their relationships with internal departments and external agencies.

2. **Monitoring Visits**: According to HRD policy, all colleges will receive a monitoring and evaluation visit from the State HRD Office every five years. The visit will consist of the following: a preliminary meeting with the HRD Coordinator/Director and their Supervisor; a review and discussion of the college's current HRD Program Plan; a review of a random sampling of required HRD paperwork; and if time permits, a meeting with HRD staff and/or a visit to an HRD class. After each visit, a formal report will be written and sent back to the college. Results--- I have developed a schedule to monitor 12-15 colleges per year.

3. **Staff Development Training**: Each year the HRD State Office coordinates and/or partners with other departments to sponsor staff development training activities for local staff. The format of these training sessions range from half-day workshops to 3-day classroom training. The content of these training sessions usually focus on instructional methodology, program operations/policies and procedures, and orientation training of new coordinators. The location of these training sessions are spread across the state to minimize the need for overnight travel. Results—On average, I have conducted/attended 3-5 in-service staff development training sessions each year.

4. **Conferences/Train-the-Trainer Workshops**: Because of the constraints on travel at the local college, most HRD staff have limited opportunities to attend state and national conferences or Train-the-Trainer workshops. I try to attend as many as my budget will allow so that I can bring the information back to local staff. Results—Upon returning from a conference/workshops, I either reproduce and distribute the information to local staff or set up regional meetings to replicate the training that I have received. On average, I attend 2 state conferences, 1 national conference or train-the-trainer workshop, and 3-4 regional meetings.

CELLULAR PHONE SERVICES

PROGRAM: Cellular Phone Services - Executive Division (Account 532814)
CURRENT GENERAL FUND APPROPRIATION: $2,000
PERCENTAGE OF DEPARTMENT BUDGET: .02% **PERCENTAGE OF DIVISIONAL BUDGET:** .14%
YEAR-TO-DATE EXPENDITURES AS OF 12-31-00: $725
FUND BALANCES REMAINING: $1,275
PURPOSE AND GOALS OF PROGRAM: The following positions within the System Office have cellular telephones available to conduct state business: System President Assistant to President for Governmental Relations
RESULTS AND OUTCOMES OF PROGRAM: To increase productivity and have the ability to respond immediately to critical issues or concerns involving the Community College System.
DATE OF ORIGINAL GENERAL FUND APPROPRIATION: July 1, 1995
NUMBER OF FULL- AND PART-TIME POSITIONS: 2
PROGRAM DIRECTOR: H. Martin Lancaster, Stephen Scott

FURNITURE AND EQUIPMENT REPLACEMENT SCHEDULES

PROGRAM: Furniture and Equipment Replacement Schedules – Administration (Accounts 534500 to 534550)
CURRENT GENERAL FUND APPROPRIATION: $189,908
PERCENTAGE OF DEPARTMENT BUDGET: 1.70% **PERCENTAGE OF DIVISIONAL BUDGET:** 3.79%
YEAR-TO-DATE EXPENDITURES AS OF 12-31-00: $65,548
FUND BALANCES REMAINING: $124,360
PURPOSE AND GOALS OF PROGRAM: See attached Purpose
RESULTS AND OUTCOMES OF PROGRAM: See attached Results
DATE OF ORIGINAL GENERAL FUND APPROPRIATION: Historically in Continuation Budget plus additional appropriation of $141,000 on July 1, 1998
NUMBER OF FULL- AND PART-TIME POSITIONS: N/A
PROGRAM DIRECTOR: Brenda Rogers

Information Services Equipment Budget Results

A. Data Center Equipment

1. Description: Data Center UPS
Budget Amount: $18,000
Purpose: Replace the existing data center UPS (Uninteruptable Power Source)
Results: The existing UPS in the computer room no longer functions and must be replaced so that the servers located there will continue to function when unexpected power outages occur. Several small, stand-alone UPS units are being used with individual servers in the interim, but they do not provide adequate time to back-up and shut down the servers when the power fails outside of normal business hours. If a power failure occurs and the servers are not shut down, serious corruption of data files occurs and requires extensive work to restore and re-create files.

2. Description: Upgrades for Sun 250 server
Budget Amount: 2 disk drives @ $1,250, 1 memory expansion @ $1,500, 1 tape drive @ $6,000 for a total of $10,000
Purpose: Increase the capacity of the Sun E250 server that supports the development and maintenance of the community college software and the System Office web site.
Results: When the Sun 250 server was purchased in 1999-2000, the available funds were sufficient to purchase an 'entry level' configuration. Additional disk drives, memory and tape backup equipment will provide sufficient capacity for the server to meet current needs.

3. Description: Cisco Switch
Budget Amount: 2 @ $2,500 for a total of $5,000
Purpose: Backup for data center, floor expansion, and floor backup
Results: The Cisco switches provide IP connectivity for the servers and related equipment in the data center, both for the Caswell Bldg. networked computers and for external network connections (including the shared library automation system production and test servers, the data warehouse system, the community college software development and support, and the System Office Web server). As such, this represents a critical resource that must have both sufficient capacity and adequate backup to ensure that the servers are accessible.

4. Description: Sun 250 Computer System
Budget Amount: $40,058
Purpose: Support the new community college information system project
Results: The new community college information system is being implemented at eight community colleges during 2001-02 under a contract with Affiliated Computer Services for Datatel's Colleague administrative information system. Although the enhancements and testing are using a server provided by the contractor, the Information Services staff will be responsible for supporting this

software, and some components of the software that serve the entire community college system must run on a server at the System Office. Two Sun 250 servers are necessary for support and training and production of shared applications.

5. Description: Contingency
Budget Amount: $4,000
Purpose: Accommodate unexpected changes in configuration and price to above projects / purchases.

Data center Operations Subtotal: $77,058

B. System Office IT Equipment

1. Description: Tractor Feed Printers
Budget Amount: 5 @ $450 for a total of $2,250
Purpose: Replace printers used for mainframe printing
Results: The System Office accesses the ITS mainframe for eight System Office applications as well as the State accounting system (NCAS) which print requested reports on printers that are connected via the ITS data network. The five tractor-feed printers are seven years old and need to be replaced to ensure that the reports can be printed reliably.

2. Description: Laptop Computers
Budget Amount: 5 @ $2,100 for a total of $10,500
Purpose: Replace AST systems
Results: Each Division within the System Office is assigned a laptop computer for use by the Vice Presidents and their staff members when they travel on business, including numerous presentations at system-wide meetings and conferences. The existing laptop computers are old models that are no longer covered by warranty and no longer have sufficient memory and disk capacity and processor speed to effectively run current software.

3. Description: Desktop Computers
Budget Amount: 54 @ $1,300 for a total of $70,200
Purpose: Replace 3-year old systems
Results: Replace approximately one-third of the existing desktop computers that are old models that are no longer covered by warranty and no longer have sufficient memory and disk capacity and processor speed to effectively run current software.

4. Description: Laser Printers
Budget Amount: 1 @ $3,200 $3,200
Purpose: Replace Finance Printer
Results: The old laser printer that is used by the Finance & Business Div. will be replaced with a new printer to will provide needed reliability and capacity

5. Description: Laser Printers
Budget Amount: 3 @ $1,800 for a total of $5,400
Purpose: ISFF Project, and relpacements of existing 4Sis

Results: An additional printer is needed for the project coordination office of the Information System for the Future project, and replacements are needed for two old printers to provide needed reliability and capacity.

6. Description: Office Furniture
   Budget Amount: $6,000
   Purpose: Furniture for ISFF Project Coordination staff
   Results: Furniture for staff in the Information Systems for the Future Project Coordination office.
7. Description: Scanner
   Budget Amount: $500
   Purpose: Customer Service Section
   Results: A scanner will enable the Customer Service section to include scanned charts, diagrams, etc. in documentation and training materials.
8. Description: LCD Projector
   Budget Amount: $5,000
   Purpose: For Information Systems for the Future Project
   Results: An LCD projector is required to support the training sessions of the college information system and data warehouse projects
9. Description: Contingency
   Budget Amount: $7,000
   Purpose: Accommodate unexpected changes in configuration and price to above projects / purchases.

Subtotal - System Office Equipment: $110,050

PROGRAM: Furniture and Equipment Replacement Schedules – Business and Finance (Accounts 534500 to 534550)
CURRENT GENERAL FUND APPROPRIATION: $17,008
PERCENTAGE OF DEPARTMENT BUDGET: .15% **PERCENTAGE OF DIVISIONAL BUDGET:** .99%
YEAR-TO-DATE EXPENDITURES AS OF 12-31-00: $199
FUND BALANCES REMAINING: $16,809
PURPOSE AND GOALS OF PROGRAM: To provide new or replacement furniture and equipment for or benefiting the 183 employees of the System Office.
RESULTS AND OUTCOMES OF PROGRAM: During 1999-2000, the System Office purchased file cabinets, bookshelves, work station chairs, office chairs, paper shredder for payroll records, conference table and chairs for the new division of Economic and Workforce Development, a conference call telephone system for the System Office, and a boardroom podium.
DATE OF ORIGINAL GENERAL FUND APPROPRIATION: Historically in Continuation Budget
NUMBER OF FULL- AND PART-TIME POSITIONS: N/A
PROGRAM DIRECTOR: Kennon Briggs

PROGRAM: Furniture and Equipment Replacement Schedules – Academic and Student Services (Accounts 534500 to 534550)
CURRENT GENERAL FUND APPROPRIATION: $300
PERCENTAGE OF DEPARTMENT BUDGET: .00% **PERCENTAGE OF DIVISIONAL BUDGET:** .02%
YEAR-TO-DATE EXPENDITURES AS OF 12-31-00: $296
FUND BALANCES REMAINING: $4
PURPOSE AND GOALS OF PROGRAM: To provide new or replacement furniture and equipment for or benefiting employees within the Academic and Student Services Division.
RESULTS AND OUTCOMES OF PROGRAM: Replacement of a chair within the Student Services section.
DATE OF ORIGINAL GENERAL FUND APPROPRIATION: September 2000
NUMBER OF FULL- AND PART-TIME POSITIONS: N/A
PROGRAM DIRECTOR: Delores Parker

SPECIAL FUND CASH BALANCE AS OF DECEMBER 31, 2000

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Modified Zero-Based Budgeting Approach

Following is a description of the special fund cash balances listed on the Joint Appropriations Subcommittee's modified Zero-Based Budgeting Approach dated February 15, 2001, item 13 as follows:

13. Special fund cash balances (2xxxx budget codes)

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Special Fund Cash Balance as of December 31, 2000

Program	Description	Cash Balances
NCIH Grant	State grant balance to cover any monthly NCIH excess usage fee assessed by Information Technology Services.	$289
Motorcycle Training	Receipt supported program through the additional $3.00 tax imposed on each private motorcycle registered with the Division of Motor Vehicles. The receipts support a statewide motorcycle safety instruction program delivered in accordance with NC General Statutes Article 6A, Section 115D-72.	$446,661
Worker Training Trust Fund	Receipt supported programs from the Worker Training Trust Fund to continue the Focused Industrial Training Program; fund a training program in entrepreneurial skills to be operated by North Carolina REAL Enterprises; and, funding for the Hosiery Technology Center and the Composites Testing and Training Center. [House Bill 1840, Section 16.14(b)(3), (5), (8) (9)]	$1,714,966
Child Care and Development Fund	Temporary Assistance to Needy Families (TANF) Block Grant appropriated by the General Assembly in Senate Bill 352 to establish three model early childhood education centers at three community colleges representing geographical regions of North Carolina. This grant ended September 30, 2000, and the $2,576 balance was refunded to the North Carolina Department of Health and Human Services in March 2001.	$2,576

Program	Description	Cash Balances
Vocational Education	Federal grant from the U.S. Department of Education used to support the Carl D. Perkins Vocational and Technical Education Act of 1998 to develop more fully the academic, vocational, and technical skills of post-secondary students who elect to enroll in vocational and technical education programs, including tech-prep education.	$20,733
Learning Disabilities Training	Private grant from the Laubach Literacy Action/Literacy Volunteers of America, Inc., to increase the capacity of volunteer literacy organizations to work with adults with learning disabilities.	$9,377
Inmate Education Program	State funding from the Department of Correction to contract with small community colleges who could not afford to provide education and training for inmates.	$50,000
W.K. Kellogg Foundation	Private grant from the W.K. Kellogg Foundation for the purpose of assisting in conducting a global education professional development conference; identifying strategies that will enable colleges to address trends, issues, and challenges facing the changing population of learners; and, providing professional development opportunities for the System Office.	$77,196
HB 275 – Training and Employment	Receipt supported programs from the mandatory training and reemployment contribution levied upon employers in accordance with the 1999 Session of the General Assembly, House Bill 275. Funds are used for non-reverting equipment and technology; non-reverting start-up funding for regional and cooperative initiatives; New and Expanding Industry Training programs; and, enhancing Focused Industrial Training programs.	$26,978,535

Program	Description	Cash Balances
Proprietary Schools	License and renewal fees received by a proprietary trade school, proprietary technical school, proprietary business school, or correspondence school in accordance with Article 8, 115D-92. Funds are used to support administrative costs including costs associated with the investigation of all schools applying for a license, or the inspection of all licensed schools.	$67,806
Science Education Partnership	Federal grant from the National Institutes of Health via a contract with the University of North Carolina – General Administration to develop and implement a model program designed to increase the number of students who participate in advanced education and training which leads to a baccalaureate degree in biology, chemistry, or mathematics.	$291
	TOTAL SPECIAL FUND CASH BALANCE (26800 Budget Code):	**$29,368,430**

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Special Fund Budgets and Expenditures

Program	Budgeted	Expended	Balance
NCIH Grant	$2,584	$2,295	$289
Motorcycle Training	320,000	100,826	219,174
Worker Training Trust Fund	2,346,000	935,478	1,410,522
Child Care and Development Fund	161,100	158,524	2,576
Vocational Education	12,152,678	2,535,020	9,617,658
Learning Disabilities Training	10,273	760	9,513
Inmate Education Program	50,000	44	49,956
W.K. Kellogg Foundation	79,951	2,755	77,196
HB 275 Training and Employment	33,830,883	7,861,883	25,969,000
Proprietary Schools	19,948	5,759	14,189
Science Education Partnership	44,998	11,243	33,755
TOTAL:	**$49,018,415**	**$11,614,587**	**$37,403,828**

Joint Appropriations on Education Committee

Agenda

Tuesday April 10, 2001, 8:30 a.m.
Room 421, Legislative Office Building

Representative Doug Yongue, Chairing

Governor's Recommendations for Community College Budget	Elizabeth Grovenstein *Office of State Budget*
Overview of Community College System	Kristine Leggett *Fiscal Research Division*
Community College System Office	Kennon Briggs *VP, Division of Business & Finance* *NC Community College System*

House Appropriations Subcommittee on Education
Rep. Boyd-McIntyre (Chair)
Rep. Rogers (Chair)
Rep. Yongue (Chair)
Rep. Barnhart, Rep. Bell, Rep. Bonner, Rep. Carpenter
Rep. Holmes, Rep. McLawhorn, Rep. Michaux,
Rep. Morgan, Rep. Preston, Rep. Russell, Rep. Smith,
Rep. Teague, Rep. Warner

Senate Appropriations on Education/Higher Education
Sen. Lucas (Chair)
Sen. Garrou (Chair)
Sen. Dalton (Chair)
Sen. Carter, Sen. Cunningham, Sen. Garwood, Sen. Hartsell,
Sen. Wellons

MINUTES

JOINT APPROPRIATIONS SUB COMMITTEE ON EDUCATION

April 10, 2001 – 1:30 p.m.

Co-Chairman Representative Douglas Yongue called the meeting to order. All Senate members were present. House members present were Representatives Rogers, Yongue, Bonner, Carpenter, McLawhorn, Russell, Smith, Teague and Warner. Absent House members were Representatives Barnhart, Boyd-McIntyre, Bell, Holmes, Morgan, Michaux, and Preston.

The first order of business was a continuation of the presentation by Mr. Kennon Briggs with the North Carolina Community College System from the morning session. This included an overview of rental lease of equipment, travel and other employee expenses, cellular phone services and furniture and equipment replacement schedules. **(See attached pages 81 – 127 for detailed information regarding these budget matters.)** Representative Carpenter asked how much employees were reimbursed for travel and Mr. Briggs stated that community college employees were paid at 23 cents per mile, which is less than the state rate. He also stated that replacement of furniture and other such purchases were put on hold as of November 30, due to funds needing to be converted to the General Fund.

The next order of business was a presentation of the community college funding formula presented by Kennon Briggs. **(For detailed explanation of this process, please see pages 3 – 21 of book entitled, "The State Aid Formula Budget: A 10 Year History of Funding Adjustments by the Dept. of Community Colleges." Green book).** Senator Carter wanted to make sure he was correct in thinking that the General Assembly devised the formula in use for funding. Charlotte Todd of the Fiscal Research staff, explained that the General Assembly had set out the directives of what they wanted accomplished and that the General Assembly had allowed a flexibility in this funding to allow the community colleges to accomplish these directives to the best of their ability.

On page 16 of the green book attached, is listed a list of suggested positions that every community college needs to open its doors to students. Mr. Briggs explained that not all of these positions were titled the same at every community college. Senator Lucas wanted to know if every community college had all of the positions listed. Dr. Ed Wilson, President of Wayne Community College and Dr. Bryan Brooks, President of Davidson Community College stated that in their colleges they had basically these positions but they had different titles and some positions were doing double duty.

The next item of business was an explanation of the evolution of ratios, allocating instructional dollars in relationship to class size by Mr. Briggs. **(See pages 22-29 of the green book for details.).**

Minutes
April 10, 2001
Continued

The meeting was then adjourned.

Respectfully submitted,

Representative Douglas Y. Yongue, Co-Chair

Jenny Umstead, Committee Assistant

VISITOR REGISTRATION SHEET

APPROPRIATIONS Subcommittee on Education April 10, 2001 1:00 p.m.

Name of Committee Date

VISITORS: PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Steve Scott	NCCCS
Ed Wilson	Wayne CC
Charles Russell	Pitt CC
J Bryan Brooks	Davidson CCC
Alice L. Smith	NCCCS
John Malia	NCCCS
David A. Chesley	UNC ASG
[illegible]	Public School Forum NC
Sylvester McKay	College of the Albemarle
Delano A. Parker	NCCCS
Randy Whitfield	NCCCS
Karlie Briggs	NCCCS
[illegible]	NCASA

VISITOR REGISTRATION SHEET

APPROPRIATIONS Subcommittee on Education April 10, 2001 1:00 p.m.

Name of Committee Date

VISITORS: PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Donald Anderson	Guilford Tech CC - Jamestown, NC
Jim Davies	N. C. Community College Faculty Assoc.
Don Wildman	N.C. Community College Faculty Association
Cliff Mitchell	NC Community College Faculty Association
JIM CORBETT	" " " TRUSTEES "
Helen Donaldson	" " " " "
Hal Miller	" " " " "
Elizabeth Grovenstein	OSBPM
Lee Adams	"
Angie Jones	OSBPM
Sam Lee	OSBPM
David Brown	OSBPM

Joint Appropriations on Education Committee

Agenda

Tuesday April 10, 2001, 1:00 p.m.
Room 421, Legislative Office Building

Representative Doug Yongue, Chairing

Community College System Office	Kennon Briggs *NCCCS*
Community College Funding Formula	Kennon Briggs *NCCCS*

House Appropriations Subcommittee on Education
Rep. Boyd-McIntyre (Chair)
Rep. Rogers (Chair)
Rep. Yongue (Chair)
Rep. Barnhart, Rep. Bell, Rep. Bonner, Rep. Carpenter
Rep. Holmes, Rep. McLawhorn, Rep. Michaux,
Rep. Morgan, Rep. Preston, Rep. Russell, Rep. Smith,
Rep. Teague, Rep. Warner

Senate Appropriations on Education/Higher Education
Sen. Lucas (Chair)
Sen. Garrou (Chair)
Sen. Dalton (Chair)
Sen. Carter, Sen. Cunningham, Sen. Garwood, Sen. Hartsell,
Sen. Wellons

RENTAL/LEASE OF EQUIPMENT

PROGRAM: Rental/Lease of Equipment (Account 532521 to 532525)

CURRENT GENERAL FUND APPROPRIATION: $566

PERCENTAGE OF DEPARTMENT BUDGET: .01%

PERCENTAGE OF DIVISIONAL BUDGET: All divisions included - .01%

YEAR-TO-DATE EXPENDITURES AS OF 12-31-00: $212

FUND BALANCES REMAINING: $354

PURPOSE AND GOALS OF PROGRAM: Renewal of annual rental agreement for pager service for the following positions within the System Office:

Assistant to President for Public Information
Assistant to President for Governmental Relations
Assistant to President for Board and Education Liaison
IS Technical Support Technician
Coordinator of Departmental Services

RESULTS AND OUTCOMES OF PROGRAM: To increase productivity by having the ability to respond immediately to critical issues or concerns involving the Community College System. Included is an information technology staff member who supports the internal information systems and a department services staff member who responds to facilities issues at the System Office.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: July 1, 1996

NUMBER OF FULL- AND PART-TIME POSITIONS: 5

PROGRAM DIRECTOR: Stephen Scott, Brenda Rogers, Kennon Briggs

TRAVEL AND OTHER EMPLOYEE EXPENSE

PROGRAM: Travel and Other Employee Expense – Executive Division (Accounts 5327XX)

CURRENT GENERAL FUND APPROPRIATION: $84,819

PERCENTAGE OF DEPARTMENT BUDGET: .76%

PERCENTAGE OF DIVISIONAL BUDGET: 5.88%

YEAR-TO-DATE EXPENDITURES AS OF 12-31-00: $38,752

FUND BALANCES REMAINING: $46,067

PURPOSE AND GOALS OF PROGRAM: Travel expenses for the Executive Division is linked to the mission of the North Carolina Community College System for the purpose of supporting all operational activities within the community college system. The division implements the goals and objectives of the State Board of Community Colleges, provides leadership to the community colleges and system office, and serves as a convener and catalyst for collaboration and cooperation with public, private and business groups. The Executive Division facilitates communication and serves as a conduit on system operations, governmental, regulatory and legal matters.

RESULTS AND OUTCOMES OF PROGRAM:

The System President and staff members visit all 59 institutions on an annual basis. Also, the System President travels more than 25,000 miles each year to meet with business and industry leaders, economic development prospects, educational leaders and community and governmental leaders. This travel and high level of contact has increased collaboration with business and industry as evidenced by a recent donation of property by BASF valued at over $20 million to one of our community colleges.

Collaboration is also evidenced by a regional plastics consortium in the east, an e-commerce consortium in the west, and a computer consortium in the piedmont.

By General Assembly design and appointments, the 21-member State Board of Community Colleges has membership from all around the state. The State Board of Community Colleges meets a minimum of ten times per year as a Board and meets once per year with the Governing Boards of UNC and the Public Schools. Statewide representation requires expenditures for travel as members travel to Raleigh and other parts of the state to carry out their responsibilities.

Legal staff travel around the state to hold four public hearings each year and conduct workshops for the 59 institutions.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: Historically in Continuation Budget

NUMBER OF FULL- AND PART-TIME POSITIONS: 17.5

PROGRAM DIRECTOR: H. Martin Lancaster, Stephen Scott

PROGRAM: Travel and Other Employee Expense – Administration (Accounts 5327XX)
CURRENT GENERAL FUND APPROPRIATION: $108,448
PERCENTAGE OF DEPARTMENT BUDGET: .97% **PERCENTAGE OF DIVISIONAL BUDGET:** 2.17%
YEAR-TO-DATE EXPENDITURES AS OF 12-31-00: $40,323
FUND BALANCES REMAINING: $68,125
PURPOSE AND GOALS OF PROGRAM: Travel expenses for the Administration Division is linked to the mission of the North Carolina Community College System for the purpose of providing leadership and support to the community college System Office through policy development, coordination of planning and accountability, the development of information and reporting systems, negotiation and brokerage of goods and services, and technical assistance. The division supports the staff of the System Office through human resource development, planning and organizational development functions. The division engages in planning, research, program auditing, staff training and implementing information technology for promoting change and improvement at the constituent institutions and the System Office. A commitment to customer service and the use of information for improving policies, practices and programs unifies work units with diverse functions.
RESULTS AND OUTCOMES OF PROGRAM: See attached Results and Outcomes
DATE OF ORIGINAL GENERAL FUND APPROPRIATION: Historically in Continuation Budget
NUMBER OF FULL- AND PART-TIME POSITIONS: 71.0
PROGRAM DIRECTOR: Brenda Rogers

Budget Justification: Travel
Vice President for Administration

1. Presentations to various groups: Colleges request presentations to local boards of trustees, faculty groups, and senior administrators on distance learning issues, performance measures and funding, system's strategic plan and planning process, new management information system, library automation, etc. The outcome is the dissemination of information about the goals and activities of the NCCCS to our constituencies.
2. Meetings of statewide committees: Planning Council, Distance Learning Council, Steering Committee for the Information Systems for the Future, Wireless Consortium, Performance Measures and Standards Task Force, etc. The outcome is that policies and plans for the NCCCS are developed through these committees.
3. System-related conferences: This activity consists of making presentations to and participating in conferences relative to community colleges. Included would be off-site meetings of the State Board, the Presidents' Association, and the many associations related to our system (CCPRO, Regional Deans' meetings, Instructional Administrators, Adult Education, and Finance). I am frequently asked to give an update from the System Office, covering my division as well as other areas, such as the budget. The outcome of this activity is a better informed college community and the gathering of input from the colleges on items such as performance funding. Through participating in these conferences, I learn what the issues and concerns of our colleges.
4. Regional and national Conferences: I have tried to keep up with national issues related to community colleges, to planning and institutional research, and to technology through attending conferences sponsored by the Southern Association of Institutional Research, the Association of Institutional Research, the Southern Association of Colleges and Schools, and the American Association of Community Colleges. I frequently present at these meetings so that I am disseminating information about our system to others. I attend no more than one regional and one national conference each year. The outcome of this activity is professional development; knowledge of what is happening in other states; and the opportunity to publicize what is occurring in the North Carolina Community College System.

Information Resources & Technology - Travel Budget Results

1. Description: Staff Training
   Budget Amount:
   Purpose: Travel, subsistence, etc. expenses associated with formal training of professional / technical staff members
   Results: Professional and technical staff members attend formal training training classes in (examples) that provide them with specific professional and technical skills that are required for successful performance of job duties, including (examples).

2. Description: System-wide / National Meeting & Conference Participation
   Budget Amount:
   Purpose: Travel, subsistence, etc. expenses for professional and technical staff to participate in system-wide and national meetings and conferences.
   Results: Professional and technical staff members participate in system-wide and national meetings and conferences, frequently as 'presenters' providing information about System Office policies, projects and activities, and exchanging information and ideas with representatives of community colleges and other organizations, including (examples).

3. Description: Special Projects
   Budget Amount:
   Purpose: Travel, subsistence, etc. for professional / technical staff participation in special projects.
   Results: Professional and technical staff participate in special projects by providing leadership and support for collaborative efforts with community colleges and other organizations on specific projects and initiatives, including (examples)

4. Description: Technical Assistance to Community Colleges
   Budget Amount:
   Purpose: Travel, subsistence, etc. for professional and technical staff members to provide technical assistance to community colleges.
   Results: Community colleges are provided with technical and professional information and advice, based on abroad range of experience across multiple colleges, that enables them to more effectively make decisions and meet college objectives. Examples include

Information Services - Travel Budget Results

1. Description: Staff Training
   Budget Amount: $6,081 (18%)
   Purpose: Travel, subsistence, etc. expenses associated with formal training of professional / technical staff members
   Results: Professional and technical staff members attend formal training training classes in Business Objects, Sybase, Unix Administration, Web Page Management, Novell Groupwise, and Web Site Organization that provide them with specific professional and technical skills that are required for successful performance of job duties, including Business Objects Universe and Report Design, Sybase Database Design and Administration, Web Master Administration Activities, Sun Unix System Administration and IBM Unix System Administration, and Novell Groupwise Administration and Support.

2. Description: System-wide / National Meeting & Conference Participation
   Budget Amount: $8,260 (24%)
   Purpose: Travel, subsistence, etc. expenses for professional and technical staff to participate in system-wide and national meetings and conferences.
   Results: Professional and technical staff members participate in system-wide and national meetings and conferences, frequently as 'presenters' providing information about System Office policies, projects and activities, and exchanging information and ideas with representatives of community colleges and other organizations, including NC IIPS User Group Meetings, Speede Electronic Data Interchange Conference, and various Professional organizations that support the North Carolina Community College System.

3. Description: Special Projects / New Systems Development
   Budget Amount: $17,128 (50%)
   Purpose: Travel, subsistence, etc. for professional / technical staff participation in special projects.
   Results: Professional and technical staff participate in special projects by providing leadership and support for collaborative efforts with community colleges and other organizations on specific projects and initiatives, including the College Information Systems Project and the Data Warehouse Project.

4. Description: Technical Assistance to Community Colleges
   Budget Amount: $2,824 (8%)
   Purpose: Travel, subsistence, etc. for professional and technical staff members to provide technical assistance to community colleges.

Results: Community colleges are provided with technical and professional information and advice, based on abroad range of experience across multiple colleges, that enables them to more effectively make decisions and meet college objectives. Examples include review of system and network configurations, college-level Information Services organization, user training, and user operation issues.

TELECOMMUNICATIONS

Travel Justification

Technical Assistance to Community Colleges .....%50

Sometimes our colleges need help in policies and procedures. For example, regarding the ITFS Project, the entire Jacksonville market was a mess. In reading the documents, I discovered that the same names [of individual persons] kept appearing on the license applications under different institutional names. Those four institutional names were all the Onslow County Public Schools. The motive of the school people was to file four time believing that increased their chances of getting one. They did not realize that they were cutting the chances of community colleges.

In some cases things can be done on the telephone. In other cases the NCIH is sufficient. But there are times when the college personnel want me there on their campus so that I can see what they a planning to do.

Special projects $15

An example of special projects is the N. C. National Guard Project whereby they install a video classroom which the college is free to use when the Guard is not using it. The Guard has to schedule just like anyone else and most of their training events are on weekends. The presidents are suspicious of this. They believe that there is some kind of hidden agenda. They want to hear it from me. My counterpart at the Guard wants me on college visits because I understand both of the partners--the Guard and community college/

System-Wide Meetings & Conferences ..... %25

I need to attend some of the Presidents Association meetings when distance learning or information technologies are discussed. I need to attend some of the conferences of our own people. For example, I need to attend the Basic Skills Conference to encourage them to make more use of the NCIH.

Staff Training ..... %10

Forget about the outrageous charges made by private sector training companies. Forget about out of state conferences and workshops. I need, for example, to visit Southwestern Community College in order to learn how their regional network continues to prosper when the state network is in trouble. I have done some of this on the NCIH, but I need to go there for two or three days to learn from five or six people.

Budget Justification: Travel
Planning and Research Section

1. Technical assistance to the colleges: 50% of budget. This activity covers all technical assistance delivered to the colleges on site. This includes training and error resolution with SAS and SPSS software; conducting workshops on planning, performance measures, accountability, etc, with faculty and staff; working with SACS self-study teams on institutional effectiveness; paying costs for System environmental scanning team and planning council activities; orienting new personnel to planning and accountability requirements; working with colleges on Multi-Campus and Off-Campus Center applications/feasibility studies; and other topics as requested. As a result of these activities, faculty and staff at the colleges are more knowledgeable concerning state requirements, colleges have the skills for tracking performance data, State Board mandates are carried out, and colleges are more prepared for reaccredidation.

2. System related conferences: 25% of budget. This activity consists of participating in conferences and meetings relative to the colleges. Included would be off-site meetings of the State Board, the Presidents' Association, and the many associations related to our system (Instructional Administrators, Adult Education, and Finance). We are asked to make presentations on items related to planning and research and report on changes that are underway. The outcome of this activity is a better informed college community and the gathering of input from the colleges on items such as performance funding.

3. National Conferences: 25% of budget. This activity consists of participating in national meetings related to planning and research. Included would be the meeting of the Southern Regional Education Board Data Coordinators as well as conferences such as the Association of Institutional Research. The outcome of this activity is professional development and growth of the Planning and Research staff, enabling them to do their jobs better; knowledge of what is happening in other states; and the opportunity to publicize what is occurring in the North Carolina Community College System.

LIBRARY RESOURCES - Travel Budget Results

In the spring of 1998, Library Resources began a bid process for the CCLINC Library System that lasted until June 2000. During the bid process, Library Resources personnel did not participate in many local, state, regional, and national meetings because of the time constraints for completing the bid process.

Since July 1, 2000, Library Resources has been implementing the library system and migrating the CCLINC libraries. The migration has had numerous difficulties which have required Library Resources personnel to minimize travel.

Library Resources hopes that budget decisions will take into consideration the inability of personnel to participate in "regular" travel requirements due to the bid process and migration. Library Resources should not be penalized by a reduction in their travel budget.

1. Description: Staff Training
   Budget Amount:
   Purpose: Travel, subsistence, etc. expenses associated with formal training of professional / technical staff members
   Results: Professional and technical staff members attended formal training classes in Computer Application software (MSWord, Excel, Powerpoint) so they could be used in daily activities, Sirsi software training to prepare for and implement the Unicorn Academe library system, and Solinet training to update knowledge and enhance use of Unicorn Cataloging and SmartPort/Z39.50 interface. The training provided them with specific skills that are required for successful performance of job duties.

2. Description: System-wide / National Meeting & Conference Participation
   Budget Amount:
   Purpose: Travel, subsistence, etc. expenses for professional and technical staff to participate in system-wide and national meetings and conferences.
   Results: Professional and technical staff members participated in system-wide (local and state) and national meetings and conferences, frequently as 'presenters' providing information about System Office policies, projects and activities, and exchanging information and ideas with representatives of community colleges and other organizations. This included but was not limited to IIPS, Distance Ed, NCCCLRA, Sirsi Users, Solinet, etc. Staff also serve on the Executive Boards and Committees of several organizations.

3. Description: Special Projects
   Budget Amount:
   Purpose: Travel, subsistence, etc. for professional / technical staff participation in special projects.
   Results: Professional and technical staff participate in special projects by providing leadership and support for collaborative efforts with community colleges and other organizations on specific projects and initiatives, including but not limited to conducting Unicorn SmartPort training classes, representing community college interest on the Interlibrary Loan Cooperative Committee and the NC Preservation Consortium.

4. Description: Technical Assistance to Community Colleges
   Budget Amount:
   Purpose: Travel, subsistence, etc. for professional and technical staff members to provide technical assistance to community colleges.
   Results: Community colleges are provided with technical and professional information and advice, based on abroad range of experience across multiple colleges, that enables them to more effectively make decisions and meet college objectives.

These activities include conducting planning sessions with colleges joining the CCLINC consortium, working with CCCLA representatives on group licensing of electronic resources, serving as technical resource advisors to CCLINC Committees making decisions about implementing the Sirsi library system, etc.

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

PROGRAM AUDIT SERVICES SECTION

March 28, 2001

PURPOSE: The purpose of the Program Audit ServicesSection is to ensure the accountability and credibility of the North Carolina Community College System in a consultative and proactive manner. This is accomplished by conducting annual program audits of each of the 58 colleges thereby ensuring programmatic compliance with the North Carolina General Statutes, the North Carolina Administrative Code, State Board of Community Colleges policies and the North Carolina Community College System Office guidelines.

Annual program audits are conducted at each of the 58 community colleges in the System to ensure that reporting practices, procedures for delivering instruction, and program classifications are in compliance with the laws, policies, and guidelines of the aforementioned regulations and governance bodies. This on site review is necessary to ensure that program operations and subsequent reporting of FTE generated is consistent with published operating procedures.

Additionally, the Program Audit Services staff provides consultation to the colleges through the interpretation and clarification of applicable laws, policies, procedures, guidelines, and reporting requirements.

PROCESS: The annual program audits include reviews of programmatic and related fiscal operations at each of the 58 colleges through desk top reviews and on site review of activities being conducted and documentation of such instructional activities. The desk top audits consist of samples of specific data relating to funding allocations. Then, the auditing staff conducts on site reviews to reconcile the paper and electronic documentation of program operations with the actual operation and delivery of such program activities as are reported for the future funding through the FTE formula.

CURRENT STATUS OF PROGRAM AUDITS: To date, following is the status of the work plan to conduct program audits for the 58 colleges:

Completed:	24
Completed and Preliminary Reports to Colleges:	6
Completed and Report Being Prepared:	4
On-site Audits Currently Being Conducted:	5
Audit to be Conducted:	19

REQUIREMENT FOR PROGRAM AUDITS: Chapter 321 of the 1993 Session Laws , Section 104(a) requires a 25% audit sample size; Chapter 324 of the 1995 Session Laws, Section 16.3 requires a 25% penalty in addition to an audit exception cited. The program audit function was created in 1973 in response to the General Assembly's concern about inappropriate activities whereby colleges were submitting incorrect reports that allowed colleges to receive state funds for such activities.

PROGRAM: Travel and Other Employee Expense – Business and Finance (Accounts 5327XX)

CURRENT GENERAL FUND APPROPRIATION: $28,224

PERCENTAGE OF DEPARTMENT BUDGET: .25%

PERCENTAGE OF DIVISIONAL BUDGET: 1.65%

YEAR-TO-DATE EXPENDITURES AS OF 12-31-00: $10,315

FUND BALANCES REMAINING: $17,909

PURPOSE AND GOALS OF PROGRAM: Travel expenses for the Division of Business and Finance is linked to the mission of the North Carolina Community College System for the purpose of supporting the efforts of the colleges and the System Office by procuring and providing an equitable distribution of resources, by assisting them in the management of these resources, and in assuring the citizens of the State of North Carolina that community colleges are good stewards of public resources.

RESULTS AND OUTCOMES OF PROGRAM: Presentations to statewide community college meetings for business officials, facility and staff associations, etc., to discuss accounting and procedural changes, legislative updates, including requirements mandated by legislative actions. Travel to individual community colleges to provide on-site technical assistance as required including participation on interview teams in the selection of chief finance officers.

In addition to normal duties, there are several major ongoing initiatives within this section that will increase our needs for travel.

1. This section is responsible for the implementation of the $600 million community college construction bond program. As such, this section will be responsible for disseminating information through conferences, workshops, and meetings with such groups as the Community College Presidents' Association, the Association of Community College Business Officials, the Association of Community College Facility Operations, and the Community College Trustees' Association. As a part of monitoring the over 400 community college bond construction projects, we will officiate at construction bid openings and represent the State Board of Community Colleges at the final inspection of construction projects. We will also meet with other civic groups and business associations to represent the system Office and present information to them about the bond program and possible opportunities available to their membership. We will participate in workshops promoting Sustainable Buildings, Energy Saving Building programs, and HUB participation.

2. This section is responsible for purchasing at the System Office and is the central point for disseminating purchasing procedures for the 59 community colleges. As such, we will be assisting with the coordination of the new E-Procurement purchasing program being promoted by Governor Easley along with the fledging IT Procurement program. It will necessitate our attending workshops to learn about the programs so that we can use them ourselves as well as to help educate and explain the implications to the community college personnel. Neither of these programs is mandatory for the community colleges. Staff are also heavily involved in the implementation of the purchasing module for the new college information system to be used by the community college system. This program will begin with eight pilot colleges on July 1, 2001. Again our involvement will include helping to explain the system to the 59 community colleges through conferences and regional meetings.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: Historically in Continuation Budget
NUMBER OF FULL- AND PART-TIME POSITIONS: 28.5
PROGRAM DIRECTOR: Kennon Briggs

PROGRAM: Travel and Other Employee Expenses – Academic and Student Services (Accounts 5327XX)
CURRENT GENERAL FUND APPROPRIATION: $67,495
PERCENTAGE OF DEPARTMENT BUDGET: .60% **PERCENTAGE OF DIVISIONAL BUDGET:** 3.48%
YEAR-TO-DATE EXPENDITURES AS OF 12-31-00: $28,690
FUND BALANCES REMAINING: $38,805
PURPOSE AND GOALS OF PROGRAM: Travel expenses for the Division of Academic and Student Services is linked to the missions of the North Carolina Community College System (NCCCS) for the purpose of providing leadership and support to community colleges in offering quality education for diverse learners in a changing workplace. The division enhances teaching and learning at the college level through resource development, assessment and dissemination of best practices, program development and accountability, recruitment and retention of faculty and staff, global education, and instructional technologies. The division supports the open door policy and lifelong learning.
RESULTS AND OUTCOMES OF PROGRAM: See attached Results and Outcomes.
DATE OF ORIGINAL GENERAL FUND APPROPRIATION: Historically in Continuation Budget
NUMBER OF FULL- AND PART-TIME POSITIONS: 28.5
PROGRAM DIRECTOR: Delores Parker

Justification for Travel
Program Services

The Program Services section of the System Office requires travel for the following purposes:

- **Curriculum Program Applications:** It is the responsibility of the Program Services section to assist the colleges in the development and implementation of curriculum programs. The staff works with the colleges and industry to develop curriculum programs and continuing education courses that meet local industry training needs to assist in the economic development of the local communities. In order to provide the necessary information and assistance the staff must travel to the local colleges to meet with college staff and industry representatives to determine the best way to address their training needs, whether it should be via curriculum programs or short term continuing education courses. This is done to make sure the staff has regional programs that serve a large population and the staff reduces the need for duplicating high cost programs. **Outcomes:** The staff processed 35 curriculum applications for the year 2000 and has processed 20 curriculum application so far for 2001.

- **Common Course Library (CCL):** It is the responsibility of the Programs staff to maintain the Systems Common Course Library to make sure that courses that are offered through the Community College system are up-to-date, are not duplicative, and are designed to teach specific job competencies. This requires meeting with groups of instructors and industry representatives to ensure that the information in the courses are accurate and that the courses meet all of the State Board of Community Colleges requirements according to the administrative code and procedures approved by the State Board. **Outcomes:** The staff consulted on and reviewed for the Curriculum Review Committee to act on 60 new courses and 99 revisions to courses to the CCL in 2000 and so far to date have reviewed 34 new courses and 25 course revisions. The staff also reviewed 36 new courses as part of "new to the system" programs and revised 8 curriculum standards.

- **Electronic Programs of Study:** It is the responsibility of the staff to review and approve electronic programs of study. The software system used by the System requires colleges to load their curriculum programs into a database so the Program Auditors for the system can evaluate courses and programs to see if they conform to the requirements of the Common Course Library and the Curriculum Standards approved State Board. It is the responsibility of the Programs section to provide staff development for college personnel on how to load their programs into the

software and assist the individual colleges in resolving problems that may arise with their programs. This requires travel to the colleges to review programs of study at the local institution to work out their individual problems. Without the information being entered correctly colleges have the potential of auditing problems, reports to the System Office will not be accurate, and the colleges could lose monies for FTE generated. **Outcomes:** The staff reviewed 1,468 programs of study for the colleges last year and has reviewed 492 from January 1 to March 21, 2001.

- **Curriculum Review Committee (CRC):** The CRC was approved by the North Carolina State Board of Community Colleges to review request from the colleges to add new courses to the CCL or to revise existing courses. The CRC is composed of Presidents and Chief Academic Offices from representing colleges across the state. Programs staff is responsible for performing all work of the committee. This includes reviewing requests from colleges, consulting with colleges concerning revisions and the development of new courses, preparing meeting agendas, preparing meeting materials, keeping minutes, and reporting results of the meeting to the State Board and to the colleges in the system. This requires traveling to the CRC's biannual meetings. The results of the committees' actions are reported to the Board, if Board action is required, and any additions or changes are posted in the CCL and on the Systems web page. **Outcomes:** The committee met twice last year and voted on 60 new courses and 99 revisions to courses to the CCL.

- **Critical Success Factors:** It is the responsibility of the Program Services section to:

  1. **Monitor Passing Rates on Licensing and Certification Examinations:** The staff is responsible for monitoring passing rates of students who graduate from Community College programs. If scores are not at the levels set by the State Board, the staff is responsible for collaborating with the individual colleges to write a plan for improving the test scores. This may include traveling to individual colleges and reviewing curriculum programs and laboratory facilities. The purpose of this is to insure the community college graduates receive the training necessary for them to successfully pass these licensing and certification examinations on their first try. If the college fails to meet expectations they have the possibility of having their programs closed by the State Board. **Outcomes:** There were 56 of 58 community colleges that fell below State Board expectations for first time test takers for licensure or certification.

  2. **Other Critical Success Factors:** The staff is responsible for working with all 59 institutions concerning those critical success factors that relate to curriculum programs that do not meet expectations. The staff

sometimes must travel to the colleges to work with individual instructors, department chairs, chief academic officers and presidents to develop plans to resolve issues as to why expectations were not met. **Outcomes:** The outcomes of the meetings are that the college can attain the State Board's expectations. In meeting the requirements of the Critical Success Factors the college can maintain its program and be eligible for a part of carry-over monies at the end of the fiscal year.

- **Occupational Boards, Advisory Committees, and Associations:** The staff is responsible for representing the Community College System or the President of the System on various licensing and advisory boards as-well-as representing the System at accrediting agency meetings. It is the responsibility of our staff to ensure that the position of the president and/or the State Board is represented at these meetings. This requires staff to travel to these meetings. The decisions of these boards can greatly impact the Systems curriculum programs, continuing education courses or policies and procedure adopted by the State Board. **Outcomes:** All staff members represent the System Office on Occupational Boards for the President or represent the Community College System.

- **Articulation with University and Department of Public (DPI) Instruction:** The staff is responsible for developing the details of the articulation agreements with the UNC University System and the Department of Public Instruction to ensure that the instructions of the Legislature are carried out that there be a seamless educational system for the citizens of North Carolina. This involves travel to meet with university representatives and faculty to develop specific courses and policies that will make such a transition possible. The same is true with the DPI. The Staff meets with representatives from DPI; community college instructors and high school instructors to work out the details of classes that will transfer from the high school into community college programs. The results of these efforts are a seamless education path for students from high school to community colleges to the universities. **Outcomes:** The Comprehensive Articulation Agreement with the University System in which the articulation agreement set up the Associate of Science (AS), Associate of Arts (AA), and the Associate of Fine Arts (AFA) transfer programs along with the courses on each program. With the Department of Public Instruction we have the North Carolina High School to Community College Articulation Agreement. This agreement list the courses that will transfer from the state high schools to any community college that are approved to offer the program that these course are listed in. There are 14 program areas and 6 curriculum programs that courses have been articulated.

- **Prison Education:** The staff in conjunction with the Department of Prisons reviews and evaluates prison education programs as a part of the

Cooperative Agreement between the two agencies. This cooperative agreement was developed in response to concerns expressed by the General Assembly about prison education programs. This requires staff to travel around the state to review and examine the prison programs. The results of these visits insure that programs in the prisons are meeting the educational needs of the inmates and that proper procedures and policies are being followed. This will ensure that state monies are not being wasted on programs that are not educationally sound. **Outcomes**: The staff visited 8 prisons last year.

- **Instructors Conference:** Every two years the System Office provides two and one-half days of staff development to the instructors of the North Carolina Community College System. The staff is responsible for organizing, arranging, and overseeing this conference. The next conference is scheduled for October 2002. Planning for the conference will start in August, 2001. The staff must travel to make arrangements for this conference, setup the facilities, and organize the program for the conference. **Outcomes:** Approximately 3,000 + instructors attended the October of 2000 conference.

Justification for Travel
Student Development Services

NCCCS Student Development Services provides state level leadership and technical services to the 59 institutions on the system in specific areas of **1. Enrollment management, 2. Student support, 3. Student access and equity, 4. Student leadership and 5. Student progress monitoring.** The staff must also work collaboratively with Instructional Services, Occupational Extension and Continuing Education, NC Public Schools, the University of North Carolina, federal and state agencies, business and industry to provide seamless array of services that relate to workforce preparation. In order to meet these obligations, the three professional staff:

ENROLLMENT MANAGEMENT:

1. Provide training and technical support to admissions, financial aid and registration, career planning/placement, veterans affairs, international student services, counseling and student activities staff as well as student development administrators through workshops at the NC Student Development Personnel Association conferences, the Counselors Division conference, the NC Association of Student Financial Aid Administrators (NCASFAA), the regional Student Development Administrators meetings, the NC Adult Education Association conference; coordinate development of new delivery systems for student services in the distance learning environment. **Outcomes:** Staff provided training to 1100+ community college personnel involved in managing student enrollment on the campuses. These personnel also serve as resources to other staff on the campuses and increase student success.
2. Obtain professional development through participation in workshops focussed on New Directions In Student Development, U.S. Dept. of Education Title IV operations training and through state NCASFAA workshops; develop hands on experience with financial aid systems on large & small campuses. **Outcomes:** Staff serve as train-the-trainer for 60+ student financial aid officers, provides 30+ workshops annually, and respond to 3,000+ email and telephone calls relating to student services.

STUDENT SUPPORT

1. provide active involvement in scholarships recognitions on local campuses as guest speakers, obtain scholarship monies by visiting donors, organize student activities programs on campuses at request of colleges, provide system level coordination and leadership for athletic activities at the conference level. **Outcomes:** 341 community college students receive $179,000 annually in scholarships, and 8 eastern NC community colleges participate in intercollegiate sports programs in North Carolina, South Carolina and Florida.

STUDENT ACCESS AND EQUITY:

1. Provide on-campus training to Student Services personnel, faculty and administrators regarding provision of disability services as required by the Americans with Disabilities Act; serve as moderator for race and diversity workshops to increase access by minorities; provide training on delivery of services to faculty and staff at meetings of NC State Chapter on Black American Affairs; and serve as state level representative to community college Special Populations Committee. **Outcomes:** Eighty+ community college personnel received training that provide for the recruitment and retention of minority students and students with disabilities.
2. Received professional development at the NC-AHEAD conference and the ADA Conference in order to promote services and assist in training of local campus personnel or to coordinate federal ADA requirements for the System Office as a state agency. **Outcomes:** Seven workshops on diversity issues or special populations issues were delivered by staff to 70+ participants. The System Office ADA compliance committee was established to review agency issues as required by federal law.

STUDENT LEADERSHIP:

1. Provide student government leadership workshops, conduct advisor training, support board meetings, assist with transition of student administration, provide continuity of operations, oversee fiscal affairs and coordinate conferences for the NC Comprehensive Communty College Student Government Association. **Outcomes:** Over 400 students and advisors provide the campus leadership and communication systems necessary to support active local student government organizations. Moreover, these student leaders contribute to their communities through civic and governmental participation as a result of their experiences with campus and state student government training.
2. Direct and support the Student Leadership Institute summer and weekend program to training community college students to assume leadership roles in educational, community and business organizations. **Outcomes:** 37 students have completed the training and engaged in successful leadership activities in 1999 and 2000. Twenty-seven new applicants will engage in training for 2001. One member of the first class was elected as President of the N4CSGA and represents all community college students as a member of the State Board of Community Colleges.

STUDENT PROGRESS MONITORING:

1. Participate in regular development and training sessions for the ACS/Datatel Colleague System to oversee admissions, financial aid, records/registration, career planning/placement and student information systems for management of student records. The student information system funded by the NC General Assembly for the 59 institutions is the primary tracking and monitoring system for 800,000+ students

enrolled on the campuses. Staff provide business practices knowledge that is required to develop the software.
Training is scheduled on campuses with facilities large enough to accommodate the teams required for development. **Outcomes:** Implementation is scheduled to begin on 8 pilot campuses in the NC Community College System in Fall 2001.

COLLABORATIONS:

1. Provide counselor information sessions to public school counselors in collaboration with the University of North Carolina system (UNC-GA) as agreed under the Adams vs Califano consent decree; provide state level coordination of community college support in administering the ASSET or Accuplacer tests to high school vocational completers for documentation needed by the NC Dept. of Public Instruction; provide board representation and state level coordination of services by community colleges for the NC Model Teachers Education Consortium for assisting public school paraprofessionals complete college transfer programs at the community college level and bachelors degree programs that lead to teacher credentials; collaborate with UNC-GA to implement the PATHWAYS program including training for the NCMentor website to increase the college going rate of 7th through 12th graders in community colleges, public and private universities; provide training for members of the NC Adult Education Association for delivery of on-line student services; and provide workshops and technical support for the annual Instructors Conference. **Outcomes:** 1200+ middle and high school counselors received information on community colleges that can be used to support high school-to-community college articulation agreements, tech prep agreements, career planning and college selection by public school students; 20,000 high school students tested using ASSET/Accuplacer in Spring 2001; 27 community colleges (up from 13) provide college transfer programs for public school employees who may become teachers in their communities; 58 campuses have designated personnel to receive admissions applications through NCMentor and have received training manuals and/or hands on experience with the Mentor system; forty instructors received hands-on PowerPoint training in 2 sessions at the annual Instructors Conference.

Travel Justification for
Proprietary Schools, Sponsored Program Administration, and SACS Liaison Office
January 1, 2001 through March 21, 2001

Travel for this office during the time period indicated can be placed in the following three categories:

- **Conferences:**
  The purpose for attending essential conferences is to report statewide community college efforts to the assembled conference. Only conferences deemed essential to the mission of this office have been attended. This office has been active in the planning of the conferences, as well as, involved in providing workshops and presentations.

- **Committee/Team Meetings:**
  The purpose of attending committee/team meetings is to represent the community college system in these mission essential committee/team meetings. In most cases, meetings have been held in Raleigh to avoid travel costs. These committees/teams provide expertise to the 59 institutions of the NCCCS in areas of foundation management, grant writing, planning, and other resource development issues.

- **Audits of Proprietary Schools:**
  G.S. 115D-89 mandates that this office conduct annual audits of the NC proprietary schools. Audits have been performed in compliance with state law and regulations

Outcomes:
From May 2000 to March 2001 this office has accomplished the following:

- 21 Workshops approximately 320 participants
- 31 Technical Assistance Visits approximately 65 participants
- 6 Conference Presentations approximately 500 participants
- 7 Specialist Team Meetings approximately 36 participants
- 15 audits of NC proprietary schools completed

Travel Justification
Professional Development

The North Carolina Community College System Professional Development Office provides leadership and guidance to the colleges to promote programs and services that foster professional development. Each year, the office serves approximately 4,000 faculty, both full-time and part-time. These activities include the programs listed below. Without the support of the System Office staff, the faculty may not receive the tools they need to remain current in their professional areas.

Faculty Upgrade Allotment Program
This program was first funded in 1985 at one million dollars. Current funding is the same amount. Faculty and staff are supported with this funding t learn new skills and job competencies.

> ***Outcome:*** 3,500 participants estimated

Enhancing Student Success Seminars
This program is a system-office-developed seminar for college faculty and staff to assess the campus's learning environment and student retention activities.

> ***Outcome:*** 18 colleges are participating during the current year (20 are scheduled for next year totaling 1,000 participants).

Campus Mediation Program
This program is offered to help campuses resolve interpersonal and/or work-related conflicts. By resolving disputes internally, a positive work environment is created. Resolving disputes internally may eliminate potential court activity.

> ***Outcome:*** 18 colleges are participating in this pilot program. Skills/ services/programs will be assessed.

Institute for Future Presidents (IFP)
Institute for Senior Administrators (ISA)
These leadership programs are provided by the System Office to train and develop future campus leaders.

> ***Outcome:*** Seventy participants have graduated and nearly 50% have been promoted, advanced, or have been finalists for higher-level positions.

Baccalaureate Education Program
This program started in 1997-1998 and has provided over 200 cash awards for faculty who need/desire baccalaureate degrees.

> ***Outcome:*** 48 participants - entire budget allocated.

Advanced Connections
This program is used by colleges to enhance their activities in student/customer service. The System Office facilitates training and support activities. The colleges pay program cost out of their budget.

Outcome: 30 colleges are currently using this program.

Becoming a Totally Responsible Person
This is a new training program developed to help System Office and college employees recognize their professional responsibilities in the workplace and examine position attitudes and behaviors. It will be offered to colleges by request.

Outcome: Approximately 40 colleges will request this service.

Community College Leadership Program
This program is supported by the System Office funds and input to help 35-40 college employees at middle manager level improve skills and behaviors to perform their current job.

Outcome: 35-40 colleges participating

Community College Consortia
This program will provide funds for special regional initiatives led by college partnerships. Funds are offered to colleges to provide an event to support training regarding a major issue.

Statewide Staff Development Conference
This is a statewide event to provide skills and training to the college's staff development training coordinators. Program cost to System Office is minimal as colleges pay participant's travel and registration fee.

Outcome: 50 participants

Excellence in Teaching
This program is State Board led and is recognized annually at the Day of Recognition program. Colleges submit a nominee who competes in a selection process leading to a state winner. First Union provides funds to the System Office to support this program.

PROGRAM: Travel and Other Employee Expense – Economic & Workforce Development (Accounts 5327XX)
CURRENT GENERAL FUND APPROPRIATION: $78,735
PERCENTAGE OF DEPARTMENT BUDGET: .70% **PERCENTAGE OF DIVISIONAL BUDGET:** 7.33%
YEAR-TO-DATE EXPENDITURES AS OF 12-31-00: $29,579
FUND BALANCES REMAINING: $49,156
PURPOSE AND GOALS OF PROGRAM: Travel expenses for the Division of Economic and Workforce Development is linked to the mission of the North Carolina Community College System for the purpose of supporting North Carolina's community colleges to provide high quality, accessible training and services that enable North Carolinians to acquire knowledge and skills to obtain and maintain prosperous career opportunities and enhance their quality of life, and provide North Carolina business and industries with a world-class workforce and a competitive advantage as a result of their presence in North Carolina.
RESULTS AND OUTCOMES OF PROGRAM: See attached Results and Outcomes
DATE OF ORIGINAL GENERAL FUND APPROPRIATION: Historically in Continuation Budget
NUMBER OF FULL- AND PART-TIME POSITIONS: 14.5
PROGRAM DIRECTOR: Scott Ralls

ECONOMIC AND WORKFORCE DEVELOPMENT DIVISION CUSTOMIZED TRAINING REGIONAL DIRECTORS TRAVEL – REQUIREMENTS/JUSTIFICATION

Conduct in-state and out-of-state visits to prospective businesses and industrial clients for the purpose of explaining and interpreting the customized training services, support, incentives, partnerships, and other educational opportunities available to them through the North Carolina Community College System.

Conduct regular monitoring visits of all training projects within designated region.

Plan and direct regional meetings at least two times per year for college NEIT and FIT representatives to interpret state policy and coordinate statewide initiatives related to industry training.

Conduct company exit interviews and complete project termination forms upon completion and termination of training projects.

Develop and deliver presentations to local, regional, and state groups and organizations when needed on industry-related programs and services related to new and expanding industry training.

Meet individually with FIT coordinators within designated region to review progress of FIT programs relative to plans and monitor FIT expenditures. Report to Senior Director for Workforce and Economic Development Customized Training as required.

Make public presentations to civic, business, educational and other groups to provide information concerning NEIT, FIT, MCP, and other industry services.

Represent the Economic Development Services section and the North Carolina Community College System at various workshops, meetings, conferences, task forces, etc. based on designated industry or practices specialty areas.

The Regional Director regularly interacts with community college presidents and the Economic Development staff from local colleges, as well as state, regional, and local economic developers and business consultants.

Frequent travel by auto and air to observe jobs on factory floors.

Frequent, unscheduled or short-notice travel is required to obtain needed expertise in technical areas at a moment's notice to best represent the capabilities of the NCCCS and its member colleges.

CONTINUING EDUCATION AND WORKFORCE DEVELOPMENT

Travel Justification

1. In response to college dean requests, we attend quarterly continuing education (CE) deans meetings. There are three CE deans meetings per quarter (Eastern, Central, and Western). During these meetings, we inform the groups on current and upcoming programming and regulatory information and answer specific questions from meeting participants. Further, we distribute information from external regulatory organizations impacting continuing and workforce development course offerings.

2. Attend meetings as directed by the System President, the Executive Vice President, and the Vice President for Economic and Workforce Development. Presentations are made on behalf of the senior officials and at other times we represent the senior official on external boards or commissions as required by law.

3. At the request of college presidents, we participate in college program analysis visits with other System Office staff. On these occasions, we prepare an analysis of program offerings of the requesting college and present findings to the college president and other senior college officials.

4. Serve a System Office liaison to external organizations such as emergency and health services boards/commissions, other government agencies, and professional organizations representing business, industry, manufacturing, technology, and licensing/certifying bodies. From these activities, we inform organizations of the capacities and resources of the Community College System (CCS) and relay organizational workforce development needs to the colleges.

5. Serve as liaison to community college groups and assist the groups with planning professional development activities.

6. When requested, we meet with college officials to discuss programming issues or to brief newly promoted officials or officials new to the CCS. Some of these briefings take place in the System Office and some occur at the requesting college.

SMALL BUSINESS CENTER

Travel Justification

1. SBC evaluation visits. This is to comply with the SBCN Guidelines, which were approved by the State Board, that require that each SBC is evaluated every four years to assure quality of program services.

2. SBCN Professional Development relates to program quality and consist of networking and professional development activities at regional work sessions. There are three regions and each region meets three times per year. An annual state conference is held in August.

3. Attendance at state board meetings of partner organizations like SBTDC, REAL, NC World Trade Association, etc.

Human Resources Development
Travel Justification

Barbara Boyce

1. **Technical Assistance**: This refers to on-site visits to colleges for the purpose of providing technical assistance, consultation, and/or written recommendations regarding the operation of their HRD Program. Results--- I have aided colleges with plans that improve their outreach/recruitment efforts, instructional delivery and content, career counseling, job placement, student follow-up/tracking system as well as improvements in their relationships with internal departments and external agencies.

2. **Monitoring Visits**: According to HRD policy, all colleges will receive a monitoring and evaluation visit from the State HRD Office every five years. The visit will consist of the following: a preliminary meeting with the HRD Coordinator/Director and their Supervisor; a review and discussion of the college's current HRD Program Plan; a review of a random sampling of required HRD paperwork; and if time permits, a meeting with HRD staff and/or a visit to an HRD class. After each visit, a formal report will be written and sent back to the college. Results--- I have developed a schedule to monitor 12-15 colleges per year.

3. **Staff Development Training**: Each year the HRD State Office coordinates and/or partners with other departments to sponsor staff development training activities for local staff. The format of these training sessions range from half-day workshops to 3-day classroom training. The content of these training sessions usually focus on instructional methodology, program operations/policies and procedures, and orientation training of new coordinators. The location of these training sessions are spread across the state to minimize the need for overnight travel. Results—On average, I have conducted/attended 3-5 in-service staff development training sessions each year.

4. **Conferences/Train-the-Trainer Workshops**: Because of the constraints on travel at the local college, most HRD staff have limited opportunities to attend state and national conferences or Train-the-Trainer workshops. I try to attend as many as my budget will allow so that I can bring the information back to local staff. Results—Upon returning from a conference/workshops, I either reproduce and distribute the information to local staff or set up regional meetings to replicate the training that I have received. On average, I attend 2 state conferences, 1 national conference or train-the-trainer workshop, and 3-4 regional meetings.

CELLULAR PHONE SERVICES

PROGRAM: Cellular Phone Services - Executive Division (Account 532814)
CURRENT GENERAL FUND APPROPRIATION: $2,000
PERCENTAGE OF DEPARTMENT BUDGET: .02% **PERCENTAGE OF DIVISIONAL BUDGET:** .14%
YEAR-TO-DATE EXPENDITURES AS OF 12-31-00: $725
FUND BALANCES REMAINING: $1,275
PURPOSE AND GOALS OF PROGRAM: The following positions within the System Office have cellular telephones available to conduct state business: System President Assistant to President for Governmental Relations
RESULTS AND OUTCOMES OF PROGRAM: To increase productivity and have the ability to respond immediately to critical issues or concerns involving the Community College System.
DATE OF ORIGINAL GENERAL FUND APPROPRIATION: July 1, 1995
NUMBER OF FULL- AND PART-TIME POSITIONS: 2
PROGRAM DIRECTOR: H. Martin Lancaster, Stephen Scott

FURNITURE AND EQUIPMENT REPLACEMENT SCHEDULES

PROGRAM: Furniture and Equipment Replacement Schedules – Administration (Accounts 534500 to 534550)
CURRENT GENERAL FUND APPROPRIATION: $189,908
PERCENTAGE OF DEPARTMENT BUDGET: 1.70% **PERCENTAGE OF DIVISIONAL BUDGET:** 3.79%
YEAR-TO-DATE EXPENDITURES AS OF 12-31-00: $65,548
FUND BALANCES REMAINING: $124,360
PURPOSE AND GOALS OF PROGRAM: See attached Purpose
RESULTS AND OUTCOMES OF PROGRAM: See attached Results
DATE OF ORIGINAL GENERAL FUND APPROPRIATION: Historically in Continuation Budget plus additional appropriation of $141,000 on July 1, 1998
NUMBER OF FULL- AND PART-TIME POSITIONS: N/A
PROGRAM DIRECTOR: Brenda Rogers

Information Services Equipment Budget Results

A. Data Center Equipment

1. Description: Data Center UPS
Budget Amount: $18,000
Purpose: Replace the existing data center UPS (Uninteruptable Power Source)
Results: The existing UPS in the computer room no longer functions and must be replaced so that the servers located there will continue to function when unexpected power outages occur. Several small, stand-alone UPS units are being used with individual servers in the interim, but they do not provide adequate time to back-up and shut down the servers when the power fails outside of normal business hours. If a power failure occurs and the servers are not shut down, serious corruption of data files occurs and requires extensive work to restore and re-create files.

2. Description: Upgrades for Sun 250 server
Budget Amount: 2 disk drives @ $1,250, 1 memory expansion @ $1,500, 1 tape drive @ $6,000 for a total of $10,000
Purpose: Increase the capacity of the Sun E250 server that supports the development and maintenance of the community college software and the System Office web site.
Results: When the Sun 250 server was purchased in 1999-2000, the available funds were sufficient to purchase an 'entry level' configuration. Additional disk drives, memory and tape backup equipment will provide sufficient capacity for the server to meet current needs.

3. Description: Cisco Switch
Budget Amount: 2 @ $2,500 for a total of $5,000
Purpose: Backup for data center, floor expansion, and floor backup
Results: The Cisco switches provide IP connectivity for the servers and related equipment in the data center, both for the Caswell Bldg. networked computers and for external network connections (including the shared library automation system production and test servers, the data warehouse system, the community college software development and support, and the System Office Web server). As such, this represents a critical resource that must have both sufficient capacity and adequate backup to ensure that the servers are accessible.

4. Description: Sun 250 Computer System
Budget Amount: $40,058
Purpose: Support the new community college information system project
Results: The new community college information system is being implemented at eight community colleges during 2001-02 under a contract with Affiliated Computer Services for Datatel's Colleague administrative information system. Although the enhancements and testing are using a server provided by the contractor, the Information Services staff will be responsible for supporting this

software, and some components of the software that serve the entire community college system must run on a server at the System Office. Two Sun 250 servers are necessary for support and training and production of shared applications.

5. Description: Contingency
Budget Amount: $4,000
Purpose: Accommodate unexpected changes in configuration and price to above projects / purchases.

Data center Operations Subtotal: $77,058

B. System Office IT Equipment

1. Description: Tractor Feed Printers
Budget Amount: 5 @ $450 for a total of $2,250
Purpose: Replace printers used for mainframe printing
Results: The System Office accesses the ITS mainframe for eight System Office applications as well as the State accounting system (NCAS) which print requested reports on printers that are connected via the ITS data network. The five tractor-feed printers are seven years old and need to be replaced to ensure that the reports can be printed reliably.

2. Description: Laptop Computers
Budget Amount: 5 @ $2,100 for a total of $10,500
Purpose: Replace AST systems
Results: Each Division within the System Office is assigned a laptop computer for use by the Vice Presidents and their staff members when they travel on business, including numerous presentations at system-wide meetings and conferences. The existing laptop computers are old models that are no longer covered by warranty and no longer have sufficient memory and disk capacity and processor speed to effectively run current software.

3. Description: Desktop Computers
Budget Amount: 54 @ $1,300 for a total of $70,200
Purpose: Replace 3-year old systems
Results: Replace approximately one-third of the existing desktop computers that are old models that are no longer covered by warranty and no longer have sufficient memory and disk capacity and processor speed to effectively run current software.

4. Description: Laser Printers
Budget Amount: 1 @ $3,200 $3,200
Purpose: Replace Finance Printer
Results: The old laser printer that is used by the Finance & Business Div. will be replaced with a new printer to will provide needed reliability and capacity

5. Description: Laser Printers
Budget Amount: 3 @ $1,800 for a total of $5,400
Purpose: ISFF Project, and relpacements of existing 4Sis

Results: An additional printer is needed for the project coordination office of the Information System for the Future project, and replacements are needed for two old printers to provide needed reliability and capacity.

6. Description: Office Furniture
   Budget Amount: $6,000
   Purpose: Furniture for ISFF Project Coordination staff
   Results: Furniture for staff in the Information Systems for the Future Project Coordination office.
7. Description: Scanner
   Budget Amount: $500
   Purpose: Customer Service Section
   Results: A scanner will enable the Customer Service section to include scanned charts, diagrams, etc. in documentation and training materials.
8. Description: LCD Projector
   Budget Amount: $5,000
   Purpose: For Information Systems for the Future Project
   Results: An LCD projector is required to support the training sessions of the college information system and data warehouse projects
9. Description: Contingency
   Budget Amount: $7,000
   Purpose: Accommodate unexpected changes in configuration and price to above projects / purchases.

Subtotal - System Office Equipment: $110,050

PROGRAM: Furniture and Equipment Replacement Schedules – Business and Finance (Accounts 534500 to 534550)
CURRENT GENERAL FUND APPROPRIATION: $17,008
PERCENTAGE OF DEPARTMENT BUDGET: .15% **PERCENTAGE OF DIVISIONAL BUDGET:** .99%
YEAR-TO-DATE EXPENDITURES AS OF 12-31-00: $199
FUND BALANCES REMAINING: $16,809
PURPOSE AND GOALS OF PROGRAM: To provide new or replacement furniture and equipment for or benefiting the 183 employees of the System Office.
RESULTS AND OUTCOMES OF PROGRAM: During 1999-2000, the System Office purchased file cabinets, bookshelves, work station chairs, office chairs, paper shredder for payroll records, conference table and chairs for the new division of Economic and Workforce Development, a conference call telephone system for the System Office, and a boardroom podium.
DATE OF ORIGINAL GENERAL FUND APPROPRIATION: Historically in Continuation Budget
NUMBER OF FULL- AND PART-TIME POSITIONS: N/A
PROGRAM DIRECTOR: Kennon Briggs

PROGRAM: Furniture and Equipment Replacement Schedules – Academic and Student Services (Accounts 534500 to 534550)
CURRENT GENERAL FUND APPROPRIATION: $300
PERCENTAGE OF DEPARTMENT BUDGET: .00% **PERCENTAGE OF DIVISIONAL BUDGET:** .02%
YEAR-TO-DATE EXPENDITURES AS OF 12-31-00: $296
FUND BALANCES REMAINING: $4
PURPOSE AND GOALS OF PROGRAM: To provide new or replacement furniture and equipment for or benefiting employees within the Academic and Student Services Division.
RESULTS AND OUTCOMES OF PROGRAM: Replacement of a chair within the Student Services section.
DATE OF ORIGINAL GENERAL FUND APPROPRIATION: September 2000
NUMBER OF FULL- AND PART-TIME POSITIONS: N/A
PROGRAM DIRECTOR: Delores Parker

SPECIAL FUND CASH BALANCE AS OF DECEMBER 31, 2000

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Modified Zero-Based Budgeting Approach

Following is a description of the special fund cash balances listed on the Joint Appropriations Subcommittee's modified Zero-Based Budgeting Approach dated February 15, 2001, item 13 as follows:

13. Special fund cash balances (2xxxx budget codes)

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Special Fund Cash Balance as of December 31, 2000

Program	Description	Cash Balances
NCIH Grant	State grant balance to cover any monthly NCIH excess usage fee assessed by Information Technology Services.	$289
Motorcycle Training	Receipt supported program through the additional $3.00 tax imposed on each private motorcycle registered with the Division of Motor Vehicles. The receipts support a statewide motorcycle safety instruction program delivered in accordance with NC General Statutes Article 6A, Section 115D-72.	$446,661
Worker Training Trust Fund	Receipt supported programs from the Worker Training Trust Fund to continue the Focused Industrial Training Program; fund a training program in entrepreneurial skills to be operated by North Carolina REAL Enterprises; and, funding for the Hosiery Technology Center and the Composites Testing and Training Center. [House Bill 1840, Section 16.14(b)(3), (5), (8) (9)]	$1,714,966
Child Care and Development Fund	Temporary Assistance to Needy Families (TANF) Block Grant appropriated by the General Assembly in Senate Bill 352 to establish three model early childhood education centers at three community colleges representing geographical regions of North Carolina. This grant ended September 30, 2000, and the $2,576 balance was refunded to the North Carolina Department of Health and Human Services in March 2001.	$2,576

Program	Description	Cash Balances
Vocational Education	Federal grant from the U.S. Department of Education used to support the Carl D. Perkins Vocational and Technical Education Act of 1998 to develop more fully the academic, vocational, and technical skills of post-secondary students who elect to enroll in vocational and technical education programs, including tech-prep education.	$20,733
Learning Disabilities Training	Private grant from the Laubach Literacy Action/Literacy Volunteers of America, Inc., to increase the capacity of volunteer literacy organizations to work with adults with learning disabilities.	$9,377
Inmate Education Program	State funding from the Department of Correction to contract with small community colleges who could not afford to provide education and training for inmates.	$50,000
W.K. Kellogg Foundation	Private grant from the W.K. Kellogg Foundation for the purpose of assisting in conducting a global education professional development conference; identifying strategies that will enable colleges to address trends, issues, and challenges facing the changing population of learners; and, providing professional development opportunities for the System Office.	$77,196
HB 275 – Training and Employment	Receipt supported programs from the mandatory training and reemployment contribution levied upon employers in accordance with the 1999 Session of the General Assembly, House Bill 275. Funds are used for non-reverting equipment and technology; non-reverting start-up funding for regional and cooperative initiatives; New and Expanding Industry Training programs; and, enhancing Focused Industrial Training programs.	$26,978,535

Program	Description	Cash Balances
Proprietary Schools	License and renewal fees received by a proprietary trade school, proprietary technical school, proprietary business school, or correspondence school in accordance with Article 8, 115D-92. Funds are used to support administrative costs including costs associated with the investigation of all schools applying for a license, or the inspection of all licensed schools.	$67,806
Science Education Partnership	Federal grant from the National Institutes of Health via a contract with the University of North Carolina – General Administration to develop and implement a model program designed to increase the number of students who participate in advanced education and training which leads to a baccalaureate degree in biology, chemistry, or mathematics.	$291
	TOTAL SPECIAL FUND CASH BALANCE (26800 Budget Code):	**$29,368,430**

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Special Fund Budgets and Expenditures

Program	Budgeted	Expended	Balance
NCIH Grant	$2,584	$2,295	$289
Motorcycle Training	320,000	100,826	219,174
Worker Training Trust Fund	2,346,000	935,478	1,410,522
Child Care and Development Fund	161,100	158,524	2,576
Vocational Education	12,152,678	2,535,020	9,617,658
Learning Disabilities Training	10,273	760	9,513
Inmate Education Program	50,000	44	49,956
W.K. Kellogg Foundation	79,951	2,755	77,196
HB 275 Training and Employment	33,830,883	7,861,883	25,969,000
Proprietary Schools	19,948	5,759	14,189
Science Education Partnership	44,998	11,243	33,755
TOTAL:	**$49,018,415**	**$11,614,587**	**$37,403,828**

Joint Appropriations on Education Committee

Agenda

Wednesday April 11, 2001, 8:30 a.m.
Room 421, Legislative Office Building

Senator Walter Dalton, Chairing

Continuation of Funding Formula	Kennon Briggs *NCCCS*
Community College Tuition	Kristine Leggett *Fiscal Research Division*
Financial Aid	Kennon Briggs *NCCCS*

House Appropriations Subcommittee on Education
Rep. Boyd-McIntyre (Chair)
Rep. Rogers (Chair)
Rep. Yongue (Chair)
Rep. Barnhart, Rep. Bell, Rep. Bonner, Rep. Carpenter
Rep. Holmes, Rep. McLawhorn, Rep. Michaux,
Rep. Morgan, Rep. Preston, Rep. Russell, Rep. Smith,
Rep. Teague, Rep. Warner

Senate Appropriations on Education/Higher Education
Sen. Lucas (Chair)
Sen. Garrou (Chair)
Sen. Dalton (Chair)
Sen. Carter, Sen. Cunningham, Sen. Garwood, Sen. Hartsell,
Sen. Wellons

JOINT APPROPRIATION SUBCOMMITTEE ON EDUCATION AND HIGHER EDUCATION

Minutes
April 11, 2001

Senator Dalton convened the Joint Appropriation Subcommittee on Education and Higher Education on Wednesday, April 11, 2001 at 8:30 a.m. He introduced the Senate Page, Megan Wauganaut of Wake County sponsored by Senator Miller and the House Pages: Courtney Shaver of Wake County sponsored by Representative West and Marie Epps of Wake County sponsored by Representative Morgan. There were 5 senators present and the following Representatives: Russell, Preston, Teague, Smith, Bonner, McLawhorn, Boyd-McIntyre, Carpenter, Bell, Rogers and Yongue.

Senator Dalton recognized Dr. Jane K. Testerman of UNC-Charlotte who brought her doctoral students in Educational Leadership to observe a committee meeting.

Senator Dalton called on Kennon Briggs, Vice President, Business and Finance, to continue with the explanation of the Funding Formula for the Community College System. He asked the sergeants to hand out some information developed by Dr. Randy Whitfield, Director of Basic Skills, on adult high school students and the GED program in response to several questions the members had yesterday. (Attachments #1 & 2) Mr. Briggs: introduced the following: Mr. Ken Whitehurst, Director of Student Services; Dr. Randy Whitfield, Director of Basic Skills program; Dr. Delores Parker, Chief Academic Officer; Mr. Thomas Rhodes, former legislator and former Secretary of NCRD and now a faculty member in the Community College System; Jim Davies, President of the Faculty Association; Dr. Ed Wilson, President of Wayne Community College; Alice Smith, Budget Officer; Dr. Bryan Brooks, President of Davidson Community College, and Dr. Steve Scott, Chief Operation Officer for Community Colleges.

Mr. Briggs said the presentation would begin on page 30 of the green booklet entitled, "The State Aid Formula Budget: A 10-Year History of Funding Adjustments", under Formula Adjustment. (Attachment #3) He noted that the General Assembly has never failed to fund enrollment increases in the community college system and that has been the highest priority. He shared with the members the historical trend in the increases and decreases in the budget over the last 10 years. He broke down the increases in the budget into the formula pieces: enrollment, curriculum, occupational and continuing education, basic skills, other costs academic support and institutional support. He showed what this money bought in each formula category. He pointed out the programs targeted by the budget.

Representative McLawhorn asked how the ESL and Basic Skills monies are allocated to give flexibility to respond to the Hispanic population needs, and if it is based on FTEs. Dr. Brooks explained how Davidson Community College is serving this population. Senator Dalton asked how are community colleges handling written instructions in the workplace for the Hispanic population. Dr. Brooks explained the comprehensive efforts

of the college, public schools and the community. According to Dr. Brooks, there is little coordination with the universities because they lack the resources to respond to the problem. Senator Carter asked if there were an easier or more flexible way to meet needs other than the confusing funding formula, not just basic skills funding. His question was more comprehensive relating to flexibility to move funds to meet needs. Representative Russell said she was concerned about the lack of flexibility in the Community College budget compared to the University budget leaving it questionable as to whether the community colleges can respond quickly enough to changing needs.

On page 42, Mr. Briggs showed the SREB comparison of expenditures among the Southern states' community college systems. In answer to Representative Russell's question about North Carolina's ranking, Mr. Briggs said he is unsure of the local/state mix of money and its affect on the ranking. He said the public policy intent was to narrow the funding to provide for actual growth.

Senator Garwood asked for comments on the pie chart on page 49 as to how it compares with the mission of the community college system. Senator Garrou asked how often the courses offered are evaluated. Dr. Ed Wilson of Wayne Community College said the course offerings of are driven by student demand, and there is a program review process. A minimum of 10 students is required per class. Senator Dalton asked if there was any objective evidence that shows that the 29 additional career counselors have had positive results in job placement. Dr. Wilson said that the numbers are very high in that area. Representative Russell asked how successful remediation is and what kind of students are involved. Dr. Bryan Brooks said that this is a very successful program. Ms. Leggett said there would be a performance funding presentation next week. One of the performance measures that will be presented is a comparison of students who take a developmental math course with regular students.

Mr. Briggs pointed out to the members the hand out on the per capita income for North Carolina by Community College Service Area, 1990-98. (Attachment #4) He said this probably best illustrates the relationship of the mission of the community college system and the results in terms of jobs and income.

Kristine Leggett, Fiscal Staff, explained community college tuition, comparing it within the state community colleges and with other states, as well. She explained tuition waivers under state law. The recommended tuition increase by the Governor would bring in $10,162,806 additional funds and raise tuition cost 12.71%, according to Ms. Leggett. (Attachment #5) Ms. Leggett said that the funding formula while complicated is a way to get money to the community colleges; Then the presidents have flexibility to use the funds however they want to with the exception of the limits on literacy funding and the 2% cap on moving faculty salary around.

Senator Cunningham asked about dual enrollment in high school and community college. Senator Dalton asked that, with the tuition increase, how much money was on the table in relation to the Pell grants and the Hope scholarships. Senator Dalton was told that the maximum Pell grant is $3750. Ms. Leggett said Mr. Briggs would speak to that when he talks about financial aid. Senator Lucas asked about funding of the number of students in a classroom; and what was the amount of money the colleges provide and the amount in fees for these course that the students generate. Ms. Leggett said tuition waivers do not affect whether a course will be held. Representative Russell asked what percentage of the cost of the course does the student actually pay. Ms. Leggett asked Mr. Briggs to answer that question, and he said that in-state students pay 16% of the cost of curriculum courses. Senator Cunningham asked about students paying back loans. Ms. Leggett will look into this. Senator Dalton commented that when the General Assembly raised the financial aid package a lot of financial advisors were hired. Jim Newlin said that also a revolving loan process was put in place for those that couldn't wait for reimbursement. Senator Cunningham said that when he visited the Rowan Community College, they told him there was far more need than funds. Senator Cunningham asked if there was a system wide assessment of what the need is and what the legislature can do. Ms. Leggett referred the question to Mr. Briggs who said that the financial aid presentation would bring out this information. Senator Dalton said that maybe there should be a limit on the amount of credit hours that will be supplemented by the state, and these issues might need to be referred to Ed Oversight. Jim Newlin said there is a 25% tuition surcharge at the university level once a student is 10% above the number of credit hours required for a degree.

The meeting was adjourned.

Walter Dalton

Senator Walter Dalton, Co-Chair

Barbara R. Hocutt

Barbara R. Hocutt, Committee Assistant

Attachments

Kennon Briggs
April 11, 2001
attachment #1

BASIC SKILLS

The mission of the Basic Skills program is to assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency, assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children, and assist adults in the completion of a secondary school education. The system provides educational opportunities for adults to improve their reading, writing, mathematics, and communication skills through five major program components.

Adult Basic Education (ABE) – A program of instruction designed for adults who lack competence in reading, writing, speaking, problem solving, or computation at a level necessary to function in society, on a job or in the family.

General Educational Development (GED) – A program of instruction designed to prepare adult students to pass the GED tests that lead to a high school diploma equivalency.

Adult High School (AHS) – A program of instruction offered cooperatively with local public school systems to help adults earn an Adult High School Diploma.

English Literacy/English as a Second Language (ESL) – A program of instruction designed to help adults who are limited English proficient achieve competence in the English language.

Compensatory Education (CED) – A program to compensate mentally disabled adults who have not had an education or who have received an inadequate one. The program requires specialized diagnosis and consists of specially designed curriculum.

Workplace Basic Skills is a program to improve the literacy skills needed to perform a job. Although some programs are offered in specialized workplace labs on college campuses, most of them are offered at the worksite.

Family Literacy is a program with a literacy component for parents and children and other intergenerational literacy components

Kennon Briggs
April 11, 2001
attachment # 2

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
BASIC SKILLS PROGRAM

The North Carolina Community College System's Basic Skills Program is a program for adults 18 and older and out of school. The program helps students improve their basic reading, writing, mathematical, and communication skills and/or get an Adult High School Diploma or GED (General Educational Development). The program may also serve minors (16 & 17-year olds) who have either been out of public school for six months or who have obtained written permission from their local school superintendent. Only 11% of the 154,786 students served by Basic Skills in 1999-2000 were 16 or 17 years old (17,465). The number of minors served sharply increased from 4,205 in 1992-1993 to 12,299 in 1994-1995. The increase occurred about the time that public schools began counting high school dropouts who entered Basic Skills programs as "transfers," not "dropouts." The increase steadily continued until the 1999-2000 program year when the number of 16 and 17 year-olds enrolled dropped from 17,836 (1998-1999) to 17,465. This decline in enrollment happened after public schools began counting dropouts who entered Basic Skills programs as "dropouts," no longer "transfers." Approximately half of the 16 and 17 year-olds who enter the Basic Skills program score below 9th grade level on standardized tests and are placed in Adult Basic Education before they are able to move into the Adult High School Diploma or GED programs.

4/11/01
attachment 3

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

The State Aid Formula Budget: A 10-Year History of Funding Adjustments

Presentation to the Joint Education Appropriation Subcommittee

H. Martin Lancaster, President
Kennon D. Briggs, Vice President, Business and Finance

April 10, 2001

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Calculating the Formula Budget

North Carolina Community College System

Calculating the Formula Budget

NCCCS

Steps To The Bottom Line

Determine FTE

Apply Budget Stability

Calculate Instructional Dollars

Add Institutional/Academic Support

- Base
- Enrollment Allotment

Curriculum FTE

1 FTE =

16 Hours X 16 Weeks X 2 Semesters

or

512 Membership Hours

Non-Curriculum FTE

1 FTE =

16 Hours X 16 Weeks X 2 Semesters

+ 16 Hours X 11 Weeks

or

688 Membership Hours

The Periods Used

(Fiscal Year Begins July 1)

Curriculum - Previous Spring & Preceding Fall.

(July 1, 2001 = Spring 2001 + Fall 2000)

Non-Curriculum - Previous Fall & Preceding Summer & Spring.

(July 1, 2001 = Fall 2000 + Summer 2000 + Spring 2000)

Budget Stability

Use Higher Of:

Most Recent Period

or

Average of Most Recent 3 Periods

Budget Stability

Most Recent Period = 2,300 FTE

Most Recent 3 Periods = 2,300 + 2,250 + 2,100

(Average = 2,217)

USE 2,300

Budget FTE

Curriculum	2,300
Non-Curriculum	322
Basic Skills	278
Total FTE	2,900

Calculate Instructional Dollars

(2,300 Curriculum FTE)

Regular Curriculum:

First 500FTE @ $3,267.48	$1,633,740
Next 1,800 FTE @ $2,733.51	$4,920,318
Total Regular Curriculum	$6,554,058

Calculate Instructional Dollars

(Original Method)

(2,300 Curriculum FTE)

1st 500 FTE / 16.367	=	30.5 Units
Next 1,800 FTE / 19.815	=	90.8 Units
121.3 Units X $42,201	=	$5,118,981
Fringe = $5,118,981 X 14.78%	=	$756,585
Hosp = 121.3 X $2,256	=	$273,653
Other Costs - 2,300 X $175	=	$402,500
Curriculum Total	=	$6,551,719

($2,339 difference is due to rounding units to nearest tenth.)

Calculate Instructional Dollars

(322Non-Curriculum FTE)

Non-Curriculum:

First 322FTE @ $2,373.66	$ 764,319
Next 0 FTE @ $2,047.18	$ 0
Total Non-Curriculum	$ 764,319

Other Non-Curriculum Allotments

Basic Skills	$718,507
Community Service	$ 30,809

President's Allotment

Table Based On:

- Total Size of College
- Year's of Experience as President

Institutional & Academic Support

Curriculum - 2300 + Non-Curriculum - 322 + Basic Skills - 278

Total FTE = 2,900

Institutional Support:

Base Allotment-First 750 FTE	$1,592,396
Enrollment Allotment @ $1,089 per FTE	$2,341,350
(2,900 - 750 = 2,150 FTE)	
Total Institutional Support	$3,933,746

Base Allotment Positions

Position Classification	Examples of Positions	FTE
Senior Administrators	Chief Academic Officer, Chief Financial Officer, Chief Student Affairs Officer, Chief Continuing Ed Officer	4
Professional Staff	Counselor, Financial Aid Officer, Extension Specialist, Computer Systems Staff, Admissions Officer, Registrar, Controller, Librarian, Student Support Services, Purchasing Officer, Learning Lab Assistant, Human Resources, Assessment/Retention Specialist, A	14
Technical/Paraprofessional	Accounting Technician, Library Assistant, Equipment Coordinator, Administrative Assistant.	5
Clerical		8
	TOTAL	31

Academic Support Supplement

First 500FTE @ $101.28	$ 50,640
Next 1,800 FTE @ $79.97	$ 143,946
Total Academic Support Supplement	$ 194,586

Total Formula Budget

Regular Curriculum	$ 6,554,058
Non-Curriculum	$ 764,319
Basic Skills	$ 718,507
Community Service	$ 30,809
President's Allotment	$ 111,743
Institutional & Academic Support	$ 3,933,746
Academic Support Supplement	$ 194,588
Total Formula Allotment	$12,307,768

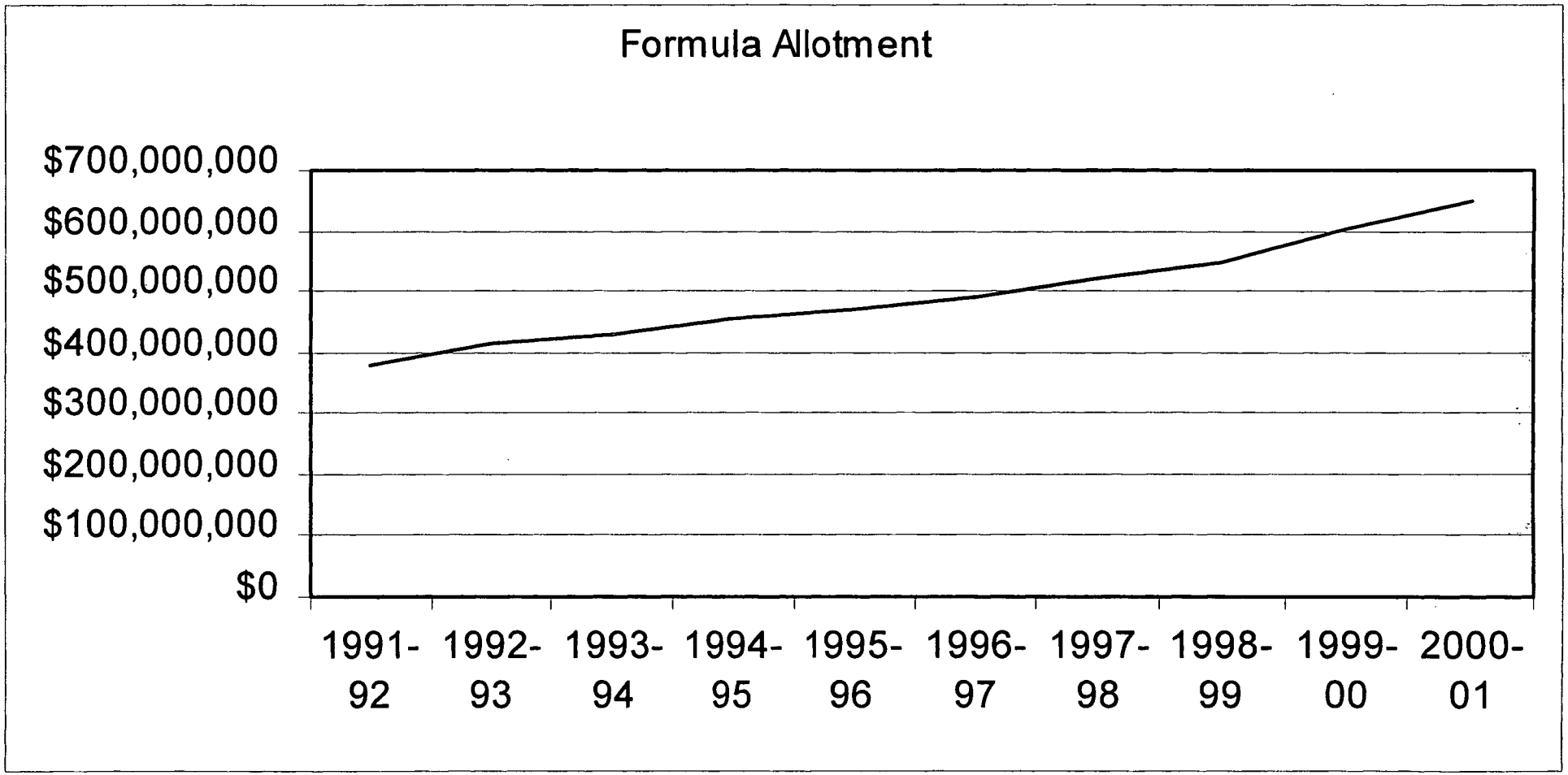
Basic Skills Block Grant

Base Allocation	-	$20,000
Target Population	-	$.25 each
GED Certificates	-	$50
Adult High School Diploma	-	$150
State Allotment	-	$2,012 per FTE
Federal Allotment	-	$517 per FTE
Level of Effort	-	$10,000 per 1% above system average

North Carolina Community College System
Position Classification Summary

		Professional					
		Sr. Admin	Faculty	Staff	Support	Tech/Para	Service/Maint
		.1	.2	.3	.4	.5	.6
1	**Institutional Support**						
110	Executive Management						
111	President						
112	Senior Administrative Officers						
120	Financial Services						
130	General Administration						
131	Planning/Inst Effectiveness/Research						
132	Development						
133	Staff Development						
134	Human Resources						
135	Marketing/Public Relations						
138	Other General Administration						
140	Information Systems (Admin)						
2/3	**Instruction:**						
200	Curriculum						
210	Certificate						
220	Associate Degree						
230	Diploma						
300	Continuing Education						
310	Occupational						
311	Occupational Supervision						
320	Basic Skills						
331	Community Service						
350	Human Resource Development						
360	Business & Industry Training						
4/5	**Academic Support**						
410	Library/LRC						
420	Academic Administration						
421	Curriculum						
422	Continuing Education						
423	Compensatory Education						
430	Information Systems (Academic)						
[redacted]	[redacted] Support						
6	[redacted]aintenance of Plant						

North Carolina Community College System
Current Operating Formula Allotment



NCCCS

The Evolution of Ratios – Allocating Instructional Dollars in Relationship to Class Size

History of Curriculum Ratios

Prior to 1995/96	Single Ratio
1995/96 - 1996/97	4 Tier "Sliding Scale"
1997/98 - Present	2 Tier "Sliding Scale"

History of Curriculum Ratios

1995/96 - 1996/97

FTE Range	Student Faculty Ratio
First 250 FTE	**17:1**
Next 125 FTE	**18:1**
Next 125 FTE	**19.5:1**
500 FTE & Above	**21.55:1**

1997/98

First 500 FTE	**17.8:1**
500 FTE & Above	**21.55:1**

Sample of Average Class Size
1995-96

Computer Sciences	8.3
Health Occupations	15.8
Science Technologies	11.7
Engineering	12.0
Physical Sciences	13.5
Business Occupations	15.2
Liberal Arts/ General Studies	17.5

Independent Study by MGT of America, Inc.

Sample of Average Class Size
1995-96

Computer Sciences	8.3
Health Occupations	15.8
Science Technologies	11.7
Engineering Technologies	12.0
Physical Sciences	13.5
Business Occupations	15.2
Liberal Arts/ General Studies	17.5
ALL PROGRAMS	**15.5**

Independent Study by MGT of America, Inc.

History of Curriculum Ratios

	First 500 FTE	500 FTE & Above
1998/99	17.28:1	20.94:1
1999/2000	16.52:1	20:1
2000/01	15.87:1	19.213:1

Informal Comparison
of
Class Sizes

	1995/96	Today
Health Occupations	15.8	14.4
Engineering Technologies	12.0	11.9
Liberal Arts/General Studies	17.5	17.9
ALL PROGRAMS	**15.5**	**15.5**

Current Ratio

vs

Actual Class Size

Actual Overall Ratio = 18.3

vs

Average Class Size = 15.5

Formula Adjustments

The Community College System "State Aid Formula"
Increases and Decreases Since 1990-91
< TOTAL REQUIREMENTS >

Fiscal Year	Formula Adjustment	Increase	Decrease	Net Effect
1990-91	Decrease in the appropriation per student		$ (11,193,840)	
	Enrollment Increases	$ 17,292,735		Increased the unit values, provide more faculty units, and provide more support positions to students
1991-92	Decrease administrative and instructional support ratios		$ (8,303,831)	Cut by 10% the number of non-faculty support positions allocated to the colleges
	Increase the Faculty/Student Ratios		$ (6,824,033)	Decreasing the number of faculty units allocated to colleges by 3.3% for curriculum programs; and by 4.4% for occupational programs
	Reduce Community Service Block Grant		$ (4,386,203)	Combined both the Visiting Artist and Community Service Block Grant programs, and reduced by 50%
	Enrollment Increases	$ 18,641,501		Increased the unit values, provide more faculty units, and provide more support positions to students
1992-93	Decrease administrative and instructional support ratios		$ (8,303,831)	Cut by 10% the number of non-faculty support positions allocated to the colleges
	Increase the Faculty/Student Ratios		$ (6,821,033)	Decreasing the number of faculty units allocated to colleges by 3.3% for curriculum programs; and by 4.4% for occupational programs
	Reduce the Community Service Block Grant		$ (4,903,709)	Combined both the Visiting Artist and Community Service Block Grant programs, and reduced by 50%
	Enrollment Increase (1991-92)	$ 18,641,501		Increased the unit values, provide more faculty units, and provide more support positions to students
	Enrollment Increase (1992-93)	$ 24,419,671		

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The Community College System "State Aid Formula"
Increases and Decreases Since 1990-91
< TOTAL REQUIREMENTS >

Fiscal Year	Formula Adjustment	Increase	Decrease	Net Effect
1993-94	Reduce the Community Services Block Grant		$ (1,952,298)	Further reduce the CSBG by 50%
	Reduce Administrative Positions		$ (1,563,777)	Reduce further both Senior Administrators and Administrators of Programs
	Work Force preparedness			
	a. Competitive Salary Levels	$ 6,000,000		To enhance faculty salaries and/or reduce the faculty/student ratio
	b. Instructional Support Personnel	$ 1,000,000		To provide an additional 29 counselor positions systemwide
	Enrollment Increase	$ 9,576,355		Increased the unit values, provide more faculty units, and provide more support positions to
1994-95	Reduce the Community Services Block Grant		$ (1,952,298)	Further reduce the CSBG by 50%
	Reduce Administrative Positions		$ (1,563,777)	Reduce further both Senior Administrators and Administrators of Programs
	Work Force preparedness			
	a. Competitive Salary Levels	$ 14,402,860		To enhance faculty salaries and/or reduce the faculty/student ratio. The State Board was directed to increase the curriculum faculty salary unit value by approximately 8%
	b. Instructional Support Personnel (1993-94)	$ 1,000,000		To provide an additional 29 counselor positions systemwide
	b. Instructional Support Personnel (1994-95)	$ 6,016,047		To provide an additional 174 positions systemwide, including academic advisors, financial aid specialists, placement personnel, and clerical support
	Enrollment Increase (1993-94)	$ 9,576,355		Increased the unit values, provide more faculty units, and provide more support positions to
	Literacy Increase	$ 1,552,712		Increase the number of full-time education faculty for literacy programs
	Enrollment Decrease		$ (8,964,210)	

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The Community College System "State Aid Formula"
Increases and Decreases Since 1990-91
< TOTAL REQUIREMENTS >

Fiscal Year	Formula Adjustment	Increase	Decrease	Net Effect
1995-96	Eliminate the Visiting Artist Program		$ (175,656)	
	Reduce All State-Aid programs		$ (3,966,499)	Reduced the entire State Aid Formula by .9%. This meant a reduction in the number of faculty units and staff positions.
	Curriculum Faculty/Student Ratio Improvement	$ 12,600,000		Implements a sliding scale ratio, in order to provide more curriculum faculty to colleges, as follows: 1Instructional Unit per 17 FTE for first 250fte; 1 Instructional Unit per 18 FTE next 125 fte; 1 Instructional Unit per 19.5 FTE next 125; and finally 1 Instructional Unit per 21.55 FTE for ALL fte over 500.
	Budget Stability	$ 1,284,779		Provide funds to stabilize college budgets in periods of swings in enrollment either up (by >4%) or down (by >5%).
	Enrollment Decrease		$ (3,850,472)	
1996-97	Eliminate the Visiting Artist Program		$ (175,656)	
	Curriculum Faculty/Student Ratio Improvement	$ 12,600,000		Implements a sliding scale ratio, in order to provide more curriculum faculty to colleges, as follows: 1Instructional Unit per 17 FTE for first 250fte; 1 Instructional Unit per 18 FTE next 125 fte; 1 Instructional Unit per 19.5 FTE next 125; and finally 1 Instructional Unit per 21.55 FTE for ALL fte over 500.
	Budget Stability	$ 1,284,779		Provide funds to stabilize college budgets in periods of swings in enrollment either up (by >4%) or down (by >5%).
	Enrollment Decrease (1995-96)		$ (3,850,472)	
	Enrollment Decrease (1996-97))		$ (3,700,000)	

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The Community College System "State Aid Formula"
Increases and Decreases Since 1990-91
< TOTAL REQUIREMENTS >

Fiscal Year	Formula Adjustment	Increase	Decrease	Net Effect
	Enhance Curriculum Funding Formula	$ 6,000,000		Increases the curriculum instructional unit value by 6.7%. This provides for the hiring of new and compensation enhancement of existing faculty
	Enhance Occupational Funding Formula	$ 1,000,000		Increases the occupational instructional unit value by 9.7%. This results in additional faculty for short-term job training programs so critically needed by business and industry
1997-98	Enhance Occupational Funding Formula	$ 9,993,517		Increases the occupational instructional unit value by 25.5%This results in additional faculty for short-term job training programs so critically needed by business and industry
	Enrollment Increase	$ 1,434,338		Increased the unit values, provide more faculty units, and provide more support positions to
1998-99	Enhance Occupational Funding Formula	$ 9,993,517		Increases the occupational instructional unit value by 25.5%This results in additional faculty for short-term job training programs so critically needed by business and industry
	Enrollment Increase (1997-98)	$ 1,434,338		Increased the unit values, provide more faculty units, and provide more support positions to
	Enrollment Increase (1998-99)	$ 2,000,000		Provides colleges recurring funds for management information technology staff, and recurring funds for the purchase and development of software.
	Technology Support	$ 9,000,000		
1999-2000	Enrollment Increases	$ 18,769,897		Increased the unit values, provide more faculty units, and provide more support positions to
	Instructional and Administrative Support	$ 8,000,000		Provides one additional financial aid counselor per college to actively promote financial assistance opportunities. Provides additional student support positions for all 58 colleges.

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The Community College System "State Aid Formula"
Increases and Decreases Since 1990-91
< TOTAL REQUIREMENTS >

Fiscal Year	Formula Adjustment	Increase	Decrease	Net Effect
	Increase Other Cost Funds	$ 10,000,000		With the first such appropriation since 1984-85, enables colleges to reduce dependency upon redirection of funds from faculty salaries, to purchase software, instructional supplies & materials, cabling, maintenance of equipment, etc
	Reduce Community Services Block Grant	$ (1,821,797)		Eliminated for one-year the funds for the CSBG. Required colleges to spend cash balances in self-supporting activities in order to enable Sr. Citizens to attend free.
2000-01	Enrollment Increases (1999-2000)	$ 18,769,897		Increased the unit values, provide more faculty
	Enrollment Increases (2000-01)	$ 22,280,910		units, and provide more support positions to
	Instructional and Administrative Support	$ 8,000,000		Provides one additional financial aid counselor per college to actively promote financial assistance opportunities. Provides additional student support positions for all 58 colleges.
	Increase Other Cost Funds	$ 10,000,000		With the first such appropriation since 1984-85, enables colleges to reduce dependency upon redirection of funds from faculty salaries, to purchase software, instructional supplies & materials, cabling, maintenance of equipment, etc
	Enhance Occupational Funding Formula	$ 3,000,000		Adjust the funding per full-time equivalent student in a continuing effort to more closely align funding for continuing education programs with that of curriculum.

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The Community College System "State Aid Formula"
REQUIREMENT {Spending} Adjustments By Formula Category SINCE 1990-91

	I. Enrollment	II. Curriculum	III. Occupational	IV. Basic Skills	V. Other Cost	VI. Academic Support	VII. Institutional Support	Decrease Per Student Funding	Community Service Block Grant
1990-91	17,292,735							(11,193,840)	
1991-92	18,641,501	(6,000,000)	(824,033)				(8,303,831)		(4,386,203)
1992-93	24,419,671						(1,563,777)		
1993-94	9,576,355	6,000,000				1,000,000			(1,952,298)
1994-95	(8,964,210)	8,402,860		1,552,712		6,016,047			
1995-96	(3,850,472)	13,884,779						(3,966,499)	(175,656)
1996-97	(3,700,000)	6,000,000	1,000,000						
1997-98	1,434,338		9,993,517						
1998-99	2,000,000						9,000,000		
1999-20	18,769,897				10,000,000	8,000,000			
2000-01	22,280,910		3,000,000						
TOTALS	$ 97,900,725	$ 28,287,639	$ 13,169,484	$ 1,552,712	$10,000,000	$15,016,047	$ (867,608)	$ (15,160,339)	$ (6,514,157)

Net TOTAL $ 143,384,503

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Explanations of Formula Adjustments Since 1991

Formula Category	Explanation Of Adjustment	Amount of Adjustment
		Requirements
I. Enrollment Adjustments	Each year since the inception of the Community College System, the General Assembly has funded enrollment increases, and adjusted the Formula Budget during enrollment declines. Enrollment increases are measured in full-time equivalent students (FTE). Enrollment adjustments increase the funding allocation for Curriculum, Continuing Education and Basic Skills instructional programs. These adjustments also provide for additional student support services, instructional supplies and materials, and support to the faculty, and college-wide governance and management. Enrollment increases DO NOT increase the funding per student, but provide additional funds to serve the FTE students who attend community colleges. In other words, enrollment increase funds BUY more faculty, student support staff, and instructional materials at the same funding rate. These increases are spread throughout the "State Aid Allocation Formula.	**$97,900,725**
II. Curriculum Adjustments	**Curriculum programs** is a term used to describe a wide variety of educational programs, which range in length from one semester to two years. These programs lead to certificates, diplomas, or associate degrees. Curriculum programs, in addition to certificates and diplomas, lead to Associate Degrees in: Applied Sciences(A.A.S.); Arts(A.A.); Fine Arts (A.F.A.); Science(A.S.); and General Education (A).	

	Funding adjustments made since 1991 have been focused upon:	
	1993-94: To recruit and retain the best possible faculty to prepare those entering the work force and upgrade the skills of the existing work force. Funds could also be used to lower the faculty-to-student ratio.	**$6,000,000**
	1994-95: To increase the curriculum instructional unit allocation, using these funds to improve the relative ranking of curriculum faculty.	**$8,402,860**
	1995-96: To improve the faculty/student ratio, thereby increasing the number of instructional units avaialble to colleges hire more full- and part-time faculty. To defer the loss of faculty from enrollment declines by employing "budget stability." Funds were used to provide more instructional units.	**$13,884,779**
	1996-97: To enhance the curriculum funding formula to increase the number of A.A.S, A.S., A.A., and A.F.A. degrees awarded. Funds were used to increase the instructional unit allocation.	**$6,000,000**
III. Occupational Continuing Ed.	Occupational Continuing Education (OCE) programs can be credit or non-credit instruction, through single courses or a series of courses.. They are designed to prepare adults for the world of work; to re-train those adult workers who have become displaced; and to provide new skills to the existing work force. OCE offers focused, short-course instruction that is highly valued by employers.	
	Funding adjustments since 1991 have been focused upon:	
	1996-97: To enhance the formula to improve to improve educational offerings, and to increase the occupational instructional unit allocation.	**$1,000,000**
	1997-98: To provide more job skill training courses, and and to increase the occupational instructional unit allocation.	**$9,993,517**

	2000-01: To adjust the funding rate per FTE in a continuing effort to more closely align continuing education programs with that of curriculum programs.	**$3,000,000**
IV. Basic Skills	**Basic Skills** programs include Adult Basic Education, Adult High School, General Educational Development, English as a Second Language, and Compensatory Education. Funding adjustments since 1991 have been focused upon: **1994-95:** To hire additional full-time literacy education faculty, nased upon more work place and family literacy programs.	**$1,552,712**
V. Other Costs	**Other Cost** funds procure and deploy the tools of learning. This includes instructional supplies and materials, instructional software, raw materials for shops and labs (welding rods, electrical boxes, culinary supplies, automotive materials, etc.), and similar instructional consumables. Funding adjustments since 1991 have been focused upon: **1999-2000:** For the first time in fifteen years, funds were provided to enhance the "other cost" allocation in both Curriculum ($105/FTE to $175/FTE) and Occupational ($55/FTE to $175/FTE) programs	**$10,000,000**
VI. Academic Support	**Academic Support** includes those activities and personnel that provide support for the institutions' primary purpose- Instruction, and the student populations that are served thereby. Funding adjustments since 1991 have been focused upon: **1993-94:** To provide an additional 29 counselor positions systemwide to assist students in making career choices	**$1,000000**

	1994-95: To provide approximately 174 positions among the 58 community colleges in the area of such student services as career development specialists, academic advisors, financial aid specialists, placement directors, employment counselors, disabled services, and clerical support.	**$6,016,047**
	1999-2000: To ensure at least one additional financial aid counselor is distributed to each community college to actively promote financial assistance opportunities for students, and to maximize the benefits and understanding of Federal tax credits	**$8,000,000**
VII. Institutional Support	**Institutional Support** includes activities that involve the management of the entire college. Funding adjustments since 1991 have been focused upon:	
	1998-99: To provide management information technology staff, recurring funds for the purchase and development of software, and for ITS charges and computer related costs.	**$9,000,000**

Expenditures Per FTE Student

UNRESTRICTED EXPENDITURES PER FTE STUDENT
NORTH CAROLINA COMMUNITY COLLEGE SYSTEM COMPARED TO SREB STATES AND NATIONAL AVERAGE
1998-99 ACADEMIC YEAR

SYSTEM	UNRESTRICTED EXPENDITURES							
	Instruction	Research	Public Service	Academic Support	Student Services	Institutional Support	Plant Operation & Maintenance	Sum of Major Functions
Alabama	$3,102	$0	$16	$533	$539	$965	$685	$5,839
Arkansas	2,905	0	87	584	599	1,070	657	5,903
Delaware	3,521	0	11	627	611	1,063	1,018	6,850
Florida	2,812	0	21	581	512	1,312	711	5,949
Georgia	2,671	0	24	524	556	1,156	632	5,562
Kentucky*	0	0	0	0	0	0	0	0
Louisiana	2,443	8	44	399	281	654	460	4,289
Maryland	3,209	0	13	769	605	1,424	743	6,764
Mississippi	2,766	0	20	232	547	676	650	4,892
Oklahoma	2,675	1	22	463	484	683	591	4,919
South Carolina	3,486	1	17	860	635	968	665	6,632
Tennessee	2,849	0	42	377	569	654	488	4,979
Texas	2,949	3	146	520	470	867	682	5,637
Virginia	2,603	0	29	587	431	902	427	4,978
West Virginia	1,865	0	53	477	407	556	411	3,768
15 State SREB Average*	**$2,883**	**$1**	**$59**	**$544**	**$510**	**$991**	**$646**	**$5,633**
	51%	**0%**	**1%**	**10%**	**9%**	**18%**	**11%**	**100%**
49 State US Average*	**$2,792**	**$2**	**$67**	**$511**	**$533**	**$971**	**$631**	**$5,507**
	51%	**0%**	**1%**	**9%**	**10%**	**18%**	**11%**	**100%**
North Carolina (1)	**$4,151**	**$0**	**$7**	**$594**	**$520**	**$1,159**	**$766**	**$7,198**
	58%	**0%**	**0%**	**8%**	**7%**	**16%**	**11%**	**100%**
North Carolina Adjusted (2)	**$2,522**	**$0**	**$4**	**$361**	**$316**	**$704**	**$466**	**$4,374**
	58%	**0%**	**0%**	**8%**	**7%**	**16%**	**11%**	**100%**

**No financial data available for Kentucky or New Hampshire.*

The "North Carolina (1)" uses ONLY Credit FTE ; whereas the "North Carolina Adjusted (2)" uses TOTAL FTE. This is because the NCCCS is a COMPREHENSIVE SYSTEM of Credit and Non-Credit Programs (Curriculum, Contnuing ED, Basic Skills)

Source: National Center for Education Statistics, 1998-99 Fall Enrollment and Finance Surveys.

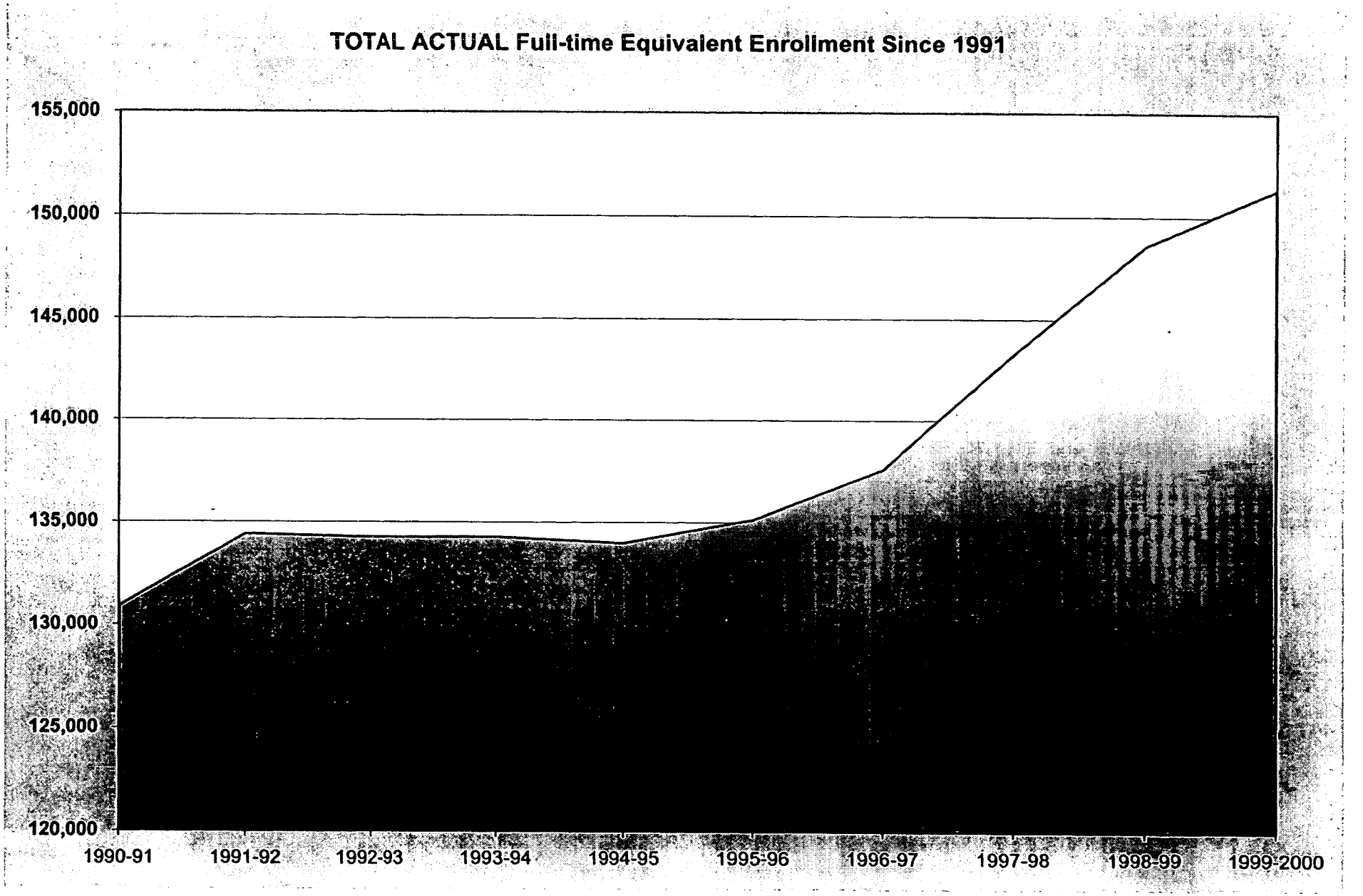
North Carolina Community College System
Costs Per Regular Budget FTE
Formula Allocations
2000-2001

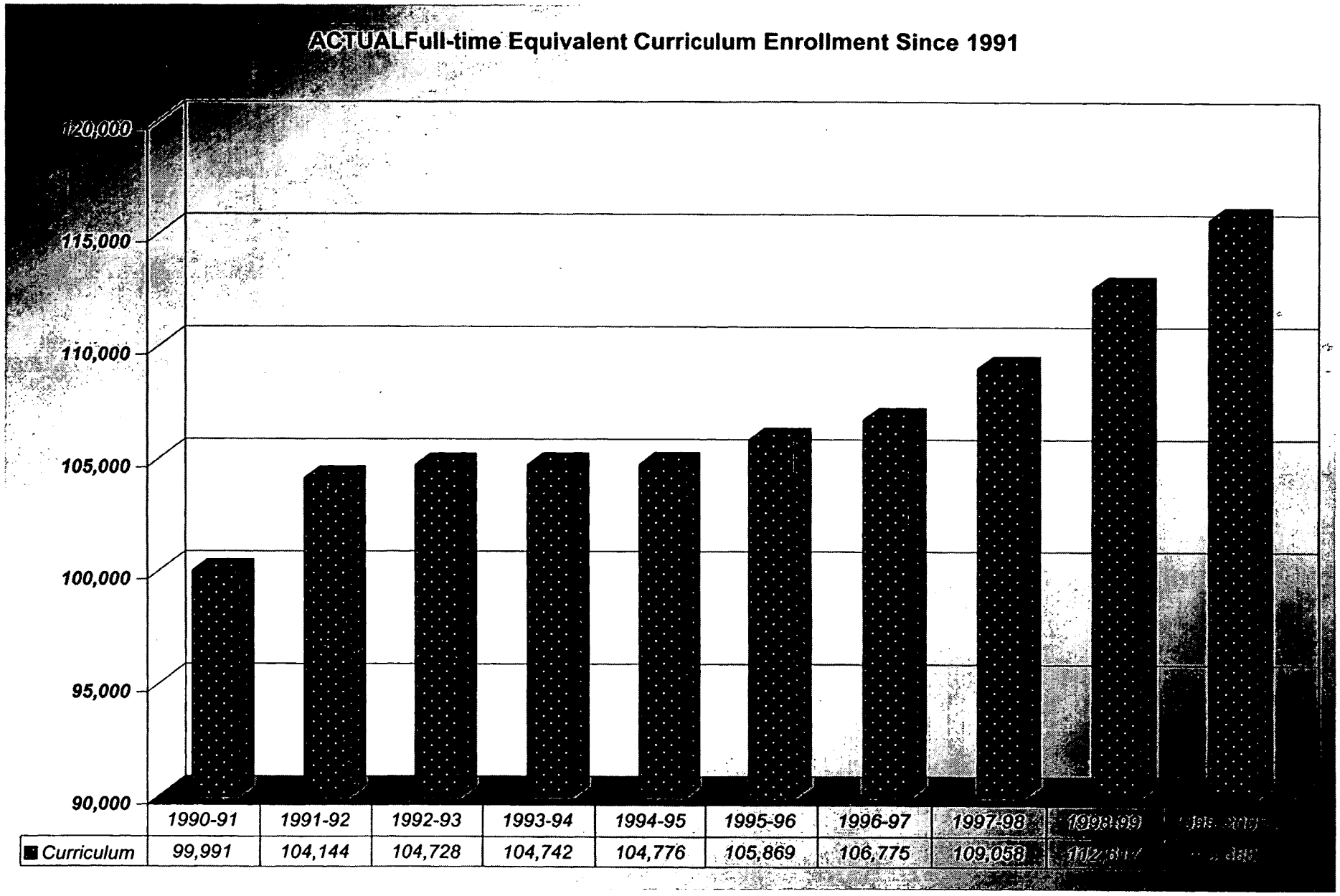
Curriculum (Academic Year)			
Total Requirements	$	4,692.10	
Student Receipts		760.85	16.22%
Appropriation	$	3,931.25	83.78%
Occupational (Academic Year)			
Total Requirements	$	4,068.79	
Student Receipts		686.92	16.88%
Appropriation	$	3,381.87	83.12%
Basic Skills (Academic Year)			
Total Requirements	$	4,494.06	
Federal Receipts		520.23	11.58%
Appropriation	$	3,973.83	88.42%

10-12-00

w:/users/morganl/ftecos99.xls-sheet1

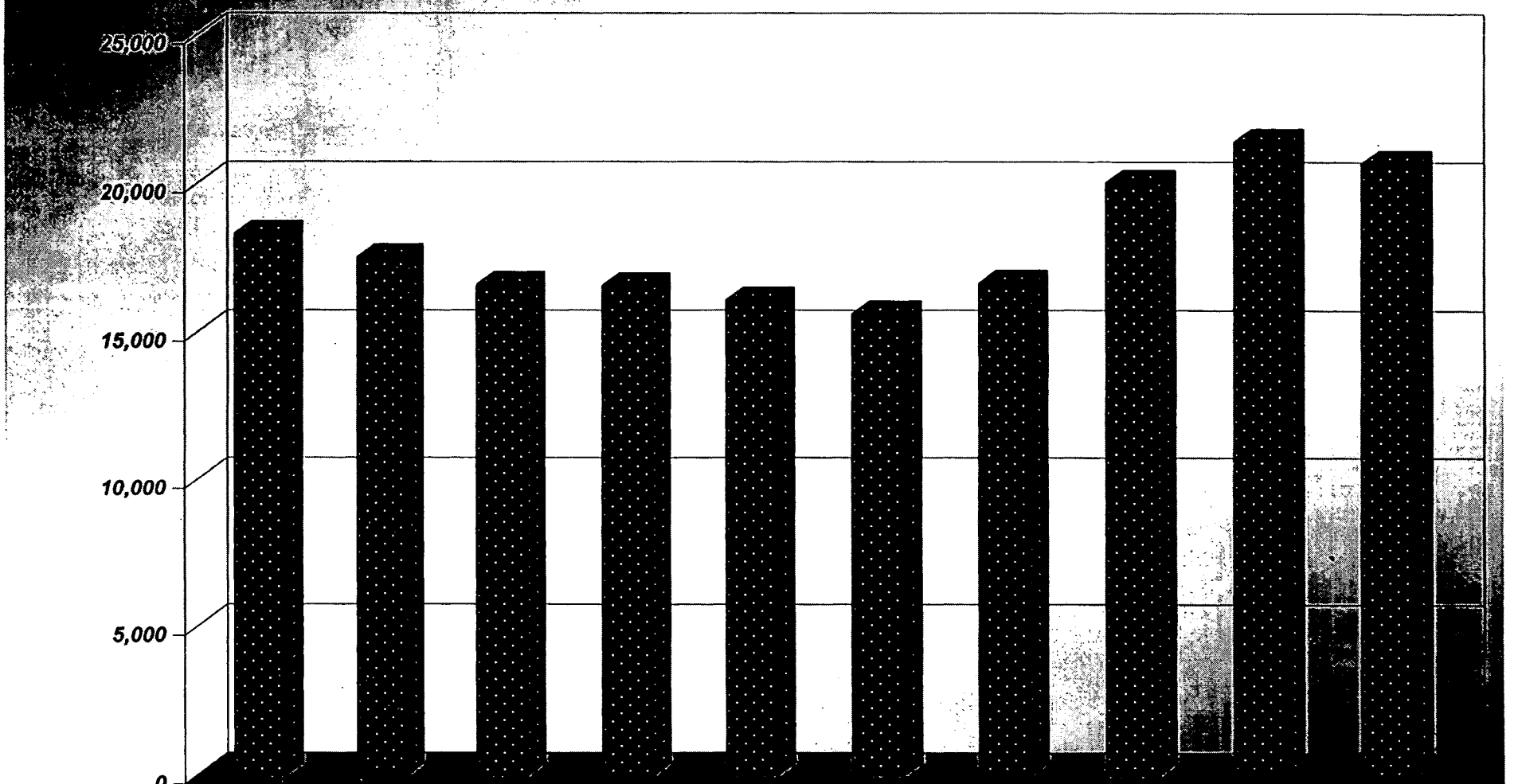
Enrollment Patterns


TOTAL ACTUAL Full-time Equivalent Enrollment Since 1991
155,000
150,000
145,000
140,000
135,000
130,000
125,000
120,000
1990-91
1991-92
1992-93
1993-94
1994-95
1995-96
1996-97
1997-98
1998-99
1999-2000

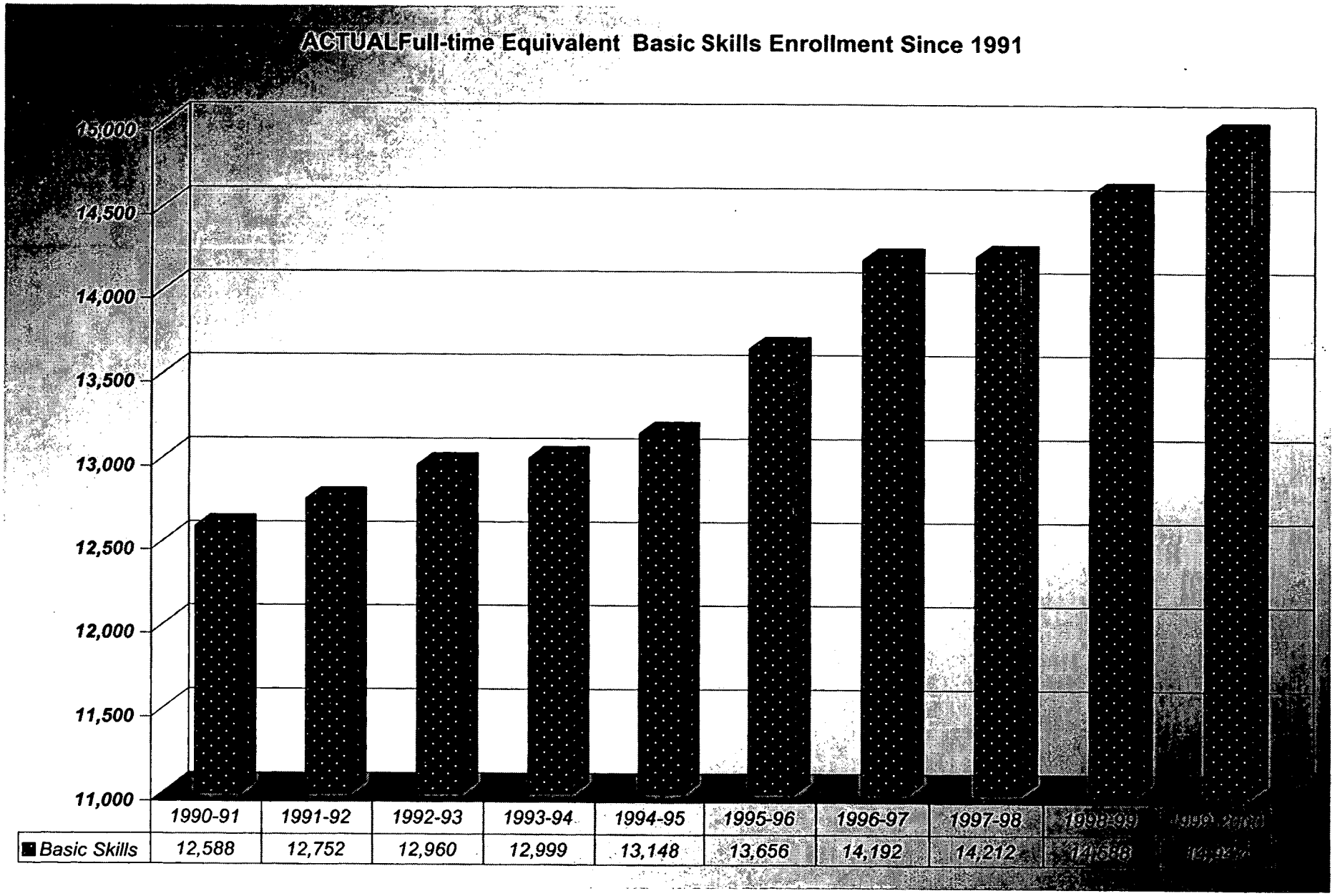


	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	[illegible]
Curriculum	99,991	104,144	104,728	104,742	104,776	105,869	106,775	109,058	[illegible]	[illegible]

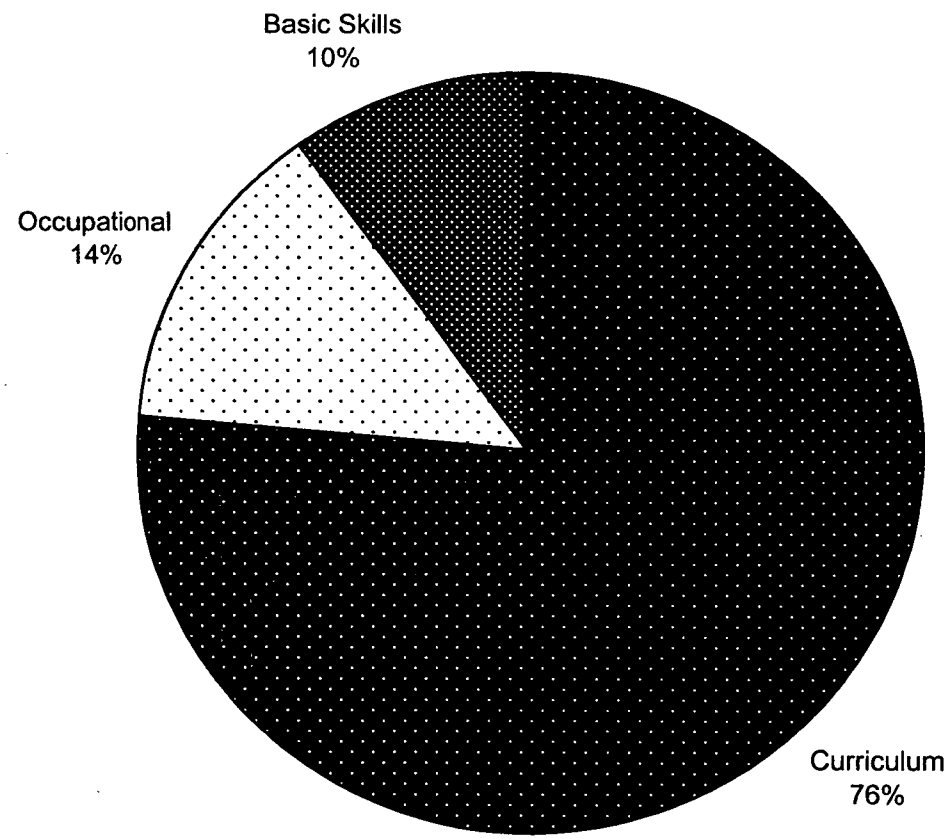
ACTUAL Full-time Equivalent Occupational Continuing Education Enrollment Since 1991



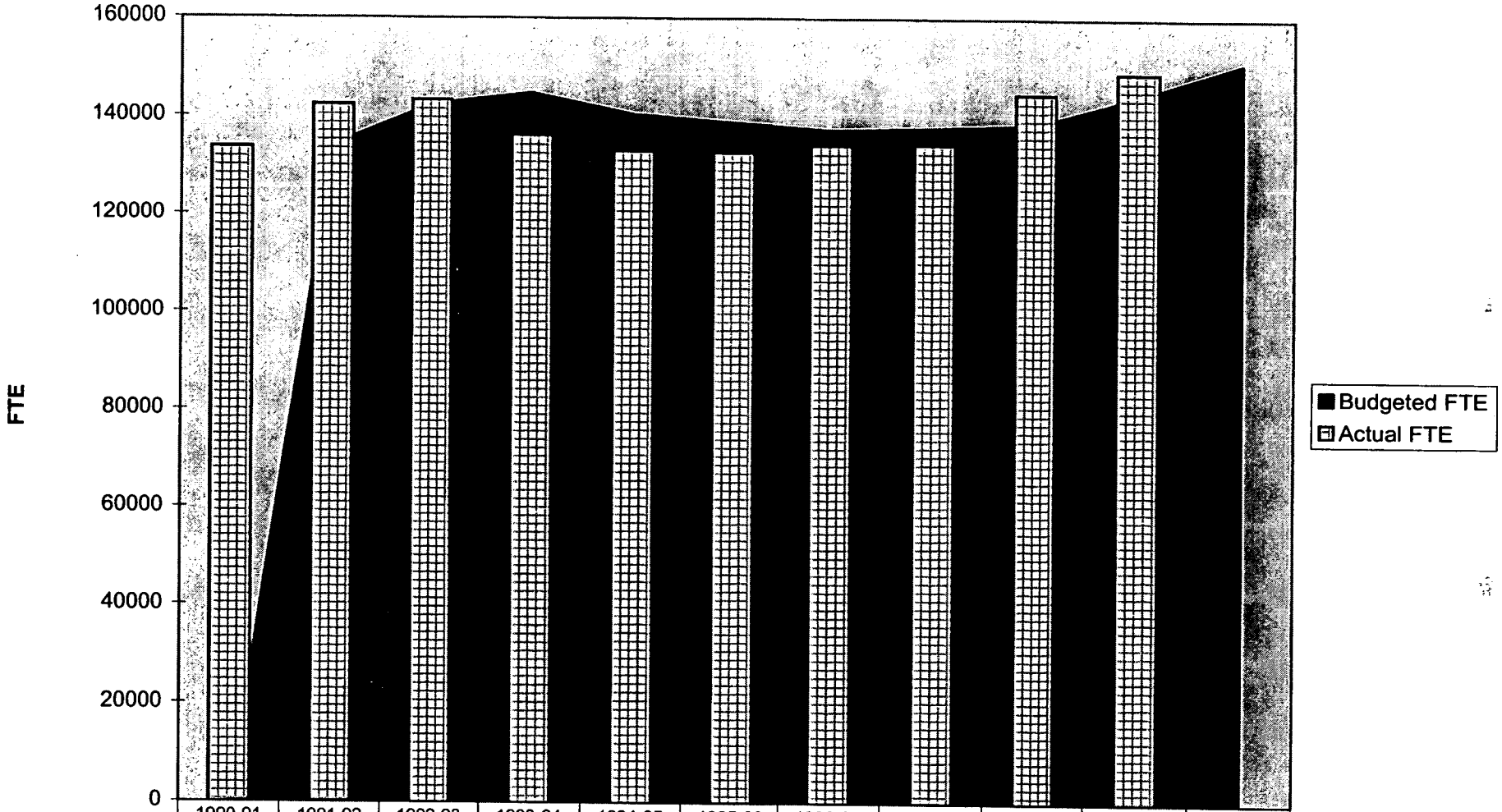
	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-2000
Occupational	18,301	17,512	16,580	16,544	16,076	15,607	16,636	20,019	21,[illegible]	20,[illegible]


ACTUALFull-time Equivalent Basic Skills Enrollment Since 1991
15,000
14,500
14,000
13,500
13,000
12,500
12,000
11,500
11,000
1990-91
1991-92
1992-93
1993-94
1994-95
1995-96
1996-97
1997-98
Basic Skills
12,588
12,752
12,960
12,999
13,148
13,656
14,192
14,212

Distribution of 1999-2000 ACTUAL Full-time Equivalent Enrollment



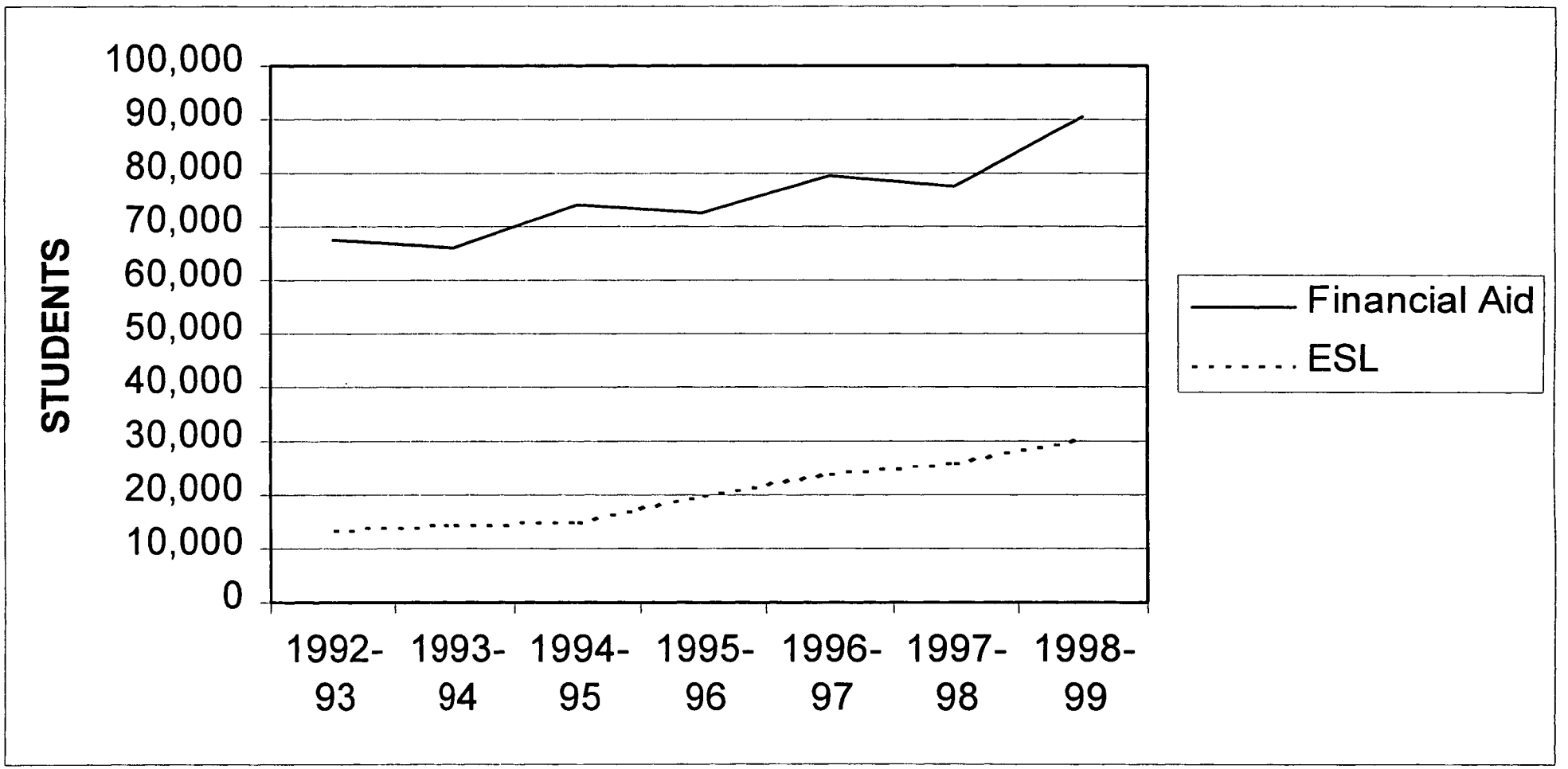
BUDGET vs ACTUAL Full-time Equivalent Enrollment Since 1991



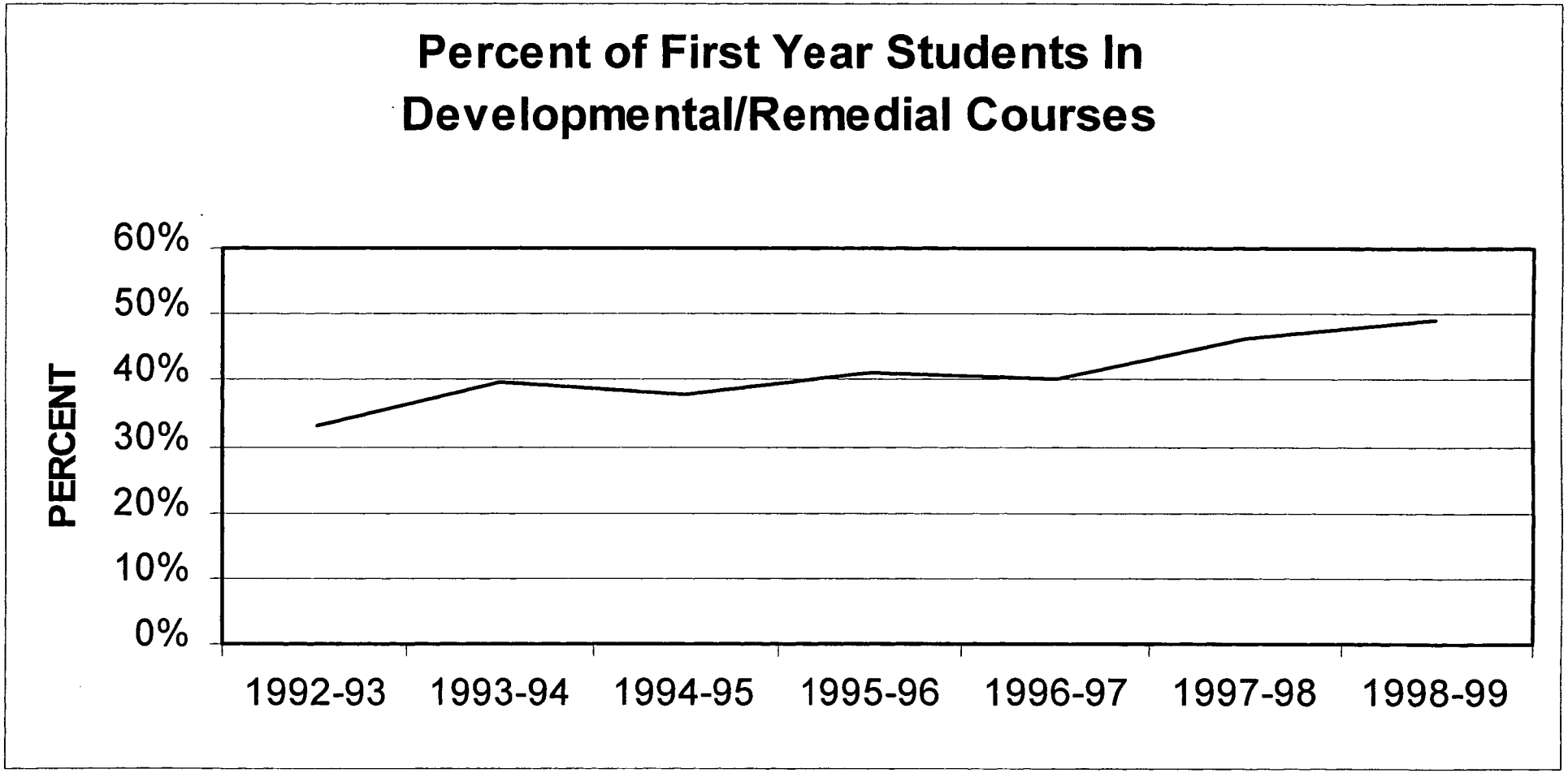
	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-2000	2000-01
Budgeted FTE		134136	142428	144744	140451	138867	137383	137868	138548	144283	150884
Actual FTE	133682	142376	143289	136161	133087	132808	134280	134470	144717	148916	

North Carolina Community College System

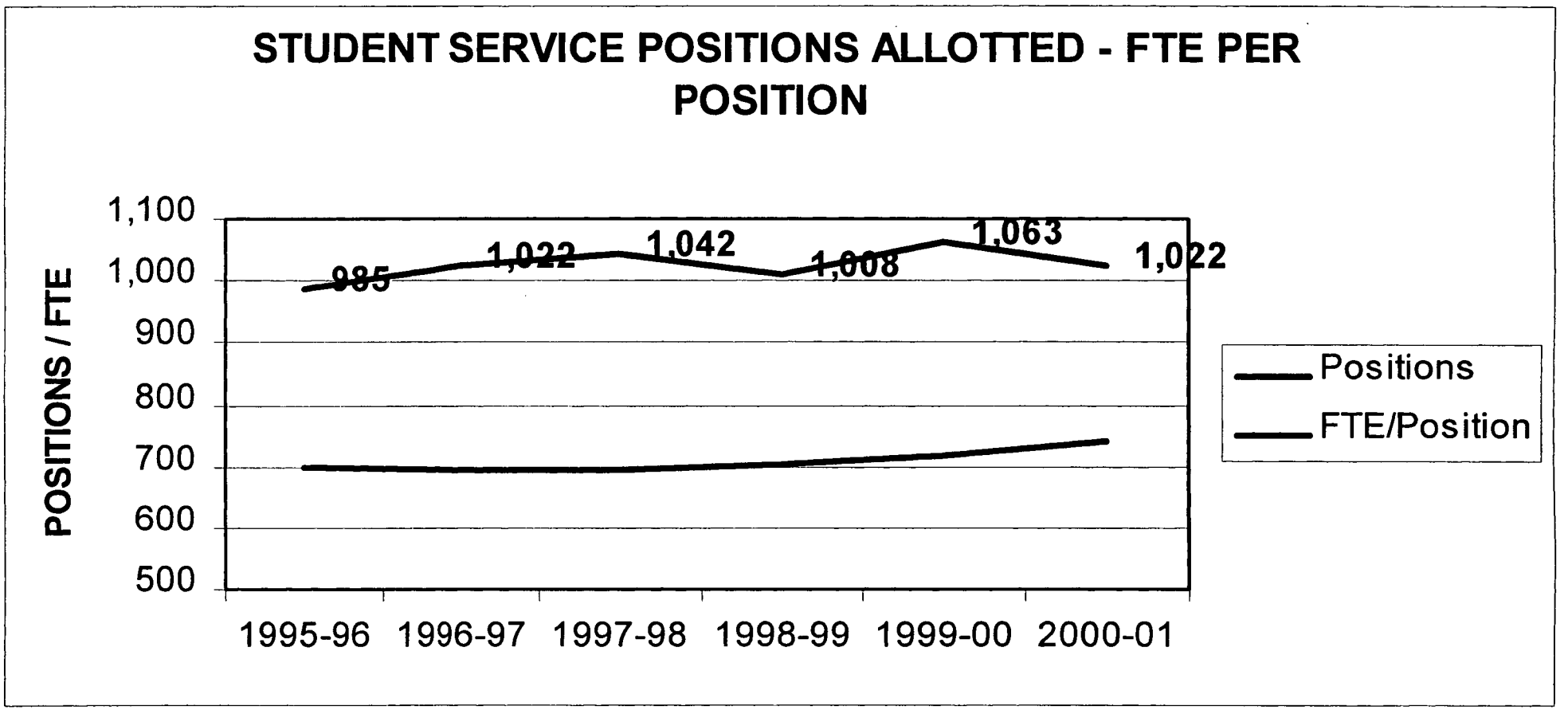
Students Receiving Financial Aid - English As A Second Language



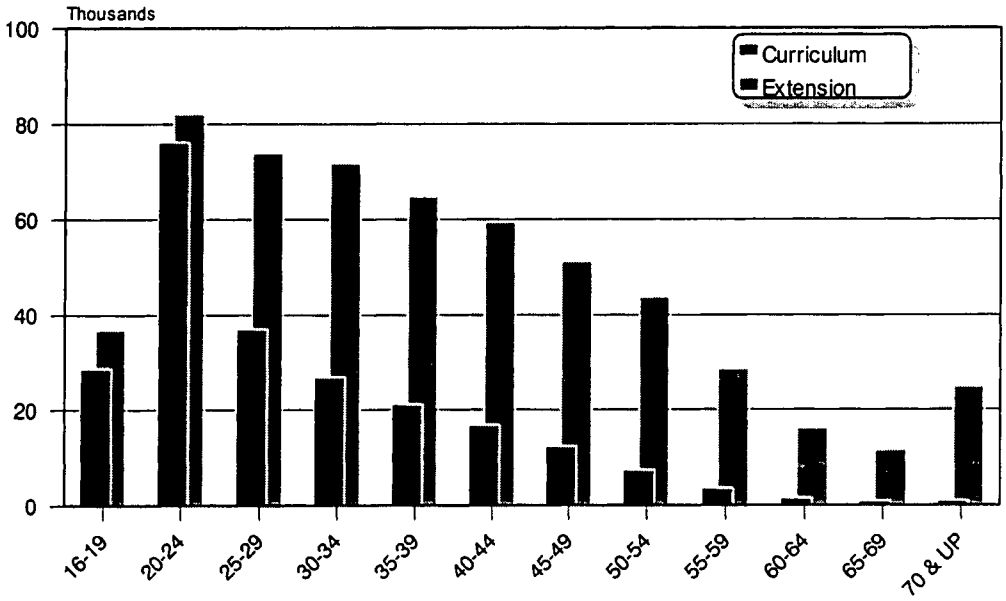
North Carolina Community College System



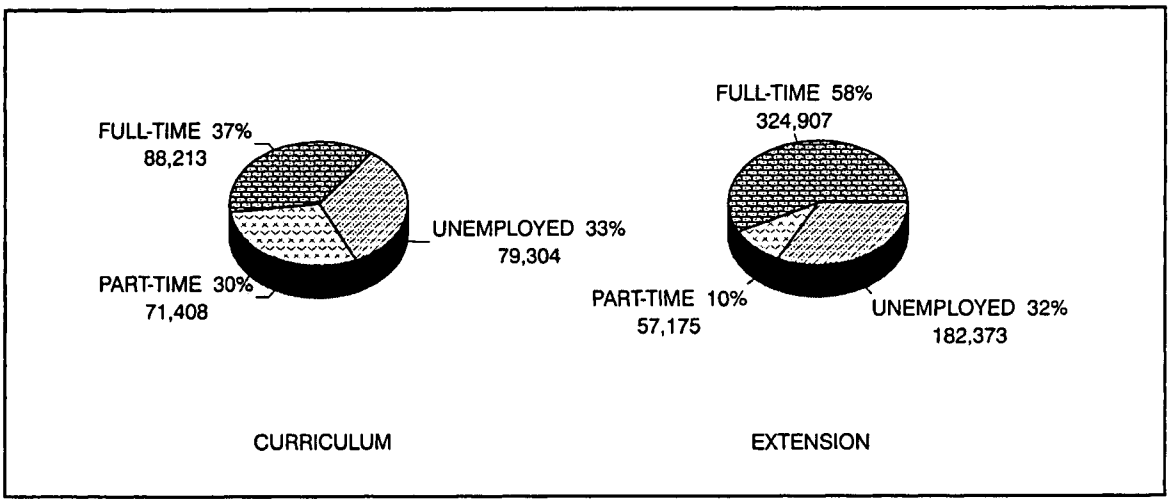
North Carolina Community College System



ENROLLMENT BY AGE GROUPS
1999-00

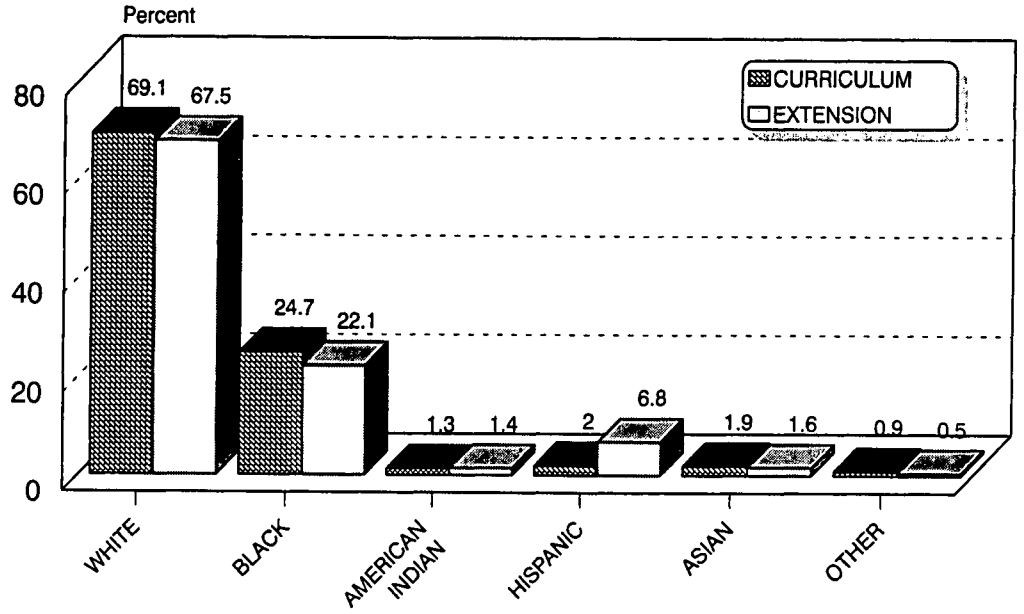


ENROLLMENT BY EMPLOYMENT STATUS
1999-00

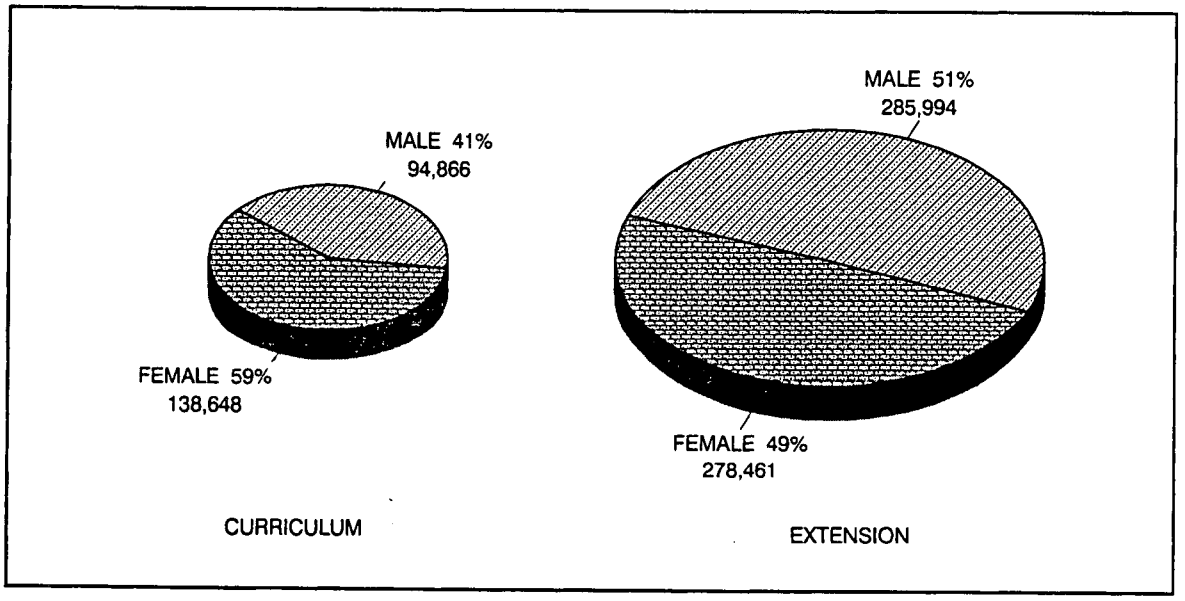


Source: North Carolina Community College System, Information Services.

ENROLLMENT BY RACE
1999-00

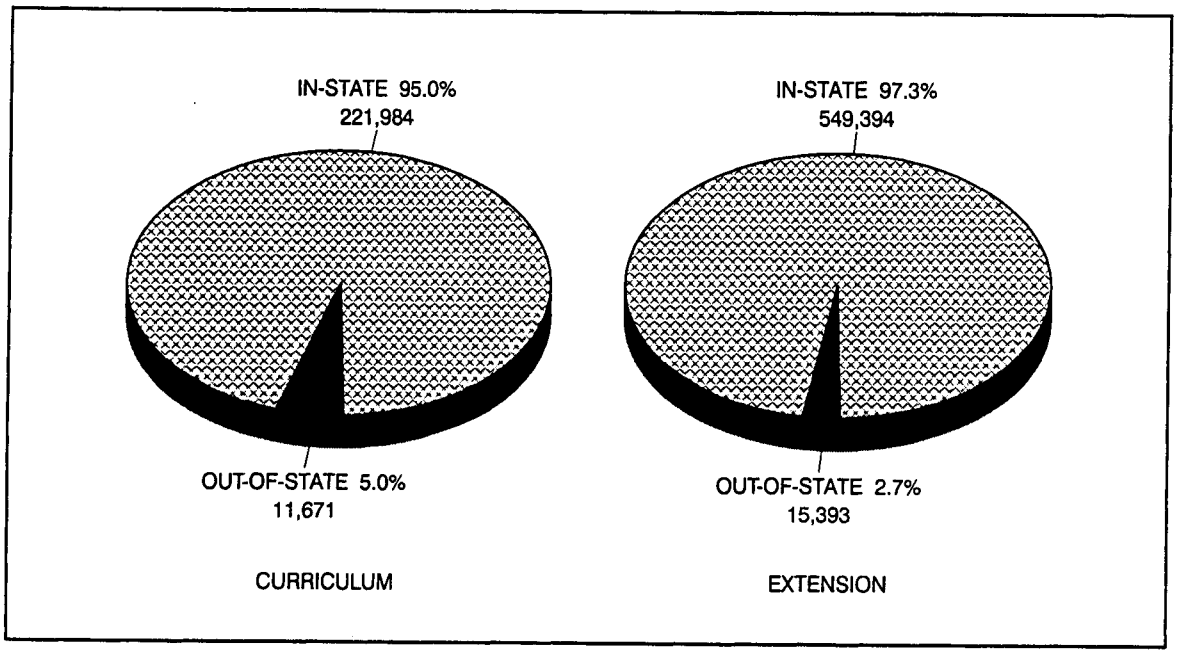


ENROLLMENT BY SEX
1999-00

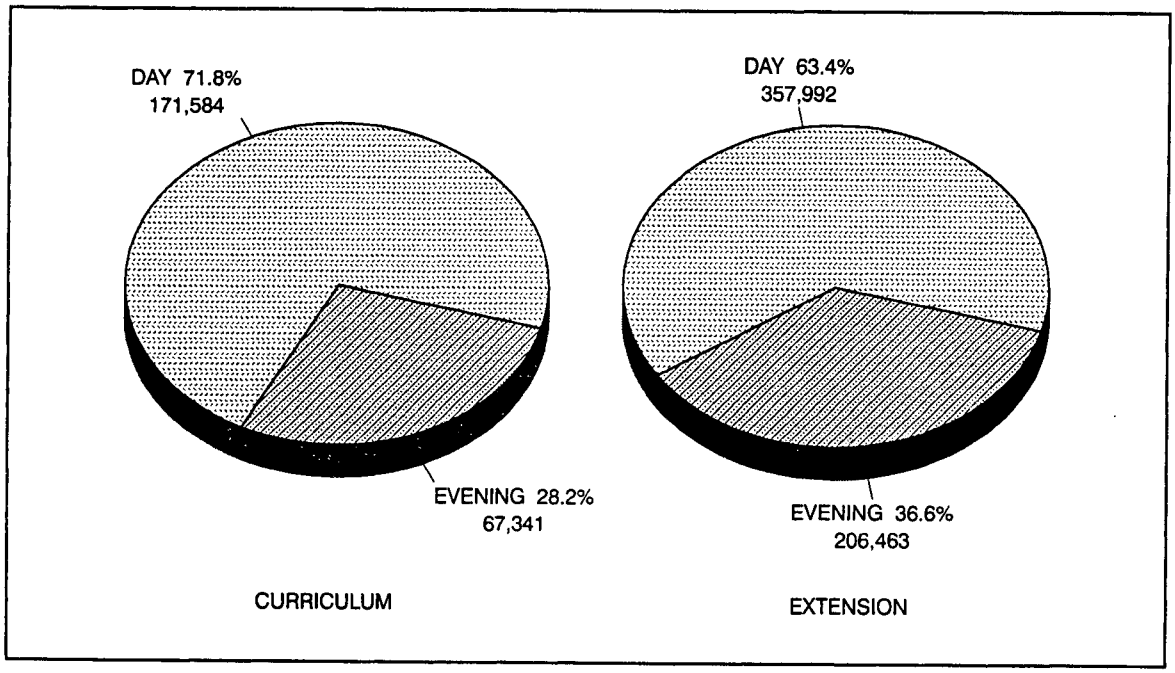


Source: North Carolina Community College System, Information Services.

ENROLLMENT BY RESIDENCY STATUS
1999-00



ENROLLMENT BY DAY/EVENING STATUS
1999-00



Source: North Carolina Community College System, Information Services.

Economic Patterns in Community College Service Areas

North Carolina Community CollegeSystem
Employment Changes In Home Counties of Community Colleges
1998-99

	Employment Change 1998-99
NORTH CAROLINA	**2.2**
ALAMANCE COMMUNITY COLLEGE	2.7
ASHEVILLE-BUNCOMBE TECH CC	0.7
BEAUFORT CO COMMUNITY COLLEGE	0.7
BLADEN COMMUNITY COLLEGE	0.9
BLUE RIDGE COMMUNITY COLLEGE	5.2
BRUNSWICK COMMUNITY COLLEGE	4.4
CALDWELL COMMUNITY COLLEGE	(0.1)
CAPE FEAR COMMUNITY COLLEGE	5.3
CARTERET COMMUNITY COLLEGE	0.9
CATAWBA VALLEY COMMUNITY COLL	2.6
CENTRAL CAROLINA COMMUNITY COL	2.5
CENTRAL PIEDMONT COMMUNITY COL	4.5
CLEVELAND COMMUNITY COLLEGE	(2.2)
COASTAL CAROLINA COMMUNITY COL	4.5
COLLEGE OF THE ALBEMARLE	1.2
CRAVEN COMMUNITY COLLEGE	1.1
DAVIDSON CO COMMUNITY COLLEGE	(1.4)
DURHAM TECHNICAL COMM COLL	3.2
EDGECOMBE COMMUNITY COLLEGE	(1.2)
FAYETTEVILLE TECH COMM COLL	3.6
FORSYTH TECHNICAL COMM COLL	1.0
GASTON COLLEGE	(1.7)
GUILFORD TECH COMM COLL	2.5
HALIFAX COMMUNITY COLLEGE	1.3
HAYWOOD COMMUNITY COLLEGE	1.1
ISOTHERMAL COMMUNITY COLLEGE	(4.1)
JAMES SPRUNT COMMUNITY COLLEGE	2.8
JOHNSTON COMMUNITY COLLEGE	4.7
LENOIR COMMUNITY COLLEGE	(2.2)
MARTIN COMMUNITY COLLEGE	(2.3)
MAYLAND COMMUNITY COLLEGE	1.6
MCDOWELL TECHNICAL COMM COLL	(0.9)
MITCHELL COMMUNITY COLLEGE	4.2
MONTGOMERY COMMUNITY COLLEGE	2.5
NASH COMMUNITY COLLEGE	0.0
PAMLICO COMMUNITY COLLEGE	9.7
PIEDMONT COMMUNITY COLLEGE	(1.2)
PITT COMMUNITY COLLEGE	4.5
RANDOLPH COMMUNITY COLLEGE	2.0
RICHMOND COMMUNITY COLLEGE	0.6
ROANOKE-CHOWAN COMMUNITY COLL	3.7
ROBESON COMMUNITY COLLEGE	(2.4)
ROCKINGHAM COMMUNITY COLLEGE	(0.3)
ROWAN-CABARRUS COMMUNITY COLL	3.7
SAMPSON COMMUNITY COLLEGE	(0.1)
SANDHILLS COMMUNITY COLLEGE	3.3
SOUTH PIEDMONT COMMUNITY COLLEGE	4.6
SOUTHEASTERN COMMUNITY COLLEGE	(4.1)
SOUTHWESTERN COMMUNITY COLLEGE	3.0
STANLY COMMUNITY COLLEGE	1.5
SURRY COMMUNITY COLLEGE	(1.5)
TRI-COUNTY COMMUNITY COLLEGE	3.3
VANCE GRANVILLE COMMUNITY COLL	2.5
WAKE TECHNICAL COMMUNITY COLL	2.8
WAYNE COMMUNITY COLLEGE	1.9
WESTERN PIEDMONT COMM COLLEGE	(0.6)
WILKES COMMUNITY COLLEGE	3.3
WILSON TECH. COMM. COLLEGE	3.0

North Carolina Community CollegeSystem
Percent of Population In Work Force In Home Counties of Community Colleges
1999

	% Pop In Labor Force 1999
NORTH CAROLINA	**48.4**
ALAMANCE COMMUNITY COLLEGE	53.0
ASHEVILLE-BUNCOMBE TECH CC	51.9
BEAUFORT CO COMMUNITY COLLEGE	44.8
BLADEN COMMUNITY COLLEGE	63.0
BLUE RIDGE COMMUNITY COLLEGE	43.9
BRUNSWICK COMMUNITY COLLEGE	45.9
CALDWELL COMMUNITY COLLEGE	52.1
CAPE FEAR COMMUNITY COLLEGE	50.5
CARTERET COMMUNITY COLLEGE	49.1
CATAWBA VALLEY COMMUNITY COLL	54.3
CENTRAL CAROLINA COMMUNITY COL	52.4
CENTRAL PIEDMONT COMMUNITY COL	56.4
CLEVELAND COMMUNITY COLLEGE	48.3
COASTAL CAROLINA COMMUNITY COL	31.4
COLLEGE OF THE ALBEMARLE	42.4
CRAVEN COMMUNITY COLLEGE	40.3
DAVIDSON CO COMMUNITY COLLEGE	55.2
DURHAM TECHNICAL COMM COLL	57.0
EDGECOMBE COMMUNITY COLLEGE	45.5
FAYETTEVILLE TECH COMM COLL	39.6
FORSYTH TECHNICAL COMM COLL	52.3
GASTON COLLEGE	54.9
GUILFORD TECH COMM COLL	55.4
HALIFAX COMMUNITY COLLEGE	40.3
HAYWOOD COMMUNITY COLLEGE	44.8
ISOTHERMAL COMMUNITY COLLEGE	48.9
JAMES SPRUNT COMMUNITY COLLEGE	48.8
JOHNSTON COMMUNITY COLLEGE	52.4
LENOIR COMMUNITY COLLEGE	50.8
MARTIN COMMUNITY COLLEGE	43.9
MAYLAND COMMUNITY COLLEGE	47.7
MCDOWELL TECHNICAL COMM COLL	49.5
MITCHELL COMMUNITY COLLEGE	51.0
MONTGOMERY COMMUNITY COLLEGE	46.3
NASH COMMUNITY COLLEGE	47.7
PAMLICO COMMUNITY COLLEGE	43.2
PIEDMONT COMMUNITY COLLEGE	51.4
PITT COMMUNITY COLLEGE	50.7
RANDOLPH COMMUNITY COLLEGE	55.6
RICHMOND COMMUNITY COLLEGE	41.0
ROANOKE-CHOWAN COMMUNITY COLL	46.8
ROBESON COMMUNITY COLLEGE	47.0
ROCKINGHAM COMMUNITY COLLEGE	49.2
ROWAN-CABARRUS COMMUNITY COLL	52.0
SAMPSON COMMUNITY COLLEGE	42.9
SANDHILLS COMMUNITY COLLEGE	40.4
SOUTH PIEDMONT COMMUNITY COLLEGE	51.6
SOUTHEASTERN COMMUNITY COLLEGE	43.9
SOUTHWESTERN COMMUNITY COLLEGE	53.2
STANLY COMMUNITY COLLEGE	47.1
SURRY COMMUNITY COLLEGE	50.1
TRI-COUNTY COMMUNITY COLLEGE	48.1
VANCE GRANVILLE COMMUNITY COLL	45.3
WAKE TECHNICAL COMMUNITY COLL	58.3
WAYNE COMMUNITY COLLEGE	42.4
WESTERN PIEDMONT COMM COLLEGE	49.7
WILKES COMMUNITY COLLEGE	49.7
WILSON TECH. COMM. COLLEGE	50.8

North Carolina Community CollegeSystem
Percent of Population With High School Education In Home Counties of Community Colleges
1990

	% w/ H.S. Ed 1990
NORTH CAROLINA	**70.0**
ALAMANCE COMMUNITY COLLEGE	67.9
ASHEVILLE-BUNCOMBE TECH CC	74.5
BEAUFORT CO COMMUNITY COLLEGE	65.9
BLADEN COMMUNITY COLLEGE	56.4
BLUE RIDGE COMMUNITY COLLEGE	76.2
BRUNSWICK COMMUNITY COLLEGE	69.2
CALDWELL COMMUNITY COLLEGE	56.8
CAPE FEAR COMMUNITY COLLEGE	78.1
CARTERET COMMUNITY COLLEGE	75.5
CATAWBA VALLEY COMMUNITY COLL	66.7
CENTRAL CAROLINA COMMUNITY COL	72.4
CENTRAL PIEDMONT COMMUNITY COL	81.6
CLEVELAND COMMUNITY COLLEGE	63.5
COASTAL CAROLINA COMMUNITY COL	83.0
COLLEGE OF THE ALBEMARLE	67.4
CRAVEN COMMUNITY COLLEGE	75.9
DAVIDSON CO COMMUNITY COLLEGE	64.2
DURHAM TECHNICAL COMM COLL	78.9
EDGECOMBE COMMUNITY COLLEGE	58.5
FAYETTEVILLE TECH COMM COLL	80.3
FORSYTH TECHNICAL COMM COLL	77.6
GASTON COLLEGE	60.9
GUILFORD TECH COMM COLL	76.1
HALIFAX COMMUNITY COLLEGE	53.9
HAYWOOD COMMUNITY COLLEGE	68.0
ISOTHERMAL COMMUNITY COLLEGE	59.4
JAMES SPRUNT COMMUNITY COLLEGE	56.4
JOHNSTON COMMUNITY COLLEGE	64.6
LENOIR COMMUNITY COLLEGE	62.9
MARTIN COMMUNITY COLLEGE	58.3
MAYLAND COMMUNITY COLLEGE	55.3
MCDOWELL TECHNICAL COMM COLL	58.5
MITCHELL COMMUNITY COLLEGE	66.5
MONTGOMERY COMMUNITY COLLEGE	55.3
NASH COMMUNITY COLLEGE	65.1
PAMLICO COMMUNITY COLLEGE	65.9
PIEDMONT COMMUNITY COLLEGE	63.2
PITT COMMUNITY COLLEGE	71.0
RANDOLPH COMMUNITY COLLEGE	62.0
RICHMOND COMMUNITY COLLEGE	60.4
ROANOKE-CHOWAN COMMUNITY COLL	58.1
ROBESON COMMUNITY COLLEGE	57.0
ROCKINGHAM COMMUNITY COLLEGE	59.2
ROWAN-CABARRUS COMMUNITY COLL	66.0
SAMPSON COMMUNITY COLLEGE	61.3
SANDHILLS COMMUNITY COLLEGE	74.3
SOUTH PIEDMONT COMMUNITY COLLEGE	69.0
SOUTHEASTERN COMMUNITY COLLEGE	59.4
SOUTHWESTERN COMMUNITY COLLEGE	68.7
STANLY COMMUNITY COLLEGE	62.2
SURRY COMMUNITY COLLEGE	57.3
TRI-COUNTY COMMUNITY COLLEGE	59.9
VANCE GRANVILLE COMMUNITY COLL	57.1
WAKE TECHNICAL COMMUNITY COLL	85.4
WAYNE COMMUNITY COLLEGE	71.2
WESTERN PIEDMONT COMM COLLEGE	60.1
WILKES COMMUNITY COLLEGE	54.1
WILSON TECH. COMM. COLLEGE	62.2

North Carolina Community CollegeSystem
Investment In Home Counties of Community Colleges
1999

	1999 Investment In New Plants $ (Millions)	Jobs
NORTH CAROLINA		
ALAMANCE COMMUNITY COLLEGE	$23.4	256
ASHEVILLE-BUNCOMBE TECH CC	$7.0	72
BEAUFORT CO COMMUNITY COLLEGE	$0.8	42
BLADEN COMMUNITY COLLEGE	$0.0	0
BLUE RIDGE COMMUNITY COLLEGE	$0.0	0
BRUNSWICK COMMUNITY COLLEGE	$1.0	45
CALDWELL COMMUNITY COLLEGE	$4.5	67
CAPE FEAR COMMUNITY COLLEGE	$0.0	0
CARTERET COMMUNITY COLLEGE	$0.0	0
CATAWBA VALLEY COMMUNITY COLL	$16.5	65
CENTRAL CAROLINA COMMUNITY COL	$8.5	73
CENTRAL PIEDMONT COMMUNITY COL	$571.5	4,958
CLEVELAND COMMUNITY COLLEGE	$2.2	3
COASTAL CAROLINA COMMUNITY COL	$0.0	0
COLLEGE OF THE ALBEMARLE	$1.2	17
CRAVEN COMMUNITY COLLEGE	$0.0	0
DAVIDSON CO COMMUNITY COLLEGE	$41.3	240
DURHAM TECHNICAL COMM COLL	$122.5	460
EDGECOMBE COMMUNITY COLLEGE	$2.3	17
FAYETTEVILLE TECH COMM COLL	$0.0	36
FORSYTH TECHNICAL COMM COLL	$61.1	80
GASTON COLLEGE	$38.8	74
GUILFORD TECH COMM COLL	$70.6	726
HALIFAX COMMUNITY COLLEGE	$0.5	20
HAYWOOD COMMUNITY COLLEGE	$1.1	6
ISOTHERMAL COMMUNITY COLLEGE	$1.0	130
JAMES SPRUNT COMMUNITY COLLEGE	$6.9	53
JOHNSTON COMMUNITY COLLEGE	$10.8	102
LENOIR COMMUNITY COLLEGE	$40.0	320
MARTIN COMMUNITY COLLEGE	$0.0	0
MAYLAND COMMUNITY COLLEGE	$3.5	16
MCDOWELL TECHNICAL COMM COLL	$12.7	215
MITCHELL COMMUNITY COLLEGE	$55.8	189
MONTGOMERY COMMUNITY COLLEGE	$113.0	600
NASH COMMUNITY COLLEGE	$3.8	56
PAMLICO COMMUNITY COLLEGE	$0.0	0
PIEDMONT COMMUNITY COLLEGE	$0.0	0
PITT COMMUNITY COLLEGE	$4.7	610
RANDOLPH COMMUNITY COLLEGE	$9.3	151
RICHMOND COMMUNITY COLLEGE	$3.6	74
ROANOKE-CHOWAN COMMUNITY COLL	$0.0	0
ROBESON COMMUNITY COLLEGE	$0.0	0
ROCKINGHAM COMMUNITY COLLEGE	$12.0	32
ROWAN-CABARRUS COMMUNITY COLL	$2.0	21
SAMPSON COMMUNITY COLLEGE	$3.7	170
SANDHILLS COMMUNITY COLLEGE	$3.6	100
SOUTH PIEDMONT COMMUNITY COLLEGE	$15.2	279
SOUTHEASTERN COMMUNITY COLLEGE	$8.5	30
SOUTHWESTERN COMMUNITY COLLEGE	$1.0	103
STANLY COMMUNITY COLLEGE	$0.0	0
SURRY COMMUNITY COLLEGE	$1.0	12
TRI-COUNTY COMMUNITY COLLEGE	$0.0	0
VANCE GRANVILLE COMMUNITY COLL	$10.6	255
WAKE TECHNICAL COMMUNITY COLL	$142.2	966
WAYNE COMMUNITY COLLEGE	$0.9	0
WESTERN PIEDMONT COMM COLLEGE	$24.6	177
WILKES COMMUNITY COLLEGE	$1.0	25
WILSON TECH. COMM. COLLEGE	$25.9	146

North Carolina Community CollegeSystem
Business Expansion In Home Counties of Community Colleges
1999

	1999 Investment In Expansions	
	$ (Millions)	Jobs
NORTH CAROLINA		
ALAMANCE COMMUNITY COLLEGE	$27.3	286
ASHEVILLE-BUNCOMBE TECH CC	$17.9	61
BEAUFORT CO COMMUNITY COLLEGE	$18.6	64
BLADEN COMMUNITY COLLEGE	$51.8	82
BLUE RIDGE COMMUNITY COLLEGE	$46.2	81
BRUNSWICK COMMUNITY COLLEGE	$2.5	37
CALDWELL COMMUNITY COLLEGE	$26.1	71
CAPE FEAR COMMUNITY COLLEGE	$38.2	57
CARTERET COMMUNITY COLLEGE	$4.3	42
CATAWBA VALLEY COMMUNITY COLL	$388.4	2120
CENTRAL CAROLINA COMMUNITY COL	$86.8	91
CENTRAL PIEDMONT COMMUNITY COL	$415.4	7503
CLEVELAND COMMUNITY COLLEGE	$172.3	165
COASTAL CAROLINA COMMUNITY COL	$5.0	35
COLLEGE OF THE ALBEMARLE	$0.0	0
CRAVEN COMMUNITY COLLEGE	$18.5	137
DAVIDSON CO COMMUNITY COLLEGE	$66.4	551
DURHAM TECHNICAL COMM COLL	$249.3	1629
EDGECOMBE COMMUNITY COLLEGE	$116.0	1336
FAYETTEVILLE TECH COMM COLL	$36.1	567
FORSYTH TECHNICAL COMM COLL	$115.6	1098
GASTON COLLEGE	$206.4	593
GUILFORD TECH COMM COLL	$340.4	2119
HALIFAX COMMUNITY COLLEGE	$42.1	205
HAYWOOD COMMUNITY COLLEGE	$0.0	0
ISOTHERMAL COMMUNITY COLLEGE	$15.4	288
JAMES SPRUNT COMMUNITY COLLEGE	$21.1	153
JOHNSTON COMMUNITY COLLEGE	$54.3	115
LENOIR COMMUNITY COLLEGE	$1.0	15
MARTIN COMMUNITY COLLEGE	$8.0	0
MAYLAND COMMUNITY COLLEGE	$5.4	38
MCDOWELL TECHNICAL COMM COLL	$3.5	60
MITCHELL COMMUNITY COLLEGE	$66.3	479
MONTGOMERY COMMUNITY COLLEGE	$10.2	36
NASH COMMUNITY COLLEGE	$34.1	25
PAMLICO COMMUNITY COLLEGE	$0.0	0
PIEDMONT COMMUNITY COLLEGE	$24.9	53
PITT COMMUNITY COLLEGE	$56.2	441
RANDOLPH COMMUNITY COLLEGE	$86.0	550
RICHMOND COMMUNITY COLLEGE	$36.5	194
ROANOKE-CHOWAN COMMUNITY COLL	$0.0	0
ROBESON COMMUNITY COLLEGE	$37.0	166
ROCKINGHAM COMMUNITY COLLEGE	$39.9	232
ROWAN-CABARRUS COMMUNITY COLL	$68.8	307
SAMPSON COMMUNITY COLLEGE	$9.6	71
SANDHILLS COMMUNITY COLLEGE	$8.0	105
SOUTH PIEDMONT COMMUNITY COLLEGE	$68.8	279
SOUTHEASTERN COMMUNITY COLLEGE	$2.0	102
SOUTHWESTERN COMMUNITY COLLEGE	$2.0	70
STANLY COMMUNITY COLLEGE	$25.0	47
SURRY COMMUNITY COLLEGE	$7.5	126
TRI-COUNTY COMMUNITY COLLEGE	$3.2	108
VANCE GRANVILLE COMMUNITY COLL	$0.8	15
WAKE TECHNICAL COMMUNITY COLL	$179.3	1198
WAYNE COMMUNITY COLLEGE	$24.5	357
WESTERN PIEDMONT COMM COLLEGE	$67.2	267
WILKES COMMUNITY COLLEGE	$15.9	50
WILSON TECH. COMM. COLLEGE	$35.5	267

North Carolina Community College System
Hispanic Population Representated as Portion of Total Population
Community College Home Counties

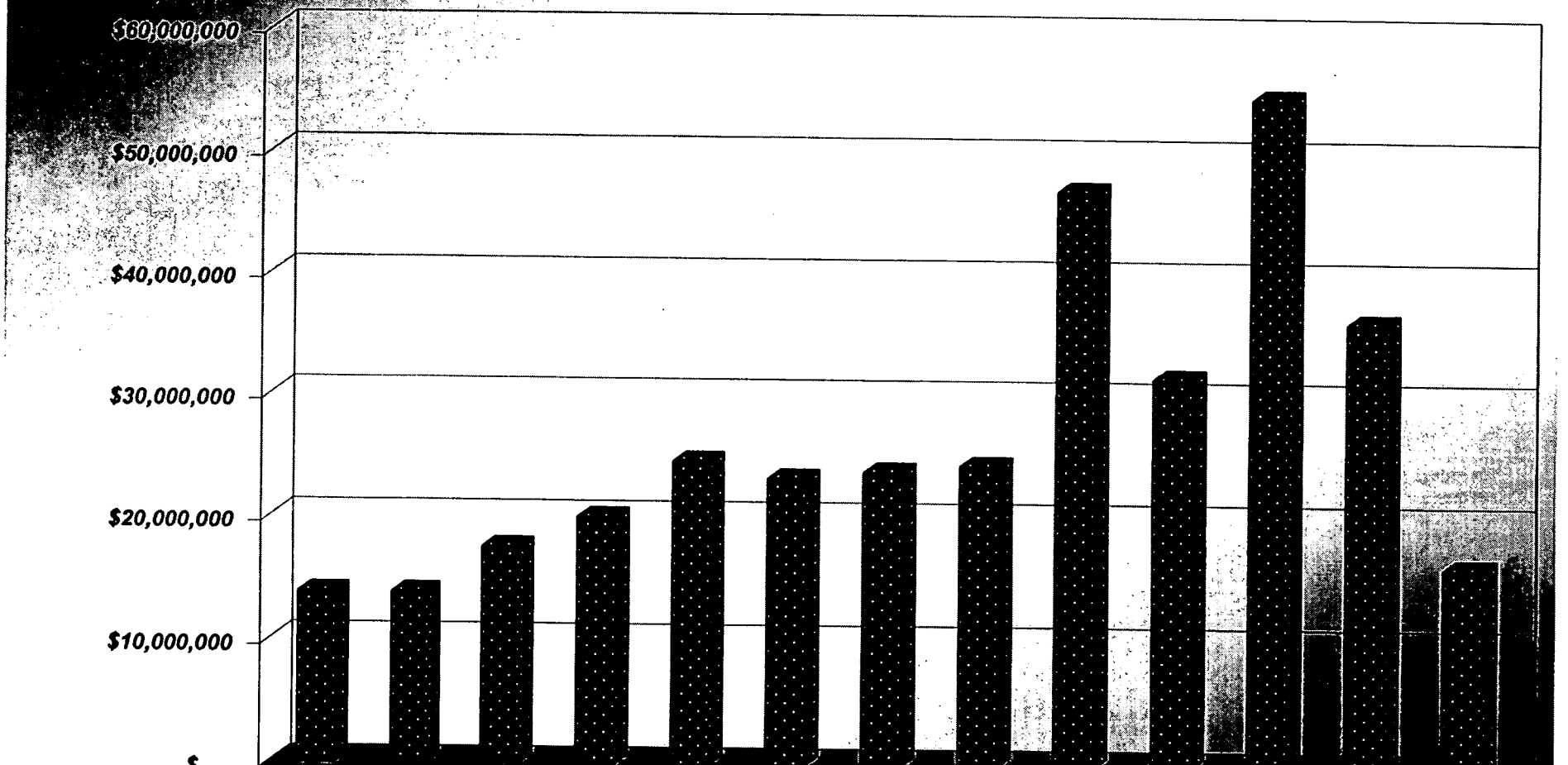
	Total Population	Hispanic	% Hispanic
NORTH CAROLINA	8,049,313	378,963	4.70%
ALAMANCE COMMUNITY COLLEGE	130,800	8,835	6.80%
ASHEVILLE-BUNCOMBE TECH CC	206,330	5,730	2.80%
BEAUFORT CO COMMUNITY COLLEGE	44,958	1,455	3.20%
BLADEN COMMUNITY COLLEGE	32,278	1,198	3.70%
BLUE RIDGE COMMUNITY COLLEGE	89,173	4,880	5.50%
BRUNSWICK COMMUNITY COLLEGE	73,143	1,960	2.70%
CALDWELL COMMUNITY COLLEGE	77,415	1,927	2.50%
CAPE FEAR COMMUNITY COLLEGE	160,307	3,276	2.00%
CARTERET COMMUNITY COLLEGE	59,383	1,035	1.70%
CATAWBA VALLEY COMMUNITY COLL	141,685	7,886	5.60%
CENTRAL CAROLINA COMMUNITY COL	49,040	5,715	11.70%
CENTRAL PIEDMONT COMMUNITY COL	695,454	44,871	6.50%
CLEVELAND COMMUNITY COLLEGE	96,287	1,433	1.50%
COASTAL CAROLINA COMMUNITY COL	150,355	10,896	7.20%
COLLEGE OF THE ALBEMARLE	34,897	429	1.20%
CRAVEN COMMUNITY COLLEGE	91,436	3,677	4.00%
DAVIDSON CO COMMUNITY COLLEGE	147,246	4,765	3.20%
DURHAM TECHNICAL COMM COLL	223,314	17,039	7.60%
EDGECOMBE COMMUNITY COLLEGE	55,606	1,554	2.80%
FAYETTEVILLE TECH COMM COLL	302,963	20,919	6.90%
FORSYTH TECHNICAL COMM COLL	306,067	19,577	6.40%
GASTON COLLEGE	190,365	5,719	3.00%
GUILFORD TECH COMM COLL	421,048	15,985	3.80%
HALIFAX COMMUNITY COLLEGE	57,370	579	1.00%
HAYWOOD COMMUNITY COLLEGE	54,033	763	1.40%
ISOTHERMAL COMMUNITY COLLEGE	62,899	1,136	1.80%
JAMES SPRUNT COMMUNITY COLLEGE	49,063	7,426	15.10%
JOHNSTON COMMUNITY COLLEGE	121,965	9,440	7.70%
LENOIR COMMUNITY COLLEGE	59,648	1,891	3.20%
MARTIN COMMUNITY COLLEGE	25,593	528	2.10%
MAYLAND COMMUNITY COLLEGE	15,687	311	2.00%
MCDOWELL TECHNICAL COMM COLL	42,151	1,214	2.90%
MITCHELL COMMUNITY COLLEGE	122,660	4,182	3.40%
MONTGOMERY COMMUNITY COLLEGE	26,822	2,797	10.40%
NASH COMMUNITY COLLEGE	87,420	2,939	3.40%
PAMLICO COMMUNITY COLLEGE	12,934	171	1.30%
PIEDMONT COMMUNITY COLLEGE	35,623	746	2.10%
PITT COMMUNITY COLLEGE	133,798	4,216	3.20%
RANDOLPH COMMUNITY COLLEGE	130,454	8,646	6.60%
RICHMOND COMMUNITY COLLEGE	46,564	1,319	2.80%
ROANOKE-CHOWAN COMMUNITY COLL	22,601	354	1.60%
ROBESON COMMUNITY COLLEGE	123,339	5,994	4.90%
ROCKINGHAM COMMUNITY COLLEGE	91,928	2,825	3.10%
ROWAN-CABARRUS COMMUNITY COLL	130,340	5,369	4.10%
SAMPSON COMMUNITY COLLEGE	60,161	6,477	10.80%
SANDHILLS COMMUNITY COLLEGE	74,769	2,981	4.00%
SOUTH PIEDMONT COMMUNITY COLLEG	123,677	7,637	6.20%
SOUTHEASTERN COMMUNITY COLLEGE	54,749	1,269	2.30%
SOUTHWESTERN COMMUNITY COLLEGE	33,121	577	1.70%
STANLY COMMUNITY COLLEGE	58,100	1,237	2.10%
SURRY COMMUNITY COLLEGE	71,219	4,620	6.50%
TRI-COUNTY COMMUNITY COLLEGE	24,298	303	1.20%
VANCE GRANVILLE COMMUNITY COLL	42,954	1,957	4.60%
WAKE TECHNICAL COMMUNITY COLL	627,846	33,985	5.40%
WAYNE COMMUNITY COLLEGE	113,329	5,604	4.90%
WESTERN PIEDMONT COMM COLLEGE	89,148	3,180	3.60%
WILKES COMMUNITY COLLEGE	65,632	2,262	3.40%
WILSON TECH. COMM. COLLEGE	73,814	4,457	6.00%

State Aid - Programs: Justifications and Recent Funding Increases

Community College System Equipment Appropriations Since 1990-91

	Continuation	Expansion	Equipment Reserve Fund	Over-realized Receipts (1)	House Bill 275	Total
1990-91	$ 13,819,732	$ -	$ -	$ -	$ -	$ 13,819,732
1991-92	13,819,732	$ -	$ -	$ -	$ -	13,819,732
1992-93	13,819,732	$ 3,700,000	$ -	$ -	$ -	17,519,732
1993-94	13,819,732	$ 6,200,000	$ -	$ -	$ -	20,019,732
1994-95	13,819,732	$ 10,800,000	$ -	$ -	$ -	24,619,732
1995-96	13,695,354	$ 9,550,000	$ -	$ -	$ -	23,245,354
1996-97	13,819,732	$ 10,000,000	$ -	$ -	$ -	23,819,732
1997-98	17,819,732	$ 6,550,000	$ -	$ -	$ -	24,369,732
1998-99	17,319,732	$ 8,750,000	$ 21,000,000	$ -	$ -	47,069,732
1999-00	16,299,507	$ -	$ -	$ 5,329,030	$ 10,000,000	31,628,537
2000-01	15,299,507	$ -	$ -	$ 1,423,213	$ 38,000,000	54,722,720
			Anticipated Funding			
2001-02	16,319,732	$ -	$ -	$ -	$ 20,000,000	36,319,732
2002-03	16,319,732	$ -	$ -	$ -	$ -	16,319,732
Total	$ 163,352,224	$ 55,550,000	$ 21,000,000	$ 6,752,243	$ 48,000,000	$ 347,293,931

Total Equipment Funding Since 1991



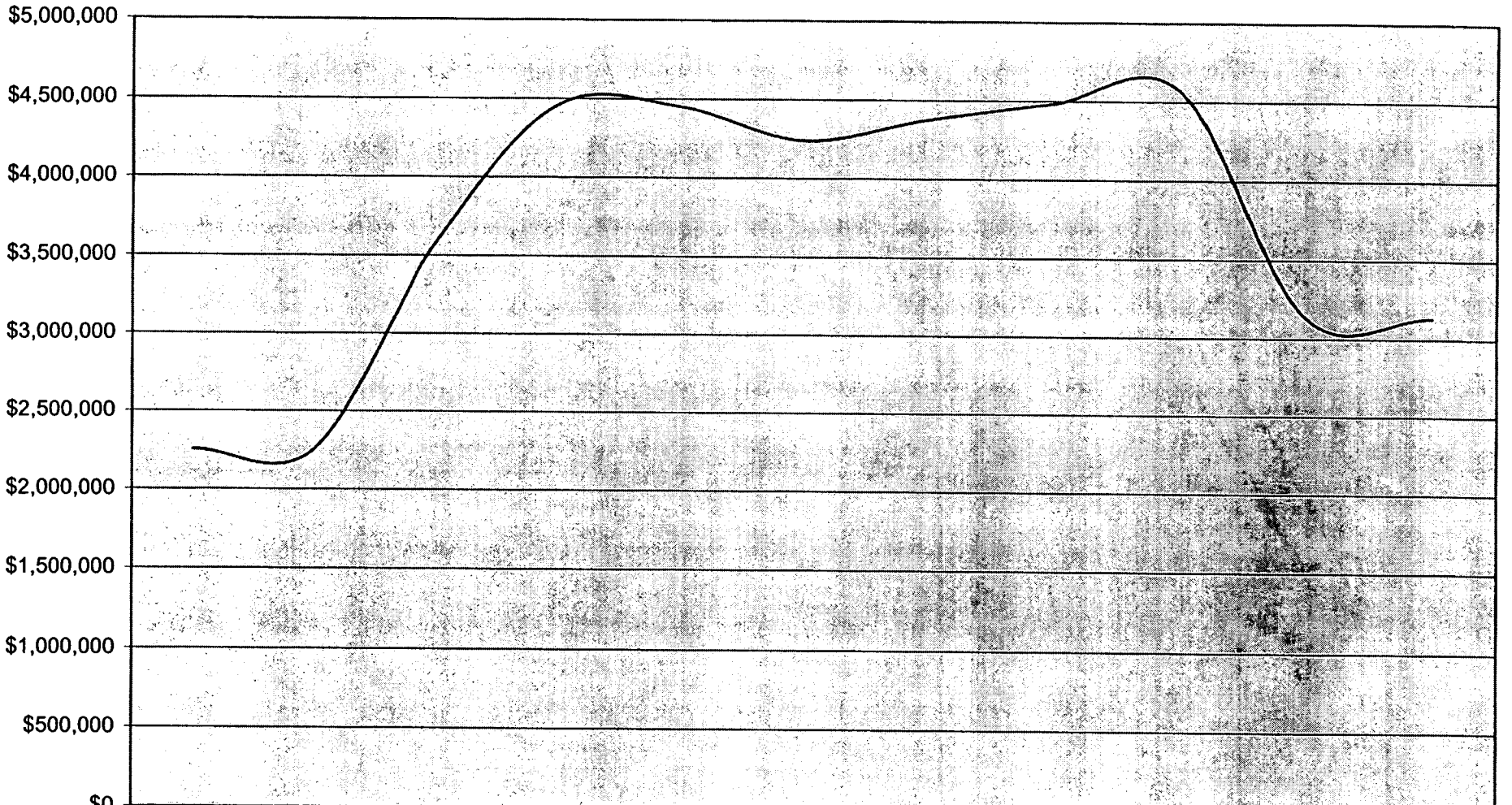
	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01
Total Equipment Funding	$13,819,7	13,819,73	17,519,73	20,019,73	24,619,73	23,245,35	23,819,73	24,369,73	47,069,73	31,628,53	54,[illegible]

Community College System Library Book Appropriations Since 1991

	Continuation Budget	Expansion Budget	Total
1990-91	$: $2,252,274	0	$2,252,274
1991-92	2,252,274	0	2,252,274
1992-93	2,252,274	$1,300,000	3,552,274
1993-94	2,252,274	2,200,000	4,452,274
1994-95	2,252,274	2,200,000	4,452,274
1995-96	2,287,176	1,950,000	4,237,176
1996-97	2,423,661	1,950,000	4,373,661
1997-98	2,531,757	1,950,000	4,481,757
1998-99	2,624,035	1,950,000	4,574,035
1999-00	3,134,035	0	3,134,035
2000-01	3,134,035	0	3,134,035

1999-00 and 2000-01 includes $500,000 for N.C. Live

Total Library Resource Funding Since 1991



	1990-91 $2,252,274	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01
Total	$2,252,274	2,252,274	3,552,274	4,452,274	4,452,274	4,237,176	4,373,661	4,481,757	4,574,035	3,134,035	3,134,035

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Modified Zero-Based Budgeting Approach

Following is a description of the major purposes and types of expenditures listed on the Joint Appropriations Subcommittee's modified Zero-Based Budgeting Approach dated February 15, 2001. Included are expenditure descriptions for **state-funded programs** which apply to the North Carolina Community College System for item 12.

12. Other aids and grants (expenditure accounts 5369AA)

PROGRAM: **SA-CHILD CARE GRANTS**

CURRENT GENERAL FUND APPROPRIATION: **$2,000,000**

FUND BALANCE REMINAING: **$1,460,455**

PURPOSE AND GOALS OF PROGRAM:

To provide child care services to student parents enrolled in a Community College.

FUNDING SOURCE:

State funds allocated with a base of $20,000 and an additional allocation per curriculum FTE.

RESULTS AND OUTCOMES OF PROGRAM:

Funding has permitted student parents to enroll in curriculums and attend community colleges to further their education that would not have been possible otherwise. Funding was awarded to 1,134 students during the 2000-01 fall semester. Due to a lack of funding, additional 1,322 students will not be served during the spring semester.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: **July 1, 1993 funded $1,500,000; July 1, 1994 funding increased by $500,000.**

NUMBER OF FULL AND PART TIME POSITIONS: **Paid to child care provider**

PROGRAM DIRECTOR: **Karen Yerby**

PROGRAM: **SUMMER TERM FUNDING**

CURRENT GENERAL FUND APPROPRIATION: **$7,177,623**

FUND BALANCES REMAING: **$7,177,623**

PURPOSE AND GOALS OF PROGRAM:

To fund curriculum instruction that will be provided during the summer term of 2001. Funds are to be used for faculty salaries, benefits and other current costs associated with summer term instruction.

FUNDING SOURCE:

State appropriation based on summer term curriculum FTE.

RESULTS AND OUTCOMES OF PROGRAM:

To "free up" funds which were redirected from regular term curriculum instruction to the 2001 summer term. Funds are restricted to the curriculum offerings during summer term and should not be transferred to any other area.

Public purposes and fund uses include responding to the needs of working adults, business and industry who are not bound by traditional academic calendars; maximize the state and local investment in the physical plant and highly technical educational training equipment by using facilities year-round; to meet the needs of university students who take classes during the summer term for transfer back to the University in order to graduate in four years; and to create additional learning opportunities for an increasing number of students who matriculate from high school to community colleges.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: **July 1, 2000**

NUMBER OF FULL AND PART TIME POSITIONS: **Not Available**

PROGRAM DIRECTOR: **BUSINESS & FINANCE**

PROGRAM: **SA-LONGEVITY**

CURRENT GENERAL FUND APPROPRIATION: **$6,808,000**

FUND BALANCES REMAING: **$2,813,490**

PURPOSE AND GOALS OF PROGRAM:

To provide an additional incentive and reward to permanent full-time and permanent part-time employees who pursue careers with the State of North Carolina.

FUNDING SOURCE:

State Appropriation to each college based on qualified employees.

RESULTS AND OUTCOMES OF PROGRAM:

The payment of longevity pay to eligible employees is automatic. Payment shall be made in a lump sum, subject to all Statutory deductions during the monthly pay period in which the employee has satisfied all eligibility requirements.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: **July 1, 1976**

NUMBER OF FULL AND PART TIME POSITIONS: **Not Available**

PROGRAM DIRECTOR: **BUSINESS & FINANCE**

PROGRAM: **MULTI-CAMPUS FUNDING**

CURRENT GENERAL FUND APPROPRIATION: **$1,650,000**

FUND BALANCES REMAING: **$962,500**

PURPOSE AND GOALS OF PROGRAM:

Funds have been allotted to eleven colleges (16 campuses) where an existing State Board designated Center is being relocated within the same geographical area. Multi-Campus designation is required when (1) a college seeks title to a site which will be used for a Multi-Campus operation and which will be supported by state construction funds or state current expense funds or (2) a college enters into a long-term lease for a facility which will be used for a Multi-Campus operation and which will be supported by state construction funds or state current expense funds.

A Multi-Campus college is accredited by the Southern Association of Colleges and Schools and contains a full complement of counselors, financial aid specialists, student services and library support services to support the instructional programs offered in the facility. Students are able to complete a program of study and receive a degree, diploma, certificate, continuing education or other educational services.

FUNDING SOURCE:

State appropriation allotted based on a fiscal analysis of multi-campus operations, the number of positions which an institution must sustain in order to operate another degree granting campus represents a duplication of costs not covered in the formula base budget allocation. Since there are multiple duplication costs associated with campus operations, a formula duplication adjustment is applied. This adjustment is structured to reflect costs associated with the operation of a comprehensive campus.

RESULTS AND OUTCOMES OF PROGRAM:

A minimum of 300 Budget FTE must be earned from the multi-campus to receive funding. Multi-Campus funding is an issue put forth to the 1998 Session of the General Assembly as a new funding initiative. Multi-Campus funding will deter the need for additional stand-alone colleges, saving the state approximately $2 - $4 million per campus. During fiscal year 2000-01 the following colleges received funding: Caldwell CC, Central Carolina CC, Central Piedmont, College of the Albemarle, Edgecombe CC, Gaston Collge, Guilford CC, Rowan-Cabarrus CC, South Piedmont CC, Vance-Granville CC, and Wake CC.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: **July 1, 1998 funding totaled $650,000 serving 9 colleges ; July 1, 1999 funding increased by $1,000,000 and 10 colleges were served; July 1, 2000 funding did not increase but colleges served increased to 11.**

NUMBER OF FULL AND PART TIME POSITIONS: **Not Available**

PROGRAM DIRECTOR: **BUSINESS & FINANCE**

PROGRAM: **PRISON PROGRAM START-UP**

CURRENT GENERAL FUND APPROPRIATION: **$50,000**

FUND BALANCES REMAING: **$49,955**

PURPOSE AND GOALS OF PROGRAM:

To offer instructional classes at private prisons located in the service area of Mayland and Pamlico Community Colleges that would otherwise be funded by the college's normal operating budget.

FUNDING SOURCE:

State Appropriation by the General Assembly through the Department of Corrections.

RESULTS AND OUTCOMES OF PROGRAM:

Inmates are trained and educated in vocational/trade and employment readiness programs that will facilitate their blending back into society.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: **July 1, 1999**

NUMBER OF FULL AND PART TIME POSITIONS: **Not Available**

PROGRAM DIRECTOR: **BUSINESS & FINANCE**

PROGRAM: **SA-UNEMPLOYMENT CONTRIBUTIONS**

CURRENT GENERAL FUND APPROPRIATION: **$521,766**

FUND BALANCES REMAING: **$29,622**

PURPOSE AND GOALS OF PROGRAM:

To provide benefits to community college employees funded by state dollars who lose their job through no fault of their own.

FUNDING SOURCE:

State appropriation by the General Assembly in its 1977 Legislation, Senate Bill 468, Chapter 727.

RESULTS AND OUTCOMES OF PROGRAM:

Payments are based on invoices received from the Employment Security Commission.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: **July 1, 1963**

NUMBER OF FULL AND PART TIME POSITIONS: **Paid to Employment Security Commission (ESC)**

PROGRAM DIRECTOR: **BUSINESS & FINANCE**

PROGRAM: **SA-HRD**

CURRENT GENERAL FUND APPROPRIATION: **$7,016,739**

FUND BALANCES REMAING: **$4,256,861**

PURPOSE AND GOALS OF PROGRAM:

This program offers pre-employment training, counseling and assistance to placement in jobs or further training for unemployed and underemployed adults in North Carolina. HRD focuses on the development of basic workplace skills including job readiness, interpersonal and group effectiveness, motivation and goal setting, listening and oral communication, problem solving, and assessment of career and employment goals. Following the completion of HRD training, graduates of the program are helped in their search for a job or enrollment in additional training. All 58 community colleges have an HRD program.

FUNDING SOURCE:

State Appropriation

RESULTS AND OUTCOMES OF PROGRAM:

The program's success is measured by the economic performance of the program's graduates. As a result of HRD training, a graduates economic performance is measured by income increase (a graduates post training income less their pre-training income) and public assistance decrease (a graduates pre-training public assistance less their post-training public assistance). In addition, the efficiency of the program's operation in terms of placement and retention rates, graduates' income increase, graduates' public assistance decrease, student enrollment by type, program cost and other evaluative data are captured.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: **July 1, 1973 with an increase of $1,408,554 July 1, 1994 and a decrease of $92,904 July 1, 1998.**

NUMBER OF FULL AND PART TIME POSITIONS: **196**

PROGRAM DIRECTOR **Barbara Boyce**

PROGRAM: **SA-NEW INDUSTRY**

CURRENT GENERAL FUND APPROPRIATION: **$12,004,113**

FUND BALANCES REMAING: **$9,639,169**

PURPOSE AND GOALS OF PROGRAM:

This program is a customized service designed to provide training to new employees of new or expanding industries in North Carolina. Closely tied to the State's economic development incentives, this program provides a broad range of training and development services at the states expense to eligible companies through each of the 58 community colleges.

FUNDING SOURCE:

State Appropriation (includes carryover of $2,997,615): $8,526,156
Employment Security Commission receipts $3,477,957

RESULTS AND OUTCOMES OF PROGRAM:

During fiscal year 1999-00, the program served 197 companies and trained 20,256 employees. One hundred sixteen companies were expanding NC companies and 81 were new companies recruited to the state. Since 1987, the number of companies served annually have grown by 1/3 and the number trained has doubled. The greatest number of trainees and program expenditures during 1999-00 was for telecommunications/fiber optics sector. The largest number of projects was in the metals sector, followed by plastics/rubber, textiles/apparel, machinery, transportation, computers/electronics and maritime industries. Sixty-eight percent of the active training projects were in NC's 85 rural counties. Numbers of trainees and program expenditures were evenly split between rural and urban counties, mirroring the population breakdown of the state.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: **July 1, 1958**

NUMBER OF FULL AND PART TIME POSITIONS: **Not Available**

PROGRAM DIRECTOR **Dr. Scott Ralls**

PROGRAM: **SA-SPECIAL ALLOTMENT**

CURRENT GENERAL FUND APPROPRIATION: **$2,245,583**

FUND BALANCES REMAING: **$1,335,715**

PURPOSE AND GOALS OF PROGRAM:

To provide funding to community colleges with appropriate facilities and a unique nature to train individuals in specialized areas not typically offered at the community college level. Training is provided in areas which demand an extreme amount of in-house and on-the-job training. Funds may be used for current operating and equipment. The programs include Truck Driving (Caldwell CC and Johnston CC), Marine Technology (Cape Fear CC), Saw Mill and Robotics (Haywood CC), and Heavy Equipment Operator (Wilson CC).

FUNDING SOURCE:

State Appropriation

RESULTS AND OUTCOMES OF PROGRAM:

Funding provides high cost vocational training that is required to meet the demand for highly marketable specialized skills by North Carolina industries.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: **July 1, 1976**

NUMBER OF FULL AND PART TIME POSITIONS: 23

PROGRAM DIRECTOR **Business & Finance**

PROGRAM: **SA-MAINT OF PLANT**

CURRENT GENERAL FUND APPROPRIATION: **$513,668**

FUND BALANCES REMAING: **$184,064**

PURPOSE AND GOALS OF PROGRAM:

To assist regional community colleges, as defined in N.C.G.S.115D-2, for the maintenance and operation of their facilities.

FUNDING SOURCE:

State Appropriation

RESULTS AND OUTCOMES OF PROGRAM:

To ensure that colleges serving out-of-county head count in excess of 50% provides adequate operations of plant. During fiscal year 2000-01 the following colleges received funding: Central Carolina CC, College of the Albermarle, Mayland CC, Southwestern CC, and Vance-Granville CC.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: **July 1, 1973 three colleges received funding; July 1, 1998 funding increased by $313,668 with three colleges receiving the funds; July 1, 2000 funding increased by $278,048 and five colleges are receiving the funds.**

NUMBER OF FULL AND PART TIME POSITIONS: **Not Available**

PROGRAM DIRECTOR **Business & Finance**

PROGRAM: **SA-CHILDHOOD EDUC. CTR.**

CURRENT GENERAL FUND APPROPRIATION: **$161,100**

FUND BALANCES REMAING: **$2,576**

PURPOSE AND GOALS OF PROGRAM:

To develop three model childhood education centers in each district at three community colleges (east, Pitt CC); (central, Davidson CC); (west, Tri-County CC).

FUNDING SOURCE:

State Appropriation awarded upon selected RFP (request for proposal).

RESULTS AND OUTCOMES OF PROGRAM:

Funding has created three model child care facilities across the state that will collaborate with other community colleges about how they can enhance the quality of their existing programs by applying the concepts and procedures used in this project. Outcomes include developing an exemplary curriculum addressing the needs of all children through child initiated/teacher-facilitated learning experiences, parent involvement recognizes the importance of the family child link and training resources for community college programs.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: **July 1, 1999**

NUMBER OF FULL AND PART TIME POSITIONS: **N/A**

PROGRAM DIRECTOR **BUSINESS & FINANCE**

PROGRAM: **SA-PRIORITY PROGRAMS**

CURRENT GENERAL FUND APPROPRIATION: **$42,659**

FUND BALANCES REMAING: **$42,659**

PURPOSE AND GOALS OF PROGRAM:

To enrich and upgrade existing high priority curriculums that have been identified by system office program staff. Funds may be used for current operating and equipment.

FUNDING SOURCE:

State Appropriation

RESULTS AND OUTCOMES OF PROGRAM:

The $42,659 represents state appropriation remaining in a line item which was previously used to record the use of federal Carl D. Perkins Vocational & Technical Education funding for curriculum improvement projects. Funding of these programs changed with the reauthorization of the 1998 Act, therefore, leaving a balance of state funding.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: **July 1, 1981**

NUMBER OF FULL AND PART TIME POSITIONS: **0**

PROGRAM DIRECTOR **BUSINESS & FINANCE**

PROGRAM: **SA-SYSTEMWIDE PROJECTS**

CURRENT GENERAL FUND APPROPRIATION: **$606,010**

FUND BALANCES REMAING: **$0**

PURPOSE AND GOALS OF PROGRAM:

To fund projects/services that benefit the community college system and require payment at the state level. Included are Worker Training Trust Funds that are receipt supported from Employment Security Commission (ESC) for the contract with REAL Enterprises totaling $400,000.

FUNDING SOURCE:

State Appropriation 2000-01 $27,000
Carry-Over Appropriation 1999-00 $179,010
Worker Training Trust Fund $400,000

RESULTS AND OUTCOMES OF PROGRAM:

Purchasing the following services from the System Office on behalf of the 59 community colleges creates efficiency in cost and consistency in the service; environmental services, telecourse licenses, computer licenses, software maintenance and networking costs.

The contract with REAL Enterprises supports a training program in entrepreneurial skills.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: **Real Enterprise Contract received funding through the Community Colleges, July 1, 1992.**

NUMBER OF FULL AND PART TIME POSITIONS: **N/A**

PROGRAM DIRECTOR **BUSINESS & FINANCE**

PROGRAM: **SA-PUBLIC RADIO-CRAVEN**

CURRENT GENERAL FUND APPROPRIATION: **$149,912**

FUND BALANCES REMAING: **$0**

PURPOSE AND GOALS OF PROGRAM:

To provide a public radio service to the citizens of a 17-county area in southeastern North Carolina.

FUNDING SOURCE:

State Appropriation

RESULTS AND OUTCOMES OF PROGRAM:

To provide public radio services within eastern North Carolina to areas would not receive services otherwise.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: **July 1, 1983 with a $5,000 increase July 1, 1998.**

NUMBER OF FULL AND PART TIME POSITIONS: **Not Available**

PROGRAM DIRECTOR: **BUSINESS & FINANCE**

PROGRAM: **SA-PUBLIC RADIO-ISOTHERMAL**

CURRENT GENERAL FUND APPROPRIATION: **$149,912**

FUND BALANCES REMAING: **$84,371**

PURPOSE AND GOALS OF PROGRAM:

This program provides radio listeners in southwestern North Carolina diverse programming for multi-cultural appreciation and understanding.

FUNDING SOURCE:

State Appropriation

RESULTS AND OUTCOMES OF PROGRAM:

This program enriches the area in which it broadcasts and beyond. Preserving music and culture in a library capacity is useful, however, broadcasting that music and culture preserves it and gives it a chance to grow. The communities served are better informed, culturally enriched, and challenged to participate in the activities that make it unique.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: **July 1, 1983 with a $5,000 increase July 1, 1998.**

NUMBER OF FULL AND PART TIME POSITIONS: **Not Available**

PROGRAM DIRECTOR: **BUSINESS & FINANCE**

PROGRAM: **SA-SMALL BUSINESS**

CURRENT GENERAL FUND APPROPRIATION: **$4,109,999**

FUND BALANCES REMAING: **$2,486,274**

PURPOSE AND GOALS OF PROGRAM:

This program is a community-based provider to potential entrepreneurs and existing small businesses in North Carolina. Each community college supports a center that provides free education and training, counseling, information and referral with a goal of increasing the success rate and number of viable small businesses in the state.

FUNDING SOURCE:

State Appropriation

RESULTS AND OUTCOMES OF PROGRAM:

During fiscal year 1999-00 seminars were provided to 43,191 attendees representing construction, manufacturing, retail, service and wholesale industries. Counseling was provided to the same representative organizations that were in a status of closing, expanding, exploring options, operating or startup.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: **July 1, 1983 with a $231,241 increase July 1, 1994.**

NUMBER OF FULL AND PART TIME POSITIONS: **58**

PROGRAM DIRECTOR **GAYLE HARVEY**

PROGRAM: **SA-NETWORKING**

CURRENT GENERAL FUND APPROPRIATION: **$618,600**

FUND BALANCES REMAING: **$372,045**

PURPOSE AND GOALS OF PROGRAM:

The purpose of this program is to provide high-speed data connections to the 59 institutions in the community college system.

FUNDING SOURCE:

State Appropriation

RESULTS AND OUTCOMES OF PROGRAM:

The 59 colleges are connected to the System Office via the state-wide data network (through a combination of AnchorNet and NCIH data services purchased form ITS). The connections are provided so that the colleges can send and receive data including: Data files or reports that are mandated by the State Board of Community Colleges' Annual Reporting Plan (which includes 67 reports, 22 of which are mandated by the General Assembly and/or the U.S. Dept. of Education).; Software provided by the System Office's Information Services section that is used by each college for local operations and for mandatory reporting to the System Office; Electronic mail messages, both within the community college system and with other sties and external organizations; Access to the Internet for administrators, faculty/staff and students; and Access from the Internet to the community college's web sites that provide information for current and prospective students and business and industry partners.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: **July 1, 1990**

NUMBER OF FULL AND PART TIME POSITIONS: **N/A**

PROGRAM DIRECTOR **BUSINESS & FINANCE**

PROGRAM: **SA-COMPENSATORY EDUCATION**

CURRENT GENERAL FUND APPROPRIATION: **$1,158,760**

FUND BALANCES REMAING: **$732,523**

PURPOSE AND GOALS OF PROGRAM:

To provide educational programs to adults with developmental disabilities or a lack of, or inadequate education received earlier. Instructional programs assist inividuals in reaching a level of independence commensurate with his/her ability.

FUNDING SOURCE:

State Appropriation

RESULTS AND OUTCOMES OF PROGRAM:

Funding to the 58 community colleges to provide administrative and support costs to the instructional programs for mentally handicapped adults.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: **July 1, 1987**

NUMBER OF FULL AND PART TIME POSITIONS: **29**

PROGRAM DIRECTOR **BUSINESS & FINANCE**

PROGRAM: **SA-FACULTY UPGRADE**

CURRENT GENERAL FUND APPROPRIATION: **$1,014,135**

FUND BALANCES REMAING: **$508,613**

PURPOSE AND GOALS OF PROGRAM:

This program is the primary support for full-time faculty and staff to develop and improve their teaching and/or professional skills and to be trained to teach advanced technological skills required by business and industry.

FUNDING SOURCE:

State Appropriation

RESULTS AND OUTCOMES OF PROGRAM:

During fiscal year 1999/00 training was provided to 3,500 full-time community college faculty and staff employees. This represents one-third of the full-time community college employee demographics. On average, $18,000 were allocated to each college to provide training to employees in the areas of CISCO, Microsoft and other industry training processes. Faculty employees trained use their acquired skills in the classroom with students. This program supports faculty and staff returning to the workplace to update the job skills they teach by funding substitute instructors and supporting on-campus training instruction. Employees involved with this training program, attain industry teaching certification and college level teaching requirements. Each college has an advisory committee to determine spending priorities. Each college submits an annual report to the System Office documenting training completed.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: **July 1, 1986**

NUMBER OF FULL AND PART TIME POSITIONS: **N/A**

PROGRAM DIRECTOR **Bob Allen**

PROGRAM: **SA-ANSON/UNION/STANLY**

CURRENT GENERAL FUND APPROPRIATION: **$442,738**

FUND BALANCES REMAING: **$372,481**

PURPOSE AND GOALS OF PROGRAM:

To provide startup funds for the new college South Piedmont Community College and to provide compensation to Stanly for lost FTE at a 50/50 split.

FUNDING SOURCE:

State Appropriation

RESULTS AND OUTCOMES OF PROGRAM:

Funding assists South Piedmont Community College with startup costs and assist Stanly Community College FTE lost when the new community college serving Anson and Union counties was formed.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: **July 1, 1999**

NUMBER OF FULL AND PART TIME POSITIONS: **Not Available**

PROGRAM DIRECTOR: **BUSINESS & FINANCE**

PROGRAM: **SA-FAYETTEVILLE TCC LAB**

CURRENT GENERAL FUND APPROPRIATION: **$177,491**

FUND BALANCES REMAING: **$58,153**

PURPOSE AND GOALS OF PROGRAM:

To establish a botancial laboratory for Fayetteville TCC's Horticulture Technology Program through the development and staffing of a regional botanical center in partnership with the Cape Fear Botanical Garden.

FUNDING SOURCE:

State Appropriation

RESULTS AND OUTCOMES OF PROGRAM:

Funding for this program has provided salaries for full-time and part-time staff positions during fiscal year 1999-00. Increasing the staff of the Botancial Garden from two to eight has made possible significant growth in every aspect of development of the Garden.

Increased personnel has led to better management; increasing events free to the citizens of Cumberland County; enhanced the education programs to Cumberland County youths by providing field trips and environmental education to the schools and day care centers; initiated development of the central water feature that will create an aquatic environment for ecological studies.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: **July 1, 1999**

NUMBER OF FULL AND PART TIME POSITIONS: **Not Available**

PROGRAM DIRECTOR: **BUSINESS & FINANCE**

PROGRAM: **SA-LIABILITY INSURANCE**

CURRENT GENERAL FUND APPROPRIATION: **$53,000**

FUND BALANCES REMAING: **$25,569**

PURPOSE AND GOALS OF PROGRAM:

This program provides liability insurance for employees of the 58 community colleges.

FUNDING SOURCE:

State Appropriation

RESULTS AND OUTCOMES OF PROGRAM:

To cover the employees of the community college system for excess liability coverage as required under the State Tort Claims Act.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: **July 1, 1995**

NUMBER OF FULL AND PART TIME POSITIONS: **N/A**

PROGRAM DIRECTOR: **BUSINESS & FINANCE**

PROGRAM: **GED SCORING/DP**

CURRENT GENERAL FUND APPROPRIATION: **$61,000**

FUND BALANCES REMAING: **$41,545**

PURPOSE AND GOALS OF PROGRAM:

The purpose of the General Education Development (GED) Program is to enable persons who have not graduated from high school to earn a high school equivalency credential. GED tests are developed by the GED Testing Service of the American Council on Education. Each community college has a testing center on their campus. The State Board of Community Colleges has appointed a GED Administrator who is directly responsible for the GED program in North Carolina. GED tests are offered in English, Spanish and French languages and are designed to measure the major and lasting academic outcomes (skills and concepts) associated with four years of regular high school instruction. Five tests that must be passed include writing skills, social study skills, science, interpreting the literature and the arts, and mathematics.

FUNDING SOURCE:

State Appropriation

RESULTS AND OUTCOMES OF PROGRAM:

During 2000, 23,270 individuals were tested. 14,858 earned a GED diploma.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: **July 1, 1991**

NUMBER OF FULL AND PART TIME POSITIONS: **N/A**

PROGRAM DIRECTOR: **DeLane Boyer**

PROGRAM: **BOOKS**

CURRENT GENERAL FUND APPROPRIATION: **$4,235,246**

FUND BALANCES REMAING: **$2,480,593**

PURPOSE AND GOALS OF PROGRAM:

As part of SACS (Southern Association of Colleges and Schools) requirements, resource materials are provided for students to complete classroom assignments involving research.

Funding is based upon a weighted formula to be used to purchase library books and library materials for the community colleges.

FUNDING SOURCE:

State Appropriation

RESULTS AND OUTCOMES OF PROGRAM:

Resource information has enabled students to complete classroom assignments by providing a learning facility housed with the most up-to-date information both written and electronic forms. In addition, personnel have been available to assist students with developmental studies and research.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: **July 1, 1963**

NUMBER OF FULL AND PART TIME POSITIONS: **N/A**

PROGRAM DIRECTOR: **BUSINESS & FINANCE**

PROGRAM: **EDUCATION EQUIPMENT**

CURRENT GENERAL FUND APPROPRIATION: **$17,704,503**

FUND BALANCES REMAING: **$10,879,468**

PURPOSE AND GOALS OF PROGRAM:

To provide colleges with the necessary equipment to meet their instructional and administrative goals and objectives.

FUNDING SOURCE:

State Appropriation

RESULTS AND OUTCOMES OF PROGRAM:

Students have attained knowledge and marketable skills required to secure employment in their field of study. Colleges have served students effectively and efficiently with the necessary equipment resources obtained with funding.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: **July 1, 1963 with a $4,000,000 increase July 1, 1997.**

NUMBER OF FULL AND PART TIME POSITIONS: **N/A**

PROGRAM DIRECTOR: **BUSINESS & FINANCE**

PROGRAM: **RESERVE-EDUCATION EQUIPMENT**

CURRENT GENERAL FUND APPROPRIATION: **$1,504,771**

FUND BALANCES REMAING: **$0**

PURPOSE AND GOALS OF PROGRAM:

To provide additional instructional equipment funding to meet the needs of the colleges as outlined in their equipment acquisition plans.

FUNDING SOURCE:

State Appropriation authorizing over realized receipts to be budgeted back to the colleges.

RESULTS AND OUTCOMES OF PROGRAM:

College's identified backlogged equipment needs in a 1997 fall survey. As a result, funding allowed colleges to obtain equipment identified in the following categories: automotive, computer and computer technology, furniture, health, library, machinery/mechanical, support and other equipment. Utilization includes equip classrooms, shops, and labs; equip high-cost programs; enhance instructional support and administrative activities.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: **July 1, 1998**

NUMBER OF FULL AND PART TIME POSITIONS: **N/A**

PROGRAM DIRECTOR: **BUSINESS & FINANCE**

PROGRAM: **HB275-WORKER TRAINING TECHNOLOGY & EQUIPMENT**

CURRENT GENERAL FUND APPROPRIATION: **$23,698,525**

FUND BALANCES REMAING: **$16,885,518**

PURPOSE AND GOALS OF PROGRAM:

To provide community colleges with additional funding for instructional equipment and software.

FUNDING SOURCE:

Receipt supported through Employment Security Commission (ESC) Training & Reemployment contributions.

RESULTS AND OUTCOMES OF PROGRAM:

Students are trained on modern equipment that allows them to be competitive in the job market. Types of equipment purchased includes computer hardware and software, health related, machinery/mechanical, and other necessary instructional equipment required by a college.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: **May 1, 2000**

NUMBER OF FULL AND PART TIME POSITIONS: **N/A**

PROGRAM DIRECTOR: **BUSINESS & FINANCE**

PROGRAM: **HB275-COOPERATIVE INITIATIVES**

CURRENT GENERAL FUND APPROPRIATION: **$3,626,800**

FUND BALANCES REMAING: **$3,454,716**

PURPOSE AND GOALS OF PROGRAM:

To enhance worker training in North Carolina through college initiatives to foster regional cooperation among colleges and other entities by addressing training needs for business and industry.

FUNDING SOURCE:

Employment Security Commission (ESC) Training and Reemployment Contributions

RESULTS AND OUTCOMES OF PROGRAM:

Initiatives are not completed, therefore, results and outcome data is not available.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: **May 1, 2000**

NUMBER OF FULL AND PART TIME POSITIONS: **Not Available**

PROGRAM DIRECTOR: **Dr. Stephen Scott**

PROGRAM: **SA-SBCC RESERVE PROJECTS**

CURRENT GENERAL FUND APPROPRIATION: **$715,290**

FUND BALANCES REMAING: **$595,508**

PURPOSE AND GOALS OF PROGRAM:

To provide funds for unique projects and programs such as feasibility studies, pilot projects, start-up of new programs and innovative ideas that do not receive funding from any other source. Included is a special allotment ($100,000) to Roanoke-Chowan CC that is provided to assists with operation and maintenance of plant costs because they are located in a small rural low-wealth area. Also, $245,000 is provided for systemwide projects in curriculum or instructional areas that are experiencing significant changes such as job market developments, advances in technology, new teaching and delivery methods and implementation of state or national educational initiatives.

FUNDING SOURCE:

State Appropriation

RESULTS AND OUTCOMES OF PROGRAM:

To receive funding, colleges submitted request for proposals. Upon approval, funding was awarded. Funding was awarded to 20 projects (2 carryover). Project goals and outcomes vary project by project and a detail report by college and project was submitted to the State Board of Community Colleges at its December, 2000 state board meeting. The report recognized that all approved projects were on target with their proposal and was approved by the State Board.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: **July 1, 1988**

NUMBER OF FULL AND PART TIME POSITIONS: **Not Available**

PROGRAM DIRECTOR: **BUSINESS & FINANCE**

PROGRAM: **SA-NURSING DISADVANTAGE**

CURRENT GENERAL FUND APPROPRIATION: **$80,000**

FUND BALANCES REMAING: **$80,000**

PURPOSE AND GOALS OF PROGRAM:

To provide academic support to disadvantage students enrolled in nursing curriculums. Support provided includes tutoring, peer counseling, and testing materials.

FUNDING SOURCE:

State Appropriation

RESULTS AND OUTCOMES OF PROGRAM:

Forty-three community colleges submitted Disadvantaged Nursing Grant proposals for fiscal year 2000-01 with requests totaling $218,055. A System Office committee composed of Program Services staff with nursing credentials and Student Development Services staff recommended funding to be awarded as follows: 17 colleges to provide tutoring services to nursing students; 9 colleges to purchases computer software to augment classroom instruction; 4 colleges to purchase computer/projector equipment to display nursing computer programs; and 13 colleges to purchase review software for state and/or national nursing examinations.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: **July 1, 1991**

NUMBER OF FULL AND PART TIME POSITIONS: **Not Available**

PROGRAM DIRECTOR: **KEN WHITEHURST**

PROGRAM: **SA-HEARING IMPAIRED**

CURRENT GENERAL FUND APPROPRIATION: **$190,000**

FUND BALANCES REMAING: **$87,696**

PURPOSE AND GOALS OF PROGRAM:

To provide special services to students that are hearing impaired. Services required are above the normal services in a class room setting. Services include note taking and communication through sign language. Funding is provided to Central Piedmont CC, Western Piedmont CC and Wilson CC.

FUNDING SOURCE:

State Appropriation

RESULTS AND OUTCOMES OF PROGRAM:

Students with hearing impairments are afforded the opportunity to attain education that might not be attainable without these services.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: **July 1, 1981**

NUMBER OF FULL AND PART TIME POSITIONS: **Not Available**

PROGRAM DIRECTOR: **BUSINESS & FINANCE**

PROGRAM: **SA-FIT**

CURRENT GENERAL FUND APPROPRIATION: **$5,362,433**

FUND BALANCES REMAING: **$3,743,540**

PURPOSE AND GOALS OF PROGRAM:

This program provides job-specific retraining in the manufacturing sector, and provides a funding resource for community colleges to provide manufacturing-related training to companies in cases that would not be economically feasible through traditional continuing education programs.

FUNDING SOURCE:

State Appropriation $1,962,032

Worker Training Trust Funds $1,746,000

HB275 $1,654,401

RESULTS AND OUTCOMES OF PROGRAM:

Traditionally, FIT projects and training programs targeted veteran workers in manufacturing industries needing to renew skills and technical knowledge. Recently, legislation was passed to expand eligibility for FIT funding to include industries designing and programming computers and telecommunications systems. During fiscal year 2000-01, 40 FIT centers received funding averaging $81,420. Funding is used to staff the centers with a director who works directly with industry personnel to assess training needs and develop training programs tailored to their specific needs. In addition, the director conducts and analyzes surveys within companies, develops and administers pre- and post-training tests to evaluate skills, determines skill and knowledge content of jobs, organizes that content into a learning sequence, and then jointly plans training that cannot be addressed through other existing occupational programs.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: **July 1, 1981 the program was entitled Cooperative Skills Training Program. July 1, 1987 the name was changed to Focused Industrial Training (FIT). July 1, 1995 an increase in appropriation totaling $507,032 established four new FIT Centers. They are located at Blue Ridge CC, Cape Fear CC, McDowell CC and Sandhills CC.**

NUMBER OF FULL AND PART TIME POSITIONS: **36**

PROGRAM DIRECTOR: **RICK KIMREY**

PROGRAM: **CATT (NC CENTER FOR APPLIED TEXTILE TECHNOLOGY)**

CURRENT GENERAL FUND APPROPRIATION: **$1,531,185**

FUND BALANCES REMAING: **$679,412**

PURPOSE AND GOALS OF PROGRAM:

Funding for this center provides educational and training programs for occupational preparation and skills upgrading specifically to the fiber, textile and apparel industries.

FUNDING SOURCE:

State Appropriation

RESULTS AND OUTCOMES OF PROGRAM:

This program has improved the quality of life and strengthened the economy of the region by providing a needed service to the textile industry and the individuals employed in the industry.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: **April, 1943 with a $200,000 funding increase in July 1, 1993 and a $300,000 funding increase in July 1, 1994.**

NUMBER OF FULL AND PART TIME POSITIONS: **24.5**

PROGRAM DIRECTOR: **BUSINESS & FINANCE**

PROGRAM: **HOSIERY TECHNOLOGY**

CURRENT GENERAL FUND APPROPRIATION: **$225,000**

FUND BALANCES REMAING: **$47,503**

PURPOSE AND GOALS OF PROGRAM:

To provide technical services to hosiery manufactures operating in North Carolina. This program is managed by Catawba Valley CC

FUNDING SOURCE:

State Appropriation $125,000

Worker Training Trust Funds $100,000

RESULTS AND OUTCOMES OF PROGRAM:

The Hosiery Technology Center has provided training for 283 students for the time period of July 1, 2000 to March 27, 2001. 310 individuals have attended special seminars relating to lean manufacturing and new business opportunities in the hosiery industry. New classes were added in the areas of Dyeing and Finishing and Testing Methodology. In September 2000, A consortium led by the Hosiery Technology Center including NCSU College of Textiles, industry associations, retailers, testing labs, industry suppliers and manufactures introduced successfully developed standard methodology for the testing of socks. An E-Commerce site entitled Legsource.com was developed for the hosiery industry. The site is receiving up to 4,000 hits per day from over 200 different users. This service has been an excellent communication and business tool for the industry. National recognition from the US Department of Agriculture's Fund for Rural America was received by recognizing the program as an exemplary program at a community college that has impacted positively on its regional economy. Nominations for this recognition were received from countries as far away as Iceland and New Zealand.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: **July 1, 1996**

NUMBER OF FULL AND PART TIME POSITIONS: **Not Available**

PROGRAM DIRECTOR: **BUSINESS & FINANCE**

PROGRAM: **CRIMINAL JUSTICE**

CURRENT GENERAL FUND APPROPRIATION: **$689,896**

FUND BALANCES REMAING: **$417,793**

PURPOSE AND GOALS OF PROGRAM:

The Criminal Justice Regional Coordinating Centers exist to serve the comprehensive education and training needs of criminal justice personnel in North Carolina. While each community college continues to provide traditional criminal justice training, the mission of this program is to identify and address the unique needs and levels of education and training not currently being provided. Recognizing that criminal justice personnel constitute a major pool of employees and provide a significant public service, the Regional Coordinating Centers are committed to the professional development of these groups as an integral part of enhancing the quality of life for all citizens. Specific training goals include serving as an information center concerning innovations and changes in education training, to disseminate advanced law enforcement education and training information, to develop advanced instructional resources through tailored train-the-trainer programs, to function as a model state-of-the-art program in advanced education and training.

FUNDING SOURCE:

State Appropriation

RESULTS AND OUTCOMES OF PROGRAM:

Latest data available reports that in fiscal year 1999-00, 82 training courses were offered in the six regions and the average class size for each was 25 students. Types of courses offered include instructor development, patrol, tactical, investigations, management and supervision, and telecommunications.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: **July 1, 1990 with a $242,885 funding increase July 1, 1994.**

NUMBER OF FULL AND PART TIME POSITIONS: **6.5**

PROGRAM DIRECTOR: **Ray Harrington**

PROGRAM: **FIRE TRAINING**

CURRENT GENERAL FUND APPROPRIATION: **$605,400**

FUND BALANCES REMAING: **$370,264**

PURPOSE AND GOALS OF PROGRAM:

To support eight fire training regional coordinating centers located on college campuses across the state. The centers coordinate regional training programs.

FUNDING SOURCE:

State Appropriation

RESULTS AND OUTCOMES OF PROGRAM:

The statewide mission of the fire and rescue training program is to develop and deliver a wide variety of complex and technical, managerial and developmental training programs for fire and rescue personnel in the state. The mission includes assisting local community colleges in the delivery of fire and rescue training in eight regions of the state, supporting colleges in the recruitment, training and development of qualified and certified fire and rescue instructors in each region, providing program guidance and assistance on all aspects of delivery of fire and rescue training programs, serving as an information center for special issues related to fire and rescue training, and developing and maintaining linkages with fire and rescue service organizations, agencies and departments.

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: **July 1, 1990**

NUMBER OF FULL AND PART TIME POSITIONS: **11**

PROGRAM DIRECTOR: **Peggy Graham (Acting)**

PROGRAM: **COMPOSITES TESTING & TRAINING CENTER**

CURRENT GENERAL FUND APPROPRIATION: **$100,000**

FUND BALANCES REMAING: **$100,000**

PURPOSE AND GOALS OF PROGRAM:

To establish a training center in support of emerging composites fabrication industries. The facility is a cooperative effort of industry and university partners. This establishment is a major incentive to attract a community of composites manufacturing creating new work force opportunities in an area severely impacted by plant closings.

FUNDING SOURCE:

Worker Training Trust Funds

RESULTS AND OUTCOMES OF PROGRAM:

Actual results and outcomes have not been identified at this time. The program is designed to attract composite fabrication industries to the area by establishing a training facility. Funds have been approved to purchase training equipment

DATE OF ORIGINAL GENERAL FUND APPROPRIATION: **July 1, 2000**

NUMBER OF FULL AND PART TIME POSITIONS: **Not Available**

PROGRAM DIRECTOR: **BUSINESS & FINANCE**

Briggs
April 11, 2001
attachment 4

Per Capita Personal Income for North Carolina by Community College Service Area 1990-1998

	Area name	1990	1998	Change
North Carolina		$ 17,367	$ 25,181	$ 7,814
North Carolina (Metropolitan Portion)		$ 18,698	$ 27,241	$ 8,543
North Carolina (Non-Metropolitan Portion)		$ 14,775	$ 20,991	$ 6,216
College				
ALAMANCE COMMUNITY COLLEGE	Alamance	$ 17,574	$ 24,836	$ 7,262
ASHEVILLE-BUNCOMBE TECH CC	Asheville, NC (MSA)	$ 17,505	$ 25,347	$ 7,842
	Buncombe	$ 17,971	$ 25,998	$ 8,027
	Madison	$ 12,719	$ 18,599	$ 5,880
BEAUFORT CO COMMUNITY COLLEGE	Beaufort	$ 14,941	$ 20,340	$ 5,399
	Hyde	$ 13,597	$ 18,157	$ 4,560
	Tyrrell	$ 13,563	$ 15,475	$ 1,912
	Washington	$ 13,722	$ 18,366	$ 4,644
BLADEN COMMUNITY COLLEGE	Bladen	$ 12,511	$ 19,908	$ 7,397
BLUE RIDGE COMMUNITY COLLEGE	Henderson	$ 18,365	$ 26,115	$ 7,750
	Transylvania	$ 16,497	$ 23,378	$ 6,881
BRUNSWICK COMMUNITY COLLEGE	Brunswick	$ 14,091	$ 19,731	$ 5,640
CALDWELL COMMUNITY COLLEGE	Caldwell	$ 15,173	$ 22,060	$ 6,887
	Watauga	$ 14,367	$ 20,996	$ 6,629
CAPE FEAR COMMUNITY COLLEGE	Wilmington, NC (MSA)	$ 16,701	$ 24,272	$ 7,571
	New Hanover	$ 17,806	$ 26,346	$ 8,540
	Pender	$ 14,045	$ 18,535	$ 4,490
CARTERET COMMUNITY COLLEGE	Carteret	$ 15,214	$ 23,442	$ 8,228
CATAWBA VALLEY COMMUNITY COLL	Hickory-Morganton-Lenoir, NC (MSA)	$ 16,836	$ 23,720	$ 6,884
	Alexander	$ 15,688	$ 21,298	$ 5,610
	Catawba	$ 18,781	$ 27,157	$ 8,376
CENTRAL CAROLINA COMMUNITY COL	Chatham	$ 18,534	$ 27,489	$ 8,955
	Harnett	$ 13,404	$ 19,129	$ 5,725
	Lee	$ 17,183	$ 24,563	$ 7,380
CENTRAL PIEDMONT COMMUNITY COL	Charlotte-Gastonia-Rock Hill, NC-SC (MSA)	$ 19,724	$ 28,784	$ 9,060
	Mecklenburg	$ 23,297	$ 35,245	$ 11,948
CLEVELAND COMMUNITY COLLEGE	Cleveland	$ 15,721	$ 21,126	$ 5,405
COASTAL CAROLINA COMMUNITY COL	Jacksonville, NC (MSA)	$ 13,151	$ 22,109	$ 8,958
	Onslow	$ 13,151	$ 22,109	$ 8,958
COLLEGE OF THE ALBEMARLE	Camden	$ 13,808	$ 19,679	$ 5,871
	Chowan	$ 14,797	$ 21,238	$ 6,441
	Currituck	$ 15,628	$ 22,162	$ 6,534
	Dare	$ 16,270	$ 23,096	$ 6,826
	Gates	$ 13,566	$ 17,775	$ 4,209
	Pasquotank	$ 14,715	$ 19,581	$ 4,866
	Perquimans	$ 12,385	$ 17,609	$ 5,224
CRAVEN COMMUNITY COLLEGE	Craven	$ 15,888	$ 23,527	$ 7,639
DAVIDSON CO COMMUNITY COLLEGE	Davidson	$ 16,536	$ 23,034	$ 6,498

Per Capita Personal Income for North Carolina by Community College Service Area 1990-1998

	Area name	1990	1998	Change
	Davie	$ 19,346	$ 27,937	$ 8,591
DURHAM TECHNICAL COMM COLL	Durham	$ 20,272	$ 28,492	$ 8,220
	Orange	$ 21,424	$ 28,256	$ 6,832
EDGECOMBE COMMUNITY COLLEGE	Edgecombe	$ 13,530	$ 19,349	$ 5,819
FAYETTEVILLE TECH COMM COLL	Fayetteville, NC (MSA)	$ 15,141	$ 24,104	$ 8,963
	Cumberland	$ 15,141	$ 24,104	$ 8,963
FORSYTH TECHNICAL COMM COLL	Forsyth	$ 22,218	$ 31,304	$ 9,086
	Stokes	$ 15,277	$ 20,714	$ 5,437
GASTON COLLEGE	Gaston	$ 16,628	$ 23,210	$ 6,582
	Lincoln	$ 16,091	$ 21,422	$ 5,331
GUILFORD TECH COMM COLL	Greensboro-Winston-Salem-High Point, NC (MSA)	$ 19,612	$ 27,283	$ 7,671
	Guilford	$ 21,302	$ 29,229	$ 7,927
HALIFAX COMMUNITY COLLEGE	Halifax	$ 13,003	$ 18,357	$ 5,354
HAYWOOD COMMUNITY COLLEGE	Haywood	$ 15,229	$ 21,494	$ 6,265
ISOTHERMAL COMMUNITY COLLEGE	Polk	$ 20,823	$ 28,614	$ 7,791
	Rutherford	$ 14,282	$ 20,183	$ 5,901
JAMES SPRUNT COMMUNITY COLLEGE	Duplin	$ 14,381	$ 20,574	$ 6,19[illegible]
JOHNSTON COMMUNITY COLLEGE	Johnston	$ 15,952	$ 23,288	$ 7,33[illegible]
LENOIR COMMUNITY COLLEGE	Greene	$ 15,055	$ 18,001	$ 2,946
	Jones	$ 12,272	$ 19,160	$ 6,888
	Lenoir	$ 15,450	$ 21,287	$ 5,837
MARTIN COMMUNITY COLLEGE	Martin	$ 13,780	$ 18,657	$ 4,877
MAYLAND COMMUNITY COLLEGE	Avery	$ 13,710	$ 22,328	$ 8,618
	Mitchell	$ 13,067	$ 19,449	$ 6,382
	Yancey	$ 12,390	$ 18,308	$ 5,918
MCDOWELL TECHNICAL COMM COLL	McDowell	$ 13,556	$ 19,522	$ 5,966
MITCHELL COMMUNITY COLLEGE	Iredell	$ 16,826	$ 24,382	$ 7,556
MONTGOMERY COMMUNITY COLLEGE	Montgomery	$ 13,456	$ 19,789	$ 6,333
NASH COMMUNITY COLLEGE	Rocky Mount, NC (MSA)	$ 15,614	$ 21,979	$ 6,365
	Nash	$ 17,141	$ 23,572	$ 6,431
PAMLICO COMMUNITY COLLEGE	Pamlico	$ 14,211	$ 21,256	$ 7,045
PIEDMONT COMMUNITY COLLEGE	Caswell	$ 12,613	$ 18,463	$ 5,850
	Person	$ 15,205	$ 20,990	$ 5,785
PITT COMMUNITY COLLEGE	Greenville, NC (MSA)	$ 16,438	$ 22,772	$ 6,334
	Pitt	$ 16,438	$ 22,772	$ 6,334
RANDOLPH COMMUNITY COLLEGE	Randolph	$ 15,987	$ 22,622	$ 6,635
RICHMOND COMMUNITY COLLEGE	Richmond	$ 13,618	$ 18,845	$ 5,2[illegible]
	Scotland	$ 13,058	$ 19,026	$ 5,9[illegible]

Per Capita Personal Income for North Carolina by Community College Service Area 1990-1998

	Area name	1990	1998	Change
ROANOKE-CHOWAN COMMUNITY COLL	Bertie	$ 12,695	$ 18,497	$ 5,802
	Hertford	$ 12,280	$ 17,626	$ 5,346
	Northampton	$ 12,266	$ 18,452	$ 6,186
ROBESON COMMUNITY COLLEGE	Robeson	$ 11,638	$ 17,179	$ 5,541
ROCKINGHAM COMMUNITY COLLEGE	Rockingham	$ 15,521	$ 20,866	$ 5,345
ROWAN-CABARRUS COMMUNITY COLL	Cabarrus	$ 18,027	$ 26,480	$ 8,453
	Rowan	$ 15,995	$ 21,594	$ 5,599
SAMPSON COMMUNITY COLLEGE	Sampson	$ 15,338	$ 19,880	$ 4,542
SANDHILLS COMMUNITY COLLEGE	Hoke	$ 11,445	$ 13,582	$ 2,137
	Moore	$ 20,751	$ 28,493	$ 7,742
SOUTH PIEDMONT COMMUNITY COLLEGE	Anson	$ 14,214	$ 20,496	$ 6,282
	Union	$ 16,957	$ 22,277	$ 5,320
SOUTHEASTERN COMMUNITY COLLEGE	Columbus	$ 13,228	$ 20,046	$ 6,818
SOUTHWESTERN COMMUNITY COLLEGE	Jackson	$ 13,683	$ 20,777	$ 7,094
	Macon	$ 14,459	$ 21,191	$ 6,732
	Swain	$ 10,593	$ 16,156	$ 5,563
STANLY COMMUNITY COLLEGE	Stanly	$ 15,769	$ 21,689	$ 5,920
SURRY COMMUNITY COLLEGE	Surry	$ 16,282	$ 21,939	$ 5,657
	Yadkin	$ 15,883	$ 21,860	$ 5,977
TRI-COUNTY COMMUNITY COLLEGE	Cherokee	$ 12,176	$ 17,469	$ 5,293
	Clay	$ 12,927	$ 18,861	$ 5,934
	Graham	$ 10,464	$ 16,877	$ 6,413
VANCE GRANVILLE COMMUNITY COLL	Franklin	$ 14,291	$ 20,932	$ 6,641
	Granville	$ 14,051	$ 21,007	$ 6,956
	Vance	$ 14,394	$ 19,008	$ 4,614
	Warren	$ 11,323	$ 15,874	$ 4,551
WAKE TECHNICAL COMMUNITY COLL	Raleigh-Durham-Chapel Hill, NC (MSA)	$ 20,759	$ 30,394	$ 9,635
	Wake	$ 22,488	$ 33,780	$ 11,292
WAYNE COMMUNITY COLLEGE	Goldsboro, NC (MSA)	$ 14,202	$ 19,710	$ 5,508
	Wayne	$ 14,202	$ 19,710	$ 5,508
WESTERN PIEDMONT COMM COLLEGE	Burke	$ 15,760	$ 20,644	$ 4,884
WILKES COMMUNITY COLLEGE	Alleghany	$ 13,923	$ 23,687	$ 9,764
	Ashe	$ 13,333	$ 20,161	$ 6,828
	Wilkes	$ 15,641	$ 22,014	$ 6,373
WILSON TECH. COMM. COLLEGE	Wilson	$ 16,382	$ 23,823	$ 7,441

Kristine Lizzett
April 11, 2001
attachment #5

Community College Tuition

April 11, 2001

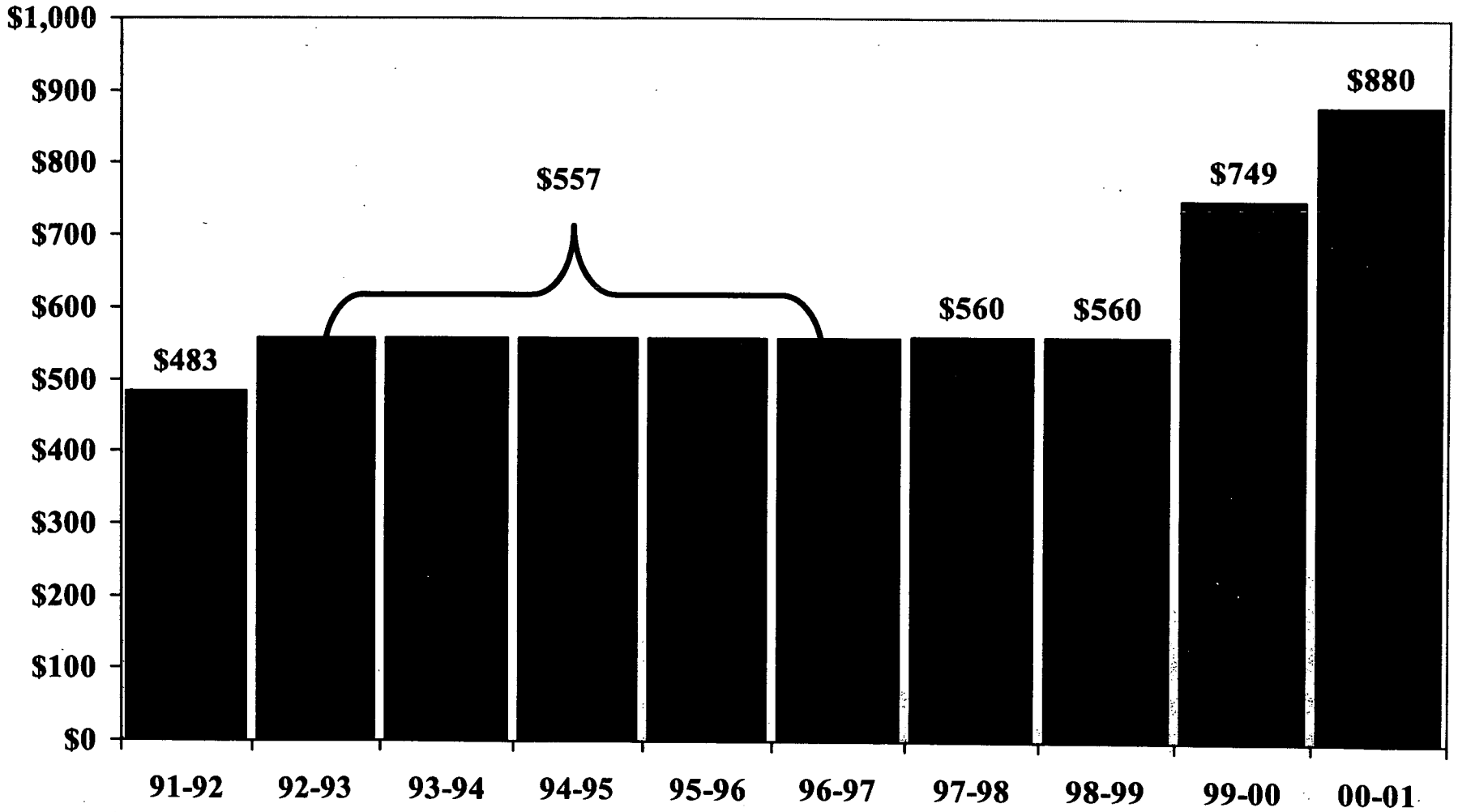
Fiscal Research Division

Tuition and Fees
2000-01

- **In-State**: $27.50/credit hour up to 16 hours (Full-time = $440/semester or $880/year)
- **Out-of-State**: $169.75/credit hour up to 16 hours (Full-time = $2,716/semester or $5,432/year)
- **Summer**: Same rates as regular term, up to 9 hours
- **Occupational Continuing Education**: Sliding scale based on course length:

• 0-10 hours	$50.00
• 11-30 hours	$55.00
• 31-100 hours	$60.00
• > 100 hours	$65.00

Curriculum In-State Tuition Rates*
(Academic Year)

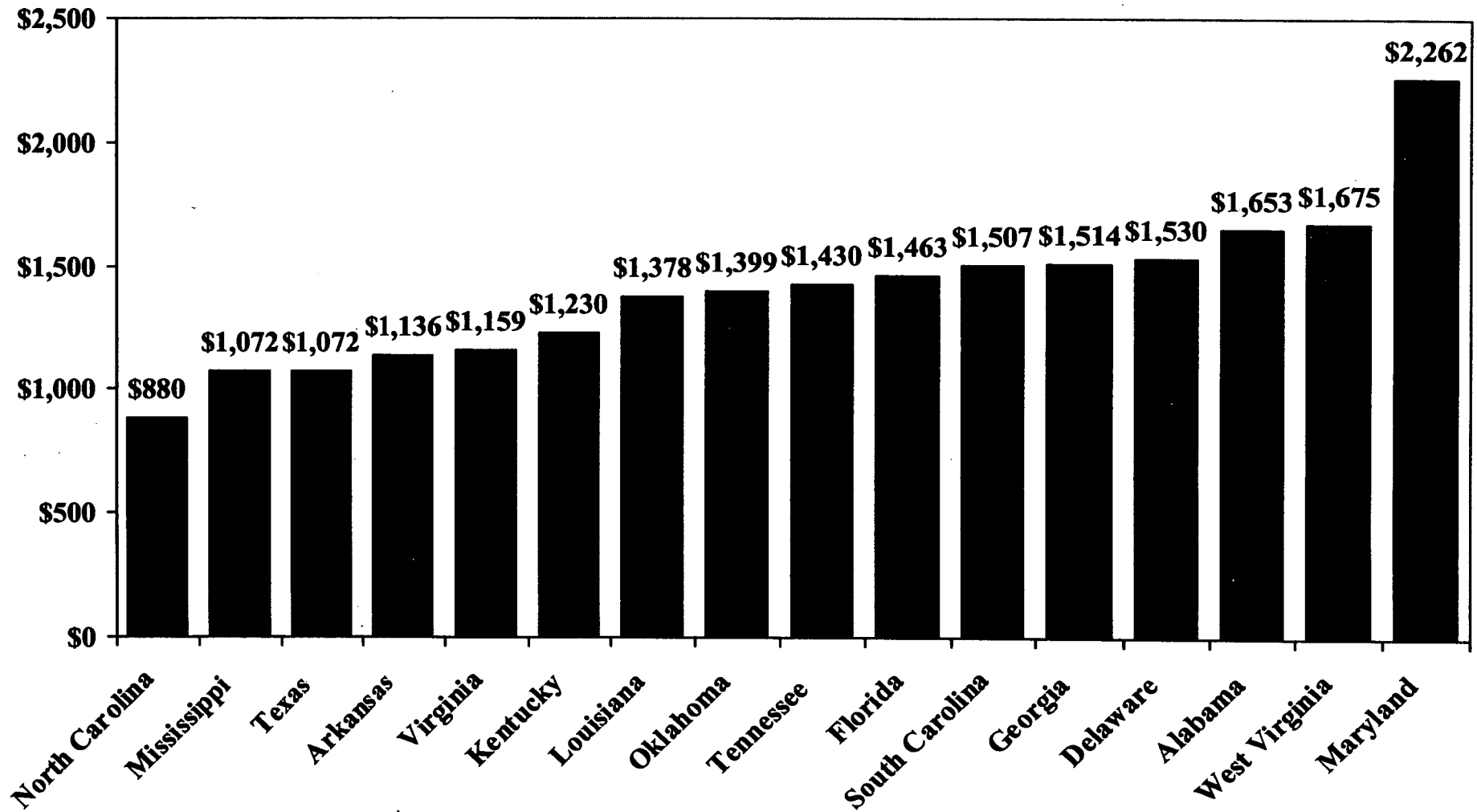


*Maximum Amount for Full-Time Student

Fiscal Research Division

April 11, 2001

SREB States
In-State Tuition
2000-2001



Resident Tuition and Required Fees (Estimated State Average)
Community Colleges

	1996-97	1997-98	1998-99	1999-00	2000-01	Percentage Increase	
						One Year	Four Year
Alabama	1,253	1,280	1,239	1,587	1,653	4.20%	31.90%
Alaska	1,850	1,908	1,968	2,028	2,088	3.00%	12.90%
Arizona	774	815	831	854	903	5.70%	16.70%
Arkansas	952	969	1,007	982	1,136	15.70%	19.30%
California	390	390	360	330	330	0.00%	-15.40%
Colorado	1,771	1,802	1,877	1,904	1,920	0.80%	8.40%
Connecticut	1,722	1,814	1,814	1,814	1,886	4.00%	9.50%
Delaware	1,330	1,380	1,440	1,470	1,530	4.10%	15.00%
Florida	1,131	1,225	1,309	1,404	1,463	4.20%	29.40%
Georgia	1,190	1,296	1,386	1,416	1,514	6.90%	27.20%
Hawaii	788	956	1,004	1,052	1,061	0.90%	34.60%
Idaho	1,042	1,100	1,179	1,250	1,313	5.00%	26.00%
Illinois	1,280	1,348	1,397	1,426	1,507	5.70%	17.70%
Indiana	2,367	2,455	2,540	2,540	2,540	0.00%	7.30%
Iowa	1,808	1,950	2,052	2,112	2,720	28.80%	50.40%
Kansas	1,172	1,206	1,272	1,304	1,368	4.90%	16.70%
Kentucky	1,080	1,100	1,140	1,180	1,230	4.20%	13.90%
Louisiana	1,242	1,117	1,142	1,118	1,378	23.30%	11.00%
Maine	1,920	1,980	2,040	2,040	2,040	0.00%	6.30%
Maryland	2,063	2,150	2,188	2,238	2,262	1.10%	9.60%
Massachusetts	2,540	2,444	2,317	2,175	2,180	0.20%	-14.20%
Michigan	1,492	1,624	1,656	1,527	2,354	54.20%	57.80%
Minnesota	2,139	2,190	2,268	2,378	2,472	4.00%	15.60%
Mississippi	954	960	972	1,016	1,072	5.50%	12.40%
Missouri	1,251	1,292	1,378	1,404	1,457	3.80%	16.50%
Montana	1,435	1,423	1,529	1,802	1,944	7.90%	35.50%
Nebraska	1,187	1,233	1,315	1,357	1,415	4.30%	19.20%
Nevada	1,095	1,140	1,185	1,230	1,275	3.70%	16.40%
New Hampshire	2,756	3,388	3,630	3,735	4,114	10.10%	49.30%
New Jersey	2,110	2,212	2,247	2,310	2,337	1.20%	10.80%
New Mexico	667	663	664	677	714	5.50%	7.00%
New York	2,454	2,532	2,552	2,554	2,602	1.90%	6.00%
North Carolina	**557**	**560**	**560**	**749**	**880**	**17.50%**	**58.00%**
North Dakota	1,811	1,820	1,840	1,906	1,954	2.50%	7.90%
Ohio	1,958	2,006	2,045	2,045	2,133	4.30%	8.90%
Oklahoma	1,205	1,285	1,336	1,406	1,399	-0.50%	16.10%
Oregon	1,545	1,628	1,628	1,661	1,828	10.10%	18.30%
Pennsylvania	1,892	1,978	2,042	2,105	2,134	1.40%	12.80%
Rhode Island	1,726	1,746	1,746	1,746	1,806	3.40%	4.60%
South Carolina	1,183	1,221	1,269	1,385	1,507	8.80%	27.40%
Tennessee	1,056	1,145	1,240	1,308	1,430	9.30%	35.40%
Texas	901	909	996	1,022	1,072	4.90%	19.00%
Utah	1,349	1,392	1,429	1,476	1,526	3.40%	13.10%
Vermont	2,516	2,614	2,692	2,804	2,898	3.40%	15.20%
Virginia	1,429	1,429	1,437	1,159	1,159	0.00%	-18.90%
Washington	1,401	1,458	1,515	1,584	1,641	3.60%	17.10%
West Virginia	1,409	1,444	1,526	1,610	1,675	4.00%	18.90%
Wisconsin	1,943	2,127	2,292	2,448	2,453	0.20%	26.20%
Wyoming	1,074	1,187	1,262	1,364	1,431	4.90%	33.20%
Average**	1,473	1,537	1,587	1,632	1,729	5.90%	17.40%

Changes from Previous Year				
National Average	4.30%	3.30%	2.90%	5.90%
North Carolina	**0.54%**	**0.00%**	**33.75%**	**17.49%**

*In-district rates for Arizona, Arkansas, Colorado, and Montana.

**Does not include New Hampshire or South Dakota.

Source: Washington State Higher Education Coordinating Board

Resident Tuition and Required Fees (Estimated State Average)
Community Colleges
Sorted by Rank

	1996-97	1997-98	1998-99	1999-00	2000-01	Percentage Increase	
						One Year	Four Year
California	390	390	360	330	330	0.00%	-15.40%
New Mexico	667	663	664	677	714	5.50%	7.00%
North Carolina	**557**	**560**	**560**	**749**	**880**	**17.50%**	**58.00%**
Arizona	774	815	831	854	903	5.70%	16.70%
Hawaii	788	956	1,004	1,052	1,061	0.90%	34.60%
Mississippi	954	960	972	1,016	1,072	5.50%	12.40%
Texas	901	909	996	1,022	1,072	4.90%	19.00%
Arkansas	952	969	1,007	982	1,136	15.70%	19.30%
Virginia	1,429	1,429	1,437	1,159	1,159	0.00%	-18.90%
Kentucky	1,080	1,100	1,140	1,180	1,230	4.20%	13.90%
Nevada	1,095	1,140	1,185	1,230	1,275	3.70%	16.40%
Idaho	1,042	1,100	1,179	1,250	1,313	5.00%	26.00%
Kansas	1,172	1,206	1,272	1,304	1,368	4.90%	16.70%
Louisiana	1,242	1,117	1,142	1,118	1,378	23.30%	11.00%
Oklahoma	1,205	1,285	1,336	1,406	1,399	-0.50%	16.10%
Nebraska	1,187	1,233	1,315	1,357	1,415	4.30%	19.20%
Tennessee	1,056	1,145	1,240	1,308	1,430	9.30%	35.40%
Wyoming	1,074	1,187	1,262	1,364	1,431	4.90%	33.20%
Missouri	1,251	1,292	1,378	1,404	1,457	3.80%	16.50%
Florida	1,131	1,225	1,309	1,404	1,463	4.20%	29.40%
Illinois	1,280	1,348	1,397	1,426	1,507	5.70%	17.70%
South Carolina	1,183	1,221	1,269	1,385	1,507	8.80%	27.40%
Georgia	1,190	1,296	1,386	1,416	1,514	6.90%	27.20%
Utah	1,349	1,392	1,429	1,476	1,526	3.40%	13.10%
Delaware	1,330	1,380	1,440	1,470	1,530	4.10%	15.00%
Washington	1,401	1,458	1,515	1,584	1,641	3.60%	17.10%
Alabama	1,253	1,280	1,239	1,587	1,653	4.20%	31.90%
West Virginia	1,409	1,444	1,526	1,610	1,675	4.00%	18.90%
Rhode Island	1,726	1,746	1,746	1,746	1,806	3.40%	4.60%
Oregon	1,545	1,628	1,628	1,661	1,828	10.10%	18.30%
Connecticut	1,722	1,814	1,814	1,814	1,886	4.00%	9.50%
Colorado	1,771	1,802	1,877	1,904	1,920	0.80%	8.40%
Montana	1,435	1,423	1,529	1,802	1,944	7.90%	35.50%
North Dakota	1,811	1,820	1,840	1,906	1,954	2.50%	7.90%
Maine	1,920	1,980	2,040	2,040	2,040	0.00%	6.30%
Alaska	1,850	1,908	1,968	2,028	2,088	3.00%	12.90%
Ohio	1,958	2,006	2,045	2,045	2,133	4.30%	8.90%
Pennsylvania	1,892	1,978	2,042	2,105	2,134	1.40%	12.80%
Massachusetts	2,540	2,444	2,317	2,175	2,180	0.20%	-14.20%
Maryland	2,063	2,150	2,188	2,238	2,262	1.10%	9.60%
New Jersey	2,110	2,212	2,247	2,310	2,337	1.20%	10.80%
Michigan	1,492	1,624	1,656	1,527	2,354	54.20%	57.80%
Wisconsin	1,943	2,127	2,292	2,448	2,453	0.20%	26.20%
Minnesota	2,139	2,190	2,268	2,378	2,472	4.00%	15.60%
Indiana	2,367	2,455	2,540	2,540	2,540	0.00%	7.30%
New York	2,454	2,532	2,552	2,554	2,602	1.90%	6.00%
Iowa	1,808	1,950	2,052	2,112	2,720	28.80%	50.40%
Vermont	2,516	2,614	2,692	2,804	2,898	3.40%	15.20%
New Hampshire	2,756	3,388	3,630	3,735	4,114	10.10%	49.30%
Average**	1,473	1,537	1,587	1,632	1,729	5.90%	17.40%

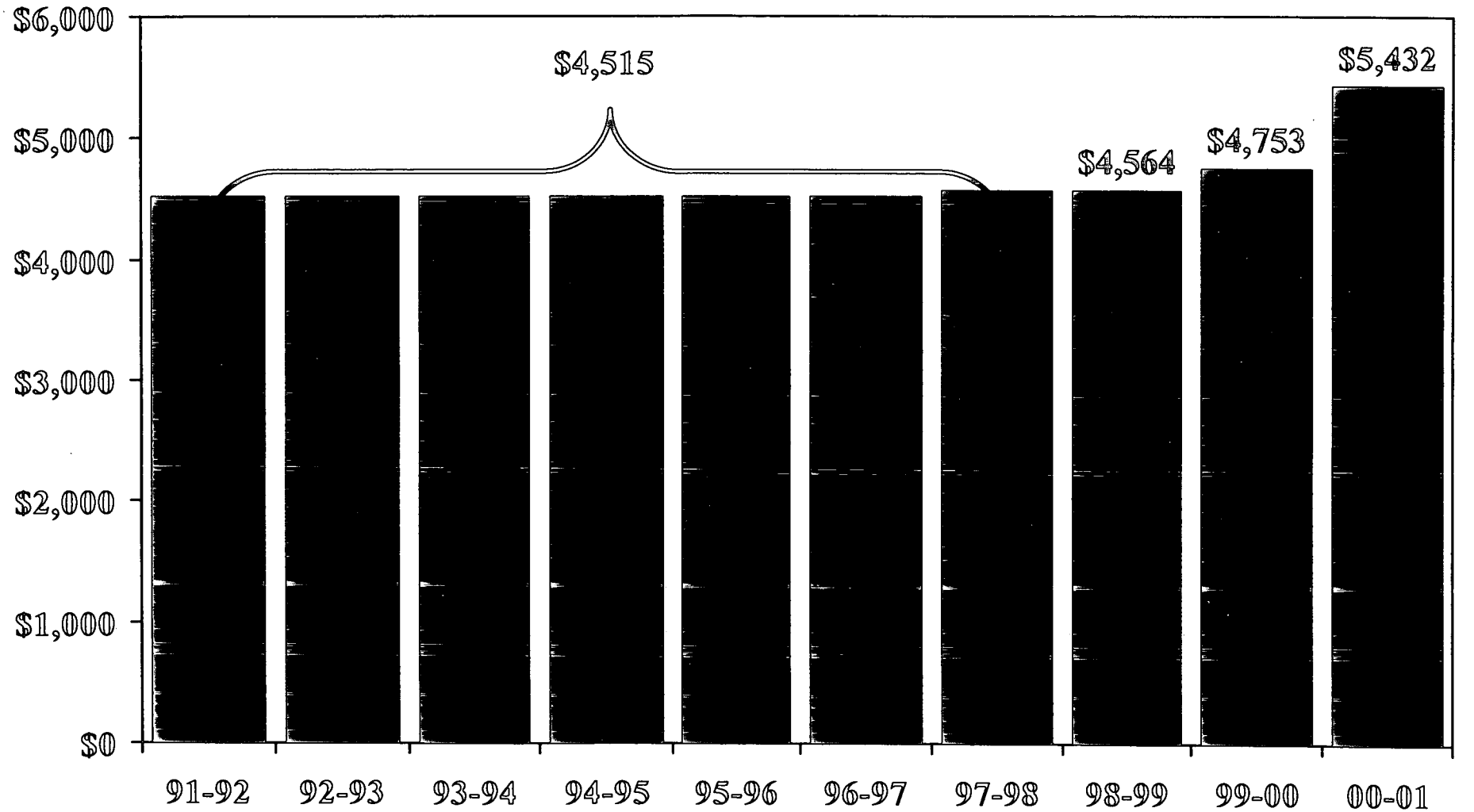
Changes from Previous Year

National Average	4.30%	3.30%	2.90%	5.90%
North Carolina	**0.54%**	**0.00%**	**33.75%**	**17.49%**

*In-district rates for Arizona, Arkansas, Colorado, and Montana.
**Does not include New Hampshire or South Dakota.

Source: Washington State Higher Education Coordinating Board

Out-of-State Curriculum Tuition Rates*
(Academic Year)



*Maximum Amount for Full-Time Student

Fiscal Research Division

April 11, 2001

Non-Resident Tuition and Required Fees (Estimated State Average)
Community Colleges

	1996-97	1997-98	1998-99	1999-00	2000-01	Percentage Increase One Year	Four Year
Alabama	2,418	2,287	2,378	2,958	3,050	3.10%	26.10%
Alaska~	6,350	6,408	6,588	2,028	2,088	3.00%	-67.10%
Arizona	4,520	4,625	4,708	4,927	5,035	2.20%	11.40%
Arkansas	2,260	2,300	2,284	2,284	2,562	12.20%	13.40%
California	3,810	3,810	3,900	4,050	4,230	4.40%	11.00%
Colorado	6,985	6,655	6,821	7,594	7,826	3.10%	12.00%
Connecticut	4,842	5,438	5,438	5,438	5,438	0.00%	12.30%
Delaware	3,220	3,360	3,510	3,630	3,780	4.10%	17.40%
Florida	4,204	4,566	4,877	5,130	5,382	4.90%	28.00%
Georgia	4,094	4,470	4,926	5,118	5,354	4.60%	30.80%
Hawaii	5,132	5,732	5,780	5,828	5,837	0.20%	13.70%
Idaho	2,995	3,309	3,592	3,840	4,093	6.60%	36.70%
Illinois	6,565	6,848	6,970	8,122	8,369	3.00%	27.50%
Indiana	5,676	5,905	6,040	6,040	6,040	0.00%	6.40%
Iowa	2,754	2,840	3,243	3,225	2,720	-15.70%	-1.20%
Kansas	2,512	2,520	2,522	2,528	2,534	0.20%	0.90%
Kentucky	3,080	3,140	3,260	3,380	3,530	4.40%	14.60%
Louisiana	2,991	2,878	3,348	3,425	3,864	12.80%	29.20%
Maine	4,230	4,350	4,470	4,470	4,470	0.00%	5.70%
Maryland	5,182	5,603	5,790	7,346	5,711	-22.30%	10.20%
Massachusetts	7,340	7,527	7,676	8,241	8,510	3.30%	15.90%
Michigan	2,773	2,937	2,995	2,914	3,475	19.20%	25.30%
Minnesota	4,279	4,399	4,247	4,447	4,623	4.00%	8.00%
Mississippi	2,240	2,450	2,486	2,844	2,898	1.90%	29.40%
Missouri	2,635	2,689	2,770	2,887	3,001	3.90%	13.90%
Montana	4,319	4,602	4,949	5,676	5,097	-10.20%	18.00%
Nebraska	1,459	1,517	1,610	1,649	1,705	3.40%	16.90%
Nevada	4,295	4,659	5,023	5,220	5,425	3.90%	26.30%
New Hampshire	6,344	7,392	7,920	8,312	8,976	8.00%	41.50%
New Jersey **				5,543	5,397	-2.60%	
New Mexico	1,504	1,617	1,627	1,617	1,707	5.60%	13.50%
New York	4,823	4,934	4,998	4,919	4,825	-1.90%	0.00%
North Carolina	**4,515**	**4,564**	**4,564**	**4,753**	**5,432**	**14.30%**	**20.30%**
North Dakota	4,403	4,412	4,432	4,565	4,685	2.60%	6.40%
Ohio	4,640	4,760	4,865	4,758	4,475	-5.90%	-3.60%
Oklahoma	3,005	3,175	3,200	3,435	3,427	-0.20%	14.00%
Oregon	4,614	4,591	4,474	4,496	4,787	6.50%	3.70%
Pennsylvania	5,768	5,960	6,126	6,223	6,316	1.50%	9.50%
Rhode Island	4,744	4,764	4,764	4,764	4,932	3.50%	4.00%
South Carolina	2,369	3,130	3,500	3,587	3,880	8.20%	63.80%
Tennessee	4,128	4,400	4,626	4,896	5,306	8.40%	28.50%
Texas	1,850	1,825	1,928	2,030	1,989	-2.00%	7.50%
Utah	4,647	4,815	4,945	5,119	5,315	3.80%	14.40%
Vermont	4,820	5,014	5,260	5,480	5,670	3.50%	17.60%
Virginia	4,710	4,710	4,848	4,990	5,115	2.50%	8.60%
Washington	5,511	5,733	5,961	6,234	6,459	3.60%	17.20%
West Virginia	4,427	4,633	4,874	5,079	5,349	5.30%	20.80%
Wisconsin	6,552	7,194	7,766	8,452	9,037	6.90%	37.90%
Wyoming	2,772	2,975	3,187	3,467	3,687	6.30%	33.00%
Average*	4,152	4,342	4,501	4,652	4,764	2.40%	14.70%

Changes from Previous Year				
National Average	4.60%	3.70%	3.40%	2.40%
North Carolina	**1.09%**	**0.00%**	**4.14%**	**14.29%**

*Does not include New Hampshire or South Dakota. **New Jersey reported nonresident rates for the first time in 1999-00.
~Alaska eliminated the nonresident portion of tuition beginning in Fall 1999.

Source: Washington State Higher Education Coordinating Board

Non-Resident Tuition and Fees (Estimated State Average)
Community Colleges
Sorted by Rank

	1996-97	1997-98	1998-99	1999-00	2000-01	Percentage Increase	
						One Year	Four Year
Nebraska	1,459	1,517	1,610	1,649	1,705	3.40%	16.90%
New Mexico	1,504	1,617	1,627	1,617	1,707	5.60%	13.50%
Texas	1,850	1,825	1,928	2,030	1,989	-2.00%	7.50%
Alaska~	6,350	6,408	6,588	2,028	2,088	3.00%	-67.10%
Kansas	2,512	2,520	2,522	2,528	2,534	0.20%	0.90%
Arkansas	2,260	2,300	2,284	2,284	2,562	12.20%	13.40%
Iowa	2,754	2,840	3,243	3,225	2,720	-15.70%	-1.20%
Mississippi	2,240	2,450	2,486	2,844	2,898	1.90%	29.40%
Missouri	2,635	2,689	2,770	2,887	3,001	3.90%	13.90%
Alabama	2,418	2,287	2,378	2,958	3,050	3.10%	26.10%
Oklahoma	3,005	3,175	3,200	3,435	3,427	-0.20%	14.00%
Michigan	2,773	2,937	2,995	2,914	3,475	19.20%	25.30%
Kentucky	3,080	3,140	3,260	3,380	3,530	4.40%	14.60%
Wyoming	2,772	2,975	3,187	3,467	3,687	6.30%	33.00%
Delaware	3,220	3,360	3,510	3,630	3,780	4.10%	17.40%
Louisiana	2,991	2,878	3,348	3,425	3,864	12.80%	29.20%
South Carolina	2,369	3,130	3,500	3,587	3,880	8.20%	63.80%
Idaho	2,995	3,309	3,592	3,840	4,093	6.60%	36.70%
California	3,810	3,810	3,900	4,050	4,230	4.40%	11.00%
Maine	4,230	4,350	4,470	4,470	4,470	0.00%	5.70%
Ohio	4,640	4,760	4,865	4,758	4,475	-5.90%	-3.60%
Minnesota	4,279	4,399	4,247	4,447	4,623	4.00%	8.00%
North Dakota	4,403	4,412	4,432	4,565	4,685	2.60%	6.40%
Oregon	4,614	4,591	4,474	4,496	4,787	6.50%	3.70%
New York	4,823	4,934	4,998	4,919	4,825	-1.90%	0.00%
Rhode Island	4,744	4,764	4,764	4,764	4,932	3.50%	4.00%
Arizona	4,520	4,625	4,708	4,927	5,035	2.20%	11.40%
Montana	4,319	4,602	4,949	5,676	5,097	-10.20%	18.00%
Virginia	4,710	4,710	4,848	4,990	5,115	2.50%	8.60%
Tennessee	4,128	4,400	4,626	4,896	5,306	8.40%	28.50%
Utah	4,647	4,815	4,945	5,119	5,315	3.80%	14.40%
West Virginia	4,427	4,633	4,874	5,079	5,349	5.30%	20.80%
Georgia	4,094	4,470	4,926	5,118	5,354	4.60%	30.80%
Florida	4,204	4,566	4,877	5,130	5,382	4.90%	28.00%
New Jersey **				5,543	5,397	-2.60%	
Nevada	4,295	4,659	5,023	5,220	5,425	3.90%	26.30%
North Carolina	**4,515**	**4,564**	**4,564**	**4,753**	**5,432**	**14.30%**	**20.30%**
Connecticut	4,842	5,438	5,438	5,438	5,438	0.00%	12.30%
Vermont	4,820	5,014	5,260	5,480	5,670	3.50%	17.60%
Maryland	5,182	5,603	5,790	7,346	5,711	-22.30%	10.20%
Hawaii	5,132	5,732	5,780	5,828	5,837	0.20%	13.70%
Indiana	5,676	5,905	6,040	6,040	6,040	0.00%	6.40%
Pennsylvania	5,768	5,960	6,126	6,223	6,316	1.50%	9.50%
Washington	5,511	5,733	5,961	6,234	6,459	3.60%	17.20%
Colorado	6,985	6,655	6,821	7,594	7,826	3.10%	12.00%
Illinois	6,565	6,848	6,970	8,122	8,369	3.00%	27.50%
Massachusetts	7,340	7,527	7,676	8,241	8,510	3.30%	15.90%
New Hampshire	6,344	7,392	7,920	8,312	8,976	8.00%	41.50%
Wisconsin	6,552	7,194	7,766	8,452	9,037	6.90%	37.90%
Average*	4,152	4,342	4,501	4,652	4,764	2.40%	14.70%

Changes from Previous Year				
National Average	4.60%	3.70%	3.40%	2.40%
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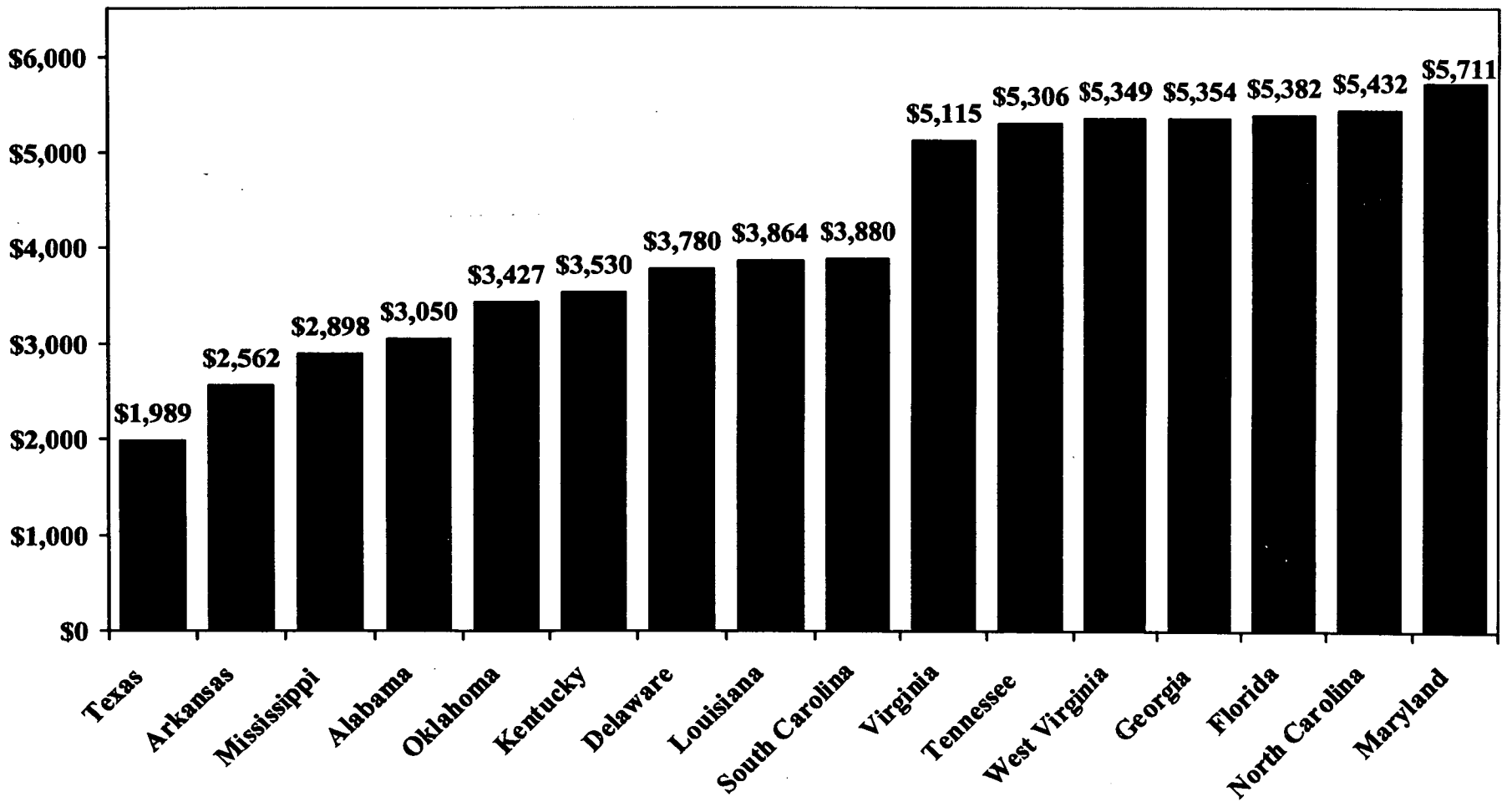
*Does not include New Hampshire or South Dakota. **New Jersey reported nonresident rates for the first time in 1999-00.
~Alaska eliminated the nonresident portion of tuition beginning in Fall 1999.

Source: Washington State Higher Education Coordinating Board

SREB States
Out-of-State Tuition
2000-2001

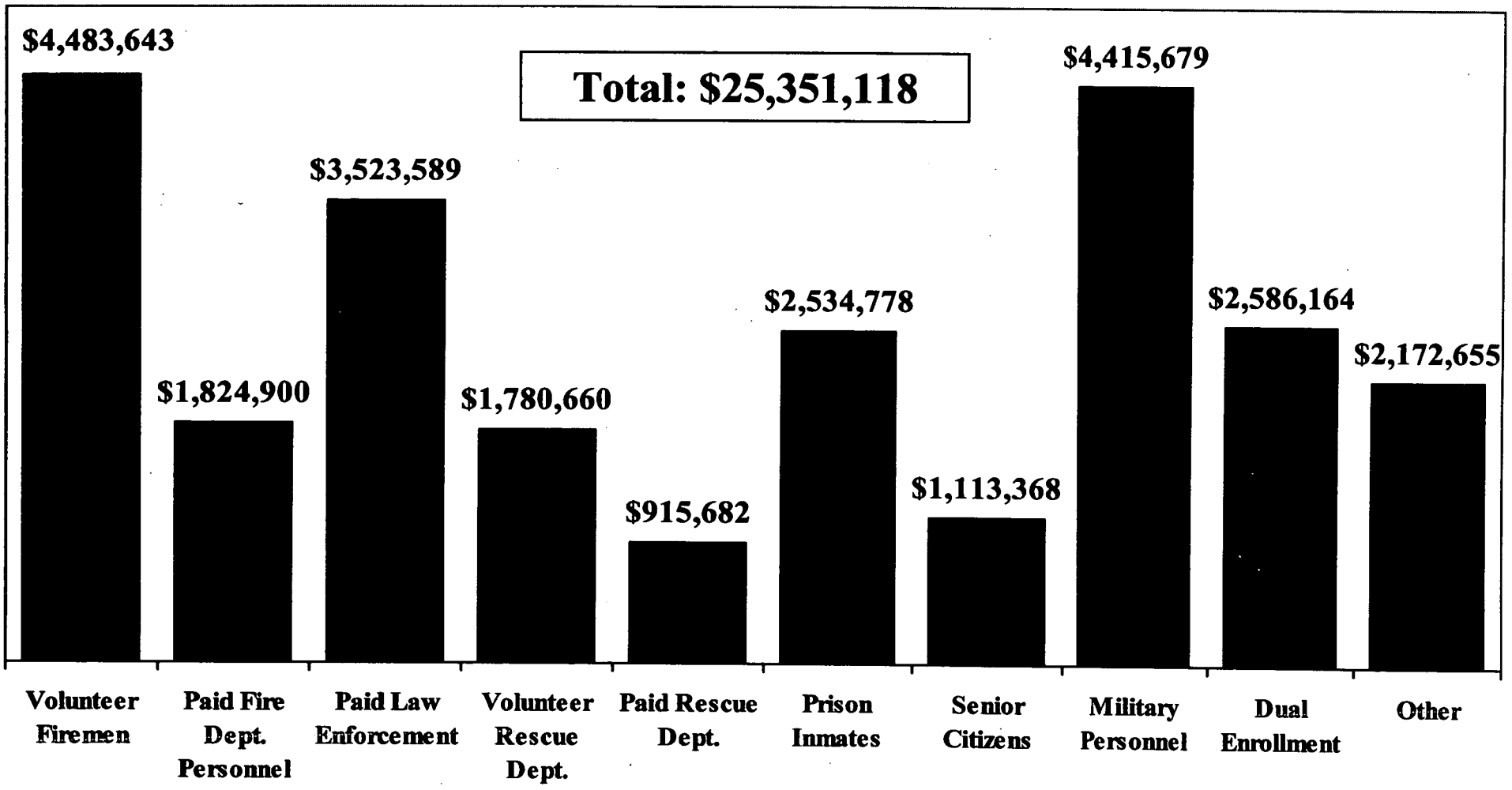


Tuition Waivers

G.S 115D-5(b) permits the State Board of Community Colleges to grant tuition and registration fee waivers to people in the following categories:

- Volunteer firemen
- Local fire department personnel
- Volunteer rescue and lifesaving department personnel
- Local rescue and lifesaving department personnel
- Radio Emergency Associated Citizens Team (REACT) members when the REACT team is under contract to a county as an emergency response agency
- Local law enforcement officers
- Patients in State alcoholic rehabilitation centers
- Full-time custodial employees of the Department of Correction
- Employees of the Department of Correction's Division of Adult Probation and Parole and Employees of the Office of Juvenile Justice required to be certified pursuant to Chapter 17C of the General Statutes and the rules of the Criminal Justice and Training Standards Commission
- Trainees enrolled in courses conducted under the New and Expanded Industry Program
- Clients of sheltered workshops
- Clients of adult developmental activity program
- Students in Health and Human Services Development Programs
- Juveniles of any age committed to the Office of Juvenile Justice
- Prison inmates
- Members of the State Defense Militia
- Senior Citizens
- High School Students

Waivers by Category
1999-2000



Governor's Recommended In-State Tuition Increase

- 12.71% Increase
- From $27.50/credit hour to $31.00/credit hour
- Full-time student pays $496/semester or $992/year

Governor's Recommended Out-of-State Tuition Increase

- 12.71% Increase
- From $169.75/credit hour to $173.25/credit hour
- Full-time student pays $2,772/semester or $5,544/year

Governor's Recommended Tuition Increase

- $10,162,806 in additional receipts
- Still lowest tuition among SREB states
- Remain in the top five lowest tuition rates in the nation
- Significant portion of any tuition increase could be "cost-shifted" to the Federal government through Pell Grants and the Hope Tax Credit

VISITOR REGISTRATION SHEET

JOINT APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER ED.
WEDNESDAY, APRIL 11, 2001, 8:30 a.m.

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Sam Lee	OSBPM
Jane Fortman	UNC Charlotte
Elva C. Cooper	UNC Charlotte
Daisy R Walker	UNC Charlotte
Roxanne Dyer	UNC Charlotte
Walter Przysochi	UNCC Charlotte
Michael A. Turner	UNCC Charlotte.
Eric J Becoat	UNC Charlotte
Adam [illegible]	NCASA
Gary [illegible]	OSBPM
Hal Miller	DOC ACCT

VISITOR REGISTRATION SHEET

JOINT APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER ED.
WEDNESDAY, APRIL 11, 2001, 8:30 a.m.

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Dulcie A. Parker	NCCCS
Randy Whitfield	NCCCS
Kenneth L. Whitehurst	NCCCS
Tim McDowell	NCCCL
Paul Pulk	NCCCS
Robert Powell	OSBPM
Roz Sawyer	NC Child Care Coalition
Jeff	NCAEC

VISITOR REGISTRATION SHEET

JOINT APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER ED.
WEDNESDAY, APRIL 11, 2001, 8:30 a.m.

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Bonnie Moore	Ex plor Net
Steve Scott	NCCCS
Alice L. Smith	NCCCS
Edward H. Wilson	Wayne CC
Elizabeth Drowintein	OSBPM
[illegible]	OSBPM
Bryan Brooks	Davidson Co. Comm. College
Sue Adams	OSBM
David Brown	OSBPM
Jim Davies	N.C. Community College Faculty Assoc.
Tommy Rhodes	NC Community College Faculty Assoc.

VISITOR REGISTRATION SHEET

SENATE EDUCATION/HIGHER EDUCATION

Wednesday, April 11, 2001,
Room 414 LOB

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE ASSISTANT

NAME	FIRM OR AGENCY AND ADDRESS
Steve Hoffman	NCSBA

Joint Appropriations on Education Committee

Agenda

Thursday April 12, 2001, 8:30 a.m.
Room 421, Legislative Office Building

Representative Boyd-McIntyre, Chairing

Financial Aid	Kennon Briggs *NCCCS*
Faculty Salaries	Kennon Briggs *NCCCS*
Summer Term	Kennon Briggs *NCCCS*

House Appropriations Subcommittee on Education
Rep. Boyd-McIntyre (Chair)
Rep. Rogers (Chair)
Rep. Yongue (Chair)
Rep. Barnhart, Rep. Bell, Rep. Bonner, Rep. Carpenter
Rep. Holmes, Rep. McLawhorn, Rep. Michaux,
Rep. Morgan, Rep. Preston, Rep. Russell, Rep. Smith,
Rep. Teague, Rep. Warner

Senate Appropriations on Education/Higher Education
Sen. Lucas (Chair)
Sen. Garrou (Chair)
Sen. Dalton (Chair)
Sen. Carter, Sen. Cunningham, Sen. Garwood, Sen. Hartsell,
Sen. Wellons

Exhibit 1

MINUTES

JOINT APPROPRIATIONS ON EDUCATION COMMITTEE
Thursday, 12 April 2001
8:30 a.m.

Room 421, Legislative Office Building

The Joint Appropriations Subcommittee on Education met on Thursday, 12 April 2001, at 8:30 a.m. in Room 421 of the Legislative Office Building. House members attending the meeting were Representatives Boyd-McIntyre, Rogers, Yongue, Barnhart, Bell, Bonner, Carpenter, Mc Lawhorn, Russell, Smith and Teague. There were eight Senators in attendance. The Agenda *(Exhibit 1)* and the Visitor Registration Sheet *(Exhibit 2)* are attached hereto and incorporated into the minutes.

Representative Boyd-McIntyre presided and called the meeting to order. She began the meeting by welcoming committee members, staff and visitors. Pages in attendance were welcomed and asked to introduce themselves and their sponsoring member. The Chair proceeded to acknowledge the Sergeant At Arms staff and Committee Assistants in attendance.

Rep. Boyd-McIntyre invited Kennon Briggs, Vice President of Business and Finance for the North Carolina Community College System, to discuss three topics, Financial Aid, Faculty Salaries, and Summer Term as they relate to the NCCCS.

Mr. Briggs began the first segment of his presentation discussing Financial Aid in the Community College System. He provided the committee with blue booklets by the same name *(Exhibit 3)*. Some of the topics discussed in this segment were: the Community College Grant and Loan Program, other Financial Aid, System Offered Administered Financial Aid Program, and others, all of which can be found in this booklet in greater detail.

The second order of business offered by Mr. Briggs was Faculty and Professional Staff Salaries: Study Findings, Plans for Improvement, and Funds Transfer. For this presentation Mr. Briggs provided the committee with a pink booklet by the same name *(Exhibit 4)*. Some of the topics discussed in this segment were Competitive Salary Levels for Faculty and Professional Staff, Professional Development Improvement Plans, and the Faculty Salary Transfer Issue, all of which are described in greater detail in the booklet.

The final order of business was the Planned Use of Summer Funding. Mr. Briggs provided the committee with a gray booklet by the same name *(Exhibit 5)*. In this final presentation, Mr. Briggs discussed this topic in greater detail with references to the Accountability Report for the Planned Use of Summer Term Funding and the NCCCS Planned Use of Summer Term Funding, all of which are referenced in

greater detail in the booklet. At the conclusion of the presentation Mr. Briggs entertained questions asked by committee members. The meeting was then adjourned.

Respectfully submitted,

_____

Rep. Flossie Boyd-McIntyre
Presiding Co-Chair

_____

Mia D. Bailey
Committee Assistant

Rep. Gene Rogers
Co-Chairman

Rep. Douglas Y. Yongue
Co-Chairman

VISITOR REGISTRATION SHEET

APPROPRIATIONS Subcommittee on Education April 12, 2001 8:30 a.m.

Name of Committee Date

VISITORS: PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Randy L. Pitts	Guilford Technical Community College
[illegible]	OSBPM
[illegible]	NCCCS
Tommy Rhodes	NC Community College Faculty Assoc.
Gilda Ennis	NC Community College Faculty Assoc.
Jim Davies	NC Community College Faculty Assoc.
JULIE ELDRIDGE	NC COMMUNITY COLLEGE FACULTY ASSOC.
Alena Scott	NCCCS
FD WILSON	Wayne CC
Alice L. Smith	NCCCS
Bill Lewis	ISOTHERMAL C.C.
Kenneth Whitehurst	NCCCS
Larry Morgan	NCCCS
Elizabeth Drawdomiter	OSBPM
[illegible]	"
David Brown	"
Hal Miller	NC AECT
Rosha Sawyer	NC Child Care Coalition
[illegible]	NCICU
Barbara Watts	NCCC Faculty - Guilford Tech Community College
Stephanie H. Strader	Guilford Tech. community college
Brendle Leggett	Guilford Tech. Community College
Gustavo Peña	"
TENDANI MPULIRUSI	GUILFORD TECH
Michael G. Gaston	"
Mark Sherrod	"
ANDREO VENTURO	"
Ayesha Ahmed	"

Exhibit 2

VISITOR REGISTRATION SHEET

APPROPRIATIONS Subcommittee on Education April 12, 2001 8:30 a.m.

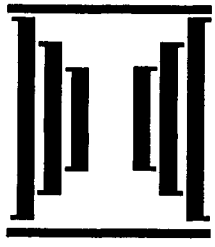
Name of Committee Date

VISITORS: PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Kristen Birch	Guilford Tech. Community College
Ann Bellam	Bellam Assoc.
JoAnne Norris	Public Sch Forum
Don Wildmon	N.C. Community College Faculty Association
Gary Mathews	N.C. Justice Ctr
Jim Johnson	FRD
[illegible]	UNC Chapel Hill
Steve Shaber	Poyner + Spruill
Steve Hoffman	NCSBA

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Presentation to the Joint Education Appropriation Subcommittee



"Financial Aid in the Community College System"

H. Martin Lancaster, President
Kennon D. Briggs, Vice President, Business and Finance

April 11, 2001

Exhibit 3

Policies for the North Carolina Community College Grant and Loan Program

Section 9.4 of Ratified House Bill 168 appropriates $5 million to provide need-based financial assistance for community college students. The new program will be entitled the North Carolina Community College Grant and Loan Program. The State Board of Community Colleges is required to establish rules and policies for the implementation of the grant and loan program. The following are policies for the administration and implementation of the program.

Policies for the North Carolina Community College Grant Program

1. The State Board of Community Colleges will contract with the North Carolina State Education Assistance Authority (NCSEAA) to administer the financial aid program. Procedures for administering the program will be developed by the NCSEAA and the North Carolina Community College System (NCCCS) Office.

2. To be eligible for need-based grants under this program, students must meet the following criteria:

   (a) be admitted to a curriculum program and be enrolled for at least six credit hours per semester;
   (b) be a North Carolina resident;
   (c) have completed and submitted the Free Application for Federal Student Aid (FAFSA);
   (d) qualify for the grants based upon a valid Expected Family Contribution (EFC) calculation under Federal Methodology and the program's recognized "required educational expenses" for attending a North Carolina community college; and
   (e) meet all other eligibility requirements for federal Pell Grant.

3. Financial aid officers at the community colleges will certify eligibility of their students. A graduated schedule will be used to provide grants to curriculum students whose (a) federal Pell Grants are less than the "required educational expenses" and (b) estimated income tax liability (according to federal guidelines) is too low for the family to be eligible for the federal tax credit. The program's recognized "required educational expenses" for a North Carolina resident will be determined annually based upon tuition and fees for fall and spring terms, the estimated cost of books and supplies, and a small travel allowance. The amount may be adjusted to ensure that all eligible applicants receive need-based grants.

4. The State Board of Community Colleges will receive an end-of-year report from NCSEAA and will review its rules and policies annually. The NCSEAA will transmit data on community college students applying for and receiving grants to the System Office, which has responsibility for evaluating the program.

5. Consistent with this act, each community college will designate at least one financial aid counselor to inform students of federal financial aid programs, the Hope and Lifetime Learning Tax Credits, the North Carolina Community College Grant Program, and other financial aid options. The NCCCS Office will coordinate a training program for financial aid counselors and will disseminate information about the program to the public.

Policies for the North Carolina Community College Loan Program

This act allows the State Board of Community Colleges to use some of the need-based financial assistance funds for short-term loans. The State Board will allocate a minimum of 5% of the $5,000,000, or $250,000, for short-term loans to be administered by the community colleges for curriculum students. Community colleges may request funds from the Business and Finance Division of the System Office. Amounts for which colleges are eligible to receive will be based upon the financial need of students, determined by the college's proportion of all community college Pell Grant recipients in the previous year. Each college will administer the program according to its policies and procedures as long as they are consistent with those of the State Board of Community Colleges. To ensure that students repay the loans, colleges must report students who default on repaying their loans to the North Carolina Department of Revenue and the System Office. Colleges will report annually to the System Office the number of loans granted, the total amount loaned (which may exceed the amount allocated if loans are repaid and new loans are made), and the balance in the loan fund as of June 30.

CONTRACT WITH STATE EDUCATION ASSISTANCE AUTHORITY

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

H. Martin Lancaster, President

July 31, 2000

Dr. Steven E. Brooks
Executive Director
North Carolina State Education Assistance Authority
P.O. Box 14103
Research Triangle Park, NC 27709

Dear Dr. Brooks:

The State Board of Community Colleges, at its July 28, 2000, meeting, approved the contract between the State Board of Community Colleges and the North Carolina State Education Assistance Authority for the 2000-2001 fiscal year. Enclosed is a copy of the signed contract.

If you have any questions, please contact me at 919/733-7051; Extension 211.

Sincerely,

KDB/jh

Kennon D. Briggs
Vice President for Business
and Finance

KDB/jmh

Enclosure

MAILING ADDRESS: 5013 MAIL SERVICE CENTER ~ RALEIGH, NC 27699-5013
Street Address: 200 West Jones ~ Raleigh, NC 27603-1379 ~ 919-733-7051 ~ Fax 919-733-0680
AN EQUAL OPPORTUNITY EMPLOYER

STATE OF NORTH CAROLINA
WAKE COUNTY

CONTRACT

This contract made by and between the State Board of Community Colleges, Raleigh, North Carolina (hereinafter referred to as the "SBCC") and the North Carolina State Education Assistance Authority, Chapel Hill, North Carolina (hereinafter referred to as the "NCSEAA") for the purpose of administering the North Carolina Community Colleges Grant and Loan Program.

Whereas, the SBCC has established the North Carolina Community Colleges Grant and Loan Program from funds appropriated by the 2000 General Assembly as need-based financial assistance for community college students;

Whereas, the SBCC is responsible for the implementation of the North Carolina Community Colleges Grant and Loan Program; and,

Whereas, the NCSEAA is the State Agency with the authority, experience, and expertise in administering financial aid programs.

NOW, therefore, consistent with the foregoing and for the consideration hereinafter set forth, the parties agree as follows:

1. The NCSEAA agrees to administer the North Carolina Community Colleges Grant and Loan Program.

2. The NCSEAA shall provide, to the North Carolina Community Colleges System Office biannually, an electronic data file which shall include each applicant who applied for a grant and each recipient and the amount each received.

3. The NCSEAA shall provide, to the North Carolina Community Colleges System Office at the time funds are disbursed to the colleges, a report showing each student who received a grant and the amount of funds received by college.

4. The NCSEAA shall provide, to each college at the time funds are disbursed, a report showing each student who received a grant and the amount of funds each student received.

5. Grant funds shall be disbursed to the colleges two times during the fall semester and two times during the spring semester.

6. The North Carolina Community Colleges System Office shall approve each college's request for funds from the loan fund and submit the approval request to the NCSEAA for disbursement directly to the college.

7. The NCSEAA shall be paid annually one percent of the funds available for the North Carolina Community Colleges Grant and Loan Program for costs of administering the program.

8. Payments to the NCSEAA are dependent upon and subject to the availability of funds appropriated by the General Assembly for the purposes set forth in this contract.

This contract, subject to appropriations from the General Assembly, shall be continuous except that either party reserves the right to terminate at any time provided the party desiring termination shall give the other party notice in writing at least 120 days in advance of such termination.

The provision of this contract may be amended in writing by mutual agreement of the SBCC and the NCSEAA, however, no change shall make this contract in any way inconsistent with applicable laws.

The parties hereto have executed this contract in duplicate originals, one of which is retained by each party, this the 28th day of July, 2000.

ATTESTATION

For the NCSEAA:

Steven E. Brooks, Executive Director
North Carolina State Education Assistance Authority

For the SBCC:

G. Herman Porter, Chair
State Board of Community Colleges

H. Martin Lancaster, President
NC Community College System

Kennon D. Briggs, Vice President
Business and Finance
NC Community College System

NCSEAA
North Carolina State Education Assistance Authority

KB

July 17, 2000

Mr. Kennon D. Briggs
Vice President for Business and Finance
North Carolina Community College System
5013 Mail Service Center
Raleigh, NC 27699-5013

Dear Kennon:

It is my pleasure to return three copies of the contract between the State Board of Community Colleges and the North Carolina State Education Assistance Authority. We look forward to working with you for the upcoming processing year. As we have discussed, even though the contract calls for a 1% payment to the Authority, we are hopeful that we will be able to charge less than that amount, based upon our costs of processing.

Thank you for the opportunity to serve the Community College System and your needy students.

Cordially,

Steve

Steven Brooks
Executive Director

www.NCSEAA.edu • 919-248-4642 • *Fax* 919-248-6642
10 TW Alexander Drive • Research Triangle Park, NC 27709 • *Mailing Address* P.O. Box 14103 • Research Triangle Park, NC 27709-4103
The University of North Carolina provides the secretariat for the Authority

North Carolina Community College Grant Program

2000-2001 Academic Year

- Need based State Grants up to $1,650
- Apply by filing the Free Application for Federal Student Aid (FAFSA)
- Can be used at any of North Carolina's Community Colleges

If you haven't already done so, file the FAFSA and list at least one North Carolina Community College as one of your choices. We'll calculate your eligibility for this grant and notify the college(s) you list. You will also be considered for federal aid using the same form.

The college(s) will let you know if you are eligible for the North Carolina Community College Grant.

For more information:

Call us at 800-600-3453
or
Visit our Web site at
www.CFNC.org

College Foundation
of North Carolina

Making College Affordable for Everyone

COMMUNITY COLLEGE GRANT AND LOAN PROGRAM

A. GRANT PROGRAM
B. LOAN PROGRAM

Grant Program

06-27-00
FALL99-00
KDP

COMMUNITY COLLEGE GRANT
FINANCIAL NEEDS BASE ASSISTANCE
FY 1999-2000

COLLEGES	FIRST FALL SEMESTER DISBURSMENT AMOUNT	SECOND FALL SEMESTER DISBURSEMENT AMOUNT	THIRD FALL SEMESTER DISBURSEMENT AMOUNT	FOURTH FALL SEMESTER DISBURSEMENT AMOUNT	FIFTH FALL SEMESTER DISBURSEMENT AMOUNT	SIXTH FALL SEMESTER DISBURSEMENT AMOUNT	SEVENTH FALL SEMESTER DISBURSEMENT AMOUNT	EIGHTH FALL SEMESTER DISBURSEMENT AMOUNT	TOTAL
ALAMANCE CC	$ 10,805.00	$ 4,314.00		$ 1,988.00	$ 1,475.00	$ 112.00			$ 18,694.00
ASHEVILLE-BUNCOMBE TCC	16,831.00	8,764.00		4,208.00	694.00				$ 32,497.00
BEAUFORT COUNTY CC	5,613.00	3,069.00		1,338.00	650.00				$ 10,670.00
BLADEN CC	4,436.00	888.00		282.00					$ 5,606.00
BLUE RIDGE CC	7,799.00	1,839.00	588.00	1,432.00					$ 11,658.00
BRUNSWICK CC	7,969.00		2,263.00						$ 10,232.00
CALDWELL CC & TI	16,909.00	8,595.00	413.00	3,295.00	1,654.00				$ 30,866.00
CAPE FEAR CC	8,053.00	15,204.00	150.00	2,226.00	2,517.00				$ 28,150.00
CARTERET CC	12,217.00	3,801.00	150.00	441.00	1,025.00				$ 17,634.00
CATAWBA VALLEY CC	15,796.00	4,720.00		3,599.00	1,588.00				$ 25,703.00
CENTRAL CAROLINA CC	22,236.00	11,135.00							$ 33,371.00
CENTRAL PIEDMONT CC	8,041.00	16,199.00		10,793.00	2,651.00				$ 37,684.00
CLEVELAND CC	13,874.00	3,367.00		1,804.00	738.00				$ 19,783.00
COASTAL CAROLINA CC	25,776.00	20,538.00	870.00						$ 47,184.00
COLL OF THE ALBEMARLE	12,986.00	2,990.00		1,826.00	450.00				$ 18,252.00
CRAVEN CC	11,460.00	10,086.00		963.00	525.00				$ 23,034.00
DAVIDSON COUNTY CC	18,934.00	4,905.00		1,400.00	950.00	350.00	150.00		$ 26,689.00
DURHAM TCC	10,344.00	3,546.00		2,167.00	801.00				$ 16,858.00
EDGECOMBE CC	12,777.00	2,676.00		413.00	200.00				$ 16,066.00
FAYETTEVILLE TCC	32,713.00	17,148.00	375.00	2,483.00	538.00		188.00		$ 53,445.00
FORSYTH TCC	22,044.00	9,090.00		1,338.00	2,132.00	100.00	2,245.00		$ 36,949.00
GASTON COLLEGE	19,492.00	7,108.00			1,329.00				$ 27,929.00
GUILFORD TCC	24,229.00	13,070.00		6,604.00	4,315.00				$ 48,218.00
HALIFAX CC	15,518.00	1,638.00		1,738.00	1,507.00				$ 20,401.00
HAYWOOD CC	6,838.00		3,351.00	1,988.00	970.00				$ 13,147.00
ISOTHERMAL CC	12,109.00	7,865.00		2,732.00	2,226.00				$ 24,932.00
JAMES SPRUNT CC	4,558.00	2,363.00		1,088.00					$ 8,009.00
JOHNSTON CC	19,737.00	4,505.00	50.00	1,163.00	735.00				$ 26,190.00
LENOIR CC	13,695.00	4,812.00	350.00	2,263.00	1,288.00		650.00		$ 23,058.00
MARTIN CC	4,550.00	1,750.00		1,608.00	1,525.00				$ 9,433.00
MAYLAND CC	8,268.00	1,588.00							$ 9,856.00
MCDOWELL TCC	5,942.00	2,300.00		150.00					$ 8,392.00
MITCHELL CC	12,920.00	3,380.00			988.00		188.00		$ 17,476.00
MONTGOMERY CC	10,504.00	2,450.00							$ 12,954.00
NASH CC	16,594.00	2,921.00	300.00	2,016.00	513.00				$ 22,344.00
PAMLICO CC		2,901.00		500.00	200.00				$ 3,601.00
PIEDMONT CC	6,536.00	4,926.00		397.00	675.00	197.00			$ 12,731.00
PITT CC	33,861.00	12,076.00	538.00	3,824.00	1,063.00				$ 51,362.00
RANDOLPH CC	9,331.00	5,751.00		3,800.00	319.00				$ 19,201.00
RICHMOND CC	12,022.00	2,117.00		994.00	300.00				$ 15,433.00
ROANOKE CHOWAN CC	7,652.00	2,563.00							$ 10,215.00
ROBESON CC	2,326.00	6,645.00			1,450.00				$ 10,421.00
ROCKINGHAM CC	11,672.00	6,708.00		1,288.00	350.00	25.00			$ 20,043.00
ROWAN-CABARRUS CC	33,052.00	3,333.00		900.00	200.00				$ 37,485.00
SAMPSON CC		16,082.00		1,168.00	1,232.00	168.00			$ 18,650.00
SANDHILLS CC	17,069.00	3,938.00	2,050.00	4,577.00	1,295.00			1,776.00	$ 30,705.00
SOUTH PIEDMONT CC	12,259.00	3,763.00		250.00					$ 16,272.00
SOUTHEASTERN CC		14,330.00		1,988.00	432.00		263.00		$ 17,013.00
SOUTHWESTERN CC	18,127.00	5,129.00	413.00	188.00	1,814.00				$ 25,671.00
STANLY CC	14,213.00	3,551.00	375.00	950.00					$ 19,089.00
SURRY CC	18,191.00	5,182.00		2,689.00	1,788.00				$ 27,850.00
TRI COUNTY CC	11,232.00	4,904.00			1,076.00				$ 17,212.00
VANCE-GRANVILLE CC	20,116.00	7,146.00		976.00	675.00				$ 28,913.00
WAKE TCC	50,638.00	14,898.00			150.00				$ 65,686.00
WAYNE CC	25,333.00	6,220.00		1,588.00	1,307.00				$ 34,448.00
WESTERN PIEDMONT CC	16,736.00	3,855.00		801.00	1,100.00			394.00	$ 22,886.00
WILKES CC		26,300.00	669.00	2,575.00	663.00				$ 30,207.00
WILSON TCC	8,401.00	2,363.00		6,964.00			250.00		$ 17,978.00
TOTAL	$ 803,334.00	$ 373,305.00	$ 12,905.00	$ 99,763.00	$ 50,073.00	$ 952.00	$ 3,934.00	$ 2,170.00	$ 1,346,436.00

NOTE: 5006-536890-6102

06-27-00
SPRING99-00
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COMMUNITY COLLEGE GRANT
FINANCIAL NEEDS BASE ASSISTANCE
FY 1999-2000

COLLEGES	FIRST SPRING SEMESTER DISBUREMENT AMOUNT	SECOND SPRING SEMESTER DISBURSEMENT AMOUNT	THIRD SPRING SEMESTER DISBURSEMENT AMOUNT	FOURTH SPRING SEMESTER DISBURSEMENT AMOUNT	FIFTH SPRING SEMESTER DISBURSEMENT AMOUNT	TOTAL
ALAMANCE CC	$ 14,365.00	$ 2,400.00	$ 987.00			$ 17,752.00
ASHEVILLE-BUNCOMBE TCC	27,967.00	1,719.00				$ 29,686.00
BEAUFORT COUNTY CC	9,605.00	950.00				$ 10,555.00
BLADEN CC	1,150.00		3,562.00	600.00		$ 5,312.00
BLUE RIDGE CC	12,121.00	550.00	550.00			$ 13,221.00
BRUNSWICK CC	12,378.00					$ 12,378.00
CALDWELL CC & TI	25,239.00	3,658.00	550.00			$ 29,447.00
CAPE FEAR CC	20,575.00	8,337.00	425.00			$ 29,337.00
CARTERET CC	13,344.00	3,150.00	1,275.00			$ 17,769.00
CATAWBA VALLEY CC	19,188.00	3,208.00				$ 22,396.00
CENTRAL CAROLINA CC	31,737.00	2,025.00	750.00			$ 34,512.00
CENTRAL PIEDMONT CC	28,491.00	3,621.00				$ 32,112.00
CLEVELAND CC	18,302.00	3,443.00	437.00			$ 22,182.00
COASTAL CAROLINA CC	36,143.00	4,774.00	3,739.00			$ 44,656.00
COLL OF THE ALBEMARLE	16,955.00	1,337.00	875.00			$ 19,167.00
CRAVEN CC	19,772.00	2,693.00	1,975.00			$ 24,440.00
DAVIDSON COUNTY CC	21,765.00	3,237.00	350.00			$ 25,352.00
DURHAM TCC	14,991.00	2,981.00	1,600.00			$ 19,572.00
EDGECOMBE CC	13,942.00	1,387.00	300.00			$ 15,629.00
FAYETTEVILLE TCC	51,442.00	1,400.00		612.00		$ 53,454.00
FORSYTH TCC	24,055.00	4,054.00	100.00	2,643.00		$ 30,852.00
GASTON COLLEGE	28,106.00	2,019.00	744.00			$ 30,869.00
GUILFORD TCC	39,440.00	5,688.00	2,125.00			$ 47,253.00
HALIFAX CC	19,124.00	2,864.00	550.00	187.00		$ 22,725.00
HAYWOOD CC	10,825.00	2,120.00				$ 12,945.00
ISOTHERMAL CC	22,921.00	3,339.00		900.00		$ 27,160.00
JAMES SPRUNT CC	6,825.00	750.00				$ 7,575.00
JOHNSTON CC	20,183.00	2,893.00	300.00			$ 23,376.00
LENOIR CC	20,431.00	1,912.00		750.00	75.00	$ 23,168.00
MARTIN CC	6,024.00	2,725.00				$ 8,749.00
MAYLAND CC	8,909.00	575.00	587.00			$ 10,071.00
MCDOWELL TCC	7,817.00	25.00		425.00		$ 8,267.00
MITCHELL CC	17,184.00	1,577.00		627.00		$ 19,388.00
MONTGOMERY CC	11,486.00	587.00				$ 12,073.00
NASH CC	18,821.00	2,312.00	734.00			$ 21,867.00
PAMLICO CC	1,637.00	937.00				$ 2,574.00
PIEDMONT CC	10,075.00	1,150.00	197.00			$ 11,422.00
PITT CC	45,339.00	3,687.00	637.00			$ 49,663.00
RANDOLPH CC	17,891.00	1,149.00				$ 19,040.00
RICHMOND CC	12,144.00	1,681.00			250.00	$ 14,075.00
ROANOKE CHOWAN CC	10,437.00			587.00		$ 11,024.00
ROBESON CC		15,247.00	125.00			$ 15,372.00
ROCKINGHAM CC	19,228.00	2,149.00	725.00			$ 22,102.00
ROWAN-CABARRUS CC	60,342.00	812.00				$ 61,154.00
SAMPSON CC	14,879.00	3,087.00	1,293.00			$ 19,259.00
SANDHILLS CC	19,633.00	7,447.00	5,640.00	1,137.00	2,124.00	$ 35,981.00
SOUTH PIEDMONT CC	13,437.00	1,906.00	2,200.00			$ 17,543.00
SOUTHEASTERN CC	15,422.00	3,576.00	2,206.00	350.00		$ 21,554.00
SOUTHWESTERN CC	27,820.00	2,024.00	787.00			$ 30,631.00
STANLY CC	17,637.00	787.00				$ 18,424.00
SURRY CC	23,510.00	3,524.00	775.00			$ 27,809.00
TRI COUNTY CC	12,588.00	1,737.00	750.00			$ 15,075.00
VANCE-GRANVILLE CC	23,273.00	1,769.00	1,334.00			$ 26,376.00
WAKE TCC	56,953.00	6,297.00	1,544.00			$ 64,794.00
WAYNE CC	28,387.00	4,818.00	550.00			$ 33,755.00
WESTERN PIEDMONT CC	19,109.00	2,462.00		1,100.00	676.00	$ 23,347.00
WILKES CC	30,941.00	2,212.00				$ 33,153.00
WILSON TCC	17,186.00	3,704.00	675.00			$ 21,565.00
TOTAL	$ 1,169,491.00	$ 156,472.00	$ 41,953.00	$ 9,918.00	$ 3,125.00	$ 1,380,959.00

NOTE: 5006-536890-6102

COMMUNITY COLLEGE GRANT
FINANCIAL NEEDS BASE ASSISTANCE
FY 2000-2001

COLLEGES	FALL SEMESTER DISBURSMENT 09/05/00	FALL SEMESTER DISBURSEMENT 10/06/00	FALL SEMESTER DISBURSEMENT 11/07/00	FALL SEMESTER DISBURSEMENT 12/06/00	FALL SEMESTER DISBURSEMENT 12/20/00	FALL SEMESTER DISBURSEMENT 01/05/01	FALL SEMESTER DISBURSEMENT 02/09/01	FALL SEMESTER DISBURSEMENT 03/07/01	TOTAL
ALAMANCE CC	$ 23,702.00	$ 5,014.00	$ 3,201.00	$ 500.00 *	$ 282.00	$ 400.00	$ 1,175.00	$ 225.00	$ 34,499.00
ASHEVILLE-BUNCOMBE TCC	32,015.00	13,964.00	5,632.00	1,688.00		2,001.00	475.00	750.00	$ 56,525.00
BEAUFORT COUNTY CC	14,875.00	1,700.00	1,800.00	2,100.00					$ 20,475.00
BLADEN CC	9,026.00	3,057.00		400.00			650.00		$ 13,133.00
BLUE RIDGE CC	8,077.00	4,825.00	3,026.00	300.00			300.00	150.00	$ 16,678.00
BRUNSWICK CC	11,653.00	8,700.00	738.00	700.00		1,050.00		1,350.00	$ 24,191.00
CALDWELL CC & TI	28,534.00	11,757.00	2,938.00	1,200.00	**	2,938.00	3,276.00		$ 50,643.00
CAPE FEAR CC		74,390.00	7,082.00	1,625.00		4,191.00	1,876.00	1,888.00	$ 91,052.00
CARTERET CC	15,396.00	9,763.00	1,800.00	713.00		719.00	1,150.00	1,300.00	$ 30,841.00
CATAWBA VALLEY CC	1,100.00	25,810.00	4,188.00	2,350.00		2,463.00	2,250.00	150.00	$ 38,311.00
CENTRAL CAROLINA CC		31,727.00	8,175.00	2,350.00		400.00	2,226.00		$ 44,878.00
CENTRAL PIEDMONT CC		7,528.00	15,578.00			19,498.00	3,657.00	12,441.00	$ 58,702.00
CLEVELAND CC		30,171.00		4,601.00				1,100.00	$ 35,872.00
COASTAL CAROLINA CC	34,403.00	10,540.00	3,026.00	225.00		1,850.00		626.00	$ 50,670.00
COLL OF THE ALBEMARLE	18,339.00	4,188.00	2,875.00				1,538.00	25.00	$ 26,965.00
CRAVEN CC	21,302.00	8,832.00	1,163.00	850.00		688.00	2,513.00	550.00	$ 35,898.00
DAVIDSON COUNTY CC	30,449.00	7,976.00	2,113.00	550.00		1,438.00	900.00	1,075.00	$ 44,501.00
DURHAM TCC	17,611.00	6,202.00	2,919.00	1,770.00		200.00	1,232.00	650.00	$ 30,584.00
EDGECOMBE CC	11,715.00	15,586.00	725.00			825.00	1,238.00		$ 30,089.00
FAYETTEVILLE TCC		60,780.00	8,059.00	3,319.00		1,350.00	1,175.00	2,075.00	$ 76,758.00
FORSYTH TCC	7,851.00	30,059.00	4,882.00	6,526.00		3,938.00	4,676.00		$ 57,932.00
GASTON COLLEGE	26,459.00	9,394.00	1,050.00	1,800.00		1,751.00	1,600.00	825.00	$ 42,879.00
GUILFORD TCC	14,776.00	54,059.00	13,540.00	200.00					$ 82,575.00
HALIFAX CC	16,533.00	8,020.00	695.00	550.00			1,100.00		$ 26,898.00
HAYWOOD CC		21,152.00	3,750.00	350.00				2,700.00	$ 27,952.00
ISOTHERMAL CC	19,389.00	5,913.00	3,313.00			1,375.00	350.00		$ 30,340.00
JAMES SPRUNT CC	8,776.00	2,201.00	2,725.00					1,138.00	$ 14,840.00
JOHNSTON CC		54,709.00	750.00	725.00		1,450.00	700.00	375.00	$ 58,709.00
LENOIR CC	500.00	22,666.00	2,325.00	663.00		976.00	400.00	450.00	$ 27,980.00
MARTIN CC	8,251.00	2,126.00	250.00	600.00		100.00		200.00	$ 11,527.00
MAYLAND CC	7,076.00	6,663.00	3,550.00	75.00					$ 17,364.00
MCDOWELL TCC	8,902.00	5,920.00	200.00	1,388.00			1,375.00		$ 17,785.00
MITCHELL CC		20,691.00	2,013.00				1,663.00		$ 24,367.00
MONTGOMERY CC	8,863.00	3,575.00	100.00			275.00			$ 12,813.00
NASH CC	18,164.00	5,308.00	975.00	600.00			700.00	525.00	$ 26,272.00
PAMLICO CC			2,950.00						$ 2,950.00
PIEDMONT CC		18,306.00	2,188.00	963.00				100.00	$ 21,557.00
PITT CC	48,579.00		18,414.00	1,600.00		2,375.00	650.00	950.00	$ 72,568.00
RANDOLPH CC	22,090.00	5,950.00	650.00	600.00			500.00		$ 29,790.00
RICHMOND CC		21,353.00	3,500.00	1,250.00			1,938.00	250.00	$ 28,291.00
ROANOKE CHOWAN CC		20,959.00	1,450.00	200.00		825.00			$ 23,434.00
ROBESON CC	6,401.00		6,750.00						$ 13,151.00
ROCKINGHAM CC	21,646.00	8,176.00	3,019.00	75.00			4,200.00		$ 37,116.00
ROWAN-CABARRUS CC	31,514.00	17,220.00	1,100.00	1,013.00			4,626.00		$ 55,473.00
SAMPSON CC		19,103.00	925.00	1,575.00		150.00	2,563.00		$ 24,316.00
SANDHILLS CC	17,758.00	27,463.00	3,500.00	3,519.00				188.00	$ 52,428.00
SOUTH PIEDMONT CC	10,963.00	6,413.00						700.00	$ 18,076.00
SOUTHEASTERN CC	9,063.00	23,064.00	4,475.00				2,214.00		$ 38,816.00
SOUTHWESTERN CC	15,082.00	147.00	12,244.00	925.00		1,388.00	1,125.00	3,900.00	$ 34,811.00
STANLY CC	27,340.00	4,932.00	413.00			488.00	1,000.00		$ 34,173.00
SURRY CC	38,990.00	5,925.00	3,313.00	2,738.00		2,413.00	1,850.00	282.00	$ 55,511.00
TRI COUNTY CC	14,214.00	5,989.00	2,713.00	750.00		1,950.00	1,600.00	1,325.00	$ 28,541.00
VANCE-GRANVILLE CC	41,063.00	8,840.00	2,826.00	150.00		950.00	463.00	150.00	$ 54,442.00
WAKE TCC	69,514.00		9,327.00	1,113.00		3,838.00	1,113.00	450.00	$ 85,355.00
WAYNE CC		49,685.00	7,194.00	5,459.00		1,400.00	3,251.00	400.00	$ 67,389.00
WESTERN PIEDMONT CC	29,903.00	11,351.00	6,364.00	2,207.00		1,788.00	50.00	200.00	$ 51,863.00
WILKES CC	37,596.00	11,238.00	3,775.00	4,050.00		2,225.00		751.00	$ 59,635.00
WILSON TCC	13,509.00	6,558.00	1,450.00						$ 21,517.00
TOTAL	$ 878,962.00	$ 867,638.00	$ 213,696.00	$ 66,905.00	$ 282.00	$ 69,666.00	$ 65,338.00	$ 40,214.00	$ 2,202,701.00

*Reissued to Alamance to replace funds returned to NCCCS on 11-14-00 in error

**Check cancelled and rewritten 1-10-01, cancelled and rewritten again on 1-11-01

NOTE: 5006-536890-6102

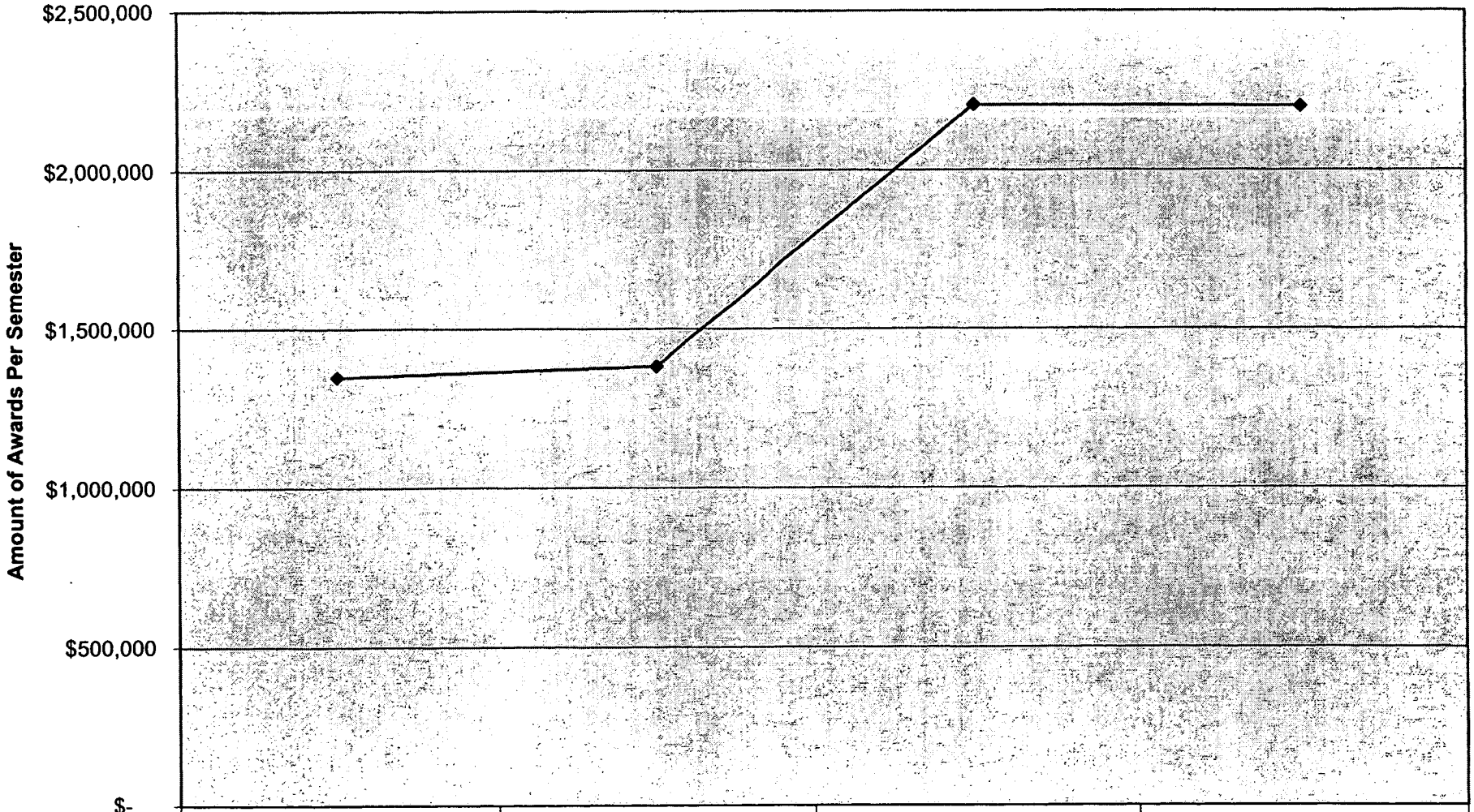
COMMUNITY COLLEGE GRANT
FINANCIAL NEEDS BASE ASSISTANCE
FY 2000-2001

COLLEGES		SPRING SEMESTER DISBURSMENT 01/05/01	SPRING SEMESTER DISBURSEMENT 02/09/01	SPRING SEMESTER DISBURSEMENT 03/07/01	SPRING SEMESTER DISBURSEMENT	SPRING SEMESTER DISBURSEMENT	TOTAL
ALAMANCE CC		$ 43,960.00	$ 3,425.00	$ 1,862.00			$ 49,247.00
ASHEVILLE-BUNCOMBE TCC		66,449.00	650.00	2,474.00			$ 69,573.00
BEAUFORT COUNTY CC		24,425.00	5,425.00	1,225.00			$ 31,075.00
BLADEN CC			13,712.00				$ 13,712.00
BLUE RIDGE CC			18,318.00	775.00			$ 19,093.00
BRUNSWICK CC			22,974.00	2,125.00			$ 25,099.00
CALDWELL CC & TI	*	38,850.00	4,023.00	1,962.00			$ 44,835.00
CAPE FEAR CC		55,175.00	21,445.00	5,825.00			$ 82,445.00
CARTERET CC		31,673.00	3,869.00	925.00			$ 36,467.00
CATAWBA VALLEY CC			37,420.00	400.00			$ 37,820.00
CENTRAL CAROLINA CC				44,215.00			$ 44,215.00
CENTRAL PIEDMONT CC			31,963.00	17,172.00			$ 49,135.00
CLEVELAND CC		150.00		36,983.00			$ 37,133.00
COASTAL CAROLINA CC		1,350.00		37,683.00			$ 39,033.00
COLL OF THE ALBEMARLE			25,201.00	1,187.00			$ 26,388.00
CRAVEN CC			30,943.00	2,050.00			$ 32,993.00
DAVIDSON COUNTY CC		1,625.00	32,803.00	3,148.00			$ 37,576.00
DURHAM TCC			25,706.00	1,687.00			$ 27,393.00
EDGECOMBE CC			24,327.00	4,286.00			$ 28,613.00
FAYETTEVILLE TCC		86,525.00	11,574.00	4,250.00			$ 102,349.00
FORSYTH TCC			50,871.00				$ 50,871.00
GASTON COLLEGE		7,162.00	3,737.00	1,925.00			$ 12,824.00
GUILFORD TCC	*	88,275.00					$ 88,275.00
HALIFAX CC		42,350.00	4,737.00				$ 47,087.00
HAYWOOD CC		25,599.00		7,725.00			$ 33,324.00
ISOTHERMAL CC			26,241.00	700.00			$ 26,941.00
JAMES SPRUNT CC		15,167.00	2,212.00	2,375.00			$ 19,754.00
JOHNSTON CC		1,450.00	42,849.00	2,600.00			$ 46,899.00
LENOIR CC			23,891.00	1,700.00			$ 25,591.00
MARTIN CC			7,949.00	200.00			$ 8,149.00
MAYLAND CC		9,500.00		250.00			$ 9,750.00
MCDOWELL TCC			16,329.00	650.00			$ 16,979.00
MITCHELL CC			23,399.00				$ 23,399.00
MONTGOMERY CC		9,925.00	2,624.00				$ 12,549.00
NASH CC			25,401.00	2,012.00			$ 27,413.00
PAMLICO CC							$ -
PIEDMONT CC			11,433.00	11,573.00			$ 23,006.00
PITT CC		64,785.00	1,150.00	2,874.00			$ 68,809.00
RANDOLPH CC			24,793.00	619.00			$ 25,412.00
RICHMOND CC			26,567.00	4,699.00			$ 31,266.00
ROANOKE CHOWAN CC			22,605.00	225.00			$ 22,830.00
ROBESON CC		6,724.00					$ 6,724.00
ROCKINGHAM CC		33,091.00	1,375.00	650.00			$ 35,116.00
ROWAN-CABARRUS CC		61,875.00	9,550.00	350.00			$ 71,775.00
SAMPSON CC			22,054.00	1,375.00			$ 23,429.00
SANDHILLS CC			6,825.00	41,802.00			$ 48,627.00
SOUTH PIEDMONT CC				21,879.00			$ 21,879.00
SOUTHEASTERN CC		40,475.00	4,474.00				$ 44,949.00
SOUTHWESTERN CC		32,656.00	1,200.00	9,398.00			$ 43,254.00
STANLY CC		375.00	26,318.00	375.00			$ 27,068.00
SURRY CC			46,183.00	3,968.00			$ 50,151.00
TRI COUNTY CC		3,487.00	24,336.00	7,661.00			$ 35,484.00
VANCE-GRANVILLE CC		73,775.00	2,062.00	4,781.00			$ 80,618.00
WAKE TCC			63,830.00	450.00			$ 64,280.00
WAYNE CC			51,651.00	4,050.00			$ 55,701.00
WESTERN PIEDMONT CC			46,890.00	725.00			$ 47,615.00
WILKES CC		60,980.00	4,337.00	3,450.00			$ 68,767.00
WILSON TCC			17,861.00				$ 17,861.00
TOTAL		$ 927,833.00	$ 959,512.00	$ 311,275.00	$ -	$ -	$ 2,198,620.00

*Check cancelled and rewritten 1-10-01, cancelled and rewritten a[illegible] 1-11-01

NOTE: 5006-536890-6102

Community College Grant Program: Disbursement By Semester



	Fall Semester 1999	Spring Semester 2000	Fall Semester 2000	Spring Semester 2001
Series1	$1,346,436	$1,380,959	$2,202,701	$2,198,620

Loan Program

The State Board of Community Colleges
Division of Business and Finance

Procedures for Administering the "North Carolina Community College Loan Program"

State Board Approval

At the July 16, 1999, meeting of the State Board of Community Colleges, action was taken to approve policies for the "North Carolina Community College Loan Program." The action included the set-aside of 5 percent of the $5,000,000 available to the State Board for 'Financial Assistance for Community College Students (Section 9.4; Chapter 1999-237) for short-term loans to be administered by the community colleges for curriculum students.

Of the funds set aside ($250,000), the State Board provided that the community colleges "may request funds from the Division of Business and Finance of the System Office." The amounts available to each college, according to Board directive, are to be based upon the financial need of students, as "determined by the college's proportion of all community college Pell Grant recipients in the previous year."

The policy approved by the State Board permits each college to administer its own loan program, according to that particular college's policies and procedures, so long as they are consistent with the policies and procedures of the State Board.

Procedures of the Division of Business and Finance

The following procedure shall be used within the Division of Business and Finance in administering the "North Carolina Community College Loan Program," as directed by the State Board of Community Colleges.

1. Determination of Loan Amount

In July of each fiscal year, the State Board will determine the percentage of funds to be set-aside for the "North Carolina Community College Loan Program." This percentage will be used to calculate the total amount of loan funds available.

2. Receipt of Information

In July of each fiscal year, the Director of Student Services shall supply to Business and Finance a list, by college, of the amount of loan funds available to that college, based upon the college's proportion of Pell Grant recipients in the previous year. This information will become the basis upon which disbursements, if requested, will be made.

3. Request for Share of Loan Funds

In July/August of each fiscal year, each community college that intends to participate in the "Loan Program" shall submit a letter to the Division of Business and Finance requesting disbursement of loan funds. The chief financial aid officer, the business officer, or the president of the requesting college may submit the letter. Colleges are under no obligation to request the loan funds.

4. Disbursement of Funds

During the first week of September, Business and Finance will write checks to disburse the proportionate share allocated to each college, as requested. The intent is to disburse the full amount of the allocation. If a college requests less than the full amount, a second disbursement will be made in January of the subsequent calendar year. This will permit a college to split the amount of its allocation into two equal installments. Checks will be mailed to the Business Office of each college.

5. Administration of Funds

Each college will administer the funds they receive from the "Loan Program" according to its policies and procedures, so long as they are consistent with the policies of the State Board.

6. Loan Repayment

Colleges will be responsible for the collection of loan repayment funds from the students to whom funds are loaned. These repayment funds shall serve as a revolving loan fund at the college. Colleges must report students who default on repaying their loans both to the North Carolina Department of Revenue and the Vice President of Business and Finance.

7. Reporting

Colleges will report annually to the Vice President of Business and Finance the following information

a. the number of loans granted
b. the total amount loaned
c. the balance in the Loan Fund as of June 30, 2xxx.

8. Revision to the Loan Program

The Division of Business and Finance will make such revisions to these procedures as from time-to-time may be necessary to administer the Loan Program, but then only with the concurrence and approval of the State Board and its Committees.

COMMUNITY COLLEGES
LOAN PROGRAM
FY 1999-2000

COLLEGES	LOAN FUND	FIRST PAYMENT	DATE PAID	BALANCE	SECOND PAYMENT	BALANCE
ALAMANCE CC	$3,949.00			$3,949.00		$3,949.00
ASHEVILLE-BUNCOMBE TCC	4,345.00			4,345.00		4,345.00
BEAUFORT COUNTY CC	3,426.00			3,426.00		3,426.00
BLADEN CC	2,507.00			2,507.00		2,507.00
BLUE RIDGE CC	1,652.00			1,652.00		1,652.00
BRUNSWICK CC	1,233.00	1,233.00	06/16/2000	-		-
CALDWELL CC & TI	3,959.00			3,959.00		3,959.00
CAPE FEAR CC	6,506.00			6,506.00		6,506.00
CARTERET CC	3,362.00	3,362.00	10/07/1999	-		-
CATAWBA VALLEY CC	2,922.00			2,922.00		2,922.00
CENTRAL CAROLINA CC	5,403.00			5,403.00		5,403.00
CENTRAL PIEDMONT CC	6,521.00	6,521.00	10/22/1999	-		-
CLEVELAND CC	2,508.00			2,508.00		2,508.00
COASTAL CAROLINA CC	5,786.00			5,786.00		5,786.00
COLLEGE OF ALBEMARLE	5,013.00	5,013.00	10/07/1999	-		-
CRAVEN CC	5,778.00			5,778.00		5,778.00
DAVIDSON COUNTY CC	4,764.00	4,764.00	10/22/1999	-		-
DURHAM TCC	4,907.00	4,907.00	11/16/1999	-		-
EDGECOMBE CC	6,315.00			6,315.00		6,315.00
FAYETTEVILLE TCC	13,330.00	13,330.00	10/22/1999	-		-
FORSYTH TCC	5,067.00	5,067.00	10/07/1999	-		-
GASTON COLLEGE	4,586.00			4,586.00		4,586.00
GUILFORD TCC	8,536.00	8,536.00	10/07/1999	-		-
HALIFAX CC	6,624.00			6,624.00		6,624.00
HAYWOOD CC	2,439.00	2,439.00	06/16/2000	-		-
ISOTHERMAL CC	2,147.00			2,147.00		2,147.00
JAMES SPRUNT CC	2,911.00	2,911.00	12/13/1999	-		-
JOHNSTON CC	3,043.00	3,043.00	10/07/1999	-		-
LENOIR CC	5,786.00	5,786.00	10/22/1999	-		-
MARTIN CC	2,634.00			2,634.00		2,634.00
MAYLAND CC	2,157.00	2,157.00	10/07/1999	-		-
MCDOWELL TCC	2,508.00			2,508.00		2,508.00
MITCHELL CC	2,929.00			2,929.00		2,929.00
MONTGOMERY CC	1,380.00			1,380.00		1,380.00
NASH CC	3,151.00			3,151.00		3,151.00
PAMLICO CC	565.00			565.00		565.00
PIEDMONT CC	2,567.00			2,567.00		2,567.00
PITT CC	7,835.00			7,835.00		7,835.00
RANDOLPH CC	2,200.00			2,200.00		2,200.00
RICHMOND CC	5,012.00			5,012.00		5,012.00
ROANOKE CHOWAN CC	4,865.00	4,865.00	11/05/1999	-		-
ROBESON CC	3,713.00			3,713.00		3,713.00
ROCKINGHAM CC	2,852.00			2,852.00		2,852.00
ROWAN-CABARRUS CC	4,754.00	4,754.00	01/14/2000	-		-
SAMPSON CC	2,844.00	2,844.00	10/07/1999	-		-
SANDHILLS CC	6,771.00			6,771.00		6,771.00
SOUTH PIEDMONT CC	4,276.00	4,276.00	10/07/1999	-		-
SOUTHEASTERN CC	5,371.00	5,371.00	10/07/1999	-		-
SOUTHWESTERN CC	4,527.00			4,527.00		4,527.00
STANLY CC	3,050.00	3,050.00	10/22/1999	-		-
SURRY CC	4,166.00	2,083.00	10/07/1999	2,083.00		2,083.00
TRI COUNTY CC	2,989.00			2,989.00		2,989.00
VANCE-GRANVILLE CC	6,423.00			6,423.00		6,423.00
WAKE TCC	6,871.00	6,871.00	11/04/1999	-		-
WAYNE CC	6,421.00			6,421.00		6,421.00
WESTERN PIEDMONT CC	4,040.00	4,040.00	12/20/1999	-		-
WILKES CC	4,030.00			4,030.00		4,030.00
WILSON TCC	3,777.00	3,777.00	10/07/1999	-		-
TOTAL	$250,003.00	$111,000.00		$139,003.00		$139,003.00
NOTE: 5006-536890-6102						

COMMUNITY COLLEGES
LOAN PROGRAM
FY 2000-2001

COLLEGES	LOAN FUND	FIRST PAYMENT	DATE PAID	BALANCE	SECOND PAYMENT	BALANCE
ALAMANCE CC	$3,577.00			$ 3,577.00		$ 3,577.00
ASHEVILLE-BUNCOMBE TCC	4,438.00			4,438.00		4,438.00
BEAUFORT COUNTY CC	3,427.00			3,427.00		3,427.00
BLADEN CC	2,491.00			2,491.00		2,491.00
BLUE RIDGE CC	1,536.00	1,536.00	08/30/2000	-		-
BRUNSWICK CC	1,718.00	1,718.00	09/19/2000	-		-
CALDWELL CC & TI	3,794.00			3,794.00		3,794.00
CAPE FEAR CC	7,173.00			7,173.00		7,173.00
CARTERET CC	2,947.00	2,947.00	09/06/2000	-		-
CATAWBA VALLEY CC	2,741.00			2,741.00		2,741.00
CENTRAL CAROLINA CC	5,941.00			5,941.00		5,941.00
CENTRAL PIEDMONT CC	7,001.00	7,001.00	09/15/2000	-		-
CLEVELAND CC	3,349.00			3,349.00		3,349.00
COASTAL CAROLINA CC	5,702.00			5,702.00		5,702.00
COLLEGE OF ALBEMARLE	4,026.00	4,026.00	09/08/2000	-		-
CRAVEN CC	5,465.00			5,465.00		5,465.00
DAVIDSON COUNTY CC	4,056.00	4,056.00	08/22/2000	-		-
DURHAM TCC	4,863.00	4,863.00	08/25/2000	-		-
EDGECOMBE CC	6,450.00			6,450.00		6,450.00
FAYETTEVILLE TCC	13,251.00	13,251.00	08/25/2000	-		-
FORSYTH TCC	5,379.00	5,379.00	09/06/2000	-		-
GASTON COLLEGE	4,589.00			4,589.00		4,589.00
GUILFORD TCC	7,511.00			7,511.00		7,511.00
HALIFAX CC	6,466.00			6,466.00		6,466.00
HAYWOOD CC	2,476.00			2,476.00		2,476.00
ISOTHERMAL CC	2,547.00			2,547.00		2,547.00
JAMES SPRUNT CC	2,990.00	2,990.00	08/25/2000	-		-
JOHNSTON CC	2,969.00	2,969.00	08/25/2000	-		-
LENOIR CC	6,234.00	6,234.00	09/19/2000	-		-
MARTIN CC	1,822.00	1,822.00	08/30/2000	-		-
MAYLAND CC	1,856.00	1,856.00	09/15/2000	-		-
MCDOWELL TCC	2,289.00			2,289.00		2,289.00
MITCHELL CC	2,889.00			2,889.00		2,889.00
MONTGOMERY CC	1,223.00			1,223.00		1,223.00
NASH CC	3,389.00			3,389.00		3,389.00
PAMLICO CC	731.00			731.00		731.00
PIEDMONT CC	2,870.00			2,870.00		2,870.00
PITT CC	7,891.00			7,891.00		7,891.00
RANDOLPH CC	2,394.00			2,394.00		2,394.00
RICHMOND CC	5,456.00			5,456.00		5,456.00
ROANOKE CHOWAN CC	4,487.00	4,487.00	08/25/2000	-		-
ROBESON CC	3,647.00			3,647.00		3,647.00
ROCKINGHAM CC	2,782.00			2,782.00		2,782.00
ROWAN-CABARRUS CC	5,003.00	5,003.00	08/25/2000	-		-
SAMPSON CC	3,241.00	3,241.00	08/22/2000	-		-
SANDHILLS CC	6,684.00			6,684.00		6,684.00
SOUTH PIEDMONT CC	4,790.00	4,790.00	08/22/2000	-		-
SOUTHEASTERN CC	5,611.00	5,611.00	08/18/2000	-		-
SOUTHWESTERN CC	4,112.00			4,112.00		4,112.00
STANLY CC	2,528.00	2,528.00	08/25/2000	-		-
SURRY CC	3,904.00			3,904.00		3,904.00
TRI COUNTY CC	3,066.00			3,066.00		3,066.00
VANCE-GRANVILLE CC	7,045.00	7,045.00	08/30/2000	-		-
WAKE TCC	7,614.00	7,614.00	08/18/2000	-		-
WAYNE CC	6,296.00			6,296.00		6,296.00
WESTERN PIEDMONT CC	3,759.00	3,759.00	08/22/2000	-		-
WILKES CC	3,638.00			3,638.00		3,638.00
WILSON TCC	3,872.00	3,872.00	12/12/2000	-		-
				-		-
TOTAL	$249,996.00	$108,598.00		$ 141,398.00		$ 141,398.00
NOTE: 5006-536890-6102						

PELL GRANTS

PELL GRANT

The Federal Pell Grant is an award offered to undergraduates with no prior bachelor's or advanced degree and who have an expected family contribution (EFC) of less than a certain amount, determined annually by the US Congress. This grant does not have to be repaid and is pro-rated according to expected family contribution and hours of enrollment. For example, if a student was enrolled in less than full-time, or if the expected family contribution increases, the award will decrease. The maximum award for 2001-2002 is $3,750.

- A student may receive only one Pell Grant in an award year.
- A student may not receive Pell Grant funds from more than one school at a time.
- The school can either pay the student directly, credit the funds to the student's account, or combine these methods.
- The school must tell the student how and when they will be paid and how much their award will be.
- Schools must pay the student at least once per term (semester, trimester, or quarter).

Pell Grants

	Number of Recipients		Amount		Average Per Recipient
Alamance	536	$	969,183	$	1,808
Asheville-Buncombe	689	$	1,202,485	$	1,745
Beaufort County	472	$	928,603	$	1,967
Bladen	393	$	674,834	$	1,717
Blue	321	$	416,297	$	1,297
Brunswick	232	$	465,581	$	2,007
Caldwell	722	$	1,027,912	$	1,424
Cape	1140	$	1,943,494	$	1,705
Carteret	486	$	798,410	$	1,643
Catawba	471	$	742,679	$	1,577
Central	895	$	1,609,598	$	1,798
Central	1255	$	1,896,922	$	1,511
Cleveland	482	$	907,356	$	1,882
Coastal	910	$	1,545,051	$	1,698
College of the Albermarle	595	$	1,090,935	$	1,834
Craven	808	$	1,480,610	$	1,832
Davidson County	642	$	1,099,069	$	1,712
Durham	870	$	1,317,658	$	1,515
Edgecombe	1037	$	1,747,711	$	1,685
Fayetteville	2139	$	3,590,168	$	1,678
Forsyth	845	$	1,457,439	$	1,725
Gaston	758	$	1,243,296	$	1,640
Guilford	1298	$	2,034,991	$	1,568
Halifax	911	$	1,751,984	$	1,923
Haywood	343	$	670,931	$	1,956
Isothermal	422	$	690,063	$	1,635
James	406	$	810,162	$	1,995
Johnston	497	$	804,546	$	1,619
Lenoir	856	$	1,689,089	$	1,973
Martin	276	$	493,647	$	1,789
Mayland	315	$	502,865	$	1,596
McDowell	354	$	620,119	$	1,752
Mitchell	423	$	782,658	$	1,850
Montgomery	211	$	331,348	$	1,570
Nash	586	$	918,151	$	1,567
Pamlico	105	$	198,146	$	1,887
Piedmont	457	$	777,674	$	1,702
Pitt	1131	$	2,138,111	$	1,890
Randolph	396	$	648,602	$	1,638
Richmond	765	$	1,478,357	$	1,932
Roanoke-Chowan	637	$	1,215,633	$	1,908
Robeson	524	$	988,251	$	1,886
Rockingham	506	$	753,872	$	1,490
Rowan-Cabarrus	892	$	1,355,668	$	1,520
Sampson	502	$	878,125	$	1,749

Source: Statistical Abstract of Higher Education ; Research Report - The University of North Carolina; 1999-2000

Pell Grants

	Number of Recipients		Amount		Average Per Recipient
Sandhills	955	$	1,810,923	$	1,896
South Piedmont	710	$	1,297,948	$	1,828
Southeastern	771	$	1,520,213	$	1,972
Southwestern	592	$	1,114,166	$	1,882
Stanly	386	$	684,955	$	1,774
Surry	623	$	1,057,728	$	1,698
Tri-County	443	$	830,821	$	1,875
Vance-Granville	1083	$	1,908,890	$	1,763
Wake	1026	$	2,062,920	$	2,011
Wayne	931	$	1,705,991	$	1,832
Western Piedmont	556	$	1,018,475	$	1,832
Wilkes	544	$	985,595	$	1,812
Wilson	664	$	1,049,231	$	1,580
System Totals	**38,975**	**$**	**67,736,140**	**$**	**1,738**

Source: Statistical Abstract of Higher Education ; Research Report - The University of North Carolina; 1999-2000

OTHER FINANCIAL AID

A **Federal Supplemental Educational Opportunity Grant (FSEOG)** is for undergraduates with exceptional financial need--that is, students with the lowest Expected Family Contributions (EFCs)--and gives priority to students who receive Federal Pell Grants. An FSEOG doesn't have to be paid back. Although the U.S. Department of Education guarantees that each participating school will receive enough money to pay the Federal Pell Grants of its eligible students, there's no guarantee every eligible student will be able to receive an FSEOG. Students at each school may be awarded an FSEOG based on the availability of funds at that school.

The **NC Student Incentive Grant (NCSIG)** provides states with funds to establish a state grant program that assist students who demonstrate substantial financial need. A student who wishes to apply for financial assistance from these programs may do so by completing the Free Application for Federal Student Aid (FAFSA). Each state matches the federal funds on at least a 50-50 ratio. The NC State Education Assistance Authority disburses funds to the colleges for eligible students.

The **Federal Work-Study Program** provides jobs for community college students with financial need, allowing them to earn money to help pay education expenses. The program encourages community service work and work related to their course of study. Federal Work-Study wages will be at least the current federal minimum wage, but it may be higher, depending on the type of work done and the skills required. The total Federal Work-Study award depends on when the student applys, his/her level of need, and the funding level of the community college

Direct and FFEL (**Federal Family Education Loans**) Stafford Loans are the US Dept.of Education's major form of self-help aid. Direct Stafford Loans are available through the William D. Ford Federal Direct Loan (Direct Loan) Program and FFEL Stafford Loans are available through the Federal Family Education Loan (FFEL) Program. The terms and conditions of a Direct Stafford or a FFEL Stafford are similar. The major differences between the two are the source of the loan funds, some aspects of the application process, and the available repayment plans. Under the Direct Loan Program, the funds for your loan are lent to the student directly by the U.S. government. Under the FFEL Program, the funds for a loan are lent to the student from a bank, credit union, or other lender that participates in the FFEL Program.

Other Grants and Scholarships:

Bureau of Indian Affairs, Job Training Partnership Act, Vocational Rehabilitation, NC Veterans Scholarships, Community College Foundations, institutional aid, tuition waivers, Nurse Education Scholarship/Loan Program, Prospective Teachers Scholarships, Nurse Scholars Program, System Office administered scholarships .

Other Forms of Financial Aid

Form of Financial Aid	System Amount	Number of Recipients	Average Amount Per Recipient
SEOG	$ 2,055,536	5,675	$ 362
Student Incentive Grant	$ 1,780,167	561	$ 3,173
Guaranteed Loans (1)	$ 21,802,803	9,727	$ 2,241
Work Study	$ 2,667,083	2,228	$ 1,197
Institutional Loan	$ 479,606	1,639	$ 293
Other Grants and Scholarships (2)	$ 49,089,672	67,134	$ 731
	$ 77,874,867		

(1) Includes Federal Family Education Loans administered through the U.S. Department of Education. They are both the Federal Direct Loans and Stafford Loans.

(2) "Other Grants and Scholarships" include numerous local Community College Foundation funds, Tuition Waivers, Nurse Education program, and System Office Administered financial aid

Source: Statistical Abstract of Higher Education ; Research Report - The University of North Carolina; 1999-2000

SYSTEM OFFICE ADMINISTERED FINANCIAL AID PROGRAM

Background Information

The North Carolina Community College System will administer twelve (12) scholarship programs along with a grant and loan program for the benefit of students in fifty-eight (58) community colleges. The twelve (12) scholarships are made possible by annual gifts of benefactors. In the 1999-2000 academic year, there was a total of 298 scholarships at a cost of $102,645 to provide assistance to students for their expenses. The North Carolina Community College Grant & Loan program with non-reverting funding from the North Carolina General Assembly of $5,000,000.00 for the 1999-2000 academic year funded grants at a cost of $2,688.736.

The attached document provides the breakdown of scholarship allocations to each college including the total dollar amount, and a brief description of each scholarship, grant & loan for the 2000-2001 academic year. Each college has a scholarship committee that receives applications and awards scholarships to students based on the guidelines established by donors.

It is estimated that the North Carolina Community College Grant and Loan program will provide approximately 6,000 grants. These grants help to cover tuition, books and fees for students who are residents of North Carolina.

BRIEF DESCRIPTION OF SCHOLARSHIPS, GRANT & LOAN

Carolina Power & Light Company Scholarship

The purpose of this scholarship is to provide financial support to students who reside in North Carolina and in a service area of Carolina Power & Light Company (CP&L). Recipients are to enroll (or be enrolled) in a course of study leading to a two-year technical degree or community college transfer degree at one of the 34 colleges in the CP&L service area. Candidates shall be selected without regard to race, sex, color, creed, religion, age, national origin or disability.

Carolina Power & Light Electric Lineman Technology

This program prepares individuals to work as a lineman in the preparation and repair of rural electrical utility service. Students will combine electrical theory with laboratory and practical applications in the course of the Associate of Applied Science Degree and will possess the necessary skills for employment in the dynamic electrical utility field.

Sprint Scholarship

Students selected for this scholarship must reside in North Carolina and be enrolled (or intend to enroll) as full-time students in a course of study leading to a technical degree or vocational program. Priority in awarding these scholarships will be to "minorities and displaced workers." Minorities are defined as Black, Spanish Surname Americans, American Indians/Native Alaskans, Orientals, and "displaced workers" as persons who have lost their job because of obsolete job skills or because of economic recession in their field of employment.

Sprint College Transfer

Students selected for this scholarship must be residents of North Carolina, enrolled (or intend to enroll) as a full-time student in a college transfer curriculum, and continue in a college transferable curriculum where the student was enrolled at the time of the scholarship award and for the duration of the scholarship. Priority in awarding scholarships will be to Blacks.

Bell South

BellSouth will provide forty-three (43) scholarships during the 2000-2001 fiscal year to students participating in either the Service Representative or Service Technician program at Asheville-Buncombe Technical Community College, Cape Fear Community College, Central Carolina Community College, Forsyth Technical Community College, Guilford Technical Community College, Wake Technical Community College, or Western Piedmont Community College. These scholarships will be distributed as evenly as possible among the eight community colleges based on the qualifications of the applicants and the amount of student participation in the program at each college. The Service Representative and the Service Technician programs were designed to prepare students to pass the employment entrance tests at BellSouth.

Wachovia Technical Scholarship

Students selected for this scholarship must be full-time students enrolled in the second year of a two-year technical program and demonstrate financial need and scholastic promise.

North Carolina Masonry Contractors Association Scholarship

The student selected to receive this scholarship must be an employee of one of the member companies of the North Carolina Masonry Contractors Association (NCMCA) or chosen by its board of directors from applicants who have expressed an interest in masonry or a related field. The scholarship shall be awarded without regard to race, sex, color, creed, religion, age, national origin or disability. Other factors to be considered will include scholastic achievement, financial need, and participation in outside activities.

North Carolina Petroleum Marketers Association Scholarship (NCPMA)

Students applying for these scholarships must be an owner, owner's spouse or child/grandchild, employee, employee's spouse or child/grandchild of the member firms of the NCPMA. The scholarship recipients must attend a college in the North Carolina Community College System. Scholarships are awarded without regard to sex, race, color, creed, religion, age, national origin or disability.

Ray Jefferies Scholarship

This scholarship is awarded annually to the President of the North Carolina Comprehensive Community College Student Government Association (N4CSGA) or another officer of the N4CSGA who has demonstrated outstanding leadership skills. This scholarship is awarded without regard to race, sex, color, creed, religion, age, national origin or disability.

Allen Ryan Todd Scholarship

This scholarship will be awarded to recipients from a North Carolina county designated as a "low wealth" county according to the Department of Public Instruction funding formula. Additionally, recipients must be enrolled (or intend to enroll) in an Associate Degree program, at a North Carolina Community College; come from an economically disadvantaged background, demonstrate financial need; maintain a grade point average at or above the level required for graduation and continue for the duration of the scholarship at the college where recipients were enrolled at the time of the scholarship award.

North Carolina State Board of Refrigeration Examiners

The recipients of this scholarship must be residents of North Carolina, enrolled (or intend to enroll) in an Associate in Applied Science Degree program of study in Commercial Refrigeration Technology and maintain a grade point average at or above the level required for graduation and continue for the duration of the scholarship at the college where recipients enrolled at the time of the scholarship award.

George W. Ballard Memorial Scholarship

To qualify for this scholarship, recipients are to be residents of North Carolina, enrolled (or intend to enroll) in the Air Conditioning, Heating and Refrigeration curriculum, demonstrate financial need, submit an essay stating why this field of study was chosen and how the scholarship will help in the attainment of their educational goal. Scholarship awards will be made without regard to race, sex, color, creed, religious preference, age, national origin or disability.

The North Carolina Community College Grant and Loan Program

This new financial aid program was funded by the North Carolina General Assembly during the 1999 legislative session. Lawmakers appropriated $5 million to create a new North Carolina Community College Grant and Loan program for North Carolina residents enrolled in curriculum programs and to offset the tuition increase for full-time, in-state students. It is anticipated that this financial aid assistance will add immeasurably to the number of students helped compared to the previous scholarship program. This financial aid assistance to students will be ten times the number of students helped under the previous scholarship program.

SCHOLARSHIPS ADMINISTERED BY THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

COMMUNITY COLLEGE	CAROLINA POWER & LIGHT	CP&L ELECTRIC LINEMAN TECHNOLOGY	SPRINT	SPRINT COLLEGE TRANSFER	BELLSOUTH	WACHOVIA BANK	TOTAL	DOLLAR AMOUNT
Dollar Amount Per Scholarship	***$550***	***$600.00***	***$550***	***$500***	***$500***	***$500***		
Alamance CC	0	2	0	0	0	2	4	$ 2,200.00
Asheville-Buncombe TCC	1	0	0	0	6	2	9	4,550.00
Beaufort County CC	1	2	2	1	0	2	8	4,350.00
Bladen CC	1	0	2	1	0	2	6	3,150.00
Blue Ridge CC	1	0	0	0	0	2	3	1,550.00
Brunswick CC	1	0	0	0	0	1	2	1,050.00
Caldwell CC & TI	0	2	0	0	0	1	3	1,700.00
Cape Fear CC	1	0	0	0	5	2	8	4,050.00
Carteret CC	1	0	2	1	0	2	6	3,150.00
Catawba Valley CC	0	0	2	0	0	2	4	2,100.00
Central Carolina CC	1	2	4	0	5	2	14	7,450.00
Central Piedmont CC	0	0	0	0	6	5	11	5,500.00
Cleveland CC	0	0	0	0	0	1	1	500.00
Coastal Carolina CC	1	0	2	1	0	3	7	3,650.00
College of the Albemarle	0	0	4	1	0	2	7	3,700.00
Craven CC	1	0	2	1	0	2	6	3,150.00
Davidson County CC	0	0	0	0	0	2	2	1,000.00
Durham TCC	1	2	0	0	0	3	6	3,250.00
Edgecombe CC	1	2	2	0	0	2	7	3,850.00
Fayetteville TCC	1	0	2	1	0	4	8	4,150.00
Forsyth TCC	0	0	2	0	5	3	10	5,100.00
Gaston College	0	0	0	0	0	3	3	1,500.00
Guilford TCC	0	0	2	1	5	4	12	6,100.00
Halifax CC	0	2	2	1	0	1	6	3,300.00
Haywood CC	1	2	0	0	0	2	5	2,750.00
Isothermal CC	0	2	0	0	0	1	3	1,700.00
James Sprunt CC	1	2	2	1	0	1	7	3,850.00
Johnston CC	1	0	2	1	0	1	5	2,650.00
Lenoir	1	0	2	1	0	2	6	3,150.00
Martin CC	0	0	2	1	0	2	5	2,600.00
Mayland CC	1	0	0	0	0	1	2	1,050.00
McDowell TCC	0	0	0	0	0	1	1	500.00
SUBTOTAL	***18***	***20***	***38***	***13***	***32***	***66***	***187***	***$ 98,300.00***

SCHOLARSHIPS ADMINISTERED BY THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

COMMUNITY COLLEGE	CAROLINA POWER & LIGHT	CP&L ELECTRIC LINEMAN TECHNOLOGY	SPRINT	SPRINT COLLEGE TRANSFER	BELLSOUTH	WACHOVIA BANK	TOTAL	DOLLAR AMOUNT
Dollar Amount Per Scholarship	***$550***	***$600.00***	***$550***	***$500***	***$500***	***$500***		
Mitchell CC	0	2	0	0	0	2	4	$ 2,200.00
Montgomery CC	1	0	2	0	0	1	4	2,150.00
Nash CC	1	2	2	0	0	2	7	3,850.00
Pamlico CC	1	2	2	0	0	2	7	3,850.00
Piedmont CC	1	2	2	0	0	2	7	3,850.00
Pitt CC	1	0	2	1	0	2	6	3,150.00
Randolph CC	1	2	2	0	0	2	7	3,850.00
Richmond CC	1	2	0	0	0	2	5	2,750.00
Roanoke-Chowan CC	0	0	2	1	0	2	5	2,600.00
Robeson CC	1	0	2	0	0	2	5	2,650.00
Rockingham CC	0	0	0	0	0	2	2	1,000.00
Rowan-Cabarrus CC	0	0	0	0	0	2	2	1,000.00
Sampson CC	1	2	2	1	0	1	7	3,850.00
Sandhills CC	1	0	2	1	0	2	6	3,150.00
Southeastern CC	1	0	2	1	0	1	5	2,650.00
South Piedmont CC	1	2	0	0	0	1	4	2,250.00
Southwestern CC	0	0	0	0	0	2	2	1,000.00
Stanly CC	0	0	0	0	0	2	2	1,000.00
Surry CC	0	2	2	0	0	1	5	2,800.00
Tri-County CC	0	2	0	0	0	2	4	2,200.00
Vance-Granville CC	1	0	2	1	0	1	5	2,650.00
Wake TCC	1	2	2	1	6	3	15	7,850.00
Wayne CC	1	0	0	0	0	2	3	1,550.00
SUBTOTAL	***15***	***22***	***28***	***7***	***6***	***41***	***119***	***$ 63,850.00***

SCHOLARSHIPS ADMINISTERED BY THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

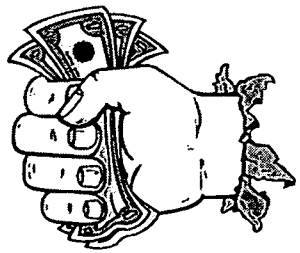
COMMUNITY COLLEGE	CAROLINA POWER & LIGHT	CP&L ELECTRIC LINEMAN TECHNOLOGY	SPRINT	SPRINT COLLEGE TRANSFER	BELLSOUTH	WACHOVIA BANK	TOTAL	DOLLAR AMOUNT
Dollar Amount Per Scholarship	***$550***	***$600.00***	***$550***	***$500***	***$500***	***$500***		
Western Piedmont	0	2	0	0	5	2	9	4,700.00
Wilkes CC	0	2	2	0	0	2	6	3,300.00
Wilson TCC	1	0	2	0	0	2	5	2,650.00
SUBTOTAL	**1**	**4**	**4**	**0**	**5**	**6**	**20**	**10,650.00**
TOTAL	**34**	**46**	**70**	**20**	**43**	**113**	**326**	***$ 172,800.00***
***NORTH CAROLINA MASONRY CONTRACTORS ASSOCIATION SCHOLARSHIP**							**1**	**$ 750.00**
***NORTH CAROLINA PETROLEUM MARKETERS ASSOCIATION SCHOLARSHIPS**							**10**	**$ 5,000.00**
***RAY JEFFERIES N4CSGA SCHOLARSHIP**							**1**	**$ 1,000.00**
***NORTH CAROLINA COMMUNITY COLLEGE GRANT & LOAN**							**6,000 EST.**	**$ 5,000,000.00**
***ALLEN RYAN TODD SCHOLARSHIP**							**1**	
***NORTH CAROLINA STATE BOARD OF REFRIGERATION EXAMINERS**							**1**	
***GEORGE W. BALLARD MEMORIAL SCHOLARSHIP**							**1**	
*** = TO BE DETERMINED BASED ON INTEREST EARNED THIS FISCAL YEAR**			**GRAND TOTAL & AMOUNT**				**6,341**	**5,179,550.00**

INFORMATION PROVIDED TO STUDENTS

North Carolina
Community College System

North Carolina Community College Students -

LOWER YOUR TAX BILL!



Hope Scholarship
and
Lifetime Learning
Tax Credits Could
Save You Tax Dollars.

Make the most of your education dollars!

Tuition at North Carolina's community colleges is among the lowest in the country.

Now, attending a North Carolina community college is more affordable than ever.

Federal Pell Grants provide financial assistance to many students attending one of the 59 institutions.

In addition to the federal assistance available, the North Carolina General Assembly has provided a fund of $5 million in financial aid for community college students. These grants are available to students based upon need.

The federal tax incentives described in this brochure are yet another way to make attending a North Carolina community college even more financially attainable.

INCOME LEVEL

Education credits are phased out (gradually reduced) if your modified adjusted gross income is between $40,000 and $50,00 for a single return, and $80,000 - $100,000 for joint returns.

You cannot claim **any** higher education credits if your modified adjusted gross income is $50,000 or more for a single return ($100,000 for a joint return).

HOW TO CLAIM THE CREDITS

You figure the amount of your education credits by completing **Form 8863.** Use Part I for the Hope Scholarship credit and Part II for the lifetime learning credit. In both parts, you enter the student's name and taxpayer identification number (usually a social security number) and the amount of qualified expenses paid in 1999. You then complete Part III to compute the amount to enter on line 44 of Form 1040 or line 29 of 1040A. Attach the complete Form 8863 to your return.

The community college that receives payment of qualified tuition and related expenses paid will issue **Form 1098-T,** *Tuition Payments Statement* to each student by February 1, 2000. The information on Form 1098-T will help you determine whether you can claim an education tax credit for 1999. The following information should be included on the 1999 form.

1. The name, address, and taxpayer identification number of the community college.
2. The name, address, and taxpayer identification number of the student.
3. Whether the student was enrolled for at least half of the full-time academic workload.

Your community college may ask for a completed **Form W-9S, Request *for Student's or Borrower's Social Security Number and Certification***, or similar statement, to obtain the information needed to complete 2. above.

PAY FEWER TAXES!

Two different tax incentives that may reduce the amount of taxes paid by the student or the parents of community college students are available to community college students.

The Hope scholarship tax credit or the lifelong learning tax credit could reduce the amount of federal taxes paid for fiscal year 1999. However, only one tax credit per student may be claimed in each tax year.

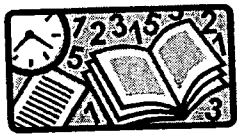
You can claim the Hope credit for the first two years of postsecondary education and claim the lifelong learning credit in later tax years. Review the requirements for each and decide which one is better for you.

In any one tax year, only one person can claim a higher education credit for a student's expenses. If you are paying higher education costs for your dependent, either you or your dependent, <u>but not both</u>, can claim a credit for a particular year.

If you claim an exemption for your dependent on your tax return, treat any qualified expenses paid by your dependent as if *you* had paid them. Include these expenses when figuring the amount of your Hope scholarship or lifetime learning credit.

In both the Hope scholarship and lifetime learning credit, qualified tuition and related expenses that are necessary as part of enrollment are eligible expenses if paid in 1999.

<u>Books, supplies, travel expenses and lodging are not eligible expenses.</u>



More information on tax benefits for higher education is available at www.irs.gov, in IRS Publication 970.

HOPE SCHOLARSHIP CREDIT

This credit may only be claimed for two taxable years for each eligible student. A credit of up to **$1,500** for qualified tuition and related fees is possible for each eligible student in a family.

WHO IS ELIGIBLE?

The Hope credit may be claimed for the eligible student who meets the following requirements:

1. Has not completed the first two years of community college.
2. Is enrolled in a program that leads to a degree, certificate or other recognized educational credential.
3. Is taking at least one-half the normal full-time workload in a course of study for the academic period during the calendar year.
4. Has never been convicted of a felony for possessing or distributing a controlled substance.

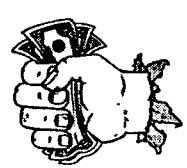
HOW MUCH IS ELIGIBLE?

You may claim 100% of the first $1,000 paid for tuition and expenses **plus** 50% of the next $1,000. A maximum of $1,500 is available for each eligible student. However, that amount may be reduced based on your modified adjusted gross income.

HOPE TAX CREDIT EXAMPLE

Paula and Phil are married and file a joint tax return. They have an adjusted gross income of $35,500. Paula is in her second year of an Associate in Science program at her local community college. She paid $600.00 total in tuition for the spring and fall semesters in 1999. Since this amount falls below the $1,000 maximum for 100% allowance, the entire $600 can be claimed on their tax return.

The Hope scholarhsip credit is figured in Parts I and III of Form 8863.



LIFETIME LEARNING CREDIT

This tax credit is not as restrictive as the Hope credit. However, it does not provide as much tax relief. You may be able to claim a lifetime learning credit of up to **$1,000** for the total qualified tuition and related expenses paid during the tax year for all students who are enrolled in eligible educational institutions.

WHO IS ELIGIBLE?

1. The lifetime learning credit is not based on the student's workload. It is allowed for one or more courses.
2. The lifetime learning credit is not limited to students in the first two years of postsecondary education.
3. Expenses for graduate-level degree work are eligible.
4. There is no limit on the number of years for which the lifetime learning credit can be claimed for each student.
5. The amount you can claim as a lifetime learning credit does not vary based on the number of students for whom you pay qualified expenses.

HOW MUCH IS ELIGIBLE?

The amount of the lifetime learning credit is 20% of the first $5,000 you pay for qualified tuition and related expenses for all students in the family. The maximum amount of lifetime learning credit you can claim for 1999 is $1,000 (20% times $5,000). However, that amount may be reduced based on your modified adjusted gross income.

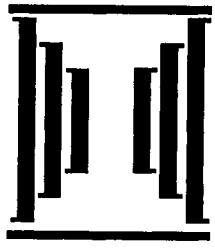
LIFETIME LEARNING CREDIT EXAMPLE

Toni is attending her local community college to earn credits toward an associate degree in nursing. She already has a history degree and wants to become a nurse. Her adjusted gross income was $18,000. Toni paid $500.00 in tuition and fees in 1999. She can claim a $100 (20% x $500) lifetime learning credit on her tax return.

The lifetime learning credit is figured in Parts II and III of Form 8863.

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Presentation to the Joint Education Appropriation Subcommittee



"Planned Use of Summer Term Funding"

H. Martin Lancaster, President
Kennon D. Briggs, Vice President, Business and Finance

April 12, 2001

Exhibit 4

The State Board of Community Colleges

Division of Business & Finance

An Accountability Report for the Planned Use of Summer Term Funding

Introduction & Background

The 1999 Session of the General Assembly directed the State Board of Community Colleges[1] to contract with an outside consultant to examine whether the System should employ faculty on something less than twelve-month contracts. The special provision that directed the State Board to undertake the study further directed the consultant employed by the Board to ***"consider how much additional supplemental funding for summer term would be required if the Community College System employed faculty members for less than 12 months and needed to employ a portion of the faculty for the summer term."***

The State Board contracted with MGT of America, Inc, a firm that has assisted the Board in numerous funding studies since 1997. In it's findings[2]; MGT noted that "*the summer session has become an increasingly important part of the academic program of colleges and universities across the nation. The North Carolina Community College System has experienced the same pattern.*"[3] The consultant found that summer term full-time equivalent (FTE) enrollment is approximately 13.7% of the regular term enrollment.

The consultant recommended, and the State Board reported to the Education Oversight Committee[4], that a "*separate formula calculation be created in the funding model for summer term curriculum instruction.*"[5] Recognizing the magnitude of the cost of fully funding the summer term, the consultant further recommended that a multi-year, phased-in approach be submitted to the North Carolina General Assembly.

In the "2000 Expansion Budget Request" submitted to the General Assembly, the State Board requested funding of $7,177,623 to begin the phased-in funding of the summer term. The General Assembly responded to this request by appropriating these funds for fiscal year 2000-01[6]. The Assembly also attached a reporting requirement about the planned use of the funds.

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[1] Section 9 of Session Laws 1999-237
[2] "Final Report: 1999-2000 Funding Model Studies – North Carolina Community College System"
[3] IBID. pp. 3-1
[4] In April, 2000
[5] IBID. pp. 3-5
[6] "Joint Conference Committee Report on the Continuation, Expansion and Capital Budgets" pp. F-7.

2000 Session Special Provisions, Legislative Intent, and Pro-Active Measures

In appropriating funds for the summer term, the 2000 Session of the General Assembly made clear its intent. First, the Assembly noted that on an annual basis it would review "*the objectives, use of funds, and benefits of funding for summer term curriculum instruction to determine whether to provide increased funding for this purpose.*"[7] Consistent with the intent of the Assembly, the Division of Business & Finance advised College System Presidents and Business Managers of the need to program carefully, use judiciously, and account for stringently the summer term funding appropriated for 2000-01. Colleges were advised in July 2000, to adhere to the following public policy purposes in complying with legislative intent:

1. **Respond to Needs of Working Adults: To be able to provide continuous learning opportunities to working adults, who are not bound by to traditional academic calendars.**

2. **Enable Students to Reach Educational Goals More Quickly: To enable all adult learners to complete the appropriate certificate, diploma or associate degree program, or obtain the specialized skills necessary for them to enter or re-enter the workforce more quickly.**

3. **Make Better Utilization of Specialized Facilities and Equipment: To maximize the state and local investment in the physical plant and highly technical educational training equipment by using facilities year-round, and more particularly during a traditionally slow academic period.**

4. **Enable Faculty to Teach for Longer Periods: To create opportunities for Associate in Arts and Applied Science faculty to maintain instructor continuity, to extend counseling opportunities with students, and assist with preparation time for the ensuing academic period.**

5. **Improve Faculty Compensation: To provide new resources for instruction currently delivered, but not reimbursed. Faculty compensation is reduced during the traditional academic calendar to create funds to deliver unreimbursed instruction during the summer term.**

6. **Reduce Faculty Workload: To hire additional faculty, where appropriate, by providing additional direct instructional dollars (not administrative dollars).**

7. **Meet the Needs of "Developmental Students": To create opportunities for students taking developmental education classes (specialized credit courses for students who need to improve their basic skill in order to perform at the required level for admission to a degree or diploma program) in the summer term; to place them "on track" in the fall semester.**

8. **Create Opportunities for Additional High School Graduates: To create additional learning opportunities for an increasing number of students who matriculate from high school to community colleges.**

9. **Baccalaureate Degree Completion: To meet the needs of university students who take classes during the summer term for transfer back to the University in order to graduate in four years.**

Colleges began planning early in fiscal year 2000-01 for how funds would be expended for these purposes. Presidents, Deans and Department Heads began to examine how they might give larger, permanent salary increases to faculty, how they might extend faculty contracts, and what sections of classes could be enlarged during the summer term.

[7] Section 9.9. (a) Of Session Laws 2000-67.

Colleges were advised that the appropriation for summer term could only be used "*for direct instructional costs, including faculty salaries and benefits, and instructional supplies and materials.*"[8] As such, the Division of Business & Finance established parameters within which the colleges could use the funds. For example, the funds were required to remain in the curriculum instructional area. They could not be transferred to other places in the college budget, and would not be eligible for the 2 percent transfer exemption.

The Legislature also recognized the need for the Community College System to be accountable for the funds appropriated to them. Toward that end, the Assembly further expressed their intent wherein they directed that:

The State Board of Community Colleges shall report on the implementation of this section. The report shall include.....a summary of anticipated summer term course offerings by institution, and an explanation of the planned use of the funds provided as a supplement for summer term curriculum instruction..[9]

It is the purpose of this report to convey the intended uses of the summer term funding for the 2001 Summer Session.

[8] IBID.
[9] Section 9.9. (c) Of Session Laws 2000-67.

Accountability Report

Allocation of Funds

"The Current Operations and Capital Improvements Appropriations Act of 2000 required the State Board to allocate funds appropriated for the summer term in a separate line item in the State Aid Fund (Code 1600). The funds are to be used as a supplement for the summer term. The allocation of the $7.17 million was based upon the FTE earned by colleges in the summer of 1999. This method of allocation, based upon earned FTE in the previous year, is consistent with the funding mechanism for regular term instruction. Given that the cost of fully funding the summer term exceeds the amount of funds appropriated, a pro-rata distribution was made.

Survey of Colleges

In November 2000 the Division of Business and Finance sent to all 58 colleges an instrument for reporting the planned use of summer term funding. All colleges responded to the survey, thereby making this report complete. Colleges were guided in their reporting to display by program area where the funds would be used. There are four broad program areas. They include[10]:

1. **Certificate** – These programs range from 12 to 18 semester hours credits and can be completed in within one semester by a full-time student. Associate level courses within a certificate program may also be applied toward a diploma or an associate in applied science degree.
2. **Associate** – Includes the Associate in Arts (A.A.), Science (A.S.) and Applied Science (A.A.S). A full-time student can typically complete one of these programs within two years. A.A. and A.S. courses are designed to transfer to four-year colleges and universities, while A.A.S. courses are designed for workforce preparation.
3. **Diploma** – These programs range from 36 to 48 semester hours credits and can usually be completed by a full-time student within two semesters and one summer term. Associate degree level courses within a diploma program may also be applied toward an Associate in Applied Science.
4. **Transitional** – Students that are enrolled in credit courses, but have not been formally admitted into a program

Also included in the survey instrument were opportunities for colleges to report on the activities they would undertake within and across certain program areas. They include:

1. Utilizing funds freed up by summer term funding to grant larger than required salary increases to both full- and part-time faculty;
2. Expanding summer term offerings, including new classes and sections of existing classes;
3. Extending the length of faculty contracts;
4. Hiring additional full- and part-time faculty;
5. Expanding Developmental[11] classes either for recent High School graduates or adults returning to college, and providing classes for High School students;
6. Focusing more efforts on "college transfer" classes;
7. Equipping shops & labs with instructional supplies and materials for the summer term.

[10] "A Matter of Facts". The North Carolina Community College System Fact Book 2000. Pp. 86-90.

[11] Developmental Education – A program providing specialized credit courses for students who meet to improve their basic skill in order to perform at the level required for admission to degree and diploma programs. Usually these courses are in reading, writing, and mathematics.

Survey Results and Findings

Planned Expenditures

With respect to proposed expenditures by program area, with complete certainty colleges anticipate spending the preponderance of summer term funds in Associate Degree Program areas. This includes classes in allied health, arts and sciences, business, engineering and applied technologies, and multiple lab opportunities. There are also significant planned expenditures in Certificate programs and for "other costs" (supplies and materials).

Planned Activities

An obvious question to ask at this point is "What will this planned expenditure of funds buy?" As noted earlier, colleges were asked to identify what activities they would pursue with their funds. Based upon survey results, 46 of the 58 colleges (79.3%) plan to expand their summer term offerings, including both new classes and more sections of existing classes. The expanded offerings will include such classes as:

- Algebra
- General Microbiology
- Early Childhood Credential
- Nursing Clinics
- Computer Upgrade & Repair
- Introduction to Programming
- Mechanical Engineering
- Heat Pump Technology
- Blueprint Reading/Construction
- Masonry
- Nursing Assistant
- Radiographic Imaging
- Essential Reading Skills
- Developmental Math and English
- Spanish for the Workplace
- Thermoplastic Welding

The second largest activity area is in the area of developmental activities for recent High School graduates. 37 of the 58 colleges (63.8%) planned significant activities in this area. What does this mean? Colleges noted that many of these classes will begin after local High Schools' graduation, and will end before fall registration. This will provide a way for students to complete all or partial developmental requirements so they can move into regularly scheduled classes in the program area of their choice.[12] Students who enter in the fall or spring semester ill prepared for the rigors of study, lacking the basic skills to perform at the required level are less likely to finish a degree and enter the workforce.[13] There are also a number of tutorial classes planned for the summer of 2001, again designed to help students "mainstream" to curriculum programs in the fall of 2001.

The third largest activity planned with the summer term supplement is the extension of faculty contracts. In order for expanded summer term offerings and developmental classes to be effectuated, it will be necessary to extend the length of outstanding faculty already on board who desire to teach for longer periods. 35 of 58 colleges (60.3%) plan to extend contracts through the summer months. From the data reported, there are at least 79 contracts that will be extended.

[12] Report from Cleveland Community College
[13] Report from Mitchell Community College

Of note is the public purpose of enabling university students and university bound students to take more college transfer courses. Whether students are home for the summer months and seek to take transferable courses (through the Comprehensive Articulation Agreement), or whether students want to hurry and complete an Associate of Arts degree, colleges plan to make more of these classes available during the summer of 2001.

From a systemwide perspective, approximately 993 additional classes are planned to be offered. The number of offerings vary with respect to college, but 40 (69%) colleges plan additional offerings, an average of 25 new classes per college.

Operating additional classes and labs in the summer term requires the expenditure of funds for supplies and materials for classrooms, shops and labs. Colleges anticipate spending $444,253 for these "other cost" items, or approximately 6.2% of the total. This is clearly a permissible expenditure under the terms of the special provision.

Based upon the results of a survey conducted in August of 2000, 45 of the 58 colleges were able to give additional salary increases beyond the 4.2% required by the State Board. In addition to the General Assembly providing funding for instructional and support activities, 23 colleges report that supplemental summer term funding enabled them to give the larger than minimum increases. How? Prior to summer term funding, colleges were forced to hire large numbers of part-time faculty in the fall and spring terms in order to have sufficient funds with which to pay faculty in the summer term. This necessarily meant not giving as large a salary increase as desired. But, with the guarantee of funds for the summer term, colleges could pay larger salaries from the fall and spring funds that were freed up. Therefore, an intended benefit (legislative) of the use of these funds has actually occurred.

Finally, colleges report that an additional 24 full-time faculty have been hired with the recurring funds from the summer term supplement.

The "Benefits" of Summer Term Funding

Colleges were afforded an opportunity to describe in narrative form the benefits they anticipated accruing from the additional funding for summer term. The responses were as varied as the colleges themselves. There were however several outstanding benefits. There was a keen sense of faculty and student enhancement from these funds. For example, instructors could have more time to plan innovative learning strategies and utilize continuity in instruction. With overcrowding situations in fall and spring classes, students in the summer could have more individual attention, have more access to instructional equipment, and be taught in a more appropriate setting.[14] Many colleges reported that awarding faculty an extra percent(s) pay increase has been a struggle for many years, but the certainty of these funds enabled this to happen.[15]

There is an increasing concern among the colleges about "at-risk" students. These may be adults who are forced into the educational setting as a result of plant closings and the associated "termination benefits". They may be High School dropouts who return to the classroom seeking to improve their marketable skills. Or, they may be recent High School graduates who are not prepared for college.

[14] Report from Pitt Community College
[15] Reports from Randolph and Richmond Community Colleges

There are concerns about retention; keeping students from one term to another to enable them to obtain necessary job skills. These concerns are addressed by summer term funding. One college stated that it will design "fast track" developmental courses (condensed) which will allow students placing into these courses the possibility of completing multiple courses in the summer, and take the regular sequence in the fall.[16] Another college is encouraging early intervention and tutoring.[17] Finally, a college plans a "package" of courses for High School graduates whose graduation occurred after the start of the regular summer term.[18] Clearly, colleges are planning to use their funds to insure student success, thereby enabling them to enter or re-enter the marketplace successfully. The workforce is demanding well-trained graduates with high skill levels. These funds will enable students to stay on track to meet graduation requirements.[19]

Great attention was also paid to faculty. In addition to the salary increases, there was a need expressed to retain more full-time faculty. This occurs not only with salary increases, but also allowing them release time and preparation time. Faculties need time to upgrade their skills. The faculties need technology training. They need reduced workloads where possible. Summer term funds create these opportunities.[20]

Summary

In summary, the benefits from supplemental summer term funding include better serving the residents of the service area with more sections of high-demand, career-oriented classes (Information Systems, Childhood Education, and Developmental).[21] It includes utilizing instructors who will help offer more courses in subject areas necessary for baccalaureate degree completion.[22] It also means allowing faculty longer employment (where appropriate), focused, intense course preparation, and program integration and continuity.[23]

The effects of these additional funds will not be short-term in nature, but will result in a genuine impact throughout the academic year.[24] The supplemental summer term funding provided by the General Assembly provides a basis to begin meeting student needs in a comprehensive, cohesive, and economically efficient fashion. This is especially important with respect to developmental and "at-risk" students.

It is believed that additional summer term funding will enable more students to attain the educational goals of workforce preparation and baccalaureate degree completion more quickly.

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[16] Report from Wilkes Community College
[17] Report from Cleveland Community College
[18] Report from Isothermal Community College
[19] Report from Johnston Community College
[20] Reports from Martin and Mayland Community Colleges
[21] Report from Durham Technical Community College
[22] Report from Central Carolina Community College
[23] Report from Nash Community College
[24] IBID.

Change in Calendar

One additional part of the special provision that implemented summer term funding, for which an accountability report is required, is the establishment of a calendar for curriculum instruction. The Assembly directed that the State Board adopt a calendar *"designating the dates on which the fall, spring and summer terms shall begin and end."*[25] While the Assembly expressly wanted to provide for flexibility in the establishment of a calendar, the intent about the distinction of terms was clear:

The session for the summer term shall not overlap either the fall or spring semesters in such a way as to allow summer term FTE to be counted as fall or spring earned FTE for the purposes of determining enrollment funding under the continuing budget concept.[26]

In response to this directive, the State Board, working with the North Carolina Association of Community College Presidents, adopted a calendar for curriculum instruction at the October, 2000 Board meeting. The calendar position adopted by the State Board includes:

1. Defining the maximum start and ending dates for the appropriate term
2. Prohibiting overlap in such a way as to enable summer term to be counted in either fall or spring semesters, wherein the funding reimbursement is greater.
3. Providing flexibility for military, prison, high school students which require some course scheduling overlap.
4. Establishing a percentage-of- time factor wherein FTE shall be reported in the term (spring, summer, fall) that 70 percent or more of the course is scheduled to meet.
5. Providing for exemptions, upon appeal to the State Board, prior to the course being offered.

In order to avoid excessive costs to colleges from the reprinting of college catalogues, and to enable colleges the opportunity to revisit calendars that are scheduled years in advance, a phase-in of the required calendar beginning the fall term of 2001 is permitted. Full implementation in the fall of 2002 is required. A conservative estimate of the cost of reprinting catalogues is placed at $650,000 system wide.

[25] Section 9.9.(a) of Session Laws 2000-67
[26] IBID.

SUMMER-TERM FUNDING AT A GLANCE

North Carolina Community College System

Planned Use of Summer Term Funding

NCCCS

Intended Purposes

Respond to Needs of Working Adults

Enable Students to Reach Goals More Quickly

Better Utilization of Specialized Facilities & Equip

Enable Faculty to Teach for Longer Periods

Improve Faculty Compensation

Reduce Faculty Workload

Meet the Needs of "Developmental Students"

Create Opportunities for High School Graduates

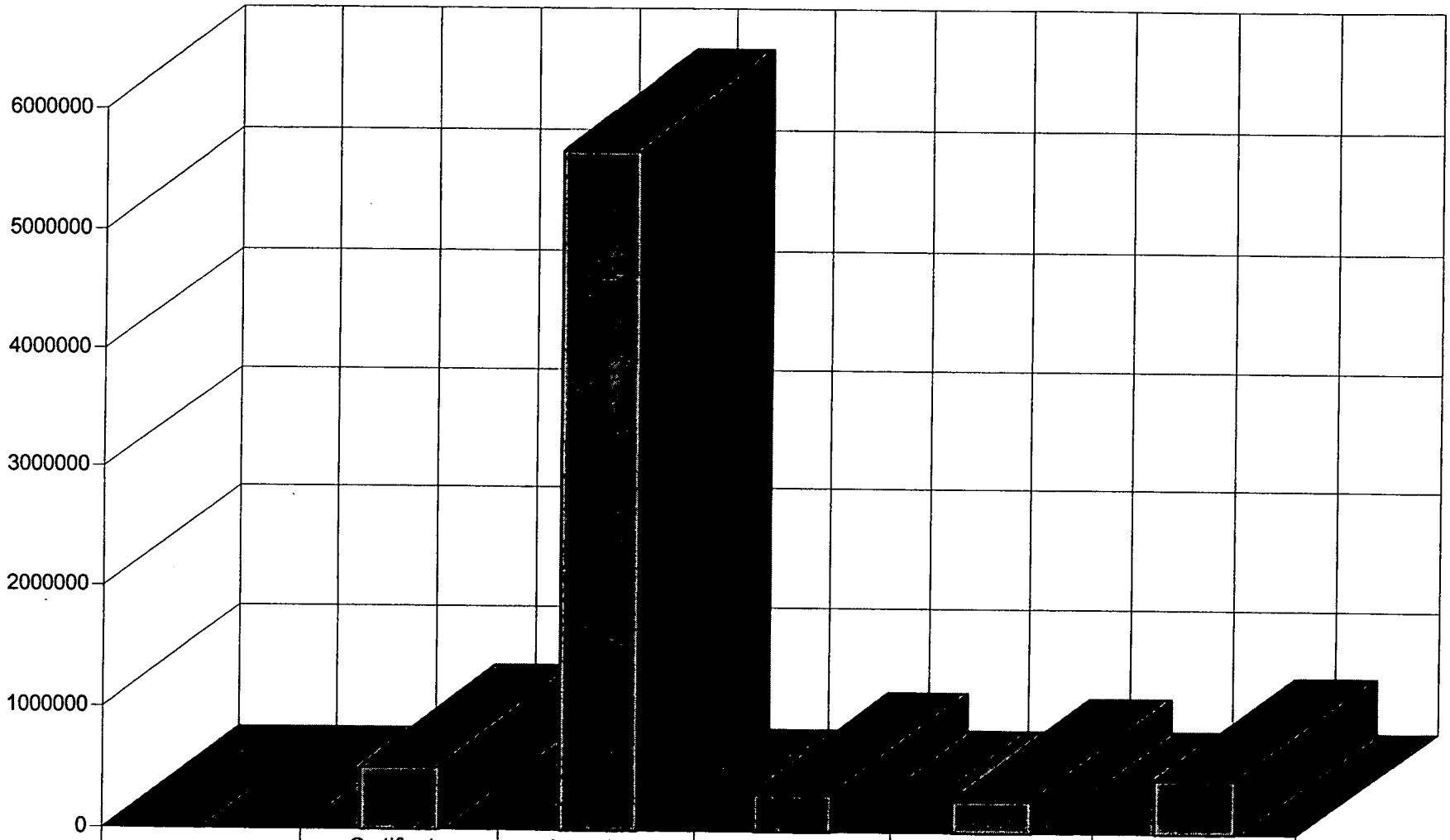
Baccalaureate Degree Completion

Colleges	Summer Term Supplement
ALAMANCE CC	$ 124,057
ASHEVILLE-BUNCOMBE TCC	207,690
BEAUFORT COUNTY CC	74,341
BLADEN CC	43,675
BLUE RIDGE CC	91,532
BRUNSWICK CC	25,555
CALDWELL CC & TI	110,118
CAPE FEAR CC	216,518
CARTERET CC	73,412
CATAWBA VALLEY CC	217,447
CENTRAL CAROLINA CC	133,814
CENTRAL PIEDMONT CC	435,824
CLEVELAND CC	98,037
COASTAL CAROLINA CC	262,052
COLLEGE OF THE ALBEMARLE	64,119
CRAVEN CC	132,420
DAVIDSON COUNTY CC	89,674
DURHAM TCC	213,266
EDGECOMBE CC	99,431
FAYETTEVILLE TCC	389,361
FORSYTH TCC	248,113
GASTON COLLEGE	158,904
GUILFORD TCC	226,275
HALIFAX CC	42,746
HAYWOOD CC	107,330
ISOTHERMAL CC	111,047
JAMES SPRUNT CC	60,402
JOHNSTON CC	143,571
LENOIR CC	82,704
MARTIN CC	28,807
MAYLAND CC	43,211
MCDOWELL TCC	70,159
MITCHELL CC	86,421
MONTGOMERY CC	39,494
NASH CC	64,584
PAMLICO CC	8,363
PIEDMONT CC	47,857
PITT CC	256,476
RANDOLPH CC	114,764
RICHMOND CC	70,624
ROANOKE-CHOWAN CC	45,069
ROBESON CC	28,343
ROCKINGHAM CC	82,704
ROWAN-CABARRUS CC	161,692
SAMPSON CC	57,150
SANDHILLS CC	169,126
SOUTH PIEDMONT CC	57,614
SOUTHEASTERN CC	112,905
SOUTHWESTERN CC	75,270
STANLY CC	65,513
SURRY CC	151,934
TRI-COUNTY CC	53,433
VANCE-GRANVILLE CC	142,642
WAKE TCC	406,552
WAYNE CC	158,904
WESTERN PIEDMONT CC	120,804
WILKES CC	63,654
WILSON TCC	110,119
TOTAL	$ 7,177,623

North Carolina Community College System
Summer Supplement Estimated Expenditures by Program Area

Certificate	Associate	Diploma	Transitional	Total	Other Costs	Grand Total
$506,072	$5,666,175	$302,510	$258,613	$6,733,370	$444,253	$7,177,623

Proposed Expenditures By Program Area for the Entire System



	Certificate	Associate	Diploma	Transitional	Other Cost
Total	$506,072	$5,666,175	$302,510	$258,613	$444,253

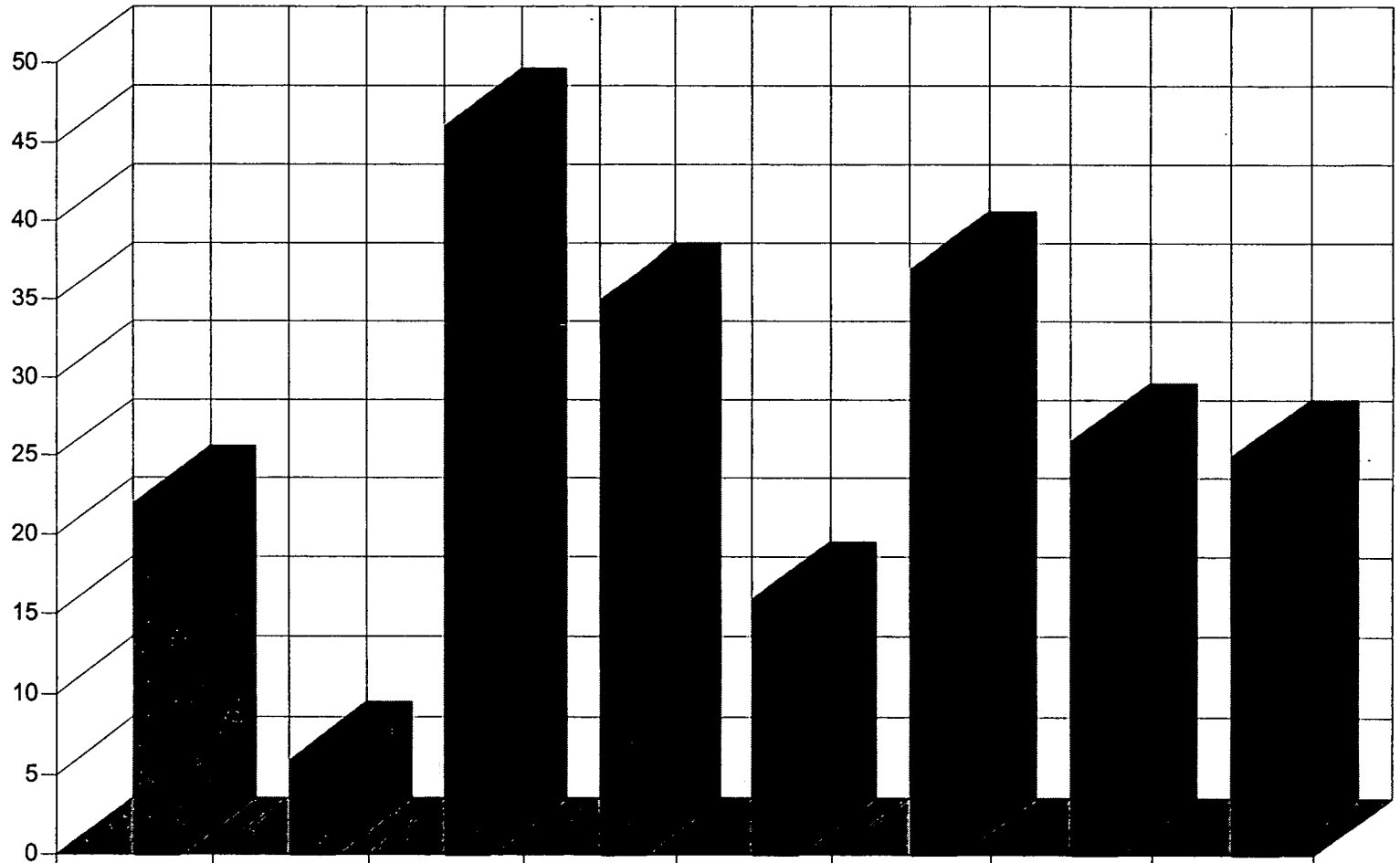
Expanded Offerings

- Algebra
- General Microbiology
- Early Childhood Credential
- Nursing Clinics
- Computer Upgrade/Repair
- Intro To Programming
- Mechanical Engineering
- Heat Pump Technology
- Blueprint Reading/Const
- Masonry
- Nursing Assistant
- Radiographic Imaging
- Essential Reading Skills
- Developmental Math & English
- Spanish for the Workplace
- Thermoplastic Welding

College	Increased Full-Time Faculty Salaries	Increased Part-time Faculty Salaries	Expanded Summer Offerings	Extended Length of Faculty Contracts	Hired Additional Full- or Part-time Faculty	Expanded "Developmental" and/or Classes for High School Students & Grads	College Transfer Efforts	Equip Labs and Shops with Supplies & Materials
Alamance CC	*				*			
A-B Tech CC			*	*	*	*	*	
Beaufort CC			*	*				
Bladen CC				*				*
Blue Ridge CC			*	*		*	*	
Brunswick CC								*
Caldwell CC & TI			*	*			*	
Cape Fear CC	*			*	*			
Carteret CC			*			*		
Catawba Valley CC			*	*		*	*	*
Central Carolina CC			*	*				*
Central Piedmont CC								
Cleveland CC			*	*		*	*	
Coastal Carolina CC			*			*	*	*
College of Albermarle			*	*		*	*	
Craven CC			*		*			*
Davidson County CC			*	*		*		*
Durham Tech CC			*	*	*	*		*
Edgecombe CC	*							
Fayetteville TCC			*	*		*	*	*
Forsyth TCC			*			*		
Gaston College	*		*				*	*
Guilford TCC	*		*	*		*	*	
Halifax CC			*	*				
Haywood CC	*		*	*		*	*	*
Isothermal CC			*			*		*
James Sprunt	*		*	*	*	*	*	*
Johnston CC	*		*		*	*		*
Lenoir CC				*				

College	Increased Full-Time Faculty Salaries	Increased Part-time Faculty Salaries	Expanded Summer Offerings	Extended Length of Faculty Contracts	Hired Additional Full- or Part-time Faculty	Expanded "Developmental" and/or Classes for High School Students & Grads	College Transfer Efforts	Equip Labs and Shops with Supplies & Materials
Martin CC			*	*	*	*		*
Mayland			*	*	*		*	*
McDowell TCC	*		*	*	*	*	*	*
Mitchell CC	*		*			*		*
Montgomery CC				*	*			
Nash CC			*	*		*	*	*
Pamlico CC			*			*		
Piedmont CC			*	*	*	*	*	*
Pitt CC			*			*	*	
Randolph CC	*	*	*			*	*	
Richmond CC	*	*	*		*			
Roanoke-Chowan CC			*			*	*	
Robeson CC			*	*		*		*
Rockingham CC	*	*	*	*				
Rowan-Cabarrus CC		*	*			*	*	
Sampson CC	*		*	*		*	*	
Sandhills CC					*	*		*
South Piedmont CC	*					*		
Southeastern CC	*		*					*
Southwestern CC						*		
Stanly CC			*	*				
Surry CC	*			*		*		
Tri-County CC			*			*	*	*
Vance-Granville CC	*	*	*	*	*			
Wake Tech CC			*	*			*	
Wayne CC	*	*	*	*		*	*	
Western Piedmont CC	*		*	*	*	*		
Wilkes CC	*		*	*		*	*	*
Wilson Tech CC	*		*	*		*	*	
Frequency Totals	**22**	**6**	**46**	**35**	**16**	**37**	**26**	**25**

Activities Planned with Supplemental Summer Term Funding



	Increased Full-Time Faculty	Increased Part-time Faculty	Expanded Summer Offerings	Extended Length of Faculty	Hired Additional Full- or Part-	Expanded "Developmental" and/or	College Transfer Efforts	Equip Labs and Shops with Supplies
Frequency Totals	22	6	46	35	16	37	26	25

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Presentation to the Joint Education Appropriation Subcommittee

"Faculty and Professional Staff Salaries: Study Findings, Plans for Improvement, and Funds Transfer"

H. Martin Lancaster, President
Kennon D. Briggs, Vice President, Business and Finance

April 12, 2001

Exhibit 5

COMPETITIVE SALARY LEVELS FOR FACULTY AND PROFESSIONAL STAFF

RECOMMENDATIONS FOR COMPETITIVE SALARY LEVELS IN THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Faculty
Administrative and Professional Staff
Presidents

PRESENTATION TO THE JOINT EDUCATION APPROPRIATIONS SUB-COMMITTEE

APRIL, 2000

BACKGROUND OF STUDIES

- General Assembly Invited Submission of Faculty Salary Information as Part of Proposed "Excellent Universities and Community Colleges Act"

- Finance and Capital Needs Committee and Presidents' Association Asked for Inclusion of Professional Staff as Part of Faculty Study

ISSUES RELATED TO FACULTY SALARY STUDY

- Several Reports Over Past Few Years Have Found Faculty Salaries to be Unacceptably Low and Have Recommended Increases

- University of North Carolina System Approached General Assembly During 2000 Session About Need to Enhance Faculty Salaries

- General Assembly, Which Already Was Dealing with NCCCS Faculty Salaries, Chose to Approach UNC and NCCCS Faculty Salary Issues Together

ISSUES RELATED TO ADMINISTRATIVE AND PROFESSIONAL STAFF

- This Category of Staff Typically Has Similar Qualifications, Credentials and Experience as Faculty

- Colleges Place Growing Reliance on These Staff Due to Increasing Use of Technology and External Mandates

- Concern That Administrative and Professional Staff Might Be Overlooked While Needs of Faculty and Presidents Were Being Addressed

DETERMINATION OF COMPETITIVE SALARY LEVELS IN THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

FACULTY

OVERVIEW OF METHODOLOGY

- Multi-Faceted Approach to Ensure Reliability
- Analysis of *Faculty Salaries* Analyzed Six Different Groupings of Community College Systems Thought to be Comparable to NCCCS
- Average, Median, and 80th Percentile Rates Were Compared

RELEVANT COMPARISON GROUPS FOR FACULTY SALARY ANALYSES

- All 50 states
- 16 SREB states
- 10 states with most similar mix of instructional programs
- 10 states with most similar economies
- 10 states most similar on combined program and economic measures
- 8 states used in presidents' salary study

SUMMARY OF 50 STATE ANALYSIS

- Used data from the 1998-99 IPEDS Faculty Salary Survey conducted by the National Center for Education Statistics
- Data is converted to the 9-10 month contractual basis per federal reporting norms
- North Carolina was found to rank 42nd of 50 states

SUMMARY OF REGIONAL ANALYSIS

- To maintain continuity within this study, used data from the 1998-99 IPEDS Faculty Salary Survey rather than SREB Data Exchange
- North Carolina was found to rank 15th of 16 states using IPEDS data
- Using SREB's own data, North Carolina ranks 16th of 16 states
- The slight difference in ranking due to reporting guideline differences should not mask the fact that North Carolina is far behind regional averages.

SUMMARY OF COMPARISON TO STATES WITH SIMILAR INSTRUCTIONAL MIX

- Ten states were selected based on two defining characteristics of the NCCCS:
  - High proportion of instructional effort in technical and occupational programs
  - High proportion of graduates in certificate programs
- Most similar states are:

- Alabama	- Arizona
- Florida	- Illinois
- Iowa	- South Carolina
- Texas	- Virginia
- Washington	- Wisconsin

- Faculty salaries in North Carolina trail all 10 of these states

SUMMARY OF COMPARISON TO STATE WITH MOST SIMILAR ECONOMIES

- Ten states were selected based on several defining characteristics of the North Carolina economy, including:
  - Large in-migration of working age population
  - High proportion of jobs in manufacturing
  - Significant growth in per capita income
- Most similar states are:

- Alabama	- Arkansas
- Delaware	- Georgia
- Kentucky	- Mississippi
- South Carolina	- Tennessee
- Texas	- Wisconsin

- Faculty salaries in North Carolina trail all states but Arkansas

SUMMARY OF COMPARISON TO STATES WITH MOST SIMILAR INSTRUCTIONAL PROGRAMS AND MOST SIMILAR ECONOMIC

- Twelve states (10 + ties) were selected from combined measures of similar community college programs and similar state economies
- Most similar states are:

  - Alabama
  - Arkansas
  - Illinois
  - Minnesota
  - South Carolina
  - Texas
  - Arizona
  - Georgia
  - Mississippi
  - Ohio
  - Tennessee
  - Wisconsin
- Faculty salaries in North Carolina trail all states but Arkansas

SUMMARY OF COMPARISON WITH TRADITIONAL PEER STATES

- In previous interstate comparisons, including the current study of presidents' salaries, eight states have been used as benchmarks for the NCCCS
- These states are:

  - Alabama
  - Florida
  - South Carolina
  - Virginia
  - Arizona
  - Illinois
  - Tennessee
  - Washington

- Faculty salaries in North Carolina trail all eight states

FINDINGS ON COMPETITIVENESS OF FACULTY SALARIES

Benchmark	National	Regional	Instructional Profile	Economic Profile	Combined Profile	Traditional States	Composite
Salary Observation							
Average	$43,637	$41,495	$45,151	$42,268	$44,654	$44,315	$43,587
Median	42,329	40,824	43,642	41,611	44,002	43,642	42,675
80th Percentile	51,609	44,709	53,273	47,954	53,119	53,208	50,645
NCCCS	$36,205	$36,205	$36,205	$36,205	$36,205	$36,205	$36,205
Cost to Achieve	$ Millions						
Average	$47.4	$33.8	$57.1	$38.7	$53.9	$51.8	$47.1
Median	39.1	29.5	47.5	34.5	49.8	47.5	41.3
80th Percentile	98.3	54.3	108.9	75.0	108.0	108.5	92.2

COST TO BRING FACULTY SALARIES TO AVERAGE FIVE YEAR PLAN

	Year 1	Year 2	Year 3	Year 4	Year 5
Additional Faculty/Enrollment Growth Cost	-	729,237	665,335	780,326	925,250
Returning Faculty Cost to Maintain Average	15,085,980	16,372,513	18,560,188	20,865,076	23,491,321
COST TO ACHIEVE TARGET	**$ 15,085,980**	**$ 17,101,750**	**$ 19,225,523**	**$ 21,645,401**	**$ 24,416,571**
PLUS BENEFITS @ 15.66%	**$ 2,362,465**	**$ 2,678,134**	**$ 3,010,717**	**$ 3,389,670**	**$ 3,823,635**
TOTAL COST PER YEAR	**$ 17,448,445**	**$ 19,779,885**	**$ 22,236,240**	**$ 25,035,071**	**$ 28,240,207**
REQUIRED LEGISLATIVE INCREASE @ 2%	**$ 4,621,930**	**$ 5,239,507**	**$ 5,890,173**	**$ 6,631,557**	**$ 7,480,567**
PLUS BENEFITS @ 15.66%	**$ 723,794**	**$ 820,507**	**$ 922,401**	**$ 1,038,502**	**$ 1,171,457**
GRAND TOTAL FACULTY INCREASE PER YEAR	**$ 22,794,170**	**$ 25,839,898**	**$ 29,048,814**	**$ 32,705,130**	**$ 36,892,231**

DETERMINATION OF COMPETITIVE SALARY LEVELS IN THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

ADMINISTRATIVE AND PROFESSIONAL STAFF

OVERVIEW OF METHODOLOGY

- Review of *Staff Salaries* Focused on Comparison to National Benchmarks

- Three types of staff were analyzed separately
  - Senior Administrators
  - Administrators
  - Professional Staff

- Position titles were identified for personnel who are expected to have qualifications, credentials and experience similar to faculty

- Position titles funded from local revenues were excluded

ANALYSIS OF ADMINISTRATIVE AND PROFESSIONAL STAFF SALARIES

- NCCCS "Senior Administrators" trail national average by small margin
- NCCCS "Administrators" trail national average by nearly 8%
- NCCCS "Professional Staff" trail national average by more than 10%

COST TO BRING STAFF SALARIES TO AVERAGE FIVE YEAR PLAN

	Year 1	Year 2	Year 3	Year 4	Year 5
Additional Staff/Enrollment Growth Cost					
Senior Administrator	$ -	$ 16,429	$ 15,055	$ 16,095	$ 16,024
Administrator	$ -	$ 28,165	$ 22,582	$ 24,142	$ 26,707
Professional	$ -	$ 143,170	$ 115,420	$ 128,756	$ 133,534
Subtotal	$ -	$ 187,764	$ 153,057	$ 168,993	$ 176,265
Existing Staff/Enrollment Growth Cost					
Senior Administrator	$ 507,143	$ 542,168	$ 597,175	$ 654,512	$ 667,670
Administrator	$ 805,721	$ 861,366	$ 950,964	$ 1,040,781	$ 1,060,259
Professional	$ 4,210,828	$ 4,501,636	$ 4,965,585	$ 5,431,910	$ 5,536,316
Subtotal	$ 5,523,693	$ 5,905,170	$ 6,513,724	$ 7,127,203	$ 7,264,245
COST TO ACHIEVE TARGET	**$ 5,523,693**	**$ 6,092,934**	**$ 6,666,781**	**$ 7,296,195**	**$ 7,440,510**
PLUS BENEFITS @ 15.66%	**$ 865,010**	**$ 954,153**	**$ 1,044,018**	**$ 1,142,584**	**$ 1,165,184**
TOTAL COST PER YEAR	**$ 6,388,703**	**$ 7,047,087**	**$ 7,710,799**	**$ 8,438,780**	**$ 8,605,694**
REQUIRED LEGISLATIVE INCREASE @ 2%	**$ 2,251,719**	**$ 2,483,769**	**$ 2,717,697**	**$ 2,974,276**	**$ 3,256,839**
PLUS BENEFITS @ 15.66%	**$ 352,619**	**$ 388,958**	**$ 425,591**	**$ 465,772**	**$ 510,021**
GRAND TOTAL PROFESSIONAL STAFF	**$ 8,993,042**	**$ 9,919,814**	**$ 10,854,087**	**$ 11,878,827**	**$ 12,372,554**

DETERMINATION OF COMPETITIVE SALARY LEVELS IN THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

RECOMMENDATIONS

COMBINED COST TO BRING SALARIES TO AVERAGE FIVE YEAR PLAN

	Year 1	Year 2	Year 3	Year 4	Year 5
GRAND TOTAL FACULTY	$ 22,794,170	$ 25,839,898	$ 29,048,814	$ 32,705,130	$ 36,892,231
GRAND TOTAL PROFESSIONAL STAFF	$ 8,993,042	$ 9,919,814	$ 10,854,087	$ 11,878,827	$ 12,372,554
GRAND TOTAL	**$ 31,787,211**	**$ 35,759,713**	**$ 39,902,901**	**$ 44,583,957**	**$ 49,264,785**

Note: Amounts shown include an estimated statewide legislative increase of 2%. If this changes over the term of the plan, corresponding changes would be necessary in the amounts needed to reach the national average.

PROFESSIONAL DEVELOPMENT IMPROVEMENT PLAN

THE NORTH CAROLINA ASSOCIATION OF COMMUNITY COLLEGE PRESIDENTS

Plan for Professional Development and Improvement

Background

For many years, the North Carolina Community College System (NCCCS) has been addressing the issue of faculty and professional staff compensation, beginning with the Report on the Commission in the Future of the North Carolina Community College System issued in 1989, which called for salaries to be increased to the median level and then to the upper quartile of the Southeast Region. This issue has surfaced in numerous venues, including the various committees of the General Assembly, at the highest levels of the Executive Branch, within the System leadership at the state level, and among members of the NCCCS family (trustees, presidents, and employees). The issue has taken on many faces including:

- The General Assembly providing salary increases in lieu of operating funds.
- The Executive Branch desirous of funding increases, but having no clear comparative analysis of what is appropriate.
- The State Board of Community Colleges (SBCC) and System President seeking to elevate the issue to a public policy discussion.
- And the members of the NCCCS family approaching the issue from varying perspectives, including:

    1. The re-direction of resources from salary accounts to address systemic underfunding and capital needs.
    2. Supporting salary increases for all personnel.
    3. Maintaining local autonomy and flexibility.

As a result of legislation in the 2000 Session of the General Assembly[1], which directed the Joint Legislative Education Oversight Committee to examine critical issues related to faculty compensation, the discussion moved to a new level. Following presentations by the System Office and the State Board's consultant on the matter, members of the Committee directed that the professional staff component be added.

[1] Section 10.5 of Session Laws 2000-67

In addition to the discussion of compensation, the Education Oversight Committee initiated a new discussion about the accountability that must accompany the state's additional investment in faculty and professional staff. In short, the discussion took the path of seeking definition of exactly what the state could expect/would receive for adopting and funding a multi-year compensation plan.

Toward that end, many conversations among the NCCCS family have led to the conclusion that professional-level compensation warrants a professional-level faculty and staff. The North Carolina Association of Community College Presidents (NCACCP) want to make it clear that we acknowledge the hard work and dedication of the faculty and professional staff of the community college system and their level of remuneration as compared to other states. While many argue that the state has been getting more than a bargain for many years because of insufficient funding and the resultant lack of compensation, others suggest that there must be an enhancement and improvement in the professionalism of faculty and professional staff. This can be accomplished through the writing and actualization of professional development and improvement plans, the establishment of some level of minimum standards, and meaningful evaluations, locally determined. Thus, it can be argued that the state is guaranteed, through an annual process, that the quality of those delivering and supporting adult instruction is of the highest quality within the funds available.

This paper is an attempt to address some of these issues. It is likely that the General Assembly will put in place a compensation plan for the 2001-03 biennium, although funding is less certain. If such a plan is adopted, the Assembly will undoubtedly require some method of accountability. Thus, it is only appropriate that the NCACCP, as a group that provides on-campus leadership to all faculty and professional staff, develop a plan to attain this accountability. Our desire to be proactive in this process, and help craft the methodology, should not result in a plan being delivered to us without our input.

Professional Development and Improvement Plans & Minimum Standards

One might think of this subject as "professionalizing the profession." That is to say, one method of improving the profession of teaching and supporting students is to design, develop, and implement a faculty and staff improvement plan. This is certainly a quality issue.

The importance of developing an "individualized plan" cannot be overstated. In addition, it is equally important that each "individualized plan" is developed in accordance with the overall needs of each distinctively unique institution in the NCCCS. The goal of each "individualized plan" is to summatively provide the opportunity for student success on each campus based on the service area, economy, economic trends, employment patterns, and other related factors.

It is also important to recognize that if the General Assembly is funding both the compensation and professionalization of state-supported positions, some "minimum" standards should be developed, not unlike Performance Budgeting, that ensure both quality and accountability and is reward based. Personal enrichment, growth, and development should be rewarded and each faculty and staff member is to take the initiative to promote his or her own growth.

A. Professional Development & Improvement Plans

Statement: Each college will adopt a "Plan for Professional Development & Improvement" that reflects the goals and objectives established by its leadership (board of trustees and president) to fulfill the college's mission. The objective of this "Plan" is to institutionalize a process of personal improvement for each faculty and professional staff member at the college. The desired outcome is to achieve the highest quality faculty and professional staff possible.

Requirement: Each faculty and professional staff member will have an individualized plan for personal development, enrichment, and improvement.

Contents of the Plan: Each individualized plan is to be developed to meet the needs of the college and the faculty/professional staff member. Each plan may select one or more of the following possible elements.

- Educational Leave – a plan for return to industry, obtaining a higher-level degree or certification, or a similar time for obtaining continuing education.
- Pursuit of Advanced Study Within the Discipline – a path for obtaining more knowledge within the area of specialization.
- Participation in professional associations and meetings.
- Making presentations at professional associational meetings.
- Enhancing and Improving the use of Instructional and Management Technologies – advance the use of improved methods of instruction and management techniques that improve learning and administrative efficiency. Developing new strategies and methodologies for instruction and service delivery to students and customers.
- Utilize "on-line" Methods – both of instructional delivery by faculty and continuing education for faculty and professional staff.
- Community Involvement – participating in public service activities including exhibitions, seminars, colloquia, civic events, demonstrations, etc.

- Developing and participating in "In-Service" activities at the college.
- Performing, exhibiting or demonstrating the knowledge or skills of their particular discipline.
- Writing and publishing in professional journals.

Certification: Annually, the president of each college will certify to the SBCC that professional development and improvement plans for faculty and professional staff are in place, and are available for inspection, if required by the General Assembly.

B. Faculty and Professional Staff Evaluation

Minimum Standards

The following are recommended "minimum standards" that each college must have as it relates to Professional Development and Improvement and Evaluation:

- Each college must have a system/process for conducting periodic evaluations of the individual faculty and professional staff members.
- The system/process must include: 1) a statement of criteria consistent with the mission and goals of the institution, against which the performance of each faculty or professional staff member will be measured; 2) student assessments for faculty and appropriate professional staff; and, 3) an evaluation of the progress in meeting the goals of the individualized professional development plan.
- The evaluation process should analyze the employees' strengths and weaknesses to determine actions that can be taken to improve and enhance job performance, and to highlight employee areas in need of additional education and training.
- The evaluation should occur at least annually, consistent with the development of professional development and improvement plan. The plan should be maintained by the employee and employees' supervisor.
- Annually, each president shall certify to the SBCC that the college's evaluation plan is in place and meets the prescribed minimum standards and has a process for periodic review by college faculty and staff.

Additional Minimum Accountability Requirements

When funding for increased faculty and professional staff becomes available, the following accountability requirements will be implemented with the expectation that individual colleges will be accountable for demonstrating that funding has been used to achieve the following.

- Each college must meet an average benchmark salary goal based upon their relative position vis-à-vis the national average for faculty and staff by specific dates as established by the SBCC.

- With increased funding, colleges will increase their capacity to support professional development activities of faculty and staff designed to help address strategic and organizational development needs of institutions.

- Each college will provide annual reports to the SBCC associated with each of the current and additional accountability criteria.

In addition, colleges may select one or more of the following based upon the needs of the college and local market conditions.

- Colleges will increase the number of faculty meeting or exceeding the minimum faculty credential criteria for accreditation.

- Colleges will increase the number of months faculty are employed.

- Colleges will increase the number of faculty who hold 18 graduate hour credentials in multiple disciplines.

- Colleges will improve the ratios of full-time to part-time credit hours of instruction delivered.

Recommended Allocation of Supplemental Compensation

The NCACCP takes a position against the deployment of a systemwide "Salary Schedule." These positions are based upon the principles of flexibility and local autonomy. Local flexibility is critical in the establishment of local salary plans that reflect the local labor market, and competition for faculty and professional staff with public schools and universities and with the private sector.

The NCACCP recommends that the funds for additional compensation, above the legislative salary increase, be allocated pursuant to the individual professional development and improvement plan, employee evaluation, and local labor market conditions. This is not to imply that the allocation of supplemental compensation is merit based, but to ensure that faculty and professional staff are pursuing paths for professional improvement and individual development. It also enables the college leadership to differentiate between faculty and professional staff as may be necessary, based upon local labor market conditions.

THE "FACULTY SALARY TRANSFER" ISSUE

Curriculum Instructional Salaries

The 2% Transfer Restriction

Historical Note

On July 27, 1999 the Finance & Capital Needs Committee of the State Board of Community Colleges (State Board) approved procedures of compliance with Section 9.5 of Session Laws 1999-237. The procedures of compliance were to insure that no more than two percent (2%) systemwide might be transferred from faculty salaries without the approval of the State Board. On September 29, 1999 the State Board approved the procedures for compliance.

Measure in Effect for 2000-01

Because the Appropriations Bill passed by the 1999 Session of the General Assembly is for the 1999-2001 biennium, and because the Appropriations Act of 2000 is silent about the measure, the two percent (2%) transfer restriction on curriculum faculty salaries remains in effect for FY 2000-01.

Staff Evaluation and Assistance

At the direction of the Chairman of the Finance and Capital Needs Committee, Staff surveyed all colleges in September 2000 to determine the extent to which colleges may need to transfer funds that would result in an amount in excess of two percent systemwide being transferred out of curriculum faculty salaries. The following analysis is an evaluation of that survey.

Evaluation of the Requests to Exceed the 2% Transfer Limitation

In fiscal year 1999-2000, the Finance and Capital Needs Committee directed staff to prepare an evaluation of the reasons why the colleges requesting a transfer in excess of 2% needed to do so. The same directive has been given for this fiscal year.

In fiscal year 1999-2000, nine colleges requested permission and were approved to exceed the two-percent transfer. They included Brunswick, Caldwell, Cape Fear, Central Piedmont, Craven, Isothermal, Roanoke-Chowan, Southwestern and Tri-County.

For fiscal year 2000-01, ten colleges have indicated on survey instruments that they need to transfer funds in excess of two percent. They include Caldwell, Cape Fear, Craven, Guilford, Halifax, Isothermal, Mayland, Southwestern, Stanly, and Tri-County. There are obviously five colleges that are again seeking authority similar to last year.

In 1999-2000, the initial request to transfer out in excess of two percent by the nine colleges totaled $2,138,440. By year-end however, the total amount transferred by these colleges was only $1,357,376. In addition, system colleges as a whole had predicted a need to transfer out .63%, but by year end the system **had as a whole actually moved funds in to** curriculum instructional salaries.

The State Board of Community Colleges

Finance & Capital Needs Committee

Procedures for Compliance with the Continuation of Section 9.5 of Session Laws 1999-237: "Community College Funding Flexibility"

Historical Note

On July 27, 1999 the Finance & Capital Needs Committee of the State Board of Community Colleges (State Board) approved procedures of compliance with Section 9.5 of Session Laws 1999-237. The procedures of compliance were to insure that no more than two percent (2%) systemwide might be transferred from faculty salaries without the approval of the State Board. On September 29, 1999 the State Board approved the procedures for compliance.

Measure in Effect for 2000-01

Because the Appropriations Bill passed by the 1999 Session of the General Assembly is for the 1999-2001 biennium, and because the Appropriations Act of 2000 is silent about the measure, the two percent (2%) transfer restriction on curriculum faculty salaries remains in effect for FY 2000-01.

Procedures for Submitting Requests; Consultation and Review: 2000-01

1. The Finance and Capital Needs Committee of the State Board will review budget transfers from curriculum faculty salaries on a monthly basis. Any college requesting a transfer in excess of two percent (2%) will be required to obtain the approval of both the Finance & Capital Needs Committee and the State Board.
2. In seeking the approval of the Finance and Capital Needs Committee, a written description of the factors and conditions causing the transfer need should be prepared and forwarded to staff in the Division of Business and Finance (Staff). Staff will provide consultation to the college requesting the transfer in excess of two percent. Staff should have sufficient time to evaluate the request, and forward that evaluation to the Finance and Capital Needs Committee prior to its next regularly scheduled meeting.
3. The college president and other appropriate representatives of the college will present the request to transfer in excess of two percent to the Finance and Capital Needs Committee at the next regularly scheduled meeting.

Procedures for Monthly Monitoring of College Budgets: 2000-01

1. Initial Approval of Budgets: Colleges will submit their budgets, along with budget revisions (DCC Form 104) for State Board approval as required by law. The review of these documents by Staff, for recommendation to the Finance and Capital Needs Committee, fall within one of two categories:
   a. Those budgets within the two percent tolerance level
   b. Those beyond the two percent tolerance level

Colleges that fall into category b must follow the Procedures for Submitting Requests; Consultation and Review: 2000-01.

2. Monthly Monitoring of the Two Percent Transfer of Curriculum Faculty Salaries: Each month, Staff will prepare and submit to the Finance and Capital Needs Committee (Committee) a report which illustrates the two percent allowable transfer, the net transfers-to-date, and the amount available to transfer within the two percent tolerance. The cutoff date for preparing the report for submission to the Committee will be the 25th day of the month. Any DCC Form 104's received after the 25th, which when processed will cause a college to exceed the two percent tolerance level, will be held until the next regularly scheduled Committee and Board meeting. This same report will be submitted to the president of the N.C. Association of Community College Presidents for his/her review. Additionally, each college president will receive a monthly summary of transfers in/out by program area (curriculum, non-curriculum, basic skills, instructional support, other transfers, equipment).
When in the judgement of Staff a college is approaching the two- percent tolerance level, Staff may consult with the college president. This consultation will enable the president to make an informed decision about additional transfers.

3. Review of Interim Monthly Budget Transfers (DCC 104): Each month Staff will not process any budget transfers that exceed the two- percent tolerance level for a community college. Prior to processing the budget transfer request, the college will be asked to appear before the Finance & Capital Needs Committee at the next regularly scheduled meeting, pursuant to Procedures for Submitting Requests; Consultation and Review: 2000-01.

Staff Evaluation and Assistance

At the direction of the Chairman of the Finance and Capital Needs Committee, Staff will survey all colleges to determine the extent to which colleges may need to transfer funds that would result in an amount in excess of two percent systemwide being transferred out of curriculum faculty salaries.

Public Notice Reminder

As noted in the State Board's " 2000-01 Salary Increase Guidelines", Section 9.5 of House Bill 168:

...transfers made in college budgets from faculty salaries to other purposes shall be made only after public notice and notice to the faculty."

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
CURRICULUM SALARY AND FRINGE BENEFITS
2% TRANSFER RESTRICTION
FY: 2000-01
REPORTING PERIOD: MARCH 31, 2001

COMMUNITY COLLEGES	CURRICULUM SALARIES & FRINGES	2% ALLOWABLE TRANSFER	TRANSFERS IN	TRANSFERS (OUT)	REQUESTING APPROVAL TO EXCEED 2% ALLOWABLE	NET TRANSFER TOTAL IN/(OUT)	** PERCENT TRANSFERED YEAR-TO-DATE	BALANCE AVAILABLE TO TRANSFER FROM SALARIES & FRINGES WITHOUT/(WITH) APPROVAL	** PERCENT AVAILABLE TO TRANSFER
ALAMANCE CC	$5,652,649	$113,053	$873,068	($986,121)		($113,053)	-2.00	$0	0.00
ASHEVILLE-BUNCOMBE TCC	8,336,526	166,731	2,636,846	(2,636,846)		0	0.00	166,731	2.00
BEAUFORT COUNTY CC	3,268,117	65,362	739,585	(778,335)		(38,750)	-1.19	26,612	0.81
BLADEN CC	2,313,793	46,276	1,001,914	(1,001,914)		0	0.00	46,276	2.00
BLUE RIDGE CC	3,411,394	68,228	1,389,122	(1,446,649)		(57,527)	-1.69	10,701	0.31
BRUNSWICK CC	2,047,708	40,954	672,946	(687,567)		(14,621)	-0.71	26,333	1.29
CALDWELL CC & TI	6,243,664	124,873	1,812,029	(1,936,902)	(475,000)	(599,873)	-9.61	(475,000)	-7.61
CAPE FEAR CC	10,339,839	206,797	2,127,525	(2,313,869)	(143,203)	(329,547)	-3.19	(122,750)	-1.19
CARTERET CC	3,227,181	64,544	969,193	(1,013,118)	(64,544)	(108,469)	-3.36	(43,925)	-1.36
CATAWBA VALLEY CC	6,545,569	130,911	677,652	(722,310)		(44,658)	-0.68	86,253	1.32
CENTRAL CAROLINA CC	7,691,781	153,836	1,840,288	(1,964,220)		(123,932)	-1.61	29,904	0.39
CENTRAL PIEDMONT CC	21,656,129	433,123	8,910,671	(8,892,459)		18,212	0.08	451,335	2.08
CLEVELAND CC	4,276,170	85,523	1,734,911	(1,734,911)		0	0.00	85,523	2.00
COASTAL CAROLINA CC	7,277,302	145,546	1,532,128	(1,677,674)		(145,546)	-2.00	0	0.00
COLLEGE OF ALBEMARLE	4,107,309	82,146	918,932	(932,662)		(13,730)	-0.33	68,416	1.67
CRAVEN CC	4,713,675	94,274	1,084,219	(1,178,493)	(350,000)	(444,274)	-9.43	(350,000)	-7.43
DAVIDSON COUNTY CC	4,810,899	96,218	759,719	(759,719)		0	0.00	96,218	2.00
DURHAM TCC	7,497,334	149,947	2,178,324	(2,178,324)		0	0.00	149,947	2.00
EDGECOMBE CC	3,879,601	77,592	1,002,400	(1,002,400)		0	0.00	77,592	2.00
FAYETTEVILLE TCC	15,446,898	308,938	2,754,377	(2,754,377)		0	0.00	308,938	2.00
FORSYTH TCC	9,608,105	192,162	2,298,943	(2,117,575)		181,368	1.89	373,530	3.89
GASTON COLLEGE	7,494,776	149,896	1,033,694	(1,033,694)		0	0.00	149,896	2.00
GUILFORD TCC	13,369,115	267,382	743,850	(1,011,232)	(401,074)	(668,456)	-5.00	(401,074)	-3.00
HALIFAX CC	3,429,303	68,586	1,133,774	(1,201,774)	(140,000)	(208,000)	-6.07	(139,414)	-4.07
HAYWOOD CC	3,572,580	71,452	695,852	(714,310)		(18,458)	-0.52	52,994	1.48
ISOTHERMAL CC	4,329,899	86,598	1,126,033	(1,212,631)	(108,247)	(194,845)	-4.50	(108,247)	-2.50
JAMES SPRUNT CC	2,764,091	55,282	732,764	(788,046)		(55,282)	-2.00	0	0.00
JOHNSTON CC	6,225,755	124,515	2,243,581	(2,294,019)		(50,438)	-0.81	74,077	1.19
LENOIR CC	4,662,505	93,250	475,864	(357,395)		118,469	2.54	211,719	4.54
MARTIN CC	1,848,144	36,963	314,581	(351,544)		(36,963)	-2.00	0	0.00
MAYLAND CC	1,945,368	38,907	1,331,091	(1,369,998)	(82,000)	(120,907)	-6.22	(82,000)	-4.22
MCDOWELL TCC	2,347,054	46,941	1,451,633	(1,481,192)		(29,559)	-1.26	17,382	0.74
MITCHELL CC	3,518,048	70,361	136,130	(196,772)		(60,642)	-1.72	9,719	0.28
MONTGOMERY CC	1,640,905	32,818	318,371	(246,837)		71,534	4.36	104,352	6.36
NASH CC	3,779,819	75,596	572,585	(502,327)		70,258	1.86	145,854	3.86
PAMLICO CC	711,270	14,225	308,817	(103,637)		205,180	28.85	219,405	30.85
PIEDMONT CC	3,774,702	75,494	1,709,929	(1,753,310)		(43,381)	-1.15	32,113	0.85
PITT CC	9,833,725	196,675	1,106,000	(1,292,842)		(186,842)	-1.90	9,833	0.10

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
CURRICULUM SALARY AND FRINGE BENEFITS
2% TRANSFER RESTRICTION
FY: 2000-01
REPORTING PERIOD: MARCH 31, 2001

COMMUNITY COLLEGES	CURRICULUM SALARIES & FRINGES	2% ALLOWABLE TRANSFER	TRANSFERS IN	TRANSFERS (OUT)	REQUESTING APPROVAL TO EXCEED 2% ALLOWABLE	NET TRANSFER TOTAL IN/(OUT)	** PERCENT TRANSFERED YEAR-TO-DATE	BALANCE AVAILABLE TO TRANSFER FROM SALARIES & FRINGES WITHOUT/(WITH) APPROVAL	** PERCENT AVAILABLE TO TRANSFER
RANDOLPH CC	$3,797,729	$75,955	$775,390	($754,785)		$20,605	0.54	$96,560	2.54
RICHMOND CC	3,002,032	60,041	448,366	(468,366)		(20,000)	-0.67	40,041	1.33
ROANOKE CHOWAN CC	2,037,474	40,749	432,313	(473,062)		(40,749)	-2.00	0	0.00
ROBESON CC	4,043,346	80,867	1,306,930	(1,306,930)		0	0.00	80,867	2.00
ROCKINGHAM CC	3,961,473	79,229	807,114	(827,498)		(20,384)	-0.51	58,845	1.49
ROWAN-CABARRUS CC	7,070,063	141,401	1,005,000	(1,005,000)		0	0.00	141,401	2.00
SAMPSON CC	2,738,506	54,770	751,912	(750,965)		947	0.03	55,717	2.03
SANDHILLS CC	6,647,909	132,958	268,510	0		268,510	4.04	401,468	6.04
SOUTH PIEDMONT	3,104,373	62,087	931,082	(931,082)		0	0.00	62,087	2.00
SOUTHEASTERN CC	4,726,468	94,529	877,007	(952,560)		(75,553)	-1.60	18,976	0.40
SOUTHWESTERN CC	3,836,106	76,722	1,459,591	(1,301,810)	(435,278)	(277,497)	-7.23	(200,775)	-5.23
STANLY CC	3,319,287	66,386	261,659	(235,802)	(49,789)	(23,932)	-0.72	42,454	1.28
SURRY CC	6,143,882	122,878	1,412,659	(1,535,537)		(122,878)	-2.00	0	0.00
TRI COUNTY CC	2,469,862	49,397	616,545	(665,942)	(325,361)	(374,758)	-15.17	(325,361)	-13.17
VANCE-GRANVILLE CC	6,676,053	133,521	1,402,733	(1,402,733)		0	0.00	133,521	2.00
WAKE TCC	15,446,625	308,933	2,704,867	(2,704,867)		0	0.00	308,933	2.00
WAYNE CC	6,229,828	124,597	1,182,885	(1,023,317)		159,568	2.56	284,165	4.56
WESTERN PIEDMONT CC	4,363,160	87,263	250,618	(250,618)		0	0.00	87,263	2.00
WILKES CC	4,283,846	85,677	526,529	(415,579)		110,950	2.59	196,627	4.59
WILSON TCC	3,167,292	63,346	800,184	(800,184)		0	0.00	63,346	2.00
TOTAL	$314,664,016	$6,293,281	$71,571,235	($72,434,642)	($2,574,496)	($3,437,903)	-1.09	$2,855,378	0.91

High lighted colleges received approval by the State Board at its November meeting to exceed the 2% curriculum transfer restriction.

As of February 28 budget forms totaling $475,000 for approved excess transfers have not been received for Caldwell CC.

** Percentages are based on total budgets for curriculum salary & fringes.

Committee on Finance Capital Needs
Division of Business Finance
"A Review of the Transfers Above 2% NOT Covered By the 2001-03 Expansion Budget Request"

College	FTE	Amount Above 2%	Instructional Support	Supplies/Materials "Other Costs"	Continuing Ed Instruc	Basic Skills Instruction	MIS/CIS Project	Print Shop	Library	Info Technology	Of-Campus Centers
Caldwell CC & TI	2,851	$ 475,000	$ 375,000					$ 150,000			
Cape Fear CC	4,661	$ 143,203		$ 143,203							
Carteret CC	1,439	$ 64,544		$ 64,544							
Craven	2,155	$ 350,000		$ 350,000							
Guilford	6,218	$ 401,074				$ 150,000	$ 251,074				
Halifax	1,598	$ 140,000	$ 40,000	$ 40,000					$ 15,000	$ 45,000	
Isothermal	1,848	$ 108,247	$ 104,047	$ 4,200							
Mayland	989	$ 82,000			$ 82,000						
Southwestern CC	1,899	$ 435,278		$ 182,000						$ 153,278	$ 100,000
Stanly CC	1,500	$ 49,789			$ 16,596				$ 33,193		
Tri-County CC	996	$ 325,361		$ 216,858	$ 94,003	$ 6,000			$ 8,500		
SUB-TOTAL		**$ 2,574,496**	**$ 519,047**	**$ 1,000,805**	**$ 192,599**	**$ 156,000**	**$ 251,074**	**$ 150,000**	**$ 56,693**	**$ 198,278**	**$ 100,000**
Requested from the General Assembly in 2001-03			**$ 9,921,760**	**$ 4,852,366**	**$ 12,112,987**	**$ -**	**$ -**	**$ -**	**$ 6,578,206**	**$ -**	**$ 4,330,343**
DELTA		**$ 755,352**	0	0	0	**$ 156,000**	**$ 251,074**	**$ 150,000**	0	**$ 198,278**	0
% DELTA is of SUB-TOTAL		**29.3%**									

Therefore: Approximately one-third of the $2.5 million requested above the 2% is not covered by the 2001-03 Expansion Budget Request

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Joint Appropriations on Education Committee

Agenda

Tuesday April 17, 2001, 8:30 a.m.
Room 421, Legislative Office Building

Senator Garrou, Chairing

Workforce Development	Scott Ralls *Vice President, Economic and Workforce Development, NCCCS*
New and Expanded Programs Since 1991	Kennon Briggs *NCCCS*

House Appropriations Subcommittee on Education
Rep. Boyd-McIntyre (Chair)
Rep. Rogers (Chair)
Rep. Yongue (Chair)
Rep. Barnhart, Rep. Bell, Rep. Bonner, Rep. Carpenter
Rep. Holmes, Rep. McLawhorn, Rep. Michaux,
Rep. Morgan, Rep. Preston, Rep. Russell, Rep. Smith,
Rep. Teague, Rep. Warner

Senate Appropriations on Education/Higher Education
Sen. Lucas (Chair)
Sen. Garrou (Chair)
Sen. Dalton (Chair)
Sen. Carter, Sen. Cunningham, Sen. Garwood, Sen. Hartsell,
Sen. Wellons

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JOINT APPROPRIATION SUBCOMMITTEE ON EDUCATION AND HIGHER EDUCATION

Minutes
April 17, 2001

Senator Garrou convened the Joint Appropriation Subcommittee on Education and Higher Education on Tuesday, April 17, 2001 at 8:30 a.m. She introduced the Senate Page: Alex Jones of Mecklenburg County sponsored by Senator Odom and the House Pages: Ellen Crowell of Rowan County sponsored by Representative McCombs and Lydia Bardin of Wilson County sponsored by Representative Tolson. There were 7 senators present and the following Representatives: Russell, Teague, Smith, Bonner, Barnhardt, Michaux, McLawhorn, Boyd-McIntyre, Carpenter, Bell, Warner, Rogers and Yongue.

Senator Garrou explained that the time schedule for the meeting would include a 35 minute presentation by Scott Ralls, Vice President of Economic and Workforce Development at NCCCS, followed by a question and answer period. Then Kennon Briggs would present information on New and Expanded Programs that he will continue tomorrow. Kristine Leggett, Fiscal Staff, reviewed the plans for the presentation of the community college budget topics.

Mr. Ralls introduced his assistant, Linda Wilkins, whom he said played a major role in organizing the presentation. He presented the North Carolina Community College Small Business and Customized Training Program. He explained the program initiatives in New and Expanding Industries Training, Focused Industrial Training, Small Business Center Network and Human Resources Development. He gave statistics on the efficacy of the programs, as well as, examples of successful local programs. (Attachments #1 and #2)

Senator Dalton asked about the number of employees in industrial recruiting and the coordination of efforts with Commerce compared to South Carolina. Mr. Ralls said the difference is that South Carolina has more economic development resources across the board than North Carolina. Their competitiveness funds and training funds are much greater, according to Mr. Ralls. Senator Dalton asked how the Federal money gets involved in the Work Force Development programs. Mr. Ralls said that most of the funds go to 25 Work Force Development Boards that are involved in operating the One Stop Career Centers. Community Colleges provide most of the training, receiving about $4 million. Federal money supports the Welfare to Work program with about $20 million and the Wagner-Pizer program with about $17 million. Representative Rogers asked about funding sources and whether it is cumbersome to coordinate the pass through funds. He wanted to know if Community Colleges could do a better job if they had the funds come to their budget instead and where they get the most "bang for their bucks". Mr. Ralls said there are some efficiencies to be gained in those programs, especially with overlapping and competing programs. Representative Rogers asked for solutions and Mr. Ralls suggested that bringing together the Employment Security Commission and Job

Link efforts would save some money. Most of the money is federal which wouldn't save a lot of state funds, but would allow the shift of money to job training and re-employment programs, according to Mr. Ralls. Senator Lucas expressed uncertainty over the comprehensiveness of the data. She wanted to know what percentage of the people trained by each of the programs get real jobs.

Kennon Briggs, continued with the presentation on New and Expanded Programs. The information was in the green book that the members received at an earlier meeting (April 11, 2001). He began on page 71 and continued through page 82, explaining the child care grants, summer term funding, longevity pay, multi-campus funding, Prison Program Start-up, unemployment insurance, human resources funding for under employed and hard core unemployed courses, special FTE allotment, plant maintenance, Childhood Education Centers, Priority programs and system wide projects. Senator Cunningham wanted to know about remaining fund balances. Mr. Briggs said they were unexpended funds, not surplus. Senator Lucas asked whether the special allotment means the students are going where the classes are. Mr. Briggs assured Representative Rogers that all funds would be fully expended by the end of the fiscal year. Mr. Briggs said the Priority Programs were probably a place where the committee could make some cuts. Representative Rogers asked about requiring campuses to fund on a per capita basis and was told that the staff would get a legal opinion on that.

Senator Garrou announced that Mr. Briggs would continue with his presentation on Wednesday at 8:30 a.m. The meeting was adjourned.

Linda Garrou

Senator Linda Garrou, Co-Chair

Barbara R. Hocutt

Barbara R. Hocutt, Committee Assistant

Attachments

Scott Ralls
attachment #1

North Carolina Community College System Small Business & Customized Training Programs

April 11, 2001

H. Martin Lancaster, President

North Carolina Community College System
Small Business & Customized Training Programs

Workforce Development

Finding qualified workers is #1 issue facing North Carolina businesses and industries.

Examples:

- **Small businesses (NFIB)**
- **Manufacturers (Manufacturing Competitiveness Survey)**
- **Information Technology Companies (North Carolina Electronics and Information Technology Association)**

Over 80% of the workers employed in 1998 will also be a part of the U.S. labor force in 2008.

Factors Driving High-Tech Industry Global Location Decisions

Essential Criteria

1. *Access to a skilled and educated work force*
2. Proximity to world-class research institutions
3. An attractive quality of life
4. Access to venture capital

Important Criteria

5. Reasonable costs of doing business
6. An established technology presence
7. Available bandwidth and adequate infrastructure
8. Favorable business climate and regulatory climate

Desirable Criteria

9. Presence of suppliers and partners
10. Availability of community incentives

Source: Deloitte & Touche Fantus, Wall Street Journal, 9/00

NCCCS Accolades

- Ranked the #1 Worker Training Program in the nation, 1999-2000. #4 in 2001

  - *Expansion Management*

- 1999 State Innovation Award, *Education Commission of the States*
- 2000 State of the Year, National Alliance of Business
- Profiled on the cover of *Wall Street Journal*, and in *Chronicle of Higher Education*

SBCN

Small Business Center Network

North Carolina Community College System

MISSION: To increase the success rate and number of viable small businesses in North Carolina by providing <u>high quality, accessible</u> assistance to prospective and existing small business owners and their employees. Each SBC will be a community-based provider of education and training, counseling, information and referral

Small Business Center Network

- Centers located at all 58 community colleges with more than 60 sites throughout the state.
- Primary services:
  - **Free Seminars and workshops**
  - **Free counseling**
  - **Targeted training**
  - **Resource Center**
  - **Referrals to other services**

1999-2000 Results

- 2,891 seminars; 45,195 participants
  - Profile: Majority female participants, seeking assistance for start-up of retail or service businesses
- 1,799 training courses; 19,900 partic.
- Counseling for 16,454 people
  - Profile: Sole proprietor pursuing business start-up, seeking help in developing business plan and sources of capital

Hurricane Floyd Business Recovery

State offering help to flooded businesses

SBCN Performance Data

- 99% overall performance rating based on customer perceptions of program quality, presenters, and material

SBCN KEY INITIATIVES

- Minority Business Development
- Electronic Commerce
- Export Ready
- Rapid Response Entrepreneurship

Key Issue: Center Funding

- Every community college, regardless of size, receives $63,000 per year. Funds expected to support full-time directors, free small business seminars, and support of resource center.
- Small Business Centers have received no funding increase since their inception in early 1980s.

Focused Industrial Training

MISSION: Focused Industrial Training (FIT) programs provide for customized training and services to help manufacturing industries and companies whose main product or service is the design and programming of computers and telecommunications systems, to become more productive and more competitive.

Focused Industrial Training

- College Customized Training Infrastructure. 40 FIT Centers
  (3 Consortium)
- High cost, low class size training
- Special Training Initiatives for Manufacturing and IT industries.
- Apprenticeship
- 3 Funding Sources: General Fund, Worker Training Trust Fund, ESC Training Fund

1999-2000 FIT Results

- 705 companies
- 12,186 trainees
- 1,196 courses and seminars
- 32,273 instructional hours

NC Manufacturing Certification Program

- Level I: Fundamental Skills
- Level II: Metals, Textiles, Plastics, Electronics, (Furniture)

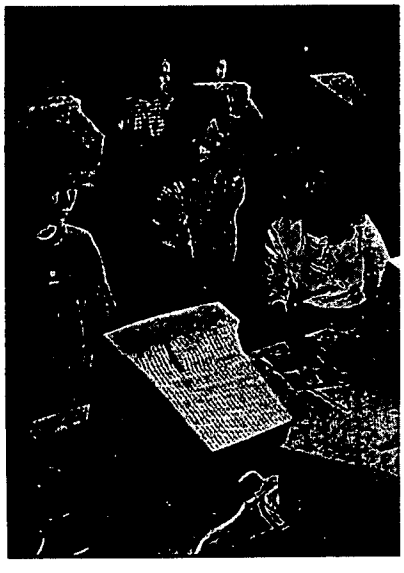
NORTH CAROLINA MANUFACTURING CERTIFICATION PROGRAM

Partnership for Biotechnology Workforce Training

- Partnership between NCCCS and NC Biotechnology Center

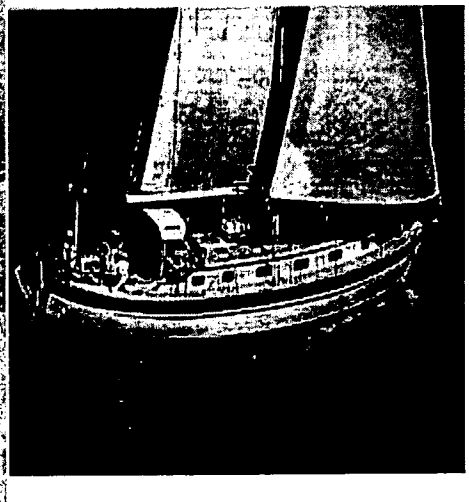
- BioWork (Process Technician Training)
- Carolina Keys to Quality
- Shutdown Training
- BioBusiness

Information Technology



- National IT Skill Standards
- Web Development
- Change to FIT Guidelines

NC Boat Building Training

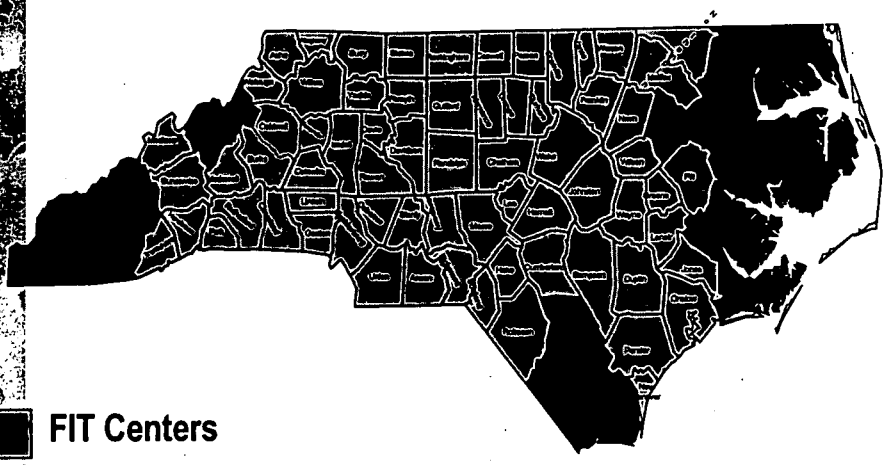


- Boat Building Fundamentals
- Lamination
- Assembly
- Marine Electrical & Plumbing
- Engine Installation

Great Game of Business

- Economic Literacy
- The Business of Manufacturing
- Open-Book Management

Key Issue -- Rural Reach



FIT Centers

New & Expanding Industry Training

- Nation's first customized training program, started in 1958.
- Key element in North Carolina's economic development efforts.
- Regarded by some as the State's number one "incentive."

NEIT - Eligibility

- Export oriented companies creating 12 or more jobs in the following categories:
  - Manufacturing
  - Technology Intensive
  - Customer Service Centers
  - Data Processing Centers
  - Warehousing & Distribution

NEIT Program Services

- Job Analysis
- Customized Media Development
  - Training manuals, videos, CD-ROM
- Temporary Training Facilities
- Customized Instruction
- Pre-Employment Training

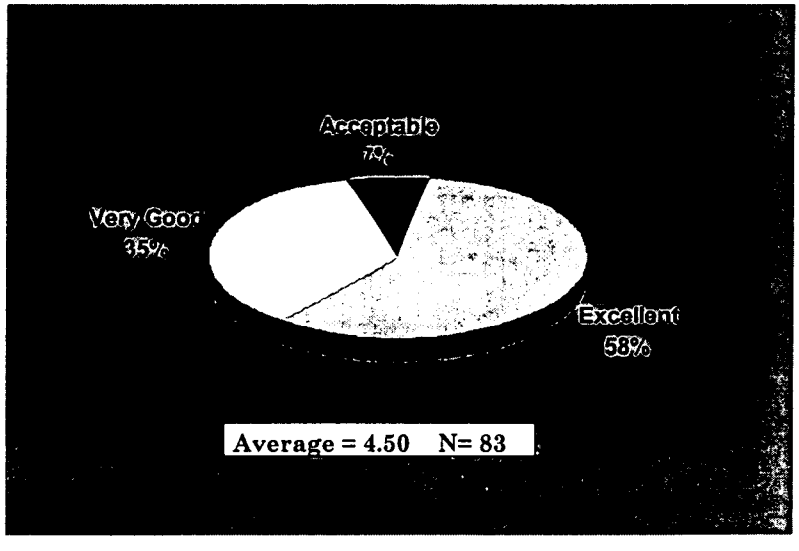
NEIT Instruction

- College Instructors
  - Sector Programs
  - Partnership Programs
- Statewide Network of Instructors
- Technology Vendors & Contractors
- Company Trainers

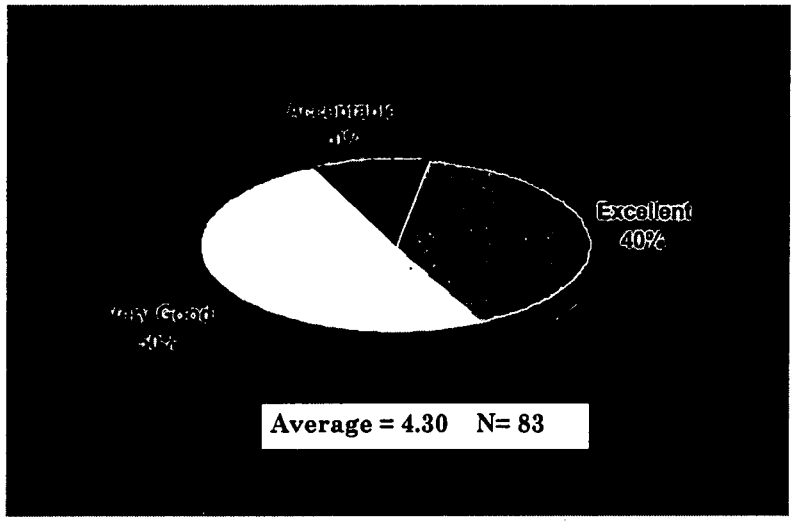
1999-2000 Program Data

- 197 companies; 20,256 trainees
- 59% expanding companies
- 68% of projects in rural counties
- Top industries by projects:
  - 1) metals 2) plastics 3) textiles
- Top industries by trainees:
  - 1) telecommunications 2) transportation 3) plastics

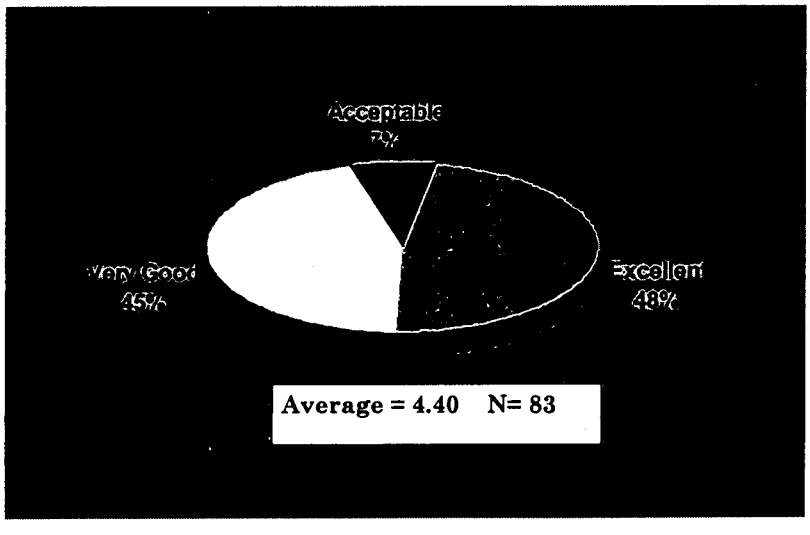
NEIT Performance Data -- Expectations Met



NEIT Performance Data -- Productivity Impact



NEIT Performance Data -- College Effectiveness



NC Technology Impact

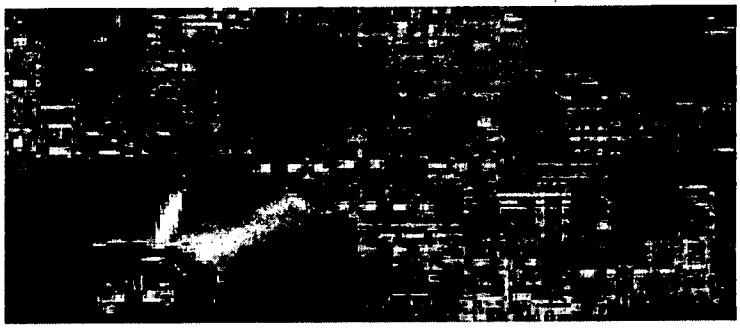
High Tech

- Cisco Systems
- Corning
- Alcatel
- Flextronics
- Solectron
- Static Control
- Waukesha Electric
- IBM Global Services
- WorldCom

Life Sciences

- Biogen
- Merck
- Novo Nordisk
- Novozymes
- Bayer
- Glaxo SmithKline
- Catalytica
- Eisai
- Eon Pharma

NC Technology Start-ups



- CREE
- RF Microdevices
- Digital Optics
- 3TEX

Rural Impact

- Tri-County
  - S. Tools, W. Forge
- Mayland
  - Most projects in history
- Montgomery
  - Homanit
- Richmond
  - FCC
- Isothermal
  - 3TEX, Broyhill
- Roanoke-Chowan
  - Fineline East
- Brunswick
  - Rampage
- Southeastern
  - International projects
- Martin
  - Penco
- Edgecombe
  - CST, ASC, QVC

Ashe County Economic Rennaisance

Key Issue -- Competitiveness

- 47 states have customized training programs
- Level of spending "increased sharply in recent years." ($350 mill to $600 mill in 1990s).
- "Non-general fund financing is growing in importance." 7 of 10 highest funded programs utilize non-general funding.

2001 *Expansion Management Rankings*

1) South Carolina
2) Oklahoma
3) Virginia
4) North Carolina (tie)
4) Georgia (tie)

1989-90	1999-2000
165 projects	197 projects
117 new companies	81 new companies
48 expanding	116 expanding
16,805 trainees	20,256 trainees
$7,828,250	$7,247,885.47
$465.82 per trainee	$357.81 per trainee

SC Special Schools	NC - NEIT
179 companies	197 companies
47% new comp.	41% new
8,593 trainees	20,256 trainees
$17,000,000	11,000,000

Surrounding State -- Annual Funding Comparisons

- Georgia QuickStart
  $10,000,000
- North Carolina NEIT
  $11,000,000 (w/ HB 275)
- Virginia Workforce Services Program
  $12,000,000
- Tennessee Industrial Services/JobSkills
  $11,000,000 - $14,000,000
- South Carolina Special Schools
  $17,000,000

Scott Pulla
attachment 2

Annual Report 2000

North Carolina Community College System
Economic & Workforce Development

H. Martin Lancaster, President

ECONOMIC & WORKFORCE DEVELOPMENT

NORTH CAROLINA
COMMUNITY COLLEGE SYSTEM

Annual Report
1999-2000

Visit us online at
www.ncccs.cc.nc.us/Business_and_Industry

New & Expanding Industry Training ~ Continuing Education
Small Business Center Network ~ Human Resources Development
Focused Industrial Training ~ Workforce Initiatives

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Economic & Workforce Development Division

Mission Statement

The mission of the Economic and Workforce Development Division is to *support* North Carolina's community colleges to provide high quality, accessible training and services that enable North Carolinians to acquire knowledge and skills to obtain and maintain prosperous career opportunities and enhance their quality of life, and provide North Carolina businesses and industries with a world-class workforce and a competitive advantage as a result of their presence in North Carolina.

Operations

- Support customized training
- Support regional customized workforce development
- Support innovative and flexible programs
- Support workforce training

Objectives

- Maintain or increase the number of educational and training programs necessary to meet the workforce needs of each region and college service area.
- Maintain or increase educational and training opportunities that meet the needs of diverse and underserved populations.
- Maintain or improve the number of innovative and flexible programs and services that meet the needs of the workforce and the economy.
- Maintain or increase support to educational and training programs necessary to meet workforce needs through the community college Human Resources Development (HRD) program.
- Maintain or increase support to educational and training programs necessary to meet workforce needs through new and expanding industries.
- Maintain or increase support to educational and training programs necessary to meet workforce needs through occupational extension.
- Maintain or increase the support to educational and training programs necessary to meet workforce needs through small business centers.

Overview

During the 1999-2000 program year, the North Carolina Community College System continued its tradition of excellence in economic and workforce development programs, garnering the following national awards and recognition:

- *Ranked the number one worker training program in the nation for the second year in a row by Expansion Management magazine;*
- *Recipient of the State Innovation Award from the Education Commission of the States in recognition of economic and workforce development innovations;*
- *Recipient of the 2000 Showcase Partnership Award at the U.S. Department of Labor's Jett*Con2000 Conference, in recognition of partnership with the North Carolina Employment Security Commission in developing NC STARS, the State's automated WIA eligible training provider database;*
- *Acknowledged as a key factor in North Carolina being named State of the Year for Workforce Development by the National Alliance of Business, and in the State's number one business climate ranking by Site Selection magazine.*

In 1999-2000, the Division of Economic and Workforce Development attempted to further the North Carolina Community College System's tradition of innovation and excellence in economic and workforce development programs by modeling key strategies of the business sector including *economies of scale, strategic partnerships, seamless linkages, technology development and deployment,* and *marketing.*

Economies of Scale: The model for economies of scale was the open source development of computer code, spurred by a North Carolina-based company, Red Hat Software. The open source movement demonstrates that innovative programs can be effectively developed in decentralized systems, when the specific talents and innovations of a few are effectively captured and incorporated into efforts that benefit the whole. In that spirit, the Economic and Workforce Development Division helped spark several initiatives that drew on the talents of individuals from colleges across the system. They included:

- The *North Carolina Manufacturing Certification Program*, a system of manufacturing-based training programs based on industry skill standards and certification programs. During the 1999-2000 program year, the North Carolina Community College System implemented the Level I: Fundamental Skills program, and initiated development of four Level II: Industry Specific programs in Metals, Plastics, Textiles, and Electronics, as well as a Manufacturing Readiness Program through the Human Resources Development Program. The program garnered the recommendation of the National Association of Manufacturers' Center for Workforce Success, and the North Carolina Citizens for Business and Industry.

- The *Joint Initiative for Biotechnology Workforce Training*, a partnership between the North Carolina Community College System and the North Carolina Biotechnology Center, initiated development of a new BioWork Process Technician Training Program, and sponsored special training in Good Manufacturing Practices and technical report writing through the "Carolina Keys To Quality Initiative." Vance-Granville Community College and the company, NovoZymes, played key roles in development and piloting of the BioWorks program, and several colleges sponsored Carolina Keys to Quality.

- The *North Carolina Boat Building Training Initiative*, developed through a collaborative of coastal community colleges, initiated development of new training programs for North Carolina's boat building companies, including training in boat building fundamentals, lamination, assembly, machine electrical and plumbing, and engine installation.

- The *Minority Business Development Program* included two efforts through the Small Business Center Network. In one, Small Business Centers worked with the Department of Administration to help Historically Underutilized Businesses access State and Federal purchasing opportunities. In the other initiative, collaboration among various Small Business Centers and with NC REAL resulted in business start-up training targeted to the growing Hispanic/Latino population.

Strategic Partnerships: Throughout the business world, companies are finding new opportunities through strategic partnerships and collaboration that enable them to reach new markets with new products and achieve mutual benefits. In North Carolina, we have seen strategic partnerships between North Carolina universities and athletic apparel companies that have produced benefits for the universities who equip their athletic team and achieve income through royalties, and the athletic companies that enhance their overall markets. Based on the model of strategic partnerships, the Economic and Workforce Development Division has sought out nationally recognized training programs and developed strategic partnerships to provide the programs through community colleges, thus broadening the base of resources to North Carolina businesses and industries.

- A new partnership with *Development Dimensions International* enabled North Carolina community colleges to deliver nationally recognized DDI teamwork and leadership programs.
- A partnership was established with Springfield Remanufacturing Company and *The Great Game of Business* to provide economic literacy training and assist companies with the implementation of Open-Book Management practices. The partnership began out of a specific initiative to assist Blue Ridge Paper Company, the employee-owned company resulting from the buyout of Champion Paper, the largest manufacturing company in the state west of Asheville.
- The Community College System developed a partnership with the *GMP Institute*, a division of the International Society of Pharmaceutical Engineers, to provide training in FDA required Good Manufacturing Practices for North Carolina biotechnology and pharmaceutical companies.

Seamless Linkages: Business collaborations in some cases take the form of seamless linkages, product or service delivery by one or more organization that is coordinated to the point as to appear seamless to the customer. An example is code sharing in the airline industry. North Carolina-based Midway Airlines partnership with Corporate Express enabled the two companies to deliver coordinated service to different cities, thus extending the market of the two organizations. During 1999-2000, seamless linkages were promoted with other North Carolina agencies to support better-coordinated services to North Carolina citizen and business clients.

- Community College Small Business Centers partnered with the *North Carolina Department of Commerce International Division* to develop the Export Ready program for small businesses, with delivery through six Small Business Center regional hubs.
- NCCCS staff collaborated with the *North Carolina Department of Labor's Apprenticeship Bureau* to coordinate community college training efforts with apprenticeship training requirements.
- Efforts were continued to further develop and enhance existing partnerships and coordination between Small Business Centers and the University-based *Small Business Technology Development Center*, and between community college industry training efforts and NC State's *Industrial Extension Service*.

- NCCCS collaborated jointly with the *North Carolina Biotechnology Center* on efforts to enhance training to biotechnology and pharmaceutical companies, through the *Joint Initiative for Biotechnology Workforce Training.*
- The collaboration between the *North Carolina Community College System and the Employment Security Commission* on NC STARS, the WIA eligible training provider database, resulted in the 2000 JetCon Showcase Award for Partnerships from the U.S. Department of Labor.

Technology Development and Deployment: North Carolina companies are developing new technologies and deploying new technologies to better enhance their competitive positions. Community colleges are providing services to several North Carolina start-ups that have developed new technologies recognized as cutting edge, including CREE Research, RF Microdevices, Digital Optics, and 3Tex. Traditional Manufacturers, such as Royal Park Uniforms, are utilizing technology to automate their workplaces, requiring new skills and training of their workers. During the past year, several efforts were undertaken to support technology development by North Carolina companies, and to better use technology in program management.

- The *Focused Industrial Training* program guidelines were modified to make information technology companies eligible, along with manufacturing companies.
- A close collaboration was developed between NCCCS and the *North Carolina Electronics and Information Technology Association.* The collaboration resulted in NCCCS support of the first annual NCEITA/ExplorNet Knowledge Nova Conference, and the 2000 Systemwide survey and report on Information Technology Training.
- The *Customized Training Management Information System* was implemented, allowing on-line management of the New and Expanding Industry Training program as well as a searchable database of training resources.
- NCCCS led the development of *NC STARS* in collaboration with the Employment Security Commission. NC Stars is an on-line database of eligible training providers for the Workforce Investment Act, which is managed by NCCCS' Division of Economic and Workforce Development.

Marketing: Whether in Raleigh or Rockingham, Charlotte or Shallotte, businesses have to market their services and products to be successful. The Economic and Workforce Development Division developed two new avenues to inform our clientele about the opportunities available to North Carolina citizens and businesses through North Carolina community colleges.

- The Division developed a web page, as part of the North Carolina Community College System website that provides a comprehensive description of Economic and Workforce Development programs and initiatives. The website is available at www.ncccs.cc.nc.us/Business_and_Industry.
- The Division initiated an on-line newsletter, *The Economic and Workforce Development Update*, which is e-mailed every four months to individuals interested in Community College Economic and Workforce Development programs. (To receive the newsletter and be included on our electronic mailing list, send your e-mail address to Jerrie Farmer at farmerj@ncccs.cc.nc.us.)

Programs

New & Expanding Industry Training

Program Brief

Started in 1958, the New and Expanding Industry Training (NEIT) program was the nation's first customized training program. Today, it continues to be a vital component of North Carolina's economic development efforts, providing training for new and expanding companies across the state. The program is nationally acclaimed, having been the key factor in the North Carolina Community College System's ranking as the number one worker training program in the nation for 1999-2000.

The NEIT program enables North Carolina's community colleges to provide free customized training to new employees of companies creating 12 or more new jobs in a one-year period. Eligible companies are those in manufacturing and technology sectors, as well as customer service and data processing centers, and warehousing and distribution centers.

Each project is customized specifically to the skill requirements for the new employees of each client company. Services typically include both Program Development services and Instructional services. Program Development services may include job analyses, pre-employment training, temporary training facilities, customized training manuals, videos, and computer-based training, and instructional customization. Free instructional programs include community college instruction that features both soft skills and technical skills training, and instruction based on community college industry sector initiatives and partnership programs with leading national training programs. In addition, New and Expanding Industry Training may include technology vendor training contracted by the colleges, or training provided by designated company instructors reimbursed through the program.

Innovation

Information technology is revolutionizing the North Carolina economy, and it is also having an impact on the management of the NEIT program. In 1999-2000, the program went on-line with the implementation of a new *Customized Training Management Information System.*

Management of the NEIT program is now essentially paperless. In addition to speeding up project development and approval, the System features a trainer search feature that enables colleges to quickly identify instructor talent from different regions around the State.

In initiating new projects, college representatives along with Regional Training Directors now develop and submit proposals directly on-line. The proposals are reviewed and approved on-line by the Vice President of Economic and Workforce Development, or by a three person review panel consisting of senior leadership from the North Carolina

Community College System and the Department of Commerce, depending on the size of the project. The System also allows colleges and regional staff to submit program budget requests, and allows System and college staff to check the status of projects and budget allocations at any time.

"The MIS system has definitely improved our response time to the clients," notes Lori Day, New and Expanding Industry Training Director at Central Piedmont Community College and the 1999-2000 President of the Business and Industry Services Network, the community college network of business and industry training staff. "The information is sent electronically for approval and turn around has been as quick as two days – even without trying to get it rushed."

"A great advantage of the new Customized Training Management Information System is that during the approval process or at any point, we can review Project Profile information and project status at our fingertips. We know where it is in the process and who has signed off on it," she notes. "This is a much more efficient process than before when we were using the mail and it has certainly cut response time and eliminated a lot of phone calls and frustrations."

North Carolina's community colleges have always been known for their quick work in developing new and expanding industry projects, having been compared to a hospital triage team in one article in a national education publication. The new technology speeds things up even more. In a few cases, in fact, large projects requiring many thousands of dollars in funding commitments have been submitted and approved on the same day. The automated instructor search feature also enables community college program developers to tap a statewide database of training specialists utilized for specific industry projects, as well as reference information.

Client Profile

Ashe County Economic Renaissance: With a population of 24,000 people, rural Ashe County ranks 73rd in population out of North Carolina's 100 counties. It is best known for its Christmas trees and cheese production, and beautiful mountain scenery. But in recent years, the small county located in North Carolina's Northwestern mountains has been the site of an economic development renaissance that has not gained the national notoriety of the technology-based development of the Research Triangle Park, or the financial-based development of Charlotte, but is no less remarkable. At the center of the renaissance have been Wilkes Community College and the New and Expanding Industry Training (NEIT) Program.

Five years ago, the outlook did not appear very bright for the county when Sara Lee, the county's largest employer, closed its production facility. The closing resulted in 600 job losses, over five percent of the total county labor force. A few months later, things grew even worse when Jefferson Apparel cut 100 jobs. Soon, retail sales in the county had dropped by 4 percent and over 2,000 people were out-commuting to work on a daily basis. Unemployment stood at 10% and was rising fast.

In Raleigh, then Secretary of Commerce, Dave Phillips, established a special task force to focus on Ashe County. Scott Ralls, now Vice President of Economic and Workforce Development for the North Carolina Community College System, was a member of the task force. At the time, he was Director of the Division of Employment and Training and led the State Rapid Response Team that responded to the Sara Lee closing. "I never felt so inadequate in my life," notes Ralls. "People hoped that training efforts may be an answer to the solution, but the question that kept going through my mind was training for what."

The solution came locally, however, when Sara Lee donated its closed facility to the newly created Ashe County Job Development, Inc. Soon after, Ashe County Job Development sold the facility to Leviton/Southern Devices, a company with other operations in the county. Company leaders have indicated that an important factor in their decision was the training support they had previously received through the NEIT Program from Wilkes Community College, and at their other North Carolina locations. The program gave them confidence they could succeed with another facility, and the company added over 180 jobs over a three-year period.

The decision by Leviton/Southern Devices not only helped build back the job base, but also added cash to the coffers for Ashe County Job Development to attract other companies to the county. Very soon these resources proved beneficial when Ashe County Job Development, Wilkes Community College, and Blue Ridge Electric Corporation joined forces to recruit the Oldham Corporation to Ashe County.

The prospects at the time seemed unlikely. Oldham was recognized as a leading producer of saw blades and router bits, looking to consolidate its New York-based headquarters and its different production facilities to one centralized location. Ashe County seemed like an unlikely choice, but the local incentive package, the aggressive recruitment of local and community college officials, and the proposed NEIT program developed by Wilkes Community College helped turn the day. At a meeting last year of the North Carolina Economic Development Board, CEO Mike Sherman, noted that the NEIT Program was a key factor in the company's move from New York to Ashe County. Today, the company's headquarters and production facility in Ashe County employs 325 people in a gleaming new facility that is state-of-the-art, and includes an employee fitness facility and other amenities.

At about the time Oldham was planning to locate to Ashe County, another major economic development activity was taking place in the county when Gates Rubber Company indicated that they were closing their Jefferson facility of over 300 employees. Responding to the closing, the local team that included Wilkes Community College officials learned that the company was converting from the production of automotive hoses to belts, and was looking to site a new highly automated belt facility. The local representatives convinced the company that they could retrain the local Ashe County Gates employees in the high-tech skills required for a belt facility.

Since the company would actually be decreasing their employment for the time period, they were not eligible for the State-funded NEIT Program. However, Ashe County Job Development still had funds on hand from the selling of the Sara Lee facility, and partnered with Wilkes Community College to develop a special training program for Gates. For a period of several months, the college retrained the Gates employees in the new high

tech skills required by the new belt operation, and once trained, the employees literally moved from one curtained off section of the facility to another. The training saved 192 jobs for the county with a new high-tech skill base, and the company created a modern, updated production facility. Recently, the company announced an expansion of over 30 new jobs, and their donations have greatly enhanced the training facilities at the Ashe County Campus of Wilkes Community College.

Finally, shortly after the Oldham location and the Gates retraining, Wilkes Community College and the NEIT Program became the centerpiece of an effort to attract a new employer to the county. Tigra, a high-tech German manufacturer of carbide-tipped cutting tools, decided to establish their new North American production facility in Ashe County after a visit by community college and other officials to their headquarters in Germany. During the visit, the college worked with the company to design an NEIT Program to support their new location. The company created 30 new jobs in Ashe County by the end of 2000.

Since the 1995 Sara Lee closing, Wilkes Community College has trained over 1300 county residents for new jobs in the county through the NEIT Program. The program has been noted by at least four key employers as a key factor in their decision to locate and grow in Ashe County during that time period. Since 1995, retail sales in the county have dramatically increased, the number of Ashe County citizens out commuting for employment has been cut by 35 percent, and unemployment has been declined by more than half and stabilized at approximately 5 percent.

New & Expanding Industry Training Annual Summary ~ Fiscal Year 1999-2000

The New and Expanding Industry Training program served 197 companies and 20,256 trainees during the 1999-2000 program year. One hundred and sixteen were expanding North Carolina companies, while 81 were new companies recruited to the state.

Since 1987, the number of companies served each year by the NEIT program has grown by a third and the number of trainees has doubled. All program growth during that time period is a result of additional expanding companies being served.

For the 1999-2000 program year, company clients with completed projects gave high marks to the colleges for their program management:

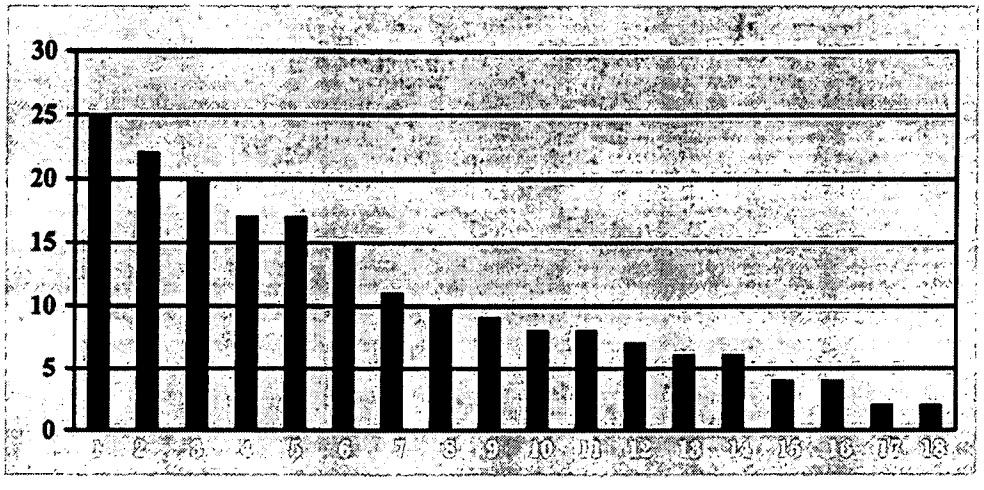
- 93% of companies rated as either excellent or very good, "the extent to which the New and Expanding Industry Training Program met the company" expectations."
- 90% of companies rated as excellent or very good, the "overall impact of the New and Expanding Industry Training Program on the company's operations."
- 93% rated as excellent or very good, the "overall effectiveness of the New and Expanding Industry Training Program in preparing the company's employees for productivity."

Reflecting the growth of North Carolina's high technology sector, the greatest number of trainees and program expenditures in 1999-2000 was for the telecommunications/fiber optics sector. The largest number of projects was in the metals sector, followed by plastics/rubber, textiles/apparel, machinery, transportation, computers/electronics, and maritime industries.

Rural counties were over represented in the number of projects relative to the overall North Carolina population. Sixty-eight percent of the active New and Expanding Industry Training projects for the 1999-2000 program year were in North Carolina's 85 rural counties. Numbers of trainees and program expenditures were evenly split between rural and urban counties, mirroring the population breakdown of the state.

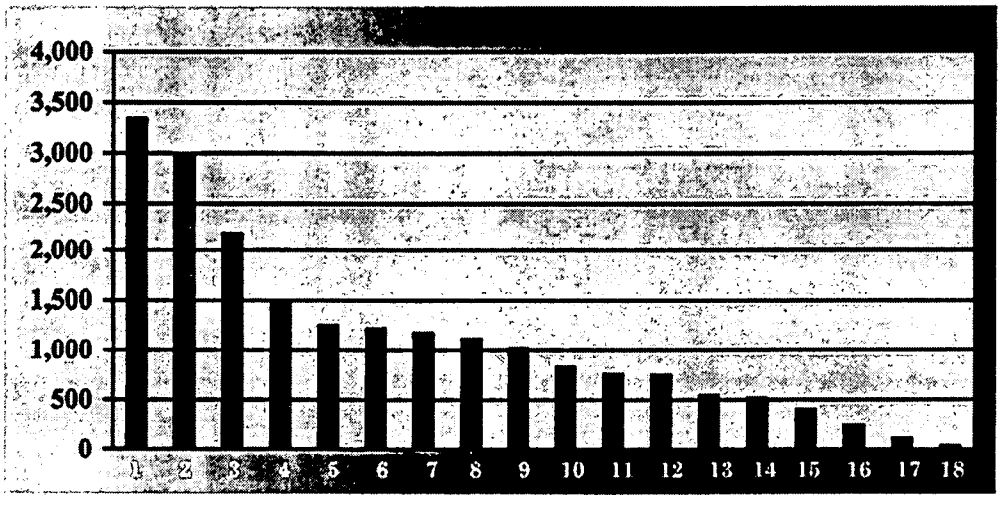
New and Expanding Industry Training Annual Summary cont'd

Number of Projects by Industry 1999-2000



1 Metals	7 Maritime	13 Furniture
2 Plastics/Rubber	8 Wood/Paper/Printint	14 Warehouse Distribution
3 Textiles/Apparel	9 Telecommunications/Fiber Optics	15 Chemical
4 Machinery	10 Pharmaceutical/Medical	16 Food/Tobacco
5 Transportation	11 Manufactured/Housing/Building Materials	17 Information Technology
6 Computers/Electronics	12 Financial/Customer Service	18 Glass

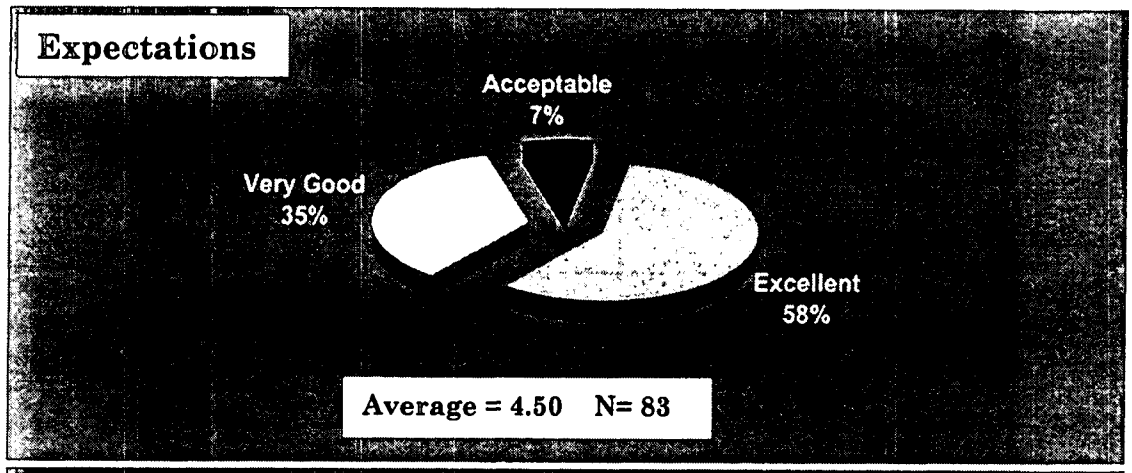
Number of Trainees by Industry 1999-2000

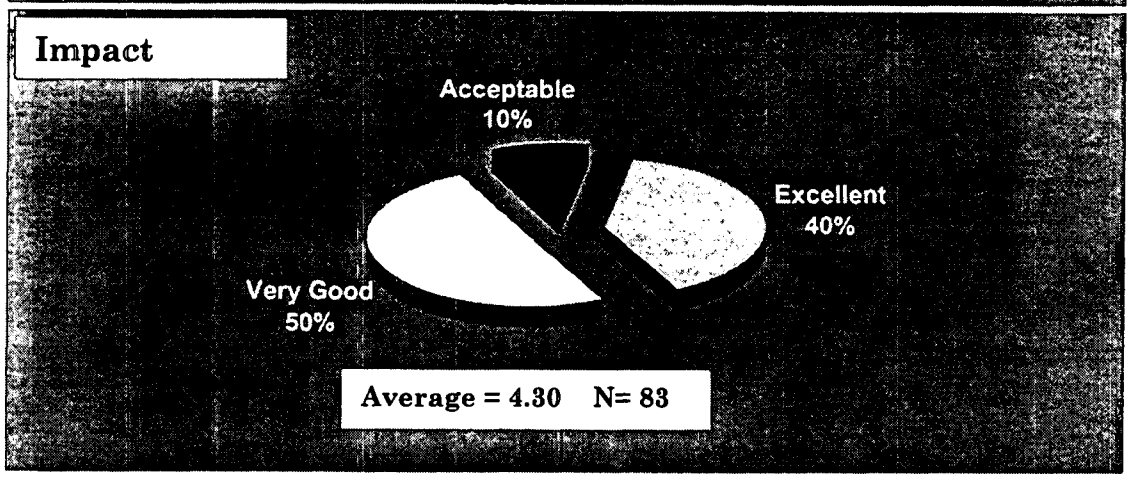


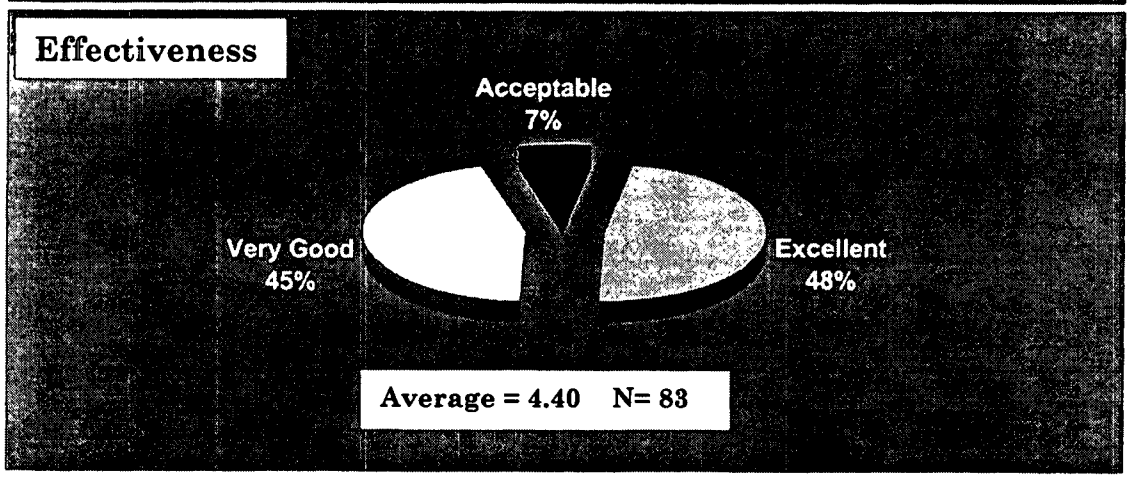
1 Telecommunications/Fiber Optics	7 Computers/Electronics	13 Manufactured Housing/Building Materials
2 Transportation	8 Machinery	14 Warehouse/Distribution
3 Plastics/Rubber	9 Textiles/Apparel	15 Furniture
4 Metals	10 Pharmaceutical/Medical	16 Glass
5 Wood/Paper/Printing	11 Food/Tobacco	17 Chemical
6 Customer Service/Financial	12 Maritime	18 Glass

New and Expanding Industry Training Annual Summary 1999-2000 cont'd

The Rating Scale:
5 = Excellent, no improvement necessary, exceeded highest expectations
4 = Very Good, company needs were met at a highly acceptable level
3 = Acceptable, needs met but some improvement indicated
2 = Marginal, some needs unsatisfied, item needs substantial improvement
1 = Unacceptable, needs generally not satisfied
NA = Not Applicable

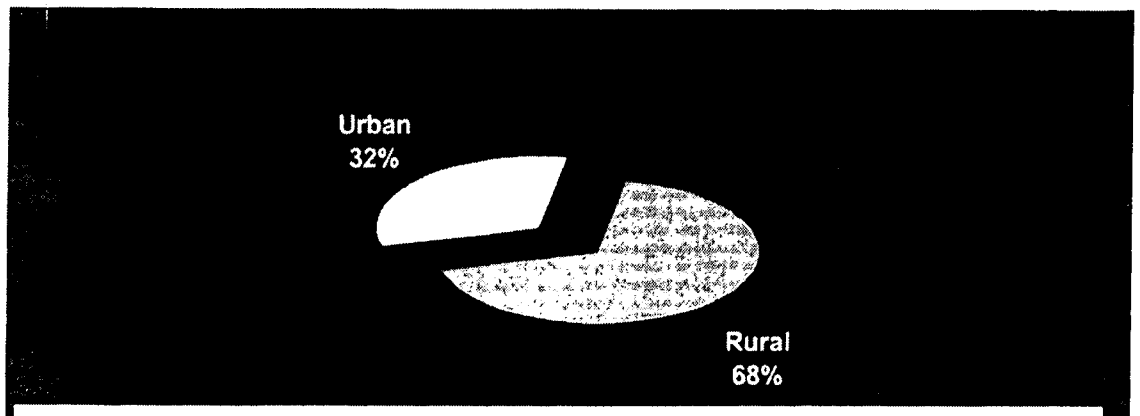




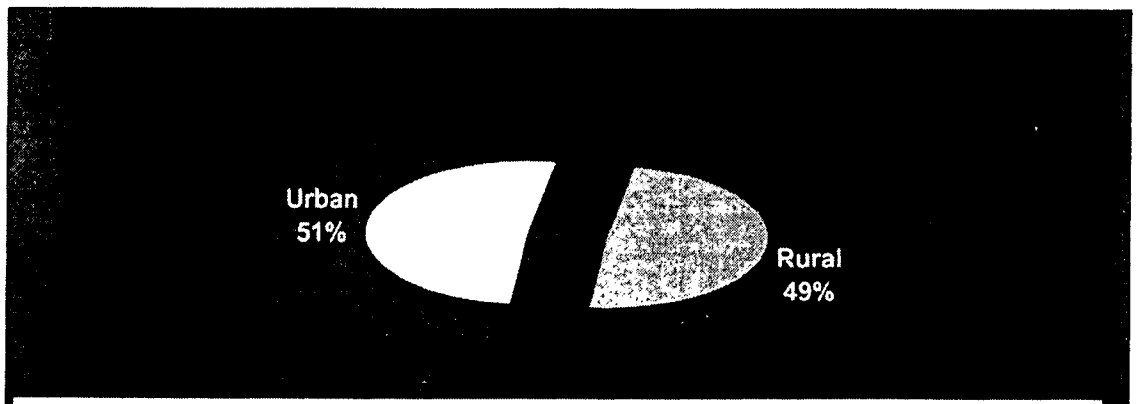


Expectations: *Extent to which the NEIT program met the company's expectations*
Impact: *Overall impact of the NEIT program on the company's operations*
Effectiveness: *Overall effectiveness of the NEIT program in preparing the company's employees for productivity*

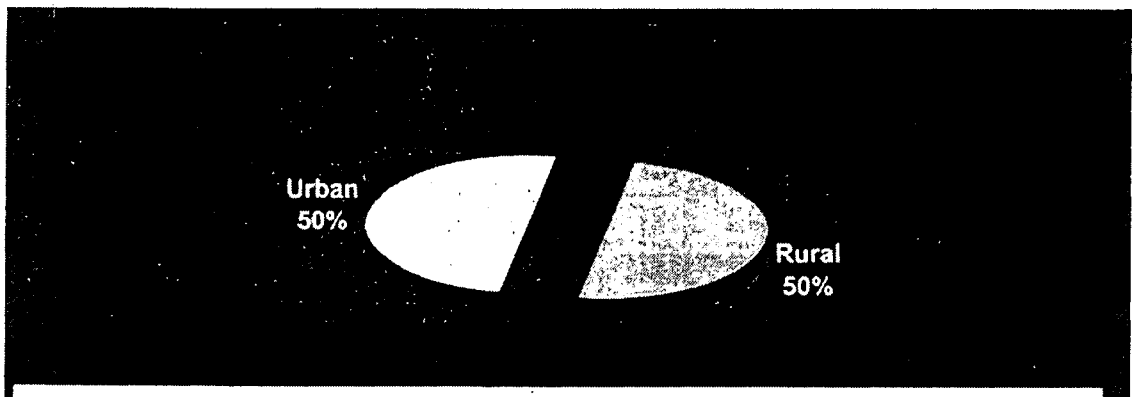
Rural and Urban Counties



Number of Projects: Rural = 134 Urban = 63



Expenditures: Rural = $3,317,091 Urban = $3,330,989



Number of Trainees: Rural = 10,162 Urban = 10,094

Workforce Continuing Education

Program Brief

States are facing greater pressure to provide skilled labor, generate good jobs, and help people navigate a highly competitive, technologically driven, and increasingly global market. In this labor market, the ability to continually learn, adapt and be highly productive will determine who benefits from the new economy.

In North Carolina one strategy for meeting this challenge is through the community college system's workforce continuing education training programs. These programs are a primary tool for providing skill development opportunities for North Carolina's workforce. Short--term skill training courses are offered at each of the community colleges across the state to train, retrain, and upgrade individuals for current or future job skills.

Courses can be offered on demand and customized for specific training needs and are often the first response for meeting critical training needs in communities. For example, colleges partner with businesses, industry and public/private agencies to develop and implement immediate training to address retraining for dislocated workers, bilingual training for the workplace, and urgent public health-related training. Course fees remain relatively low. The maximum fee for any course is currently $65.

Students enroll in workforce continuing education courses to develop skills for a job or to improve their skills for their current job. Thirty-nine percent (39%) of students enrolled in 1999 were between the ages of 25 and 49; fifty-eight percent (58%) were employed full-time; ten percent (10%) were employed part-time; and thirty-one percent (31%) were unemployed.

Community Service Program

Community colleges also offer courses that focus on an individual's personal or leisure needs rather than occupational or professional employment. These courses are generally funded by a Community Service Program (CSP) block grant which provides funds to sponsor cultural and civic and visiting artist community needs through concert and lecture series, art shows, and other community interest programs. Colleges did not receive a CSP block grant in 1999-2000 budget year but were funded for FY 2000-2001.

Registration fees have been waived for senior citizens 65 years old or older, who register for CSP grant supported courses. Senior citizens participating in self-supporting CSP courses shall be charged a registration fee as other participants. In 1998, 25 percent of CSP enrollees were 65 years old or older.

Innovation

Colleges are involved in a variety of partnerships with business and industry and private and public agencies to address training demand issues. These initiatives are continually reassessed to stay current with evolving training needs. Current initiatives include:

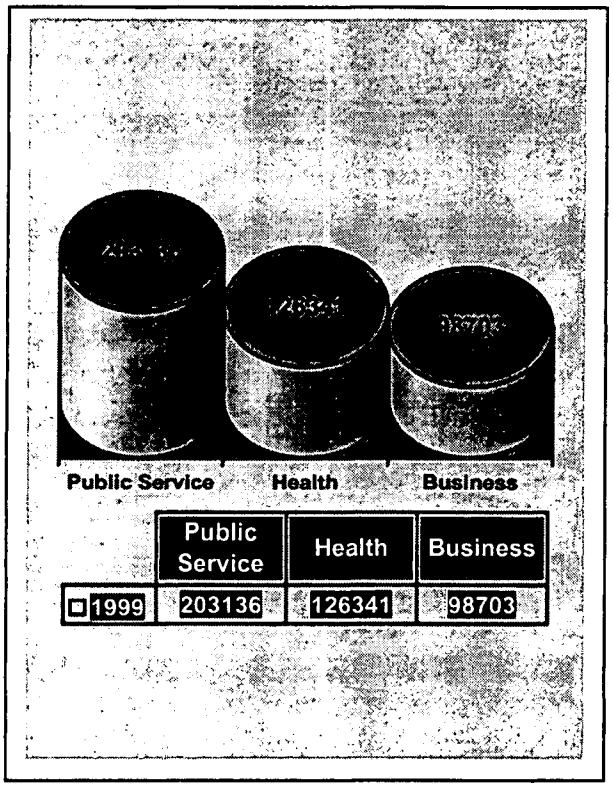
- *Information Technology Partnerships*: Colleges have formed partnerships with IT companies such as Cisco Systems, Nortel Networks, and Microsoft to form local training academies or to provide vendor approved certification training.
- *National Center for Construction Education*: Colleges are partnering with local construction companies to provide apprentice training for a variety of construction skills.
- *Certified Nurse Aide Project*: Select colleges are working with the NC Health Care Facilities Association to implement recruitment and retention strategies for Health Care Facilities.
- *Spanish in the Workplace*: Colleges have developed workplace Spanish training to prepare company supervisors, law enforcement, emergency and fire/rescue and health personnel for bilingual employment situations.

Workforce Continuing Education Annual Summary ~ Fiscal Year 1999-2000

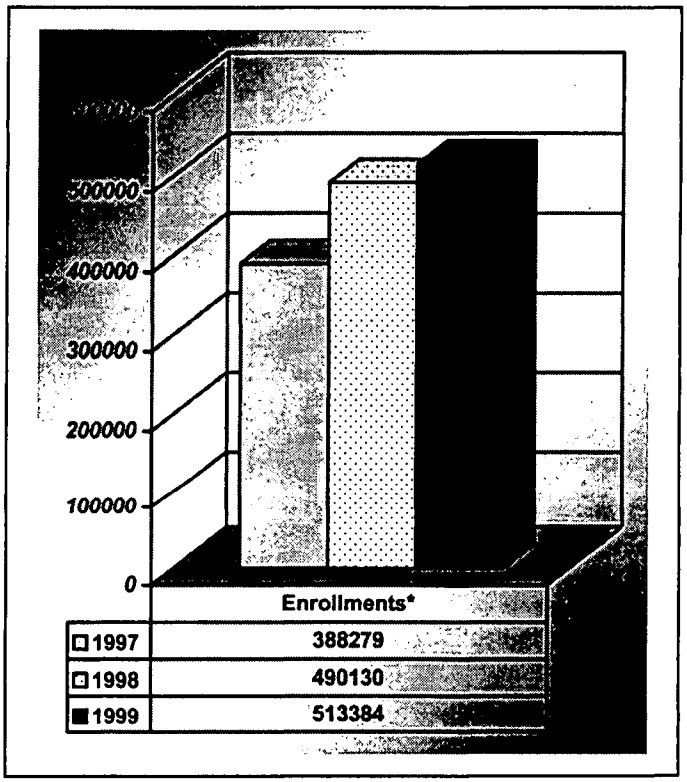
Training Demand

Colleges enrollments reached 513,384 in 1999-2000 - a 25 percent increase over the demand in 1997 - and the demand continues to increase. Training in 1999 was clustered predominantly in health (25%), public service (40%) and business-related training (20%).

Enrollment Clusters 1999 (duplicated headcount)



Enrollments 1997, 1998, 1999 (duplicated headcount)

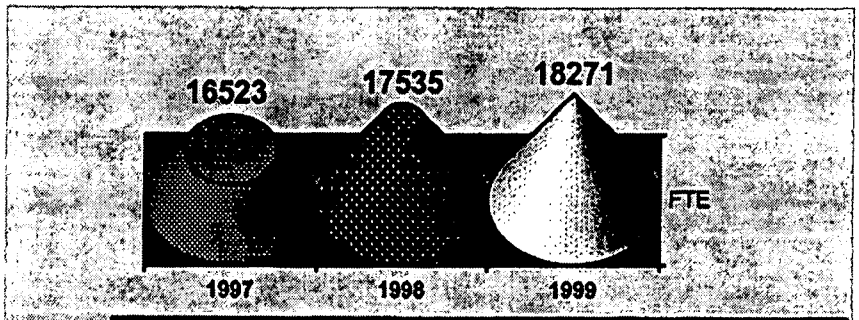


In 1999, colleges provided more than 12.5 million hours of instruction with the single largest number of hours of instruction - over 1.9 million - in computer science applications. During this same period, enrollments generated a total of 18,271 FTE.

Trends in Training 1997 - 1999

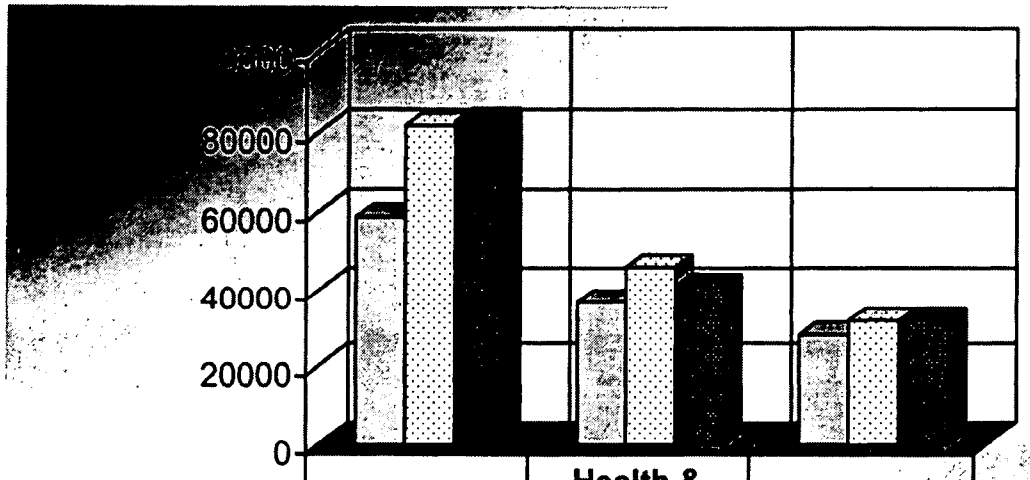
The greatest growth area in training over the past three years has been in the Information Technology (IT) areas. Colleges experienced a 41 percent increase in enrollments in IT training from 1997 to 1999, the largest increase in actual enrollments offered during this three-year period. Health-related training as well as public service training remain consistently at a high level of demand.

FTE 1997, 1998, 1999



	1997	1998	1999
FTE	16523	17535	18271

Trends in Training 1997, 1998, 1999



	IT Training	Health & Safety	Manuf & Mgt
1997	58667	36782	27886
1998	81693	45971	31553
1999	82776	40987	31585

Small Business Center Network (SBCN)

Program Brief

The North Carolina Community College System Small Business Center Network (SBCN) consists of a small business center at each of the state's 58 community colleges. These centers provide a wide variety of seminars and workshops, one-on-one counseling, a library of resources, and referrals to other sources of help to owners and operators of small businesses.

The mission of each SBC is to help the many small businesses within its service area survive, prosper, and contribute to the economic well-being of the community and the state. This service, supported exclusively with state funds, began with eight centers in 1984. Since then, it has grown gradually; the last five colleges joined the network in 1994.

Seminars/workshops and courses on the how-to of business operations included business planning, management, finance, computers/software, communications, taxes, behavioral needs, and specialty (technical and targeted market) needs. The SBCN also offers the *Export Ready Program*, which is designed to walk North Carolina companies through the export process, step-by-step, with real life examples and current detailed information. Plus, OSHA Regulations-training; IRS Small Business Tax Workshops; and Government Purchasing and Contracts.

Core Curriculum
This year all 58 of the Small Business Centers offered the Small Business Startup Series at least twice throughout the year. The Startup Series includes five basic business topics: How to Start a Business, How to Write a Business Plan, Financing Your Small Business, Marketing and Advertising Your Small Business, and Record-keeping and Taxes.

Export Ready Program
The Export Ready Program provided a unique opportunity for would-be exporters to get a real taste of doing business outside of the United States. In February, Wake Technical Community Colleges Small Business Center sponsored a trip to Mexico with the "Doing Business in Mexico" version of the Export Ready Program. The in-country course proved worthwhile, as viable business contacts were made and now several of the companies are doing business in Mexico.

E-Commerce
Through a partnership with the Laurinburg Electronic Commerce Resource Center, the Small Business Centers provided hours of training for small business owners and employees on "How to Conduct Business on the Internet." In addition several of the SBCs offered a series of courses designed to teach: "How to do Business with Federal, State and Local Government;" and "How to Access the Internet and Web Site Design."

Minority Outreach
- Seminars, targeting the HUB population, were offered by the SBCs across the state. HUB (Historically Underutilized Businesses) includes the minority, women and

disabled small business vendors population. The programs, instructed by North Carolina Department of Administration, HUB Division personnel, taught participants how to do business with state government.

- A Business Startup Series for Hispanic business owners was conducted on the North Carolina Information Highway. The Small Business Centers at the following community colleges participated: Beaufort, Brunswick, Edgecombe, Lenoir and Pitt. The four, three-hour, sessions were taught one night a week, by Mr. Javier Castillo, a Greenville businessman who is member of the SBCN State Advisory Committee and a well known leader in the states Hispanic initiatives.

  In addition, a number of SBCs offered "A How to Start a Business" seminar in Spanish. Still other SBCs at Randolph, Pitt, and Wayne community colleges employed Hispanic individuals to market, instruct and translate program materials.

SBCN Web Page
The SBCN web page came to fruition this year. Visit the site to find articles on North Carolina small businesses; helpful business tips, written by SBC Directors; and, the SBCN Business Planning Guide.

Innovation

Small Business Owners' Program
Four years ago the *Small Business Owners' Program* began as a partnership between the City of Charlotte, First Citizens Bank and the Central Piedmont Community College Foundation.

The goal was to improve the growth rate of the companies by consulting with them over a longer period of time; individualizing the business information for each participating company; and helping them implement the knowledge they had received.

The program targeted businesses located in Mecklenburg County who had been in business for at least one year. The owner needed to be full-time in the business and have kept financial records. Minorities and women were encouraged to apply to the program.

The program provided a series of workshops over a 10-month period, a confidential analysis of each business, and 20 hours of individualized counseling with a variety of experts from the business community.

Since program inception, 75 companies have participated in the program. At the end of the third year, the program was evaluated and the decision was made to rebrand, for a clearer identity. This led to the new name – Business and Entrepreneurial Skills Training – BEST!

SBC Responding in the Face of Disaster
When Hurricane Floyd and its resulting flood devastated many of the businesses in Lenoir Community Colleges' service area, the Small Business Center took a leadership role in assessing their critical needs. Alice Tingle, SBC Director implemented a recovery plan that included calling in SBC Directors from across the state to help out. Alice educated

herself about Small Business Administration Disaster Loans and then got the word out as quickly as possible by hosting a teleconference, and a seminar where representatives from the Small Business and Technology Development Center (SBTDC) and the SBC were on hand to answer questions and assist with SBA Disaster Loan applications. Alice and her team of SBCN Director volunteers, visited over 175 businesses, providing information and assistance to those in need.

In the words of Dennis Parker, owner of Parker's Body Shop, "You just can't imagine how it feels standing there knowing there is nothing that you can do, as flood waters rose to 42 inches in my business, of more than 10 years." Parker attended the informational teleconference for business owners; then the SBC Director volunteers assisted Parker and other business owners like himself in filling out the SBA Disaster Loan application; providing advice and counsel as needed

In total, approximately 25 businesses were assisted by Mrs. Tingle and her team of SBC volunteers, who willingly gave of their time, and truly demonstrated what the Small Business Center Network is all about.

Client Profile

Small Business Center Steers Bed and Breakfast Owner in Right Direction!
Once a rocket engineer, Sandra Wright now begins her day cooking gourmet breakfasts instead of designing cruise missiles. The former Orlando, Florida resident says, "I wake up every morning and just can't believe I'm here. I love what I'm doing now." As proprietor of Timberwolf Creek Bed and Breakfast, in Maggie Valley, Wright opened her business in August 1998; trading her computer generating "virtual reality" job at Lockheed Martin for the reality of a cascading creek right outside her front door.

While visiting on vacation, she fell in love with Haywood County and decided this was the ideal location for her business. She commuted from Orlando on weekends, searching for the perfect property and found it in the third house she was shown.

Then she found out there is more to starting a business than just hanging out a sign and the Small Business Center gave her just the answers she needed. The business counseling got her off and running; the resource library was invaluable; and, one of the seminars gave her the idea of having a gift shop on the premises featuring locally made gifts and crafts.

Wright gives the Small Business Center credit for getting her moving in the right direction from the start. Now, the B&B has four guestrooms, each with a private bath and its own view of the creek. The Internet is Wright's primary marketing tool, which generates 100 percent of her bookings. She also publishes a yearly newsletter that she sends to past guests.

Small Business Center Network Annual Summary ~ Fiscal Year 1999-2000

Training

NUMBER OF SEMINARS	2,911
NUMBER OF SEMINAR ATTENDEES	43,191
FTE	1,806
FTE ATTENDEES	19,839
COUNSELING	5,139
TELEPHONE INQUIRY/COUNSEL	11,864
REFERRAL	4,060
HOURS COUNSELING	9,445

% SEMINAR ATTENDEES BY INDUSTRY

CONSTRUCTION	07%
MANUFACTURING	15%
RETAIL	22%
SERIVICE	52%
WHOLESALE	03%

BUSINESS STATUS

CLOSING	0%
EXPANDING	9%
EXPLORING OPTIONS	15%
OPERTING	55%
START-UP	20%

RELATIONSHIP TO BUSINESS

OWNER	25%
EMPLOYEE	50%
MANAGEMENT	14%
PROSPECTIVE OWNER	11%

RACE

WHITE	77%
BLACK	19%
INDIAN	01%
HISPANIC	02%
ASIAN/PACIFIC	01%

GENDER

MALE	38%
FEMALE	62%

HANDICAPPED

YES	03%
NO	97%

Counseling

GENDER

MALE	49%
FEMALE	51%

INDUSTRY TYPE

CONSTRUCTION	07%
MANUFACTURING	05%
RETAIL	29%
SERIVICE	56%
WHOLESALE	03%

BUSINESS STATUS

CLOSING	<01%
EXPANDING	05%
EXPLORING OPTIONS	34%
OPERATING	42%
START-UP	18%

RACE

WHITE	68%
BLACK	27%
INDIAN	02%
HISPANIC	01%
ASIAN/PACIFIC	01%

SBCN customers gave the Small Business Center programs a 99% overall satisfaction rating based on their perception of the quality of the program presenters, materials, content, and time; in addition to the appropriateness of the facility.

Human Resources Development (HRD)

Program Brief

The Human Resources Development (HRD) program offers pre-employment training, counseling and assistance in placement in jobs or further training for unemployed and underemployed adults in North Carolina. HRD focuses on the development of basic workplace skills including job readiness, interpersonal and group effectiveness, motivation and goal setting, listening and oral communication, problem-solving, and assessment of career and employment goals.

Following the completion of HRD training, graduates of the program are helped in their search for a job or enrollment in additional training. All program graduates continue to receive career and educational counseling and further placement help as needed for twelve months after graduation.

Innovation

Highways to Success has been the cliché word for the Work First population of Guilford County. The federally funded grant project is designed to support the Governor's Work First Initiative. Guilford Technical Community College, has designed a workforce training model that is unique, innovative and exciting. The students actually want to attend the classes. Recently, the Medical Office Specialist training tract enrolled 24 Work First students. Twenty-two students completed and 20 of those students are now employed in their area of specialty. The students are motivated and excited about learning. Classes are not structured using only traditional teaching methods. Students are taught using the contextualized learning principle. They conduct special projects and research, make oral and written presentations, work as a team and incorporate real world tasks into their learning objectives.

One of the key elements that makes *Highways to Success* unique is its tri-fold component. The program addresses the students' needs from a holistic approach. The students receive 60 hours of Human Resources Development training, 108 hours of Basic Skills in Workplace English and Math and 72 hours of an Occupational Extension component. Students are in class eight weeks consecutively and the course culminates with a four week 160 hour internship/practicum at cooperative education sites. The workforce training tracts are career based in the legal, medical, computer and financial administrative fields. When the students come to class, they are actually learning how to come to work. Each student must punch a time clock everyday and turn in production reports on assignments. Rules on attendance and punctuality are strictly enforced, just as they would be in the workplace.

The internship/practicum is a mandatory and crucial element of the training. The internship gives the students a realistic approach to what will be expected of them on the job. Guilford Technical Community College has established cooperative education partnerships with major industries i.e., Moses Cone Hospital Systems (the largest hospital

employer in the county), Guilford County Court Systems (two major court houses in the county), the Marriott Hotel Systems and several other major industries in the county. Students are placed in internships where employment opportunities are available. In the situation with Moses Cone, their demand for students was greater than what was available. In each situation, the student can benefit from the internship by gaining a valuable work reference and the opportunity to transfer theoretical training to real world skills. The employer gains because they have an opportunity to take a sneak preview of the future employee, gain a skilled worker and enhance community involvement. It has been a win, win scenario.

Guilford Technical Community College's *Highways to Success* team consists of Tanya Herring, Lead Coordinator; Deborah Douglas, Co-Coordinator; Truline Rodgers, Administrator/Instructor; Andrea Tate, Instructor; Perry Nichols, Instructor; and Sharon Withers, Instructor. Collectively, each member brings an integral mile marker to the program.

Client Profile

Excerpts of speech written and delivered by a former student at an HRD Graduation Ceremony, Rockingham Community College

About 10 weeks ago, I sat where you sit today. The year 2000 had been less than stellar for me. I was tired; physically, mentally, emotionally and spiritually. I had less than eight weeks remaining out of 26 on my unemployment benefits. I had no hopes of a good job; actually no prospects of any type of job whatsoever. In desperation, I came by Rockingham Community College and enrolled in the July class of HRD. I came to class the next Monday, not knowing what to expect and not even sure if the class would be of any benefit to me. To use my daughters description, I was "down in the deeps" and having one very good pity party. Little did I know what awaited me on that Monday morning.

By Tuesday I could begin to feel a little bit of self-confidence struggling for escape. When I jumped out of bed before 6:00 a.m. on Wednesday, I knew there would be no turning back. From that day on I haven't. So, today I don't want any of you to look back other than to use the past as a positive learning experience. For the past three weeks HRD has taught you how to succeed in an ever-changing job market. These skills will last you a lifetime. No, I don't claim to have all the answers but, I have lived long enough and "screwed up" enough on a regular basis to understand, acknowledge and appreciate the lessons taught by the staff of HRD.

I came to HRD as a twice-divorced single mother of three. I am proud to say that I was fortunate enough to obtain my Associates in Applied Arts Degree from RCC in May of 1997. I have a national certification as a 9-1-1 dispatcher. I am a NC Notary and have spent most of the past 11 years employed in the medical field. When I lost my job in January of this year I felt sure that someone with my "qualifications" would have no problem in obtaining another position in just a matter of time. WRONG ANSWER! ! ! ! Now I can appreciate the struggle because it led me back to HRD and RCC.

Within a week of my HRD graduation I had secured a position as a pharmacy technician and that is where I am today. While I am happy there, I strongly feel that this position will be a stepping stone to bigger and better employment opportunities. So, step by step I am building the future that I want and what I learned at HRD serves as that foundation and I will not be derailed from obtaining my goals ever again. I am very proud to be an HRD graduate. I am very proud to be a RCC graduate. RCC has always been a very special place to me.

Today I challenge you to never grow old, either in mind or spirit. Surround yourself with learning in all areas. Don't be afraid to try. You just might surprise yourself by what you can do... Look in the mirror every morning and tell yourself, "That is one terrific, smart, unstoppable person looking back at me."...

In closing, let me ask you this. Why do you think RCC chose an eagle as their mascot? ... Well, when I first attended RCC right out of high school I learned to take "baby steps" in the field of higher academics. Then when I came back in 1995 to work on my Associates degree, I took bolder, stronger academic steps... After the HRD class, the symbolism of this silly little eagle became very apparent.

With what anyone can learn at RCC, you will be equipped to go anywhere, do anything, conquer any obstacle and be the success that God intended for you to be all along. Now, we all know it won't all fall into place today or there won't be further problems and obstacles to overcome. That is just part of life—for me and for you. But, when you leave here today, you are no longer the little chicken you were three weeks ago who probably felt like the sky was falling in on you. Today when you leave this campus, you can and will soar to new heights of unimaginable success and personal growth because you are indeed a bold, daring, unstoppable and beautiful RCC Eagle destined only for success.

Total Population Served

Students Served	1999-2000 Student Enrollment	19,773
	1998-1999 Graduates in Follow-up	7,883
	Total Served	**26,656**

Student Profile

		Total Students	Percent Rate
Gender	Female	13,186	67
	Male	6,587	33
Public Assistance Recipients	Work First Family Assistance (WFFA)	3,158	15
	Foodstamps	4,202	21
	Unemployment Insurance Benefits	1,114	5
Employment Status	Unemployed	13,716	69
	Employed	6,057	31
Education Status	High School Credential or Higher	12,097	61
	No High School Credential	7,676	39

1998 - 1999 Graduates at 12-month Follow-up Placement Outcomes

Total Graduates at 12-Month Follow-up = 7,883

Placements	Total Placed on Job	5,892	75
	Total Placed in Training	4,273	54
	Total Placements (unduplicated)	6,985	89
Post Job Income	Less than $5,000	1,346	23
	$5,000 to $15,999	3,152	53
	$16,000 to $25,999	778	13
	$26,000 to $40,000	204	3
	$40,000+	412	7
Economic Impact	Increase in Job Income (5,892 graduates)	$29.9 million	
	Decrease in Public Assistance (2,630 graduates)	$4.4 million	

Focused Industrial Training (FIT)

Program Brief

As the state's traditional industries update operations to take advantage of rapidly evolving technology, many of them turn to the North Carolina Community College System for assistance in training workers in the skills new technologies demand. Since 1981 the Focused Industrial Training (FIT) Program has responded to a wide variety of training needs with a very significant number of the state's business or industrial firms.

Traditionally, FIT projects and training programs have been primarily directed toward veteran workers in manufacturing industries who need to renew their skills and technical knowledge; training assistance has been jointly planned by a sponsoring college and the participating industry to assure that the activities are focused on the reality of the identified needs.

A special provision passed by the General Assembly in 2000 expanded eligibility for the FIT Program to include industries "involved in the design and programming of computers and telecommunications systems." Therefore, in addition to manufacturing companies that were previously eligible (NAICS Codes 3111 through 3399) the action by the General Assembly and State Board made companies with the North American Industrial Classification codes 5112 and 5415 potentially eligible for some FIT program assistance.

FIT Centers are staffed with a director who works directly with industry personnel to assess training needs and develop training programs tailored to those needs. The director conducts and analyzes surveys within companies, develops and administers pre- and post-training tests to evaluate skills, determines skill and knowledge content of jobs, organizes that content into a learning sequence, and then jointly plans training that cannot be addressed through other existing occupational training programs.

Innovation

One of the most exciting accomplishments during the past year resulting from utilization of the FIT program resources has been the "launching" of the new North Carolina Manufacturing Certification Program. This is a unique new training program offered through North Carolina's community colleges, designed to provide North Carolinians with the enhanced career opportunities in manufacturing, and to provide North Carolina's manufacturers with a world-class workforce. It was developed utilizing industry-based skill standards and national certification programs, manufacturing skill surveys, and interview feedback from representatives of leading North Carolina manufacturing companies. The program has garnered the recommendation of the National Association of Manufacturers' Center for Workforce Success, and the North Carolina Citizens for Business and Industry.

The Manufacturing Certification Program consists of both a Level I fundamentals program and Level II industry-specific programs. The Level I: Fundamental Skills program

provides successful completers with a solid base of fundamental manufacturing knowledge, and of preparation to further develop industry-specific skills. The Level II: Industry-Specific Skills program offers participants the opportunity to obtain more advanced skills in specific industry or manufacturing skills disciplines, as well as preparation to obtain industry-recognized skill certifications. Level II programs currently focus on the metals, plastics, textiles, and electronic industries.

Client Profile

(*reprinted with permission from Fast Track, the newsletter for the Richmond Economic Partnership*)
Becky Chi, a supervisor at Therafirm Compression Hosiery in Ellerbe, knows firsthand the impact that proper training can have on the workplace and on future production. When faced with a recent technical dilemma at the plant, Chi turned to the Focused Industry Training Department at Richmond Community College for assistance and an impression was made on her that will last for years to come.

"We manufacture a medical product, and trying to find the correct formula for the graduated compression on a piece of machinery in the plant became a difficult task," commented Chi. "We wanted to be competitive in our garment design to insure a good fitting product for our future customers, so we decided to ask for help." Chi continued, "I knew the community college had a representative that assisted with workforce training, so I called, and I'm really glad that I did."

"After my initial call to Herb Smith at RCC, I thought it would be several days before I got any answers to my questions, but within a few hours, I got a call from a Catawba Valley Community College representative," said Chi. "Not only was he current on the latest technology in hosiery manufacturing, but he answered my questions, set me up with networking opportunities and added me a mailing list to receive materials pertaining to my field." Chi added, "I was very impressed by Smith's efforts. He was very thorough, and I for one was very pleased with the results."

Smith, twelve-year Director of New & Expanding Industry Training and Focused Industrial Training at RCC, remembers the call and only smiles when he hears Chi's fond comments. "If there is a need for any type of industrial or manufacturing training in the area, whether large or small, this is the place to start. We have the resources right here in Richmond County to get any company on the right track at little of no cost to them. In some instances, like with Therafirm, it only takes a phone call to get the ball rolling."

Smith added, It is our goal to train North Carolinians and make them more productive citizens. There is no limit to what we can do given a committed company and a motivated workforce."

Becky Chi summed it up best by saying, "I would definitely encourage others needing training or operations advice to utilize the resources available at Richmond Community College. There really is no need to look elsewhere!"

Focused Industrial Training

Community Colleges Approved For FIT Centers	Number of Companies/ Industries Served	Number of Trainees Served	Number of Courses/ Seminars/ Workshops Provided	Number of Instructional Hours Provided
Alamance CC	14	104	26	847
Asheville-Buncombe TCC	13	164	24	609
Beaufort CC	0	0	0	0
Bladen CC	2	0	4	0
Blue Ridge CC	11	130	16	406
Brunswick CC	2	7	1	8
Caldwell CC & TI	38	163	21	385
Cape Fear CC	13	82	7	208
Carteret CC	0	0	0	0
Catawba Valley CC	60	327	66	2,416
Center for Applied Textile Technology	7	169	25	962
Central Carolina CC	11	148	15	488.5
Central Piedmont CC	9	371	33	653
Cleveland CC	6	62	7	137
Coastal Carolina CC	5	62	13	124.5
College of the Albemarle	1	15	1	16
Craven CC	2	230	10	504
Davidson County CC	49	221	21	637
Durham Technical CC	4	118	8	308
Edgecombe CC	0	0	0	0
Fayetteville Technical CC	7	59	17	3,340
Forsyth Technical CC	18	552	11	444
Gaston College	19	100	17	570.5
Guilford Technical CC	30	336	41	1,092
Halifax CC	24	331	22	558
Haywood CC	0	0	0	0
Isothermal CC	9	115	6	385
James Sprunt CC/Sampson CC	9	260	23	2,875
Johnston CC	16	124	13	285
Lenoir CC	14	331	28	449
McDowell Technical CC	6	453	47	359
Martin CC	1	5	2	120
Mayland CC	1	59	1	92
Mitchell CC	3	43	3	58
Nash CC	8	168	21	506
Pamlico CC	1	4	1	16

Focused Industrial Training

Community Colleges Approved For FIT Centers	Number of Companies/ Industries Served	Number of Trainees Served	Number of Courses/ Seminars/ Workshops Provided	Number of Instructional Hours Provided
Piedmont CC	8	134	14	180
Pitt CC	9	127	24	146
Randolph CC	44	343	35	1,265
Richmond CC	15	92	8	173
Robeson CC	9	153	19	863
Rockingham CC	5	107	14	546
Rowan-Cabarrus CC	21	207	25	2,991
Roanoke-Chowan CC	8	122	6	123.3
Sandhills CC	5	63	9	112
Southeastern CC	3	14	3	144
Southwestern CC	2	6	1	30
South Piedmont CC	6	242	15	177
Stanly CC/Montgomery CC	19	121	22	130
Surry CC	50	1,501	140	1,934
Tri-County CC	0	0	0	0
Vance-Granville CC	26	2,292	158	696
Wake TCC	12	233	20	800
Wayne CC	4	102	6	492
Western Piedmont CC	10	199	22	616.5
Wilkes CC	27	702	82	702
Wilson TCC	9	113	22	294
TOTALS	**705**	**12,186**	**1,196**	**32,273.30**

Workforce Initiatives

Program Brief

Workforce Investment Act (WIA)

The *Workforce Investment Act* (WIA) consolidates and replaces the previous Job Training Partnership (JTPA) program. The purpose of WIA is to prepare youth, adults, and dislocated workers for employment or further education and training through core, intensive, and training services. The cornerstone of the new workforce investment system is "One-Stop" service delivery which unifies numerous training, education and employment programs into a single, customer-friendly system. The underlying notion of "One-Stop is the integration of programs, services and governance structures. This system in North Carolina is referred to as "JobLink Career Centers."

Pathways to Employment

Pathways to Employment is an integrated training model that supports the welfare reform effort by enhancing coordination of workforce training for Work First participants; and an innovative approach to offer training by combining Human Resources Development, Occupational Education and Basic Skills program training into an integrated delivery strategy. The concept is to develop a cadre of integrated occupational training.

The North Carolina Community College System received a grant of $500,000 from the North Carolina Department of Health and Human Services for 1999-2000 to implement *Pathways to Employment* programs across the state. Ten community colleges received a grant of $40,000 each to develop and implement a *"Pathways"* program: Bladen, Blue Ridge, Catawba Valley, Central Piedmont, Forsyth, Gaston, Isothermal, Mitchell, Piedmont, Southeastern, South Piedmont and Vance-Granville. Two colleges received a planning grant of $12,000 each: South Piedmont and Vance-Granville.

The colleges partnered internally with their directors of HRD, Basic Skills, and Occupational Education programs. External partners included the Department of Health and Human Services, Employment Services Work First staff, Employment Security Commission managers, JobLink Career Center directors, local employers in the medical field and others.

Innovation

The North Carolina Community College System and the North Carolina Employment Security Commission received the *National Showcase Award* at the Joint Employment and Training Technology Conference (JETT*CON2000) in Albuquerque, New Mexico, July 2000. The US Department of Labor and other organizations interested in technology training sponsored the conference.

The NC STARS (State Tracking Accountability and Reporting System) developed by the North Carolina Community College System (NCCCS) and the Employment Security Commission (ESC), was one of nine programs honored at the conference and one of only two from community colleges. NC STARS won recognition in the *Powerful Partnerships at the State Level* category.

NC STARS is the product of a partnership involving the NCCCS, the ESC, 25 local area workforce development boards and the North Carolina Department of Commerce. The initial goal was to create an Eligible Training Provider System, as required by the new Workforce Investment Act (WIA). NC STARS was developed as a fully automated, relational system design that emphasizes Internet connectivity for vendor education and training data input. The program also provides for workforce board administration of the training approval process and enables direct public access to consumer choice information. In other words, a person interested in finding information can log onto the system and find information about education and training resources, job availability, and certification information using a quick, cost-effective and consistent process.

The system officially went on-line in June, and can be accessed at www.ncstars.org. The database is an NT server-based application that allows data upload and update via both Internet electronic file transfer and direct entry. The NC STARS program allows the seamless delivery of critical information from multiple data sources to customers in a variety of relevant, easy-to-understand formats.

Client Profile

Coral Fickhesen is a successful graduate of one of the community college workforce development *"Pathways to Employment"* programs. In July of 1999, Coral entered the Pathways to Employment program at Central Piedmont Community College. The program provides short-term training so participants can become employed. In December, Coral graduated from *Pathways to Employment* program, where she completed the Medical Reimbursement Specialist program. After graduation, she entered the job-search component and later found full-time employment. Her Work First case manager received a letter of commendation on Coral's attitude and job performance from her employer. The letter said that she was *". . . dependable, dedicated and an excellent worker."* Coral had been named the "Employee of the Week." She also received the Governor's Award as one of the *Outstanding Workforce Development Participants.* The award was recently presented at the North Carolina Workforce Development Partnership Conference held in Greensboro. She was one of only four recipients selected from many individuals nominated from across the state to receive this award.

Workforce Initiatives Annual Summary ~ Fiscal Year 1999-2000

The following is the Executive Summary of the Annual Report to the Joint Legislative Oversight Committee on the Delivery of Workforce Training in North Carolina. A complete copy of the report is accessible online at www.ncccs.cc.nc.us/Business_and_Industry/workforce.htm.

The Workforce Investment Act of 1998 provides the framework for a unique national and state workforce preparation and employment system designed to meet both the needs of the state's businesses and the needs of job/training seekers and those who want to further their careers. This report will describe the North Carolina Workforce Delivery System through a One-Stop environment, or called JobLink Career Centers in North Carolina, which is the prescribed delivery mechanism for federally funded workforce development programs. The report will further identify various options for delivering workforce training more effectively and efficiently through these local centers.

The recently enacted Federal Workforce Investment Act (August 7, 1998) prescribes a One-Stop Career Center System for federally funded workforce development programs awarded to the states and to local communities. States must develop and implement this system by, or before, July 1, 2000. In 1995, North Carolina applied for and received a One-Stop Implementation Grant to plan and develop local One-Stop Career Centers. Because of the opportunity made available under this grant for planning and development, North Carolina was in a position to implement the Federal Workforce Investment Act (WIA), effective January 1, 2000.

For several decades, workforce development services within the State have been delivered through a maze of funding streams and independent programs, as identified in the bi-annual *Workforce Development Inventory*. Some programs provide training, job preparation and job placement to the general public, while others are targeted toward a specific population group. While coordination between two or more programs has been common, until recently, a true systemic approach to delivering workforce services did not exist. Customers (both clients and employers) often had no choice but to go from one place to another to receive needed workforce development services.

Because of the numerous advantages of the JobLink Career Center System services to our customers, the State agencies responsible for preparing this report fully support the JobLink Career Centers as the mechanism for workforce delivery in North Carolina. While it is recognized that all access points in the workforce development and human services community must be well informed of their role in delivering workforce training, services and activities, more effort is being made to link these services together in a cohesive manner to provide integrated, user-friendly, services to the citizens of North Carolina.

NC STARS

This has been a very busy year for the NC STARS project. **NC STARS** stands for the North Carolina State Training, Accountability and Reporting System. This system is required under the Workforce Investment Act (WIA) for eligible training providers. A federal grant from the US Department of Labor was received in March of 1999 and the North Carolina Community College System (NCCCS) was awarded the federal grant along with the designation of being the state agency responsible for developing the system. A mini-version of the system began live on-line in April and has been in full production since that time. The web site address is www.ncstars.org. To date some 350 training providers have registered their offerings with the NC STARS system. This includes curriculum programs for all 58 community colleges across the state.

The impetus for North Carolina's development of an eligible training provider system was centered around two key factors:

- recognition of the critical importance of the eligible training provider list to the successful implementation of the Workforce Investment Act, and
- the fact that North Carolina was scheduled to implement WIA on January 1, 2000.

The State submitted a pilot grant proposal for the design and implementation of a full-featured Eligible Trainer Provider system (NC STARS). However, key partners, including the Division of Employment and Training (DET), the Employment Security Commission (ESC) and the Community College System (CCS), recognized that an ETP system would be required regardless of the outcome of the grant award process.

A complete overview of the purpose, platform specifications and operational concepts of the NC STARS Project is accessible online at www.ncccs.cc.nc.us/Business_and_Industry/workforc.htm.

Pathways to Employment

College	Occupational Areas of Training	Number of Students Enrolled	Number of Students Completed	Job Placements	Hourly Wage Rate Range
Bladen	Home Health Aide	9	7	In Home Aides or Personal Care Assistants	$5.15 to $7.50
	Human Resources Development	14	12		
	Basic Skills	14	12		
	Certified Nursing Assistant	5	4		
Blue Ridge	Certified Nursing Asst. I	4	4	CNA Cashier Office Asst. Work Study	$6.50 to $9.25
	Office Assistant Skills – Basic	7	1		
	Basic Skills	11	7		
	Human Resources Development	11	6		
Catawba Valley	Certified Nursing Assistant 1	14	12	CNA I CNA I Team Finisher (Hosiery)	$6.50 to $8.25
	HealthLinks Employability Skills	9	5		
	Health Links Basic Skills	9	5		
Central Piedmont	Office Inf. Systems Specialist	20	14	Bell South Mobility Alltel-Customer Service Sprint-Customer	$11.07 to $12.50
	Medical Office Admin. Procedures	20	14		
	Customer Service Rep.	20	14		
Forsyth	Nursing Assistant I	4	3	Nursing Assistants Office Clerk Sales Clerk	$6.50 to $10.00
	Office Clerk	6	4		
	Nursing Assistant I	4	3		
	Office Clerk I/Sales Clerk)	6	4		
	Basic Skills (NA1)	4	3		
	Basic Skills (Office Clerk)	6	4		
Gaston	General Office Practices	18	13	Administrative Asst. Customer Service Rep. Crew Trainer Customer Service Rep. Package Loader	$7.00 to $11.58
	Office Technology	18	13		
	Introduction to Keyboarding	18	13		
	Quality Customer Service	18	13		
	Cashiering Training	18	13		
	Retail as a Career Clerk	18	13		

Pathways to Employment

College	Occupational Areas of Training	Number of Students Enrolled	Number of Students Completed	Job Placements	Hourly Wage Rate Range
Isothermal	Bank Teller/Customer Service	11	7	Food Service Self-Employed Cleaning Service Environmental Service Pharmacy Tech Hostess/Restaurant Bank Teller Receptionist	$5.15 to $8.00
Mitchell	Customer Service/Cashiering	6	4		
Piedmont	Human Resources Development	8	5	Carpenter Carpenter Helper Food Serv. Worker Plant Worker	$6.25 to $10.00
	HRD & Ethics	8	5		
	Carpentry	8	4		
	Adult Basic Skills	8	5		
Southeastern	Office Clerk I (Ofc Asst. - Basic)	14	13	Material Handler Optical Technician Client Representative	$6.00 to $8.00
	Office Clerk II (Ofc. Asst. - Intermediate)	13	9		
	Basic Skills Program	14	9		
	Human Resources Development	13	10		
South Piedmont (planning grant)	Developed Customer Service Curriculum (implemented June 2000)				
Vance-Granville (planning grant)	Developed Customer Service Curriculum (implemented June 2000)				
Totals		**408**	**287**		

Economic & Workforce Development Program Contacts

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VISITOR REGISTRATION SHEET

APPROPRIATIONS/Subcommittee on Education **April 17, 2001 8:30 a.m.**

Name of Committee Date

VISITORS: PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Larry Morgan	NCCCS
Kenny Briggs	"
Annette Dishner	↓
Alice L. Smith	NCCCS
Kay Orey	OSBPM
[illegible]	OSBPM
Sue Adams	OSBM
David Brown	OSBPM
Helen Dowdy	NC Assoc. Comm. College Trustees
Dr. H. James Owen	Piedmont Community College
Paul Hogan	Carolina Hosiery Assn.
Paul Pulley	NCCCS
Hal Miller	DPI HECT

VISITOR REGISTRATION SHEET

APPROPRIATIONS/Subcommittee on Education **April 17, 2001 8:30 a.m.**

Name of Committee Date

VISITORS: PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
A. Jami Craig	LCA 5 W. Hargett, Raleigh
[illegible]	North Cnw. Comm College Faculty Assn.
[illegible]	NCEA
Ron Aycock	County CGM Assoc
Carole Lawler	EGHS
[illegible]	[illegible]
[illegible]	N.C.A.C.C.

MINUTES

JOINT APPROPRIATIONS/Subcommittee on Education

Wednesday, April 18, 2001
8:30 a.m.

The Joint Appropriations/Subcommittee on Education met Wednesday, April 18, 2001 at 8:30 a.m. in Room 421 of the Legislative Office Building, with Rep. Gene Rogers, Chair presiding. House members present were Chairs, Rogers, Boyd-McIntyre, Yongue and Representatives Barnhart, Bell, Bonner, Carpenter, McLawhorn, Russell, Smith, Teague and Warner. There were seven Senate Members present and thirty-six visitors. Rep. Rogers, Chair, presiding called the meeting to order and introduced the pages, Elizabeth Dougherty, Bumcombe County, sponsored by Rep. Mark Crawford, Marquita Bell, Sampson County, sponsored by Rep. Larry Bell and Zach Rucho, Matthews, sponsored by Sen. Robert Rucho.

Rep. Rogers, Chair introduced Kory Goldsmith, Research to give a presentation on Job Training Study Commission, GPAC (Governmental Performance Audit Committee), ***Attachment 1.*** GPAC occurred in 1991-92 and was generated because of the budget shortfall and the General Assembly was trying to economize and look at ways to make state government more efficient. Ms.Goldsmith responded to questions at the conclusion of her presentation.

The Chair introduced President Martin Lancaster who was attending the meeting. Rep. Rogers then introduced Kennon Briggs,Vice President, Business and Finance, North Carolina Community College System who in turn introduced several Community College presidents attending. They were, Dr. Bill Lewis, Isothermal Community College, Dr. Larry Norris, Fayetteville Technical Community College, Dr. Katherine Johnson, Nash Community College, Dr. Fred Williams, Robinson Community College, Dr. Jim Owen, Piedmont Community College and Dr. John Dempsey, Sandhills Community College. Mr. Briggs then proceeded with his presentation on New and Expanded Programs Since 1991, (continued from the previous meeting), beginning on page ***83 of Attachment 2.*** Questions and discussion followed Mr. Briggs presentation.

The Chair introduced the next presenter, Keith Brown, Associate Vice President, Planning and Research with the North Carolina Community College System for his presentation on Performance Funding, ***Attachment 3.*** Mr. Brown used slides in his presentation. He gave a brief history behind the Performance

MINUTES
Appropriations/Subcommittee on Education
Wednesday, April 18, 2001, 8:30 a.m.

Funding. He stated that two years ago the General Assembly came forward with a special provision that instructed the Community College System to review performance measures and standards and to strengthen the performance measures and standards for accountability purposes. They needed to insure that students, employers and the general public would get quality programs and services. He Then presented data on how the colleges met the standards set forth. ***Attachment 4.*** Mr. Brown referred to page 12 of attachment 4, which shows a table that provides information on each measure, what the standard is, what the system average was and how many colleges met that standard. At the conclusion of Mr. Brown's presentation, he asked Mr. Briggs to comment briefly on performance funding.

After announcements by the Chair, the meeting adjourned at 9:50 a.m.

Respectfully Submitted,

Gene Rogers

Representative Gene Rogers
Chair

Sally Gillis

Sally Gillis
Committee Assistant

Joint Appropriations on Education Committee

Agenda

Wednesday April 18, 2001, 8:30 a.m.
Room 421, Legislative Office Building

Representative Rogers, Chairing

Job Training Study Commission	Kory Goldsmith *Research*
New and Expanded Programs Since 1991 (con't)	Kennon Briggs *NCCCS*
Performance Funding	Keith Brown *Associate Vice President, Planning and Research* *NCCCS*

House Appropriations Subcommittee on Education
Rep. Boyd-McIntyre (Chair)
Rep. Rogers (Chair)
Rep. Yongue (Chair)
Rep. Barnhart, Rep. Bell, Rep. Bonner, Rep. Carpenter
Rep. Holmes, Rep. McLawhorn, Rep. Michaux,
Rep. Morgan, Rep. Preston, Rep. Russell, Rep. Smith,
Rep. Teague, Rep. Warner

Senate Appropriations on Education/Higher Education
Sen. Lucas (Chair)
Sen. Garrou (Chair)
Sen. Dalton (Chair)
Sen. Carter, Sen. Cunningham, Sen. Garwood, Sen. Hartsell,
Sen. Wellons

Historical Review of Proposals to Consolidate Job Training Programs

1992 -- GPAC

(Governmental Performance Audit Committee)

- Found that State lacked a clear organizational focus for its worker training and other labor-related functions.
- Said the major labor functions were in the Department of Labor and in ESC.
- Recommended establishing a "new Department of Labor" that would include ESC, JTPA programs, Employment and Training Administration, and apprenticeship programs.

1992 -- GPAC

- Recommended leaving vocational education programs with Community Colleges.
- Acknowledged that one problem with the recommendation is that, under the Constitution, the Commissioner of Labor is elected and not accountable to the Governor.

1995-96 Joint Legislative Job Training Study Commission

- Created by 1995 General Assembly.
- Charged with reviewing all State, federal, and local job training programs and determining whether they should be expanded, continued without change, abolished, consolidated, or otherwise modified.

1995-96 Legislative Commission

- Findings:
  - Based upon the State Auditor's report, there were 49 different vocational and technical education/job training programs operated by 8 different State agencies during the 1994-95 fiscal year.
  - The Commission did not have reliable data to make a determination as to which programs should be expanded, continued without change, abolished, consolidated, or otherwise modified.

1995-96 Legislative Commission

- Findings **(continued)**:
  - The Common Follow-up System, when fully implemented, would provide the type of objective information necessary to make determinations as to which programs should be expanded, continued without change, abolished, consolidated, or otherwise modified.
- Recommendations:
  - The General Assembly re-authorize the Legislative Commission to continue its evaluation of job training programs.

1996 -- Auditor's Report

- Limited purpose -- inventory, not a performance audit.
- Nonetheless, made general findings and recommendations.
- Found duplication in job-training programs.

1996 -- Auditor's Report

- Recommended creating an "independent agency" to oversee these workforce preparedness programs:
  - ESC.
  - Commission on Workforce Preparedness.
  - Work First.
  - Food Stamp E & T Program.
  - Job Corps Outreach and Recruitment Program.
  - Division of Vocational Rehab.

1997 -- Center for Public Policy Research

(N.C. Insight Magazine)

- Recommended uniform criteria for evaluating job-training programs: *What percentage of trainees get jobs above the poverty level? What percentage still have such jobs a year later?*
- Recommended that all job-training programs be consolidated under one agency. Agency was not specified.

1997-98 Joint Legislative Job Training Study Commission

- Senator Dalton was a co-chair of the 1998 Legislative Commission.
- Senator Dalton presented to that Commission several findings. The Commission decided against proposing those findings to the General Assembly.

1997-98 Legislative Commission

- **Senator Dalton's suggested findings:**
  - That, to the extent possible, job-training should be under the umbrella of the Department of Commerce.
  - That DHHS should retain a special role for the disabled and for *Work First*.
  - That Community Colleges and DPI should be principal deliverers of actual training.
  - That the Common Follow-Up System, now implemented by ESC, should be continued and enhanced.

1997-98 Legislative Commission

- The Native-American job training program, administered by *the Commission on Indian Affairs* in the Dept. of Admin., should be transferred to the Dept. of Commerce.
- That the *Apprenticeship Program* should be transferred from the Dept. of Labor to Commerce.
- That *JobLink Centers* should be the central one-stop in a region for job-training services.
- That the *JobLink Centers* should be in community colleges, unless clearly inappropriate.

1997-98 Legislative Commission

- That the *Job Service Employer Committees* (JSECs) of ESC are also useful.
- That Workforce Development Boards and *JSECs* should coordinate with each other.
- That Workforce Development Zones should be redrawn to be coterminous with, or at least nest within, Economic Development Zones.

1999-2000 Legislative Study Commission on Job Training Programs

- Authorized in 1999 Studies Bill.
- Review State and federal law relating to existing programs regarding their purpose, target population, and outcomes.
- Ascertain Congressional intentions.
- Review State and federal funding for each program and any requirements for continued federal funding.

1999-2000 Legislative Commission

- Review the number of State agencies that administer job training programs, the number of persons employed to administer the programs, and the State funded needed to administer the programs.
- Determine which federally funded programs could be abolished or reduced in size by the General Assembly and the impact of such action.

1999-2000 Legislative Commission

- Ensure program evaluation and accountability for all job training programs.
- Create a comprehensive statewide focus on workforce development.

1999-2000 Legislative Commission

- May report to the General Assembly, Gov. Ops. and Education Oversight Committee prior to convening of 2000 Session or convening of 2001 Session.
- Report shall identify each job training program and recommend whether each program should be expanded, continued without change, abolished, consolidated, or otherwise modified.

Attachment 2

See Attachment 3
from 4/11/01 minutes

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

The State Aid Formula Budget:
A 10-Year History of Funding Adjustments

Presentation to the Joint Education Appropriation Subcommittee

H. Martin Lancaster, President
Kennon D. Briggs, Vice President, Business and Finance

April 10, 2001

Performance Measures and Standards

North Carolina Community College System

Presentation to the
Joint Education Appropriation Subcommittee

Kennon D. Briggs, Vice President, Business and Finance
J. Keith Brown, Associate Vice President, Planning and Research

Attachment 3

Senate Bill 1366, Section 10.5: Annual Review of Accountability Enhanced

The General Assembly finds that the current annual program review standards are not adequate to ensure that programs are meeting the needs of students, employers, and the general public; therefore, the State Board of Community Colleges shall review the current standards to ensure a higher degree of program accountability and shall establish appropriate levels of performance for each measure based on sound methodological practices.

115D-31.3. Performance Budgeting

(a) Creation of Accountability Measures and Performance Standards.--The State Board of Community Colleges shall create new accountability measures and performance standards to be used for performance budgeting for the Community College System.

Implementation of Accountability Measures and Performance Standards

- ⌘ Performance Measures and Standards Task Force chaired by Dr. Willard Lewis, president of Isothermal Community College
- ⌘ February 1999, NC State Board of Community Colleges adopted 12 performance measures and standards
- ⌘ Measures became Core Indicators of Success and serve as the cornerstone of the Critical Success Factors
- ⌘ Performance measures implemented for accountability in 1999-2000...data on 5 measures available
- ⌘ Performance measures implemented for performance funding in 2000-2001...data on 12 measures reported

Core Indicators of Success

- ⌘ Progress of basic skills students
- ⌘ Passing rates on licensure and certification exams
- ⌘ Goal completion of program completers and non-completers
- ⌘ Employment status of graduates
- ⌘ Performance of college transfer students
- ⌘ Passing rates of students in developmental courses
- ⌘ Success of developmental students in college level courses
- ⌘ Curriculum student retention and graduation
- ⌘ Employer satisfaction with graduates
- ⌘ Client satisfaction with customized training
- ⌘ Program enrollment

Progress of Basic Skills Students

- Standard: 75% making progress

- System Average: 79% making progress
- Met Standard: 45 colleges
- Significant Improvement: 3 colleges

Passing Rates for Licensure and Certification Exams

- Standard:
  - 80% aggregate institutional passing rate
  - 70% minimum passing rate for all exams

- System Average: 83% aggregate passing rate
  4 exams < 70%
- Met Standard: 11 colleges
- Significant Improvement: 13 colleges

Goal Completion of Program Completers & Non-Completers

- Standard: 90% achieving goal

- System Average: 85%
- Met Standard: 25 colleges

Employment Status of Graduates

- Standard: 90% employment rate

- System Average: 99.8%
- Met Standard: 58 colleges

Performance of College Transfer Students

- Standard: 84% with a GPA of 2.0 or higher after completing one academic year at a public university

- System Average: 72%
- Met Standard: 8 colleges
- Significant Improvement: 12 colleges

Passing Rates of Students in Developmental Courses

- Standard:

  70% passing rate for developmental English, reading and mathematics courses

- System Average: 78%
- Met Standard: 45 colleges

Success of Developmental Students in Subsequent College-Level Courses

- Standard:

  No statistically significant difference in the performance of developmental students compared to non-developmental students

- Data being collected

Student Satisfaction of Program Completers and Non-Completers

- Standard:

  85% satisfied with the quality of college's programs and services

- System Average: 95%
- Met Standard: 58 colleges

Curriculum Student Retention and Graduation

- Standard: 60% graduated or retained

- System Average: 62%
- Met Standard: 47 colleges

Employer Satisfaction with Graduates

- Standard:
  85% of employers will report being satisfied with preparation of graduates

- Data being collected

Client Satisfaction with Customized Training

- Standard: 85% will report being satisfied with the services provided

- System Average: 99%
- Met Standard: 58 colleges

Program Enrollment

- Standard: Three year average minimum annual enrollment of 10 students

- Met Standard: 23 colleges

Performance Funding Model

Adjusted Formula Budget* (June 30, xxxx)	X	2%	=	Funds Eligible for Carry Forward

*Less Tuition, Fees & Federal Funds

North Carolina Community College System

Performance Funding Model

Funds Eligible for Carry Forward / Six Measures =

$ Measure 1 (.33%)

$ Measure 2 (.33%)

$ Measure 3 (.33%)

$ Measure 4 (.33%)

$ Measure 5 (.33%)

$ Measure 6 (.33%)

Acceptable Use of Performance Funds

- Purchase of equipment
- Initial program startup costs including faculty salaries for the first year of a program
- One-time faculty and staff bonuses

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Performance Measures and Funding

Presentation to the Joint Education Appropriation Subcommittee

H. Martin Lancaster, President
Kennon D. Briggs, Vice President, Business and Finance
J. Keith Brown, Associate Vice President, Planning and Research

April 18, 2001

PERCENT OF BASIC SKILLS STUDENTS WHO PROGRESS TO ANOTHER LEVEL, 1999-2000

INSTITUTION	TOTAL FTE	TOTAL SERVED IN LITERACY	COMPLETED A LEVEL or GOAL	PROGRESSING SAME LEVEL	EXIT NON-COMPLETERS	MOVED TO A HIGHER LEVEL	COMPOSITE PROGRESS PERCENT	COMPOSITE PROGRESS PERCENT (Inmates Transferred-Out Excluded)
Alamance CC	2,697	3,001	53%	29%	6%	12%	94%	94%
Asheville-Buncombe TCC	4,180	3,646	56%	18%	12%	14%	88%	88%
Beaufort County CC	1,675	1,242	39%	31%	24%	7%	76%	76%
Bladen CC	983	778	11%	52%	22%	14%	78%	77%
Blue Ridge CC	1,911	1,715	32%	26%	21%	21%	79%	79%
Brunswick CC	1,110	685	51%	21%	18%	10%	82%	82%
Caldwell CC & TI	2,916	2,760	47%	30%	6%	17%	94%	94%
Cape Fear CC	4,796	2,341	36%	27%	29%	9%	71%	71%
Carteret CC	1,452	886	33%	40%	23%	4%	77%	78%
Catawba Valley CC	3,265	3,781	66%	11%	12%	11%	88%	88%
Central Carolina CC	4,302	4,592	27%	36%	30%	6%	70%	70%
Central Piedmont CC	10,731	10,844	79%	8%	6%	7%	94%	94%
Cleveland CC	1,983	1,048	57%	15%	14%	14%	86%	85%
Coastal Carolina CC	4,041	5,610	63%	6%	12%	19%	88%	88%
College of the Albemarle	1,960	2,392	48%	21%	18%	13%	82%	83%
Craven CC	2,104	1,374	56%	21%	16%	7%	84%	84%
Davidson County CC	2,450	3,218	56%	11%	17%	16%	83%	83%
Durham TCC	3,682	4,701	18%	32%	42%	8%	58%	58%
Edgecombe CC	1,800	2,117	41%	25%	29%	5%	71%	73%
Fayetteville TCC	8,722	5,231	43%	24%	21%	12%	79%	79%
Forsyth TCC	5,144	5,975	61%	11%	17%	11%	83%	83%
Gaston College	3,522	3,604	14%	32%	33%	21%	67%	67%
Guilford TCC	6,771	7,520	33%	19%	37%	11%	63%	63%
Halifax CC	1,663	1,299	42%	30%	4%	24%	96%	96%
Haywood CC	1,564	1,116	61%	11%	11%	17%	89%	90%
Isothermal CC	2,049	2,063	33%	37%	11%	19%	89%	90%
James Sprunt CC	1,157	906	42%	15%	22%	21%	78%	78%
Johnston CC	2,943	1,798	39%	32%	25%	4%	75%	74%
Lenoir CC	2,472	2,510	40%	27%	22%	10%	78%	78%
Martin CC	1,000	1,273	33%	28%	20%	18%	80%	80%
Mayland CC	1,035	1,088	50%	13%	9%	27%	91%	91%
McDowell TCC	1,142	1,438	61%	13%	16%	10%	84%	84%
Mitchell CC	1,699	2,305	32%	32%	24%	12%	76%	76%
Montgomery CC	657	575	7%	48%	41%	5%	59%	59%
Nash CC	1,880	1,842	40%	24%	26%	10%	74%	75%
Pamlico CC	431	417	69%	9%	17%	6%	83%	84%
Piedmont CC	1,680	1,959	76%	5%	5%	14%	95%	95%
Pitt CC	4,281	2,620	22%	41%	29%	7%	71%	71%
Randolph CC	2,060	1,910	43%	22%	26%	9%	74%	74%
Richmond CC	1,844	3,277	55%	18%	15%	12%	85%	84%
Roanoke-Chowan CC	886	729	11%	50%	28%	11%	72%	73%
Robeson CC	2,611	2,604	51%	18%	21%	10%	79%	79%
Rockingham CC	1,915	2,137	41%	21%	21%	17%	79%	79%
Rowan Cabarrus CC	3,851	2,744	27%	34%	28%	11%	72%	72%
Sampson CC	1,539	1,108	25%	19%	29%	27%	71%	72%
Sandhills CC	3,342	2,333	30%	34%	22%	14%	78%	79%
South Piedmont	1,502	2,134	20%	29%	21%	29%	79%	80%
Southeastern CC	2,319	1,817	34%	22%	25%	19%	75%	78%
Southwestern CC	1,945	1,488	29%	32%	22%	17%	78%	78%
Stanly CC	1,474	1,171	42%	29%	21%	8%	79%	79%
Surry CC	2,876	1,985	44%	24%	23%	8%	77%	78%
Tri-County CC	1,054	553	62%	6%	7%	25%	93%	93%
Vance-Granville CC	3,464	3,360	30%	29%	25%	16%	75%	76%
Wake TCC	8,292	9,775	23%	32%	34%	11%	66%	67%
Wayne CC	3,095	2,737	65%	5%	10%	20%	90%	90%
Western Piedmont CC	2,396	3,362	47%	19%	18%	16%	82%	82%
Wilkes CC	2,345	2,040	49%	18%	16%	17%	84%	84%
Wilson TCC	1,740	1,728	10%	57%	25%	8%	75%	75%
System Totals	158,400	151,262	43%	23%	21%	13%	79%	79%

PERCENTAGE OF COMMUNITY COLLEGE STUDENTS PASSING LICENSING AND CERTIFICATION EXAMINATIONS (FIRST-TIME TEST TAKERS ONLY)

FIELD	NUMBER OF STUDENTS TAKING EXAM	% PASSING EXAM
Aviation Maintenance		
General	11	100
Airframe 1	11	100
Power Plant	7	100
Basic Law Enforcement Trng.	1,563	95
Cosmetic Arts		
Apprentice	351	83
Cosmetology	413	71
Cosmetology Teacher	15	100
Manicurist	240	82
Dental Hygiene	129	95
Emergency Medical Technician (EMT)		
EMT	2,673	77
EMT-D	948	94
EMT-I	651	74
EMT-P	287	92
EMD	60	85
Insurance		
Life and Health	Data not available	
Property and Liability	Data not available	
Medicaid/Medicare Supp.	Data not available	
Nursing		
RN	1,344	87
PN	789	92
Opticianry	3	67
Physical Therapist Assistant	142	68
Radiologic Technology		
Nuclear Medicine Technology	6	83
Radiation Therapy Technology	10	90
Radiography	319	93
Real Estate		
Broker	67	61
Sales	719	60
Veterinary Medical Technology	50	94

AGGREGATE INSTITUTIONAL PASSING RATE AND NUMBER OF EXAMS WITH A PASSING RATE < 70%

INSTITUTION	TOTAL FTE	TOTAL NUMBER OF TEST TAKERS	TOTAL NUMBER PASSING	AGGREGATE INSTITUTIONAL PASSING RATE	NUMBER OF EXAMS WITH A PASSING RATE < 70%
Alamance CC	2,697	140	106	76%	1
Asheville-Buncombe TCC	4,180	323	305	94%	0
Beaufort County CC	1,675	197	152	77%	2
Bladen CC	983	49	39	80%	1
Blue Ridge CC	1,911	181	153	85%	1
Brunswick CC	1,110	152	115	76%	2
Caldwell CC & TI	2,916	268	226	84%	1
Cape Fear CC	4,796	277	259	94%	1
Carteret CC	1,452	100	91	91%	1
Catawba Valley CC	3,265	320	290	91%	1
Central Carolina CC	4,302	312	262	84%	2
Central Piedmont CC	10,731	479	406	85%	1
Cleveland CC	1,983	90	72	80%	1
Coastal Carolina CC	4,041	236	207	88%	1
College of The Albemarle	1,960	89	75	84%	2
Craven CC	2,104	162	140	86%	0
Davidson County CC	2,450	209	169	81%	0
Durham TCC	3,682	513	452	88%	1
Edgecombe CC	1,800	46	38	83%	1
Fayetteville TCC	8,722	318	272	86%	2
Forsyth TCC	5,144	474	431	91%	0
Gaston College	3,522	206	164	80%	2
Guilford TCC	6,771	435	363	83%	3
Halifax CC	1,663	26	19	73%	0
Haywood CC	1,564	152	115	76%	2
Isothermal CC	2,049	101	82	81%	1
James Sprunt CC	1,157	109	77	71%	3
Johnston CC	2,943	189	161	85%	1
Lenoir CC	2,472	192	158	82%	3
Martin CC	1,000	106	72	68%	2
Mayland CC	1,035	115	69	60%	3
McDowell TCC	1,142	80	65	81%	1
Mitchell CC	1,699	129	87	67%	1
Montgomery CC	657	41	30	73%	1
Nash CC	1,880	219	176	80%	2
Pamlico CC	431	23	19	83%	0
Piedmont CC	1,680	52	35	67%	1
Pitt CC	4,281	191	160	84%	1
Randolph CC	2,060	166	129	78%	2
Richmond CC	1,844	30	30	100%	0
Roanoke-Chowan CC	886	68	50	74%	1
Robeson CC	2,611	261	225	86%	0
Rockingham CC	1,915	137	103	75%	2
Rowan-Cabarrus CC	3,851	394	335	85%	2
Sampson CC	1,539	205	176	86%	0
Sandhills CC	3,342	205	176	86%	2
South Piedmont	1,502	37	29	78%	0
Southeastern CC	2,319	197	162	82%	0
Southwestern CC	1,945	190	158	83%	2
Stanly CC	1,474	165	137	83%	1
Surry CC	2,876	191	141	74%	2
Tri-County CC	1,054	128	102	80%	0
Vance-Granville CC	3,464	252	188	75%	5
Wake TCC	8,292	427	373	87%	1
Wayne CC	3,095	202	181	89%	1
Western Piedmont CC	2,396	143	118	83%	1
Wilkes CC	2,345	135	101	75%	2
Wilson TCC	1,740	111	97	87%	0
System Totals	158,399	10,945	9,123	83%	

PERCENT OF COMPLETERS AND NON-COMPLETERS WHO REPORT MEETING THEIR GOAL FOR ATTENDING A COMMUNITY COLLEGE, 1999-2000

College	Total FTE	Non-Completers		Completers		Total	
		Number	Percent Completed Goal	Number	Percent Completed Goal	Number	Percent Completed Goal
Alamance CC	2,697	127	57	233	98	360	84
Asheville-Buncombe TCC	4,180	160	69	396	100	556	91
Beaufort County CC	1,675	58	69	129	100	187	90
Bladen CC	983	87	85	41	98	128	89#
Blue Ridge CC	1,911	78	74	165	99	243	91
Brunswick CC	1,110	20	80	28	100	48	92#
Caldwell CC & TI	2,916	73	60	271	99	344	90
Cape Fear CC	4,796	61	46	439	98	500	92
Carteret CC	1,452	116	55	87	98	203	73
Catawba Valley CC	3,265	48	79	45	100	93	89#
Central Carolina CC	4,302	184	52	143	99	327	72
Central Piedmont CC	10,731	256	77	340	100	596	90
Cleveland CC	1,983	223	90	174	99	397	94
Coastal Carolina CC	4,041	134	46	426	99	560	86
College of The Albemarle	1,960	210	59	203	99	413	78
Craven CC	2,104	72	54	129	99	201	83
Davidson County CC	2,450	77	57	149	97	226	84
Durham TCC	3,682	57	81	221	99	278	95
Edgecombe CC	1,800	*	*	84	99	92	95#
Fayetteville TCC	8,722	328	59	187	99	515	74
Forsyth TCC	5,144	no data	no data	290	100	no data	no data
Gaston College	3,522	92	61	315	100	407	91
Guilford TCC	6,771	319	61	306	100	625	80
Halifax CC	1,663	112	54	105	100	217	76
Haywood CC	1,564	118	58	144	100	262	81
Isothermal CC	2,049	114	73	171	98	285	88
James.Sprunt CC	1,157	76	50	102	100	178	79
Johnston CC	2,943	82	57	103	99	185	81#
Lenoir CC	2,472	228	59	172	100	400	77
Martin CC	1,000	81	57	72	100	153	77
Mayland CC	1,035	33	67	103	100	136	92
McDowell TCC	1,142	64	84	102	100	166	94
Mitchell CC	1,699	58	62	113	100	171	87#
Montgomery CC	657	59	59	90	98	149	83
Nash CC	1,880	49	55	34	97	83	72#
Pamlico CC	431	43	85	32	100	75	92#
Piedmont CC	1,680	115	70	92	100	207	83
Pitt CC	4,281	256	53	237	99	493	75
Randolph CC	2,060	170	76	160	99	330	87
Richmond CC	1,844	70	59	133	100	203	86
Roanoke-Chowan CC	886	36	67	95	95	131	95#
Robeson CC	2,611	79	78	125	100	204	92
Rockingham CC	1,915	77	65	196	99	273	90
Rowan-Cabarrus CC	3,851	172	70	159	98	331	83
Sampson CC	1,539	143	87	90	100	233	92
Sandhills CC	3,342	114	49	115	99	229	74
South Piedmont	1,502	49	61	33	100	82	77#
Southeastern CC	2,319	52	75	124	100	176	93#
Southwestern CC	1,945	37	62	162	100	199	93
Stanly CC	1,474	33	67	165	100	198	94
Surry CC	2,876	203	79	270	100	473	91
Tri-County CC	1,054	102	89	87	99	189	94
Vance-Granville CC	3,464	105	44	160	98	265	76
Wake TCC	8,292	404	55	506	97	910	79
Wayne CC	3,095	249	69	322	99	571	86
Western Piedmont CC	2,396	82	54	227	99	309	90
Wilkes CC	2,345	89	80	117	99	206	91
Wilson TCC	1,740	81	41	87	99	168	71
System Totals	158,399	6,623	64	9,806	99	16,139	85

*Number too small to report without violating students' privacy.

#Insufficient number of respondents to be eligible for performance funding.

PERCENT OF 1998-99 GRADUATES EMPLOYED WITHIN ONE YEAR OF COMPLETION

College	FTE	*Performance Standard Adjusted for Local Unemployment**	Number of Graduates (minus inmates and missing students)	Percent of 1998-99 Graduates Employed Within One Year of Graduating
Alamance CC	2,697	90	420	99.76
Asheville-Buncombe TCC	4,180	91	445	100.00
Beaufort County CC	1,675	88	137	100.00
Bladen CC	983	89	89	100.00
Blue Ridge CC	1,911	90	160	100.00
Brunswick CC	1,110	89	89	100.00
Caldwell CC & TI	2,916	91	402	100.00
Cape Fear CC	4,796	89	507	100.00
Carteret CC	1,452	90	129	100.00
Catawba Valley CC	3,265	91	322	100.00
Central Carolina CC	4,302	90	519	99.04
Central Piedmont CC	10,731	91	596	99.66
Cleveland CC	1,983	89	219	100.00
Coastal Carolina CC	4,041	90	399	99.50
College of The Albemarle	1,960	89	218	99.54
Craven CC	2,104	90	285	99.30
Davidson County CC	2,450	90	369	100.00
Durham TCC	3,682	91	278	100.00
Edgecombe CC	1,800	87	138	99.28
Fayetteville TCC	8,722	90	754	99.87
Forsyth TCC	5,144	91	530	100.00
Gaston College	3,522	90	449	100.00
Guilford TCC	6,771	90	576	100.00
Halifax CC	1,663	88	133	99.25
Haywood CC	1,564	89	251	99.60
Isothermal CC	2,049	89	160	100.00
James Sprunt CC	1,157	88	165	99.39
Johnston CC	2,943	91	568	99.82
Lenoir CC	2,472	89	255	99.22
Martin CC	1,000	88	84	100.00
Mayland CC	1,035	89	106	100.00
McDowell TCC	1,142	90	135	99.26
Mitchell CC	1,699	90	192	100.00
Montgomery CC	657	90	103	100.00
Nash CC	1,880	89	149	100.00
Pamlico CC	431	90	31	100.00
Piedmont CC	1,680	90	178	100.00
Pitt CC	4,281	89	443	100.00
Randolph CC	2,060	90	206	100.00
Richmond CC	1,844	88	193	100.00
Roanoke-Chowan CC	886	89	82	100.00
Robeson CC	2,611	88	258	100.00
Rockingham CC	1,915	89	301	100.00
Rowan-Cabarrus CC	3,851	91	326	99.69
Sampson CC	1,539	89	97	100.00
Sandhills CC	3,342	90	311	99.68
South Piedmont	1,502	90	117	100.00
Southeastern CC	2,319	88	193	100.00
Southwestern CC	1,945	87	212	100.00
Stanly CC	1,474	90	233	100.00
Surry CC	2,876	90	335	100.00
Tri-County CC	1,054	88	71	98.59
Vance-Granville CC	3,464	89	314	100.00
Wake TCC	8,292	91	757	99.60
Wayne CC	3,095	90	309	99.35
Western Piedmont CC	2,396	90	318	99.69
Wilkes CC	2,345	89	229	99.56
Wilson TCC	1,740	88	209	100.00
System Totals	158,399	90	16,054	99.80

**Colleges must meet or exceed this adjusted standard*

PERCENT OF 1997-98 COLLEGE TRANSFER STUDENTS WITH A
GPA OF > = 2.0 AFTER TWO SEMESTERS AT A UNC INSTITUTION

INSTITUTION	TOTAL FTE	24 or More Semester Hours		Associate Degree Recipient		Total	
		Number	Percent >=2.0	Number	Percent >=2.0	Number	Percent >=2.0
Alamance CC	2,697	**	**	134	74	134	74
Asheville-Buncombe TCC	4,180	61	84	31	77	92	82
Beaufort County CC	1,675	19	84	**	**	26	77
Bladen CC	983	**	**	**	**	**	**
Blue Ridge CC	1,911	21	91	**	**	27	89
Brunswick CC	1,110	**	**	13	62	14	62
Caldwell CC & TI	2,916	73	80	30	93	103	84
Cape Fear CC	4,796	148	78	77	75	225	77
Carteret CC	1,452	**	**	**	**	**	**
Catawba Valley CC	3,265	39	74	**	**	47	63
Central Carolina CC	4,302	33	85	17	71	50	80
Central Piedmont CC	10,731	104	81	51	78	155	80
Cleveland CC	1,983	22	64	16	63	38	63
Coastal Carolina CC	4,041	94	81	70	89	164	84
College of The Albemarle	1,960	53	83	30	93	83	87
Craven CC	2,104	52	71	41	73	93	72
Davidson County CC	2,450	**	**	34	82	34	82
Durham TCC	3,682	88	76	20	80	108	77
Edgecombe CC	1,800	**	**	12	75	19	58
Fayetteville TCC	8,722	64	89	37	89	101	89
Forsyth TCC	5,144	48	71	26	77	74	73
Gaston College	3,522	81	59	43	61	124	60
Guilford TCC	6,771	99	72	36	86	135	76
Halifax CC	1,663	10	50	10	70	20	60
Haywood CC	1,564	15	73	16	75	31	74
Isothermal CC	2,049	18	72	17	71	35	71
James Sprunt CC	1,157	15	60	12	58	27	59
Johnston CC	2,943	40	78	11	27	51	67
Lenoir CC	2,472	54	78	20	75	74	77
Martin CC	1,000	**	**	**	**	12	53
Mayland CC	1,035	10	80	**	**	14	79
McDowell TCC	1,142	16	69	11	82	27	74
Mitchell CC	1,699	19	90	20	80	39	85
Montgomery CC	657	**	**	**	**	**	**
Nash CC	1,880	23	78	**	**	32	78
Pamlico CC	431	**	**	**	**	**	**
Piedmont CC	1,680	**	**	**	**	11	64
Pitt CC	4,281	103	78	20	85	123	79
Randolph CC	2,060	28	89	**	**	29	89
Richmond CC	1,844	**	**	**	**	12	58
Roanoke-Chowan CC	886	**	**	**	**	**	**
Robeson CC	2,611	11	82	**	**	18	83
Rockingham CC	1,915	55	80	30	67	85	75
Rowan-Cabarrus CC	3,851	20	70	15	60	35	66
Sampson CC	1,539	**	**	**	**	10	63
Sandhills CC	3,342	104	67	47	72	151	69
South Piedmont	1,502	**	**			**	**
Southeastern CC	2,319	32	88	22	96	54	91
Southwestern CC	1,945	18	67	**	**	27	74
Stanly CC	1,474	11	64	**	**	12	64
Surry CC*	2,876	96	70	62	87	158	77
Tri-County CC	1,054	**	**	12	75	20	75
Vance-Granville CC	3,464	28	71	19	74	47	72
Wake TCC	8,292	103	79	55	89	158	82
Wayne CC	3,095	45	64	17	88	62	71
Western Piedmont CC	2,396	50	66	36	83	86	73
Wilkes CC	2,345	17	88	32	78	49	82
Wilson TCC	1,740	10	70	**	**	11	70
System Totals	158,399	2,105	71	1,287	73	3,392	72

*Includes data collected from private colleges and universities.
**Number too small to report without violating students' privacy.

PASSING RATES OF STUDENTS IN DEVELOPMENTAL COURSES, 1999-2000

INSTITUTION	FTE	READING		MATH		ENGLISH		TOTAL	
		# Completed	% Passed	# Completed	% Passed	# Completed	% Passed	# Completed	% Passed
Alamance CC	2,697	*	*	626	71	366	87	992	77
Asheville-Buncombe TCC	4,180	313	95	897	81	383	95	1,593	87
Beaufort County CC	1,675	182	44	469	39	208	66	859	47
Bladen CC	983	62	76	149	95	136	76	347	84
Blue Ridge CC	1,911	86	88	546	79	244	88	876	82
Brunswick CC	1,110	146	60	438	71	141	64	725	68
Caldwell CC & TI	2,916	239	82	721	79	276	85	1,236	81
Cape Fear CC	4,796			1,348	82	736	90	2,084	85
Carteret CC	1,452	146	100	440	78	204	94	790	86
Catawba Valley CC	3,265	418	79	862	70	335	94	1,615	78
Central Carolina CC	4,302	263	42	517	81	270	60	1,050	66
Central Piedmont CC	10,731	1,195	79	2,889	66	1,821	88	5,905	75
Cleveland CC	1,983	139	92	455	87	120	94	714	89
Coastal Carolina CC	4,041	261	90	1,210	73	407	90	1,878	79
College of The Albemarle	1,960	123	87	583	90	220	86	926	89
Craven CC	2,104	89	74	785	74	322	78	1,196	75
Davidson County CC	2,450	210	74	558	70	203	80	971	73
Durham TCC	3,682	660	63	1,475	65	755	77	2,890	68
Edgecombe CC	1,800	30	100	572	65	475	80	1,077	72
Fayetteville TCC	8,722	411	82	3,114	75	1,026	85	4,551	78
Forsyth TCC	5,144	417	87	896	78	486	95	1,799	85
Gaston College	3,522	265	93	1,069	83	423	79	1,757	84
Guilford TCC	6,771	247	90	1,401	78	414	85	2,062	81
Halifax CC	1,663	46	65	366	63	205	72	617	66
Haywood CC	1,564	56	73	407	77	110	88	573	79
Isothermal CC	2,049	112	94	734	61	204	88	1,050	70
James Sprunt CC	1,157	99	91	266	74	155	87	520	81
Johnston CC	2,943	119	67	350	72	205	87	674	76
Lenoir CC	2,472	318	91	645	76	267	82	1,230	81
Martin CC	1,000	108	59	216	65	139	65	463	64
Mayland CC	1,035	60	65	144	60	63	83	267	67
McDowell TCC	1,142	108	95	331	95	121	93	560	95
Mitchell CC	1,699	246	78	602	75	381	66	1,229	73
Montgomery CC	657	28	50	165	71	55	71	248	69
Nash CC	1,880	252	73	808	54	471	76	1,531	64
Pamlico CC	431			70	57	27	59	37	58
Piedmont CC	1,680	54	85	239	76	129	79	422	78
Pitt CC	4,281			1,717	85	914	86	2,631	86
Randolph CC	2,060	70	71	618	61	159	79	847	65
Richmond CC	1,844	234	94	241	75	213	74	688	81
Roanoke-Chowan CC	886	187	96	435	75	326	82	948	82
Robeson CC	2,611	387	87	663	74	371	82	1,421	80
Rockingham CC	1,915	100	93	713	79	173	92	986	82
Rowan-Cabarrus CC	3,851	245	89	1,074	80	373	84	1,692	82
Sampson CC	1,539	198	78	497	77	203	89	898	80
Sandhills CC	3,342	469	92	754	79	710	85	1,933	85
South Piedmont	1,502	186	58	321	64	243	62	750	62
Southeastern CC	2,319	630	78	726	66	373	68	1,729	71
Southwestern CC	1,945	105	90	397	75	174	74	676	77
Stanly CC	1,474			232	80	133	86	365	82
Surry CC	2,876	68	78	533	78	173	72	774	76
Tri-County CC	1,054	*	*	232	97	165	99	399	98
Vance-Granville CC	3,464	414	53	923	60	511	62	1,848	59
Wake TCC	8,292	568	87	1,701	73	777	74	3,046	76
Wayne CC	3,095	340	94	932	85	388	86	1,660	87
Western Piedmont CC	2,396	*	*	495	77	244	95	743	83
Wilkes CC	2,345	182	83	488	76	300	80	970	79
Wilson TCC	1,740	196	78	373	69	273	86	842	77
System Totals	158,399	12,087	80	41,428	74	19,699	82	73,160	78

*Number too small to report without violating students' privacy.

SATISFACTION OF PROGRAM COMPLETERS AND NON-COMPLETERS, 1999-2000

College	Total FTE	NonCompleters		Completers		Total	
		Number	Percent Satisfied	Number	Percent Satisfied	Number	Percent Satisfied
Alamance CC	2,697	118	91	221	93	339	92
Asheville-Buncombe TCC	4,180	134	95	371	98	505	97
Beaufort County CC	1,675	55	96	120	100	175	99
Bladen CC	983	77	97	41	98	118	97#
Blue Ridge CC	1,911	71	97	158	96	229	91
Brunswick CC	1,110	16	100	40	100	56	100#
Caldwell CC & TI	2,916	70	91	265	96	335	95
Cape Fear CC	4,796	60	93	446	96	506	96
Carteret CC	1,452	106	94	81	96	187	95
Catawba Valley CC	3,265	46	87	45	93	91	90#
Central Carolina CC	4,302	159	82	140	89	299	85
Central Piedmont CC	10,731	255	97	262	83	517	90
Cleveland CC	1,983	220	97	172	99	392	98
Coastal Carolina CC	4,041	191	96	329	96	520	96
College of The Albemarle	1,960	186	96	156	97	342	96
Craven CC	2,104	70	91	126	95	196	94
Davidson County CC	2,450	76	91	149	95	225	94
Durham TCC	3,682	49	86	208	96	257	94
Edgecombe CC	1,800	*	*	75	99	82	99#
Fayetteville TCC	8,722	331	93	185	97	516	94
Forsyth TCC	5,144	112	88	281	96	393	94
Gaston College	3,522	87	93	314	99	401	98
Guilford TCC	6,771	309	93	312	95	621	94
Halifax CC	1,663	109	94	104	99	213	96
Haywood CC	1,564	109	95	141	99	250	97
Isothermal CC	2,049	106	96	171	97	277	97
James Sprunt CC	1,157	75	96	104	97	179	97
Johnston CC	2,943	72	92	102	97	174	95#
Lenoir CC	2,472	204	92	168	98	372	95
Martin CC	1,000	80	96	70	100	150	98
Mayland CC	1,035	29	93	95	100	124	98
McDowell TCC	1,142	58	97	99	92	157	94
Mitchell CC	1,699	54	89	114	95	168	93#
Montgomery CC	657	54	94	88	98	142	96
Nash CC	1,880	47	96	34	97	81	96#
Pamlico CC	431	30	100	31	94	61	97#
Piedmont CC	1,680	31	97	92	96	123	96
Pitt CC	4,281	257	98	232	98	489	98
Randolph CC	2,060	155	97	152	92	307	94
Richmond CC	1,844	69	88	172	96	241	94
Roanoke-Chowan CC	886	36	97	100	96	136	96#
Robeson CC	2,611	67	85	126	100	193	95
Rockingham CC	1,915	70	94	189	98	259	97
Rowan-Cabarrus CC	3,851	168	93	161	99	329	96
Sampson CC	1,539	145	99	92	98	237	99
Sandhills CC	3,342	111	94	112	96	223	95
South Piedmont	1,502	44	89	32	100	76	93#
Southeastern CC	2,319	47	94	124	98	171	96#
Southwestern CC	1,945	36	92	158	96	194	95
Stanly CC	1,474	33	94	163	98	196	97
Surry CC	2,876	200	95	263	97	463	96
Tri-County CC	1,054	96	99	85	99	181	99
Vance-Granville CC	3,464	93	92	159	100	252	97
Wake TCC	8,292	400	92	502	95	902	94
Wayne CC	3,095	238	99	324	99	562	99
Western Piedmont CC	2,396	79	85	224	97	303	94
Wilkes CC	2,345	84	93	116	99	200	97
Wilson TCC	1,740	72	93	85	99	157	96
System Totals	158,399	6,363	94	9481	98	15844	95

*Number too small to report without violating students' privacy.

#Insufficient number of respondents to be eligible for performance funding.

CURRICULUM STUDENT PROGRESS AND SUCCESS, 1999-2000

College	FTE	Total Cohort	Percent Graduate	Percent Return	Percent Graduate or Return
Alamance CC	2,697	2,692	20%	41%	61%
Asheville-Buncombe TCC	4,180	2,925	15%	47%	62%
Beaufort County CC	1,675	1,088	16%	46%	62%
Bladen CC	983	535	11%	49%	60%
Blue Ridge CC	1,911	1,356	10%	51%	61%
Brunswick CC	1,110	791	18%	45%	63%
Caldwell CC & TI	2,916	2,379	15%	49%	64%
Cape Fear CC	4,796	4,510	12%	53%	65%
Carteret CC	1,452	1,013	16%	45%	61%
Catawba Valley CC	3,265	2,773	12%	48%	60%
Central Carolina CC	4,302	2,752	20%	40%	60%
Central Piedmont CC	10,731	9,539	8%	43%	51%
Cleveland CC	1,983	1,477	19%	39%	58%
Coastal Carolina CC	4,041	3,564	16%	46%	62%
College of The Albemarle	1,960	1,824	12%	41%	53%
Craven CC	2,104	2,055	11%	43%	54%
Davidson County CC	2,450	1,701	20%	50%	69%
Durham TCC	3,682	3,200	12%	51%	63%
Edgecombe CC	1,800	1,438	9%	48%	57%
Fayetteville TCC	8,722	7,672	10%	42%	52%
Forsyth TCC	5,144	4,387	13%	50%	63%
Gaston College	3,522	3,267	14%	46%	61%
Guilford TCC	6,771	5,731	11%	47%	58%
Halifax CC	1,663	1,279	12%	49%	61%
Haywood CC	1,564	996	19%	57%	76%
Isothermal CC	2,049	1,578	15%	56%	71%
James Sprunt CC	1,157	768	27%	47%	74%
Johnston CC	2,943	2,170	19%	58%	77%
Lenoir CC	2,472	1,650	15%	48%	64%
Martin CC	1,000	584	16%	48%	64%
Mayland CC	1,035	599	20%	54%	74%
McDowell TCC	1,142	778	18%	51%	68%
Mitchell CC	1,699	1,456	14%	47%	61%
Montgomery CC	657	482	20%	47%	67%
Nash CC	1,880	1,381	10%	49%	59%
Pamlico CC	431	191	18%	39%	58%
Piedmont CC	1,680	1,087	12%	59%	71%
Pitt CC	4,281	3,955	14%	46%	60%
Randolph CC	2,060	1,583	16%	54%	70%
Richmond CC	1,844	1,200	18%	48%	66%
Roanoke-Chowan CC	886	755	14%	47%	61%
Robeson CC	2,611	1,502	18%	48%	67%
Rockingham CC	1,915	1,642	15%	54%	69%
Rowan-Cabarrus CC	3,851	3,380	10%	47%	57%
Sampson CC	1,539	1,014	14%	51%	65%
Sandhills CC	3,342	2,501	15%	50%	64%
South Piedmont	1,502	1,118	13%	45%	57%
Southeastern CC	2,319	1,439	14%	51%	65%
Southwestern CC	1,945	1,186	19%	48%	67%
Stanly CC	1,474	988	26%	44%	70%
Surry CC	2,876	2,301	19%	51%	70%
Tri-County CC	1,054	1,075	11%	53%	64%
Vance-Granville CC	3,464	2,339	12%	51%	63%
Wake TCC	8,292	7,894	12%	63%	75%
Wayne CC	3,095	2,400	12%	50%	62%
Western Piedmont CC	2,396	1,722	17%	49%	66%
Wilkes CC	2,345	1,666	15%	53%	68%
Wilson TCC	1,740	1,230	16%	45%	61%
System Totals	158,399	126,558	14%	49%	62%

Client Satisfaction with Customized Training , 1999-2000
(Performance Standard: 85 percent)

College	Total FTE	Number of Survey Respondents	Percent Satsified
Alamance CC	2,697	152	99
Asheville-Buncombe TCC	4,180	590	98
Beaufort County CC	1,675	261	99
Bladen CC	983	212	98
Blue Ridge CC	1,911	483	94
Brunswick CC	1,110	208	94
Caldwell CC & TI	2,916	1244	99
Cape Fear CC	4,796	295	100
Carteret CC	1,452	350	98
Catawba Valley CC	3,265	404	95
Central Carolina CC	4,302	473	100
Central Piedmont CC	10,731	830	100
Cleveland CC	1,983	502	98
Coastal Carolina CC	4,041	619	99
College of The Albemarle	1,960	458	100
Craven CC	2,104	100	95
Davidson County CC	2,450	348	99
Durham TCC	3,682	412	99
Edgecombe CC	1,800	275	97
Fayetteville TCC	8,722	295	100
Forsyth TCC	5,144	429	99
Gaston College	3,522	1415	98
Guilford TCC	6,771	1064	98
Halifax CC	1,663	521	100
Haywood CC	1,564	387	98
Isothermal CC	2,049	560	98
James Sprunt CC	1,157	585	99
Johnston CC	2,943	680	99
Lenoir CC	2,472	1490	99
Martin CC	1,000	325	99
Mayland CC	1,035	175	97
McDowell TCC	1,142	133	100
Mitchell CC	1,699	453	100
Montgomery CC	657	185	99
Nash CC	1,880	230	98
Pamlico CC	431	111	100
Piedmont CC	1,680	309	99
Pitt CC	4,281	66	100
Randolph CC	2,060	660	99
Richmond CC	1,844	415	99
Roanoke-Chowan CC	886	409	100
Robeson CC	2,611	326	99
Rockingham CC	1,915	1195	99
Rowan-Cabarrus CC	3,851	586	98
Sampson CC	1,539	767	100
Sandhills CC	3,342	737	99
South Piedmont	1,502	475	100
Southeastern CC	2,319	250	99
Southwestern CC	1,945	258	98
Stanly CC	1,474	1259	100
Surry CC	2,876	1041	99
Tri-County CC	1,054	171	99
Vance-Granville CC	3,464	267	100
Wake TCC	8,292	1422	96
Wayne CC	3,095	506	99
Western Piedmont CC	2,396	371	100
Wilkes CC	2,345	139	96
Wilson TCC	1,740	630	98
System Totals	158,399	29513	99

Number of Programs with a Three-Year Average Annual Enrollment of Less than 10, 1999-2000
(Performance Standard: Average Annual Enrollment = 10 minimum)

College	Total FTE	Number of Programs
Alamance CC	2,697	0
Asheville-Buncombe TCC	4,180	0
Beaufort County CC	1,675	1
Bladen CC	983	5
Blue Ridge CC	1,911	2
Brunswick CC	1,110	0
Caldwell CC & TI	2,916	0
Cape Fear CC	4,796	0
Carteret CC	1,452	4
Catawba Valley CC	3,265	0
Central Carolina CC	4,302	2
Central Piedmont CC	10,731	0
Cleveland CC	1,983	1
Coastal Carolina CC	4,041	0
College of The Albemarle	1,960	1
Craven CC	2,104	2
Davidson County CC	2,450	2
Durham TCC	3,682	4
Edgecombe CC	1,800	3
Fayetteville TCC	8,722	0
Forsyth TCC	5,144	2
Gaston College	3,522	1
Guilford TCC	6,771	1
Halifax CC	1,663	1
Haywood CC	1,564	4
Isothermal CC	2,049	1
James Sprunt CC	1,157	2
Johnston CC	2,943	0
Lenoir CC	2,472	4
Martin CC	1,000	2
Mayland CC	1,035	0
McDowell TCC	1,142	3
Mitchell CC	1,699	1
Montgomery CC	657	0
Nash CC	1,880	1
Pamlico CC	431	0
Piedmont CC	1,680	0
Pitt CC	4,281	2
Randolph CC	2,060	3
Richmond CC	1,844	1
Roanoke-Chowan CC	886	3
Robeson CC	2,611	0
Rockingham CC	1,915	0
Rowan-Cabarrus CC	3,851	1
Sampson CC	1,539	3
Sandhills CC	3,342	0
South Piedmont	1,502	0
Southeastern CC	2,319	2
Southwestern CC	1,945	2
Stanly CC	1,474	0
Surry CC	2,876	3
Tri-County CC	1,054	0
Vance-Granville CC	3,464	2
Wake TCC	8,292	1
Wayne CC	3,095	0
Western Piedmont CC	2,396	2
Wilkes CC	2,345	0
Wilson TCC	1,740	2
System Totals	158,399	78

SUMMARY REPORT ON PERFORMANCE MEASURES, 1999-2000
NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

MEASURE	STANDARD	SYSTEM AVERAGE	# COLLEGES MEETING STANDARD	# COLLEGES MADE SIGNIFICANT IMPROVEMENT
Progress of Basic Skills Students	75%	79%	45	3
Passing Rates on Licensure/ Certification Exams for First-Time Test Takers	Aggregate = 80% Exams = 70%	83%	40 11 11*	13
Goal Completion for Completers & Non-completers	90%	85%	25	
Employment of Graduates	90% (adjusted)	99.8%	58	
Performance of College Transfer Students	84% > = 2.0	72%	8	12
Passing Rates in Developmental Courses	70%	78%	45	**
Success Rate of Developmental Students in Subsequent College Level Courses	No Statistically Significant Difference Between Developmental and Nondevelopmental Students	***	***	**
Student Satisfaction of Completers and Non-completers	85%	95%	58	
Curriculum Student Retention & Graduation	60%	62%	47	**
Employer Satisfaction with Graduates	85%	***	***	
Business/Industry Satisfaction with Services Provided	85%	99%	58	
Program Enrollment	Three-Year Average Annual Enrollment of less than 10	1.3	23	

* 40 colleges met the 80% standard; 11 colleges had no exam with a passing rate < 70%; 11 colleges met both standards.

** New measures

***Not available until end of June, 2001

Status of North Carolina Community Colleges Meeting Performance Standards, 1999-2000
(M = Met Standard; SI=Significant Improvement)

Institution	Progress of Basic Skills Students	Passing Rates on Licensure Certif. Exams	Goal Completion for Completers & NonComp.	Employment Rate of Graduates	Performance of College Transfer Students	Passing Rates in Develop. Courses	Success Rate of Develop. Students in College Level Courses*	Student Satisfaction of Completers & NonComp.	Curriculum Student Retention & Graduation	Employer Satisfaction *	Business & Industry Satisfaction with Services Provided	Program Enrollment	Total Standards Met or Significant Improvement	Total Performance Funding Standards Met or Significant Improvement
Alamance CC	M			M		M		M	M	6th	M	M	7	2***
Asheville-Buncombe TCC	M	M	M	M	SI	M		M	M		M 6th	M	10	6 s
Beaufort County CC	M	SI	M	M	SI			M	M	6th	M		8	5***
Bladen CC	M	SI		M		M		M 6th**	M		M		7	3
Blue Ridge CC	M		M	M	M	M		M 6th	M		M		8	5 s
Brunswick CC	M		M**	M	SI	M		M**	M		M 6th	M	9	4
Caldwell CC & TI	M	SI	M	M	M	M		M 6th	M		M	M	10	6 s
Cape Fear CC			M	M	SI	M		M	M	6th	M	M	8	3***
Carteret CC	M			M		M		M	M	6th	M		6	2***
Catawba Valley CC	M			M		M 6th		M**	M		M	M	7	3
Central Carolina CC				M	SI		6th	M	M		M		5	2***
Central Piedmont CC	M	SI	M	M	SI	M		M 6th			M	M	9	6
Cleveland CC	M	SI	M	M		M		M		6th	M		7	4***
Coastal Carolina CC	M	SI		M	M	M		M 6th	M		M	M	9	5
College of The Albemarle	M			M	M	M	6th	M			M		6	3***
Craven CC	M	M		M		M		M 6th			M		5	3
Davidson County CC	M	M		M		M		M	M	6th	M		7	3***
Durham TCC		SI	M	M				M	M		M 6th		6	4
Edgecombe CC	M	SI	M**	M		M		M 6th**			M		7	3
Fayetteville TCC	M			M	M	M		M 6th			M	M	7	4
Forsyth TCC	M	M		M	SI	M 6th		M	M		M		8	5
Gaston College			M	M		M 6th		M	M		M		6	3
Guilford TCC	SI			M		M		M 6th			M		5	3
Halifax CC	M	SI		M				M	M		M 6th		6	4
Haywood CC	M			M	SI	M		M	M		M 6th		7	4
Isothermal CC	M			M	SI	M		M 6th	M		M		7	4
James Sprunt CC	M			M		M		M	M		M 6th		6	3
Johnston CC		SI		M		M		M**	M	6th	M	M	7	2***
Lenoir CC	M	SI		M	SI	M 6th		M	M		M		8	5
Martin CC	M			M				M 6th	M		M		5	3
Mayland CC	M		M	M			6th	M	M		M	M	7	3***
McDowell TCC	M		M	M		M		M 6th	M		M		7	4
Mitchell CC	M			M	M	M		M**	M		M 6th		7	4
Montgomery CC				M				M 6th	M		M	M	5	2
Nash CC	M			M			6th	M**			M		4	2***
Pamlico CC	M	M	M**	M		6th		M**			M	M	7	3

* Data will be available on 6/30/01. 6th: Selected sixth performance measure.**Not eligible for performance funding. ***Data on 6th performance measure not available as of 3/30/01.s: Superior performance funding.

Status of North Carolina Community Colleges Meeting Performance Standards, 1999-2000
(M = Met Standard; SI=Significant Improvement)

Institution	Progress of Basic Skills Students	Passing Rates on Licensure Certif. Exams	Goal Completion for Completers & NonComp.	Employment Rate of Graduates	Performance of College Transfer Students	Passing Rates in Develop. Courses	Success Rate of Develop. Students in College Level Courses*	Student Satisfaction of Completers & NonComp.	Curriculum Student Retention & Graduation	Employer Satisfaction *	Business & Industry Satisfaction with Services Provided	Program Enrollment	Total Standards Met or Significant Improvement	Total Performance Funding Standards Met or Significant Improvement
Piedmont CC				M		M		M	M		M[6th]	M	6	2
Pitt CC	SI			M		M		M	M	6th	M		6	2***
Randolph CC	M	SI		M	M			M[6th]	M		M		7	5
Richmond CC	M	M		M		M		M	M	6th	M		7	3***
Roanoke-Chowan CC			M**	M		M		M[6th**]	M		M		6	1
Robeson CC	M	M	M	M	SI	M		M	M		M[6th]	M	10	6[S]
Rockingham CC	M		M	M		M[6th]		M	M		M	M	8	4
Rowan-Cabarrus CC	SI			M		M		M		6th	M		5	2***
Sampson CC		M	M	M		M		M[6th]	M		M		7	4
Sandhills CC	M			M		M[6th]		M	M		M	M	7	3
South Piedmont	M			M				M[6th**]			M	M	5	2
Southeastern CC	M	M	M**	M	M	M		M[6th**]	M		M		9	4
Southwestern CC	M		M	M		M		M	M	6th	M		7	3***
Stanly CC	M		M	M		M		M	M	6th	M	M	8	3***
Surry CC	M		M	M		M[6th]		M	M		M		7	4
Tri-County CC	M	M	M	M		M		M	M	6th	M	M	9	4***
Vance-Granville CC	M			M				M	M		M[6th]		5	3
Wake TCC				M		M		M	M	6th	M		5	1***
Wayne CC	M	SI		M		M		M[6th]	M		M	M	8	4
Western Piedmont CC	M		M	M		M		M	M	6th	M		7	3***
Wilkes CC	M		M	M	SI	M		M	M		M[6th]	M	9	5
Wilson TCC	M	M		M		M		M	M	6th	M		7	3***

* Data will be available on 6/30/01. [6th]: Selected sixth performance measure.**Not eligible for performance funding. ***Data on [6th] performance measure not available as of 3/30/01.s: Superior performance funding.

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
PERFORMANCE FUNDING CARRYOVER
FY: 2000-01
PRELIMINARY

REVISED

COMMUNITY COLLEGES	BEGINNING FORMULA 2000-01	LESS TUITION AND CONT. EDUC. FEES	LESS BASIC SKILLS FED. REC.	BUDGET ADJUSTMENT FOR PERFORMANCE FUNDING	2%	STANDARDS MET	AMOUNT PER STANDARD	PRELIMINARY CARRYOVER	QUALIFY FOR SUPERIOR PERFORMANCE
ALAMANCE CC	$ 10,949,848	$ (1,982,622)	$ (111,141)	$ 8,856,085	$ 177,122	2	$ 29,520	$ 59,041	
ASHEVILLE-BUNCOMBE TC	16,432,505	(2,829,873)	(158,182)	13,444,450	268,889	6	44,815	268,889	S
BEAUFORT COUNTY CC	7,552,110	(837,813)	(124,581)	6,589,716	131,794	5	21,966	109,829	
BLADEN CC	4,863,588	(544,073)	(24,296)	4,295,219	85,904	3	14,317	42,952	
BLUE RIDGE CC	7,945,498	(1,153,681)	(83,227)	6,708,590	134,172	5	22,362	111,810	S
BRUNSWICK CC	5,151,025	(624,449)	(95,116)	4,431,460	88,629	4	14,772	59,086	
CALDWELL CC & TI	12,172,523	(1,962,569)	(115,793)	10,094,161	201,883	6	33,647	201,883	S
CAPE FEAR CC	19,193,822	(3,691,283)	(134,920)	15,367,619	307,352	3	51,225	153,676	
CARTERET CC	6,725,043	(884,587)	(75,989)	5,764,467	115,289	2	19,215	38,430	
CATAWBA VALLEY CC	12,394,230	(2,049,412)	(83,743)	10,261,075	205,222	3	34,204	102,611	
CENTRAL CAROLINA CC	16,650,800	(1,949,718)	(384,083)	14,316,999	286,340	2	47,723	95,447	
CENTRAL PIEDMONT CC	39,971,409	(8,306,588)	(400,625)	31,264,196	625,284	6	104,214	625,284	
CLEVELAND CC	8,458,085	(1,099,534)	(79,608)	7,278,943	145,579	4	24,263	97,053	
COASTAL CAROLINA CC	16,259,395	(4,103,489)	(133,369)	12,022,537	240,451	5	40,075	200,376	
COLLEGE OF ALBEMARLE	8,511,533	(1,148,815)	(131,301)	7,231,417	144,628	3	24,105	72,314	
CRAVEN CC	9,485,472	(1,975,313)	(69,269)	7,440,890	148,818	3	24,803	74,409	
DAVIDSON COUNTY CC	10,454,493	(1,440,624)	(124,581)	8,889,288	177,786	3	29,631	88,893	
DURHAM TCC	15,161,541	(2,679,829)	(212,460)	12,269,252	245,385	4	40,898	163,590	
EDGECOMBE CC	8,601,664	(923,020)	(184,029)	7,494,615	149,892	3	24,982	74,946	
FAYETTEVILLE TCC	32,256,219	(5,478,972)	(402,692)	26,374,555	527,491	4	87,915	351,661	
FORSYTH TCC	19,780,593	(3,431,003)	(250,713)	16,098,877	321,978	5	53,663	268,315	
GASTON COLLEGE	14,251,181	(2,354,785)	(123,547)	11,772,849	235,457	3	39,243	117,728	
GUILFORD TCC	25,151,649	(4,829,371)	(262,603)	20,059,675	401,194	3	66,866	200,597	
HALIFAX CC	7,317,792	(926,763)	(89,430)	6,301,599	126,032	4	21,005	84,021	
HAYWOOD CC	7,088,937	(1,013,188)	(48,592)	6,027,157	120,543	4	20,091	80,362	
ISOTHERMAL CC	8,353,490	(1,131,567)	(68,752)	7,153,171	143,063	4	23,844	95,376	
JAMES SPRUNT CC	5,730,932	(577,263)	(59,964)	5,093,705	101,874	3	16,979	50,937	
JOHNSTON CC	12,178,918	(1,473,725)	(165,419)	10,539,774	210,795	2	35,133	70,265	
LENOIR CC	10,404,451	(1,293,633)	(172,656)	8,938,162	178,763	5	29,794	148,969	
MARTIN CC	4,797,308	(525,742)	(97,701)	4,173,865	83,477	3	13,913	41,739	
MAYLAND CC	4,949,669	(473,922)	(71,854)	4,403,893	88,078	3	14,680	44,039	
MCDOWELL TCC	5,328,145	(577,387)	(84,777)	4,665,981	93,320	4	15,553	62,213	
MITCHELL CC	7,377,268	(1,178,307)	(62,549)	6,136,412	122,728	4	20,455	81,819	
MONTGOMERY CC	3,786,904	(384,140)	(22,228)	3,380,536	67,611	2	11,268	22,537	
NASH CC	8,322,163	(1,083,406)	(114,760)	7,123,997	142,480	2	23,747	47,493	
PAMLICO CC	2,984,687	(120,484)	(58,931)	2,805,272	56,105	3	9,351	28,053	

REVISED

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
PERFORMANCE FUNDING CARRYOVER
FY: 2000-01
PRELIMINARY

COMMUNITY COLLEGES	BEGINNING FORMULA 2000-01	LESS TUITION AND CONT. EDUC. FEES	LESS BASIC SKILLS FED. REC.	BUDGET ADJUSTMENT FOR PERFORMANCE FUNDING	2%	STANDARDS MET	AMOUNT PER STANDARD	PRELIMINARY CARRYOVER	QUALIFY FOR SUPERIOR PERFORMANCE
PIEDMONT CC	$ 7,305,613	$ (710,811)	$ (61,515)	$ 6,533,287	$ 130,666	2	$ 21,778	$ 43,555	
PITT CC	17,447,426	(3,161,805)	(107,522)	14,178,099	283,562	2	47,260	94,521	
RANDOLPH CC	8,718,789	(1,253,555)	(116,310)	7,348,924	146,978	5	24,496	122,482	
RICHMOND CC	7,993,277	(907,214)	(256,400)	6,829,663	136,593	3	22,766	68,297	
ROANOKE CHOWAN CC	4,396,635	(523,020)	(47,041)	3,826,574	76,531	1	12,755	12,755	
ROBESON CC	10,672,501	(1,102,425)	(345,830)	9,224,246	184,485	6	30,747	184,485	S
ROCKINGHAM CC	8,156,620	(1,303,862)	(46,524)	6,806,234	136,125	4	22,687	90,750	
ROWAN-CABARRUS CC	13,946,837	(2,351,501)	(103,387)	11,491,949	229,839	2	38,306	76,613	
SAMPSON CC	6,638,459	(714,779)	(158,699)	5,764,981	115,300	4	19,217	76,866	
SANDHILLS CC	13,213,854	(2,072,396)	(158,699)	10,982,759	219,655	3	36,609	109,828	
SOUTH PIEDMONT CC	6,651,344	(776,672)	(97,701)	5,776,971	115,539	2	19,257	38,513	
SOUTHEASTERN CC	9,718,037	(1,269,160)	(155,081)	8,293,796	165,876	4	27,646	110,584	
SOUTHWESTERN CC	8,439,704	(1,129,804)	(65,134)	7,244,766	144,895	3	24,149	72,448	
STANLY CC	6,960,747	(860,906)	(50,660)	6,049,181	120,984	3	20,164	60,492	
SURRY CC	11,932,744	(1,859,792)	(63,583)	10,009,369	200,187	4	33,365	133,458	
TRI COUNTY CC	5,031,977	(692,999)	(15,508)	4,323,470	86,469	4	14,412	57,646	
VANCE-GRANVILLE CC	13,856,341	(1,794,743)	(165,936)	11,895,662	237,913	3	39,652	118,957	
WAKE TCC	30,648,028	(6,848,922)	(382,015)	23,417,091	468,342	1	78,057	78,057	
WAYNE CC	12,976,489	(1,848,615)	(157,665)	10,970,209	219,404	4	36,567	146,269	
WESTERN PIEDMONT CC	9,911,753	(1,294,501)	(221,248)	8,396,004	167,920	3	27,987	83,960	
WILKES CC	9,290,166	(1,289,532)	(87,879)	7,912,755	158,255	5	26,376	131,879	
WILSON CC	7,328,607	(1,081,638)	(85,812)	6,161,157	123,223	3	20,537	61,612	
TOTAL	$ 648,230,838	$ (101,889,602)	$ (7,833,630)	$ 538,507,606	$ 10,770,152			$ 6,410,667	

VISITOR REGISTRATION SHEET

APPROPRIATIONS/Subcommittee on Education April 18, 2001, 8:30 a.m.

Name of Committee Date

VISITORS: PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Lee Adams	OSBM
Gregg Jones	OSBPM
Kay Onney	OSBPM
John Dempsey	SANDHILLS C.C.
Phil Phillips	NC Community College Faculty Association
Sam Lee	OSBPM
David Brown	OSBPM
Kenneth L. Whitehurst	NCCCSystem Office
Tommy Rhodes	NC Community College Faculty Assoc.
Fred Williams	Robeson Community College
Steve Scott	NCCCS
Kathy Johnson	Nash CC
Larry Norris	Fayetteville Tech. Com. College
Bill Lewis	Isothermal C.C.
Keith Brown	NCCC System Office
Dr. H. James Owen	Piedmont Community College
Annette Dishner	NCCCS
Alice W. Smith	NCCCS
Ken O Bryl	"
Larry Maggard	"
Gene Causby	NCSEIA
EDITH LANG	NCCCS

VISITOR REGISTRATION SHEET

APPROPRIATIONS/Subcommittee on Education April 18, 2001, 8:30 a.m.

Name of Committee Date

VISITORS: PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Soi Young C. Yim	NCCCS
Brenda Rogers	NCCCS
Hal Miller	NCACCT
Greg Walker	NC Justice
Bickil Street	Parker Poe Adams & Bernstein
Chris Rodgers	" "
Martin Lancaster	NCCCS
Mark Fleming	NC State University
Henry Lancaster	LCA
[illegible]	NCICU
[illegible]	NCAA
Jerry H Shuler Jr	NCGA
Delma A. Parker	NCCCS
[illegible]	NCCCS

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Joint Appropriations on Education Committee

Agenda

Thursday April 19, 2001, 8:30 a.m.
Room 421, Legislative Office Building

Senator Lucas, Chairing

Overview of Formula Studies	Kristine Leggett *Fiscal Research*
Community College Presidents	Ray Bailey *Asheville Buncombe Technical CC*
	Phail Wynn *Durham Technical CC*
	Fred Williams *Robeson CC*
	Kathy Johnson *Nash CC*

House Appropriations Subcommittee on Education
Rep. Boyd-McIntyre (Chair)
Rep. Rogers (Chair)
Rep. Yongue (Chair)
Rep. Barnhart, Rep. Bell, Rep. Bonner, Rep. Carpenter
Rep. Holmes, Rep. McLawhorn, Rep. Michaux,
Rep. Morgan, Rep. Preston, Rep. Russell, Rep. Smith,
Rep. Teague, Rep. Warner

Senate Appropriations on Education/Higher Education
Sen. Lucas (Chair)
Sen. Garrou (Chair)
Sen. Dalton (Chair)
Sen. Carter, Sen. Cunningham, Sen. Garwood, Sen. Hartsell,
Sen. Wellons

JOINT APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER EDUCATION

Minutes
April 19, 2001

Senator Jeanne Lucas, Co-Chair, convened the Joint Appropriations Subcommittee on Education/Higher Education at 8:30 a.m. on Thursday, April 19, 2001 in Room 421, LOB. She acknowledged the House Page, Elizabeth Doughtery of Buncombe County sponsored by Rep. Mark Crawford; and Senate Page, Mindy Powell of Lenoir County, Sponsored by Senator Kerr. There were 6 senators present and the following House members: Representatives Teague, Russell, Carpenter, Yongue, Rogers, Boyd-McIntyre, Smith, McLawhorn, Bonner, Warner, and Bell.

Senator Lucas called on Kristine Leggett, Fiscal Analyst who gave an overview of the Formula Studies. (Attachment #1) She summarized the 5 studies, reviewed what the formula was at the time those studies were started, reviewed the studies themselves and addressed the current formula to give the members an idea of how the formula works.

Representative Rogers asked why North Carolina is at the bottom with funding for community college faculty when we compare so favorably in other categories nationally. With budget flexibility, community college presidents may have chosen to allocate their money to other categories, according to Ms. Leggett. Senator Lucas said that additional data is needed to explain this phenomenon. Senator Carter asked about flexibility in spending federal money for community colleges and how this is factored into the equations for national standing. Senator Dalton asked where North Carolina is inordinately higher than other states in expenditures. Ms. Leggett said North Carolina's instructional rate is higher per FTE in comparison with other states: The North Carolina rate per FTE for credit students is $3,173 and for non-credit students, $2, 594. The FTE rate given by SREB was $2,088, and nationally the rate was $2,324. Courses are fee-based for non-credit students in other states and are self-supporting. Kennon Briggs said the North Carolina Community College System is the most comprehensive in the nation, and tuition has traditionally been low to ensure access. He referred to the chart on page 42 of the Green Book that shows that NCCCS spent a higher percentage on instruction than any other SREB state. Senator Lucas said that we needed to revisit that page. Representative Bonner asked what the schools that pay higher than the national average in faculty salaries were doing differently. Ms. Leggett said that Mr. Briggs is getting data on that question.

Representative Yongue referred to page 19 in asking whether we have a fiscal note on the recommendations MGT made on Occupational Continuing Education. Ms. Leggett said there was none, but the recommendations have been addressed to some extent by the General Assembly since 1996-7. Representative Rogers asked what the current funding rate is, and Ms. Leggett said it is the same as the curriculum rate, 1:16 for the first 500 and 1:19 above 500. Representative Russell asked about how much money it would take

to fund basic skills at parity with the curriculum rate. Senator Garwood referred to page 25 in asking about the actual ratios for program-based funding. Ms. Leggett said they are the same as the curriculum scale.

The following community college presidents made presentations: Ray Bailey of Asheville Buncombe Technical Community College and President of the Community College President's Association, Phail Wynn of Durham Technical Community College, Fred Williams of Robeson Community College and Kathy Johnson of Nashville Community College. Mr. Wynn introduced April Lane, a Durham Tech student, who was named to the All USA Academic All-American First Team and who made a few comments. Mr. Williams introduced Sheryl Kelly who received her LPN certification at the Robeson Community College; Rosemary Gordon, whom Representative Bonner taught, has completed the high school program and the nursing assistant program; and Lisa Johnson, SGA President, who is completing the Associate Degree in Business Administration and plans to continue her education at Pembroke State. He introduced Jack Ward who is the Plant Manager for Carolina Mills and also, Becky Bullard who directed the closures of the Gypsum and Converse plants. Mr. Williams passed out some information on Robeson County (Attachment #2)

Senator Lucas announced that there would be no meeting on Monday. The meeting was adjourned.

Jeanne Lucas

Senator Jeanne Lucas, Co-Chair

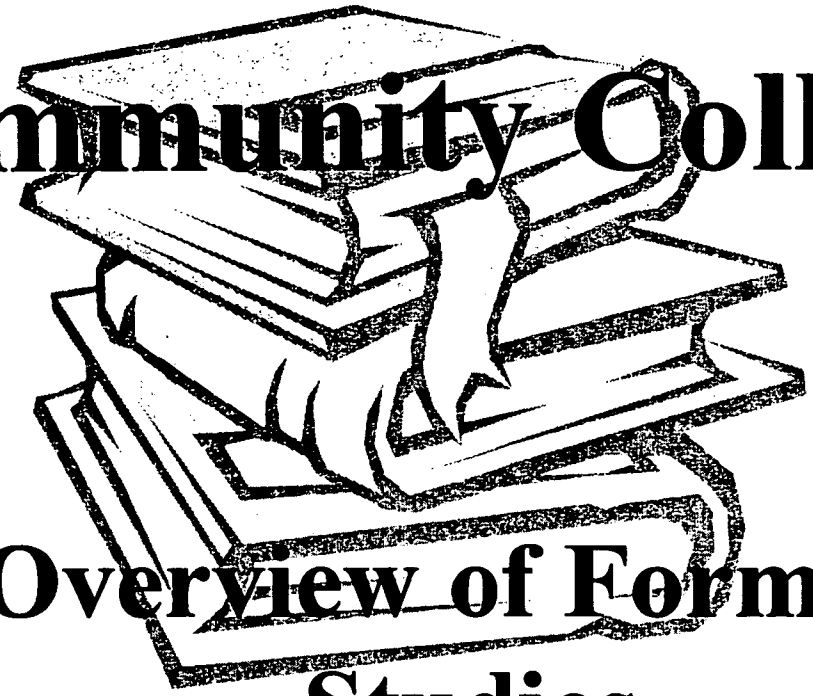
Barbara R. Hocutt

Barbara R. Hocutt, Committee Assistant

Attachments

Attachment # 1
Kristine Leggett

Community Colleges



Overview of Formula Studies

April 19, 2001

Purpose

- MGT recommendations have resulted in an additional $156 million in funding for the community college system
- Formula allotments represent 90% of total community college allocations
- Changes to the funding formulas will have a significant impact on enrollment increase requirements

1996 Session Laws
Chapter 18, Section 17.3

The State Board of Community Colleges shall undertake a comprehensive study of the funding formula used to distribute funds to local community colleges and shall make any recommendations for changes to the General Assembly by January 31, 1997. The study shall include, but not be limited to, the development of a plan to increase the level of funding for occupational extension courses to the funding level for curriculum courses and the cost of such a plan. In developing the plan, the State Board shall consider whether one or more colleges receive a disproportionate share of the occupational extension formula funds, the appropriateness of such a distribution, and any recommendations for changes in that distribution. The state Board of Community Colleges shall use Board Reserve funds to hire an outside, independent consultant to study the funding formula.

Overview of Funding Study Issues By Phase
MGT of America, Inc, and the Division of Business and Finance

	Phase 1		Phase 2		Phase 3		Phase 4		Phase 5	Final	Amount of Funds Provided
	Final	Further	Final	Further	Final	Further	Final	Further	Current	Action	
Issues	Action	Study	Action	Study	Action	Study	Action	Study	Study		
Adequacy of Funding		X									
Occupational Extension	X				X					X	$ 13,000,000
Basic Skills Instruction	X									X	
Sliding Scale (1)		X	X							X	$ 20,481,165
Program-Based Funding		X		X							
New Program Development	X									X	
Equipment (2)		X		X	X					X	$ 74,000,000
Budget Stability		X		X	X					X	
Base Funding - Support (3)		X	X	X						X	$ 16,000,000
Flexibility	X									X	
Simplicity (4)	X									X	
Multiple Locations				X							$ 1,650,000
Repair and Renovation					X					X	$ 14,500,000
Instructional Resources (5)							X			X	$ 10,000,000
Capital Outlay(6)								X	X	X	See Notation Below
Performance Funding								X	X	X	Retain Reversions
Summer Term Funding									X	X	$ 7,177,623
Length of Contracts(7)									X	X	
TOTAL											$ 156,808,788

Occupationl Extension Funding a $10.0 million appropriation in 1997, and a $3.0 million appropriation in 2000

(1) Sliding Scale includes 2 years of adjusting faculty/student ratios downward; cumulatively from 17.8/1 to 16.52/1 and 21.55/1 to 20.1 (curriculum), from 23.1/1 to the same break points as Curriculum (Occupational)

(2) Equipment Includes $21 mil Eqiuipment Reserve, $5 mil Overrealized Receipts, and $48 mil from HB 275

(3) Base Funding - Support includes adding 116 positions to the Base Allotment and 203 to the Enrollment Allotment

(4) The 2000-01 "Formula Comutation" (State Aid Allocation) has been simplified

(5) Instructional Resources includes $10 mil of "Other Cost" Funds

(6) Phase IV work resulted in the largest capital putlay funding possibility ever: A $600 m Bond Campaign for November 2000

(7) Length of Contracts dealt with in Summer Term Funding

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Five Studies

Phase 1

- Assessment of the Funding Formula including Curriculum, Occupational Continuing Education, Basic Skills, and administrative and instructional support

Phase 2

- Economies of Scale

Phase 3

- Funding stability, further study of Occupational Continuing Education, equipment, and repair and renovation

Phase 4

- Capital outlay, performance budgeting, and instructional resources

Final Report

- Faculty salaries, summer term, new construction

Formula Review

- **Full-time Equivalent (FTE)**

  One Curriculum FTE equals 16 credit hours per semester for two semesters.

  Occupational Continuing Education and Basic Skills FTE 16 credit hours for two semesters and 9 credit hours for the Summer Term

- **Ratios**

  Student-teacher ratio. Functions with a sliding scale to account for economies of scale found at larger schools.

- **Sliding Scale**

  Ensures that the smaller schools receive enough funding to operate even with smaller class sizes and takes into account the economies of scale found at larger schools.

- **Instructional Unit**

  FTE divided by the ratio.

- **Unit Value**

  Represents the dollar amount allocated to each college for each instructional unit. Since both part-time and full-time faculty are paid for using this amount, the unit value is not representative of the full-time average faculty salary.

Funding Formula
1996-97

Curriculum

- Sliding scale

1st 250	1:17
Next 125	1:18
Next 125	1:19.5
> 500	1:21.55

- Unit Value $40,119
- Social Security, Retirement, and hospitilization
- Other costs $105

Occ. Con. Ed.

- Sliding scale Not used
- Ratio – 1:23
- Unit Value $23,876
- Social Security only
- Other costs $56

Basic Skills

- Base per college $20,000
- 25 cents per target population w/ less than a h.s. education based on the '90 census
- FTE Enrollment
- $50 per GED
- $150 per AHS Diploma
- $10,000 for every 1% in excess of the statewide level of eligible pop. served.

Methodology

- State Board contracted with MGT of America

- State Board Formed an Advisory Committee

  Included college presidents and business officers, System Office staff, a representative from the State Board, and a representative from the Trustees Association

- Advisory Committee established Criteria for Evaluation

Criteria for Evaluation

- Support budget flexibility
- Promote a simplified budget process to ensure that formulas are understandable, defensible, and easy to explain to the community and the state
- Provide a vehicle for statewide access to quality programs for all citizens
- Recognize increased costs associated with a changing economy
- Ensure accountability
- Reward progress

Methodology (cont.)

- Conducted regional meetings
- Talked to state leaders including the System President, state budget officers, fiscal analyst, and others involved in workforce and economic development and human resources
- Identified the issues

The Issues

1. Adequacy of Funding
2. Flexibility
3. Occupational Continuing Education
4. Basic Skills
5. Program Based Funding
6. Sliding Scale
7. Base funding for Institutional and Academic Support

1. Adequacy of Funding

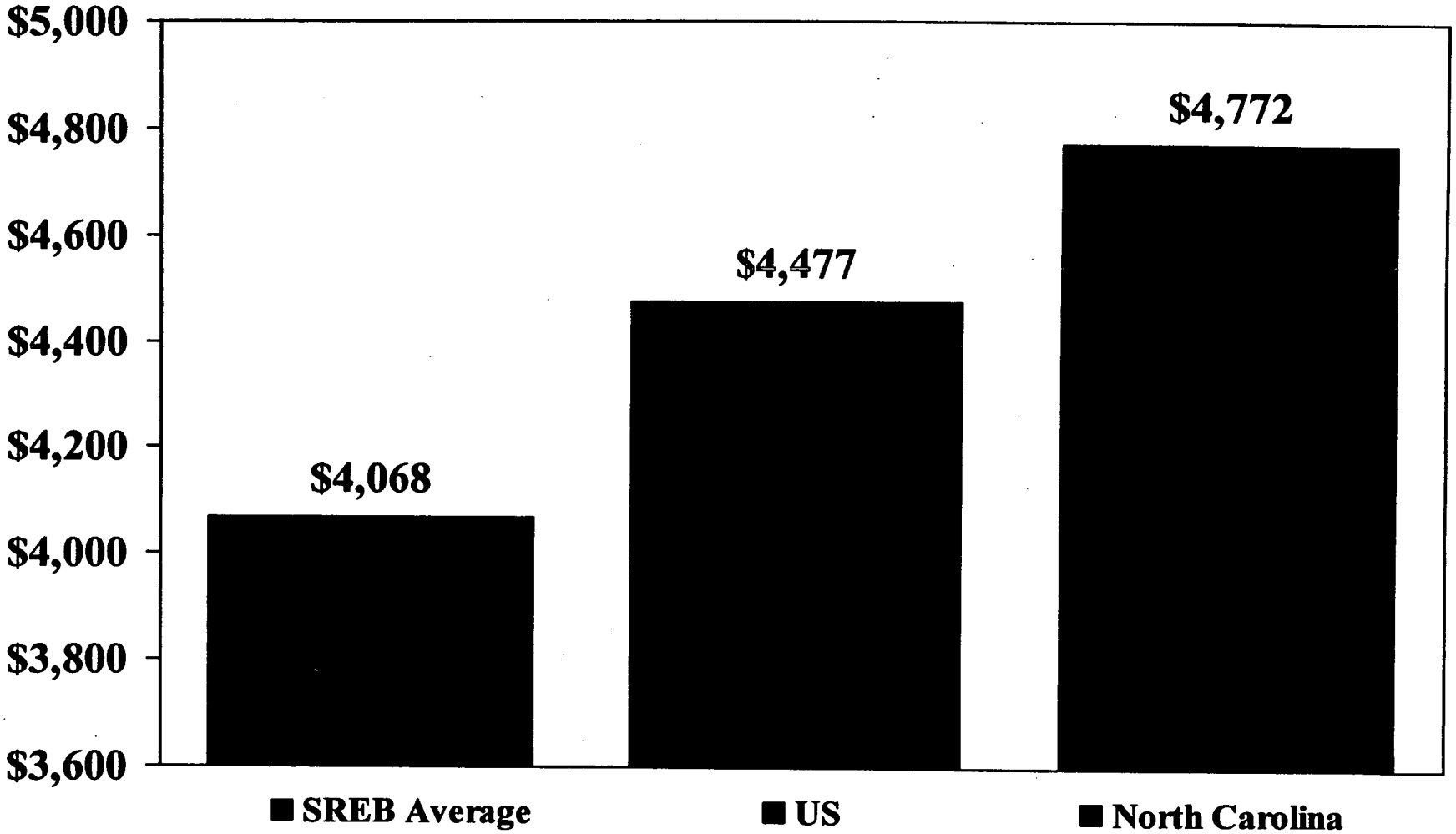
- Perceived as a problem by the majority
- Particular concern with adequate level of funding in the future
- "Key to the ability to develop a new funding formula"
- No clear consensus about how to determine what would be an adequate level of funding

Adequacy of Funding

MGT found:

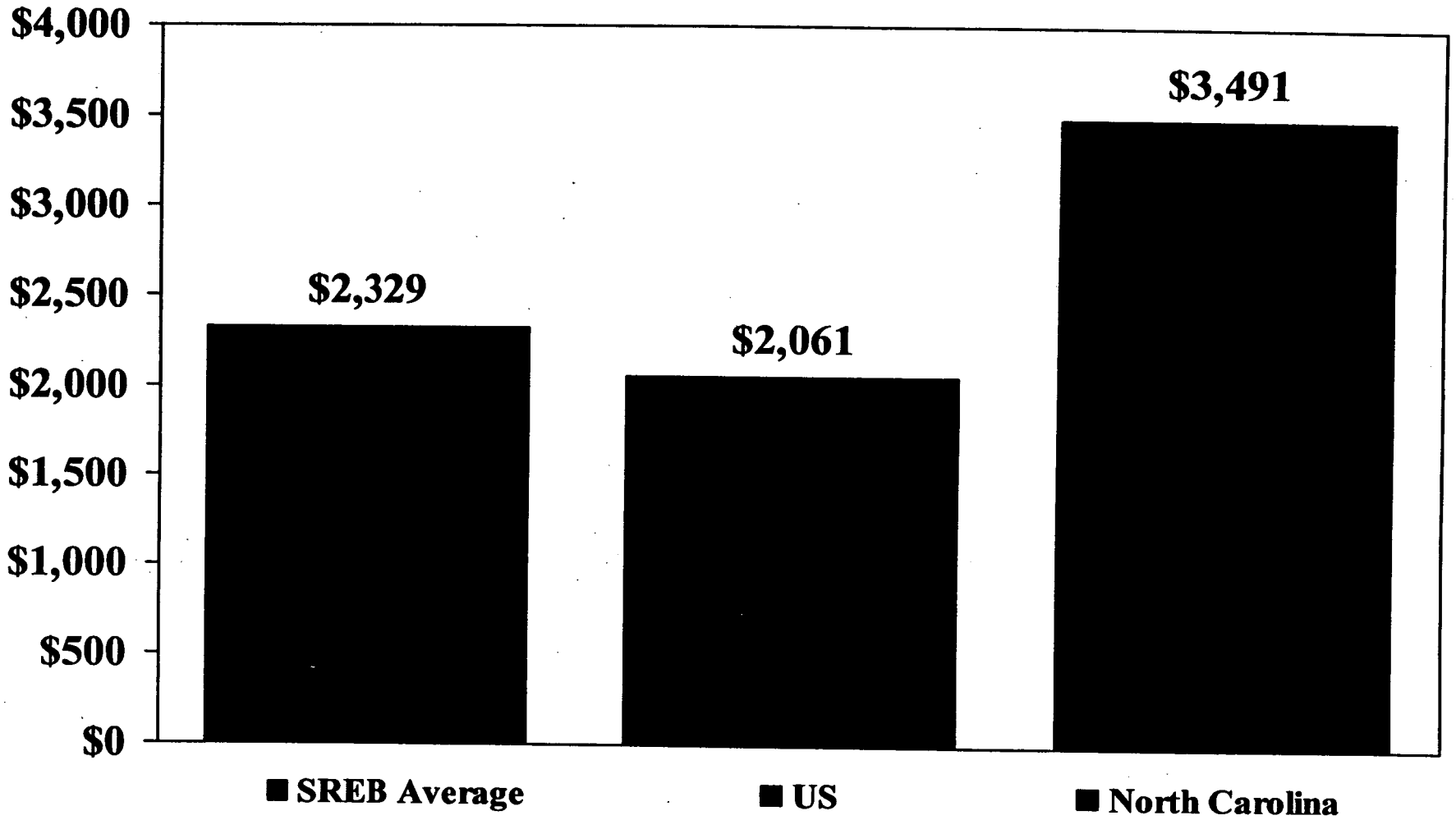
- Combined funding (State, Local, Tuition, Other) for all students was just above the national average
- Among SREB states, NC state appropriations were highest
- Curriculum unit value increased 34.2% from 1987-88 to 1994-95. Higher Education Price Index (HEPI) increased 33.1%. CPI increased 29.8%.
- Faculty salaries were at or near the bottom of SREB states

Funding Comparisons



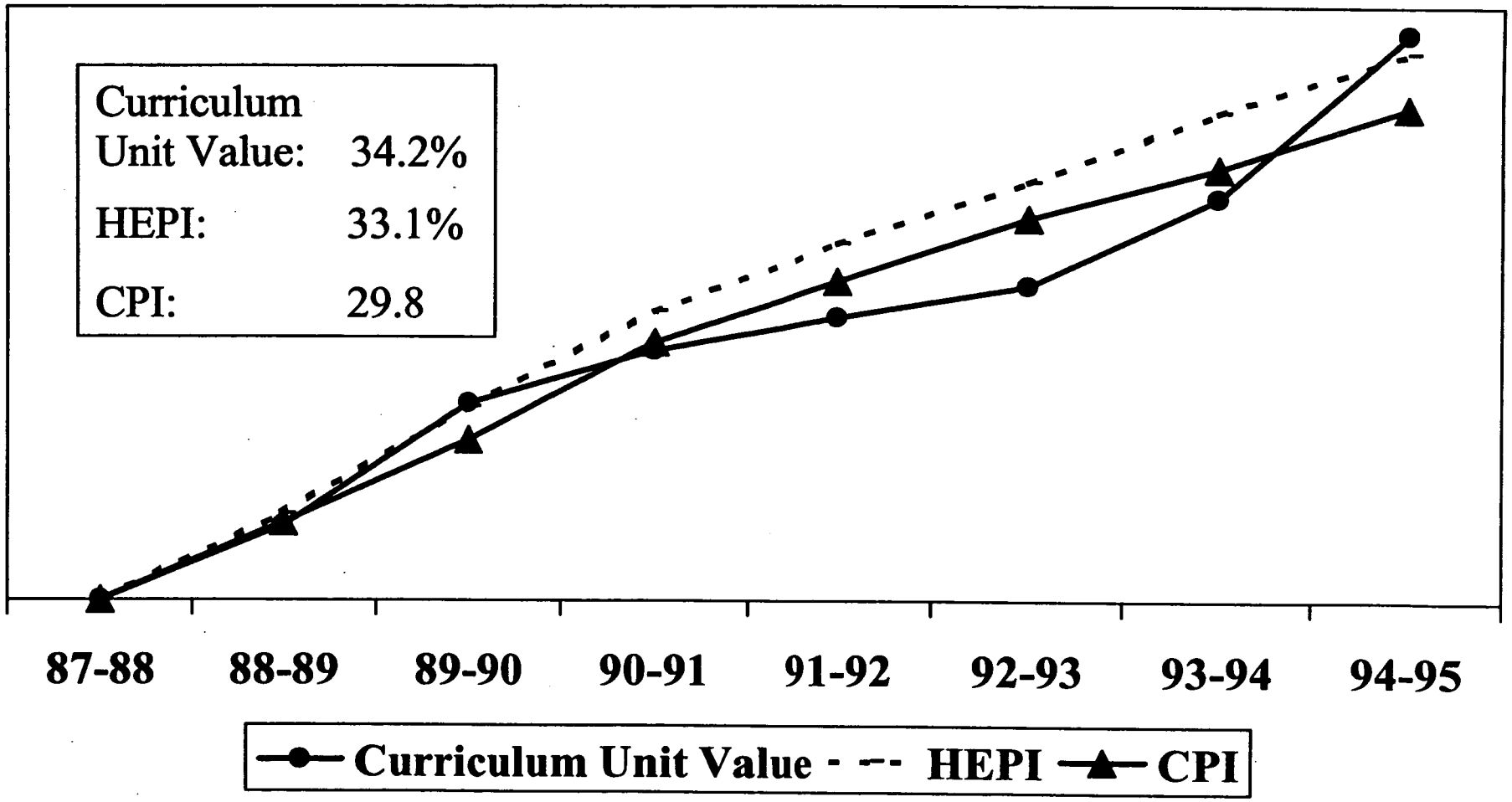
Total Funding Per FTE, All Sources

Funding Comparisons



State Appropriations Per FTE, All Students

Comparison of Trends in Formula Rates and Nationally Accepted Price Indices 1987-88 To 1994-95



2. Flexibility

- General consensus that college flexibility is essential to meet college's individual needs
- Formulas are for allocation purposes only
- Colleges can spend the money however they choose with the exception of basic skills and the 2% salary transfer restriction

3. Occupational Continuing Education

- Parity with curriculum critical
- Funding disparities result in reduced ability to supply continuing education and difficulty using full-time faculty to teach continuing education courses
- Enrollment growth expected primarily in continuing education

Occupational Continuing Education

MGT Found:

Lower funding rate due to:

- Higher staffing ratio
- Lack of a sliding scale
- Lower unit value and other cost rate

96-97 Formula

- Sliding scale not used
- Ratio – 1:23
- Unit Value $23,876
- Social Security only
- Other costs $56

Variation among colleges regarding the number of FTE served and the percentage of total FTE represented by Occupational Continuing Education due to:

- Differences in local demand
- Difference in response to local demand
- Inability to offer additional continuing education programs under the current funding policy

Occupational Continuing Education

MGT recommended:

- Parity with curriculum funding levels
- New formula:

1st 500 FTE	1:17.8
> 500	1:21.55

Same unit value
Same fringe benefits (retirement and hospitalization)
Same rate per FTE for other costs

- Because of the prohibitive cost associated with achieving parity, the ratios should be calibrated to match the funding levels during a five-year phase-in period
- The perception of a disproportionate share for some colleges is unfounded

96-97 Formula

- Sliding scale not used
- Ratio – 1:23
- Unit Value $23,876
- Social Security only
- Other costs $56

4. Basic Skills

- Some colleges place a lower priority on these programs

- State-level officials view them as critical to upgrading the skills of the workforce

Basic Skills

MGT found:

- Range of 2% to 26.1% of total FTE were basic skills
- Extent of the variation is attributable to factors other than variation in local needs

96-97 Formula

- Base per college $20,000
- 25 cents per target population w/ less than a h.s. education based on the '90 census
- FTE Enrollment
- $50 per GED
- $150 per AHS Diploma
- $10,000 for every 1 % in excess of the statewide level of eligible pop. served.

- Contrary to popular perception, the formula is actually very simple

Basic Skills

MGT recommended:

- Funding at parity with Curriculum
- Formula similar to that of Curriculum

96-97 Formula

- Base per college $20,000
- 25 cents per target population w/ less than a h.s. education based on the '90 census
- FTE Enrollment
- $50 per GED
- $150 per AHS Diploma
- $10,000 for every 1 % in excess of the statewide level of eligible pop. served.

5. Program Based Funding

- Prior studies found existing data collection and analysis tools inadequate to make this work
- Introduced the sliding scale instead
- Differing opinions regarding value
- If utilized, programs should be grouped into broad categories and should take into account accreditation and licensing requirements

Program-Based Funding

MGT found:

- Recognition of program cost differences is common in other states
- Class size averages ranged from 8.3 in Computer Science to 18.4 in Renewable Natural Resources

Program-Based Funding

MGT recommended:

- Establishment of a limited number of discipline or program cost categories
- Recommended formula breaks those categories into high, medium, and low cost with the first 500 students at each college funded at the high cost ratio. Program ratios are applied only for FTE above 500.

Recommended Formula (Ratios are NOT recommended ratios. They are for example only.)

High Cost	1:12
Medium Cost	1:16
Low Cost	1:21

6. Sliding Scale

- Perceived problems because never fully funded
- Smaller colleges felt it was inadequate
- Larger colleges felt the smaller colleges were taking all of the resources
- Problem may not be the existence of the scale but the magnitude of the differences between the steps.

Sliding Scale

MGT found:

- Most colleges would experience a shift of less than 4% if the scale were abandoned
- 14 colleges receive 5% more with a sliding scale
- 6 colleges receive 2% less
- Colleges with fewer than 500 FTE have higher expenditures per FTE
- Subsequent study supported continued use of the sliding scale

96-97 Curriculum Formula

- Sliding Scale

1st 250	1:17
Next 125	1:18
Next 125	1:19.5
> 500	1:21.55

- Unit Value $40,119
- Social Security, Retirement, and hospitalization
- Other costs $105

Sliding Scale

MGT recommended:

- Phase 2 study recommended continued use of sliding scale

- Simplified version:

1st 500	1:17.8
> 500	1:21.55

96-97 Curriculum Formula

- Sliding Scale

1st 250	1:17
Next 125	1:18
Next 125	1:19.5
> 500	1:21.55

- Unit Value $40,119
- Social Security, Retirement, and hospitalization
- Other costs $105

7. Institutional and Academic Support

96-97 Institutional and Academic Support

- Base allotment for salaries and benefits for 29 positions
- Base allotment of $100,000 per college for other costs
- >750 FTE = $889/FTE

- Smaller colleges felt the base was inadequate
- Larger colleges found it to be excessive
- Number of students served (headcount) should be more important than FTE

Base Funding for Institutional and Academic Support

MGT found:

- Base funding provides at least $100,000 more to 33 colleges with enrollments of less than 2,000
- 18 of the larger colleges receive $100,000 less than they would if the formula were based purely on FTE

96-97 Institutional and Academic Support

•Base allotment for salaries and benefits for 29 positions

•Base allotment of $100,000 per college for other costs

•>750 FTE = $889/FTE

- Schools with fewer than 500 students have significantly higher expenditures per FTE
- Subsequent study found that economies of scale exist at larger schools

Institutional and Academic Support

MGT recommended:

- Match the sliding scale definition of a small college (i.e. 500 FTE or less) to that used for instruction

96-97 Institutional and Academic Support

•Base allotment for salaries and benefits for 29 positions

•Base allotment of $100,000 per college for other costs

•>750 FTE = $889/FTE

- Current rates used should reflect the national expenditure patterns and the growth in workload due to increased number of part-time students

Overall Formula Changes

MGT recommended:

- Calibration of the sliding scale ratios based on national averages
- Realignment of the rates for staffing ratios, unit values, and "other costs" to more closely match actual experience
- Benchmarking the value of other instructional expense rate to a national price index

Recommended Formula

Four Step Formula:

1. Determine the FTE using program-based categories (high, medium, and low cost)

2. Determine the instructional units

3. Determine the Budget Requirements per instructional unit

4. Determine the total instructional resources required

EXHIBIT 6-1
PROPOSED FORMAT FOR NEW CONSOLIDATED INSTRUCTION FORMULA

Step 1 - Determination of Funded FTE Enrollment

Instructional Program Component	Two Years Ago	Last Year	Current Year	3-Year Rolling Average	Higher of Current or Average
Curriculum Instruction					
High Cost Programs	274	271	284	276	284
Medium Cost Programs	639	632	664	645	664
Low Cost Programs	913	903	948	921	948
Non-Curriculum Instruction					
Occupational Extension	287	269	277	278	278
Basic Skills / Literacy	224	220	235	226	235
Total, All Instructional Programs	2,336	2,295	2,409	2,347	2,409

Step 2 - Determination of Teaching Positions Required

Instructional Program Component	Higher of Current or Average	Adjustment for Base Funding	Funded FTE by Components	Student: Faculty Ratio	Teaching Positions Required
Curriculum Instruction					
Enrollment Base @ 500 FTE		500	500	12	42
High Cost Programs	284	(284)	0	12	0
Medium Cost Programs	664	(216)	448	16	28
Low Cost Programs	948	0	948	21	45
Total, Curriculum Instruction	1,897	0	1,897		115
Non-Curriculum Instruction					
Occupational Extension					
Enrollment Base @ 500 FTE		278	278	12	23
Additional Occupational Extension	278	(278)	0	16	0
Total, Occupational Extension	278	0	278		23
Basic Skills / Literacy					
Enrollment Base @ 500 FTE		235	235	12	20
Additional Basic Skills	235	(235)	0	21	0
Total, Basic Skills	235	0	235		20
Total, Non-Curriculum Instruction	513	0	513		43
Total, All Instructional Programs	2,409	0	2,409		158

Step 3 - Determination of Budget Requirements per Teaching Position

Component	Basis	Rate	Amount	Total
Target Instructional Salary Rate	SREB Average	$ 36,107	$ 36,107	
Social Security	% of Salary	7.65%	2,762	
Retirement	% of Salary	10.83%	3,910	
Hospitalization	$ per Position	$ 1,735	1,735	
Other Instructional Costs	$ per Position	$ 2,000	2,000	
Total Requirement per Teaching Position				$ 46,515

Step 4 - Determination of Total Instructional Resources Required

	$ 7,329,603
per FTE	*$ 3,042*

Notes: Funding rates and staffing ratios are for illustrative purposes only.
Further study will be directed toward determining the appropriate number of program categories.

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General Assembly Response

General Assembly Changed:

- Occupational Continuing Education
  - 97-98 – $9,993,517 to provide more Occupational Continuing Education courses and to increase the Occupational Continuing Education unit value
  - 00-01 –$3,000,000 to adjust the Occupational Continuing Education ratios to more closely align them with Curriculum ratios

- Other Costs
  - 99-00 –$10,000,000 to enhance the "other cost" allocation for both Curriculum and Occupational Continuing Education

- Institutional and Academic Support
  - 98-99 –$9,000,000 to increase technology staff, and for computer and technology related costs. Increased the base position allotment to 30.
  - 99-00 –$8,000,000 to ensure at least one additional financial aid counselor at each college. Increased the base position allotment to 31 positions.

General Assembly Response (con't)

General Assembly did not change:

- Basic Skills Formula
- Institutional and Academic Support Sliding Scale
- Benefit allotment for Occupational Continuing Education
- Ratios to reflect program-based funding

Current Funding Formulas

2000-01

Six Step Funding Formula

1. Determination of FTE
2. Determination of Instructional Units
3. Determination of requirements for Instructional Units
4. Determination of Fringe Benefits
5. Determination of "Other Costs"
6. Determination of total Instructional Resources required for program

Curriculum Formula (Part I)

- Sliding scale/Ratios:

1st 500 FTE	1:16.367
Above 500	1:19.815

Simplified Sliding Scale	
Originally:	
1st 250	1:17
Next 125	1:18
Next 125	1:19.5
> 500	1:21.55

For a school with 1500 Curriculum FTE, the allocation would be calculated like this:

500 FTE divided by 16.367 = 30.5 Instructional Units

1000 FTE divided by 19.815 = 50.5 Instructional Units

Total Instructional Units = 81

Curriculum Formula (Part II)

Once the number of Instructional Units is determined, it is multiplied by the unit value, which is currently $42,201.

Increased Unit Value
Originally, $40,119

Using the same example:

81 Instructional Units X $42,201 = $3,418,281.

Fringe benefits and hospitalization are added next:

Fringe benefits = $3,418,281 X 14.78% = $505,222

Hospitalization = Number of Instructional Units X $2,256

or 81 X $2,256 = $182,736

Total cost of Fringe benefits and hospitalization = $687,958

Subtotal Curriculum Allocation = $4,106,239

Curriculum Formula (Part III)

Finally, $175 per curriculum FTE is added to cover other instructional costs:

The General Assembly increased the funding for "other costs" during the '99 session. Originally, the amount funded here was $105/FTE.

1,500 FTE X $175 = $262,500

Total Curriculum Allocation:
$4,368,739

Occupational Continuing Education Formula (Part I)

Sliding Scale/Ratios:

1st 500	1:16.367
Above 500	1:19.815

97-98 General Assembly provided funding to establish a sliding scale and to increase the unit value.

For a school with 600 Occupational Continuing Education FTE, the allocation would be calculated like this:

500 FTE divided by 16.367 = 30.5 Instructional Units

100 FTE divided by 19.815 = 5 Instructional Units

Total Instructional Units = 35.5

Occupational Continuing Education Formula (Part II)

Once the number of Instructional Units is determined, it is multiplied by the unit value, which is currently $33,433.

Using the same example:

35.5 Instructional Units X $33,433 = $1,186,871

Social Security is added in next:

$1,186,871 X 7.65% = $90,795

Subtotal Occupational Continuing Education = $1,277,666

Occupational Continuing Education (Part III)

Finally, $175 per Occupational Continuing Education FTE is added to cover other instructional costs:

The General Assembly increased the funding for "other costs" during the '99 session. Originally, the amount funded here was $56/FTE.

600 FTE X $175 = $105,000

Total Occupational Continuing Education Allocation:
$1,382,666

Basic Skills (Part I)

- Every college gets a base allotment of $20,000

- Each college receives FTE funding from the State:

  115 Basic Skills FTE X $2,012 = $231,380

- An additional allotment from the Federal Government is also based on FTE:

  115 Basic Skills FTE X $516.93 per FTE = $59,446.95

- Subtotal Basic Skills: $310,827

Basic Skills (Part II)

- Additional funds are allotted based on the population of the colleges service area

  Population aged 16-54 in college's service area:
  10,150 X .25 = $2,537.50

- Subtotal Basic Skills: $313,364

Basic Skills (Part III)

Finally incentive funding is calculated:

- 225 GED certificates awarded X $50 = $11,250
- 30 Adult High School Diplomas X $150 = $4,500
- Level of Effort:

  Percentage above the statewide average percent of eligible population served

  1. Statewide average = 10.23%
  2. Percentage of eligible population served = 10.68%
  3. Percentage above statewide average = .45%
  4. $10,000 X .45 = $4,500

- Subtotal Incentive Funding: $20,250

Total Basic Skills Funding: $333,614

President's Allotment

- Salary Schedule based on:

  Size of college

  Year's of experience as President

- Using the same college as an example:

  Total budgeted FTE = 2,215

  Years of Experience = 5

- President's salary is Grade 2, Step 5 = $92,532

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
PRESIDENT SALARY SCHEDULE - FY 2000-2001

Based on Years of Presidental Experience
Includes a 4.2 Percent Salary Increase
Effective July 1, 2000

YEARS OF EXPERIENCE	0-1499 GRADE 1	1500-2999 GRADE 2	3000-4999 GRADE 3	5000-7499 GRADE 4	7500-UP GRADE 5
0	80,508	85,104	90,984	99,000	108,708
1	81,900	86,568	92,556	100,716	110,616
2	83,316	88,056	94,140	102,456	112,512
3	84,732	89,556	95,748	104,184	114,432
4	86,136	91,044	97,344	105,936	116,340
5	87,540	92,532	98,940	107,664	118,236
6	88,968	94,032	100,524	109,380	120,156
7	90,336	95,508	102,120	111,120	122,052
8	91,776	97,008	103,716	112,860	123,960
9	93,192	98,496	105,300	114,600	125,880
10	94,584	99,996	106,920	116,328	127,776
(Maximum)	120,396	127 308	136,116	148,128	162,756

Note: All salaries are rounded to the nearest whole dollar divisible by 12

Institutional and Academic Support

- Sliding scale

1st 750	Base allotment of $1,592,396
> 750	$1,089 per FTE

98-99 and 00-01 General Assemblies provided additional funding to increase the base allotment to provide salaries and fringe benefits for 31 positions and increase amount per FTE for larger schools.

- Using the same college as an example, the formula would be calculated as follows:

1st 750	$1,592,396
1,465 X $1,089 =	$1,595,385

(2,215 FTE – 750 = 1,465)

- Subtotal Intuitional and Academic Support: $3,187,781

Total Institutional and Academic Support (including President's salary): $3,280,313

Academic Support Supplement

- Sliding Scale:

  1st 500 FTE X $101.28 = $ 50,640

  1,715 FTE X $79.97 = $137,149

  (2,215 FTE – 500 = 1,715)

Total Academic Support Supplement: $187,789

Total Example College Allotment

• Curriculum:	$4,368,739
• Occupational Continuing Education:	$1,382,666
• Basic Skills:	$ 333,614
• Institutional and Academic Support:	$3,280,313
• Academic Support Supplement:	$ 187,789
Total College Instructional Allotment:	**$9,553,121**

Comparison of Formula

1995-96

Curriculum

- Sliding scale

1st 250	1:17
Next 125	1:18
Next 125	1:19.5
> 500	1:21.55

- Unit Value $40,119
- Social Security, Retirement, and hospitalization
- Other costs $105

2000-01

Curriculum

- Sliding scale

1st 500	1:16.367
> 500	1:19.815

- Unit Value $42,201
- Social Security, Retirement, and hospitalization
- Other costs $175

Comparison of Formula

1995-96	2000-01
Occ. Con. Ed.	Occ. Con. Ed.
• Sliding scale Not used	• Sliding scale 1st 500 1:16.367 > 500 1:19.815
• Ratio – 1:23	
• Unit Value $23,876	• Unit Value $33,433
• Social Security only	• Social Security only
• Other costs $56	• Other costs $175

Comparison of Formula

1995-96

Basic Skills

- Base per college $20,000
- 25 cents per target population with less than a high school education based on the latest census
- FTE Enrollment
- $50 per GED
- $150 per Adult High School Diploma
- $10,000 for every 1% in excess of the statewide level of eligible pop. served.

2000-01

Basic Skills

- Base per college $20,000
- 25 cents per target population with less than a high school education based on the latest census
- FTE Enrollment
- $50 per GED
- $150 per Adult High School Diploma
- $10,000 for every 1% in excess of the statewide level of eligible pop. served.

Comparison of Formula

1995-96

Institutional & Academic Support

- President's Salary – salary schedule based on size of college and years of experience
- Sliding scale:
  1st 750 Base of 29 positions
  > 750 $889 per FTE

2000-01

Institutional & Academic Support

- President's Salary – salary schedule based on size of college and years of experience
- Sliding scale:
  1st 750 Base of 31 positions
  > 750 $1,089 per FTE
- Academic Support Supplement
  1st 500 $101.28
  > 500 $ 79.97

Summary

- MGT recommendations have resulted in an additional $156 million in funding for the community college system

- Two key elements in MGT recommendations that have been set aside "for further study":
  1. Adequacy of funding
  2. Program-based funding

- Changes to the sliding scale and the ratios can significantly impact enrollment increase requirements

VISITOR REGISTRATION SHEET

Senate Com. Joint Ed — 4-19-01

Name of Committee — Date

VISITORS:. PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Jack Van [illegible]	Carolina Mills, Inc.
Becky Ballard	Commerce, Raleigh, NC
Diane [illegible]	NCCCS
Cheryl Kelly	RCC
Lois R Jones	RCC
Rosemary [illegible]	RCC
Fred Williams	Robeson Community College
Kathy Johnson	Nash Community College
K [illegible]	Asheville-Buncombe Tech Comm Colleges
Alice L. Smith	NCCCS
Bonnie D. Bass	"
[illegible]	NCICU
David Brown	OSBPM
Phail Wynn, Jr.	Durham Technical Comm College
April Layne	Durham Technical Community College
Sam Lee	OSBPM
Bill Lewis	Southeast C.C.
[illegible]	OSBM
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VISITOR REGISTRATION SHEET

Sub Com Joint Ed — 4-19-01

Name of Committee — Date

VISITORS: PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
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Hal Miller	NCAECT
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JOINT APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER EDUCATION

MINUTES
May 24, 2001

The Joint Appropriations Subcommittee on Education/Higher Education met on Thursday, May 24, 2001 in Room 421 at 1:00 p.m. Senator Dalton, Senior Co-Chair of the Senate Appropriation Subcommittee on Education/Higher Education presided. Senator Dalton introduced the Senate Page, Holly Ray of Burnsville sponsored by Senator Carter. The following Representatives were present: Teague, Bonner, Barnhardt, Warner, Michaux, McLawhorn, Smith, Yongue, Boyd, McIntyre, and Rogers. There were 7 Senators present.

Senator Dalton thanked the staff, State Board of Education, DPI, Community Colleges, the University System, the Governor's office and the members of the Joint Committee for their cooperation during the committee budget process. He thanked the Full Appropriations Chairs who recently gave the committee some greater availability of resources to put into education and increased the spending target for the education budget. Education has been made the top priority and continuing to invest in education at all levels.

Senator Dalton gave an overview of the proposed Education Budget and the Public Education budget. He called on Senator Lucas to summarize the proposals for the Community College Budget. Senator Garrou presented the University Budget. (Attachments #1, 2, 3 and 4)

At the end of the presentations, the members expressed their appreciation to the leadership for their pursuit of a fair and balanced budget. There were no questions, and the meeting was adjourned.

Senator Walter Dalton, Senior Chair

Barbara R. Hocutt, Committee Assistant

5/24/01

Senate Appropriations Subcommittee on Education

Report
May 24, 2001

Public Education

	GENERAL FUND			
	FY 2001-02		FY 2002-03	
Recommended Budget	**$5,923,802,924**		**$6,021,031,149**	
Legislative Changes				
A. More Accurate Projection of Budget Requirements				
1 Additional Adjustments in Average Salary Projections In addition to the annual Continuation Budget adjustment for average budgeted salary of certified personnel, a more recent review of certified personnel salaries, from updated salary data, identified an additional reduction in projected salary needs for FY 2001-02.	($8,497,668)	R	($8,497,668)	R
2 School Bus Purchases Reduce funding for FY 2001-02 based on a revised school bus replacement schedule.	($23,915,892)	NR		
3 Payments for Teacher Unused Vacation Days Adjust funding to reflect recent expenditure experience.	($4,000,000)	R	($4,000,000)	R
4 Transportation Adjustment: Bus Driver Physicals The Division of Motor Vehicles is delaying the implementation of the requirement that bus drivers must have a physical examination every two years. $25,000 would remain in the budget for pilot projects.	($535,000)	R	($535,000)	R
5 Transportation Adjustment: Diesel Fuel Cost The economic forecast models project a 10.5% decline in diesel fuel cost from the current year's average. The current average cost is $0.92 per gallon and the Continuation Budget was based on an estimated cost of $1.05 per gallon. This adjustment budgets diesel fuel at $0.92 which is the current level. All school buses utilize diesel fuel.	($2,990,000)	R	($3,048,890)	R
6 Transportation Adjustment: Inventory Adjustment June 30, 2000 inventory levels (oil, tires, and parts) were approximately 62% of annual needs. This one-time reduction is to reduce current inventory levels to a more optimum level.	($4,000,000)	NR		
7 Revised Projection of Average Daily Membership To eliminate the possibility of duplicating the inclusion of some students in projecting a local school administrative units average daily membership and to project a more realistic estimate of future student populations.	($20,199,068) -235.00	R	($16,227,221) -175.00	R

	FY 2001-02		FY 2002-03	
8 Classroom Materials/Instruction Supplies/Equipment Adjust the increase for inflation to a 3% growth (in line with the Consumer Price Index) from the 5% growth used in the Continuation Budget.	($1,140,499)	R	($1,140,499)	R
9 School Building Administration Estimated new public schools opening in FY 2001-02 has been revised to 35 (from 70).	($2,338,140)	R	($2,338,140)	R
10 At Risk Student Services/Alternative Schools Each high school receives funding to employ a school safety officer. The estimate of new high schools scheduled to open in FY 2001-02 has been reduced to 10 (from 20).	($529,732)	R	($529,732)	R
11 Charter School Reserve Funds in this category are used to distribute the applicable State funding to charter schools for students attending a charter school who were not previously in a public school (private or home schooled). Since the number of charter schools has reached the maximum legislated number of 100, the reserve can be reduced to $2 million in FY 2001-02 and $1 million in FY 2002-03.	($2,404,513)	R	($3,404,513)	R
12 Driver Education To reflect reductions to the Highway Fund for revised Average Daily Membership Projections and an adjustment based on average annual reversions. Reduction to Receipts: ($1,830,739)	$0	R	$0	R
B. Reduction of Administration Cost				
13 Safety Assistance Teams Eliminates funding used for Statewide consultants.	($500,000)	R	($500,000)	R
14 Regional Education and Technical Assistance Reduce State funding distributed to local school administrative units that could be used to support the Regional Education and Technical Assistance Centers by $3 million (44.56%).	($3,732,100)	R	($3,732,100)	R
15 Central Office Administration A 1.97% reduction from FY 2000-01 allocations for each local school administrative unit. The State Board is directed to develop a revised formula for FY 2002-03 that eliminates any permanent hold harmless in the formula.	($3,300,000)	R	($3,300,000)	R
16 Uniform Education and Reporting System (UERS) Based on the current NC WISE implementation schedule, a one-year reduction in funding is possible. FY 2001-02 funding level will be $10,018,927.	($5,000,000)	NR	$0	NR

	FY 2001-02		FY 2002-03	
17 Department of Public Instruction The elimination of 50 State-paid positions in the Department of Public Instruction (over the biennium). In FY 2001-02, the total reduction to the Department of Public Instruction will be a minimum of $3,800,000.	($3,800,000)	R	($3,800,000)	R
C. Other Budget Adjustments				
18 Vocational Education - Tech Prep Eliminates State funding for Tech Prep. Federal funds in excess of $3 million support this program.	($100,000)	R	($100,000)	R
19 Appropriations to Non-Public School Agencies Funding for the Public School Forum for administration of the Teachers Fellows Program ($420,564) is reduced 10%, funding for Schools Attuned ($643,100) is reduced 10%, funding for Teacher Cadet ($150,000) is reduced 10%. The remaining non-public school agencies that have received recurring appropriations through the Department of Public Instruction are not directly funded. A $2.5 million reserve is appropriated to the State Board of Education for contractual agreements with non-public school agencies.	($2,445,116)	R	($2,445,116)	R
D. Improving Student Performance				
20 Targeted Class Size Reduction and Instruction a. In schools with 80% or more of the students eligible for free or reduced lunch and with 45% or more of students performing below grade level, lower class size in grades K-3 to 1:15. Require teachers allotted for these grades to be assigned to teach in these grades.	$8,062,603 179.60	R	$8,062,603 179.60	R
21 Targeted Class Size Reduction and Instruction b. Extend the contract for all teachers in these targeted schools for 5 days in 2001-02 and 10 days in 2002-03. The first year days will be for staff development in methods to individualize instruction in smaller classes. The second year will add 5 instructional days.	$973,455	R	$2,334,930	R
22 Targeted Class Size Reduction and Instruction c. Provide one additional instructional support position for each of these targeted schools	$1,840,380 37.00	R	$1,840,380 37.00	R
23 Targeted Class Size Reduction and Instruction d. Eliminate regular dollar allotment for teacher assistants in grades K-3 in these targeted schools due to significantly lower class size.	($8,068,580)	R	($8,068,580)	R
24 Targeted Class Size Reduction and Instruction e. Provide funding for outside evaluation of targeted class size reduction initiatives.	$500,000	R	$500,000	R
25 Targeted Class Size Reduction and Instruction: Kindergarten Lower class size ratio in kindergarten to 1 teacher for every 18 students. Includes all schools (excluding the ones targeted above).	$25,413,757 566.50	R	$25,413,757 566.50	R

	FY 2001-02		FY 2002-03	
26 Class Size Reduction/ Instruction: Chronically Low-Performing Schools	$471,366	R	$471,366	R
a. Reduce class-size in schools identified by the State Board of Education as chronically low-performing in grades K-3 to 1:15 and in grades 4-5 to 1:17.	10.50		10.50	
27 Class Size Reduction/ Instruction: Chronically Low-Performing Schools	$1,207,595	R	$1,207,595	R
b. Reduce class-size allotment in middle schools (Grades 6-8) to 1:17 and in high schools to 1:20 for chronically low-performing schools.	26.90		26.90	
28 Class Size Reduction/ Instruction: Chronically Low-Performing Schools	$128,295	R	$307,730	R
c. Extend the contracts for additional teachers in elementary schools and for all teachers in middle- and high schools by 5 days in 2001-02 for staff development and add an additional 5 days of instruction for middle- and high schools in 2002-03. These apply for schools identified as chronically low-performing.				
29 Teacher Recruitment Initiatives				
a. Have the Education Oversight Committee study methods to provide benefits to part-time teachers to attract more certified teachers back into the classroom				
30 Teacher Recruitment Initiatives	$1,000,000	R	$1,000,000	
b. Teacher Assistant Scholarships Additional scholarship funds for teacher assistants taking courses at community colleges that are prerequisites for teacher certification programs. (Major initiatives in the UNC budget will improve availability of teacher education programs for teacher assistants.)				
31 Teacher Recruitment Initiatives	$1,500,000	R	$1,500,000	R
c. To attract teachers in the shortage fields of mathematics, science and special education and to entice teachers in these specialties to teach in schools with large numbers of at-risk students, in middle schools and high schools with 80% or more of the students eligible for free or reduced lunch or with 50% or more of students performing below grade level, provide an annual bonus of $1,800 (paid monthly with matching benefits). Teachers must be certified in and teaching in these fields and will remain eligible for the bonus as long as they continue to teach in eligible schools. Final decision on this item and other salary decisions will be recommended by the chairs of the full appropriations committee.				
32 Teacher Recruitment Initiatives: Teaching Fellows Program	$325,000	R	$325,000	R
Increase available new scholarships by 50. The scholarships for $6,500 per year are awarded to students who agree to teach in a North Carolina public school for four years (or three years in a North Carolina low-performing public school).				

	FY 2001-02		FY 2002-03	
33 ABC Bonuses Provide funding for ABC bonuses for schools meeting or exceeding expected growth in 2000-01.	($93,100,000) $93,100,000	R NR	($93,100,000)	R
34 ABC Bonuses: Pilot Districts Provide funding for school personnel in 5 pilot school districts for additional bonuses earned under the disaggregated performance pilot project directed by the General Assembly in 1999 (Sec. 8.36, SL 1999-237: HB 168). If a school achieves the pilot program goals, all certified personnel assigned to the school will receive up to $750 and teacher assistants up to $325 (these awards are in addition to standard ABC bonuses). LEAs not eligible for low wealth or small county supplemental funding must contribute 25% of the total cost of the bonuses.	$4,600,000	NR		
35 Character Education Funding for expansion of character education program	$300,000	R	$300,000	R
36 Children with Special Needs Increase funding per student for children with special needs	$5,000,000	R	$5,000,000	R
37 Improving Student Accountability Increase funding for additional instruction for students performing below grade level.	$5,000,000	R	$5,000,000	R
38 Limited English Proficiency Appropriate additional funds to serve students with limited proficiency in English. This brings the total funding for this purpose to $23,037,655 for FY 2001-02 (prior to increases for any legislated salary increase).	$1,000,000	R	$1,000,000	R
E. Other Increases				
39 Instructional Supplies Expand funding for instructional supplies. Language will direct that each LEA will allocate a minimum of $200 to each state-paid teacher for purchase of supplies.	$8,150,507	R	$8,150,507	R
40 School Accountability Report Cards Funds for the Education Cabinet to develop, publish, and distribute school accountability report cards. The cards should be designed to supply parents information on school characteristics and performance.	$200,000	R	$200,000	R
41 Average Daily Membership Contingency Reserve Provides additional funds to the State Board of Education to address transitional year funding for local school administrative units with new charter schools and for first month allotment adjustments to local school administrative units with higher than expected enrollment growth.	$500,000	R	$500,000	R

	FY 2001-02		FY 2002-03	
42 NC WiseOwl's On-Line Subscriptions Currently, NC WISEOWL is operated by the North Carolina Department of Public Instruction and offers on-line resources (periodicals, encyclopedia, etc.) for K-12 teachers and students. Federal resources that have been discontinued have covered the subscription cost. The subscription service and funding should be transferred to be a part of the resource base of NC LIVE at the Department of Cultural Resources effective in FY 2002-03.	$628,000	R	$628,000	R
Total Legislative Changes	**($95,479,458)**	**R**	**($91,025,591)**	**R**
	$64,784,108	**NR**	**$0**	**NR**
Total Position Changes	585.50		645.50	
Revised Budget	**$5,893,107,574**		**$5,930,005,558**	

UNC System

	GENERAL FUND			
	FY 2001-02		FY 2002-03	
Recommended Budget	**$1,804,923,800**		**$1,812,208,855**	
Legislative Changes				
Campus Reductions				
43 Temporary Wages and Membership Dues Reduce the funding for temporary wages and membership dues at the 16 UNC constituent institutions.	($2,500,000)	R	($2,500,000)	R
44 Community Services/General Academic Support Reduce amount appropriated for Community Services/General Academic Support for the 16 constituent institutions.	($1,500,000)	R	($1,500,000)	R
45 Reduction in SPA Positions A 2% reduction in SPA positions at the 16 constituent institutions, with the exception of NC A&T's and NCSU's Cooperative Extension programs.	($9,218,866) -256.00	R	($9,218,866) -256.00	R
46 Reductions in EPA Non-Teaching Staff Positions A 2% reduction is made in EPA Non-Teaching staff positions for the 16 constituent institutions, except for NC A&T's and NCSU's Cooperative Extension programs.	($4,473,710) -68.00	R	($4,473,710) -68.00	R
47 Reductions in Various Modified Zero Based Budget Items An average 5% reduction is made in the budgets of the 16 constituent institutions for the following modified zero based budget items: Miscellaneous Contractual Services, Rental/Lease of equipment, Travel, Cellular phones, Furniture and Equipment, and Other aids and grants.	($5,726,311)	R	($5,726,311)	R
UNC General Administration				
48 Reduce EDP Equipment Reduce Electronic Data Processing equipment infrastructure replacement efforts at UNC-GA	($80,000)	R	($80,000)	R
49 Miscellaneous contractual service and other aids and grants reduction Reduce these line items in UNC-GA by 10%.	($535,732)	R	($535,732)	R
50 Rental/Lease of Equipment Reduction Reduce line item for UNC-GA by 10%	($13,363)	R	($13,363)	R
51 Travel Reduction Reduce travel line item in UNC-GA by 10%.	($91,957)	R	($91,957)	R

	FY 2001-02		FY 2002-03	
52 Cellular Phones Reduce line item for cellular phones in UNC-GA by 10%.	($3,347)	R	($3,347)	R
53 Furniture and Equipment Replacement Reduce these line items in UNC-GA by 10%.	($105,726)	R	($105,726)	R
54 Board of Governor's meetings The Board of Governors recently voted to reduce the number of times it will meet during the year to eight. This is the corresponding budget reduction for meeting costs.	($30,800)	R	($30,800)	R
55 MCNC Contract Reduce the funds paid to MCNC by UNC-General Administration.	($1,000,000)	R	($1,000,000)	R
56 Litigation Contract Eliminate the litigation contract with the Department of Justice.	($200,000)	R	($200,000)	R
57 UNC General Administration SPA position reductions Reduces the SPA positions in UNC General Administration by 10%.	($844,690) -22.70	R	($844,690) -22.70	R
58 UNC General Administration EPA Non-Teaching Staff Position Reductions Reduces the EPA non-teaching staff positions in UNC General Administration by10%.	($1,083,850) -10.50	R	($1,083,850) -10.50	R
59 Administrative Overhead Reduction Eliminate the administrative overhead from General Fund appropriations in the Center for School Leadership Development's central office.	($166,791) -1.60	R	($166,791) -1.60	R
60 Reduce Teacher Academy Reduces the funding for the Teacher Academy by 10%.	($533,396)	R	($533,396)	R
61 Reallocate funds from the Model Teacher Education Consortium Reallocate Model Teacher Education Consortium funds to a more comprehensive method of delivering program goals.(See expansion item on reallocation).	($1,644,165) -5.00	R	($1,644,165) -5.00	R
62 Office Consolidation Savings Savings from the consolidation of offices for the programs under the Center for School Leadership Development.	($100,000)	R	($100,000)	R
63 Reduction in all Center for School Leadership Development programs Reduction and efficiencies in the programs under the Center for School Leadership Development. The Joint Legislative Commission on Education Oversight will study the possible consolidation and regionalization of these programs with recommended savings.	($1,000,000)	R	($1,000,000)	R

	FY 2001-02		FY 2002-03	
University Expansion Funds				
64 Regular Term Enrollment Increase Fully funds the UNC Board of Governor's regular term enrollment increase, including the "hold-harmless" for those campuses losing enrollment. This funds an additional 2,435 full-time equivalent students.	$28,358,828 238.30	R	$28,358,828 238.30	R
65 Distance Education Enrollment Increase Funds 70% of the UNC Board of Governor's distance education enrollment increase. This is the same percentage funding provided for the last two years. This will fund an additional 760 FTE students.	$8,524,695 67.40	R	$8,524,695 67.40	R
66 Faculty Productivity Increase faculty productivity by using existing tenure-stream faculty who teach fewer than 15 credit hours a year to help with the projected enrollment growth. This reduction is for faculty paid from the code "1310 EPA Teaching Faculty" line.	($3,000,000)	R	($3,000,000)	R
67 Tuition Increase The Board of Governors recommended a 4% across-the-board tuition increase for the 2001-02 academic year. This adds an additional 5% across-the-board increase. The additional increase ranges from $41 to $93 a year for resident undergraduates.	($24,664,857)	R	($24,664,857)	R
68 Need-Based Student Financial Aid Adds additional funds to the existing need-based student financial aid program. The current direct appropriation for this program is $6.3 million.	$8,928,000	R	$8,928,000	R
69 Aid to Students Attending Private Colleges Provides funds to cover the projected enrollment increases in the funds for students attending private colleges.$2,346,210 is to cover the 1,192 additional students anticipated to receive the Legislative Tuition Grant (LTG). The State Contractual Scholarship (SCSF) program will increase by $880,000 to cover an additional800 FTE students. The current appropriation for the LTG program and the SCSF is $75.7 million.	$3,226,210	R	$3,226,210	R
70 Education Cabinet/Research Council Funds This restores half of the non-recurring appropriation made during the last fiscal year for the Education Cabinet and the Education Research Council.	$250,000 2.00	R	$250,000 2.00	R
71 Scholarships for Teacher Assistants Pursuing Teaching Degrees Funds are appropriated to provide scholarships for teacher assistants	$1,000,000	R	$1,000,000	R
72 Reallocate funds from the Model Teacher Education Consotium Reallocate funds from the Model Teacher Education Consotium to a more comprehensive method of achieving the goals of the program. Allocate funds to ASU and UNCW's teacher education distance education programs to cover the entire state.	$2,000,000	R	$2,000,000	R

Senate Subcommittee on Education	FY 2001-02		FY 2002-03	
73 Genomics and Bioinfomatics Research Initiatives Provide funds for the new genomics and bioinfomatics research programs.	$1,000,000	R	$1,000,000	R
74 Eliminate Room and Board Charges at the North Carolina School of the Arts Eliminate room and board charges for in-state high school students at the North Carolina School of the Arts.	$1,069,802	R	$1,069,802	R
75 Institute of Government-Center for Technology Support To support Center's efforts to provide technical assistance to local governments.	$250,000	NR		
Total Legislative Changes	**($4,160,026)**	R	**($4,160,026)**	R
	$250,000	NR		
Total Position Changes	-56.10		-56.10	
Revised Budget	**$1,801,013,774**		**$1,808,048,829**	

Community Colleges

GENERAL FUND

	FY 2001-02		FY 2002-03	
Recommended Budget	**$648,021,974**		**$648,021,974**	
Legislative Changes				
A. Community Colleges System Offices				
76 Operating Efficiencies Eliminate the library ordering and receiving services and two library clerk positions totaling $59,543. Colleges will be responsible for ordering and receiving library materials. Eliminate a vacant educational consultant position and operating funds totaling $64,432. Reduce operating expenses identified by the System Office by $50,552. Eliminate two positions in the Office of the President totaling $73,396.	($247,923) -5.00	R	($247,923) -5.00	R
B. State Aid - Community College Institutions				
77 Compensatory Education Reduce the appropriation for Compensatory Education from $1,150,537 to $1,000,000.	($150,537)	R	($150,537)	R
78 Worker's Compensation Reduce the appropriation for Worker's Compensation from $976,629 to $703,702 to reflect actual expenditures.	($272,927)	R	($272,927)	R
79 Unemployment Compensation Reduce the appropriation for Unemployment Compensation from $521,766 to $440,751 to reflect actual expenditures.	($81,015)	R	($81,015)	R
80 Reduce Liability Insurance Reduce the appropriation for Liability Insurance from $53,000 to $33,000 to match actual expenditures.	($20,000)	R	($20,000)	R
81 Eliminate Priority Programs Eliminate Priority Programs since this item was intended to support federal funds that are no longer available.	($43,812)	R	($43,812)	R
82 Reduce Human Resource Development Funds Reduce the appropriation for Human Resource Development from $6,951,895 to $4,000,000. The program will be reorganized and the classes will be offered as Occupational Continuing Education classes.	($2,951,895)	R	($2,951,895)	R
83 Reduce Special Allotments Reduce Special Allotment funds for high cost programs at 5 colleges from $2,244,332 to $1,122,166.	($1,122,166)	R	($1,122,166)	R

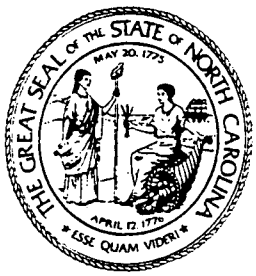
	FY 2001-02		FY 2002-0	
84 Community Service Block Grant Adjustment Reduce the funds allocated for hobby/leisure courses from $1,817,738 to $1,500,000. Colleges will make every effort to ensure that this reduction does not result in a lessening of senior services.	($317,738)	R	($317,738)	R
85 Eliminate Trustees Association Education Fund Eliminates the appropriation for educational materials for the Trustees Association.	($25,000)	R	($25,000)	R
86 Enrollment Adjustment Provide funds for community college enrollment growth in accordance with the enrollment funding formula.	$10,000,000	R	$10,000,000	R
87 Other Cost Adjustment Provide a 2% inflationary increase to the "Other Cost" part of the funding formula. Increase amount allocated per FTE for "Other Cost" from $175 to $178.50.	$521,206	R	$521,206	R
88 Fayetteville Tech Botanical Lab Funds A nonrecurring grant-in-aid to Fayetteville Tech to develop a regional botanical laboratory in partnership with the Cape Fear Botanical Garder.	$300,000	NR	$300,000	NR
C. Specialized Technology Centers				
89 Criminal Justice Reorganization Reorganize the Criminal Justice Regional Planning and Training Program into 3 regions to be determined by the System Office. Reduce the appropriation for the Criminal Justice program from $689,896 to $339,896.	($350,000) -3.00	R	($350,000) -3.00	
D. Tuition and Fees				
90 Adjustment for Over-realized Receipts Increase the budgeted amount of tuition and registration fees to more accurately reflect anticipated receipts.	($700,000)	R	($700,000)	R
91 Increase Curriculum Tuition Charge Increase the in-state tuition charge per semester hour by $3.50 from $27.50 to $31.00. Increase the out-of-state tuition charge per semester hour by $3.50 from $169.75 to $173.25. It is anticipated that for most students, this increase will be off-set by federal and state financial assistance programs.	($10,162,806)	R	($10,162,806)	R
E. Reserves and Other Funds				
92 Reduce State Board Reserve Reduce the appropriation for the State Board Reserve from $1,150,000 to $1,000,000.	($150,000)	R	($150,000)	R
93 Increase Need-Based Financial Aid Increase the Need Based Financial Aid fund from $5,000,000 to $6,062,806.	$1,062,806	R	$1,062,806	R

	FY 2001-02		FY 2002-03	
Total Legislative Changes	**($5,011,807)**	**R**	**($5,011,807)**	**R**
	$300,000	**NR**	**$300,000**	**NR**
Total Position Changes	-8.00		-8.00	
Revised Budget	**$643,310,167**		**$643,310,167**	

Community Colleges
Special Provisions

May 24, 2001

GENERAL ASSEMBLY OF NORTH CAROLINA



SPECIAL PROVISIONS
COMMUNITY COLLEGES REPORT

MAY 24, 2001

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COMMUNITY COLLEGE FUNDING FLEXIBILITY
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PERMIT TRANSFERS OF FUNDS TO THE NEW AND EXPANDING INDUSTRY TRAINING PROGRAM
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GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DOCC-S1-P

Department of Community Colleges
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: Senators Dalton, Lucas, Garrou

COMMUNITY COLLEGE FUNDING FLEXIBILITY

SECTION #. A local community college may use all State funds allocated to it, except for Literacy Funds and Funds for New and Expanding Industries, for any authorized purpose that is consistent with the college's Institutional Effectiveness Plan. Each local community college shall include in its Institutional Effectiveness Plan a section on how funding flexibility allows the college to meet the demands of the local community and to maintain a presence in all previously funded categorical programs.

No more than two percent (2%) systemwide shall be transferred from faculty salaries without the approval of the State Board of Community Colleges. The State Board shall report on any such transfers above two percent (2%) systemwide to the Joint Legislative Commission on Governmental Operations at its next meeting.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DOCC-S2-P

Department of Community Colleges
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: Senators Dalton, Lucas, Garrou

PERMIT TRANSFERS OF FUNDS TO THE NEW AND EXPANDING INDUSTRY TRAINING PROGRAM

SECTION #. Notwithstanding G.S. 143-16.3, G.S. 143-23, or any other provision of law, the Director of the Budget may, after consultation with the Joint Legislative Commission on Governmental Operations, transfer funds from any agency or program funded from the General Fund to the New and Expanding Industry Training Program to supplement the needs of this Program during the 2001-2003 biennium.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DOCC-S3-P

Department of Community Colleges
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: Senators Dalton, Lucas, Garrou

REORGANIZATION OF THE HUMAN RESOURCES DEVELOPMENT PROGRAM

SECTION #.(a) The State Board of Community Colleges shall establish a committee to develop and recommend to the Board a core series of employability skills training classes that should be coded in the Continuing Education Master Course List as Human Resources Development.

SECTION #.(b) The State Board of Community Colleges may waive tuition and fees for enrollment in classes coded in the Common Course Catalogue as Human Resources Development if the individual enrolling:

(1) Is unemployed;
(2) Has received notification of a pending layoff;
(3) Is working and is eligible for the Federal Earned Income Tax Credit (FEITC); or
(4) Is working and earning wages at or below two hundred percent (200%) of the federal poverty guidelines.

Individuals for whom tuition and fees are waived must sign a form adopted by the State Board of Community Colleges verifying that they meet one of these criteria.

SECTION #.(c) The State Board of Community Colleges shall study the feasibility of integrating the delivery of human resource development services into the framework of the JobLink Career Centers. The Board shall report its recommendations to the Joint Legislative Education Oversight Committee by May 1, 2002.

SECTION #.(d) The State Board of Community Colleges shall report to the Joint Legislative Education Oversight Committee on its reorganization of the Human Resources Development Program by January 1, 2003.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DOCC-S5-P

Department of Community Colleges
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: Senators Dalton, Lucas, Garrou

EMPLOYMENT SECURITY COMMISSION FUNDS

SECTION #.(a) There is appropriated from the Employment Security Commission Training and Employment Account created in G.S. 96-6.1 to the North Carolina Community Colleges System Office the sum of twenty-six million five hundred thirty thousand seven hundred twenty-five dollars ($26,530,725) for the 2001-2002 fiscal year. These funds shall be used as follows:

		2001-2002
1.	Equipment Funds	$18,030,725
2.	New and Expanding Industry Training Programs	7,000,000
3.	Focused Industrial Training Programs	1,500,000
	TOTAL	$26,530,725

Funds allocated for equipment, New and Expanding Industry Training Programs, and Focused Industrial Training Programs shall be nonreverting.

Funds allocated for equipment shall be placed in the Equipment Reserve Fund and shall be allocated in accordance with the State Board's equipment allocation formula.

SECTION #.(b) Section 8 of S.L. 1999-321 reads as rewritten:

"Section 8. Section 1 of this act is effective with respect to calendar quarters beginning on or after April 1, 1999. Section 7 of this act becomes effective July 1, 1999. The remainder of this act is effective with respect to calendar quarters beginning on or after January 1, 2000, and is repealed effective with respect to calendar quarters beginning on or after ~~January 1, 2002.~~January 1, 2004."

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DOCC-S12-P

Department of Community Colleges
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: Senators Dalton, Lucas, Garrou

MODIFY TERM OF COMMUNITY COLLEGE FACULTY CONTRACTS

SECTION #. The General Assembly finds that standardization of the term of contracts with community college faculty members will provide the General Assembly with the data necessary to make informed decisions regarding faculty salaries and funding for the summer term. Therefore, the State Board of Community Colleges shall require community colleges to convert all faculty contracts to nine-month contracts covering the fall and spring semesters. Faculty members currently employed for more than nine months shall be placed on supplemental contracts for the summer term. These modifications in faculty contracts shall not change the salary of any faculty member.

All faculty members employed after the date this act becomes law shall be placed on nine-month contracts with supplemental contracts for the summer term.

DRAFT
SPECIAL PROVISION

2001-DOCC-S13A

Department of Community Colleges
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: Senators Dalton, Lucas, Garrou

REALIGNMENT OF ACCOUNTS FOR INSTITUTIONAL AND ADMINISTRATIVE SUPPORT

SECTION #. In prior fiscal years, funds for Institutional and Administrative Support in the following have been appropriated in four separate accounts. Since these funds are allotted to community colleges on a formula basis, this level of detail is unnecessary. Therefore, beginning with the 2001-2002 fiscal year, State aid accounts 536938 through 536941 shall be consolidated into a single State aid account for Institutional and Academic Support to match actual practice.

DRAFT
SPECIAL PROVISION

2001-DOCC-S14-P

Department of Community Colleges
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: Senators Dalton, Lucas, Garrou

STUDY OF DISCREPANCIES IN FACULTY SALARIES

SECTION #. The Joint Legislative Education Oversight Committee shall study discrepancies in community college faculty salaries. In the course of the study the Committee shall examine faculty salaries at various colleges to determine why salaries at some colleges are above the State average while others are well below it.

The Committee shall report its findings to the 2002 Regular Session of the 2001 General Assembly.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DOCC-S15-P

Department of Community Colleges
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: Senators Dalton, Lucas, Garrou

STATE BOARD RESERVE ALLOCATIONS

SECTION #. The State Board of Community Colleges shall use funds from the State Board Reserve in the amount of one hundred thousand dollars ($100,000) for each fiscal year to assist small rural low-wealth community colleges with operation and maintenance of plant costs if they need to assist new or expanding industries in their service delivery areas.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DOCC-S20-P

Department of Community Colleges
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: Senators Dalton, Lucas, Garrou

TRANSFER OF CASH BALANCES

SECTION #. The remaining cash balance on June 30, 2001, and any interest credited to the account in the 2001-2002 fiscal year in the North Carolina Community Colleges System Budget Code 66800, Fund Code 6101 DCC Scholarships shall be transferred to Budget Code 66800, Fund Code 6102 CCS Financial Assistance to support Need Based Financial Aid programs.

Department of Community Colleges
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: Senators Dalton, Lucas, Garrou

ASHEVILLE-BUNCOMBE TECHNICAL COMMUNITY COLLEGE FUNDS DO NOT REVERT

SECTION #.(a) Funds appropriated to Asheville-Buncombe Technical Community College in S.L. 1999-237 for its Small Business Center shall not revert at the end of the 2000-2001 fiscal year, but shall remain available for expenditure in the 2001-2002 fiscal year. These funds may be used for the capital facilities and operating expenses of the Small Business Center.

SECTION #.(b) This section becomes effective June 30, 2001.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DOCC-S22-P

Department of Community Colleges
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: Senators Dalton, Lucas, Garrou

MAINTENANCE OF PLANT OPERATIONS

SECTION #. G.S. 115D-31.2 reads as rewritten:

"**§ 115D-31.2. Maintenance of plant.**

Notwithstanding any provisions of law to the contrary, any community college that has an out-of-county student head count served on the main campus of the college in excess of ~~fifty percent (50%)~~ forty-eight percent (48%) of the total student head count as defined by the State Board of Community Colleges, shall be provided funds for the purpose of "operations of plant". These funds shall not exceed eighty-five percent (85%) of the funds allocated to these colleges during the 1990-91 fiscal year for this purpose."

Department of Community Colleges
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: Senator Kerr

COMMUNITY COLLEGE FUEL TAX EXEMPTION

SECTION #.(a) G.S. 105-449.88 reads as rewritten:

"**§ 105-449.88. Exemptions from the excise tax.**

The excise tax on motor fuel does not apply to the following:

(1) Motor fuel removed, by transport truck or another means of transfer outside the terminal transfer system, from a terminal for export, if the motor fuel is removed by a licensed distributor or a licensed exporter and the supplier of the motor fuel collects tax on it at the rate of the motor fuel's destination state.

(1a) Motor fuel removed by transport truck from a terminal for export if the motor fuel is removed by a licensed distributor or licensed exporter, the supplier that is the position holder for the motor fuel sells the motor fuel to another supplier as the motor fuel crosses the terminal rack, the purchasing supplier or its customer receives the motor fuel at the terminal rack for export, and the supplier that is the position holder collects tax on the motor fuel at the rate of the motor fuel's destination state.

(2) Motor fuel sold to the federal government for its use.

(3) Motor fuel sold to the State for its use.

(4) Motor fuel sold to a local board of education for use in the public school system.

(5) Diesel that is kerosene and is sold to an airport.

(6) Motor fuel sold to a charter school for use for charter school purposes.

(7) Motor fuel sold to a community college for use for community college purposes."

SECTION #.(b) G.S. 115D-5 is amended by adding a new subsection to read:

"(n) The North Carolina Community Colleges System Office shall provide the Department of Revenue a list of all community colleges, including name, address, and other identifying information requested by the Department of Revenue. The North Carolina Community Colleges System Office shall update this list whenever there is a change."

SECTION #.(c) This section becomes effective October 1, 2001.

5/24/01

University System

Provisions

May 24, 2001

GENERAL ASSEMBLY OF NORTH CAROLINA

SPECIAL PROVISIONS
SENATE APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER EDUCATION REPORT

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GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-UNC-S1

University of North Carolina and Private Instruction
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: Senators Dalton, Lucas, Garrou

AID TO PRIVATE COLLEGES.

SECTION #.(a) Part 2 of Article 1 of Chapter 116 of the General Statutes is amended by adding the following new sections to read:

"§ 116-21.1. Financial aid for North Carolina students attending private institutions of higher education in North Carolina.

(a) Funds shall be appropriated each fiscal year in the Current Operations Appropriations Act to the Board of Governors of The University of North Carolina for aid to institutions and shall be disbursed in accordance with the provisions of G.S. 116-19, 116-21, and 116-22.

(b) The funds appropriated in compliance with this section shall be placed in a separate, identifiable account in each eligible institution's budget or chart of accounts. All funds in the account shall be provided as scholarship funds for needy North Carolina students during the fiscal year. Each student awarded a scholarship from this account shall be notified of the source of the funds and of the amount of the award. Funds not utilized under G.S. 116-19 shall be available for the tuition grant program as defined in G.S. 116-21.2.

"§ 116-21.2. Legislative tuition grants to aid students attending private institutions of higher education.

(a) In addition to any funds appropriated pursuant to G.S. 116-19 and in addition to all other financial assistance made available to institutions, or to students attending these institutions, there is granted to each full-time North Carolina undergraduate student attending an approved institution as defined in G.S. 116-22, a sum, to be determined by the General Assembly for each academic year which shall be distributed to the student as provided by this subsection.

(b) The tuition grants provided for in this section shall be administered by the State Education Assistance Authority pursuant to rules adopted by the State Education Assistance Authority not inconsistent with this section. The State Education Assistance Authority shall not approve any grant until it receives proper certification from an approved institution that the student applying for the grant is an eligible student. Upon receipt of the certification, the State Education Assistance Authority shall remit at the times as it prescribes the grant to the approved institution on behalf, and to the credit, of the student.

(c) In the event a student on whose behalf a grant has been paid is not enrolled and carrying a minimum academic load as of the tenth classroom day following the beginning of the school term for which the grant was paid, the institution shall refund

the full amount of the grant to the State Education Assistance Authority. Each approved institution shall be subject to examination by the State Auditor for the purpose of determining whether the institution has properly certified eligibility and enrollment of students and credited grants paid on behalf of the students.

(d) In the event there are not sufficient funds to provide each eligible student with a full grant:

(1) The Board of Governors of The University of North Carolina, with the approval of the Office of State Budget and Management, may transfer available funds to meet the needs of the programs provided by subsections (a) and (b) of this section; and

(2) Each eligible student shall receive a pro rata share of funds then available for the remainder of the academic year within the fiscal period covered by the current appropriation.

(e) Any remaining funds shall revert to the General Fund.

(f) Expenditures made pursuant to this section may be used only for secular educational purposes at institutions. Expenditures made pursuant to this section shall not be used for any student who:

(1) Is incarcerated in a State or federal correctional facility for committing a Class A, B, B1, or B2 felony; or

(2) Is incarcerated in a State or federal correctional facility for committing a Class C through I felony and is not eligible for parole or release within 10 years.

(g) The State Education Assistance Authority shall document the number of full-time equivalent North Carolina undergraduate students that are enrolled in off-campus programs and the State funds collected by each institution pursuant to G.S. 116-19 for those students. The State Education Assistance Authority shall also document the number of scholarships and the amount of the scholarships that are awarded under G.S. 116-19 to students enrolled in off-campus programs. An 'off-campus program' is any program offered for degree credit away from the institution's main permanent campus.

(h) The State Education Assistance Authority shall include in its annual report to the Joint Legislative Education Oversight Committee the information it has compiled and its findings regarding this program.

"§ 116-21.3. Legislative tuition grant limitations.

(a) No Legislative Tuition Grant funds shall be expended for a program at an off-campus site of a private institution, as defined in G.S. 116-22(1), established after May 15, 1987, unless (i) the private institution offering the program has previously notified and secured agreement from other private institutions operating degree programs in the county in which the off-campus program is located or operating in the counties adjacent to that county or (ii) the degree program is neither available nor planned in the county with the off-campus site or in the counties adjacent to that county.

(b) For purposes of this section, an "off-campus program" is any program offered for degree credit away from the institution's main, permanent campus.

(c) Any member of the armed services, as defined in G.S. 116-143.3(a), abiding in this State incident to active military duty, who does not qualify as a resident for tuition purposes, as defined under G.S. 116-143.1, is eligible for a legislative tuition grant pursuant to this section if the member is enrolled as a full-time student. The member's

legislative tuition grant shall not exceed the cost of tuition less any tuition assistance paid by the member's employer."

SECTION #.(b) Funds are appropriated in this act to the Board of Governors of The University of North Carolina to be allocated and disbursed as provided by G.S. 116-19, 116-21, 116-21.1, and 116-22. These funds shall provide up to one thousand one hundred dollars ($1,100) per full-time equivalent North Carolina undergraduate student enrolled at an institution as of October 1, 2001, for the 2001-2002 fiscal year and up to one thousand one hundred dollars ($1,100) per full-time equivalent North Carolina undergraduate student enrolled at an institution as of October 1, 2002, for the 2002-2003 fiscal year.

SECTION #.(c) Funds appropriated in this act to the Board of Governors of The University of North Carolina funds shall be allocated and disbursed for legislative tuition grants in compliance with G.S. 116-21.2. The funds shall be allocated as follows: to each full-time North Carolina undergraduate student a sum, not to exceed one thousand eight hundred dollars ($1,800) for the 2001-2002 academic year and one thousand eight hundred dollars ($1,800) for the 2002-2003 academic year.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-UNC-S2A

University of North Carolina and Private Instruction
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: **Senators Dalton, Lucas, Garrou**

ACADEMIC COMMON MARKET PILOT PROGRAM.

SECTION #(a). The Southern Regional Education Board currently operates an Academic Common Market program. Under this program, qualified students from participating states may apply to attend programs at public universities in participating states that are not available in their home state's university system. North Carolina's participation for graduate programs would provide a cost-effective means of offering educational access for North Carolina residents. North Carolinians would be able to attend graduate programs that are not available at The University of North Carolina at reduced rates, and the State would avoid the cost associated with the development of new academic programs.

SECTION #(b). The Board of Governors of The University of North Carolina may establish a pilot program for participation in the Southern Regional Education Board's Academic Common Market at the graduate program level. The Board of Governors shall examine the graduate programs offered in The University of North Carolina system and select for participation only those graduate programs that are likely to be unique or are not commonly available in other Southern Regional Education Board states. Out-of-state tuition shall be waived for students who are residents of other Southern Regional Education Board states and who are participating in the Academic Common Market program. If accepted into The University of North Carolina graduate programs that are part of the Academic Common Market, these students shall pay in-State tuition and shall be treated for all purposes of The University of North Carolina as residents of North Carolina. Prior to the beginning of this pilot, the Board of Governors shall submit its list of graduate programs selected to be a part of the pilot program to the Joint Legislative Education Oversight Committee.

SECTION #(c). The pilot programs established under this section shall terminate July 1, 2005. However, once a student is enrolled in The University of North Carolina system under the Academic Common Market program, the student shall be entitled to pay in-State tuition as long as the student is enrolled in that graduate program. The Board of Governors shall report the success of the Academic Common Market program to the Joint Legislative Education Oversight Committee by December 31, 2003, and by January 31, 2005, and the Committee may recommend changes, if any are appropriate, to the pilot program at either of those times.

DRAFT
SPECIAL PROVISION

2001-UNC-S3

University of North Carolina and Private Instruction
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: Senators Dalton, Lucas, Garrou

AID TO PRIVATE MEDICAL SCHOOLS/FUNDING FORMULA.

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

"§ 116-21.3. Private medical schools--assistance funding formula.

(a) Funds shall be appropriated each year in the Current Operations Appropriations Act to the Board of Governors of The University of North Carolina for continuation of financial assistance to the medical schools of Duke University and Wake Forest University. The funds shall be disbursed on certifications of the respective schools of medicine that show the number of North Carolina residents as first-year, second-year, third-year, and fourth-year students in the medical school as of the appropriate fiscal year.

(b) Disbursement to Wake Forest University shall be made in the amount of eight thousand dollars ($8,000) for each medical student who is a North Carolina resident, one thousand dollars ($1,000) of which shall be placed by the school in a fund to be used to provide financial aid to needy North Carolina students who are enrolled in the medical school. The maximum aid given to any student from this fund in a given year shall not exceed the amount of the difference in tuition and academic fees charged by the school and those charged at the School of Medicine at the University of North Carolina at Chapel Hill.

(c) Disbursement to Duke University shall be made in the amount of five thousand dollars ($5,000) for each medical student who is a North Carolina resident, five hundred dollars ($500.00) of which shall be placed by the school in a fund to be used to provide student financial aid to financially needy North Carolina students who are enrolled in the medical school. No individual student may be awarded assistance from this fund in excess of two thousand dollars ($2,000) each year. In addition to this basic disbursement for each year of the biennium, a disbursement of one thousand dollars ($1,000) shall be made for each medical student who is a North Carolina resident in the first-year, second-year, third-year, and fourth-year classes to the extent that enrollment of each of those classes exceeds 30 North Carolina students.

(d) The Board of Governors shall establish the criteria for determining the eligibility for financial aid of needy North Carolina students who are enrolled in the medical schools and shall review the grants or awards to eligible students. The Board of Governors shall adopt rules for determining which students are residents of North Carolina for the purposes of these programs. The Board of Governors shall also make any regulations as necessary to ensure that these funds are used directly for instruction

1 in the medical programs of the schools and not for religious or other nonpublic
2 purposes. The Board of Governors shall encourage the two schools to orient students
3 toward primary care, consistent with the directives of G.S. 143-613(a). The two schools
4 shall supply information necessary for the Board to comply with G.S. 143-613(d).
5 (e) If the funds appropriated in the Current Operations Appropriations Act to the
6 Board of Governors of The University of North Carolina for continuation of financial
7 assistance to the medical schools of Duke University and Wake Forest University are
8 insufficient to cover the enrolled students in accordance with this section, then the
9 Board of Governors may transfer unused funds from other programs in the Related
10 Educational Programs budget code to cover the extra students."

DRAFT
SPECIAL PROVISION

2001-UNC-S5

University of North Carolina and Private Instruction
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: **Senators Dalton, Lucas, Garrou**

STUDY PROFESSIONAL DEVELOPMENT PROGRAMS FOR PUBLIC SCHOOL PROFESSIONALS

SECTION #.(a) G.S. 115C-12(26) reads as rewritten:

"§ 115C-12. Powers and duties of the Board generally.

The general supervision and administration of the free public school system shall be vested in the State Board of Education. The State Board of Education shall establish policy for the system of free public schools, subject to laws enacted by the General Assembly. The powers and duties of the State Board of Education are defined as follows:

...

(26) Duty to Monitor and Make Recommendations Regarding Professional Development Programs. – The State Board of ~~Education, in collaboration with the Board of Governors of The University of North Carolina, shall identify and make recommendations regarding meaningful professional development programs for professional public school employees. The programs shall be aligned with State education goals and directed toward improving student academic achievement.~~ Education shall identify State and local needs for professional development for professional public school employees based upon the State's educational priorities for improving student achievement. The State Board also shall recommend strategies for addressing these needs. The strategies must be research-based, proven in practice, and designed for data-driven evaluation. The State Board shall report its findings and recommendations to the Joint Legislative Education Oversight Committee, the President Pro Tempore of the Senate, the Speaker of the House of Representatives, and the Board of Governors of The University of North Carolina prior to January 15, 2002, and shall review, revise, and resubmit those findings and recommendations annually thereafter. The State Board shall ~~annually~~ evaluate ~~and, after consultation with the Board of Governors, make recommendations regarding professional development programs based upon~~ the reports submitted by the Board of Governors under ~~G.S. 116-11(12a).~~ G.S. 116-11(12a) to determine whether the programs for professional development

provided by the Center for School Leadership Development address the State and local needs identified by the State Board and whether the programs are using the strategies recommended by the State Board. Prior to January 15th of each year, the State Board shall report the results of its analysis to the Board of Governors and to the Joint Legislative Education Oversight Committee.

...."

SECTION #.(b) G.S. 116-11(12a) reads are rewritten:

"**§ 116-11. Powers and duties generally.**

The powers and duties of the Board of Governors shall include the following:

...

(12a) ~~The~~ Notwithstanding any other law, the Board of Governors of The University of North Carolina shall implement, administer, and revise programs for meaningful professional development for professional public school employees ~~based upon~~ in accordance with the evaluations and recommendations made by the State Board of Education under G.S. 115C-12(26). The programs shall be aligned with State education goals and directed toward improving student academic achievement. ~~The Board of Governors shall submit to the State Board of Education an annual report evaluating the professional development programs administered by the Board of Governors.~~ The Board of Governors shall submit to the State Board of Education an annual written report that uses data to assess and evaluate the effectiveness of the programs for professional development offered by the Center for School Leadership Development. The report shall clearly document how the programs address the State needs identified by the State Board of Education and whether the programs are utilizing the strategies recommended by the State Board. The Board of Governors also shall submit this report to the Joint Legislative Education Oversight Committee, the President Pro Tempore of the Senate, and the Speaker of the House of Representatives prior to September 15th of each year."

SECTION #.(c) The Joint Legislative Education Oversight Committee shall hire an independent consultant to study and make recommendations regarding professional development for public school professionals in North Carolina. The consultant shall study:

(1) The professional development programs administered under the UNC Center for School Leadership Development with regard to their mission, governance structure, efficiency, and objectively measurable effectiveness in increasing student achievement.

(2) The feasibility and merits of consolidating and reducing the number of professional development programs.

(3) The possibility of regionalizing professional development programs and using a cooperative arrangement between higher educational institutions and community colleges in a region to achieve the goal.

(4) The professional development support offered by the North Carolina Department of Public Instruction.

(5) The use of professional development funds allocated to local school administrative units and individual schools.

(6) National research regarding effective methods for delivering professional development that is shown to improve student achievement.

The consultant shall report these findings to the Joint Legislative Education Oversight Committee and also shall make recommendations regarding how existing State funds should be utilized to provide effective and efficient professional development for public school professionals.

SECTION #.(d) The Joint Legislative Education Oversight Committee shall review the consultant's findings and recommendations and shall submit to the 2002 Regular Session of the 2001 General Assembly recommendations to streamline, reorganize, and improve the delivery of professional development for public school professionals. The recommendations may address revisions to program governance and mission, reallocation of funds, methods of program delivery, and methods to institute ongoing program evaluation.

SECTION #.(e) The Joint Legislative Education Oversight Committee shall review the reports that are required to be made to the committee. The purpose of the review is to determine which reports must include information that is research-based, proven in practice, and designed for data-driven research. The Committee may make recommendations for changes in these reports based upon the Committee's findings."

University of North Carolina and Private Instruction
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: Senators Dalton, Lucas, Garrou

TEACHER ASSISTANT SCHOLARSHIP FUND.

SECTION #.(a) Article 23 of Chapter 116 of the General Statutes is amended by adding a new section to read:

"§ 116-209.35. Teacher Assistant Scholarship Fund.

(a) There is established the Teacher Assistant Scholarship Fund. The purpose of the Fund is to provide scholarships to teacher assistants who are pursuing college degrees to become teachers. The State Education Assistance Authority shall administer the Fund.

(b) Criteria for awarding the scholarships shall be developed by the Board of Governors of The University of North Carolina in consultation with the State Board of Education and shall include all of the following:

(1) An applicant shall be employed full-time as a teacher assistant in North Carolina.

(2) An applicant shall be enrolled in an accredited bachelors degree program in an institution of higher education in North Carolina.

(3) An applicant shall be a resident of North Carolina. For purposes of this section, residency shall be determined by the same standard as residency for tuition purposes pursuant to G.S. 116-143.1.

(4) Any additional criteria that the Board of Governors considers necessary to administer the Fund effectively, including all of the following:

a. Consideration of the appropriate numbers of minority applicants and applicants from diverse socio-economic backgrounds to receive scholarships pursuant to this section.

b. Consideration of the academic qualifications of the individuals applying to receive funds.

c. Consideration of the commitment an individual applying to receive funds demonstrates to the profession of teaching.

(c) The Board of Governors of The University of North Carolina shall report to the Joint Legislative Education Oversight Committee by March 1 each year regarding the Fund and scholarships awarded from the Fund.

(d) The Board of Governors of The University of North Carolina shall adopt rules to implement this section.

(e) The scholarships shall be available for part-time or full-time course work through all off-campus or distance education teacher education programs."

SECTION #.(b) Of the funds appropriated by this Act to the Board of Governors of The University of North Carolina the sum of one million dollars ($1,000,000) shall be allocated to the State Education Assistance Authority to implement this section.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-UNC-S7

University of North Carolina and Private Instruction
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: **Senators Dalton, Lucas, Garrou**

UNC BUDGET FLEXIBILITY/MUST HONOR BUDGET REDUCTIONS.

SECTION #. Notwithstanding G.S. 116-30.2 or G.S. 116-30.3, neither the Office of General Administration of The University of North Carolina or any special responsibility constituent institution shall expend or use any of the following funds to modify the budget reductions imposed by this act:

(1) General Fund monies appropriated by this act.

(2) General Fund current operations appropriations credit balances remaining at the end of any fiscal year that are carried forward to the next fiscal year.

DRAFT
SPECIAL PROVISION

University of North Carolina and Private Instruction
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: **Senators Dalton, Lucas, Garrou**

OFFER MODEL TEACHER ED PROGRAMS THROUGH DISTANCE EDUCATION.

SECTION #.(a) It is the intent of the General Assembly to make teacher education programs easily accessible statewide through distance education. The General Assembly finds that the "2 + 2" program is an excellent model for teacher credential programs and encourages its use as a model.

SECTION #.(b) To achieve the goal of encouraging the "2 + 2" program as a model for teacher education programs and to make those model teacher education programs available and easily accessible statewide, there is established two pilot programs based on the "2 + 2" model to be located at Appalachian State University and the University of North Carolina at Wilmington. The Board of Governors of The University of North Carolina shall report to the Joint Legislative Education Oversight Committee annually regarding the model teacher education pilot programs established by this section.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-UNC-S15

University of North Carolina and Private Instruction
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: **Senators Dalton, Lucas, Garrou**

UNC EXEMPT FROM STATE SURPLUS PROPERTY AGENCY

SECTION #. G.S. 143-64.6 reads as rewritten:

"**§ 143.64.6. University of North Carolina exempted from application of Article.**

(a) Notwithstanding any provisions or limitations of this Article, the Board of Governors of the University of North Carolina is authorized and empowered to adopt rules, regulations and procedures in order for portion of the University administered by the President and by the President's staff complement established by 116-14(b) and for its constituent institutions to sell all supplies, materials, and equipment of the constituent institutions that are surplus, obsolete, or unused. All receipts from the transfer or sale of surplus, obsolete, or unused equipment of each constituent institution, minus the actual costs of the sale, that are supported by appropriations from the General Fund, shall be credited to the Office of State Treasurer as non-tax revenue.

(b) The Office of the President and each constituent institution may retain receipts derived from the transfer or sale of recyclable material and may use the receipts to defray the costs of its recycling activities. The Board of Governors shall adopt rules governing the transfer or sale of recyclable material by the Office of the President and by its constituent institutions. The Office of the President and each constituent institution may retain the receipts derived from its transfer or sale in a recycling activity.

(c) Unless the Office of the President or a constituent institution sells surplus property under the auspices of the State agency for surplus property, the State agency for surplus property shall not assess and collect a service charge for the acquisition, receipt, warehousing, distribution, or transfer of any University surplus property and for the transfer or sale of recyclable material."

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-UNC-S16

University of North Carolina and Private Instruction
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: **Senators Dalton, Lucas, Garrou**

SUBSTITUTION OF UNC-CH BOND PROJECTS

SECTION #. Pursuant to Section 2(b) of S.L. 2000-3, the General Assembly finds that it is in the best interest of the State to substitute an Information Technology Office Facility for the Comprehensive Renovation and Conversion for Information Technology and Data Processing, both at The University of North Carolina at Chapel Hill, as contained in Section 2(a) of S.L. 2000-3. Section 2(a) of S.L. 2000-3 is therefore amended in the portion under The University of North Carolina at Chapel Hill, by adding "Information Technology Office Facility....$9,170,000" and deleting "Comprehensive Renovation and Conversion for Information Technology and Data Processing....$9,170.000".

Nothing in this section is intended to supercede any other requirement of law or policy for approval of the substituted capital improvement project.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-UNC-S17

University of North Carolina and Private Instruction
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: **Senators Dalton, Lucas, Garrou**

INCREASE PURCHASE BENCHMARK FOR UNC

SECTION #. G.S. 116-31.10 reads as rewritten:

"§ 116-31.10. Powers of Board regarding certain purchasing contracts.

Notwithstanding G.S. 143-53.1 or G.S. 143-53(a)(2), the expenditure benchmark for a special responsibility constituent institution with regard to competitive bid procedures and the bid value benchmark shall be an amount not greater than ~~two hundred fifty thousand dollars ($250,000).~~ five hundred thousand dollars ($500,000). The Board shall set the benchmark for each institution from time to time. In setting an institution's benchmark in accordance with this section, the Board shall consider the institution's overall capabilities including staff resources, purchasing compliance reviews, and audit reports. The Board shall also consult with the Director of the Division of Purchase and Contract and the Director of the Budget prior to setting the benchmark."

DRAFT
SPECIAL PROVISION

University of North Carolina and Private Instruction
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: **Senators Dalton, Lucas, Garrou**

MASTERS ED. ADMINISTRATION AT A&T STATE, NCCU, UNC-PEMBROKE/STUDY POSSIBLE PHARMACY SCHOOL AT ECSU

SECTION #.(a) G.S. 116-74.21(b) reads as rewritten:

"(b) No more than ~~nine~~12 school administrator programs shall be established under the competitive proposal program. In selecting campus sites, the Board of Governors shall be sensitive to the racial, cultural, and geographic diversity of the State. Special priority shall be given to the following factors: (i) the historical background of the institutions in training educators; (ii) the ability of the sites to serve the geographic regions of the State, such as, the far west, the west, the triad, the piedmont, and the east; and, (iii) whether the type of roads and terrain in a region make commuting difficult. A school administrator program may provide for instruction at one or more campus sites."

SECTION #.(b) The Board of Governors of The University of North Carolina shall include the Master of School Administration program at North Carolina Agricultural and Technical State University in Greensboro, North Carolina Central University in Durham, and the University of North Carolina at Pembroke as three of the 12 school administrator programs established pursuant to G.S. 116-74.21. These three programs shall be comparable in quality to the nine existing Master of School Administration programs and shall be operated within existing funds.

SECTION #.(c) The Board of Governors of The University of North Carolina shall study the feasibility of establishing a School of Pharmacy at Elizabeth City State University. The Board of Governors shall report its findings and recommendations to the Joint Legislative Education Oversight Committee by April 1, 2002.

DRAFT
SPECIAL PROVISION

2001-UNC-S18A

University of North Carolina and Private Instruction
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: Senators Dalton, Lucas, Garrou

MANAGEMENT FLEXIBILITY FOR UNC-CH & NCSU/BOARD OF GOVERNORS MAY CONSIDER FLEXIBILITY FOR OTHER INSTITUTIONS

SECTION #.(a) Article 1 of Chapter 116 of the General Statutes is amended by adding a new Part to read:

Part 3A. Management Flexibility for Certain Constituent Institutions.

"§ 116-40.20. Legislative findings.

(a) The General Assembly finds that the University of North Carolina at Chapel Hill and North Carolina State University are two of the State's most valuable assets. As research extensive universities, the University of North Carolina at Chapel Hill and North Carolina State University have higher costs per student and require special budgeting flexibility in order to remain nationally and internationally competitive for premier faculty, staff, and students. The General Assembly finds further that, in order for the University of North Carolina at Chapel Hill and North Carolina State University to provide the best benefit to North Carolina, these institutions must be provided the ability to use flexible management techniques.

(b) As constituent institutions of The University of North Carolina, the University of North Carolina at Chapel Hill and North Carolina State University benefit from the guidance of The University of North Carolina Board of Governors, which fulfills a vital policy-making role for the University system.

(c) To ensure the continued preeminence of the University of North Carolina at Chapel Hill and North Carolina State University, it is the intent of the General Assembly to strengthen and improve these assets. The General Assembly commits to responsible stewardship and improvement of the University of North Carolina at Chapel Hill and North Carolina State University as provided by this section.

"§ 116-40.21. Management flexibility for the University of North Carolina at Chapel Hill and North Carolina State University.

(a) Notwithstanding any provision in Chapter 116 of the General Statutes to the contrary, the Board of Trustees of the University of North Carolina at Chapel Hill and of North Carolina State University shall, on recommendation of the respective chancellor, appoint and fix the compensation of all vice chancellors, senior academic and administrative officers, and person having permanent tenure at the University of North Carolina at Chapel Hill and at North Carolina State University, respectively.

(b) Notwithstanding any provision in Chapter 116 of the General Statutes to the contrary, in addition to any tuition and fees set by the Board of Governors pursuant to G.S. 116-11(7), the Board of Trustees of the University of North Carolina at Chapel Hill

and of North Carolina State University may recommend to the Board of Governors tuition and fees for program-specific and institution-specific needs at the University of North Carolina at Chapel Hill and at North Carolina State University, respectively, without regard to whether an emergency situation exists and not inconsistent with the actions of the General Assembly. The proceeds of any tuition and fees set pursuant to this subsection shall be retained by the University of North Carolina at Chapel Hill and by North Carolina State University, respectively, for use at that institution.

(c) Personnel.—Employees of the University of North Carolina at Chapel Hill and North Carolina State University shall be deemed to be employees of the State and shall be subject to all provisions of State law relevant thereto; provided, however, that except as to the provisions of Articles 5, 6, 7, and 14 of Chapter 126 of the General Statutes, the provisions of Chapter 126 of the General Statutes shall not apply to employees of the University of North Carolina at Chapel Hill and North Carolina State University, and the policies and procedures governing the terms and conditions of employment of the employees shall be adopted by the respective Board of Trustees provided, that with respect to such employees as may be members of the faculty of the University of North Carolina at Chapel Hill or North Carolina State University, no policies and procedures may be inconsistent with policies established by, or adopted pursuant to delegation from, the Board of Governors of The University of North Carolina.

(1) The respective Board of Trustees shall fix or approve the schedules of pay, expense allowances, and other compensation and adopt position classification plans for employees of The University of North Carolina at Chapel Hill and North Carolina State University, respectively.

(2) The respective Board of Trustees may adopt or provide for rules and regulations concerning, but not limited to, annual leave, sick leave, special leave with full pay or with partial pay supplementing workers' compensation payments for employees injured in accidents arising out of and in the course of employment, working conditions, service awards and incentive award programs, grounds for dismissal, demotion, or discipline, other personnel policies, and any other measures that promote the hiring and retention of capable, diligent, and effective career employees. However, an employee who has achieved career State employee status as defined by G.S. 126-1.1 by September 30, 2001, shall not have his or her compensation reduced as a result of this subdivision. Further, an employee who has achieved career State employee status as defined by G.S. 126-1.1 by September 30, 2001, shall be subject to the rules regarding discipline or discharge that were effective on September 30, 2001, and shall not be subject to the rules regarding discipline or discharge adopted after September 30, 2001.

(3) The respective Board of Trustees may prescribe the office hours, workdays, and holidays to be observed by the various offices and departments of the University of North Carolina at Chapel Hill and North Carolina State University.

(4) The respective Board of Trustees may establish boards, committees, or councils to conduct hearings upon the appeal of employees who have been suspended, demoted, otherwise disciplined, or discharged, to hear employee grievances, or to undertake any other duties relating to personnel administration that the Board of Trustees may direct.

The respective Board of Trustees shall submit all initial classification and pay plans and other rules and regulations adopted pursuant to subdivisions (1) through (4) of this subsection to the Office of State Personnel for review upon adoption by that Board of Trustees. Any subsequent changes to these plans, rules, and policies adopted by either Board of Trustees shall be submitted to the Office of State Personnel for review. Any comments by the Office of State Personnel shall be submitted to the appropriate Chancellor.

(d) Property. – The Board of Trustees of the University of North Carolina at Chapel Hill and the Board of Trustees of North Carolina State University shall establish rules and regulations for acquiring or disposing of any interest in real property for the use of the University of North Carolina at Chapel Hill and North Carolina State University, respectively. These rules and regulations shall include provisions for development of specifications, advertisement, and negotiations with owners for acquisition by purchase, gift, lease, or rental, but not by condemnation or exercise of eminent domain on behalf of the University of North Carolina at Chapel Hill or North Carolina State University. This section does not authorize the respective Board of Trustees to encumber real property. The respective Board of Trustees shall submit all initial policies and regulations adopted pursuant to this subsection to the State Property Office for review upon adoption by the Board of Trustees. Any subsequent changes to these policies and regulations adopted by either Board of Trustees shall be submitted to the State Property Office for review. Any comments by the State Property Office shall be submitted to the appropriate Chancellor. After review by the Attorney General as to form and after the consummation of any such acquisition, the University of North Carolina at Chapel Hill or North Carolina State University shall promptly file a report concerning the acquisition or disposition with the Governor and Council of State. Acquisitions and dispositions of any interest in real property pursuant to this section shall not be subject to the provisions of Article 36 of Chapter 143 of the General Statutes or the provisions of Chapter 146 of the General Statutes. The rules and regulations adopted pursuant to this subsection shall apply to all property allocated to or otherwise under the control of the University of North Carolina at Chapel Hill and of North Carolina State University, respectively, on September 30, 2001, and to all property acquired by those institutions after that date.

(e) Purchases. – Notwithstanding the provisions of Articles 3, 3A, and 3C of Chapter 143 of the General Statutes to the contrary, the Board of Trustees of the University of North Carolina at Chapel Hill and the Board of Trustees of North Carolina State University shall establish policies and regulations governing the purchasing and surplus property requirements of the University of North Carolina at Chapel Hill and North Carolina State University, respectively. These policies and regulations shall provide for requests for proposals; competitive bidding, or purchasing by means other than competitive bidding; contract negotiations; contract awards for purchasing supplies, materials, equipment, and services which are necessary and appropriate to

fulfill the teaching, educational, research, and community service missions of the University of North Carolina at Chapel Hill and North Carolina State University; and surplus property disposal. The respective Board of Trustees shall submit all initial policies and regulations adopted pursuant to this subsection to the Division of Purchase and Contract for review upon adoption by the board. Any subsequent changes to these policies and regulations adopted by either Board of Trustees shall be submitted to the Division of Purchase and Contract for review. Any comments by the Division of Purchase and Contract shall be submitted to the appropriate Chancellor.

(f) Information Technology. – Notwithstanding any other provision of law, the Board of Trustees of the University of North Carolina at Chapel Hill and the Board of Trustees of North Carolina State University shall establish policies and regulations governing the planning, acquisition, implementation, and delivery of Information Technology and telecommunications at the University of North Carolina at Chapel Hill and North Carolina State University, respectively. These policies and regulations shall provide for security and encryption standards; software standards; hardware standards; acquisition of information technology consulting and contract services; disaster recovery standards; and standards for desktop and server computing, telecommunications, networking, video services, personal digital assistants and other wireless technologies and other information technology matters which are necessary and appropriate to fulfill the teaching, educational, research, extension, and service missions of the University of North Carolina at Chapel Hill and North Carolina State University. The respective Board of Trustees shall submit all initial policies and regulations adopted pursuant to this subsection to the Office of Information Technology Services for review upon adoption by the board. Any subsequent changes to these policies and regulations adopted by either Board of Trustees shall be submitted to the Office of Information Technology Services for review. Any comments by the Office of Information Technology Services shall be submitted to the appropriate Chancellor.

"§ 116-40.22. Board of Governors may grant management flexibility to other special responsibility constituent institutions.

(a) The Board of Governors of the University of North Carolina, acting on recommendation made by the President of The University of North Carolina, may authorize management flexibility as described in G.S. 116-40.21 to a special responsibility constituent institution as provided by this section. The authorization shall be based on an express finding by the Board of Governors that the institution being recommended for management flexibility has the management staff and internal financial controls that will enable it to administer competently and responsibly all additional management authority and discretion to be delegated to it.

(b) The Board of Governors, on recommendation of the President, shall adopt rules prescribing management staffing standards and internal financial controls and safeguards that must be met by a special responsibility constituent institution before it may be awarded management flexibility. These rules shall not be designed to prohibit participation by a special responsibility constituent institution because of its size.

(c) The President shall take immediate action regarding reported weaknesses with regard to the management flexibility of a special responsibility institution. In any instance where significant findings are identified, the President shall notify the Chancellor of the particular special responsibility constituent institution that the

1 institution must make satisfactory progress in resolving the findings, as determined by
2 the President of The University. If satisfactory progress is not made within a three-
3 month period, the President of The University shall recommend to the Board of
4 Governors at its next meeting that the management flexibility of the special
5 responsibility constituent institution be terminated until any exceptions are resolved to
6 the satisfaction of the President of The University of North Carolina. However, once
7 the Board of Governors has revoked management flexibility, that flexibility shall not be
8 awarded again until the beginning of the following fiscal year at the earliest. Any
9 actions taken by the Board of Governors with respect to withdrawal or reinstatement of
10 an institution's authorization for management flexibility shall be reported immediately
11 to the Joint Legislative Education Oversight Committee."
12 **SECTION #.(b)** This section becomes effective October 1, 2001.
13

5/28/01

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DPI-S1-P

Department of Public Instruction
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: **Senators Dalton, Lucas, Garrou**

LITIGATION RESERVE FUNDS DO NOT REVERT

SECTION #.(a) Funds in the State Board of Education's Litigation Reserve that are not expended or encumbered on June 30, 2001, shall not revert on July 1, 2001, but shall remain available for expenditure until June 30, 2002.

SECTION #.(b) Subsection (a) of this section becomes effective June 30, 2001.

SECTION #.(c) The State Board of Education may expend up to five hundred thousand dollars ($500,000) for the 2001-2002 fiscal year from unexpended funds for certified employees' salaries to pay expenses related to pending litigation.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DPI-S2-P

Department of Public Instruction
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: Senators Dalton, Lucas, Garrou

CHILDREN WITH DISABILITIES

SECTION #. The State Board of Education shall allocate funds for children with disabilities on the basis of two thousand six hundred sixty-two dollars and eighty-seven cents ($ 2,662.87) per child for a maximum of 158,825 children for the 2001-2002 school year. Each local school administrative unit shall receive funds for the lesser of (i) all children who are identified as children with disabilities or (ii) twelve and five-tenths percent (12.5%) of the 2001-2002 allocated average daily membership in the local school administrative unit.

The dollar amounts allocated under this section for children with disabilities shall also increase in accordance with legislative salary increments for personnel who serve children with disabilities.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DPI-S3-P

Department of Public Instruction
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: Senators Dalton, Lucas, Garrou

FUNDS FOR ACADEMICALLY GIFTED STUDENTS

SECTION #. The State Board of Education shall allocate funds for academically or intellectually gifted children on the basis of eight hundred seventy-nine dollars and ten cents ($879.10) per child. A local school administrative unit shall receive funds for a maximum of four percent (4%) of its 2001-2002 allocated average daily membership, regardless of the number of children identified as academically or intellectually gifted in the unit. The State Board shall allocate funds for no more than 52,042 children for the 2001-2002 school year.

The dollar amounts allocated under this section for academically or intellectually gifted children shall also increase in accordance with legislative salary increments for personnel who serve academically or intellectually gifted children.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DPI-S4-P

Department of Public Instruction
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: Senators Dalton, Lucas, Garrou

AT-RISK STUDENT SERVICES/ALTERNATIVE SCHOOLS

SECTION #. The State Board of Education may use up to two hundred thousand dollars ($200,000) of the funds in the Alternative Schools/At-Risk Student allotment each year for the 2001-2002 fiscal year and for the 2002-2003 fiscal year to implement G.S. 115C-12(24).

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION **2001-DPI-S5-P**

Department of Public Instruction
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: Senators Dalton, Lucas, Garrou

UNIFORM EDUCATION REPORTING SYSTEM (UERS)

SECTION #.(a) Funds appropriated for the Uniform Education Reporting System shall not revert at the end of the 2001-2002 and 2002-2003 fiscal years, but shall remain available until expended.

SECTION #.(b) This section becomes effective June 30, 2001.

Department of Public Instruction
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: Senators Dalton, Lucas, Garrou

SUPPLEMENTAL FUNDING IN LOW-WEALTH COUNTIES

SECTION #.(a) Funds for Supplemental Funding. – The General Assembly finds that it is appropriate to provide supplemental funds in low-wealth counties to allow those counties to enhance the instructional program and student achievement; therefore, funds are appropriated to State Aid to Local School Administrative Units for the 2001-2002 fiscal year and the 2002-2003 fiscal year to be used for supplemental funds for schools.

SECTION #.(b) Use of Funds for Supplemental Funding. – All funds received pursuant to this section shall be used only (i) to provide instructional positions, instructional support positions, teacher assistant positions, clerical positions, school computer technicians, instructional supplies and equipment, staff development, and textbooks, and (ii) for salary supplements for instructional personnel and instructional support personnel.

Local boards of education are encouraged to use at least twenty-five percent (25%) of the funds received pursuant to this section to improve the academic performance of children who are performing at Level I or II on either reading or mathematics end-of-grade tests in grades 3-8 and children who are performing at Level I or II on the writing tests in grades 4 and 7. Local boards of education shall report to the State Board of Education on an annual basis on funds used for this purpose, and the State Board shall report this information to the Joint Legislative Education Oversight Committee. These reports shall specify how these funds were targeted and used to implement specific improvement strategies of each local school administrative unit and its schools, such as teacher recruitment, closing the achievement gap, improving student accountability, addressing the needs of at-risk students, and establishing and maintaining safe schools.

SECTION #.(c) Definitions. – As used in this section:

(1) "Anticipated county property tax revenue availability" means the county-adjusted property tax base multiplied by the effective State average tax rate.

(2) "Anticipated total county revenue availability" means the sum of the:

a. Anticipated county property tax revenue availability,

b. Local sales and use taxes received by the county that are levied under Chapter 1096 of the 1967 Session Laws or under Subchapter VIII of Chapter 105 of the General Statutes,

c. Food stamp exemption reimbursement received by the county under G.S. 105-164.44C,

d. Homestead exemption reimbursement received by the county under G.S. 105-277.1A,

e. Inventory tax reimbursement received by the county under G.S. 105-275.1 and G.S. 105-277.001,

f. Intangibles tax distribution and reimbursement received by the county under G.S. 105-275.2, and

g. Fines and forfeitures deposited in the county school fund for the most recent year for which data are available.

(3) "Anticipated total county revenue availability per student" means the anticipated total county revenue availability for the county divided by the average daily membership of the county.

(4) "Anticipated State average revenue availability per student" means the sum of all anticipated total county revenue availability divided by the average daily membership for the State.

(5) "Average daily membership" means average daily membership as defined in the North Carolina Public Schools Allotment Policy Manual, adopted by the State Board of Education. If a county contains only part of a local school administrative unit, the average daily membership of that county includes all students who reside within the county and attend that local school administrative unit.

(6) "County-adjusted property tax base" shall be computed as follows:

a. Subtract the present-use value of agricultural land, horticultural land, and forestland in the county, as defined in G.S. 105-277.2, from the total assessed real property valuation of the county,

b. Adjust the resulting amount by multiplying by a weighted average of the three most recent annual sales assessment ratio studies,

c. Add to the resulting amount the:

1. Present-use value of agricultural land, horticultural land, and forestland, as defined in G.S. 105-277.2,

2. Value of property of public service companies, determined in accordance with Article 23 of Chapter 105 of the General Statutes, and

3. Personal property value for the county.

(7) "County-adjusted property tax base per square mile" means the county-adjusted property tax base divided by the number of square miles of land area in the county.

(8) "County wealth as a percentage of State average wealth" shall be computed as follows:

a. Compute the percentage that the county per capita income is of the State per capita income and weight the resulting percentage by a factor of five-tenths,

b. Compute the percentage that the anticipated total county revenue availability per student is of the anticipated State

average revenue availability per student and weight the resulting percentage by a factor of four-tenths,

c. Compute the percentage that the county-adjusted property tax base per square mile is of the State-adjusted property tax base per square mile and weight the resulting percentage by a factor of one-tenth,

d. Add the three weighted percentages to derive the county wealth as a percentage of the State average wealth.

(9) "Effective county tax rate" means the actual county tax rate multiplied by a weighted average of the three most recent annual sales assessment ratio studies.

(10) "Effective State average tax rate" means the average of effective county tax rates for all counties.

(10a) "Local current expense funds" means the most recent county current expense appropriations to public schools, as reported by local boards of education in the audit report filed with the Secretary of the Local Government Commission pursuant to G.S. 115C-447.

(11) "Per capita income" means the average for the most recent three years for which data are available of the per capita income according to the most recent report of the United States Department of Commerce, Bureau of Economic Analysis, including any reported modifications for prior years as outlined in the most recent report.

(12) "Sales assessment ratio studies" means sales assessment ratio studies performed by the Department of Revenue under G.S. 105-289(h).

(13) "State average current expense appropriations per student" means the most recent State total of county current expense appropriations to public schools, as reported by local boards of education in the audit report filed with the Secretary of the Local Government Commission pursuant to G.S. 115C-447.

(14) "State average adjusted property tax base per square mile" means the sum of the county-adjusted property tax bases for all counties divided by the number of square miles of land area in the State.

(14a) "Supplant" means to decrease local per student current expense appropriations from one fiscal year to the next fiscal year.

(15) "Weighted average of the three most recent annual sales assessment ratio studies" means the weighted average of the three most recent annual sales assessment ratio studies in the most recent years for which county current expense appropriations and adjusted property tax valuations are available. If real property in a county has been revalued one year prior to the most recent sales assessment ratio study, a weighted average of the two most recent sales assessment ratios shall be used. If property has been revalued the year of the most recent sales assessment ratio study, the sales assessment ratio for the year of revaluation shall be used.

SECTION #.(d) Eligibility for Funds. – Except as provided in subsection (h) of this section, the State Board of Education shall allocate these funds to local school

administrative units located in whole or in part in counties in which the county wealth as a percentage of the State average wealth is less than one hundred percent (100%).

SECTION #.(e) Allocation of Funds. – Except as provided in subsection (g) of this section, the amount received per average daily membership for a county shall be the difference between the State average current expense appropriations per student and the current expense appropriations per student that the county could provide given the county's wealth and an average effort to fund public schools. (To derive the current expense appropriations per student that the county could be able to provide given the county's wealth and an average effort to fund public schools, multiply the county wealth as a percentage of State average wealth by the State average current expense appropriations per student.)

The funds for the local school administrative units located in whole or in part in the county shall be allocated to each local school administrative unit, located in whole or in part in the county, based on the average daily membership of the county's students in the school units.

If the funds appropriated for supplemental funding are not adequate to fund the formula fully, each local school administrative unit shall receive a pro rata share of the funds appropriated for supplemental funding.

SECTION #.(f) Formula for Distribution of Supplemental Funding Pursuant to This Section Only. – The formula in this section is solely a basis for distribution of supplemental funding for low-wealth counties and is not intended to reflect any measure of the adequacy of the educational program or funding for public schools. The formula is also not intended to reflect any commitment by the General Assembly to appropriate any additional supplemental funds for low-wealth counties.

SECTION #.(g) Minimum Effort Required. – Counties that had effective tax rates in the 1996-97 fiscal year that were above the State average effective tax rate but that had effective rates below the State average in the 1997-98 fiscal year or thereafter shall receive reduced funding under this section. This reduction in funding shall be determined by subtracting the amount that the county would have received pursuant to Section 17.1(g) of Chapter 507 of the 1995 Session Laws from the amount that the county would have received if qualified for full funding and multiplying the difference by ten percent (10%). This method of calculating reduced funding shall apply one time only.

This method of calculating reduced funding shall not apply in cases in which the effective tax rate fell below the statewide average effective tax rate as a result of a reduction in the actual property tax rate. In these cases, the minimum effort required shall be calculated in accordance with Section 17.1(g) of Chapter 507 of the 1995 Session Laws.

If the county documents that it has increased the per student appropriation to the school current expense fund in the current fiscal year, the State Board of Education shall include this additional per pupil appropriation when calculating minimum effort pursuant to Section 17.1(g) of Chapter 507 of the 1995 Session Laws.

SECTION #.(h) Nonsupplant Requirement. – A county in which a local school administrative unit receives funds under this section shall use the funds to supplement local current expense funds and shall not supplant local current expense funds. For the 2001-2003 fiscal biennium, the State Board of Education shall not

allocate funds under this section to a county found to have used these funds to supplant local per student current expense funds. The State Board of Education shall make a finding that a county has used these funds to supplant local current expense funds in the prior year, or the year for which the most recent data are available, if:

(1) The current expense appropriation per student of the county for the current year is less than ninety-five percent (95%) of the average of the local current expense appropriations per student for the three prior fiscal years; and

(2) The county cannot show (i) that it has remedied the deficiency in funding, or (ii) that extraordinary circumstances caused the county to supplant local current expense funds with funds allocated under this section.

The State Board of Education shall adopt rules to implement this section.

SECTION #.(i) Reports. – The State Board of Education shall report to the Joint Legislative Education Oversight Committee prior to May 1, 2002, if it determines that counties have supplanted funds.

SECTION #.(j) Department of Revenue Reports. – The Department of Revenue shall provide to the Department of Public Instruction a preliminary report for the current fiscal year of the assessed value of the property tax base for each county prior to March 1 of each year and a final report prior to May 1 of each year. The reports shall include for each county the annual sales assessment ratio and the taxable values of (i) total real property, (ii) the portion of total real property represented by the present-use value of agricultural land, horticultural land, and forestland as defined in G.S. 105-277.2, (iii) property of public service companies determined in accordance with Article 23 of Chapter 105 of the General Statutes, and (iv) personal property.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DPI-S7A-P

Department of Public Instruction
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: Senators Dalton, Lucas, Garrou

SMALL SCHOOL SYSTEM SUPPLEMENTAL FUNDING

SECTION #.(a) Funds for Small School Systems. – Except as provided in subsection (b) of this section, the State Board of Education shall allocate funds appropriated for small school system supplemental funding (i) to each county school administrative unit with an average daily membership of fewer than 3,175 students and (ii) to each county school administrative unit with an average daily membership of from 3,175 to 4,000 students if the county in which the local school administrative unit is located has a county-adjusted property tax base per student that is below the State-adjusted property tax base per student and if the total average daily membership of all local school administrative units located within the county is from 3,175 to 4,000 students. The allocation formula shall:

(1) Round all fractions of positions to the next whole position.

(2) Provide five and one-half additional regular classroom teachers in counties in which the average daily membership per square mile is greater than four, and seven additional regular classroom teachers in counties in which the average daily membership per square mile is four or fewer.

(3) Provide additional program enhancement teachers adequate to offer the standard course of study.

(4) Change the duty-free period allocation to one teacher assistant per 400 average daily membership.

(5) Provide a base for the consolidated funds allotment of at least four hundred sixty-six thousand dollars ($466,000) excluding textbooks.

(6) Allot vocational education funds for grade 6 as well as for grades 7-12.

If funds appropriated for each fiscal year for small school system supplemental funding are not adequate to fund fully the program, the State Board of Education shall reduce the amount allocated to each county school administrative unit on a pro rata basis. This formula is solely a basis for distribution of supplemental funding for certain county school administrative units and is not intended to reflect any measure of the adequacy of the educational program or funding for public schools. The formula is also not intended to reflect any commitment by the General Assembly to appropriate any additional supplemental funds for such county administrative units.

SECTION #.(b) Nonsupplant Requirement. – A county in which a local school administrative unit receives funds under this section shall use the funds to supplement local current expense funds and shall not supplant local current expense

funds. For the 2001-2003 fiscal biennium, the State Board of Education shall not allocate funds under this section to a county found to have used these funds to supplant local per student current expense funds. The State Board of Education shall make a finding that a county has used these funds to supplant local current expense funds in the prior year, or the year for which the most recent data are available, if:

(1) The current expense appropriation per student of the county for the current year is less than ninety-five percent (95%) of the average of the local current expense appropriations per student for the three prior fiscal years; and

(2) The county cannot show (i) that it has remedied the deficiency in funding, or (ii) that extraordinary circumstances caused the county to supplant local current expense funds with funds allocated under this section.

The State Board of Education shall adopt rules to implement this section.

SECTION #.(c) Phase-Out Provisions. – If a local school administrative unit becomes ineligible for funding under this formula solely because of an increase in the county-adjusted property tax base per student of the county in which the local school administrative unit is located, funding for that unit shall be phased out over a two-year period. For the first year of ineligibility, the unit shall receive the same amount it received for the prior fiscal year. For the second year of ineligibility, it shall receive one-half of that amount.

If a local school administrative unit becomes ineligible for funding under this formula solely because of an increase in the population of the county in which the local school administrative unit is located, funding for that unit shall be continued for five years after the unit becomes ineligible.

SECTION #.(d) Definitions. – As used in this section:

(1) "Average daily membership" means within two percent (2%) of the average daily membership as defined in the North Carolina Public Schools Allotment Policy Manual, adopted by the State Board of Education.

(2) "County-adjusted property tax base per student" means the total assessed property valuation for each county, adjusted using a weighted average of the three most recent annual sales assessment ratio studies, divided by the total number of students in average daily membership who reside within the county.

(2a) "Local current expense funds" means the most recent county current expense appropriations to public schools, as reported by local boards of education in the audit report filed with the Secretary of the Local Government Commission pursuant to G.S. 115C-447.

(3) "Sales assessment ratio studies" means sales assessment ratio studies performed by the Department of Revenue under G.S. 105-289(h).

(4) "State adjusted property tax base per student" means the sum of all county adjusted property tax bases divided by the total number of students in average daily membership who reside within the State.

(4a) "Supplant" means to decrease local per student current expense appropriations from one fiscal year to the next fiscal year.

(5) "Weighted average of the three most recent annual sales assessment ratio studies" means the weighted average of the three most recent annual sales assessment ratio studies in the most recent years for which county current expense appropriations and adjusted property tax valuations are available. If real property in a county has been revalued one year prior to the most recent sales assessment ratio study, a weighted average of the two most recent sales assessment ratios shall be used. If property has been revalued during the year of the most recent sales assessment ratio study, the sales assessment ratio for the year of revaluation shall be used.

SECTION #.(e) Reports. – The State Board of Education shall report to the Joint Legislative Education Oversight Committee prior to May 1, 2002, if it determines that counties have supplanted funds.

SECTION #.(f) Use of Funds. – Local boards of education are encouraged to use at least twenty percent (20%) of the funds they receive pursuant to this section to improve the academic performance of children who are performing at Level I or II on either reading or mathematics end-of-grade tests in grades 3-8 and children who are performing at Level I or II on the writing tests in grades 4 and 7. Local boards of education shall report to the State Board of Education on an annual basis on funds used for this purpose and the State Board shall report this information to the Joint Legislative Education Oversight Committee. These reports shall specify how these funds were targeted and used to implement specific improvement strategies of each local school administrative unit and its schools such as teacher recruitment, closing the achievement gap, improving student accountability, addressing the needs of at-risk students, and establishing and maintaining safe schools.

DRAFT
SPECIAL PROVISION

2001-DPI-S8-P

Department of Public Instruction
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: Senators Dalton, Lucas, Garrou

FUNDS TO IMPLEMENT THE ABCS OF PUBLIC EDUCATION PROGRAM

SECTION #.(a) The State Board of Education shall use funds appropriated for State Aid to Local School Administrative Units for the 2001-2002 fiscal year to provide incentive funding for schools that met or exceeded the projected levels of improvement in student performance during the 2000-2001 school year, in accordance with the ABCs of Public Education Program. In accordance with State Board of Education policy:

(1) Incentive awards in schools that achieve higher than expected improvements may be up to:
   a. $1,500 for each teacher and for certified personnel; and
   b. $500.00 for each teacher assistant.

(2) Incentive awards in schools that meet the expected improvements may be up to:
   a. $750.00 for each teacher and for certified personnel; and
   b. $375.00 for each teacher assistant.

SECTION #.(b) The State Board of Education may use funds appropriated to State Aid to Local School Administrative Units for assistance teams to low-performing schools.

DRAFT
SPECIAL PROVISION

2001-DPI-S9-P

Department of Public Instruction
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: Senators Dalton, Lucas, Garrou

STUDENTS WITH LIMITED ENGLISH PROFICIENCY

SECTION #.(a) The State Board of Education shall develop guidelines for identifying and providing services to students with limited proficiency in the English language.

The State Board shall allocate these funds to local school administrative units and to charter schools under a formula that takes into account the average percentage of students in the units or the charters over the past three years who have limited English proficiency. The State Board shall allocate funds to a unit or a charter school only if (i) average daily membership of the unit or the charter school includes at least 20 students with limited English proficiency or (ii) students with limited English proficiency comprise at least two and one-half percent (2 1/2%) of the average daily membership of the unit or charter school. For the portion of the funds that is allocated on the basis of the number of identified students, the maximum number of identified students for whom a unit or charter school receives funds shall not exceed ten and six-tenths percent (10.6%) of its average daily membership.

Local school administrative units shall use funds allocated to them to pay for classroom teachers, teacher assistants, tutors, textbooks, classroom materials/instructional supplies/equipment, transportation costs, and staff development of teachers for students with limited English proficiency.

A county in which a local school administrative unit receives funds under this section shall use the funds to supplement local current expense funds and shall not supplant local current expense funds.

SECTION #.(b) The Department of Public Instruction shall prepare a current headcount of the number of students classified with limited English proficiency by December 1 of each year.

Students in the headcount shall be assessed at least once every three years to determine their level of English proficiency. A student who scores "superior" on the standard English language proficiency used in this State shall not be included in the headcount of students with limited English proficiency.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DPI-S10-P

Department of Public Instruction
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: Senators Dalton, Lucas, Garrou

EXPENDITURES FOR DRIVING EDUCATION CERTIFICATES

SECTION #. The State Board of Education may use funds appropriated for drivers education for the 2001-2002 fiscal year and for the 2002-2003 fiscal year for driving eligibility certificates.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DPI-S15-P

Department of Public Instruction
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: Senators Dalton, Lucas, Garrou

HIGH SCHOOL EXIT EXAMS

SECTION #. Of the funds appropriated to State Aid to Local School Administrative Units, the State Board of Education may use up to three million dollars ($3,000,000) for the 2001-2002 fiscal year to:

(1) Continue to develop a high school exit examination;

(2) Purchase equipment for scoring tests, including the new computer adaptive exam for eligible students with disabilities; and

(3) Revise the reading and writing assessments.

Requested by: **Senators Dalton, Lucas, Garrou**

FAIRNESS IN TESTING PROGRAM

SECTION #.(a) The State Board of Education shall provide the Joint Legislative Education Oversight Committee with a detailed analysis of the current resources allocated to meet the needs of all students subject to the Statewide Student Accountability Standards, and in addition, shall submit recommendations regarding other resources that would best assist students in meeting these new standards.

SECTION #.(b) G.S. 115C-288(a) reads as rewritten:

"(a) To Grade and Classify Pupils. – The principal shall have authority to grade and classify ~~pupils except a~~ pupils. In determining the appropriate grade for a pupil who is already attending a public school, the principal shall consider the pupil's classroom work and grades, the pupil's scores on standardized tests, and the best educational interests of the pupil. The principal shall not make the decision solely on the basis of standardized test scores.

A principal shall not require additional testing of a student entering a public school from a school governed under Article 39 of this Chapter if test scores from a nationally standardized test or nationally standardized equivalent measure that are adequate to determine the appropriate placement of the child are available."

SECTION #.(c) G.S. 115C-47 is amended by adding a new subdivision to read:

"§ 115C-47. Powers and duties generally.

In addition to the powers and duties designated in G.S. 115C-36, local boards of education shall have the power or duty:

...

(39) To Provide a Right to Appeal the Decision to Retain a Child. – If local board policy requires that a child be retained at a grade level or that a child attend summer school, based on the child's standardized test scores, that local policy shall also provide the child's parent or guardian the right to appeal the decision. The right to appeal shall provide, at a minimum, for clear notice of the parent's rights, the right to have an advocate present at the hearing, the right to ask questions of school officials, the right to obtain records and information from the school, and the right to present information and evidence on behalf of the child."

SECTION #.(d) The State Board of Education shall study the benefits of providing students' parents or guardians with copies of tests administered to their

children under the Statewide Testing Program. The Board shall also consider the costs of maintaining the integrity and reliability of the tests if such a policy is implemented. The Board shall report the results of this study to the Joint Legislative Education Oversight Committee by March 31, 2002.

SECTION #.(e) Part 3 of Article 8B of Chapter 115C of the General Statutes is amended by adding the following new section to read:

"§ 115C-105.41. Students who have been placed at risk of academic failure; personal education plans.

Local school administrative units shall identify students in all grades who have been placed at risk for academic failure and implement a personal education plan for academic improvement with focused intervention and performance benchmarks. Identification shall occur as early as can reasonably be done and can be based on grades, observations, State assessments, and other factors that teachers and administrators consider appropriate, without having to await the results of end-of-grade or end-of-course tests. At the beginning of the school year a personal education plan shall be developed for any student not performing at least at grade level, as identified by the State end-of-grade test; if, however, a student's performance appears to be falling below State proficiency standards at any time during the school year, a personal education plan shall be developed. Focused intervention and acceleration activities may include, among other things, summer school, Saturday school, and extended days. Local school administrative units shall provide these activities and transportation free of charge to students."

SECTION #.(f) G.S. 115C-174.12(a) reads as rewritten:

"(a) ~~The State Board of Education shall review the tests being administered through State and local testing programs and shall select the tests that it believes are necessary to provide the best measures of the levels of academic achievement attained by students in various subject areas.~~ The State Board of Education shall ~~also~~ establish policies and guidelines necessary for minimizing the time students spend taking tests administered through State and local testing programs and for otherwise carrying out the provisions of this Article. The State Board of Education's policies regarding the testing of children with disabilities shall (i) provide broad accommodations and alternate methods of assessment that are consistent with a child's individualized education program and Section 504 plans, (ii) prohibit the use of statewide tests as the sole determinate of decisions about a child's graduation or promotion, and (iii) provide parents with information about the Statewide Testing Program and options for students with disabilities. The State Board shall report its proposed policies and proposed changes in policies to the Joint Legislative Education Oversight Committee prior to adoption."

SECTION #.(g) Schools shall devote no more than two days of instructional time per year to the taking of practice tests that do not have the primary purpose of assessing current student learning.

SECTION #.(h) Students in a local school shall not be subject to field tests or national tests during the two-week period preceding the administration of the end-of-grade tests, end-of-course tests, or the school's regularly scheduled final exams. No school shall participate in more than two field tests at any one grade level during a school year.

SECTION #.(i) The Joint Legislative Education Oversight Committee shall study the State's testing program. As part of this study, the Committee shall consider:

(1) The number of tests currently mandated at the State level and the process and cost of developing, validating, and scoring them.

(2) Whether the State should consider the use of nationally developed tests as a substitute to State-developed testing. In particular, the Committee shall determine whether this use would (i) affect the ABC's Program, (ii) adequately measure student achievement and performance, (iii) provide more than minimum levels of achievement, (iv) provide a better comparison to student achievement and performance in other states, (v) be practical for high school courses or higher level courses, (vi) reduce the need for field testing, and (vii) offer any cost savings to the State.

(3) The number of grades in which State tests are given. The Committee shall determine the necessity for testing all grades in third through eighth grades, whether a reduction in the grades tested would affect the receipt of federal money, and the extent to which a reduction would impair the State's ability to identify schools under the ABC's Program.

(4) The high school courses for which State tests are given and whether there is an appropriate distribution of tests across grades nine through 12 and that test an appropriate array of the minimum courses required for admission to the constituent institutions of The University of North Carolina. In addition, the Committee shall examine whether students who take higher level courses and students in 12th grade are held accountable for their academic growth and performance.

(5) The advantages and disadvantages of using a composite of end-of-course tests or other tests such as the SAT, AP tests, or other nationally standardized tests in high school rather than developing a high school exit exam. If the Committee finds a high school exit exam is preferable, then it shall determine whether it must be administered to all students or limited to certain students, for example, those who don't take the SAT or a certain number of courses for which there are end-of-course tests.

(6) The extent to which additional testing, including field testing, practice testing, and locally mandated testing, is occurring and whether this should be limited or prohibited.

(7) Any other issue the Committee considers relevant.

The Committee shall report its findings and any recommendations, including recommended legislation, to the 2002 Regular Session of the 2001 General Assembly.

SECTION #.(j) The State Board of Education shall develop and report to the Joint Legislative Education Oversight Committee on its objectives for the Statewide Testing Program and on the implementation of that Program. The report shall include:

(1) A statement of the relationship between these objectives and the tests currently administered under the Program;

(2) An analysis of whether the current tests appropriately achieve these objectives;

(3) A statement of any actions that may be needed to coordinate the objectives and the tests more effectively; and

(4) Strategies for communicating the objectives of the Program, the tests administered under the Program, and the relationship between these objectives and tests to principals, teachers, parents, and students throughout the State.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DPI-S18

Department of Public Instruction
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: Senators Dalton, Lucas, Garrou

PILOT PROGRAM AUTHORIZING THE USE OF MENTOR FUNDS FOR FULL-TIME MENTORS

SECTION #.(a) The State Board of Education shall establish a pilot program to permit the Charlotte-Mecklenburg School Administrative Unit and the Wake County School Administrative Unit to use funds allocated for mentors for full-time mentors..

Funds allocated for mentors in these units shall be used only for teachers and instructional support personnel assigned to newly certified teachers, second-year teachers who were assigned mentors during the prior school year, and entry-level instructional support personnel who have not previously been teachers. These funds shall be used only for:

(1) Salary supplements to teachers and instructional support personnel who are serving as mentors. The amount of the salary supplement shall not be based on the number of teachers or instructional support personnel to whom the mentor is assigned; or

(2) Payments to teachers or instructional support personnel who are employed solely to serve as mentors. An individual employed solely to serve as a mentor shall receive a payment for each individual, up to 15 individuals, to whom the mentor is assigned. The amount of each such payment shall be the same as the amount of the salary supplement for a mentor.

SECTION #.(b) The Charlotte-Mecklenburg and the Wake County Boards of Education shall report to the State Board of Education on an annual basis on the impact that the mentor program has had on retention of teachers. The State Board shall report on this information to the Joint Legislative Education Oversight Committee.

DRAFT
SPECIAL PROVISION

2001-DPI-S18A-P

Department of Public Instruction
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: Senators Dalton, Lucas, Garrou

STUDY OF PROGRAMS FOR INITIALLY CERTIFIED TEACHERS

SECTION #.(a) The State Board of Education shall study the mentor program and the professional-based licensure program to determine whether these programs provide adequate support for initially certified teachers and enhance their professional development. In the course of the study, the State Board shall consider:

(1) The effectiveness of the current programs;

(2) The need for modifications to or enhancements of the current programs;

(3) Alternative ways to deliver services to initially certified teachers and to provide them with the resources they need to develop as professionals;

(4) Strategies or alternatives for improving teacher retention rates through the administration of these programs; and

(5) The adequacy of funding for programs for initially certified teachers.

The State Board shall report the results of this study to the Joint Legislative Education Oversight Committee by February 1, 2002.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DPI-S19-P

Department of Public Instruction
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: **Senators Dalton, Lucas, Garrou**

PHASE IN ADM REDUCTIONS DUE TO CHARTER SCHOOLS

SECTION #.(a) If a local school administrative unit experiences a loss in projected average daily membership of greater than five percent (5%) due to the opening of a new charter school within the unit, the State Board of Education may use funds from the Reserve for Average Daily Membership Adjustments to assure that the funding loss to the local school administrative unit does not exceed five percent (5%) in the first fiscal year of the charter school's operation.

The State Board of Education shall phase out this special allotment in subsequent fiscal years by decreasing the amount of the special allotment each year by the amount of the prior year's funding loss.

SECTION #.(b) A local school administrative unit that received funds for the 2000-2001 fiscal year pursuant to Section 8.5 of S.L. 2000-67 to reduce the loss of funds due to shifts of enrollment to charter schools shall continue to receive funds for the 2001-2002 fiscal year in the amount of fifty percent (50%) of the 2000-2001 allotment.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DPI-S20-P

Department of Public Instruction
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: Senators Dalton, Lucas, Garrou

MEDICAID OUTREACH

SECTION #. If a claim for Medicaid outreach reimbursement that was submitted by a local school administrative unit and paid by a federal agency is later found by that agency to be inappropriate, the Department of Public Instruction shall request that the federal agency offset the overpaid amount against the next quarterly reimbursement due to the local school administrative unit. If the federal agency does not allow the offset, the Department of Public Instruction shall request repayment from the local school administrative unit, as provided for in agreements between the Department of Public Instruction and the local school administrative unit or, in the case of a local interagency agreement, agreements among local school administrative units. If the local school administrative unit that received the overpayment fails to repay the overpaid monies within the time permitted under such agreements, the Department of Public Instruction may withhold the overpaid amount from State funds allocated for the central office of the local school administrative unit.

DRAFT
SPECIAL PROVISION

2001-DPI-S23-P

Department of Public Instruction
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: Senators Dalton, Lucas, Garrou

FUNDS FOR NONINSTRUCTIONAL SUPPORT PERSONNEL MAY BE USED FOR STAFF DEVELOPMENT

SECTION #. G.S. 115C-105.25(b) reads as rewritten:

"(b) Subject to the following limitations, local boards of education may transfer and may approve transfers of funds between funding allotment categories:

(1) In accordance with a school improvement plan accepted under G.S. 115C-105.27, State funds allocated for teacher assistants may be transferred only for personnel (i) to serve students only in kindergarten through third grade, or (ii) to serve students primarily in kindergarten through third grade when the personnel are assigned to an elementary school to serve the whole school. Funds allocated for teacher assistants may be transferred to reduce class size or to reduce the student-teacher ratio in kindergarten through third grade so long as the affected teacher assistant positions are not filled when the plan is amended or approved by the building-level staff entitled to vote on the plan or the affected teacher assistant positions are not expected to be filled on the date the plan is to be implemented. Any State funds appropriated for teacher assistants that were converted to certificated teachers before July 1, 1995, in accordance with Section 1 of Chapter 986 of the 1991 Session Laws, as rewritten by Chapter 103 of the 1993 Session Laws, may continue to be used for certificated teachers.

(2) In accordance with a school improvement plan accepted under G.S. 115C-105.27, (i) State funds allocated for classroom materials/instructional supplies/equipment may be transferred only for the purchase of textbooks; (ii) State funds allocated for textbooks may be transferred only for the purchase of instructional supplies, instructional equipment, or other classroom materials; and (iii) State funds allocated for noninstructional support personnel may be transferred only for teacher positions.

<u>(2a) Up to three percent (3%) of State funds allocated for noninstructional support personnel may be transferred for staff development.</u>

(3) No funds shall be transferred into the central office allotment category.

(4) Funds allocated for children with special needs, for students with limited English proficiency, and for driver's education shall not be transferred.

(5) Funds allocated for classroom teachers may be transferred only for teachers of exceptional children, for teachers of at-risk students, and for authorized purposes under the textbooks allotment category and the classroom materials/instructional supplies/equipment allotment category.

(6) Funds allocated for vocational education may be transferred only in accordance with any rules that the State Board of Education considers appropriate to ensure compliance with federal regulations.

(7) Funds allocated for career development shall be used in accordance with Section 17.3 of Chapter 324 of the 1995 Session Laws.

(8) Funds allocated for academically or intellectually gifted students may be used only (i) for academically or intellectually gifted students; (ii) to implement the plan developed under G.S. 115C-150.7; or (iii) in accordance with an accepted school improvement plan, for any purpose so long as that school demonstrates it is providing appropriate services to academically or intellectually gifted students assigned to that school in accordance with the local plan developed under G.S. 115C-150.7.

(9) Funds allocated in the Alternative Schools/At-Risk Student allotment shall be spent only for alternative learning programs, at-risk students, and school safety programs."

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DPI-S24A

Department of Public Instruction
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: **Senators Dalton, Lucas, Garrou**

RESA FUNDS SHALL BE USED FOR STAFF DEVELOPMENT

SECTION #.(a) Funds allocated to local school administrative units for Regional Education and Technical Assistance Centers and not expended prior to July 1, 2001, shall remain available to local school administrative units for the 2001-2002 fiscal year and shall be used only Regional Education and Technical Assistance Centers or for staff development.

SECTION #.(b) This section becomes effective June 30, 2001.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION **2001-DPI-S26-P**

Department of Public Instruction
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: Senators Dalton, Lucas, Garrou

STUDY TEXTBOOK DISTRIBUTION SYSTEM

SECTION #. The State Board of Education shall contract for an analysis of the best and most efficient method to manage textbook distribution to the local schools. The Board shall prepare a Request for Proposals (RFP) outlining the scope of the analysis required and select a private consultant to perform the analysis. The analysis shall include such issues as timely delivery, total costs to the local school systems in providing textbooks to school buildings, use of currently available technology in the process, pricing practices among the textbook publishing industry, and other issues the Board considers relevant to a comprehensive review of the system.

Prior to award of a contract, the State Board shall present the Request for Proposals to the Joint Legislative Education Oversight Committee for comment. The State Board shall report to the Joint Legislative Education Oversight Committee on the results of the consultant's analysis, including the Board's recommendations for changes in the current system. The Board shall make its final report to the Committee by April 1, 2002.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DPI-S27-P

Department of Public Instruction
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: Senators Dalton, Lucas, Garrou

ABOLISH THE NORTH CAROLINA PROFESSIONAL TEACHING STANDARDS COMMISSION AND THE NORTH CAROLINA STANDARDS BOARD FOR PUBLIC SCHOOL ADMINISTRATION

SECTION #.(a) G.S. 115C-295.1 is repealed.

SECTION #.(b) G.S. 115C-295.2 is repealed.

SECTION #.(c) G.S. 115C-290.2 reads as rewritten:

"**§ 115C-290.2. Definitions.**

The following definitions apply in this Article:

(1) Repealed by Session Laws 1995, c. 116, s. 1.

(2) Exam. – The North Carolina Public School Administrator Exam.

(3) School administrator. – Public school superintendents, deputy superintendents, associate superintendents, assistant superintendents, principals, and assistant principals.

~~(4) Standards Board. – The North Carolina Standards Board for~~ Public School Administration."

SECTION #.(d) G.S. 115C-290.3 is repealed.

SECTION #.(e) G.S. 115C-290.4 is repealed.

SECTION #.(f) G.S. 115C-290.5 reads as rewritten:

"**§ 115C-290.5. Powers and duties of the Board; development of the North Carolina Public School Administrator Exam.**

(a) The ~~Standards Board~~ State Board of Education shall administer this Article. In fulfilling this duty, the ~~Standards~~ Board shall:

(1) In accordance with subsection (c) of this section, develop and implement a North Carolina Public School Administrator ~~Exam, based on the professional standards established by the Standards Board.~~ Exam.

(2) Establish and collect an application fee not to exceed fifty dollars ($50.00). Fees collected under this Article shall be credited to the General Fund as nontax revenue.

(3) Review the educational achievements of an applicant to take the exam to determine whether the achievements meet the requirements set by G.S. 115C-290.7.

~~(4) Notify the State Board of Education of the names and addresses of the persons who passed the exam and are thereby recommended to be~~

~~certified as public school administrators by the State Board of Education.~~

(5) Maintain accounts and records in accordance with the Executive Budget Act, Article 1 of Chapter 143 of the General Statutes.

(6) Adopt rules in accordance with Chapter 150B of the General Statutes to implement this Article.

~~(7) Submit an annual report by December 1 of each year to the Joint Legislative Education Oversight Committee of its activities during the preceding year, together with any recommendations and findings regarding improvement of the profession of public school administration.~~

~~(b) The Board may adopt a seal and affix it to any documents issued by the Board.~~

~~(c) The Standards Board shall submit its proposed exam to the State Board. The State Board shall adopt or reject the proposal. The State Board shall not make any substantive changes to any exam that it adopts. If the State Board rejects the proposal, it shall state with specificity its reasons for rejection; the Standards Board then may prepare another proposed exam and submit it to the State Board. If the State Board rejects the proposed exam on its second submission, the State Board may develop and adopt an exam by December 1, 1997. The General Assembly urges the State Board to utilize the Standards Board's proposed exam to the maximum extent that it is consistent with the State Board's policies if the State Board develops and adopts an exam. After an exam has been adopted, the Standards Board may submit suggested changes to the State Board for its approval.~~"

SECTION #.(g) G.S. 115C-290.6 reads as rewritten:

"§ 115C-290.6. Application to the ~~Standards Board.~~State Board of Education.

An individual who seeks to be recommended by the Standards Board for certification by the State Board of Education, shall file a written application ~~with the Standards Board. The application must be~~ on a form provided by the ~~Standards Board, must~~ State Board of Education. The application shall be accompanied by the required application and exam fees ~~established by the Standards Board, and must~~ and shall include any information required by the ~~Standards~~ Board."

SECTION #.(h) G.S. 115C-290.5 reads as rewritten:

"§ 115C-290.7. ~~Recommendation by the Standards Board.~~Qualifications for certification.

~~(a) The Standards Board shall for certification by the State Board an individual who submits a complete application to the Standards Board and satisfies all of the following requirements:~~

~~(1) Pays the application fee established by the Standards Board.~~

~~(2) Repealed by Session Laws 1998-16, s. 1.~~

~~(3) Has~~

(b) To qualify for certification as a school administrator, an individual must:

(1) Submit a complete application to the State Board.

(2) Pay the applicable fee.

(3) Have a ~~bachelors~~ bachelors degree from an accredited college or accredited ~~university and (i) has~~ university.

(4) Either (i) have a graduate degree from a public school administration program that meets the public school administrator program approval standards set by the State Board of Education, or (ii) ~~has~~ have a masters degree from an accredited college or accredited university and ~~has~~ have completed by December 31, 1999, a public school administration program that meets the public school administration approval standards set by the State Board of ~~Education.~~Education, and

~~(4) Passes~~

(5) Pass the exam adopted by the State Board.

~~(b) The State Board of Education may not certify an individual as a public school administrator unless it has received notice from the Standards Board that the person is recommended by the Standards Board under this Article.~~ The State Board may designate initial certification as a ~~license; advanced~~license. Advanced training may be designated as a certified area of practice."

SECTION #.(i) G.S. 115C-290.8 reads as rewritten:

"**§ 115C-290.8. Exemptions from requirements.**

(a) The requirements of this Article do not apply to a person who, at any time during the five years preceding January 1, 1998, obtained or renewed a State administrator/supervisor certificate.

(b) The State Board may adopt policies governing the requirements for the certification of individuals who hold a certificate issued in any other state that authorizes them to be employed as school administrators in that state. These policies may exempt some or all of these individuals from the requirements of this Article.

(c) A person who is exempt from the requirements of this Article but ~~applies to the Standards Board~~for certification under this Article shall be subject to the Article."

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DPI-S28A-P

Department of Public Instruction
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: Senators Dalton, Lucas, Garrou

GUIDELINES FOR CHARTER SCHOOL ENROLLMENT

SECTION #. G.S. 115C-238.29D(d) reads as rewritten:

"(d) The State Board of Education may grant the initial charter for a period not to exceed five years and may renew the charter upon the request of the chartering entity for subsequent periods not to exceed five years each. A material revision of the provisions of a charter application shall be made only upon the approval of the State Board of Education. ~~Beginning with the charter school's second year of operation and annually thereafter, the State Board shall allow a charter school to increase its enrollment by ten percent (10%) of the school's previous year's enrollment or as is otherwise provided in the charter. This enrollment growth shall not be considered a material revision of the charter application and shall not require the prior approval of the State Board.~~

It shall not be considered a material revision of a charter application and shall not require the prior approval of the State Board for a charter school to increase its enrollment during the charter school's second year of operation and annually thereafter (i) by up to ten percent (10%) of the school's previous year's enrollment or (ii) in accordance with planned growth as authorized in the charter. Other enrollment growth shall be considered a material revision of the charter application, and the State Board may approve such additional enrollment growth of greater than ten percent (10%) only if the State Board finds that:

(1) The actual enrollment of the charter school is within ten percent (10%) of its maximum authorized enrollment;

(2) The charter school has commitments for ninety percent (90%) of the requested maximum growth;

(3) The board of education of the local school administrative unit in which the charter school is located has had an opportunity to be heard by the State Board of Education on any adverse impact the proposed growth would have on the unit's ability to provide a sound basic education to its students;

(4) The charter school is not currently identified as low-performing;

(5) The charter school meets generally accepted standards of fiscal management; and

(6) It is otherwise appropriate to approve the enrollment growth."

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DPI-S29-P

Department of Public Instruction
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: Senators Dalton, Lucas, Garrou

CHARTER SCHOOL ADVISORY COMMITTEE/CHARTER SCHOOL EVALUATION

SECTION #.(a) The State Board of Education may spend up to fifty thousand dollars ($50,000) a year from State Aid to Local School Administrative Units for the 2001-2002 and 2002-2003 fiscal years to continue support of a charter school advisory committee and to continue to evaluate charter schools.

DRAFT
SPECIAL PROVISION **2001-DPI-S30-P**

Department of Public Instruction
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: **Senators Dalton, Lucas, Garrou**

TEACHER ACADEMY

SECTION #.(a) G.S. 116-30.01(a) reads as rewritten:

"(a) The North Carolina Teacher Academy Board of Trustees shall establish a statewide network of high quality, integrated, comprehensive, collaborative, and substantial professional development for teachers, which shall be provided through summer programs. <u>This network shall include professional development programs that focus on teaching strategies for teachers assigned to at-risk schools.</u>"

SECTION #.(b) The State Board of Education shall specify professional development programs for teachers assigned to smaller classes in kindergarten through fifth grade. The Teacher Academy shall use at least ten percent (10%) of its budget for the 2001-2002 fiscal year to deliver these programs to teachers.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DPI-S31-P

Department of Public Instruction
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: Senators Dalton, Lucas, Garrou

MODIFY LAW REGARDING CHILDREN WITH DISABILITIES

SECTION #.(a) Part 5 of Article 9 of Chapter 115C of the General Statutes reads as rewritten:

"Part 5. Council on Educational Services for Exceptional Children.

"§ 115C-121. Establishment; organization; powers and duties.

(a) There is hereby established an Advisory Council to the State Board of Education to be called the Council on Educational Services for Exceptional Children.

(b) The Council shall consist of 23 members to be appointed as follows: ~~five~~ four ex officio members; ~~two members~~ one individual with a disability and one representative of a private school appointed by the Governor; ~~two members~~ one member of the Senate and one parent of a child with a disability appointed by the President Pro Tempore; ~~two members~~ one member of the House of Representatives and one parent of a child with a disability appointed by the Speaker of the House; and ~~12~~ 13 members appointed by the State Board of Education. ~~Of those members of the Council appointed by the State Board one member shall be selected from each congressional district within the State, and the members so selected shall be composed of at least one person representing each of the following: handicapped individuals, parents or guardians of children with special needs, teachers of children with special needs, and State and local education officials and administrators of programs for children with special needs.~~ The State Board shall appoint members who represent individuals with disabilities, teachers, local school administrative units, institutions of higher education that prepare special education and related services personnel, administrators of programs for children with disabilities, charter schools, parents of children with disabilities, and vocational, community, or business organizations concerned with the provision of transition services. The majority of members on the Council shall be individuals with disabilities or parents of children with disabilities. The Council shall designate a chairperson from among its members. The designation of the chairperson is subject to the approval of the State Board of Education. ~~The board shall promulgate rules or regulations~~ The Board shall adopt rules to carry out this subsection.

Ex officio members of the Council shall be the following:

(1) The Secretary of ~~the Department of~~ Health and Human Services or the Secretary's ~~designee;~~designee.

~~(1a)~~(2) ~~A representative of the Department~~ The Secretary of Juvenile Justice and Delinquency ~~Prevention, appointed by the Governor;~~Prevention or the Secretary's designee.

~~(2)~~(3) The Secretary ~~of the Department~~ of Correction or the Secretary's ~~designee;~~designee.

~~(3) A representative from The University of North Carolina Planning Consortium for Children with Special Needs; and~~

(4) The Superintendent of Public Instruction or the Superintendent's designee.

The term of appointment for all members except those appointed by the State Board of Education ~~shall be for~~ is two years. The term for members appointed by the State Board of Education ~~shall be for~~ is four years. No person shall serve more than two consecutive four-year terms. ~~The initial term of office of the person appointed from the 12th Congressional District shall commence on January 3, 1993, and expire on June 30, 1996.~~

Each Council member shall serve without pay, but shall receive travel allowances and per diem in the same amount provided for members of the North Carolina General Assembly.

(c) The Council shall meet in offices provided by the Department of Public Instruction on a date to be agreed upon by the members of the Council from meeting to ~~meeting: Provided, however, that the~~ meeting. The Council shall meet no less than once every three months. The Department of Public Instruction shall provide the necessary secretarial and clerical staff and supplies to accomplish the objectives of the Council.

(d) The ~~duties of the Council shall be to:~~Council shall:

(1) Advise the Board with respect to unmet needs within the State in the education of children with ~~special needs, as defined in this Chapter.~~disabilities.

(2) Comment publicly on ~~rules and regulations~~ rules, policies, and procedures proposed ~~for issuance~~ by the Board regarding ~~special education and related services and the procedures for issuing State and federal funds for special education and related services.~~the education of children with disabilities.

(3) Assist the Board in developing ~~and reporting such data and evaluations as may assist the Commissioner of Education in the performance of his duties under Part B, Education of the Handicapped Act, as amended by Public Law 94-142.~~evaluations and reporting on data to the Secretary of Education under the federal Individuals with Disabilities Education Act (IDEA), as amended.

(4) ~~Comment publicly on State special education plans developed pursuant to Public Law 94-142 and State law.~~Advise the State Board in developing corrective action plans to address findings identified in federal monitoring reports required under the federal Individuals with Disabilities Education Act (IDEA), as amended.

(5) Advise the State Board in developing and implementing policies relating to the coordination of services for children with disabilities.

(6) Carry out any other responsibility as designated by federal law or the State Board."

SECTION #.(b) The Joint Legislative Education Oversight Committee, in consultation with the Department of Public Instruction, shall examine the State laws governing special education and related services for children with disabilities to identify and recommend statutory changes needed to bring State law in conformity with recent changes in the federal Individuals with Disabilities Education Act (IDEA). The Committee shall report to the 2002 Regular Session of the 2001 General Assembly on its recommended changes.

DRAFT
SPECIAL PROVISION

2001-DPI-S32A

Department of Public Instruction
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: Senators Dalton, Lucas, Garrou

CLOSING THE ACHIEVEMENT GAP

SECTION #.(a) G.S. 115C-105.35 reads as rewritten:

"§ 115C-105.35. Annual performance goals.

The School-Based Management and Accountability Program shall (i) focus on student performance in the basics of reading, mathematics, and communications skills in elementary and middle schools, (ii) focus on student performance in courses required for graduation and on other measures required by the State Board in the high schools, and (iii) hold schools accountable for the educational growth of their students. To those ends, the State Board shall design and implement an accountability system that sets annual performance standards for each school in the State in order to measure the growth in performance of the students in each individual school. For purposes of this Article, beginning school year 2001-2002, the Board shall include a 'closing the achievement gap' component in its measurement of educational growth in student performance for each school."

SECTION #.(b) The State Board of Education shall report its plan to include measurement of "closing the achievement gap" in educational growth in student performance for each school to the Joint Legislative Education Oversight Committee by September 1, 2001.

SECTION #.(c) G.S. 115C-12 is amended by adding a new subdivision to read:

§ 115C-12. Powers and duties of the Board generally.

The general supervision and administration of the free public school system shall be vested in the State Board of Education. The State Board of Education shall establish policy for the system of free public schools, subject to laws enacted by the General Assembly. The powers and duties of the State Board of Education are defined as follows:

...

(29) Duty to Adopt Model Guidelines and Policies for the Establishment of Local Task Forces on Closing the Academic Achievement Gap. – The State Board shall adopt a Model for local school administrative units to use as a guideline to establish local task forces on closing the academic achievement gap at the discretion of the local board. The purpose of each task force is to advise and work with its local board of education and administration on closing the gap in academic achievement and on developing a collaborative plan for achieving that goal. The State

Board shall consider the recommendations of the Commission on Improving the Academic Achievement of Minority and At-Risk Students to the 2001 Session of the General Assembly in establishing its guidelines.

SECTION #.(d) G.S. 115C-12(27) reads as rewritten:

"§ 115C-12. Powers and duties of the Board generally.

The general supervision and administration of the free public school system shall be vested in the State Board of Education. The State Board of Education shall establish policy for the system of free public schools, subject to laws enacted by the General Assembly. The powers and duties of the State Board of Education are defined as follows:

...

(27) Reporting Dropout ~~Rates and Expelled Students.~~Rates, Suspensions, Expulsions, and Alternative Placements. – The State Board shall report annually to the Joint Legislative Education Oversight Committee and the Commission on Improving the Academic Achievement of Minority and At-Risk Students on the numbers of students who have dropped out of school, been suspended, been expelled, or placed in an alternative program. The data shall be reported in a disaggregated manner and be readily available to the public. The State Board shall not include students that have been expelled from school when calculating the dropout rate. The Board shall maintain a separate record of the number of students who are expelled from school."

SECTION #.(e) Section 15.1(b) of S.L. 1999-395 reads as rewritten:

"(b) Initial appointments to the Commission shall be made before September 15, 1999. The first meeting of the Commission shall be held no later than October 15, 1999. Terms on the Commission are for two years and begin on the convening of the General Assembly in each odd-numbered year. Members may complete a term of service on the Commission even if they do not seek reelection or are not reelected to the General Assembly, but resignation or removal from service in the General Assembly constitutes resignation or removal from service on the Commission."

SECTION #.(f) Section 15.5 of S.L. 1999-395 reads as rewritten:

"Section 15.5. ~~The Commission shall make an interim report of its findings and recommendations to the General Assembly not later than the convening of the 2000 Regular Session of the 1999 General Assembly. The Commission shall submit to the General Assembly a final report of its findings and recommendations of this study not later than the convening of the 2001 General Assembly.~~ The Commission shall make an interim report to the Joint Legislative Education Oversight Committee and to the General Assembly by April 1, 2002. The Commission shall submit a final report of its findings and recommendations to the Joint Legislative Education Oversight Committee and to the General Assembly by January 10, 2003. Upon filing its final report, the Commission shall terminate.

SECTION #.(g) The Commission, as reauthorized under this section, shall, in addition to its other responsibilities, determine the extent to which additional fiscal resources are needed to close the academic achievement gap and keep it closed. The

1 Commission shall report its findings under this subsection to the 2002 Regular Session
2 of the 2001 General Assembly.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DPI-S33-P

Department of Public Instruction
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: **Senators Dalton, Lucas, Garrou**

CLARIFY LAW REGARDING MENTORS FOR SECOND-YEAR TEACHERS

SECTION #. State funds appropriated to provide mentors for teachers during their second year of teaching may be used to provide mentors for teachers whose first year of teaching was in a public school in North Carolina, a public school in another state, a private school, or a charter school.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DPI-S35-P

Department of Public Instruction
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: Senators Dalton, Lucas, Garrou

FUNDS FOR THE TESTING AND IMPLEMENTATION OF THE NEW STUDENT INFORMATION SYSTEM

SECTION #. The State Board of Education may transfer up to one million dollars ($1,000,000) in funds appropriated for the Uniform Education Reporting System for the 2001-2002 fiscal year to the Department of Public Instruction to lease or purchase equipment necessary for the testing and implementation of NC WISE, the new student information system in the public schools.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DPI-S36-P

Department of Public Instruction
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: Senators Dalton, Lucas, Garrou

EXPENDITURE OF FUNDS TO IMPROVE STUDENT ACCOUNTABILITY

SECTION #.(a) Funds appropriated for the 2001-2002 fiscal year and the 2002-2003 fiscal year for Student Accountability Standards shall be used to assist students in performing at or above grade level in reading and mathematics in grades 3-8 as measured by the State's end-of-grade tests. The State Board of Education shall allocate these funds to local school administrative units based on the number of students who score at Level I or Level II on either reading or mathematics end-of-grade tests in grades 3-8. Funds in this allocation category shall be used to improve the academic performance of (i) students who are performing at Level I or II on either reading or mathematics end-of-grade tests in grades 3-8 and (ii) students who are performing at Level I or II on the writing tests in grades 4 and 7. These funds may also be used to improve the academic performance of students who are performing at Level I or II on the high school end-of-course tests. These funds shall not be transferred to other allocation categories or otherwise used for other purposes. Except as otherwise provided by law, local boards of education may transfer other funds available to them into this allocation category.

The principal of a school receiving these funds, in consultation with the faculty and the site-based management team, shall implement plans for expending these funds to improve the performance of students.

Continuation budget funds previously appropriated for NC Helps and for the middle school pilot project shall be transferred to this allocation category.

Local boards of education are encouraged to use federal funds such as Goals 2000 and Title I Comprehensive School Reform Development Funds and to examine the use of State funds to ensure that every student is performing at or above grade level in reading and mathematics.

These funds shall be allocated to local school administrative units for the 2001-2002 fiscal year within 30 days of the date this act becomes law.

SECTION #.(b) Funds appropriated for Student Accountability Standards shall not revert at the end of each fiscal year but shall remain available for expenditure until August 31 of the subsequent fiscal year.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DPI-S40-P

Department of Public Instruction
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: Senators Dalton, Lucas, Garrou

STUDY THE SALARIES OF SCHOOL FOOD SERVICE WORKERS AND CUSTODIANS

SECTION #. The Joint Legislative Education Oversight Committee shall study the salaries of food service workers and custodians employed by the public schools. The Committee shall report its findings to the 2002 Regular Session of the 2001 General Assembly.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DPI-S43-P

Department of Public Instruction
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: Senators Dalton, Lucas, Garrou

FUNDS TO NONPUBLIC SCHOOL AGENCIES

SECTION #. Funds in the amount of two million five hundred thousand dollars ($2,500,000) are appropriated in this act to the State Board of Education to contract with nonpublic school agencies for services. Prior to entering into such contracts, the State Board of Education shall determine that the contractual services will positively affect student curriculum and achievement. All contracts shall have deliverables with measurable results.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DPI-S44-P

Department of Public Instruction
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: Senators Dalton, Lucas, Garrou

CHARACTER EDUCATION

SECTION #. The State Board of Education shall use funds appropriated in this act for character education to develop a model character education curriculum for the public schools. The Board may contract with an outside consultant to implement the provisions of this act.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DPI-S45-P

Department of Public Instruction
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: Senators Dalton, Lucas, Garrou

STUDY OF SALARY DIFFERENTIALS FOR SUPPORT PERSONNEL

SECTION #. The Joint Legislative Education Oversight Committee shall study salary differentials for instructional and noninstructional support personnel. In the course of the study, the Committee shall consider salary differentials based on degrees and other educational credentials, licensure or certification by State agencies, licensure or certification by private entities, and other factors. The Committee shall report its findings and recommendations to the 2002 Regular Session of the 2001 General Assembly.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DPI-S47-P

Department of Public Instruction
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: Senators Dalton, Lucas, Garrou

FLEXIBILITY TO IMPLEMENT BASE BUDGET REDUCTION

SECTION #. Notwithstanding any other provision of law, the Department of Public Instruction may use salary reserve funds and other funds in the Department's continuation budget to transfer and reclassify positions as necessary to implement the base budget reductions for the 2001-2003 fiscal biennium.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DPI-S48-P

Department of Public Instruction
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: Senators Dalton, Lucas, Garrou

FUNDS FOR INSTRUCTIONAL SUPPLIES

SECTION #.(a) The expansion budget funds appropriated in this act for classroom materials/instructional supplies/equipment shall be used to enable classroom teachers to purchase up to two hundred dollars ($200.00) of supplies for their classrooms.

SECTION #.(b) Local school administrative units shall report to the Department of Public Instruction by December 15, 2001, on the implementation of this section by the unit.

Requested by: Senators Dalton, Lucas, Garrou

PART ____. HIGH PRIORITY SCHOOL ASSISTANCE AND ACCOUNTABILITY IMMEDIATE ASSISTANCE TO THE HIGHEST PRIORITY ELEMENTARY SCHOOLS

SECTION #. Of funds appropriated from the General Fund to State Aid to Local School Administrative Units the sum of ten million eight hundred seventy-six thousand four hundred thirty-eight dollars ($10,876,438) for the 2001-2002 fiscal year and the sum of twelve million two hundred thirty-seven thousand nine hundred thirteen dollars ($12,237,913) for the 2002-2003 fiscal year shall be used to provide the State's lowest-performing elementary schools with the tools needed to dramatically improve student achievement. These funds shall be used for the 37 elementary schools at which, for the 1999-2000 school year, over eighty percent (80%) of the students qualified for free or reduced-price lunches and no more than fifty-five percent (55%) of the students performed at or above grade level. Of these funds:

(1) The sum of $8,062,603 for the 2001-2002 fiscal year and the sum of $8,062,603 for the 2002-2003 fiscal year shall be used to reduce class size at each of these schools to ensure that no class in kindergarten through third grade has more than 15 students;

(2) The sum of $973,455 for the 2001-2002 fiscal year shall be used to extend teachers' contracts at these schools by five days for staff development, including staff development on methods to individualize instruction in smaller classes, and preparation for the 2001-2002 school year and the sum of $2,334,930 for the 2002-2003 fiscal year shall be used to extend teachers' contracts for a total of 10 days, including five additional days of instruction with related costs for other than teachers salaries, for the 2002-2003 school year; and

(3) The sum of $1,840,380 for the 2001-2002 fiscal year and the sum of $1,840,380 for the 2002-2003 fiscal year shall be used to provide one additional instructional support position at each priority school.

Requested by: Senators Dalton, Lucas, Garrou

IMMEDIATE ACTIONS TO ADDRESS TEACHER SHORTAGE

SECTION #. Of the funds appropriated from the General Fund to State Aid to Local School Administrative Units the sum of two million five hundred thousand dollars ($2,500,000) for the 2001-2002 fiscal year and the sum of two million five hundred thousand dollars ($2,500,000) for the 2002-2003 fiscal year shall be used to

expand the pool of qualified teachers and to provide recruitment and retention incentives to attract and retain high-quality teachers to low-performing schools and schools with shortages of teachers in certain areas of certification. Of these funds:

(1) The sum of $1,000,000 for the 2001-2002 fiscal year and the sum of $1,000,000 for the 2002-2003 fiscal year shall be used to provide additional scholarship funds for teacher assistants taking courses that are prerequisites for teacher certification programs; and

(2) The sum of $1,500,000 for the 2001-2002 fiscal year and the sum of $1,500,000 for the 2002-2003 fiscal year shall be used to provide annual bonuses of $1,800 to teachers certified in and teaching in the fields of mathematics, science, or special education at middle and high schools with 80% or more of the students eligible for free or reduced lunch or with 50% or more of students performing below grade level in Algebra I and Biology. The bonus shall be paid monthly with matching benefits. Teachers shall remain eligible for the bonuses so long as they continue to teach in one of these disciplines at a school that was eligible for the bonus program when the teacher first received the bonus.

SECTION #.(b) The Joint Legislative Education Oversight Committee shall study the effectiveness of providing benefits to part-time teachers as a means to recruit certified teachers back into the classroom. The committee shall examine the effectiveness of different methods of providing these benefits. The committee shall also examine the cost of the recruitment effort, including the cost of incorporating existing part-time teachers into the plan. The Committee shall make a report to the General Assembly by April 1, 2002.

SECTION #.(c) The Joint Legislative Education Oversight Committee shall study the potential effectiveness of increasing the size of the Teaching Fellows Program to improve the supply of qualified teachers for the public schools. In its analysis the Committee shall consider the retention of Teaching Fellows in the teaching profession.

Requested by: Senators Dalton, Lucas, Garrou

COMPREHENSIVE ASSISTANCE TO CONTINUALLY LOW-PERFORMING SCHOOLS

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

"§ 115C-105.37A. Continually low-performing schools; definition; assistance and intervention; reassignment of students.

(a) Definition of Continually Low-Performing Schools. – A continually low-performing school is a school that has received State-mandated assistance and has been designated by the State Board as low performing for at least two of three consecutive years. If the State Board identifies a school as continually low performing, the school improvement team at that school shall review its school improvement plan to ensure consistency with the plan adopted pursuant to G.S. 115C- 105.38(3).

(b) Assistance to Schools That Are Low Performing for Two Years. – If a school that has received State-mandated assistance is designated by the State Board as low

performing for two consecutive years or for two of three consecutive years, the State Board shall provide a series of progressive assistance and intervention strategies to that school. These strategies shall be designed to improve student achievement and to maintain student achievement at appropriate levels and may include, to the extent that funds are available for this purpose, assistance such as reductions in class size, extension of teacher and assistant principal contracts, extension of the instructional year, and grant-based assistance.

(c) Intervention in Schools That Are Low Performing for Three or More Years. – The State Board of Education shall develop and implement a series of actions for providing assistance and intervention to schools that have previously received State-mandated assistance and have been designated by the State Board as low performing for three or more consecutive years or for at least three out of four years. These actions shall be the least intrusive actions that are consistent with the need to improve student achievement at each such school and shall be adapted to the unique characteristics of each such school and the effectiveness of other actions developed or implemented to improve student achievement at each such school."

Requested by: Senators Dalton, Lucas, Garrou

ADDITIONS TO THE LOCAL SUPERINTENDENT'S PLAN TO IMPROVE A LOW-PERFORMING SCHOOL

SECTION #. G.S. 115C-105.37(a1) reads as rewritten:

"(a1) By July 10 of each year, each local school administrative unit shall do a preliminary analysis of test results to determine which of its schools the State Board may identify as low-performing under this section. The superintendent then shall proceed under G.S. 115C-105.39. In addition, within 30 days of the initial identification of a school as low-performing by the local school administrative unit or the State Board, whichever occurs first, the superintendent shall submit to the local board a preliminary plan for addressing the needs of that ~~school.~~ school, including how the superintendent and other central office administrators will work with the school and monitor the school's progress. Within 30 days of its receipt of this plan, the local board shall vote to approve, modify, or reject this plan. Before the board makes this vote, it shall make the plan available to the public, including the personnel assigned to that school and the parents and guardians of the students who are assigned to the school, and shall allow for written comments. The board shall submit the plan to the State Board within five days of the board's vote. The State Board shall review the plan expeditiously and, if appropriate, may offer recommendations to modify the plan. The local board shall consider any recommendations made by the State Board."

Requested by: Senators Dalton, Lucas, Garrou

APPROPRIATIONS FOR CONTINUALLY LOW-PERFORMING SCHOOLS

SECTION #. Of funds appropriated from the General Fund to State Aid to Local School Administrative Units, the sum of one million eight hundred seven thousand two hundred fifty-six dollars ($1,807,256) for the 2001-2002 fiscal year and the sum of one million nine hundred eighty-six thousand six hundred ninety-one dollars ($1,986,691) for the 2002-2003 fiscal year shall be used to provide the State's

chronically low-performing schools with tools needed to dramatically improve student achievement. These funds shall be used to implement any of the following strategies at the schools that have not previously been implemented with State or other funds:

(1) The sum of $471,366 for the 2001-2002 fiscal year and the sum of $471,366 for the 2002-2003 fiscal year shall be used to reduce class size at a continually low-performing school to ensure that the number of teachers allotted for students in grades four and five is one for every 17 students; and

(2) The sum of $1,207,595 for the 2001-2002 fiscal year and the sum of $1,207,595 for the 2002-2003 fiscal year shall be used to reduce class size at a continually low-performing school to ensure that the number of teachers allotted in grades six through eight is one for every 17 students, and that the number of teachers allotted in grades nine through twelve is one for every 20 students; and

(3a) The sum of $128,295 for fiscal year 2001-2002 shall be used to extend teachers' contracts at these schools by five days for staff development, including methods to individualize instruction in smaller classes and preparation for the 2001-2002 school year. Of these funds, the sum of $10,175 shall be used for the extension of contracts of the additional teachers in grades four and five provided in subsection ????? and the sum of $118,120 shall be used for the extension of all teachers' contracts at continually low-performing middle and high schools for the 2001-2002 school year; and

(3b) The sum of $307,730 for fiscal year 2002-2003 shall be used to extend teachers' contracts for a total of 10 days, including five days of additional instruction with related costs for other than teachers' salaries for the 2002-2003 school year. Of these funds, the sum of $24,405 shall be used for the extension of contracts of the additional teachers in grades four and five provided in subsection ????? and the sum of $283,325 shall be used for the extension of all teachers' contracts at continually low-performing middle and high schools for the 2002-2003 school year.

Requested by: Senators Dalton, Lucas, Garrou

EVALUATION OF INITIATIVES TO ASSIST HIGH PRIORITY SCHOOLS

SECTION #.(a) In order for the high priority schools identified in subsection (a) of this section to remain eligible for the additional resources provided in this section, the schools must meet the expected growth for each year and must achieve high growth for at least two out of three years, based on the State Board of Education's annual performance standards set for each school. No adjustment in the allotment of resources based on performance shall be made until the 2004-2005 school year.

SECTION #.(b) All teaching positions allotted for students in high priority schools and continually low-performing schools in those grades targeted for smaller class sizes shall be assigned to and teach in those grades and in those schools. In grades K-3 in high priority schools and in grades K-5 in continually low-performing schools

the maximum class size shall be no more than two students above the allotment ratio in that grade. The Department of Public Instruction shall monitor class sizes at these schools at the end of the first month of school and report to the State Board of Education on the actual class sizes in these schools.

SECTION #.(c) Of funds appropriated from the General Fund to State Aid to Local School Administrative Units the sum of five hundred thousand dollars ($500,000) for fiscal year 2001-2002 and the sum of five hundred thousand dollars ($500,000) for fiscal year 2002-2003 shall be used by the State Board of Education to contract with an outside organization to evaluate the initiatives set forth in this act.

The evaluation shall include:

(1) An assessment of the overall impact these initiatives have had on student achievement;

(2) An assessment of the effectiveness of each individual initiative set forth in this act in improving student achievement;

(3) An identification of changes in staffing patterns, instructional methods, staff development, and parental involvement as a result of these initiatives;

(4) An accounting of how funds and personnel resources made available for these schools were utilized, and the impact of varying patterns of utilization on changes in student achievement; and

(5) Recommendations for the continuance and improvement of these initiatives.

The State Board of Education shall make an initial report to the Joint Legislative Education Oversight Committee regarding the results of this evaluation by December 1, 2002, and annually thereafter. The State Board of Education shall submit its recommendations for changes to these initiatives to the Committee at any time.

Requested by: Senators Dalton, Lucas, Garrou

ALLOCATION OF FEDERAL FUNDS FOR PRIORITY SCHOOLS

SECTION #. The State Board of Education shall make every effort to coordinate the use of State and federal funds to avoid duplication or overlap of services, and to ensure that the benefits of smaller class sizes accrue to as many at-risk students as possible.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DPI-S50B-P

Department of Public Instruction
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: **Senators Dalton, Lucas, Garrou**

TRANSFER OF THE NC WISEOWL WEB SITE TO THE DEPARTMENT OF CULTURAL RESOURCES

SECTION #.(a) The Department of Public Instruction shall use funds appropriated to continue the subscriptions currently available on the Department's NC WISEOWL web site for the 2001-2002 fiscal year. The Department of Public Instruction shall work collaboratively with the Department of Cultural Resource's NC Live Program to transfer the funds appropriated and the process of accessing the subscriptions through the NC Live web site effective in fiscal year 2002-2003.

SECTION #.(b) Effective July 1, 2002, all operations related to subscriptions to the Department of Public Instruction's web site, NC WISEOWL, are transferred from the Department of Public Instruction to the Department of Cultural Resources, NC Live Program. The purpose of this transfer is to consolidate services to teachers and students.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DPI-S51-P

Department of Public Instruction
Senate Appropriations Subcommittee on Education/Higher Education

Requested by: Senators Dalton, Lucas, Garrou

BERTIE AND RUTHERFORD COUNTIES MAY ACQUIRE PROPERTY FOR PUBLIC SCHOOLS

SECTION #. G.S. 153A-158.1(e), as amended by S.L. 2001-76, reads as rewritten:

"(e) Scope. – This section applies to Alamance, Alexander, Alleghany, Anson, Ashe, Avery, Bertie, Bladen, Brunswick, Burke, Cabarrus, Caldwell, Camden, Carteret, Catawba, Cherokee, Chowan, Columbus, Craven, Cumberland, Currituck, Dare, Davidson, Davie, Duplin, Durham, Edgecombe, Forsyth, Franklin, Gaston, Gates, Graham, Greene, Guilford, Halifax, Harnett, Haywood, Henderson, Hoke, Hyde, Iredell, Jackson, Johnston, Jones, Lee, Lenoir, Lincoln, Macon, Madison, Martin, McDowell, Mecklenburg, Mitchell, Montgomery, Moore, Nash, New Hanover, Onslow, Orange, Pamlico, Pasquotank, Pender, Perquimans, Person, Pitt, Randolph, Richmond, Robeson, Rockingham, Rowan, Rutherford, Sampson, Scotland, Stanly, Stokes, Surry, Union, Vance, Wake, Watauga, Wayne, Wilkes, and Wilson Counties."

VISITOR REGISTRATION SHEET

Joint Approp Sub Com on Ed / Higher Ed. 5-24-01

Name of Committee Date

VISITORS:. PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
J. Pollidor	NCAE
[illegible]	NCSFSA
[illegible]	UCPAPA
[illegible]	WCCU
[illegible]	WCPSS
Bonnie Moor	Explor West
[illegible]	Public School Forum
[illegible]	Principals' Executive Program
[illegible]	NCASA
Brad [illegible]	DPI
Mark Hurd	DPI
Elizabeth Grossenstein	OSBPM
[illegible]	OSBPM
[illegible]	OSBM
[illegible]	NCANTC7
HAROLD H. Webb	NCADA
David Nance	DPI
DOH MOBERT	DOC

VISITOR REGISTRATION SHEET

Joint Educ. (Approp.) Comm. 05/24/01

Name of Committee Date

VISITORS:. PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Don Wildman	N.C. Community College Faculty Association

VISITOR REGISTRATION SHEET

Name of Committee | Date

VISITORS:. PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
W Cherry	Bone & Assoc

VISITOR REGISTRATION SHEET

Joint Approp. Sub Com. on Educ / 5-24-01

Name of Committee — Date

Heather Ed.

VISITORS:. PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
ERIC WILLIAMSON	Hertsell intern
Myra Best	NC Network
Ron McKinney	NCAE
HUGH TILSON	NCHA
Ann Cox	DHHS
Guillermo Hawthorne	UNC Chapel Hill
Annette Ellenbridge	Office of the Governor
Paul Pulley	NCCCS
Joey Boren	Wake Forest
[illegible]	[illegible]
Robin Welsh	NCASA
Carol Lauver	EGHS
Audrey R. Galloway	NCAE
Jim Gibson	NCAE
Gilda Ennis	NC Community College Faculty Assoc.
Barry Smith	Freedom Newspapers
H James Owen	Piedmont Community College
Keith Leonard	NCDOL
Hal Miller	NC Assoc of Community College Trustees
Don Richard	Johnston County College
Martin Lancaster	President North Carolina Community College System
Kerryn Grigg	VP Finance NCCCS
Becky McCartney	DPI
Lydia Phude	DPI
Ed Kizer	UNC-C
Jean Murphy	NCMTEC
Tim Brewer	NC Comm College

SENATE APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER EDUCATION

MINUTES

May 24, 2001

Senator Dalton, Senior Co-Chair, who presided, convened the Senate Appropriations Subcommittee on Education/Higher Education on Thursday, May 24, 2001 in Room 421 at 2:30 p.m. There were 7 Senators present. Senator Dalton asked if there were questions about the budget presentations made in the Joint Appropriations Subcommittee on Education/Higher Education.

There were no questions. The Senators made comments and praised the accomplishments of the subcommittee. Senator Dalton said the letter that was sent out to the budget entities enabled the committee to know what the priorities were. The budget process is beginning not ending, according to Senator Dalton.

Senator Carter moved a favorable report, and the motion carried. The meeting was adjourned.

Senator Walter Dalton, Senior Chair

Barbara R. Hocutt, Committee Assistant

MINUTES

HOUSE APPROPRIATIONS SUBCOMMITTEE ON EDUCATION
Wednesday, 6 June 2001, 8:30 a.m.
Room 421, Legislative Office Building

The House Appropriations Subcommittee on Education met on Wednesday, 6 June 2001, at 8:30 a.m. in Room 421 of the Legislative Office Building. Members attending the meeting were Boyd-McIntyre, Rogers, Yongue, Smith, Carpenter, Michaux, Bell, Russell, Holmes, Bonner, Preston, Teague and McLawhorn. The Agenda *(Exhibit 1)* and the Visitor Registration Sheet *(Exhibit 2)* are attached hereto and incorporated into the minutes. Due to a technical problem, the meeting on this date was not tape-recorded.

Representative Boyd-McIntyre presided and called the meeting to order. She began the meeting by welcoming members, staff and visitors. Pages in attendance were welcomed and asked to introduce themselves and their sponsoring member. The Chair proceeded to acknowledge the Sergeant-At-Arms staff and Committee Assistants in attendance.

Rep. Boyd-McIntyre advised the committee that the intent of the meeting was for informational purposes only, meant to better explore the differences that may exist between the House and the Senate as it relates to the Senate's Version of the Education Budget (contained within SB 1005). Chairs Rogers and Yongue were invited to make opening remarks.

The two (2) items on the agenda were: the Review of Senate Appropriations (SB 1005) and the Review of Senate Special Provisions (SB 1005). All of the presentations on the agenda would reference the Senate's Version of the Education Budget *(Exhibit 3)* and would be discussed in the context of how they relate to Public Schools, Community Colleges and Universities, as outlined on the agenda. The presentations that day were delivered by four members of the fiscal research staff; Phillip Price and Jim Newlin on Public Schools, Kristine Leggett on Community Colleges and Charlotte Todd on Universities.

Phillip Price began the first presentation, *Public Schools*, by discussing Senate Appropriations to Public Schools, which appears in greater detail on pages 14-50 of *Exhibit 3*. Included in this presentation were items such as: Children with Disabilities, Funds for Academically Gifted Students, Instructional Support Personnel Salary Schedules and Central Office Salaries. Jim Newlin discussed the Special Provisions of the Senate as it related to Public Schools. A complete listing of these items and other provisions may be found on pages 1-6 of *Exhibit 3*. In his presentation, Mr. Newlin also made reference to funds in the State Board of Education's Litigation Reserve Fund. Funds in that reserve that are not expended or encumbered on June 30, 2001, shall not revert on July 1, 2001, but shall remain

available for expenditure until June 30, 2002. At the conclusion of the presentation, Mr. Price and Mr. Newlin entertained questions by the Committee.

The second order of business was the Community Colleges Presentation by Kristine Leggett. The review of Senate Appropriations to the Community Colleges of North Carolina can be found in greater detail on pages 50 – 57 of *Exhibit 3*. Items included in this section are: Community College Funding Flexibility, State Board Reserve Allocations and Management Information Systems Funds. Ms. Leggett also reviewed the Senate's Special Provisions as it related to Community Colleges, these items are listed on pages 11 and 12 of *Exhibit 3*. At the conclusion of her presentation, Ms. Leggett entertained questions by the Committee.

The final order of business was the Universities presentation by Charlotte Todd. Ms. Todd reviewed Appropriations of the Senate as it related to Universities. Items included in this segment of the presentation were: Aid to Private Colleges, Aid to Private Medical School/Funding Formula, and Study Professional Development Programs for Public School Professionals and Teacher Assistant Scholarship Fund to name a few. A complete listing of these items and other appropriations concerning Universities made by the Senate can be found on pages 57-75 of *Exhibit 3*. Special Provisions proposed by the Senate can be found on pages 7-10 of *Exhibit 3*. Items such as Campus Reductions, UNC General Administration and University Expansion Funds are included within this section. At the conclusion of her presentation, Ms. Todd entertained questions by the Committee.

With no further business before the Committee, the meeting was adjourned.

Respectfully submitted,

_____

Rep. Flossie Boyd-McIntyre
Presiding Co-Chair

_____

Mia D. Bailey
Committee Assistant

Rep. R. Eugene Rogers
Co-Chair

Rep. Douglas Y. Yongue
Co-Chair

Exhibit 1

House Appropriations Subcommittee on Education

Agenda

Wednesday, June 6, 2001, 8:30 a.m.
Room 421, Legislative Office Building

Representative Flossie Boyd-McIntyre, Chairing

Opening Remarks ..... Rep. Boyd-McIntyre
Rep. Yongue
Rep. Rogers

Review of Senate Appropriations (SB 1005)

Public Schools ..... **Philip Price**
Fiscal Research

Community Colleges ..... **Kristine Leggett**
Fiscal Research

Universities ..... **Charlotte Todd**
Fiscal Research

Review of Senate Special Provisions (SB 1005)

Universities ..... **Charlotte Todd**
Fiscal Research

Community Colleges ..... **Kristine Leggett**
Fiscal Research

Public Schools ..... **Jim Newlin**
Fiscal Research

Adjournment

House Appropriations Subcommittee on Education
Rep. Boyd-McIntyre (Chair)
Rep. Rogers (Chair)
Rep. Yongue (Chair)
Rep. Barnhart, Rep. Bell, Rep. Bonner, Rep. Carpenter
Rep. Holmes, Rep. McLawhorn, Rep. Michaux,
Rep. Morgan, Rep. Preston, Rep. Russell, Rep. Smith,
Rep. Teague, Rep. Warner

Fiscal Research Division (g:\Fiscal\Education Team\2001 House Agenda)

Exhibit 2

VISITOR REGISTRATION SHEET

APPROPRIATIONS/Subcommittee on Education **June 6, 2001 - 8:30 a.m.**

Name of Committee Date

VISITORS: PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Irv Berecker	Teacher - West Forsyth H.S. - democrat
[illegible]	Public School [illegible]
Susan Simpson	PENC
Ann Bellamy	Bellamy Associates
[illegible]	UNC
Ellen Phelps	SBE
Kenan Bryg	NCCCS
KEVIN LEONARD	NCDOL
JB MILLIKEN	UNC
JEFF DAVIES	UNC
[illegible]	NCASA
[illegible]	ANC
[illegible]	SBE
Mark Fauver	UNCW
[illegible]	OSBM
[illegible]	OSBPM
Tom Stern	NCAE
[illegible]	OSBPM
Carole Lawler	EGHS
Gene Causby	NC SESA
[illegible]	NCKU
Susan Harrison	WCPSS
[illegible]	Whatever
Hal Miller	NCACCT
Steve [illegible]	NCSBA
[illegible]	NCCCS

VISITOR REGISTRATION SHEET

APPROPRIATIONS/Subcommittee on Education **June 6, 2001 - 8:30 a.m.**

Name of Committee Date

VISITORS: PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Audrey Galloway	NCAE
[illegible]	NCAE
[illegible]	SBE
[illegible]	NCCCS
[illegible] Bennett	NCDPI
[illegible] Shubert	NCGA

Exhibit 3

Senate Education Budget

June 6, 2001

Public Education

	GENERAL FUND			
	FY 2001-02		FY 2002-03	
Recommended Budget	$5,923,802,924		$6,021,031,149	
Legislative Changes				
A. More Accurate Projection of Budget Requirements				
1 Additional Adjustments in Average Salary Projections In addition to the annual Continuation Budget adjustment for average budgeted salary of certified personnel, a more recent review of certified personnel salaries, from updated salary data, identified an additional reduction in projected salary needs for FY 2001-02.	($8,497,668)	R	($8,497,668)	R
2 School Bus Purchases Reduce funding for FY 2001-02 based on a revised school bus replacement schedule.	($23,915,892)	NR		
3 Payments for Teacher Unused Vacation Days Adjust funding to reflect recent expenditure experience.	($4,000,000)	R	($4,000,000)	R
4 Transportation Adjustment: Bus Driver Physicals The Division of Motor Vehicles is delaying the implementation of the requirement that bus drivers must have a physical examination every two years. $25,000 would remain in the budget for pilot projects.	($535,000)	R	($535,000)	R
5 Transportation Adjustment: Diesel Fuel Cost The economic forecast models project a 10.5% decline in diesel fuel cost from the current year's average. The current average cost is $0.92 per gallon and the Continuation Budget was based on an estimated cost of $1.05 per gallon. This adjustment budgets diesel fuel at $0.92 which is the current level. All school buses utilize diesel fuel.	($2,990,000)	R	($3,048,890)	R
6 Transportation Adjustment: Inventory Adjustment June 30, 2000 inventory levels (oil, tires, and parts) were approximately 62% of annual needs. This one-time reduction is to reduce current inventory levels to a more optimum level.	($4,000,000)	NR		
7 Revised Projection of Average Daily Membership To eliminate the possibility of duplicating the inclusion of some students in projecting a local school administrative units average daily membership and to project a more realistic estimate of future student populations.	($20,199,068) -235.00	R	($16,227,221) -175.00	R

	FY 2001-02		FY 2002-03	
8 Classroom Materials/Instruction Supplies/Equipment Adjust the increase for inflation to a 3% growth (in line with the Consumer Price Index) from the 5% growth used in the Continuation Budget.	($1,140,499)	R	($1,140,499)	R
9 School Building Administration Estimated new public schools opening in FY 2001-02 has been revised to 35 (from 70).	($2,338,140)	R	($2,338,140)	R
10 At Risk Student Services/Alternative Schools Each high school receives funding to employ a school safety officer. The estimate of new high schools scheduled to open in FY 2001-02 has been reduced to 10 (from 20).	($529,732)	R	($529,732)	R
11 Charter School Reserve Funds in this category are used to distribute the applicable State funding to charter schools for students attending a charter school who were not previously in a public school (private or home schooled). Since the number of charter schools has reached the maximum legislated number of 100, the reserve can be reduced to $2 million in FY 2001-02 and $1 million in FY 2002-03.	($2,404,513)	R	($3,404,513)	R
12 Driver Education To reflect reductions to the Highway Fund for revised Average Daily Membership Projections and an adjustment based on average annual reversions. Reduction to Receipts: ($1,830,739)	$0	R	$0	R
B. Reduction of Administration Cost				
13 Safety Assistance Teams Eliminates funding used for Statewide consultants.	($500,000)	R	($500,000)	R
14 Regional Education and Technical Assistance Reduce State funding distributed to local school administrative units that could be used to support the Regional Education and Technical Assistance Centers to $3 million (a 55.4% reduction).	($3,732,100)	R	($3,732,100)	R
15 Central Office Administration A 1.97% reduction from FY 2000-01 allocations for each local school administrative unit. The State Board is directed to develop a revised formula for FY 2002-03 that eliminates any permanent hold harmless in the formula.	($3,300,000)	R	($3,300,000)	R
16 Uniform Education and Reporting System (UERS) Based on the current NC WISE implementation schedule, a one-year reduction in funding is possible. FY 2001-02 funding level will be $10,018,927.	($5,000,000)	NR	$0	NR

25 1st yr.
25 2nd yr.

	FY 2001-02		FY 2002-03	
17 Department of Public Instruction The elimination of 50 State-paid positions in the Department of Public Instruction (over the biennium). In FY 2001-02, the total reduction to the Department of Public Instruction will be a minimum of $3,800,000.	($3,800,000)	R	($3,800,000)	R
C. Other Budget Adjustments				
18 Vocational Education - Tech Prep Eliminates State funding for Tech Prep. Federal funds in excess of $3 million support this program.	($100,000)	R	($100,000)	R
Mickey Michaux & others? **19 Appropriations to Non-Public School Agencies** Funding for the Public School Forum for administration of the Teachers Fellows Program ($420,564) is reduced 10%, funding for Schools Attuned ($643,100) is reduced 10%, funding for Teacher Cadet ($150,000) is reduced 10%. The remaining non-public school agencies that have received recurring appropriations through the Department of Public Instruction are not directly funded. A $2.5 million reserve is appropriated to the State Board of Education for contractual agreements with non-public school agencies.	($2,445,116)	R	($2,445,116)	R
D. Improving Student Performance				
20 Targeted Class Size Reduction and Instruction a. In schools with 80% or more of the students eligible for free or reduced lunch and with 45% or more of students performing below grade level, lower class size in grades K-3 to 1:15. Require teachers allotted for these grades to be assigned to teach in these grades.	$8,062,603 179.60	R	$8,062,603 179.60	R
21 Targeted Class Size Reduction and Instruction b. Extend the contract for all teachers in these targeted schools for 5 days in 2001-02 and 10 days in 2002-03. The first year days will be for staff development in methods to individualize instruction in smaller classes. The second year will add 5 instructional days.	$973,455	R	$2,334,930	R
22 Targeted Class Size Reduction and Instruction c. Provide one additional instructional support position for each of these targeted schools	$1,840,380 37.00	R	$1,840,380 37.00	R
23 Targeted Class Size Reduction and Instruction d. Eliminate regular dollar allotment for teacher assistants in grades K-3 in these targeted schools due to significantly lower class size.	($8,068,580)	R	($8,068,580)	R
24 Targeted Class Size Reduction and Instruction e. Provide funding for outside evaluation of targeted class size reduction initiatives.	$500,000	R	$500,000	R
25 Targeted Class Size Reduction and Instruction: Kindergarten Lower class size ratio in kindergarten to 1 teacher for every 18 students. Includes all schools (excluding the ones targeted above).	$25,413,757 566.50	R	$25,413,757 566.50	R

	FY 2001-02		FY 2002-03	
26 Class Size Reduction/ Instruction: Chronically Low-Performing Schools	$471,366	R	$471,366	R
a. Reduce class-size in schools identified by the State Board of Education as chronically low-performing in grades K-3 to 1:15 and in grades 4-5 to 1:17.	10.50		10.50	
27 Class Size Reduction/ Instruction: Chronically Low-Performing Schools	$1,207,595	R	$1,207,595	R
b. Reduce class-size allotment in middle schools (Grades 6-8) to 1:17 and in high schools to 1:20 for chronically low-performing schools.	26.90		26.90	
28 Class Size Reduction/ Instruction: Chronically Low-Performing Schools	$128,295	R	$307,730	R
c. Extend the contracts for additional teachers in elementary schools and for all teachers in middle- and high schools by 5 days in 2001-02 for staff development and add an additional 5 days of instruction for middle- and high schools in 2002-03. These apply for schools identified as chronically low-performing.				
29 Teacher Recruitment Initiatives				
a. Have the Education Oversight Committee study methods to provide benefits to part-time teachers to attract more certified teachers back into the classroom				
30 Teacher Recruitment Initiatives	$1,000,000	R	$1,000,000	R
b. Teacher Assistant Scholarships Additional scholarship funds for teacher assistants taking courses at community colleges that are prerequisites for teacher certification programs. (Major initiatives in the UNC budget will improve availability of teacher education programs for teacher assistants.)				
31 Teacher Recruitment Initiatives	$1,500,000	R	$1,500,000	R
c. To attract teachers in the shortage fields of mathematics, science and special education and to entice teachers in these specialties to teach in schools with large numbers of at-risk students, in middle schools and high schools with 80% or more of the students eligible for free or reduced lunch or with 50% or more of students performing below grade level, provide an annual bonus of $1,800 (paid monthly with matching benefits). Teachers must be certified in and teaching in these fields and will remain eligible for the bonus as long as they continue to teach in eligible schools. Final decision on this item and other salary decisions will be recommended by the chairs of the full appropriations committee.				
32 Teacher Recruitment Initiatives: Teaching Fellows Program	$325,000	R	$325,000	R
Increase available new scholarships by 50. The scholarships for $6,500 per year are awarded to students who agree to teach in a North Carolina public school for four years (or three years in a North Carolina low-performing public school).				

	FY 2001-02		FY 2002-03	
33 ABC Bonuses Provide funding for ABC bonuses for schools meeting or exceeding expected growth in 2000-01.	($93,100,000) $93,100,000	R NR	($93,100,000)	R
34 ABC Bonuses: Pilot Districts Provide funding for school personnel in 5 pilot school districts for additional bonuses earned under the disaggregated performance pilot project directed by the General Assembly in 1999 (Sec. 8.36, SL 1999-237: HB 168). If a school achieves the pilot program goals, all certified personnel assigned to the school will receive up to $750 and teacher assistants up to $325 (these awards are in addition to standard ABC bonuses). LEAs not eligible for low wealth or small county supplemental funding must contribute 25% of the total cost of the bonuses.	$4,600,000	NR		
35 Character Education Funding for expansion of character education program	$300,000	R	$300,000	R
36 Children with Special Needs Increase funding per student for children with special needs	$5,000,000	R	$5,000,000	R
37 Improving Student Accountability Increase funding for additional instruction for students performing below grade level.	$5,000,000	R	$5,000,000	R
38 Limited English Proficiency Appropriate additional funds to serve students with limited proficiency in English. This brings the total funding for this purpose to $23,037,655 for FY 2001-02 (prior to increases for any legislated salary increase).	$1,000,000	R	$1,000,000	R
E. Other Increases				
39 Instructional Supplies Expand funding for instructional supplies. Language will direct that each LEA will allocate a minimum of $200 to each state-paid teacher for purchase of supplies.	$8,150,507	R	$8,150,507	R
40 School Accountability Report Cards Funds for the Education Cabinet to develop, publish, and distribute school accountability report cards. The cards should be designed to supply parents information on school characteristics and performance.	$200,000	R	$200,000	R
41 Average Daily Membership Contingency Reserve Provides additional funds to the State Board of Education to address transitional year funding for local school administrative units with new charter schools and for first month allotment adjustments to local school administrative units with higher than expected enrollment growth.	$500,000	R	$500,000	R

	FY 2001-02		FY 2002-03	
42 NC WiseOwl's On-Line Subscriptions Currently, NC WISEOWL is operated by the North Carolina Department of Public Instruction and offers on-line resources (periodicals, encyclopedia, etc.) for K-12 teachers and students. Federal resources that have been discontinued have covered the subscription cost. The subscription service and funding should be transferred to be a part of the resource base of NC LIVE at the Department of Cultural Resources effective in FY 2002-03.	$628,000	R	$628,000	R
Total Legislative Changes	**($95,479,458)**	R	**($91,025,591)**	R
	$64,784,108	NR	**$0**	NR
Total Position Changes	585.50		645.50	
Revised Budget	**$5,893,107,574**		**$5,930,005,558**	

UNC System

	GENERAL FUND			
	FY 2001-02		FY 2002-03	
Recommended Budget	$1,804,923,800		$1,812,208,855	
Legislative Changes				
Campus Reductions				
43 Temporary Wages and Membership Dues Reduce the funding for temporary wages and membership dues at the 16 UNC constituent institutions.	($2,500,000)	R	($2,500,000)	R
44 Community Services/General Academic Support Reduce amount appropriated for Community Services/General Academic Support for the 16 constituent institutions.	($1,500,000)	R	($1,500,000)	R
45 Reduction in SPA Positions A 2% reduction in SPA positions at the 16 constituent institutions, with the exception of NC A&T's and NCSU's Cooperative Extension programs.	($9,218,866) -256.00	R	($9,218,866) -256.00	R
46 Reductions in EPA Non-Teaching Staff Positions A 2% reduction is made in EPA Non-Teaching staff positions for the 16 constituent institutions, except for NC A&T's and NCSU's Cooperative Extension programs.	($4,473,710) -68.00	R	($4,473,710) -68.00	R
47 Reductions in Various Modified Zero Based Budget Items An average 5% reduction is made in the budgets of the 16 constituent institutions for the following modified zero based budget items: Miscellaneous Contractual Services, Rental/Lease of equipment, Travel, Cellular phones, Furniture and Equipment, and Other aids and grants.	($5,726,311)	R	($5,726,311)	R
UNC General Administration				
48 Reduce EDP Equipment Reduce Electronic Data Processing equipment infrastructure replacement efforts at UNC-GA	($80,000)	R	($80,000)	R
49 Miscellaneous contractual service and other aids and grants reduction Reduce these line items in UNC-GA by 10%.	($535,732)	R	($535,732)	R
50 Rental/Lease of Equipment Reduction Reduce line item for UNC-GA by 10%	($13,363)	R	($13,363)	R
51 Travel Reduction Reduce travel line item in UNC-GA by 10%.	($91,957)	R	($91,957)	R

	FY 2001-02		FY 2002-03	
52 Cellular Phones Reduce line item for cellular phones in UNC-GA by 10%.	($3,347)	R	($3,347)	R
53 Furniture and Equipment Replacement Reduce these line items in UNC-GA by 10%.	($105,726)	R	($105,726)	R
54 Board of Governor's meetings The Board of Governors recently voted to reduce the number of times it will meet during the year to eight. This is the corresponding budget reduction for meeting costs.	($30,800)	R	($30,800)	R
55 MCNC Contract Reduce the funds paid to MCNC by UNC-General Administration.	($1,000,000)	R	($1,000,000)	R
56 Litigation Contract Eliminate funding for litigation contract with the Department of Justice. UNC General Administration is still required to maintain contract and reimburse the Department of Justice for legal services.	($200,000)	R	($200,000)	R
57 UNC General Administration SPA position reductions Reduces the SPA positions in UNC General Administration by 10%.	($844,690) -22.70	R	($844,690) -22.70	R
58 UNC General Administration EPA Non-Teaching Staff Position Reductions Reduces the EPA non-teaching staff positions in UNC General Administration by10%.	($1,083,850) -10.50	R	($1,083,850) -10.50	R
59 Administrative Overhead Reduction Eliminate the administrative overhead from General Fund appropriations in the Center for School Leadership Development's central office.	($166,791) -1.60	R	($166,791) -1.60	R
60 Reduce Teacher Academy Reduces the funding for the Teacher Academy by 10%.	($533,396)	R	($533,396)	R
61 Reallocate funds from the Model Teacher Education Consortium Reallocate Model Teacher Education Consortium funds to a more comprehensive method of delivering program goals.(See expansion item on reallocation).	($1,644,165) -5.00	R	($1,644,165) -5.00	R
62 Office Consolidation Savings Savings from the consolidation of offices for the programs under the Center for School Leadership Development.	($100,000)	R	($100,000)	R

	FY 2001-02		FY 2002-03	
63 Reduction in all Center for School Leadership Development programs Reduction and efficiencies in the programs under the Center for School Leadership Development. The Joint Legislative Commission on Education Oversight will study the possible consolidation and regionalization of these programs with recommended savings.	($1,000,000)	R	($1,000,000)	R
University Expansion Funds				
64 Regular Term Enrollment Increase Fully funds the UNC Board of Governor's regular term enrollment increase, including the "hold-harmless" for those campuses losing enrollment. This funds an additional 2,435 full-time equivalent students.	$28,358,828 238.30	R	$28,358,828 238.30	R
65 Distance Education Enrollment Increase Funds 70% of the UNC Board of Governor's distance education enrollment increase. This is the same percentage funding provided for the last two years. This will fund an additional 760 FTE students.	$8,524,695 67.40	R	$8,524,695 67.40	R
66 Faculty Productivity Increase faculty productivity by using existing tenure-stream faculty who teach fewer than 15 credit hours a year to help with the projected enrollment growth. This reduction is for faculty paid from the code "1310 EPA Teaching Faculty" line.	($3,000,000)	R	($3,000,000)	R
67 Tuition Increase The Board of Governors recommended a 4% across-the-board tuition increase for the 2001-02 academic year. This adds an additional 5% across-the-board increase. The additional increase ranges from $41 to $93 a year for resident undergraduates.	($24,664,857)	R	($24,664,857)	R
68 Need-Based Student Financial Aid Adds additional funds to the existing need-based student financial aid program. The current direct appropriation for this program is $6.3 million.	$8,928,000	R	$8,928,000	R
69 Aid to Students Attending Private Colleges Provides funds to cover the projected enrollment increases in the funds for students attending private colleges.$2,346,210 is to cover the 1,192 additional students anticipated to receive the Legislative Tuition Grant (LTG). The State Contractual Scholarship (SCSF) program will increase by $880,000 to cover an additional800 FTE students. The current appropriation for the LTG program and the SCSF is $75.7 million.	$3,226,210	R	$3,226,210	R
70 Education Cabinet/Research Council Funds This restores half of the non-recurring appropriation made during the last fiscal year for the Education Cabinet and the Education Research Council.	$250,000 2.00	R	$250,000 2.00	R

Senate Subcommittee on Education	FY 2001-02		FY 2002-03	
71 Scholarships for Teacher Assistants Pursuing Teaching Degrees Funds are appropriated to provide scholarships for teacher assistants	$1,000,000	R	$1,000,000	R
72 Reallocate funds from the Model Teacher Education Consotium Reallocate funds from the Model Teacher Education Consotium to a more comprehensive method of achieving the goals of the program. Allocate funds to ASU and UNCW's teacher education distance education programs to cover the entire state.	$2,000,000	R	$2,000,000	R
73 Genomics and Bioinfomatics Research Initiatives Provide funds for the new genomics and bioinfomatics research programs.	$1,000,000	R	$1,000,000	R
74 Eliminate Room and Board Charges at the North Carolina School of the Arts Eliminate room and board charges for in-state high school students at the North Carolina School of the Arts.	$1,069,802	R	$1,069,802	R
75 Institute of Government-Center for Technology Support To support Center's efforts to provide technical assistance to local governments.	$250,000	NR		
Total Legislative Changes	**($4,160,026)**	R	**($4,160,026)**	R
	$250,000	NR		
Total Position Changes	-56.10		-56.10	
Revised Budget	**$1,801,013,774**		**$1,808,048,829**	

Community Colleges

	GENERAL FUND			
	FY 2001-02		FY 2002-03	
Recommended Budget	$648,021,974		$648,021,974	
Legislative Changes				
A. Community Colleges System Offices				
76 Operating Efficiencies Eliminate the library ordering and receiving services and two library clerk positions totaling $59,543. Colleges will be responsible for ordering and receiving library materials. Eliminate a vacant educational consultant position and operating funds totaling $64,432. Reduce operating expenses identified by the System Office by $50,552. Eliminate two positions in the Office of the President totaling $73,396.	($247,923) -5.00	R	($247,923) -5.00	R
B. State Aid - Community College Institutions				
77 Compensatory Education Reduce the appropriation for Compensatory Education from $1,150,537 to $1,000,000.	($150,537)	R	($150,537)	R
78 Worker's Compensation Reduce the appropriation for Worker's Compensation from $976,629 to $703,702 to reflect actual expenditures.	($272,927)	R	($272,927)	R
79 Unemployment Compensation Reduce the appropriation for Unemployment Compensation from $521,766 to $440,751 to reflect actual expenditures.	($81,015)	R	($81,015)	R
80 Reduce Liability Insurance Reduce the appropriation for Liability Insurance from $53,000 to $33,000 to match actual expenditures.	($20,000)	R	($20,000)	R
81 Eliminate Priority Programs Eliminate Priority Programs since this item was intended to support federal funds that are no longer available.	($43,812)	R	($43,812)	R
82 Reduce Human Resource Development Funds Reduce the appropriation for Human Resource Development from $6,951,895 to $4,000,000. The program will be reorganized and the classes will be offered as Occupational Continuing Education classes.	($2,951,895)	R	($2,951,895)	R
83 Reduce Special Allotments Reduce Special Allotment funds for high cost programs at 5 colleges from $2,244,332 to $1,122,166.	($1,122,166)	R	($1,122,166)	R

	FY 2001-02		FY 2002-03	
84 Community Service Block Grant Adjustment Reduce the funds allocated for hobby/leisure courses from $1,817,738 to $1,500,000. Colleges will make every effort to ensure that this reduction does not result in a lessening of senior services.	($317,738)	R	($317,738)	R
85 Eliminate Trustees Association Education Fund Eliminates the appropriation for educational materials for the Trustees Association.	($25,000)	R	($25,000)	R
86 Enrollment Adjustment Provide funds for community college enrollment growth in accordance with the enrollment funding formula.	$10,000,000	R	$10,000,000	R
87 Other Cost Adjustment Provide a 2% inflationary increase to the "Other Cost" part of the funding formula. Increase amount allocated per FTE for "Other Cost" from $175 to $178.50.	$521,206	R	$521,206	R
88 Fayetteville Tech Botanical Lab Funds A nonrecurring grant-in-aid to Fayetteville Tech to develop a regional botanical laboratory in partnership with the Cape Fear Botanical Garder.	$300,000	NR		
C. Specialized Technology Centers				
89 Criminal Justice Reorganization Reorganize the Criminal Justice Regional Planning and Training Program into 3 regions to be determined by the System Office. Reduce the appropriation for the Criminal Justice program from $689,896 to $339,896.	($350,000) -3.00	R	($350,000) -3.00	R
D. Tuition and Fees				
90 Adjustment for Over-realized Receipts Increase the budgeted amount of tuition and registration fees to more accurately reflect anticipated receipts.	($700,000)	R	($700,000)	R
91 Increase Curriculum Tuition Charge Increase the in-state tuition charge per semester hour by $3.50 from $27.50 to $31.00. Increase the out-of-state tuition charge per semester hour by $3.50 from $169.75 to $173.25. It is anticipated that for most students, this increase will be off-set by federal and state financial assistance programs.	($10,162,806)	R	($10,162,806)	R
E. Reserves and Other Funds				
92 Reduce State Board Reserve Reduce the appropriation for the State Board Reserve from $1,150,000 to $1,000,000.	($150,000)	R	($150,000)	R
93 Increase Need-Based Financial Aid Increase the Need Based Financial Aid fund from $5,000,000 to $6,062,806.	$1,062,806	R	$1,062,806	R

Senate Subcommittee on Education	FY 2001-02		FY 2002-03	
Total Legislative Changes	**($5,011,807)**	**R**	**($5,011,807)**	**R**
	$300,000	**NR**		
Total Position Changes	-8.00		-8.00	
Revised Budget	**$643,310,167**		**$643,010,167**	

SECTION 27.19. The Department of Transportation's Aviation Division shall study the transfer of the Global TransPark airport fixed assets and operations from the Global TransPark Authority to another appropriate entity. The Aviation Division shall report the results of this study to the Joint Legislative Transportation Oversight Committee by December 15, 2001.

Requested by: Senators Gulley, Lee, Odom, Plyler

STATE BOARD OF COMMUNITY COLLEGES TO STUDY TRANSFER OF GLOBAL TRANSPARK EDUCATION AND TRAINING CENTER

SECTION 27.20. The State Board of Community Colleges shall study the transfer of the Education and Training Center from the Global TransPark Authority to an appropriate public educational entity. The State Board of Community Colleges shall report the results of the study to the Joint Legislative Transportation Oversight Committee by December 15, 2001.

PART XXVIII. PUBLIC SCHOOLS - Review of Senate Appropriation.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

LITIGATION RESERVE FUNDS DO NOT REVERT Jim Naulin

SECTION 28.1.(a) Funds in the State Board of Education's Litigation Reserve that are not expended or encumbered on June 30, 2001, shall not revert on July 1, 2001, but shall remain available for expenditure until June 30, 2002.

SECTION 28.1.(b) Subsection (a) of this section becomes effective June 30, 2001.

SECTION 28.1.(c) The State Board of Education may expend up to five hundred thousand dollars ($500,000) for the 2001-2002 fiscal year from unexpended funds for certified employees' salaries to pay expenses related to pending litigation.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

CHILDREN WITH DISABILITIES

SECTION 28.2. The State Board of Education shall allocate funds for children with disabilities on the basis of two thousand six hundred sixty-two dollars and eighty-seven cents ($2,662.87) per child for a maximum of 158,825 children for the 2001-2002 school year. Each local school administrative unit shall receive funds for the lesser of (i) all children who are identified as children with disabilities or (ii) twelve and five-tenths percent (12.5%) of the 2001-2002 allocated average daily membership in the local school administrative unit.

The dollar amounts allocated under this section for children with disabilities shall also increase in accordance with legislative salary increments for personnel who serve children with disabilities.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

FUNDS FOR ACADEMICALLY GIFTED STUDENTS

SECTION 28.3. The State Board of Education shall allocate funds for academically or intellectually gifted children on the basis of eight hundred seventy-nine dollars and ten cents ($879.10) per child. A local school administrative unit shall receive funds for a maximum of four percent (4%) of its 2001-2002 allocated average daily membership, regardless of the number of children identified as academically or intellectually gifted in the unit. The State Board shall allocate funds for no more than 52,042 children for the 2001-2002 school year.

The dollar amounts allocated under this section for academically or intellectually gifted children shall also increase in accordance with legislative salary increments for personnel who serve academically or intellectually gifted children.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

AT-RISK STUDENT SERVICES/ALTERNATIVE SCHOOLS

SECTION 28.4. The State Board of Education may use up to two hundred thousand dollars ($200,000) of the funds in the Alternative Schools/At-Risk Student allotment each year for the 2001-2002 fiscal year and for the 2002-2003 fiscal year to implement G.S. 115C-12(24).

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

UNIFORM EDUCATION REPORTING SYSTEM (UERS)

SECTION 28.5.(a) Funds appropriated for the Uniform Education Reporting System shall not revert at the end of the 2001-2002 and 2002-2003 fiscal years, but shall remain available until expended.

SECTION 28.5.(b) This section becomes effective June 30, 2001.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

SUPPLEMENTAL FUNDING IN LOW-WEALTH COUNTIES

SECTION 28.6.(a) Funds for Supplemental Funding. – The General Assembly finds that it is appropriate to provide supplemental funds in low-wealth counties to allow those counties to enhance the instructional program and student achievement; therefore, funds are appropriated to State Aid to Local School Administrative Units for the 2001-2002 fiscal year and the 2002-2003 fiscal year to be used for supplemental funds for schools.

SECTION 28.6.(b) Use of Funds for Supplemental Funding. – All funds received pursuant to this section shall be used only (i) to provide instructional positions, instructional support positions, teacher assistant positions, clerical positions, school computer technicians, instructional supplies and equipment, staff development, and textbooks, and (ii) for salary supplements for instructional personnel and instructional support personnel.

Local boards of education are encouraged to use at least twenty-five percent (25%) of the funds received pursuant to this section to improve the academic performance of children who are performing at Level I or II on either reading or mathematics end-of-grade tests in grades 3-8 and children who are performing at Level I or II on the writing tests in grades 4 and 7. Local boards of education shall report to the State Board of Education on an annual basis on funds used for this purpose, and the State Board shall report this information to the Joint Legislative Education Oversight Committee. These reports shall specify how these funds were targeted and used to implement specific improvement strategies of each local school administrative unit and its schools, such as teacher recruitment, closing the achievement gap, improving student accountability, addressing the needs of at-risk students, and establishing and maintaining safe schools.

SECTION 28.6.(c) Definitions. – As used in this section:

(1) "Anticipated county property tax revenue availability" means the county-adjusted property tax base multiplied by the effective State average tax rate.

(2) "Anticipated total county revenue availability" means the sum of the:

a. Anticipated county property tax revenue availability,

b. Local sales and use taxes received by the county that are levied under Chapter 1096 of the 1967 Session Laws or under Subchapter VIII of Chapter 105 of the General Statutes,

c. Food stamp exemption reimbursement received by the county under G.S. 105-164.44C,

d. Homestead exemption reimbursement received by the county under G.S. 105-277.1A,
e. Inventory tax reimbursement received by the county under G.S. 105-275.1 and G.S. 105-277.001,
f. Intangibles tax distribution and reimbursement received by the county under G.S. 105-275.2, and
g. Fines and forfeitures deposited in the county school fund for the most recent year for which data are available.

(3) "Anticipated total county revenue availability per student" means the anticipated total county revenue availability for the county divided by the average daily membership of the county.

(4) "Anticipated State average revenue availability per student" means the sum of all anticipated total county revenue availability divided by the average daily membership for the State.

(5) "Average daily membership" means average daily membership as defined in the North Carolina Public Schools Allotment Policy Manual, adopted by the State Board of Education. If a county contains only part of a local school administrative unit, the average daily membership of that county includes all students who reside within the county and attend that local school administrative unit.

(6) "County-adjusted property tax base" shall be computed as follows:
a. Subtract the present-use value of agricultural land, horticultural land, and forestland in the county, as defined in G.S. 105-277.2, from the total assessed real property valuation of the county,
b. Adjust the resulting amount by multiplying by a weighted average of the three most recent annual sales assessment ratio studies,
c. Add to the resulting amount the:
1. Present-use value of agricultural land, horticultural land, and forestland, as defined in G.S. 105-277.2,
2. Value of property of public service companies, determined in accordance with Article 23 of Chapter 105 of the General Statutes, and
3. Personal property value for the county.

(7) "County-adjusted property tax base per square mile" means the county-adjusted property tax base divided by the number of square miles of land area in the county.

(8) "County wealth as a percentage of State average wealth" shall be computed as follows:
a. Compute the percentage that the county per capita income is of the State per capita income and weight the resulting percentage by a factor of five-tenths,
b. Compute the percentage that the anticipated total county revenue availability per student is of the anticipated State average revenue availability per student and weight the resulting percentage by a factor of four-tenths,
c. Compute the percentage that the county-adjusted property tax base per square mile is of the State-adjusted property tax base per square mile and weight the resulting percentage by a factor of one-tenth,
d. Add the three weighted percentages to derive the county wealth as a percentage of the State average wealth.

(9) "Effective county tax rate" means the actual county tax rate multiplied by a weighted average of the three most recent annual sales assessment ratio studies.

(10) "Effective State average tax rate" means the average of effective county tax rates for all counties.

(10a) "Local current expense funds" means the most recent county current expense appropriations to public schools, as reported by local boards of education in the audit report filed with the Secretary of the Local Government Commission pursuant to G.S. 115C-447.

(11) "Per capita income" means the average for the most recent three years for which data are available of the per capita income according to the most recent report of the United States Department of Commerce, Bureau of Economic Analysis, including any reported modifications for prior years as outlined in the most recent report.

(12) "Sales assessment ratio studies" means sales assessment ratio studies performed by the Department of Revenue under G.S. 105-289(h).

(13) "State average current expense appropriations per student" means the most recent State total of county current expense appropriations to public schools, as reported by local boards of education in the audit report filed with the Secretary of the Local Government Commission pursuant to G.S. 115C-447.

(14) "State average adjusted property tax base per square mile" means the sum of the county-adjusted property tax bases for all counties divided by the number of square miles of land area in the State.

(14a) "Supplant" means to decrease local per student current expense appropriations from one fiscal year to the next fiscal year.

(15) "Weighted average of the three most recent annual sales assessment ratio studies" means the weighted average of the three most recent annual sales assessment ratio studies in the most recent years for which county current expense appropriations and adjusted property tax valuations are available. If real property in a county has been revalued one year prior to the most recent sales assessment ratio study, a weighted average of the two most recent sales assessment ratios shall be used. If property has been revalued the year of the most recent sales assessment ratio study, the sales assessment ratio for the year of revaluation shall be used.

SECTION 28.6.(d) Eligibility for Funds. – Except as provided in subsection (h) of this section, the State Board of Education shall allocate these funds to local school administrative units located in whole or in part in counties in which the county wealth as a percentage of the State average wealth is less than one hundred percent (100%).

SECTION 28.6.(e) Allocation of Funds. – Except as provided in subsection (g) of this section, the amount received per average daily membership for a county shall be the difference between the State average current expense appropriations per student and the current expense appropriations per student that the county could provide given the county's wealth and an average effort to fund public schools. (To derive the current expense appropriations per student that the county could be able to provide given the county's wealth and an average effort to fund public schools, multiply the county wealth as a percentage of State average wealth by the State average current expense appropriations per student.)

The funds for the local school administrative units located in whole or in part in the county shall be allocated to each local school administrative unit, located in whole or in part in the county, based on the average daily membership of the county's students in the school units.

If the funds appropriated for supplemental funding are not adequate to fund the formula fully, each local school administrative unit shall receive a pro rata share of the funds appropriated for supplemental funding.

SECTION 28.6.(f) Formula for Distribution of Supplemental Funding Pursuant to This Section Only. – The formula in this section is solely a basis for distribution of supplemental funding for low-wealth counties and is not intended to reflect any measure of the adequacy of the educational program or funding for public schools. The formula is also not intended to reflect any commitment by the General Assembly to appropriate any additional supplemental funds for low-wealth counties.

SECTION 28.6.(g) Minimum Effort Required. – Counties that had effective tax rates in the 1996-97 fiscal year that were above the State average effective tax rate but that had effective rates below the State average in the 1997-98 fiscal year or thereafter shall receive reduced funding under this section. This reduction in funding shall be determined by subtracting the amount that the county would have received pursuant to Section 17.1(g) of Chapter 507 of the 1995 Session Laws from the amount that the county would have received if qualified for full funding and multiplying the difference by ten percent (10%). This method of calculating reduced funding shall apply one time only.

This method of calculating reduced funding shall not apply in cases in which the effective tax rate fell below the statewide average effective tax rate as a result of a reduction in the actual property tax rate. In these cases, the minimum effort required shall be calculated in accordance with Section 17.1(g) of Chapter 507 of the 1995 Session Laws.

If the county documents that it has increased the per student appropriation to the school current expense fund in the current fiscal year, the State Board of Education shall include this additional per pupil appropriation when calculating minimum effort pursuant to Section 17.1(g) of Chapter 507 of the 1995 Session Laws.

SECTION 28.6.(h) Nonsupplant Requirement. – A county in which a local school administrative unit receives funds under this section shall use the funds to supplement local current expense funds and shall not supplant local current expense funds. For the 2001-2003 fiscal biennium, the State Board of Education shall not allocate funds under this section to a county found to have used these funds to supplant local per student current expense funds. The State Board of Education shall make a finding that a county has used these funds to supplant local current expense funds in the prior year, or the year for which the most recent data are available, if:

(1) The current expense appropriation per student of the county for the current year is less than ninety-five percent (95%) of the average of the local current expense appropriations per student for the three prior fiscal years; and

(2) The county cannot show (i) that it has remedied the deficiency in funding, or (ii) that extraordinary circumstances caused the county to supplant local current expense funds with funds allocated under this section.

The State Board of Education shall adopt rules to implement this section.

SECTION 28.6.(i) Reports. – The State Board of Education shall report to the Joint Legislative Education Oversight Committee prior to May 1, 2002, if it determines that counties have supplanted funds.

SECTION 28.6.(j) Department of Revenue Reports. – The Department of Revenue shall provide to the Department of Public Instruction a preliminary report for the current fiscal year of the assessed value of the property tax base for each county prior to March 1 of each year and a final report prior to May 1 of each year. The reports shall include for each county the annual sales assessment ratio and the taxable values of (i) total real property, (ii) the portion of total real property represented by the

present-use value of agricultural land, horticultural land, and forestland as defined in G.S. 105-277.2, (iii) property of public service companies determined in accordance with Article 23 of Chapter 105 of the General Statutes, and (iv) personal property.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

SMALL SCHOOL SYSTEM SUPPLEMENTAL FUNDING

SECTION 28.7.(a) Funds for Small School Systems. – Except as provided in subsection (b) of this section, the State Board of Education shall allocate funds appropriated for small school system supplemental funding (i) to each county school administrative unit with an average daily membership of fewer than 3,175 students and (ii) to each county school administrative unit with an average daily membership of from 3,175 to 4,000 students if the county in which the local school administrative unit is located has a county-adjusted property tax base per student that is below the State-adjusted property tax base per student and if the total average daily membership of all local school administrative units located within the county is from 3,175 to 4,000 students. The allocation formula shall:

(1) Round all fractions of positions to the next whole position.

(2) Provide five and one-half additional regular classroom teachers in counties in which the average daily membership per square mile is greater than four, and seven additional regular classroom teachers in counties in which the average daily membership per square mile is four or fewer.

(3) Provide additional program enhancement teachers adequate to offer the standard course of study.

(4) Change the duty-free period allocation to one teacher assistant per 400 average daily membership.

(5) Provide a base for the consolidated funds allotment of at least four hundred sixty-six thousand dollars ($466,000) excluding textbooks.

(6) Allot vocational education funds for grade 6 as well as for grades 7-12.

If funds appropriated for each fiscal year for small school system supplemental funding are not adequate to fund fully the program, the State Board of Education shall reduce the amount allocated to each county school administrative unit on a pro rata basis. This formula is solely a basis for distribution of supplemental funding for certain county school administrative units and is not intended to reflect any measure of the adequacy of the educational program or funding for public schools. The formula is also not intended to reflect any commitment by the General Assembly to appropriate any additional supplemental funds for such county administrative units.

SECTION 28.7.(b) Nonsupplant Requirement. – A county in which a local school administrative unit receives funds under this section shall use the funds to supplement local current expense funds and shall not supplant local current expense funds. For the 2001-2003 fiscal biennium, the State Board of Education shall not allocate funds under this section to a county found to have used these funds to supplant local per student current expense funds. The State Board of Education shall make a finding that a county has used these funds to supplant local current expense funds in the prior year, or the year for which the most recent data are available, if:

(1) The current expense appropriation per student of the county for the current year is less than ninety-five percent (95%) of the average of the local current expense appropriations per student for the three prior fiscal years; and

(2) The county cannot show (i) that it has remedied the deficiency in funding, or (ii) that extraordinary circumstances caused the county to supplant local current expense funds with funds allocated under this section.

The State Board of Education shall adopt rules to implement this section.

SECTION 28.7.(c) Phase-Out Provisions. – If a local school administrative unit becomes ineligible for funding under this formula solely because of an increase in the county-adjusted property tax base per student of the county in which the local school administrative unit is located, funding for that unit shall be phased out over a two-year period. For the first year of ineligibility, the unit shall receive the same amount it received for the prior fiscal year. For the second year of ineligibility, it shall receive one-half of that amount.

If a local school administrative unit becomes ineligible for funding under this formula solely because of an increase in the population of the county in which the local school administrative unit is located, funding for that unit shall be continued for five years after the unit becomes ineligible.

SECTION 28.7.(d) Definitions. – As used in this section:

(1) "Average daily membership" means within two percent (2%) of the average daily membership as defined in the North Carolina Public Schools Allotment Policy Manual, adopted by the State Board of Education.

(2) "County-adjusted property tax base per student" means the total assessed property valuation for each county, adjusted using a weighted average of the three most recent annual sales assessment ratio studies, divided by the total number of students in average daily membership who reside within the county.

(2a) "Local current expense funds" means the most recent county current expense appropriations to public schools, as reported by local boards of education in the audit report filed with the Secretary of the Local Government Commission pursuant to G.S. 115C-447.

(3) "Sales assessment ratio studies" means sales assessment ratio studies performed by the Department of Revenue under G.S. 105-289(h).

(4) "State adjusted property tax base per student" means the sum of all county adjusted property tax bases divided by the total number of students in average daily membership who reside within the State.

(4a) "Supplant" means to decrease local per student current expense appropriations from one fiscal year to the next fiscal year.

(5) "Weighted average of the three most recent annual sales assessment ratio studies" means the weighted average of the three most recent annual sales assessment ratio studies in the most recent years for which county current expense appropriations and adjusted property tax valuations are available. If real property in a county has been revalued one year prior to the most recent sales assessment ratio study, a weighted average of the two most recent sales assessment ratios shall be used. If property has been revalued during the year of the most recent sales assessment ratio study, the sales assessment ratio for the year of revaluation shall be used.

SECTION 28.7.(e) Reports. – The State Board of Education shall report to the Joint Legislative Education Oversight Committee prior to May 1, 2002, if it determines that counties have supplanted funds.

SECTION 28.7.(f) Use of Funds. – Local boards of education are encouraged to use at least twenty percent (20%) of the funds they receive pursuant to this section to improve the academic performance of children who are performing at Level I or II on either reading or mathematics end-of-grade tests in grades 3-8 and children who are performing at Level I or II on the writing tests in grades 4 and 7. Local boards of education shall report to the State Board of Education on an annual basis on funds used for this purpose and the State Board shall report this information to

the Joint Legislative Education Oversight Committee. These reports shall specify how these funds were targeted and used to implement specific improvement strategies of each local school administrative unit and its schools such as teacher recruitment, closing the achievement gap, improving student accountability, addressing the needs of at-risk students, and establishing and maintaining safe schools.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

FUNDS TO IMPLEMENT THE ABCs OF PUBLIC EDUCATION PROGRAM

SECTION 28.8.(a) The State Board of Education shall use funds appropriated for State Aid to Local School Administrative Units for the 2001-2002 fiscal year to provide incentive funding for schools that met or exceeded the projected levels of improvement in student performance during the 2000-2001 school year, in accordance with the ABCs of Public Education Program. In accordance with State Board of Education policy:

(1) Incentive awards in schools that achieve higher than expected improvements may be up to:
   a. One thousand five hundred dollars ($1,500) for each teacher and for certified personnel; and
   b. Five hundred dollars ($500.00) for each teacher assistant.

(2) Incentive awards in schools that meet the expected improvements may be up to:
   a. Seven hundred fifty dollars ($750.00) for each teacher and for certified personnel; and
   b. Three hundred seventy-five dollars ($375.00) for each teacher assistant.

SECTION 28.8.(b) The State Board of Education may use funds appropriated to State Aid to Local School Administrative Units for assistance teams to low-performing schools.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

STUDENTS WITH LIMITED ENGLISH PROFICIENCY

SECTION 28.9.(a) The State Board of Education shall develop guidelines for identifying and providing services to students with limited proficiency in the English language.

The State Board shall allocate these funds to local school administrative units and to charter schools under a formula that takes into account the average percentage of students in the units or the charters over the past three years who have limited English proficiency. The State Board shall allocate funds to a unit or a charter school only if (i) average daily membership of the unit or the charter school includes at least 20 students with limited English proficiency or (ii) students with limited English proficiency comprise at least two and one-half percent (2 1/2%) of the average daily membership of the unit or charter school. For the portion of the funds that is allocated on the basis of the number of identified students, the maximum number of identified students for whom a unit or charter school receives funds shall not exceed ten and six-tenths percent (10.6%) of its average daily membership.

Local school administrative units shall use funds allocated to them to pay for classroom teachers, teacher assistants, tutors, textbooks, classroom materials/instructional supplies/equipment, transportation costs, and staff development of teachers for students with limited English proficiency.

A county in which a local school administrative unit receives funds under this section shall use the funds to supplement local current expense funds and shall not supplant local current expense funds.

SECTION 28.9.(b) The Department of Public Instruction shall prepare a current headcount of the number of students classified with limited English proficiency by December 1 of each year.

Students in the head count shall be assessed at least once every three years to determine their level of English proficiency. A student who scores "superior" on the standard English language proficiency assessment instrument used in this State shall not be included in the head count of students with limited English proficiency.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

EXPENDITURES FOR DRIVING EDUCATION CERTIFICATES

SECTION 28.10. The State Board of Education may use funds appropriated for drivers education for the 2001-2002 fiscal year and for the 2002-2003 fiscal year for driving eligibility certificates.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

TEACHER SALARY SCHEDULES

SECTION 28.11.(a) Effective for the 2001-2002 school year, the Director of the Budget may transfer from the Reserve for Compensation Increases for the 2001-2002 fiscal year funds necessary to implement the teacher salary schedule set out in subsection (b) of this section, including funds for the employer's retirement and social security contributions and funds for annual longevity payments at one and one-half percent (1.5%) of base salary for 10 to 14 years of State service, two and twenty-five hundredths percent (2.25%) of base salary for 15 to 19 years of State service, three and twenty-five hundredths percent (3.25%) of base salary for 20 to 24 years of State service, and four and one-half percent (4.5%) of base salary for 25 or more years of State service, commencing July 1, 2001, for all teachers whose salaries are supported from the State's General Fund. These funds shall be allocated to individuals according to rules adopted by the State Board of Education. The longevity payment shall be paid in a lump sum once a year.

SECTION 28.11.(b) For the 2001-2002 school year, the following monthly salary schedules shall apply to certified personnel of the public schools who are classified as teachers. The schedule contains 30 steps with each step corresponding to one year of teaching experience.

2001-2002 MONTHLY SALARY SCHEDULE
"A" TEACHERS

Years of Experience	"A" Teachers	NBPTS Certification
0	$2,525	N/A
1	$2,567	N/A
2	$2,611	N/A
3	$2,764	$3,096
4	$2,904	$3,252
5	$3,036	$3,400
6	$3,164	$3,544
7	$3,266	$3,658
8	$3,314	$3,712
9	$3,362	$3,765
10	$3,412	$3,821
11	$3,461	$3,876
12	$3,511	$3,932

13	$3,561	$3,988
14	$3,614	$4,048
15	$3,667	$4,107
16	$3,722	$4,169
17	$3,777	$4,230
18	$3,834	$4,294
19	$3,892	$4,359
20	$3,950	$4,424
21	$4,011	$4,492
22	$4,072	$4,561
23	$4,136	$4,632
24	$4,200	$4,704
25	$4,264	$4,776
26	$4,330	$4,850
27	$4,398	$4,926
28	$4,467	$5,003
29	$4,538	$5,083
30+	$4,538	$5,083

2001-2002 MONTHLY SALARY SCHEDULE
"M" TEACHERS

Years of Experience	"M" Teachers	NBPTS Certification
0	$2,778	N/A
1	$2,824	N/A
2	$2,872	N/A
3	$3,040	$3,405
4	$3,194	$3,577
5	$3,340	$3,741
6	$3,480	$3,898
7	$3,593	$4,024
8	$3,645	$4,082
9	$3,698	$4,142
10	$3,753	$4,203
11	$3,807	$4,264
12	$3,862	$4,325
13	$3,917	$4,387
14	$3,975	$4,452
15	$4,034	$4,518
16	$4,094	$4,585
17	$4,155	$4,654
18	$4,217	$4,723
19	$4,281	$4,795
20	$4,345	$4,866
21	$4,412	$4,941
22	$4,479	$5,016
23	$4,550	$5,096
24	$4,620	$5,174
25	$4,690	$5,253
26	$4,763	$5,335
27	$4,838	$5,419

28	$4,914	$5,504
29	$4,992	$5,591
30+	$4,992	$5,591

SECTION 28.11.(c) Certified public school teachers with certification based on academic preparation at the six-year degree level shall receive a salary supplement of one hundred twenty-six dollars ($126.00) per month in addition to the compensation provided for certified personnel of the public schools who are classified as "M" teachers. Certified public school teachers with certification based on academic preparation at the doctoral degree level shall receive a salary supplement of two hundred fifty-three dollars ($253.00) per month in addition to the compensation provided for certified personnel of the public schools who are classified as "M" teachers.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

INSTRUCTIONAL SUPPORT PERSONNEL SALARY SCHEDULES

SECTION 28.12.(a) Effective for the 2001-2002 school year, the Director of the Budget may transfer from the Reserve for Compensation Increases for the 2001-2002 fiscal year funds necessary to implement the instructional support personnel salary schedule set out in subsection (b) of this section, including funds for the employer's retirement and social security contributions and funds for annual longevity payments at one and one-half percent (1.5%) of base salary for 10 to 14 years of State service, two and twenty-five hundredths percent (2.25%) of base salary for 15 to 19 years of State service, three and twenty-five hundredths percent (3.25%) of base salary for 20 to 24 years of State service, and four and one-half percent (4.5%) of base salary for 25 or more years of State service, commencing July 1, 2001, for all instructional support personnel whose salaries are supported from the State's General Fund. These funds shall be allocated to individuals according to rules adopted by the State Board of Education. The longevity payment shall be paid in a lump sum once a year.

SECTION 28.12.(b) For the 2001-2002 school year, the following monthly salary schedules shall apply to certified personnel of the public schools who are classified as instructional support personnel. The schedule contains 30 steps with each step corresponding to one year of experience as a certificated employee of the public schools.

2001-2002 MONTHLY SALARY SCHEDULE
"A" INSTRUCTIONAL SUPPORT PERSONNEL

Years of Experience	"A" Instructional Support Personnel	NBPTS Certification
0	$2,525	N/A
1	$2,567	N/A
2	$2,611	N/A
3	$2,764	$3,096
4	$2,904	$3,252
5	$3,036	$3,400
6	$3,164	$3,544
7	$3,266	$3,658
8	$3,314	$3,712
9	$3,362	$3,765
10	$3,412	$3,821
11	$3,461	$3,876

12	$3,511	$3,932
13	$3,561	$3,988
14	$3,614	$4,048
15	$3,667	$4,107
16	$3,722	$4,169
17	$3,777	$4,230
18	$3,834	$4,294
19	$3,892	$4,359
20	$3,950	$4,424
21	$4,011	$4,492
22	$4,072	$4,561
23	$4,136	$4,632
24	$4,200	$4,704
25	$4,264	$4,776
26	$4,330	$4,850
27	$4,398	$4,926
28	$4,467	$5,003
29	$4,538	$5,083
30+	$4,538	$5,083

2001-2002 MONTHLY SALARY SCHEDULE
"M" INSTRUCTIONAL SUPPORT PERSONNEL

Years of Experience	"M" Instructional Support Personnel	NBPTS Certification
0	$2,778	N/A
1	$2,824	N/A
2	$2,872	N/A
3	$3,040	$3,405
4	$3,194	$3,577
5	$3,340	$3,741
6	$3,480	$3,898
7	$3,593	$4,024
8	$3,645	$4,082
9	$3,698	$4,142
10	$3,753	$4,203
11	$3,807	$4,264
12	$3,862	$4,325
13	$3,917	$4,387
14	$3,975	$4,452
15	$4,034	$4,518
16	$4,094	$4,585
17	$4,155	$4,654
18	$4,217	$4,723
19	$4,281	$4,795
20	$4,345	$4,866
21	$4,412	$4,941
22	$4,479	$5,016
23	$4,550	$5,096
24	$4,620	$5,174
25	$4,690	$5,253
26	$4,763	$5,335

27	$4,838	$5,419
28	$4,914	$5,504
29	$4,992	$5,591
30+	$4,992	$5,591

SECTION 28.12.(c) Certified public school instructional support personnel with certification based on academic preparation at the six-year degree level shall receive a salary supplement of one hundred twenty-six dollars ($126.00) per month in addition to the compensation provided for certified personnel of the public schools who are classified as "M" instructional support personnel. Certified public school instructional support personnel with certification based on academic preparation at the doctoral degree level shall receive a salary supplement of two hundred fifty-three dollars ($253.00) per month in addition to the compensation provided for certified personnel of the public schools who are classified as "M" instructional support personnel.

SECTION 28.12.(d) Effective for the 2001-2002 school year, the first step of the salary schedule for school psychologists shall be equivalent to Step 5, corresponding to five years of experience, on the salary schedule established in this section for certified personnel of the public schools who are classified as "M" instructional support personnel. Certified psychologists shall be placed on the salary schedule at an appropriate step based on their years of experience. Certified psychologists shall receive longevity payments based on years of State service in the same manner as instructional support personnel.

Certified psychologists with certification based on academic preparation at the six-year degree level shall receive a salary supplement of one hundred twenty-six dollars ($126.00) per month in addition to the compensation provided for certified psychologists. Certified psychologists with certification based on academic preparation at the doctoral degree level shall receive a salary supplement of two hundred fifty-three dollars ($253.00) per month in addition to the compensation provided for certified psychologists.

SECTION 28.12.(e) Effective for the 2001-2002 school year, speech pathologists who are certified as speech pathologists at the masters degree level and audiologists who are certified as audiologists at the masters degree level and who are employed in the public schools as speech and language specialists and audiologists shall be paid on the school psychologist salary schedule.

Speech pathologists and audiologists with certification based on academic preparation at the six-year degree level shall receive a salary supplement of one hundred twenty-six dollars ($126.00) per month in addition to the compensation provided for speech pathologists and audiologists. Speech pathologists and audiologists with certification based on academic preparation at the doctoral degree level shall receive a salary supplement of two hundred fifty-three dollars ($253.00) per month in addition to the compensation provided for speech pathologists and audiologists.

SECTION 28.12.(f) Certified school nurses who are employed in the public schools as nurses shall be paid on the "M" salary schedule.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

SCHOOL ADMINISTRATOR SALARY SCHEDULES

SECTION 28.13.(a) Funds appropriated to the Reserve for Compensation Increases shall be used for the implementation of the salary schedule for school-based administrators as provided in this section. These funds shall be used for State-paid employees only.

SECTION 28.13.(b) The base salary schedule for school-based administrators shall apply only to principals and assistant principals. The base salary schedule for the 2001-2002 fiscal year, commencing July 1, 2001, is as follows:

2001-2002
PRINCIPAL AND ASSISTANT PRINCIPAL SALARY SCHEDULES

CLASSIFICATION

Yrs of Exp	Assistant Principal	Prin I (0-10)	Prin II (11-21)	Prin III (22-32)	Prin IV (33-43)
0-4	$3,226	–	–	–	–
5	$3,373	–	–	–	–
6	$3,515	–	–	–	–
7	$3,629	–	–	–	–
8	$3,681	$3,681	–	–	–
9	$3,735	$3,735	–	–	–
10	$3,791	$3,791	$3,845	–	–
11	$3,845	$3,845	$3,901	–	–
12	$3,901	$3,901	$3,956	$4,015	–
13	$3,956	$3,956	$4,015	$4,074	$4,135
14	$4,015	$4,015	$4,074	$4,135	$4,197
15	$4,074	$4,074	$4,135	$4,197	$4,259
16	$4,135	$4,135	$4,197	$4,259	$4,324
17	$4,197	$4,197	$4,259	$4,324	$4,388
18	$4,259	$4,259	$4,324	$4,388	$4,456
19	$4,324	$4,324	$4,388	$4,456	$4,524
20	$4,388	$4,388	$4,456	$4,524	$4,596
21	$4,456	$4,456	$4,524	$4,596	$4,666
22	$4,524	$4,524	$4,596	$4,666	$4,737
23	$4,596	$4,596	$4,666	$4,737	$4,811
24	$4,666	$4,666	$4,737	$4,811	$4,886
25	$4,737	$4,737	$4,811	$4,886	$4,963
26	$4,811	$4,811	$4,886	$4,963	$5,042
27	$4,886	$4,886	$4,963	$5,042	$5,143
28	$4,963	$4,963	$5,042	$5,143	$5,246
29	$5,042	$5,042	$5,143	$5,246	$5,351
30	$5,143	$5,143	$5,246	$5,351	$5,458
31	$5,246	$5,246	$5,351	$5,458	$5,567
32	–	$5,351	$5,458	$5,567	$5,678
33	–	–	$5,567	$5,678	$5,792
34	–	–	$5,678	$5,792	$5,908
35	–	–	–	$5,908	$6,026
36	–	–	–	$6,026	$6,147
37	–	–	–	–	$6,270

2001-2002
PRINCIPAL AND ASSISTANT PRINCIPAL SALARY SCHEDULES

CLASSIFICATION

Yrs of	Prin V	Prin VI	Prin VII	Prin VIII

Exp	(44-54)	(55-65)	(66-100)	(101+)
14	$4,259	–	–	–
15	$4,324	–	–	–
16	$4,388	$4,456	–	–
17	$4,456	$4,524	$4,666	–
18	$4,524	$4,596	$4,737	$4,811
19	$4,596	$4,666	$4,811	$4,886
20	$4,666	$4,737	$4,886	$4,963
21	$4,737	$4,811	$4,963	$5,042
22	$4,811	$4,886	$5,042	$5,143
23	$4,886	$4,963	$5,143	$5,246
24	$4,963	$5,042	$5,246	$5,351
25	$5,042	$5,143	$5,351	$5,458
26	$5,143	$5,246	$5,458	$5,567
27	$5,246	$5,351	$5,567	$5,678
28	$5,351	$5,458	$5,678	$5,792
29	$5,458	$5,567	$5,792	$5,908
30	$5,567	$5,678	$5,908	$6,026
31	$5,678	$5,792	$6,026	$6,147
32	$5,792	$5,908	$6,147	$6,270
33	$5,908	$6,026	$6,270	$6,395
34	$6,026	$6,147	$6,395	$6,523
35	$6,147	$6,270	$6,523	$6,653
36	$6,270	$6,395	$6,653	$6,786
37	$6,395	$6,523	$6,786	$6,922
38	$6,523	$6,653	$6,922	$7,060
39	–	$6,786	$7,060	$7,201
40	–	$6,922	$7,201	$7,345
41	–	–	$7,345	$7,492

SECTION 28.13.(c) The appropriate classification for placement of principals and assistant principals on the salary schedule, except for principals in alternative schools, shall be determined in accordance with the following schedule:

Classification	**Number of Teachers Supervised**
Assistant Principal	
Principal I	Fewer than 11 Teachers
Principal II	11-21 Teachers
Principal III	22-32 Teachers
Principal IV	33-43 Teachers
Principal V	44-54 Teachers
Principal VI	55-65 Teachers
Principal VII	66-100 Teachers
Principal VIII	More than 100 Teachers

The number of teachers supervised includes teachers and assistant principals paid from State funds only; it does not include teachers or assistant principals paid from non-State funds or the principal or teacher assistants.

The beginning classification for principals in alternative schools shall be the Principal III level. Principals in alternative schools who supervise 33 or more teachers shall be classified according to the number of teachers supervised.

SECTION 28.13.(d) A principal shall be placed on the step on the salary schedule that reflects total number of years of experience as a certificated employee of

the public schools and an additional step for every three years of experience as a principal. A principal or assistant principal shall also continue to receive any additional State-funded percentage increases earned for the 1997-1998, 1998-1999, and the 1999-2000 school year for improvement in student performance or maintaining a safe and orderly school.

SECTION 28.13.(e) Principals and assistant principals with certification based on academic preparation at the six-year degree level shall be paid a salary supplement of one hundred twenty-six dollars ($126.00) per month and at the doctoral degree level shall be paid a salary supplement of two hundred fifty-three dollars ($253.00) per month.

SECTION 28.13.(f) There shall be no State requirement that superintendents in each local school unit shall receive in State-paid salary at least one percent (1%) more than the highest paid principal receives in State salary in that school unit: Provided, however, the additional State-paid salary a superintendent who was employed by a local school administrative unit for the 1992-93 fiscal year received because of that requirement shall not be reduced because of this subsection for subsequent fiscal years that the superintendent is employed by that local school administrative unit so long as the superintendent is entitled to at least that amount of additional State-paid salary under the rules in effect for the 1992-93 fiscal year.

SECTION 28.13.(g) Longevity pay for principals and assistant principals shall be as provided for State employees under the State Personnel Act.

SECTION 28.13.(h)

(1) If a principal is reassigned to a higher job classification because the principal is transferred to a school within a local school administrative unit with a larger number of State-allotted teachers, the principal shall be placed on the salary schedule as if the principal had served the principal's entire career as a principal at the higher job classification.

(2) If a principal is reassigned to a lower job classification because the principal is transferred to a school within a local school administrative unit with a smaller number of State-allotted teachers, the principal shall be placed on the salary schedule as if the principal had served the principal's entire career as a principal at the lower job classification.

This subdivision applies to all transfers on or after the effective date of this section, except transfers in school systems that have been created, or will be created, by merging two or more school systems. Transfers in these merged systems are exempt from the provisions of this subdivision for one calendar year following the date of the merger.

SECTION 28.13.(i) Participants in an approved full-time Masters in School Administration program shall receive up to a 10-month stipend at the beginning salary of an assistant principal during the internship period of the masters program. Certification of eligible full-time interns shall be supplied to the Department of Public Instruction by the Principal Fellows Program or a school of education where the intern participates in a full-time Masters in School Administration.

SECTION 28.13.(j) During the 2001-2002 fiscal year, the placement on the salary schedule of an administrator with a one-year provisional assistant principal's certificate shall be at the entry-level salary for an assistant principal or the appropriate step on the teacher salary schedule, whichever is higher.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

CENTRAL OFFICE SALARIES

SECTION 28.14.(a) The monthly salary ranges that follow apply to assistant superintendents, associate superintendents, directors/coordinators, supervisors, and finance officers for the 2001-2002 fiscal year, beginning July 1, 2001. The top of

these ranges shall be increased by six hundred twenty-five dollars ($625.00) annually for full-time employees.

School Administrator I	$2,932	$5,214
School Administrator II	$3,112	$5,534
School Administrator III	$3,303	$5,873
School Administrator IV	$3,436	$6,110
School Administrator V	$3,574	$6,358
School Administrator VI	$3,792	$6,747
School Administrator VII	$3,945	$7,020

The local board of education shall determine the appropriate category and placement for each assistant superintendent, associate superintendent, director/coordinator, supervisor, or finance officer within the salary ranges and within funds appropriated by the General Assembly for central office administrators and superintendents. The category in which an employee is placed shall be included in the contract of any employee hired on or after July 1, 2001.

SECTION 28.14.(b) The monthly salary ranges that follow apply to public school superintendents for the 2001-2002 fiscal year, beginning July 1, 2001. The top of these ranges shall be increased by six hundred twenty-five dollars ($625.00) annually for full-time employees.

Superintendent I	$4,187	$7,451
Superintendent II	$4,445	$7,904
Superintendent III	$4,716	$8,389
Superintendent IV	$5,005	$8,901
Superintendent V	$5,312	$9,447

The local board of education shall determine the appropriate category and placement for the superintendent based on the average daily membership of the local school administrative unit and within funds appropriated by the General Assembly for central office administrators and superintendents.

Notwithstanding the provisions of this subsection, a local board of education may pay an amount in excess of the applicable range to a superintendent who is entitled to receive the higher amount under Section 28.13(f) of this act.

SECTION 28.14.(c) Longevity pay for superintendents, assistant superintendents, associate superintendents, directors/coordinators, supervisors, and finance officers shall be as provided for State employees under the State Personnel Act.

SECTION 28.14.(d) Superintendents, assistant superintendents, associate superintendents, directors/coordinators, supervisors, and finance officers with certification based on academic preparation at the six-year degree level shall receive a salary supplement of one hundred twenty-six dollars ($126.00) per month in addition to the compensation provided for pursuant to this section. Superintendents, assistant superintendents, associate superintendents, directors/coordinators, supervisors, and finance officers with certification based on academic preparation at the doctoral degree level shall receive a salary supplement of two hundred fifty-three dollars ($253.00) per month in addition to the compensation provided for under this section.

SECTION 28.14.(e) The State Board of Education shall not permit local school administrative units to transfer State funds from other funding categories for salaries for public school central office administrators.

SECTION 28.14.(f) The Director of the Budget shall transfer from the Reserve for Compensation Increases created in this act for fiscal year 2001-2002, beginning July 1, 2001, funds necessary to provide an average annual salary increase of six hundred twenty-five dollars ($625.00), including funds for the employer's retirement and social security contributions, commencing July 1, 2001, for all permanent full-time personnel paid from the Central Office Allotment. The State Board of Education shall

allocate these funds to local school administrative units. The local boards of education shall establish guidelines for providing their salary increases to these personnel.

SECTION 28.14.(g) The State Board of Education shall develop a new formula for allocating to local school administrative units funds appropriated for salaries for public school central office administrators for the 2002-2003 fiscal year. This formula shall not include a permanent hold-harmless provision for local school administrative units.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

NONCERTIFIED PERSONNEL SALARIES

SECTION 28.15.(a) The Director of the Budget may transfer from the Reserve for Compensation Increases created in this act for fiscal year 2001-2002, commencing July 1, 2001, funds necessary to provide a salary increase of six hundred twenty-five dollars ($625.00), including funds for the employer's retirement and social security contributions, commencing July 1, 2001, for all noncertified public school employees whose salaries are supported from the State's General Fund.

SECTION 28.15.(b) Local boards of education shall increase the rates of pay for all such employees who were employed for fiscal year 2000-2001 and who continue their employment for fiscal year 2001-2002 by at least six hundred twenty-five dollars ($625.00), commencing July 1, 2001. For part-time employees, the pay increase shall be pro rata based on the number of hours worked.

SECTION 28.15.(c) These funds shall not be used for any purpose other than for the salary increases and necessary employer contributions provided by this section.

SECTION 28.15.(d) The State Board of Education may adopt salary ranges for noncertified personnel to support increases of six hundred twenty-five dollars ($625.00), for the 2001-2002 fiscal year.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

HIGH SCHOOL EXIT EXAMS

SECTION 28.16. Of the funds appropriated to State Aid to Local School Administrative Units, the State Board of Education may use up to three million dollars ($3,000,000) for the 2001-2002 fiscal year to:

(1) Continue to develop a high school exit examination;
(2) Purchase equipment for scoring tests, including the new computer adaptive exam for eligible students with disabilities; and
(3) Revise the reading and writing assessments.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

FAIRNESS IN TESTING PROGRAM

SECTION 28.17.(a) The State Board of Education shall provide the Joint Legislative Education Oversight Committee with a detailed analysis of the current resources allocated to meet the needs of all students subject to the Statewide Student Accountability Standards, and in addition, shall submit recommendations regarding other resources that would best assist students in meeting these new standards.

SECTION 28.17.(b) G.S. 115C-288(a) reads as rewritten:

"(a) To Grade and Classify Pupils. – The principal shall have authority to grade and classify ~~pupils except a~~ pupils. In determining the appropriate grade for a pupil who is already attending a public school, the principal shall consider the pupil's classroom work and grades, the pupil's scores on standardized tests, and the best educational interests of the pupil. The principal shall not make the decision solely on the basis of standardized test scores. If a principal's decision to retain a child in the same grade is

partially based on the pupil's scores on standardized tests, those test scores shall be verified as accurate.

A principal shall not require additional testing of a student entering a public school from a school governed under Article 39 of this Chapter if test scores from a nationally standardized test or nationally standardized equivalent measure that are adequate to determine the appropriate placement of the child are available."

SECTION 28.17.(c) G.S. 115C-47 is amended by adding a new subdivision to read:

"§ 115C-47. Powers and duties generally.

In addition to the powers and duties designated in G.S. 115C-36, local boards of education shall have the power or duty:

...

(39) To Provide a Right to Appeal the Decision to Retain a Child. – If local board policy requires that a child be retained at a grade level or that a child attend summer school, based on the child's standardized test scores, that local policy shall also provide the child's parent or guardian the right to appeal the decision. The right to appeal shall provide, at a minimum, for clear notice of the parent's rights, the right to have an advocate present at the hearing, the right to ask questions of school officials, the right to obtain records and information from the school, and the right to present information and evidence on behalf of the child."

SECTION 28.17.(d) The State Board of Education shall study the benefits of providing students' parents or guardians with copies of tests administered to their children under the Statewide Testing Program. The Board shall also consider the costs of maintaining the integrity and reliability of the tests if such a policy is implemented. The Board shall report the results of this study to the Joint Legislative Education Oversight Committee by March 31, 2002.

SECTION 28.17.(e) Part 3 of Article 8B of Chapter 115C of the General Statutes is amended by adding the following new section to read:

"§ 115C-105.41. Students who have been placed at risk of academic failure; personal education plans.

Local school administrative units shall identify students in all grades who have been placed at risk for academic failure and implement a personal education plan for academic improvement with focused intervention and performance benchmarks. Identification shall occur as early as can reasonably be done and can be based on grades, observations, State assessments, and other factors that teachers and administrators consider appropriate, without having to await the results of end-of-grade or end-of-course tests. At the beginning of the school year, a personal education plan shall be developed for any student not performing at least at grade level, as identified by the State end-of-grade test; if, however, a student's performance appears to be falling below State proficiency standards at any time during the school year, a personal education plan shall be developed. Focused intervention and acceleration activities may include, among other things, summer school, Saturday school, and extended days. Local school administrative units shall provide these activities and transportation free of charge to students."

SECTION 28.17.(f) G.S. 115C-174.12(a) reads as rewritten:

"(a) ~~The State Board of Education shall review the tests being administered through State and local testing programs and shall select the tests that it believes are necessary to provide the best measures of the levels of academic achievement attained by students in various subject areas.~~ The State Board of Education shall ~~also~~ establish policies and guidelines necessary for minimizing the time students spend taking tests administered through State and local testing programs and for otherwise carrying out the

provisions of this Article. The State Board of Education's policies regarding the testing of children with disabilities shall (i) provide broad accommodations and alternate methods of assessment that are consistent with a child's individualized education program and Section 504 plans, (ii) prohibit the use of statewide tests as the sole determinant of decisions about a child's graduation or promotion, and (iii) provide parents with information about the Statewide Testing Program and options for students with disabilities. The State Board shall report its proposed policies and proposed changes in policies to the Joint Legislative Education Oversight Committee prior to adoption."

SECTION 28.17.(g) Schools shall devote no more than two days of instructional time per year to the taking of practice tests that do not have the primary purpose of assessing current student learning.

SECTION 28.17.(h) Students in a local school shall not be subject to field tests or national tests during the two-week period preceding the administration of the end-of-grade tests, end-of-course tests, or the school's regularly scheduled final exams. No school shall participate in more than two field tests at any one grade level during a school year.

SECTION 28.17.(i) The Joint Legislative Education Oversight Committee shall study the State's testing program. As part of this study, the Committee shall consider:

(1) The number of tests currently mandated at the State level and the process and cost of developing, validating, and scoring them.

(2) Whether the State should consider the use of nationally developed tests as a substitute to State-developed testing. In particular, the Committee shall determine whether this use would (i) affect the ABCs Program, (ii) adequately measure student achievement and performance, (iii) provide more than minimum levels of achievement, (iv) provide a better comparison to student achievement and performance in other states, (v) be practical for high school courses or higher level courses, (vi) reduce the need for field testing, and (vii) offer any cost savings to the State.

(3) The number of grades in which State tests are given. The Committee shall determine the necessity for testing all grades in third through eighth grades, whether a reduction in the grades tested would affect the receipt of federal money, and the extent to which a reduction would impair the State's ability to identify schools under the ABCs Program.

(4) The high school courses for which State tests are given and whether there is an appropriate distribution of tests across grades nine through 12 and that test an appropriate array of the minimum courses required for admission to the constituent institutions of The University of North Carolina. In addition, the Committee shall examine whether students who take higher level courses and students in 12th grade are held accountable for their academic growth and performance.

(5) The advantages and disadvantages of using a composite of end-of-course tests or other tests such as the SAT, AP tests, or other nationally standardized tests in high school rather than developing a high school exit exam. If the Committee finds a high school exit exam is preferable, then it shall determine whether it must be administered to all students or limited to certain students, for example, those who don't take the SAT or a certain number of courses for which there are end-of-course tests.

(6) The extent to which additional testing, including field testing, practice testing, and locally mandated testing, is occurring and whether this should be limited or prohibited.

(7) Any other issue the Committee considers relevant.

The Committee shall report its findings and any recommendations, including recommended legislation, to the 2002 Regular Session of the 2001 General Assembly.

SECTION 28.17.(j) The State Board of Education shall develop and report to the Joint Legislative Education Oversight Committee on its objectives for the Statewide Testing Program and on the implementation of that Program. The report shall include:

(1) A statement of the relationship between these objectives and the tests currently administered under the Program;

(2) An analysis of whether the current tests appropriately achieve these objectives;

(3) A statement of any actions that may be needed to coordinate the objectives and the tests more effectively; and

(4) Strategies for communicating the objectives of the Program, the tests administered under the Program, and the relationship between these objectives and tests to principals, teachers, parents, and students throughout the State.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

PILOT PROGRAM AUTHORIZING THE USE OF MENTOR FUNDS FOR FULL-TIME MENTORS

SECTION 28.18.(a) The State Board of Education shall establish a pilot program to permit the Charlotte-Mecklenburg School Administrative Unit and the Wake County School Administrative Unit to use funds allocated for mentors for full-time mentors.

Funds allocated for mentors in these units shall be used only for teachers and instructional support personnel assigned to newly certified teachers, second-year teachers who were assigned mentors during the prior school year, or as authorized by Section 28.3 of this act, and entry-level instructional support personnel who have not previously been teachers. These funds shall be used only for:

(1) Salary supplements to teachers and instructional support personnel who are serving as mentors. The amount of the salary supplement shall not be based on the number of teachers or instructional support personnel to whom the mentor is assigned; or

(2) Payments to teachers or instructional support personnel who are employed solely to serve as mentors. An individual employed solely to serve as a mentor shall receive a payment for each individual, up to 15 individuals, to whom the mentor is assigned. The amount of each such payment shall be the same as the amount of the salary supplement for a mentor.

SECTION 28.18.(b) The Charlotte-Mecklenburg Board of Education and the Wake County Board of Education shall report to the State Board of Education on an annual basis on the impact that the mentor program has had on retention of teachers. The State Board shall report on this information to the Joint Legislative Education Oversight Committee.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

STUDY OF PROGRAMS FOR INITIALLY CERTIFIED TEACHERS

SECTION 28.19. The State Board of Education shall study the mentor program and the performance-based licensure program to determine whether these

programs provide adequate support for initially certified teachers and enhance their professional development. In the course of the study, the State Board shall consider:

(1) The effectiveness of the current programs;

(2) The need for modifications to or enhancements of the current programs;

(3) Alternative ways to deliver services to initially certified teachers and to provide them with the resources they need to develop as professionals;

(4) Strategies or alternatives for improving teacher retention rates through the administration of these programs; and

(5) The adequacy of funding for programs for initially certified teachers.

The State Board shall report the results of this study to the Joint Legislative Education Oversight Committee by February 1, 2002.

Requested by: Senators Thomas, Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

PHASE IN ADM REDUCTIONS DUE TO CHARTER SCHOOLS

SECTION 28.20.(a) If a local school administrative unit experiences a loss in projected average daily membership of greater than five percent (5%) due to the opening of a new charter school within the unit, the State Board of Education may use funds from the Reserve for Average Daily Membership Adjustments to assure that the funding loss to the local school administrative unit does not exceed five percent (5%) in the first fiscal year of the charter school's operation.

The State Board of Education shall phase out this special allotment in subsequent fiscal years by decreasing the amount of the special allotment each year by the amount of the prior year's funding loss.

SECTION 28.20.(b) A local school administrative unit that received funds for the 2000-2001 fiscal year pursuant to Section 8.5 of S.L. 2000-67 to reduce the loss of funds due to shifts of enrollment to charter schools shall continue to receive funds for the 2001-2002 fiscal year in the amount of one hundred percent (100%) of the 2000-2001 allotment and for the 2002-2003 fiscal year in the amount of fifty percent (50%) of the 2000-2001 allotment.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

MEDICAID OUTREACH

SECTION 28.21. If a claim for Medicaid outreach reimbursement that was submitted by a local school administrative unit and paid by a federal agency is later found by that agency to be inappropriate, the Department of Public Instruction shall request that the federal agency offset the overpaid amount against the next quarterly reimbursement due to the local school administrative unit. If the federal agency does not allow the offset, the Department of Public Instruction shall request repayment from the local school administrative unit, as provided for in agreements between the Department of Public Instruction and the local school administrative unit or, in the case of a local interagency agreement, agreements among local school administrative units. If the local school administrative unit that received the overpayment fails to repay the overpaid moneys within the time permitted under such agreements, the Department of Public Instruction may withhold the overpaid amount from State funds allocated for the central office of the local school administrative unit.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

FUNDS FOR NONINSTRUCTIONAL SUPPORT PERSONNEL MAY BE USED FOR STAFF DEVELOPMENT

SECTION 28.22. G.S. 115C-105.25(b) reads as rewritten:

"(b) Subject to the following limitations, local boards of education may transfer and may approve transfers of funds between funding allotment categories:

(1) In accordance with a school improvement plan accepted under G.S. 115C-105.27, State funds allocated for teacher assistants may be transferred only for personnel (i) to serve students only in kindergarten through third grade, or (ii) to serve students primarily in kindergarten through third grade when the personnel are assigned to an elementary school to serve the whole school. Funds allocated for teacher assistants may be transferred to reduce class size or to reduce the student-teacher ratio in kindergarten through third grade so long as the affected teacher assistant positions are not filled when the plan is amended or approved by the building-level staff entitled to vote on the plan or the affected teacher assistant positions are not expected to be filled on the date the plan is to be implemented. Any State funds appropriated for teacher assistants that were converted to certificated teachers before July 1, 1995, in accordance with Section 1 of Chapter 986 of the 1991 Session Laws, as rewritten by Chapter 103 of the 1993 Session Laws, may continue to be used for certificated teachers.

(2) In accordance with a school improvement plan accepted under G.S. 115C-105.27, (i) State funds allocated for classroom materials/instructional supplies/equipment may be transferred only for the purchase of textbooks; (ii) State funds allocated for textbooks may be transferred only for the purchase of instructional supplies, instructional equipment, or other classroom materials; and (iii) State funds allocated for noninstructional support personnel may be transferred only for teacher positions.

(2a) Up to three percent (3%) of State funds allocated for noninstructional support personnel may be transferred for staff development.

(3) No funds shall be transferred into the central office allotment category.

(4) Funds allocated for children with special needs, for students with limited English proficiency, and for driver's education shall not be transferred.

(5) Funds allocated for classroom teachers may be transferred only for teachers of exceptional children, for teachers of at-risk students, and for authorized purposes under the textbooks allotment category and the classroom materials/instructional supplies/equipment allotment category.

(6) Funds allocated for vocational education may be transferred only in accordance with any rules that the State Board of Education considers appropriate to ensure compliance with federal regulations.

(7) Funds allocated for career development shall be used in accordance with Section 17.3 of Chapter 324 of the 1995 Session Laws.

(8) Funds allocated for academically or intellectually gifted students may be used only (i) for academically or intellectually gifted students; (ii) to implement the plan developed under G.S. 115C-150.7; or (iii) in accordance with an accepted school improvement plan, for any purpose so long as that school demonstrates it is providing appropriate services to academically or intellectually gifted students assigned to that school in accordance with the local plan developed under G.S. 115C-150.7.

(9) Funds allocated in the Alternative Schools/At-Risk Student allotment shall be spent only for alternative learning programs, at-risk students, and school safety programs."

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

RESA FUNDS SHALL BE USED FOR STAFF DEVELOPMENT

SECTION 28.23.(a) Funds allocated to local school administrative units for Regional Education Service Alliances and not expended prior to July 1, 2001, shall remain available to local school administrative units for the 2001-2002 fiscal year and shall be used only for the Regional Education Service Alliances or for staff development.

SECTION 28.23.(b) This section becomes effective June 30, 2001.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

STUDY TEXTBOOK DISTRIBUTION SYSTEM

SECTION 28.24. The State Board of Education shall contract for an analysis of the best and most efficient method to manage textbook distribution to the local schools. The Board shall prepare a Request for Proposals (RFP) outlining the scope of the analysis required and select a private consultant to perform the analysis. The analysis shall include such issues as timely delivery, total costs to the local school systems in providing textbooks to school buildings, use of currently available technology in the process, pricing practices among the textbook publishing industry, and other issues the Board considers relevant to a comprehensive review of the system.

Prior to award of a contract, the State Board shall present the Request for Proposals to the Joint Legislative Education Oversight Committee for comment. The State Board shall report to the Joint Legislative Education Oversight Committee on the results of the consultant's analysis, including the Board's recommendations for changes in the current system. The Board shall make its final report to the Committee by April 1, 2002.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

ABOLISH THE NORTH CAROLINA STANDARDS BOARD FOR PUBLIC SCHOOL ADMINISTRATION

SECTION 28.25.(a) G.S. 115C-290.2 reads as rewritten:

"**§ 115C-290.2. Definitions.**

The following definitions apply in this Article:

(1) Repealed by Session Laws 1995, c. 116, s. 1.

(2) Exam. – The North Carolina Public School Administrator Exam.

(3) School administrator. – Public school superintendents, deputy superintendents, associate superintendents, assistant superintendents, principals, and assistant principals.

~~(4) Standards Board. – The North Carolina Standards Board for Public School Administration.~~"

SECTION 28.25.(b) G.S. 115C-290.3 is repealed.

SECTION 28.25.(c) G.S. 115C-290.4 is repealed.

SECTION 28.25.(d) G.S. 115C-290.5 reads as rewritten:

"**§ 115C-290.5. Powers and duties of the Board; development of the North Carolina Public School Administrator Exam.**

(a) The ~~Standards Board~~ State Board of Education shall administer this Article. In fulfilling this duty, the ~~Standards~~ Board shall:

(1) In accordance with subsection (c) of this section, develop and implement a North Carolina Public School Administrator ~~Exam, based on the professional standards established by the Standards Board.~~ Exam.

(2) Establish and collect an application fee not to exceed fifty dollars ($50.00). Fees collected under this Article shall be credited to the General Fund as nontax revenue.

(3) Review the educational achievements of an applicant to take the exam to determine whether the achievements meet the requirements set by G.S. 115C-290.7.

~~(4) Notify the State Board of Education of the names and addresses of the persons who passed the exam and are thereby recommended to be certified as public school administrators by the State Board of Education.~~

(5) Maintain accounts and records in accordance with the Executive Budget Act, Article 1 of Chapter 143 of the General Statutes.

(6) Adopt rules in accordance with Chapter 150B of the General Statutes to implement this Article.

~~(7) Submit an annual report by December 1 of each year to the Joint Legislative Education Oversight Committee of its activities during the preceding year, together with any recommendations and findings regarding improvement of the profession of public school administration.~~

~~(b) The Board may adopt a seal and affix it to any documents issued by the Board.~~

~~(c) The Standards Board shall submit its proposed exam to the State Board. The State Board shall adopt or reject the proposal. The State Board shall not make any substantive changes to any exam that it adopts. If the State Board rejects the proposal, it shall state with specificity its reasons for rejection; the Standards Board then may prepare another proposed exam and submit it to the State Board. If the State Board rejects the proposed exam on its second submission, the State Board may develop and adopt an exam by December 1, 1997. The General Assembly urges the State Board to utilize the Standards Board's proposed exam to the maximum extent that it is consistent with the State Board's policies if the State Board develops and adopts an exam. After an exam has been adopted, the Standards Board may submit suggested changes to the State Board for its approval.~~"

SECTION 28.25.(e) G.S. 115C-290.6 reads as rewritten:

"**§ 115C-290.6. Application to the ~~Standards Board.~~State Board of Education.**

An individual who seeks to be recommended by the Standards Board for certification by the State Board of Education, shall file a written application ~~with the Standards Board. The application must be~~ on a form provided by the ~~Standards Board, must~~ State Board of Education. The application shall be accompanied by the required application and exam fees ~~established by the Standards Board, and must~~ and shall include any information required by the ~~Standards~~ Board."

SECTION 28.25.(f) G.S. 115C-290.7 reads as rewritten:

"**§ 115C-290.7. ~~Recommendation by the Standards Board.~~Qualifications for certification.**

~~(a) The Standards Board shall for certification by the State Board an individual who submits a complete application to the Standards Board and satisfies all of the following requirements:~~

~~(1) Pays the application fee established by the Standards Board.~~

~~(2) Repealed by Session Laws 1998-16, s. 1.~~

~~(3) Has~~

(b) To qualify for certification as a school administrator, an individual must:

(1) Submit a complete application to the State Board.

(2) Pay the applicable fee.

(3) Have a ~~bachelors~~ bachelors degree from an accredited college or accredited ~~university and (i) has~~ university.

(4) Either (i) have a graduate degree from a public school administration program that meets the public school administrator program approval standards set by the State Board of Education, or (ii) ~~has~~ have a masters degree from an accredited college or accredited university and ~~has~~ have completed by December 31, 1999, a public school administration program that meets the public school administration approval standards set by the State Board of ~~Education.~~ Education, and

~~(4) Passes~~

(5) Pass the exam adopted by the State Board.

~~(b) The State Board of Education may not certify an individual as a public school administrator unless it has received notice from the Standards Board that the person is recommended by the Standards Board under this Article.~~ The State Board may designate initial certification as a ~~license; advanced~~license. Advanced training may be designated as a certified area of practice."

SECTION 28.25.(g) G.S. 115C-290.8 reads as rewritten:

"**§ 115C-290.8. Exemptions from requirements.**

(a) The requirements of this Article do not apply to a person who, at any time during the five years preceding January 1, 1998, obtained or renewed a State administrator/supervisor certificate.

(b) The State Board may adopt policies governing the requirements for the certification of individuals who hold a certificate issued in any other state that authorizes them to be employed as school administrators in that state. These policies may exempt some or all of these individuals from the requirements of this Article.

(c) A person who is exempt from the requirements of this Article but ~~applies to the Standards Board~~for certification under this Article shall be subject to the Article."

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

GUIDELINES FOR CHARTER SCHOOL ENROLLMENT

SECTION 28.26. G.S. 115C-238.29D(d) reads as rewritten:

"(d) The State Board of Education may grant the initial charter for a period not to exceed five years and may renew the charter upon the request of the chartering entity for subsequent periods not to exceed five years each. A material revision of the provisions of a charter application shall be made only upon the approval of the State Board of Education. ~~Beginning with the charter school's second year of operation and annually thereafter, the State Board shall allow a charter school to increase its enrollment by ten percent (10%) of the school's previous year's enrollment or as is otherwise provided in the charter. This enrollment growth shall not be considered a material revision of the charter application and shall not require the prior approval of the State Board.~~

It shall not be considered a material revision of a charter application and shall not require the prior approval of the State Board for a charter school to increase its enrollment during the charter school's second year of operation and annually thereafter (i) by up to ten percent (10%) of the school's previous year's enrollment or (ii) in accordance with planned growth as authorized in the charter. Other enrollment growth shall be considered a material revision of the charter application, and the State Board may approve such additional enrollment growth of greater than ten percent (10%) only if the State Board finds that:

(1) The actual enrollment of the charter school is within ten percent (10%) of its maximum authorized enrollment;

(2) The charter school has commitments for ninety percent (90%) of the requested maximum growth;

(3) The board of education of the local school administrative unit in which the charter school is located has had an opportunity to be heard by the State Board of Education on any adverse impact the proposed growth would have on the unit's ability to provide a sound basic education to its students;
(4) The charter school is not currently identified as low-performing;
(5) The charter school meets generally accepted standards of fiscal management; and
(6) It is otherwise appropriate to approve the enrollment growth."

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

CHARTER SCHOOL ADVISORY COMMITTEE/CHARTER SCHOOL EVALUATION

SECTION 28.27. The State Board of Education may spend up to fifty thousand dollars ($50,000) a year from State Aid to Local School Administrative Units for the 2001-2002 and 2002-2003 fiscal years to continue support of a charter school advisory committee and to continue to evaluate charter schools.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

TEACHER ACADEMY

SECTION 28.28.(a) G.S. 116-30.01(a) reads as rewritten:

"(a) The North Carolina Teacher Academy Board of Trustees shall establish a statewide network of high quality, integrated, comprehensive, collaborative, and substantial professional development for teachers, which shall be provided through summer programs. This network shall include professional development programs that focus on teaching strategies for teachers assigned to at-risk schools."

SECTION 28.28.(b) The State Board of Education shall specify professional development programs for teachers assigned to smaller classes in kindergarten through fifth grade. The Teacher Academy shall use at least ten percent (10%) of its budget for the 2001-2002 fiscal year to deliver these programs to teachers.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

MODIFY LAW REGARDING CHILDREN WITH DISABILITIES

SECTION 28.29.(a) Part 5 of Article 9 of Chapter 115C of the General Statutes reads as rewritten:

"Part 5. Council on Educational Services for Exceptional Children.

"§ 115C-121. Establishment; organization; powers and duties.

(a) There is hereby established an Advisory Council to the State Board of Education to be called the Council on Educational Services for Exceptional Children.

(b) The Council shall consist of 23 members to be appointed as follows: ~~five~~ four ex officio members; ~~two members~~ one individual with a disability and one representative of a private school appointed by the Governor; ~~two members~~ one member of the Senate and one parent of a child with a disability appointed by the President Pro Tempore; ~~two members~~ one member of the House of Representatives and one parent of a child with a disability appointed by the Speaker of the House; and ~~12~~ 13 members appointed by the State Board of Education. ~~Of those members of the Council appointed by the State Board one member shall be selected from each congressional district within the State, and the members so selected shall be composed of at least one person representing each of the following: handicapped individuals, parents or guardians of children with special needs, teachers of children with special needs, and State and local education officials and administrators of programs for children with special needs.~~ The State Board shall appoint members who represent individuals with disabilities, teachers, local school administrative units, institutions of higher education that prepare special

education and related services personnel, administrators of programs for children with disabilities, charter schools, parents of children with disabilities, and vocational, community, or business organizations concerned with the provision of transition services. The majority of members on the Council shall be individuals with disabilities or parents of children with disabilities. The Council shall designate a chairperson from among its members. The designation of the chairperson is subject to the approval of the State Board of Education. ~~The board shall promulgate rules or regulations~~ The Board shall adopt rules to carry out this subsection.

Ex officio members of the Council shall be the following:

(1) The Secretary of ~~the Department of~~ Health and Human Services or the Secretary's ~~designee;~~designee.

~~(1a)~~(2) ~~A representative of the Department~~ The Secretary of Juvenile Justice and Delinquency ~~Prevention, appointed by the Governor;~~Prevention or the Secretary's designee.

~~(2)~~(3) The Secretary ~~of the Department~~ of Correction or the Secretary's ~~designee;~~designee.

~~(3) A representative from The University of North Carolina Planning Consortium for Children with Special Needs; and~~

(4) The Superintendent of Public Instruction or the Superintendent's designee.

The term of appointment for all members except those appointed by the State Board of Education ~~shall be for~~ is two years. The term for members appointed by the State Board of Education ~~shall be for~~ is four years. No person shall serve more than two consecutive four-year terms. ~~The initial term of office of the person appointed from the 12th Congressional District shall commence on January 3, 1993, and expire on June 30, 1996.~~

Each Council member shall serve without pay, but shall receive travel allowances and per diem in the same amount provided for members of the North Carolina General Assembly.

(c) The Council shall meet in offices provided by the Department of Public Instruction on a date to be agreed upon by the members of the Council from meeting to ~~meeting: Provided, however, that the~~ meeting. The Council shall meet no less than once every three months. The Department of Public Instruction shall provide the necessary secretarial and clerical staff and supplies to accomplish the objectives of the Council.

(d) The ~~duties of the Council shall be to:~~Council shall:

(1) Advise the Board with respect to unmet needs within the State in the education of children with ~~special needs, as defined in this Chapter.~~disabilities.

(2) Comment publicly on ~~rules and regulations~~ rules, policies, and procedures proposed ~~for issuance~~ by the Board regarding ~~special education and related services and the procedures for issuing State and federal funds for special education and related services.~~the education of children with disabilities.

(3) Assist the Board in developing ~~and reporting such data and evaluations as may assist the Commissioner of Education in the performance of his duties under Part B, Education of the Handicapped Act, as amended by Public Law 94-142.~~evaluations and reporting on data to the Secretary of Education under the federal Individuals with Disabilities Education Act (IDEA), as amended.

(4) ~~Comment publicly on State special education plans developed pursuant to Public Law 94-142 and State law.~~Advise the State Board in developing corrective action plans to address findings identified in

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federal monitoring reports required under the federal Individuals with Disabilities Education Act (IDEA) as amended.

(5) Advise the State Board in developing and implementing policies relating to the coordination of services for children with disabilities.

(6) Carry out any other responsibility as designated by federal law or the State Board."

SECTION 28.29.(b) The Joint Legislative Education Oversight Committee, in consultation with the Department of Public Instruction, shall examine the State laws governing special education and related services for children with disabilities to identify and recommend statutory changes needed to bring State law in conformity with recent changes in the federal Individuals with Disabilities Education Act (IDEA). The Committee shall report to the 2002 Regular Session of the 2001 General Assembly on its recommended changes.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

CLOSING THE ACHIEVEMENT GAP

SECTION 28.30.(a) G.S. 115C-105.35 reads as rewritten:

"§ 115C-105.35. Annual performance goals.

The School-Based Management and Accountability Program shall (i) focus on student performance in the basics of reading, mathematics, and communications skills in elementary and middle schools, (ii) focus on student performance in courses required for graduation and on other measures required by the State Board in the high schools, and (iii) hold schools accountable for the educational growth of their students. To those ends, the State Board shall design and implement an accountability system that sets annual performance standards for each school in the State in order to measure the growth in performance of the students in each individual school. For purposes of this Article, beginning school year 2002-2003, the Board shall include a 'closing the achievement gap' component in its measurement of educational growth in student performance for each school."

SECTION 28.30.(b) The State Board of Education shall report its plan to include measurement of "closing the achievement gap" in educational growth in student performance for each school to the Joint Legislative Education Oversight Committee by September 1, 2001.

SECTION 28.30.(c) G.S. 115C-12 is amended by adding a new subdivision to read:

"§ 115C-12. Powers and duties of the Board generally.

The general supervision and administration of the free public school system shall be vested in the State Board of Education. The State Board of Education shall establish policy for the system of free public schools, subject to laws enacted by the General Assembly. The powers and duties of the State Board of Education are defined as follows:

...

(30) Duty to Adopt Model Guidelines and Policies for the Establishment of Local Task Forces on Closing the Academic Achievement Gap. – The State Board shall adopt a Model for local school administrative units to use as a guideline to establish local task forces on closing the academic achievement gap at the discretion of the local board. The purpose of each task force is to advise and work with its local board of education and administration on closing the gap in academic achievement and on developing a collaborative plan for achieving that goal. The State Board shall consider the recommendations of the Commission on Improving the Academic Achievement of Minority and At-Risk

Students to the 2001 Session of the General Assembly in establishing its guidelines."

SECTION 28.30.(d) G.S. 115C-12(27) reads as rewritten:

"**§ 115C-12. Powers and duties of the Board generally.**

The general supervision and administration of the free public school system shall be vested in the State Board of Education. The State Board of Education shall establish policy for the system of free public schools, subject to laws enacted by the General Assembly. The powers and duties of the State Board of Education are defined as follows:

...

(27) Reporting Dropout ~~Rates and Expelled Students.~~Rates, Suspensions, Expulsions, and Alternative Placements. – The State Board shall report annually to the Joint Legislative Education Oversight Committee and the Commission on Improving the Academic Achievement of Minority and At-Risk Students on the numbers of students who have dropped out of school, been suspended, been expelled, or been placed in an alternative program. The data shall be reported in a disaggregated manner and be readily available to the public. The State Board shall not include students that have been expelled from school when calculating the dropout rate. The Board shall maintain a separate record of the number of students who are expelled from school."

SECTION 28.30.(e) Section 15.1(b) of S.L. 1999-395 reads as rewritten:

"(b) Initial appointments to the Commission shall be made before September 15, 1999. The first meeting of the Commission shall be held no later than October 15, 1999. Terms on the Commission are for two years and begin on the convening of the General Assembly in each odd-numbered year. Members may complete a term of service on the Commission even if they do not seek reelection or are not reelected to the General Assembly, but resignation or removal from service in the General Assembly constitutes resignation or removal from service on the Commission."

SECTION 28.30.(f) Section 15.5 of S.L. 1999-395 reads as rewritten:

"Section 15.5. ~~The Commission shall make an interim report of its findings and recommendations to the General Assembly not later than the convening of the 2000 Regular Session of the 1999 General Assembly. The Commission shall submit to the General Assembly a final report of its findings and recommendations of this study not later than the convening of the 2001 General Assembly.~~ The Commission shall make an interim report to the Joint Legislative Education Oversight Committee and to the General Assembly by April 1, 2002. The Commission shall submit a final report of its findings and recommendations to the Joint Legislative Education Oversight Committee and to the General Assembly by January 10, 2003. Upon filing its final report, the Commission shall terminate."

SECTION 28.30.(g) The Commission, as reauthorized under this section, shall, in addition to its other responsibilities, determine the extent to which additional fiscal resources are needed to close the academic achievement gap and keep it closed. The Commission shall report its findings under this subsection to the 2002 Regular Session of the 2001 General Assembly.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

CLARIFY LAW REGARDING MENTORS FOR SECOND-YEAR TEACHERS

SECTION 28.31. State funds appropriated to provide mentors for teachers during their second year of teaching may be used to provide mentors for teachers whose first year of teaching was in a public school in North Carolina, a public school in another state, a private school, or a charter school.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

FUNDS FOR THE TESTING AND IMPLEMENTATION OF THE NEW STUDENT INFORMATION SYSTEM

SECTION 28.32. The State Board of Education may transfer up to one million dollars ($1,000,000) in funds appropriated for the Uniform Education Reporting System for the 2001-2002 fiscal year to the Department of Public Instruction to lease or purchase equipment necessary for the testing and implementation of NC WISE, the new student information system in the public schools.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

EXPENDITURE OF FUNDS TO IMPROVE STUDENT ACCOUNTABILITY

SECTION 28.33.(a) Funds appropriated for the 2001-2002 fiscal year and the 2002-2003 fiscal year for Student Accountability Standards shall be used to assist students in performing at or above grade level in reading and mathematics in grades 3-8 as measured by the State's end-of-grade tests. The State Board of Education shall allocate these funds to local school administrative units based on the number of students who score at Level I or Level II on either reading or mathematics end-of-grade tests in grades 3-8. Funds in this allocation category shall be used to improve the academic performance of (i) students who are performing at Level I or II on either reading or mathematics end-of-grade tests in grades 3-8 and (ii) students who are performing at Level I or II on the writing tests in grades 4 and 7. These funds may also be used to improve the academic performance of students who are performing at Level I or II on the high school end-of-course tests. These funds shall not be transferred to other allocation categories or otherwise used for other purposes. Except as otherwise provided by law, local boards of education may transfer other funds available to them into this allocation category.

The principal of a school receiving these funds, in consultation with the faculty and the site-based management team, shall implement plans for expending these funds to improve the performance of students.

Continuation budget funds previously appropriated for NC Helps and for the middle school pilot project shall be transferred to this allocation category.

Local boards of education are encouraged to use federal funds such as Title I Comprehensive School Reform Development Funds and to examine the use of State funds to ensure that every student is performing at or above grade level in reading and mathematics.

These funds shall be allocated to local school administrative units for the 2001-2002 fiscal year within 30 days of the date this act becomes law.

SECTION 28.33.(b) Funds appropriated for Student Accountability Standards shall not revert at the end of each fiscal year but shall remain available for expenditure until August 31 of the subsequent fiscal year.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

STUDY THE SALARIES OF SCHOOL FOOD SERVICE WORKERS AND CUSTODIANS

SECTION 28.34. The Joint Legislative Education Oversight Committee shall study the salaries of food service workers and custodians employed by the public schools. The Committee shall report its findings to the 2002 Regular Session of the 2001 General Assembly.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

FUNDS TO NONPROFIT SCHOOL AGENCIES

SECTION 28.35. Funds in the amount of two million five hundred thousand dollars ($2,500,000) are appropriated in this act to the State Board of Education to

contract with nonprofit school agencies for services. Prior to entering into such contracts, the State Board of Education shall determine that the contractual services will positively affect student curriculum and achievement. All contracts shall have deliverables with measurable results.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

CHARACTER EDUCATION

SECTION 28.36. The State Board of Education shall use funds appropriated in this act for character education to develop a model character education curriculum for the public schools. The Board may contract with an outside consultant to implement the provisions of this act.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

STUDY OF SALARY DIFFERENTIALS FOR SUPPORT PERSONNEL

SECTION 28.37. The Joint Legislative Education Oversight Committee shall study salary differentials for instructional and noninstructional support personnel. In the course of the study, the Committee shall consider salary differentials based on degrees and other educational credentials, licensure or certification by State agencies, licensure or certification by private entities, and other factors. The Committee shall report its findings and recommendations to the 2002 Regular Session of the 2001 General Assembly.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

FLEXIBILITY TO IMPLEMENT BASE BUDGET REDUCTION

SECTION 28.38. Notwithstanding any other provision of law, the Department of Public Instruction may use salary reserve funds and other funds in the Department's continuation budget to transfer and reclassify positions as necessary to implement the base budget reductions for the 2001-2003 fiscal biennium.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

FUNDS FOR INSTRUCTIONAL SUPPLIES

SECTION 28.39.(a) The funds appropriated in this act for classroom materials/instructional supplies/equipment shall be used to enable classroom teachers to purchase up to two hundred dollars ($200.00) of supplies for their classrooms.

SECTION 28.39.(b) Local school administrative units shall report to the Department of Public Instruction by December 15, 2001, on the implementation of this section by the unit.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

TRANSFER OF THE NC WISEOWL WEB SITE TO THE DEPARTMENT OF CULTURAL RESOURCES

SECTION 28.40.(a) The Department of Public Instruction shall use funds appropriated to continue the subscriptions currently available on the Department's NC WISEOWL web site for the 2001-2002 fiscal year. The Department of Public Instruction shall work collaboratively with the Department of Cultural Resources' NC Live Program to transfer the funds appropriated and the process of accessing the subscriptions through the NC Live web site effective in fiscal year 2002-2003.

SECTION 28.40.(b) Effective July 1, 2002, all operations related to subscriptions to the Department of Public Instruction's web site, NC WISEOWL, are transferred from the Department of Public Instruction to the Department of Cultural Resources, NC Live Program. The purpose of this transfer is to consolidate services to teachers and students.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee, Ballance

BERTIE AND RUTHERFORD COUNTIES MAY ACQUIRE PROPERTY FOR PUBLIC SCHOOLS

SECTION 28.41. G.S. 153A-158.1(e), as amended by S.L. 2001-76, reads as rewritten:

"(e) Scope. – This section applies to Alamance, Alexander, Alleghany, Anson, Ashe, Avery, Bertie, Bladen, Brunswick, Burke, Cabarrus, Caldwell, Camden, Carteret, Catawba, Cherokee, Chowan, Columbus, Craven, Cumberland, Currituck, Dare, Davidson, Davie, Duplin, Durham, Edgecombe, Forsyth, Franklin, Gaston, Gates, Graham, Greene, Guilford, Halifax, Harnett, Haywood, Henderson, Hoke, Hyde, Iredell, Jackson, Johnston, Jones, Lee, Lenoir, Lincoln, Macon, Madison, Martin, McDowell, Mecklenburg, Mitchell, Montgomery, Moore, Nash, New Hanover, Onslow, Orange, Pamlico, Pasquotank, Pender, Perquimans, Person, Pitt, Randolph, Richmond, Robeson, Rockingham, Rowan, Rutherford, Sampson, Scotland, Stanly, Stokes, Surry, Union, Vance, Wake, Watauga, Wayne, Wilkes, and Wilson Counties."

PART XXIX. HIGH PRIORITY SCHOOL ASSISTANCE AND ACCOUNTABILITY

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

IMMEDIATE ASSISTANCE TO THE HIGHEST PRIORITY ELEMENTARY SCHOOLS

SECTION 29.1. Of funds appropriated from the General Fund to State Aid to Local School Administrative Units, the sum of ten million eight hundred seventy-six thousand four hundred thirty-eight dollars ($10,876,438) for the 2001-2002 fiscal year and the sum of twelve million two hundred thirty-seven thousand nine hundred thirteen dollars ($12,237,913) for the 2002-2003 fiscal year shall be used to provide the State's lowest-performing elementary schools with the tools needed to dramatically improve student achievement. These funds shall be used for the 37 elementary schools at which, for the 1999-2000 school year, over eighty percent (80%) of the students qualified for free or reduced-price lunches and no more than fifty-five percent (55%) of the students performed at or above grade level. Of these funds:

(1) The sum of $8,062,603 for the 2001-2002 fiscal year and the sum of $8,062,603 for the 2002-2003 fiscal year shall be used to reduce class size at each of these schools to ensure that no class in kindergarten through third grade has more than 15 students;

(2) The sum of $973,455 for the 2001-2002 fiscal year shall be used to extend teachers' contracts at these schools by five days for staff development, including staff development on methods to individualize instruction in smaller classes, and preparation for the 2001-2002 school year and the sum of $2,334,930 for the 2002-2003 fiscal year shall be used to extend teachers' contracts for a total of 10 days, including five additional days of instruction with related costs for other than teachers salaries, for the 2002-2003 school year; and

(3) The sum of $1,840,380 for the 2001-2002 fiscal year and the sum of $1,840,380 for the 2002-2003 fiscal year shall be used to provide one additional instructional support position at each priority school.

Any teacher assistants displaced from jobs in these highest priority elementary schools shall be given preferential consideration for vacant teacher assistant positions at other schools in the local school administrative unit, provided their job performance has been satisfactory.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

IMMEDIATE ACTIONS TO ADDRESS TEACHER SHORTAGE

SECTION 29.2.(a) Of the funds appropriated from the General Fund to State Aid to Local School Administrative Units, the sum of two million five hundred thousand dollars ($2,500,000) for the 2001-2002 fiscal year and the sum of two million five hundred thousand dollars ($2,500,000) for the 2002-2003 fiscal year shall be used to expand the pool of qualified teachers and to provide recruitment and retention incentives to attract and retain high-quality teachers to low-performing schools and schools with shortages of teachers in certain areas of certification. Of these funds:

(1) The sum of $1,000,000 for the 2001-2002 fiscal year and the sum of $1,000,000 for the 2002-2003 fiscal year shall be used to provide additional scholarship funds for teacher assistants taking courses that are prerequisites for teacher certification programs; and

(2) The sum of $1,500,000 for the 2001-2002 fiscal year and the sum of $1,500,000 for the 2002-2003 fiscal year shall be used to provide annual bonuses of $1,800 to teachers certified in and teaching in the fields of mathematics, science, or special education at middle and high schools with 80% or more of the students eligible for free or reduced lunch or with 50% or more of students performing below grade level in Algebra I and Biology. The bonus shall be paid monthly with matching benefits. Teachers shall remain eligible for the bonuses so long as they continue to teach in one of these disciplines at a school that was eligible for the bonus program when the teacher first received the bonus.

SECTION 29.2.(b) The Joint Legislative Education Oversight Committee shall study the effectiveness of providing benefits to part-time teachers as a means to recruit certified teachers back into the classroom. The Committee shall examine the effectiveness of different methods of providing these benefits. The Committee shall also examine the cost of the recruitment effort, including the cost of incorporating existing part-time teachers into the plan. The Committee shall make a report to the General Assembly by April 1, 2002.

SECTION 29.2.(c) The Joint Legislative Education Oversight Committee shall study the potential effectiveness of increasing the size of the Teaching Fellows Program to improve the supply of qualified teachers for the public schools. In its analysis the Committee shall consider the retention of Teaching Fellows in the teaching profession.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

COMPREHENSIVE ASSISTANCE TO CONTINUALLY LOW-PERFORMING SCHOOLS

SECTION 29.3. Chapter 115C of the General Statutes is amended by adding a new section to read:

"**§ 115C-105.37A. Continually low-performing schools; definition; assistance and intervention; reassignment of students.**

(a) Definition of Continually Low-Performing Schools. – A continually low-performing school is a school that has received State-mandated assistance and has been designated by the State Board as low performing for at least two of three consecutive years. If the State Board identifies a school as continually low performing, the school improvement team at that school shall review its school improvement plan to ensure consistency with the plan adopted pursuant to G.S. 115C- 105.38(3).

(b) Assistance to Schools That Are Low Performing for Two Years. – If a school that has received State-mandated assistance is designated by the State Board as low performing for two consecutive years or for two of three consecutive years, the State

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Board shall provide a series of progressive assistance and intervention strategies to that school. These strategies shall be designed to improve student achievement and to maintain student achievement at appropriate levels and may include, to the extent that funds are available for this purpose, assistance such as reductions in class size, extension of teacher and assistant principal contracts, extension of the instructional year, and grant-based assistance.

(c) Intervention in Schools That Are Low Performing for Three or More Years. – The State Board of Education shall develop and implement a series of actions for providing assistance and intervention to schools that have previously received State-mandated assistance and have been designated by the State Board as low performing for three or more consecutive years or for at least three out of four years. These actions shall be the least intrusive actions that are consistent with the need to improve student achievement at each such school and shall be adapted to the unique characteristics of each such school and the effectiveness of other actions developed or implemented to improve student achievement at each such school."

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

ADDITIONS TO THE LOCAL SUPERINTENDENT'S PLAN TO IMPROVE A LOW-PERFORMING SCHOOL

SECTION 29.4. G.S. 115C-105.37(a1) reads as rewritten:

"(a1) By July 10 of each year, each local school administrative unit shall do a preliminary analysis of test results to determine which of its schools the State Board may identify as low-performing under this section. The superintendent then shall proceed under G.S. 115C-105.39. In addition, within 30 days of the initial identification of a school as low-performing by the local school administrative unit or the State Board, whichever occurs first, the superintendent shall submit to the local board a preliminary plan for addressing the needs of that ~~school.~~ school, including how the superintendent and other central office administrators will work with the school and monitor the school's progress. Within 30 days of its receipt of this plan, the local board shall vote to approve, modify, or reject this plan. Before the board makes this vote, it shall make the plan available to the public, including the personnel assigned to that school and the parents and guardians of the students who are assigned to the school, and shall allow for written comments. The board shall submit the plan to the State Board within five days of the board's vote. The State Board shall review the plan expeditiously and, if appropriate, may offer recommendations to modify the plan. The local board shall consider any recommendations made by the State Board."

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

APPROPRIATIONS FOR CONTINUALLY LOW-PERFORMING SCHOOLS

SECTION 29.5. Of funds appropriated from the General Fund to State Aid to Local School Administrative Units, the sum of one million eight hundred seven thousand two hundred fifty-six dollars ($1,807,256) for the 2001-2002 fiscal year and the sum of one million nine hundred eighty-six thousand six hundred ninety-one dollars ($1,986,691) for the 2002-2003 fiscal year shall be used to provide the State's chronically low-performing schools with tools needed to dramatically improve student achievement. These funds shall be used to implement any of the following strategies at the schools that have not previously been implemented with State or other funds:

(1) The sum of $471,366 for the 2001-2002 fiscal year and the sum of $471,366 for the 2002-2003 fiscal year shall be used to reduce class size at a continually low-performing school to ensure that the number of teachers allotted for students in grades four and five is one for every 17 students; and

(2) The sum of $1,207,595 for the 2001-2002 fiscal year and the sum of $1,207,595 for the 2002-2003 fiscal year shall be used to reduce class size at a continually low-performing school to ensure that the number of teachers allotted in grades six through eight is one for every 17 students, and that the number of teachers allotted in grades nine through twelve is one for every 20 students; and

(3a) The sum of $128,295 for fiscal year 2001-2002 shall be used to extend teachers' contracts at these schools by five days for staff development, including methods to individualize instruction in smaller classes and preparation for the 2001-2002 school year. Of these funds, the sum of $10,175 shall be used for the extension of contracts of the additional teachers in grades four and five provided in subdivision (1) of this section and the sum of $118,120 shall be used for the extension of all teachers' contracts at continually low-performing middle and high schools for the 2001-2002 school year; and

(3b) The sum of $307,730 for fiscal year 2002-2003 shall be used to extend teachers' contracts for a total of 10 days, including five days of additional instruction with related costs for other than teachers' salaries for the 2002-2003 school year. Of these funds, the sum of $24,405 shall be used for the extension of contracts of the additional teachers in grades four and five provided in subdivision (1) of this section and the sum of $283,325 shall be used for the extension of all teachers' contracts at continually low-performing middle and high schools for the 2002-2003 school year.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

EVALUATION OF INITIATIVES TO ASSIST HIGH-PRIORITY SCHOOLS

SECTION 29.6.(a) In order for the high-priority schools identified in Section 29.1 of this act to remain eligible for the additional resources provided in this section, the schools must meet the expected growth for each year and must achieve high growth for at least two out of three years, based on the State Board of Education's annual performance standards set for each school. No adjustment in the allotment of resources based on performance shall be made until the 2004-2005 school year.

SECTION 29.6.(b) All teaching positions allotted for students in high-priority schools and continually low-performing schools in those grades targeted for smaller class sizes shall be assigned to and teach in those grades and in those schools. In grades K-3 in high-priority schools and in grades K-5 in continually low-performing schools the maximum class size shall be no more than two students above the allotment ratio in that grade. The Department of Public Instruction shall monitor class sizes at these schools at the end of the first month of school and report to the State Board of Education on the actual class sizes in these schools.

SECTION 29.6.(c) Of funds appropriated from the General Fund to State Aid to Local School Administrative Units, the sum of five hundred thousand dollars ($500,000) for fiscal year 2001-2002 and the sum of five hundred thousand dollars ($500,000) for fiscal year 2002-2003 shall be used by the State Board of Education to contract with an outside organization to evaluate the initiatives set forth in this act.

The evaluation shall include:

(1) An assessment of the overall impact these initiatives have had on student achievement;

(2) An assessment of the effectiveness of each individual initiative set forth in this act in improving student achievement;

(3) An identification of changes in staffing patterns, instructional methods, staff development, and parental involvement as a result of these initiatives;

(4) An accounting of how funds and personnel resources made available for these schools were utilized, and the impact of varying patterns of utilization on changes in student achievement; and

(5) Recommendations for the continuance and improvement of these initiatives.

The State Board of Education shall make an initial report to the Joint Legislative Education Oversight Committee regarding the results of this evaluation by December 1, 2002, and annually thereafter. The State Board of Education shall submit its recommendations for changes to these initiatives to the Committee at any time.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

ALLOCATION OF FEDERAL FUNDS FOR PRIORITY SCHOOLS

SECTION 29.7. The State Board of Education shall make every effort to coordinate the use of State and federal funds to avoid duplication or overlap of services, and to ensure that the benefits of smaller class sizes accrue to as many at-risk students as possible.

PART XXX. COMMUNITY COLLEGES

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

COMMUNITY COLLEGE FUNDING FLEXIBILITY

SECTION 30.1. A local community college may use all State funds allocated to it, except for Literacy Funds and Funds for New and Expanding Industries, for any authorized purpose that is consistent with the college's Institutional Effectiveness Plan. Each local community college shall include in its Institutional Effectiveness Plan a section on how funding flexibility allows the college to meet the demands of the local community and to maintain a presence in all previously funded categorical programs.

No more than two percent (2%) systemwide shall be transferred from faculty salaries without the approval of the State Board of Community Colleges. The State Board shall report on any such transfers above two percent (2%) systemwide to the Joint Legislative Commission on Governmental Operations at its next meeting.

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

PERMIT TRANSFERS OF FUNDS TO THE NEW AND EXPANDING INDUSTRY TRAINING PROGRAM

SECTION 30.2. Notwithstanding G.S. 143-16.3, G.S. 143-23, or any other provision of law, the Director of the Budget may, after consultation with the Joint Legislative Commission on Governmental Operations, transfer funds from any agency or program funded from the General Fund to the New and Expanding Industry Training Program to supplement the needs of this Program during the 2001-2003 biennium.

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

REORGANIZATION OF THE HUMAN RESOURCES DEVELOPMENT PROGRAM

SECTION 30.3.(a) The State Board of Community Colleges shall establish a committee to develop and recommend to the Board a core series of employability skills training classes that should be coded in the Continuing Education Master Course List as Human Resources Development.

SECTION 30.3.(b) The State Board of Community Colleges may waive tuition and fees for enrollment in classes coded in the Common Course Catalogue as Human Resources Development if the individual enrolling:

(1) Is unemployed;
(2) Has received notification of a pending layoff;
(3) Is working and is eligible for the Federal Earned Income Tax Credit (FEITC); or
(4) Is working and earning wages at or below two hundred percent (200%) of the federal poverty guidelines.

Individuals for whom tuition and fees are waived must sign a form adopted by the State Board of Community Colleges verifying that they meet one of these criteria.

SECTION 30.3.(c) The State Board of Community Colleges shall study the feasibility of integrating the delivery of human resource development services into the framework of the JobLink Career Centers. The Board shall report its recommendations to the Joint Legislative Education Oversight Committee by May 1, 2002.

SECTION 30.3.(d) The State Board of Community Colleges shall report to the Joint Legislative Education Oversight Committee on its reorganization of the Human Resources Development Program by January 1, 2003.

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

MANAGEMENT INFORMATION SYSTEM FUNDS

SECTION 30.4. Funds appropriated for the Community Colleges System Office Management Information System shall not revert at the end of the 2001-2002 and 2002-2003 fiscal years but shall remain available until expended.

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

EMPLOYMENT SECURITY COMMISSION FUNDS

SECTION 30.5. There is appropriated from the Employment Security Commission Training and Employment Account created in G.S. 96-6.1 to the North Carolina Community Colleges System Office the sum of twenty-six million five hundred thirty thousand seven hundred twenty-five dollars ($26,530,725) for the 2001-2002 fiscal year. These funds shall be used as follows:

	2001-2002
1. Equipment Funds	$18,030,725
2. New and Expanding Industry Training Programs	7,000,000
3. Focused Industrial Training Programs	1,500,000
TOTAL	$26,530,725

Funds allocated for equipment, New and Expanding Industry Training Programs, and Focused Industrial Training Programs shall be nonreverting.

Funds allocated for equipment shall be placed in the Equipment Reserve Fund and shall be allocated in accordance with the State Board's equipment allocation formula.

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

MODIFY TERM OF COMMUNITY COLLEGE FACULTY CONTRACTS

SECTION 30.6. The General Assembly finds that standardization of the term of contracts with community college faculty members will provide the General Assembly with the data necessary to make informed decisions regarding faculty salaries and funding for the summer term. Therefore, the State Board of Community Colleges

shall require community colleges to convert all faculty contracts to nine-month contracts covering the fall and spring semesters. Faculty members currently employed for more than nine months shall be placed on supplemental contracts for the summer term. These modifications in faculty contracts shall not change the salary of any faculty member.

All faculty members employed after the date this act becomes law shall be placed on nine-month contracts with supplemental contracts for the summer term.

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

REALIGNMENT OF ACCOUNTS FOR INSTITUTIONAL AND ADMINISTRATIVE SUPPORT

SECTION 30.7. In prior fiscal years, funds for Institutional and Administrative Support in the following have been appropriated in four separate accounts. Since these funds are allotted to community colleges on a formula basis, this level of detail is unnecessary. Therefore, beginning with the 2001-2002 fiscal year, State aid accounts 536938 through 536941 shall be consolidated into a single State aid account for Institutional and Academic Support to match actual practice.

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

STUDY OF DISCREPANCIES IN FACULTY SALARIES

SECTION 30.8. The Joint Legislative Education Oversight Committee shall study discrepancies in community college faculty salaries. In the course of the study, the Committee shall examine faculty salaries at various colleges to determine why salaries at some colleges are above the State average while others are well below it.

The Committee shall report its findings to the 2002 Regular Session of the 2001 General Assembly.

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

STATE BOARD RESERVE ALLOCATIONS

SECTION 30.9. The State Board of Community Colleges shall use funds from the State Board Reserve in the amount of one hundred thousand dollars ($100,000) for each fiscal year to assist small rural low-wealth community colleges with operation and maintenance of plant costs if they need to assist new or expanding industries in their service delivery areas.

Requested by: Senators Dalton, Metcalf, Martin of Pitt, Plyler, Odom, Lee

CONSOLIDATE AND COORDINATE WORKFORCE DEVELOPMENT PROGRAMS

SECTION 30.10.(a) The Bureau of Training Initiatives funded by the Worker Training Trust Fund is transferred from the North Carolina Department of Labor to the North Carolina Community Colleges System, as if by a Type I transfer as defined in G.S. 143A-6, with all the elements of such a transfer. The Bureau of Training Initiatives is designed to provide training services and develop new training innovations similar to the North Carolina Community Colleges System's Workforce Development programs. Consolidating these efforts at North Carolina Community Colleges System will result in greater efficiencies and coordination.

No changes in the organizational structure of the programs transferred under this subsection, other than those provided by this subsection, shall take place prior to October 1, 2001. The State Board of Community Colleges shall present a plan for such changes to the Joint Legislative Education Oversight Committee no less than 30 days before they are proposed to become effective.

SECTION 30.10.(b) The Apprenticeship program currently housed within the North Carolina Department of Labor is transferred to the North Carolina

Community Colleges System, as if by a Type I transfer as defined in G.S. 143A-6, with all the elements of such a transfer. Joint delivery of Apprenticeship and Community College workforce training programs will ensure coordination of program delivery and appropriate classroom training supporting the needs of the client and the employer. The community colleges already provide the majority of classroom training for Apprenticeship.

If the transfer made by this subsection is subject to approval by the United States Department of Labor, the effective date of this subsection is the date of such approval.

No changes in the organizational structure of the programs transferred under this subsection, other than those provided by this subsection, shall take place prior to October 1, 2001. The State Board of Community Colleges shall present a plan for such changes to the Joint Legislative Education Oversight Committee no less than 30 days before they are proposed to become effective.

SECTION 30.10.(c) Effective July 1, 2001, there is established within the Department of Commerce an Assistant Secretary for Employment Services and Workforce Development which shall be supported by appropriate receipt funds from the North Carolina Commission on Workforce Development and the Employment Security Commission.

SECTION 30.10.(d) Except as provided in subsection (b) of this section, notwithstanding Chapter 96 of the General Statutes, effective July 1, 2001, all divisions, sections, offices, and activities of the Employment Security Commission are transferred into the Department of Commerce. The transfer is a Type I transfer, with all the elements provided by G.S. 143A-6(a). The administration of the Unemployment Insurance Program, the Job Service Program, the Labor Market Information Program and any other administrative functions of the Employment Security Commission are transferred to the Assistant Secretary for Employment Services and Workforce Development.

SECTION 30.10.(e) The Employment Security Commission will continue as the body responsible for adjudicating claims in the State's Unemployment Insurance Program and will be housed administratively under the Department of Commerce.

SECTION 30.10.(f) G.S. 96-3 reads as rewritten:

"**§ 96-3. Employment Security Commission.**

(a) Organization. – There is hereby created a commission to be known as the Employment Security Commission of North Carolina. The Commission shall consist of seven members to be appointed by the Governor on or before July 1, 1941. The Governor shall have the power to designate the member of said Commission who shall act as the chairman thereof. ~~The chairman of the Commission shall not engage in any other business, vocation or employment.~~ Three members of the Commission shall be appointed by the Governor to serve for a term of two years. Three members shall be appointed to serve for a term of four years, and upon the expiration of the respective terms, the successors of said members shall be appointed for a term of four years each, thereafter, and the member of said Commission designated by the Governor as chairman shall serve at the pleasure of the Governor. Any member appointed to fill a vacancy occurring in any of the appointments made by the Governor prior to the expiration of the term for which his predecessor was appointed shall be appointed for the remainder of such term. The Governor may at any time after notice and hearing, remove any Commissioner for gross inefficiency, neglect of duty, malfeasance, misfeasance, or nonfeasance in office.

~~(b) Divisions. – The Commission shall establish two coordinate divisions: the North Carolina State Employment Service Division, created pursuant to G.S. 96-20, and the Unemployment Insurance Division. Each division shall be responsible for the discharge of its distinctive functions. Each division shall be a separate administrative~~

~~unit with respect to personnel and duties, except insofar as the Commission may find that such separation is impracticable. Notwithstanding any other provision of this Chapter, administrative organization of the agency shall be in accordance with that which the Commission finds most desirable in order to perform the duties and functions of the agency.~~

(c) Salaries. – The chairman ~~of the Employment Security Commission of North Carolina, appointed by the Governor, shall be paid from the Employment Security Administration Fund a salary payable on a monthly basis, which salary shall be fixed by the General Assembly in the Current Operations Appropriations Act;~~ and the members of the ~~Commission, other than the chairman,~~ Commission shall each receive the same amount per diem for their services as is provided for the members of other State boards, commissions, and committees who receive compensation for their services as such, including necessary time spent in traveling to and from his place of residence within the State to the place of meeting while engaged in the discharge of the duties of his office and his actual traveling expenses, the same to be paid from the aforesaid ~~fund~~ fund, except, if the chairman is an employee or officer of the Department of Commerce, no per diem shall be paid to the chairman.

(d) Quorum. – The chairman or his designee and three members of the Commission shall constitute a quorum.

(e) Chairman as Assistant Secretary. – The Chairman of the Employment Security Commission on May 15, 2001, shall serve as the Assistant Secretary for Employment Services and Workforce Development in the Department of Commerce during that person's continuance in office as chairman."

SECTION 30.10.(g) The divisions, sections, offices, and activities of the Employment Security Commission, other than adjudication of claims in the State's Unemployment Insurance Program, will be organized under and report to the Assistant Secretary for Employment Services and Workforce Development. Also, the Division of Employment and Training and the Commission on Workforce Development, currently in the Department of Commerce, will be organized under and report to the Assistant Secretary for Employment Services and Workforce Development. This transfer of the Employment Security Commission and the organization of workforce development programs within the Department of Commerce shall result in joint planning, coordination, and efficiencies of program administration and the delivery of services of the Employment Security Commission and the program administration and delivery of services of the Division of Employment and Training. Additionally, this organizational structure will result in close coordination with the State's economic development programs and initiatives and the activities, policies, and planning of the State Economic Development Board, fully implement the federally mandated delivery of workforce development services through the State's One-Stop (JobLink) Career Center Delivery System and coordinate workforce development services and training for the State's dislocated workers.

No changes in the organizational structure of the programs transferred under this section, other than those provided by this section, shall take place prior to October 1, 2001. The Secretary of Commerce shall present a plan for such changes to the Joint Legislative Commission on Governmental Operations no less than 30 days before they are proposed to become effective.

SECTION 30.10.(h) The Secretary of the Department of Commerce shall report to the Joint Legislative Commission on Governmental Operations by April 1, 2002, on the organizational structure of workforce development programs within the Department of Commerce and provide recommendations on General Statutes changes or modifications to streamline workforce development program administration, including consideration of consolidation of the duties and responsibilities of the board membership of the Employment Security Commission and the Commission on

Workforce Development, and the delivery of services leading to efficiencies and savings.

SECTION 30.10.(i). North Carolina Department of Health and Human Services. – Effective July 1, 2001, the Divisions of Services for the Blind, Social Services, Deaf and Hard of Hearing, Child Development, Vocational Rehabilitation and any other divisions within the department that participate in job training or workforce development activities are directed to plan and budget funds, staff, and services to support and participate in the One-Stop (JobLink) Career Center Delivery System as directed by the federal Workforce Investment Act and Executive Order #90. Additionally, the Division of Social Services shall utilize existing funding streams to support education and job training, and enter into a memorandum of agreement with the North Carolina Community Colleges System to support these activities.

SECTION 30.10.(j) North Carolina Department of Administration: Native Americans' Program. – Effective July 1, 2001, the delivery of federal and State-funded workforce development services administered by the Commission on Indian Affairs shall be delivered through appropriate local JobLink Career Centers for coordination and access to other workforce development programs and services and shall be included in the Commission on Workforce Development's 2002-2004 Strategic Plan for workforce development services. Additionally, the North Carolina State Commission of Indian Affairs shall utilize existing funding streams to support education and job training and enter into a memorandum of agreement with the North Carolina Community Colleges System to support these activities.

SECTION 30.10.(k) Positions, office equipment, computer equipment, and data in the Office of State Budget and Management necessary for the evaluation of the common follow-up system are transferred to the Department of Commerce effective July 1, 2001.

SECTION 30.10.(l) G.S. 96-32 reads as rewritten:

"§ 96-32. Common follow-up information management system created.

(a) The ~~Employment Security Commission of North Carolina~~ Department of Commerce shall develop, implement, and maintain a common follow-up information management system for tracking the employment status of current and former participants in State job training, education, and placement programs. The system shall provide for the automated collection, organization, dissemination, and analysis of data obtained from State-funded programs that provide job training and education and job placement services to program participants. In developing the system, the ~~ESC~~ Department shall ensure that data and information collected from State agencies is confidential, not open for general public inspection, and maintained and disseminated in a manner that protects the identity of individual persons from general public disclosure.

(b) The ~~ESC in consultation with the Office of State Budget, Planning, and Management~~ Department of Commerce shall adopt procedures and guidelines for the development and implementation of the CFS authorized under this section.

(c) Based on data collected under the CFS, the ~~Office of State Budget, Planning, and Management~~ Department of Commerce shall evaluate the effectiveness of job training, education, and placement programs to determine if specific program goals and objectives are attained, to determine placement and completion rates for each program, and to make recommendations regarding the continuation of State funding for programs evaluated. ~~The ESC shall provide to the Office of State Budget, Planning, and Management data collected under the CFS in a manner and with the frequency necessary for the Office of State Budget, Planning, and Management to conduct the evaluation required under this subsection. The ESC shall consult with the Office of State Budget, Planning, and Management to determine the most efficient and effective method for providing to the Office of State Budget, Planning, and Management data collected under the CFS. The Office of State Budget, Planning, and Management shall~~

~~maintain the same levels of confidentiality with respect to CFS data received from the ESC as is required of the ESC under this Article.~~"

SECTION 30.10.(m) G.S. 96-35 reads as rewritten:

"§ 96-35. Reports on common follow-up system activities.

(a) The ~~Employment Security Commission of North Carolina~~ Department of Commerce shall present annually by May 1 to the General Assembly and to the Governor a report of CFS activities for the preceding calendar year. The report shall include information on and evaluation of job training, education, and placement programs for which data was reported by State and local agencies subject to this Article. Evaluation of the programs shall be on the basis of fiscal year data.

(b) The ~~Office of State Budget, Planning, and Management~~ Department of Commerce shall report to the Governor and to the General Assembly upon the convening of each biennial session, its evaluation of and recommendations regarding job training, education, and placement programs for which data was provided to the CFS."

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

TRANSFER OF CASH BALANCES

SECTION 30.11. The remaining cash balance on June 30, 2001, and any interest credited to the account in the 2001-2002 fiscal year in the North Carolina Community Colleges System Budget Code 66800, Fund Code 6101 DCC Scholarships, shall be transferred to Budget Code 66800, Fund Code 6102 CCS Financial Assistance to support Need Based Financial Aid programs.

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee, Metcalf, Carter

ASHEVILLE-BUNCOMBE TECHNICAL COMMUNITY COLLEGE FUNDS DO NOT REVERT

SECTION 30.12.(a) Funds appropriated to Asheville-Buncombe Technical Community College in S.L. 1999-237 for its Small Business Center shall not revert at the end of the 2000-2001 fiscal year, but shall remain available for expenditure in the 2001-2002 fiscal year. These funds may be used for the capital facilities and operating expenses of the Small Business Center.

SECTION 30.12.(b) This section becomes effective June 30, 2001.

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

MAINTENANCE OF PLANT OPERATIONS

SECTION 30.13. G.S. 115D-31.2 reads as rewritten:

"§ 115D-31.2. Maintenance of plant.

(a) Notwithstanding any provisions of law to the contrary, any community college that has an out-of-county student head count served on the main campus of the college in excess of fifty percent (50%) of the total student head count as defined by the State Board of Community Colleges, shall be provided funds for the purpose of "operations of plant". ~~These funds shall not exceed eighty-five percent (85%) of the funds allocated to these colleges during the 1990-91 fiscal year for this purpose.~~ Each college that qualifies for these funds shall receive a pro rata amount of the funds that are appropriated for this purpose.

(b) This section does not apply to a college that has a contract with all of the counties in its service area setting out the division of maintenance of plant funds."

Requested by: Senator Purcell

TRANSFER OF FUNDS TO THE SAVINGS RESERVE ACCOUNT

SECTION 30.14. Funds in the amount of two hundred fifty thousand dollars ($250,000) that are appropriated in Section 2.1 of this act to the Community Colleges

System Office for collaborative educational programs at Richmond Community College are hereby transferred to the Savings Reserve Account.

PART XXXI. UNIVERSITIES

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

AID TO PRIVATE COLLEGES

SECTION 31.1.(a) Part 2 of Article 1 of Chapter 116 of the General Statutes is amended by adding the following new sections to read:

"§ 116-21.1. Financial aid for North Carolina students attending private institutions of higher education in North Carolina.

(a) Funds shall be appropriated each fiscal year in the Current Operations Appropriations Act to the Board of Governors of The University of North Carolina for aid to institutions and shall be disbursed in accordance with the provisions of G.S. 116-19, 116-21, and 116-22.

(b) The funds appropriated in compliance with this section shall be placed in a separate, identifiable account in each eligible institution's budget or chart of accounts. All funds in the account shall be provided as scholarship funds for needy North Carolina students during the fiscal year. Each student awarded a scholarship from this account shall be notified of the source of the funds and of the amount of the award. Funds not utilized under G.S. 116-19 shall be available for the tuition grant program as defined in G.S. 116-21.2.

"§ 116-21.2. Legislative tuition grants to aid students attending private institutions of higher education.

(a) In addition to any funds appropriated pursuant to G.S. 116-19 and in addition to all other financial assistance made available to institutions, or to students attending these institutions, there is granted to each full-time North Carolina undergraduate student attending an approved institution as defined in G.S. 116-22, a sum, to be determined by the General Assembly for each academic year which shall be distributed to the student as provided by this subsection.

(b) The tuition grants provided for in this section shall be administered by the State Education Assistance Authority pursuant to rules adopted by the State Education Assistance Authority not inconsistent with this section. The State Education Assistance Authority shall not approve any grant until it receives proper certification from an approved institution that the student applying for the grant is an eligible student. Upon receipt of the certification, the State Education Assistance Authority shall remit at the times as it prescribes the grant to the approved institution on behalf, and to the credit, of the student.

(c) In the event a student on whose behalf a grant has been paid is not enrolled and carrying a minimum academic load as of the tenth classroom day following the beginning of the school term for which the grant was paid, the institution shall refund the full amount of the grant to the State Education Assistance Authority. Each approved institution shall be subject to examination by the State Auditor for the purpose of determining whether the institution has properly certified eligibility and enrollment of students and credited grants paid on behalf of the students.

(d) In the event there are not sufficient funds to provide each eligible student with a full grant:

(1) The Board of Governors of The University of North Carolina, with the approval of the Office of State Budget and Management, may transfer available funds to meet the needs of the programs provided by subsections (a) and (b) of this section; and

(2) Each eligible student shall receive a pro rata share of funds then available for the remainder of the academic year within the fiscal period covered by the current appropriation.

(e) Any remaining funds shall revert to the General Fund.

(f) Expenditures made pursuant to this section may be used only for secular educational purposes at institutions. Expenditures made pursuant to this section shall not be used for any student who:

(1) Is incarcerated in a State or federal correctional facility for committing a Class A, B, B1, or B2 felony; or

(2) Is incarcerated in a State or federal correctional facility for committing a Class C through I felony and is not eligible for parole or release within 10 years.

(g) The State Education Assistance Authority shall document the number of full-time equivalent North Carolina undergraduate students that are enrolled in off-campus programs and the State funds collected by each institution pursuant to G.S. 116-19 for those students. The State Education Assistance Authority shall also document the number of scholarships and the amount of the scholarships that are awarded under G.S. 116-19 to students enrolled in off-campus programs. An 'off-campus program' is any program offered for degree credit away from the institution's main permanent campus.

(h) The State Education Assistance Authority shall include in its annual report to the Joint Legislative Education Oversight Committee the information it has compiled and its findings regarding this program.

"§ 116-21.3. Legislative tuition grant limitations.

(a) No legislative tuition grant funds shall be expended for a program at an off-campus site of a private institution, as defined in G.S. 116-22(1), established after May 15, 1987, unless (i) the private institution offering the program has previously notified and secured agreement from other private institutions operating degree programs in the county in which the off-campus program is located or operating in the counties adjacent to that county or (ii) the degree program is neither available nor planned in the county with the off-campus site or in the counties adjacent to that county.

(b) For purposes of this section, an 'off-campus program' is any program offered for degree credit away from the institution's main permanent campus.

(c) Any member of the armed services, as defined in G.S. 116-143.3(a), abiding in this State incident to active military duty, who does not qualify as a resident for tuition purposes, as defined under G.S. 116-143.1, is eligible for a legislative tuition grant pursuant to this section if the member is enrolled as a full-time student. The member's legislative tuition grant shall not exceed the cost of tuition less any tuition assistance paid by the member's employer."

SECTION 31.1.(b) Funds are appropriated in this act to the Board of Governors of The University of North Carolina to be allocated and disbursed as provided by G.S. 116-19, 116-21, 116-21.1, and 116-22. These funds shall provide up to one thousand one hundred dollars ($1,100) per full-time equivalent North Carolina undergraduate student enrolled at an institution as of October 1, 2001, for the 2001-2002 fiscal year and up to one thousand one hundred dollars ($1,100) per full-time equivalent North Carolina undergraduate student enrolled at an institution as of October 1, 2002, for the 2002-2003 fiscal year.

SECTION 31.1.(c) Funds appropriated in this act to the Board of Governors of The University of North Carolina shall be allocated and disbursed for legislative tuition grants in compliance with G.S. 116-21.2. The funds shall be allocated as follows: to each full-time North Carolina undergraduate student a sum, not to exceed one thousand eight hundred dollars ($1,800) for the 2001-2002 academic year and one thousand eight hundred dollars ($1,800) for the 2002-2003 academic year.

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

ACADEMIC COMMON MARKET PILOT PROGRAM

SECTION 31.2.(a) The Southern Regional Education Board currently operates an Academic Common Market program. Under this program, qualified students from participating states may apply to attend programs at public universities in participating states that are not available in their home state's university system. North Carolina's participation for graduate programs would provide a cost-effective means of offering educational access for North Carolina residents. North Carolinians would be able to attend graduate programs that are not available at The University of North Carolina at reduced rates, and the State would avoid the cost associated with the development of new academic programs.

SECTION 31.2.(b) The Board of Governors of The University of North Carolina may establish a pilot program for participation in the Southern Regional Education Board's Academic Common Market at the graduate program level. The Board of Governors shall examine the graduate programs offered in The University of North Carolina system and select for participation only those graduate programs that are likely to be unique or are not commonly available in other Southern Regional Education Board states. Out-of-state tuition shall be waived for students who are residents of other Southern Regional Education Board states and who are participating in the Academic Common Market program. If accepted into The University of North Carolina graduate programs that are part of the Academic Common Market, these students shall pay in-State tuition and shall be treated for all purposes of The University of North Carolina as residents of North Carolina. Prior to the beginning of this pilot, the Board of Governors shall submit its list of graduate programs selected to be a part of the pilot program to the Joint Legislative Education Oversight Committee.

SECTION 31.2.(c) The pilot programs established under this section shall terminate July 1, 2005. However, once a student is enrolled in The University of North Carolina system under the Academic Common Market program, the student shall be entitled to pay in-State tuition as long as the student is enrolled in that graduate program. The Board of Governors shall report the success of the Academic Common Market program to the Joint Legislative Education Oversight Committee by December 31, 2003, and by January 31, 2005, and the Committee may recommend changes, if any are appropriate, to the pilot program at either of those times.

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

AID TO PRIVATE MEDICAL SCHOOLS/FUNDING FORMULA

SECTION 31.3. Part 1 of Article 1 of Chapter 116 of the General Statutes is amended by adding a new section to read:

"§ 116-21.3. Private medical schools–assistance funding formula.

(a) Funds shall be appropriated each year in the Current Operations Appropriations Act to the Board of Governors of The University of North Carolina for continuation of financial assistance to the medical schools of Duke University and Wake Forest University. The funds shall be disbursed on certifications of the respective schools of medicine that show the number of North Carolina residents as first-year, second-year, third-year, and fourth-year students in the medical school as of the appropriate fiscal year.

(b) Disbursement to Wake Forest University shall be made in the amount of eight thousand dollars ($8,000) for each medical student who is a North Carolina resident, one thousand dollars ($1,000) of which shall be placed by the school in a fund to be used to provide financial aid to needy North Carolina students who are enrolled in the medical school. The maximum aid given to any student from this fund in a given year shall not exceed the amount of the difference in tuition and academic fees charged by

the school and those charged at the School of Medicine at the University of North Carolina at Chapel Hill.

(c) Disbursement to Duke University shall be made in the amount of five thousand dollars ($5,000) for each medical student who is a North Carolina resident, five hundred dollars ($500.00) of which shall be placed by the school in a fund to be used to provide student financial aid to financially needy North Carolina students who are enrolled in the medical school. No individual student may be awarded assistance from this fund in excess of two thousand dollars ($2,000) each year. In addition to this basic disbursement for each year of the biennium, a disbursement of one thousand dollars ($1,000) shall be made for each medical student who is a North Carolina resident in the first-year, second-year, third-year, and fourth-year classes to the extent that enrollment of each of those classes exceeds 30 North Carolina students.

(d) The Board of Governors shall establish the criteria for determining the eligibility for financial aid of needy North Carolina students who are enrolled in the medical schools and shall review the grants or awards to eligible students. The Board of Governors shall adopt rules for determining which students are residents of North Carolina for the purposes of these programs. The Board of Governors shall also make any regulations as necessary to ensure that these funds are used directly for instruction in the medical programs of the schools and not for religious or other nonpublic purposes. The Board of Governors shall encourage the two schools to orient students toward primary care, consistent with the directives of G.S. 143-613(a). The two schools shall supply information necessary for the Board to comply with G.S. 143-613(d).

(e) If the funds appropriated in the Current Operations Appropriations Act to the Board of Governors of The University of North Carolina for continuation of financial assistance to the medical schools of Duke University and Wake Forest University are insufficient to cover the enrolled students in accordance with this section, then the Board of Governors may transfer unused funds from other programs in the Related Educational Programs budget code to cover the extra students."

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

STUDY PROFESSIONAL DEVELOPMENT PROGRAMS FOR PUBLIC SCHOOL PROFESSIONALS

SECTION 31.4.(a) G.S. 115C-12(26) reads as rewritten:

"§ 115C-12. Powers and duties of the Board generally.

The general supervision and administration of the free public school system shall be vested in the State Board of Education. The State Board of Education shall establish policy for the system of free public schools, subject to laws enacted by the General Assembly. The powers and duties of the State Board of Education are defined as follows:

...

(26) Duty to Monitor and Make Recommendations Regarding Professional Development Programs. – The State Board of ~~Education, in collaboration with the Board of Governors of The University of North Carolina, shall identify and make recommendations regarding meaningful professional development programs for professional public school employees. The programs shall be aligned with State education goals and directed toward improving student academic achievement.~~ Education shall identify State and local needs for professional development for professional public school employees based upon the State's educational priorities for improving student achievement. The State Board also shall recommend strategies for addressing these needs. The strategies must be research-based, proven in practice, and designed

for data-driven evaluation. The State Board shall report its findings and recommendations to the Joint Legislative Education Oversight Committee, the President Pro Tempore of the Senate, the Speaker of the House of Representatives, and the Board of Governors of The University of North Carolina prior to January 15, 2002, and shall review, revise, and resubmit those findings and recommendations annually thereafter. The State Board shall ~~annually~~ evaluate ~~and, after consultation with the Board of Governors, make recommendations regarding professional development programs based upon~~ the reports submitted by the Board of Governors under ~~G.S. 116-11(12a).~~ G.S. 116-11(12a) to determine whether the programs for professional development provided by the Center for School Leadership Development address the State and local needs identified by the State Board and whether the programs are using the strategies recommended by the State Board. Prior to January 15th of each year, the State Board shall report the results of its analysis to the Board of Governors and to the Joint Legislative Education Oversight Committee.

...."

SECTION 31.4.(b) G.S. 116-11(12a) reads as rewritten:

"**§ 116-11. Powers and duties generally.**

The powers and duties of the Board of Governors shall include the following:

...

(12a) ~~The~~ Notwithstanding any other law, the Board of Governors of The University of North Carolina shall implement, administer, and revise programs for meaningful professional development for professional public school employees ~~based upon~~ in accordance with the evaluations and recommendations made by the State Board of Education under G.S. 115C-12(26). The programs shall be aligned with State education goals and directed toward improving student academic achievement. ~~The Board of Governors shall submit to the State Board of Education an annual report evaluating the professional development programs administered by the Board of Governors.~~ The Board of Governors shall submit to the State Board of Education an annual written report that uses data to assess and evaluate the effectiveness of the programs for professional development offered by the Center for School Leadership Development. The report shall clearly document how the programs address the State needs identified by the State Board of Education and whether the programs are utilizing the strategies recommended by the State Board. The Board of Governors also shall submit this report to the Joint Legislative Education Oversight Committee, the President Pro Tempore of the Senate, and the Speaker of the House of Representatives prior to September 15th of each year."

SECTION 31.4.(c) The Joint Legislative Education Oversight Committee shall hire an independent consultant to study and make recommendations regarding professional development for public school professionals in North Carolina. The consultant shall study:

(1) The professional development programs administered under the UNC Center for School Leadership Development with regard to their mission, governance structure, efficiency, and objectively measurable effectiveness in increasing student achievement.

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(2) The feasibility and merits of consolidating and reducing the number of professional development programs.

(3) The possibility of regionalizing professional development programs and using a cooperative arrangement between higher educational institutions and community colleges in a region to achieve the goal.

(4) The professional development support offered by the Department of Public Instruction.

(5) The use of professional development funds allocated to local school administrative units and individual schools.

(6) National research regarding effective methods for delivering professional development that is shown to improve student achievement.

The consultant shall report these findings to the Joint Legislative Education Oversight Committee and also shall make recommendations regarding how existing State funds should be utilized to provide effective and efficient professional development for public school professionals.

SECTION 31.4.(d) The Joint Legislative Education Oversight Committee shall review the consultant's findings and recommendations and shall submit to the 2002 Regular Session of the 2001 General Assembly recommendations to streamline, reorganize, and improve the delivery of professional development for public school professionals. The recommendations may address revisions to program governance and mission, reallocation of funds, methods of program delivery, and methods to institute ongoing program evaluation.

SECTION 31.4.(e) The Joint Legislative Education Oversight Committee shall review the reports that are required to be made to the Committee. The purpose of the review is to determine which reports must include information that is research-based, proven in practice, and designed for data-driven research. The Committee may make recommendations for changes in these reports based upon the Committee's findings.

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

TEACHER ASSISTANT SCHOLARSHIP FUND

SECTION 31.5.(a) Article 23 of Chapter 116 of the General Statutes is amended by adding a new section to read:

"§ 116-209.35. Teacher Assistant Scholarship Fund.

(a) There is established the Teacher Assistant Scholarship Fund. The purpose of the Fund is to provide scholarships to teacher assistants who are pursuing college degrees to become teachers. The State Education Assistance Authority shall administer the Fund.

(b) Criteria for awarding the scholarships shall be developed by the Board of Governors of The University of North Carolina in consultation with the State Board of Education and the State Board of Community Colleges and shall include all of the following:

(1) An applicant shall be employed full time as a teacher assistant in North Carolina.

(2) An applicant shall be enrolled in an accredited bachelors degree program in an institution of higher education in North Carolina.

(3) An applicant shall be a resident of North Carolina. For purposes of this section, residency shall be determined by the same standard as residency for tuition purposes pursuant to G.S. 116-143.1.

(4) Any additional criteria that the Board of Governors considers necessary to administer the Fund effectively, including all of the following:

a. Consideration of the appropriate numbers of minority applicants and applicants from diverse socioeconomic backgrounds to receive scholarships pursuant to this section.

b. Consideration of the academic qualifications of the individuals applying to receive funds.

c. Consideration of the commitment an individual applying to receive funds demonstrates to the profession of teaching.

(c) The Board of Governors of The University of North Carolina shall report to the Joint Legislative Education Oversight Committee by March 1 each year regarding the Fund and scholarships awarded from the Fund.

(d) The Board of Governors of The University of North Carolina shall adopt rules to implement this section.

(e) The scholarships shall be available for part-time or full-time course work through all off-campus or distance education teacher education programs."

SECTION 31.5.(b) Of the funds appropriated by this Act to the Board of Governors of The University of North Carolina the sum of one million dollars ($1,000,000) shall be allocated to the State Education Assistance Authority to implement this section.

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

UNC BUDGET FLEXIBILITY/MUST HONOR BUDGET REDUCTIONS

SECTION 31.6. Notwithstanding G.S. 116-30.2 or G.S. 116-30.3, neither the Office of General Administration of The University of North Carolina or any special responsibility constituent institution shall expend or use any of the following funds to modify the budget reductions imposed by this act:

(1) General Fund moneys appropriated by this act.

(2) General Fund current operations appropriations credit balances remaining at the end of any fiscal year that are carried forward to the next fiscal year.

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

OFFER MODEL TEACHER EDUCATION PROGRAMS THROUGH DISTANCE EDUCATION

SECTION 31.7.(a) It is the intent of the General Assembly to make teacher education programs easily accessible statewide through distance education. The General Assembly finds that the "2 + 2" program is an excellent model for teacher credential programs and encourages its use as a model.

SECTION 31.7.(b) To achieve the goal of encouraging the "2 + 2" program as a model for teacher education programs and to make those model teacher education programs available and easily accessible statewide, there are established two pilot programs based on the "2 + 2" model to be located at Appalachian State University and the University of North Carolina at Wilmington. The Board of Governors of The University of North Carolina shall report to the Joint Legislative Education Oversight Committee annually regarding the model teacher education pilot programs established by this section.

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

UNC EXEMPT FROM STATE SURPLUS PROPERTY AGENCY/RETAIN RECEIPTS FROM SALE OF RECYCLABLE MATERIALS OR FROM RECYCLING ACTIVITIES

SECTION 31.8. Part 2 of Article 3A of Chapter 143 of the General Statutes is amended by adding a new section to read:

"**§ 143-64.6. University of North Carolina exempted from application of Article.**

(a) Notwithstanding any provisions or limitations of this Article, the Board of Governors of The University of North Carolina may adopt rules and procedures in order for the portion of The University of North Carolina administered by the President and by the President's staff complement established by G.S. 116-14(b) and for its constituent institutions to sell all supplies, materials, and equipment of the constituent institutions that are surplus, obsolete, or unused. All receipts from the transfer or sale of surplus, obsolete, or unused equipment of each constituent institution, minus the actual costs of the sale, that are supported by appropriations from the General Fund, shall be credited to the Department of State Treasurer as nontax revenue.

(b) The Office of the President may retain receipts derived from the transfer or sale of recyclable material and may use the receipts to defray the costs of its recycling activities. Each constituent institution may retain receipts derived from the transfer or sale of recyclable material and may use the receipts to defray the costs of its recycling activities. The Board of Governors shall adopt rules governing the transfer or sale of recyclable material by the Office of the President and by the constituent institutions.

The Office of the President may retain the receipts derived from its transfer or sale in a recycling activity. Each constituent institution may retain the receipts derived from its transfer or sale in a recycling activity.

(c) Unless the Office of the President or a constituent institution sells surplus property under the auspices of the State agency for surplus property, the State agency for surplus property shall not assess and collect a service charge for the acquisition, receipt, warehousing, distribution, or transfer of any University surplus property and for the transfer or sale of recyclable material."

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

SUBSTITUTION OF UNC-CH BOND PROJECTS

SECTION 31.9. Pursuant to Section 2(b) of S.L. 2000-3, the General Assembly finds that it is in the best interest of the State to substitute an Information Technology Office Facility for the Comprehensive Renovation and Conversion for Information Technology and Data Processing, both at the University of North Carolina at Chapel Hill, as contained in Section 2(a) of S.L. 2000-3. Section 2(a) of S.L. 2000-3 is therefore amended in the portion under the University of North Carolina at Chapel Hill, by adding "Information Technology Office Facility....$9,170,000" and deleting "Comprehensive Renovation and Conversion for Information Technology and Data Processing....$9,170,000".

Nothing in this section is intended to supersede any other requirement of law or policy for approval of the substituted capital improvement project.

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

MASTERS ED. ADMINISTRATION AT A&T STATE, NCCU, UNC-PEMBROKE/STUDY POSSIBLE PHARMACY SCHOOL AT ECSU

SECTION 31.10.(a) G.S. 116-74.21(b) reads as rewritten:

"(b) No more than ~~nine~~12 school administrator programs shall be established under the competitive proposal program. In selecting campus sites, the Board of Governors shall be sensitive to the racial, cultural, and geographic diversity of the State. Special priority shall be given to the following factors: (i) the historical background of the institutions in training educators; (ii) the ability of the sites to serve the geographic regions of the State, such as, the far west, the west, the triad, the piedmont, and the east; and, (iii) whether the type of roads and terrain in a region make commuting difficult. A school administrator program may provide for instruction at one or more campus sites."

SECTION 31.10.(b) The Board of Governors of The University of North Carolina shall include the Master of School Administration program at North Carolina Agricultural and Technical State University in Greensboro, North Carolina Central

University in Durham, and the University of North Carolina at Pembroke as three of the 12 school administrator programs established pursuant to G.S. 116-74.21. These three programs shall be comparable in quality to the nine existing Master of School Administration programs and shall be operated within existing funds.

SECTION 31.10.(c) The Board of Governors of The University of North Carolina shall study the feasibility of establishing a School of Pharmacy at Elizabeth City State University. The Board of Governors shall report its findings and recommendations to the Joint Legislative Education Oversight Committee by April 1, 2002.

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

UNC BOARD OF GOVERNORS MAY AUTHORIZE MANAGEMENT FLEXIBILITY FOR SPECIAL RESPONSIBILITY CONSTITUENT INSTITUTIONS

SECTION 31.11. Article 1 of Chapter 116 of the General Statutes is amended by adding a new Part to read:

"Part 3A. Management Flexibility for Special Responsibility Constituent Institutions.

"**§ 116-40.20. Legislative findings.**

(a) The General Assembly finds that The University of North Carolina and its constituent institutions is one of the State's most valuable assets. The General Assembly further finds that to provide the best benefit to North Carolina, the constituent institutions of The University of North Carolina need special budgeting flexibility in order to maximize resources, to enhance competitiveness with other peer institutions regionally, nationally, and internationally, and to provide the strongest educational and economic opportunity for the citizens of North Carolina.

(b) To ensure the continued preeminence of The University of North Carolina and its constituent institutions, it is the intent of the General Assembly to strengthen and improve these assets. The General Assembly commits to responsible stewardship and improvement of The University of North Carolina and its constituent institutions as provided by this Part.

"**§ 116-40.21. Board of Governors may authorize management flexibility.**

The Board of Governors of The University of North Carolina may authorize management flexibility for any special responsibility constituent institution as provided by this Part. The procedure for that authorization is the same as that to designate a constituent institution a special responsibility constituent institution under G.S. 116-30.1.

"**§ 116-40.22. Management flexibility.**

(a) Definition. – For purposes of this section, the term `institution' means a special responsibility constituent institution that is granted management flexibility by the Board of Governors in compliance with this Part.

(b) Appoint and Fix Compensation of Senior Personnel. – Notwithstanding any provision in Chapter 116 of the General Statutes to the contrary, the Board of Trustees of an institution shall, on recommendation of the Chancellor, appoint and fix the compensation of all vice-chancellors, senior academic and administrative officers, and any person having permanent tenure at that institution. No later than September 30, 2001, the Board of Governors shall adopt policies, compensation structures, and pay ranges concerning the appointment and compensation of senior personnel appointed by the Board of Trustees pursuant to this section. Compensation for senior personnel fixed by the Board of Trustees pursuant to this section shall be consistent with the compensation structure, policies, and pay ranges set by the Board of Governors.

(c) Tuition and Fees. – Notwithstanding any provision in Chapter 116 of the General Statutes to the contrary, in addition to any tuition and fees set by the Board of Governors pursuant to G.S. 116-11(7), the Board of Trustees of the institution may

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recommend to the Board of Governors tuition and fees for program-specific and institution-specific needs at that institution without regard to whether an emergency situation exists and not inconsistent with the actions of the General Assembly. The institution shall retain any tuition and fees set pursuant to this subsection for use by the institution.

(d) Personnel. – Employees of an institution shall be deemed to be employees of the State and shall be subject to all provisions of State law relevant to State employees; provided, however, that except as to the provisions of Articles 5, 6, 7, and 14 of Chapter 126 of the General Statutes, the provisions of Chapter 126 of the General Statutes shall not apply to employees of the institution, and the policies and procedures governing the terms and conditions of employment of the employees shall be adopted by the Board of Trustees of the institution. With respect to employees who are members of the faculty of the institution, no policies and procedures may be inconsistent with policies established by, or adopted pursuant to delegation from, the Board of Governors of The University of North Carolina.

(1) The Board of Trustees shall fix or approve the schedules of pay, expense allowances, and other compensation and adopt position classification plans for employees of the institution.

(2) The Board of Trustees may adopt or provide for policies and rules concerning, but not limited to, annual leave, sick leave, special leave with full pay or with partial pay supplementing workers' compensation payments for employees injured in accidents arising out of and in the course of employment, working conditions, service awards and incentive award programs, grounds for dismissal, demotion, or discipline, other personnel policies, and any other measures that promote the hiring and retention of capable, diligent, and effective career employees. However, an employee who has achieved career State employee status, as defined by G.S. 126-1.1 by the date management flexibility is authorized for the institution, shall not have his or her compensation reduced as a result of this subdivision. Further, an employee who has achieved career State employee status, as defined by G.S. 126-1.1 by the date management flexibility is authorized for the institution, shall be subject to the rules regarding discipline or discharge that were effective on the date management flexibility is authorized for the institution and shall not be subject to the rules regarding discipline or discharge adopted after the date management flexibility is authorized for the institution.

(3) The Board of Trustees may prescribe the office hours, workdays, and holidays to be observed by the various offices and departments of the institution.

(4) The Board of Trustees may establish boards, committees, or councils to conduct hearings upon the appeal of employees who have been suspended, demoted, otherwise disciplined, or discharged, to hear employee grievances, or to undertake any other duties relating to personnel administration that the Board of Trustees may direct.

The Board of Trustees shall submit all initial classification and pay plans and other policies and rules adopted pursuant to subdivisions (1) through (4) of this subsection to the Office of State Personnel for review upon adoption by that Board of Trustees. Any subsequent changes to these plans, rules, and policies adopted by the Board of Trustees shall be submitted to the Office of State Personnel for review. Any comments by the Office of State Personnel shall be submitted to the Chancellor of that institution.

(e) Property. – The Board of Trustees of an institution shall establish policies and rules for acquiring or disposing of any interest in real property for the use of the

institution. These policies and rules shall include provisions for development of specifications, advertisement, and negotiations with owners for acquisition by purchase, gift, lease, or rental, but not by condemnation or exercise of eminent domain on behalf of the institution. This section does not authorize the Board of Trustees to encumber real property. The Board of Trustees shall submit all initial policies and rules adopted pursuant to this subsection to the State Property Office for review upon adoption by the Board of Trustees. Any subsequent changes to these policies and rules adopted by the Board of Trustees shall be submitted to the State Property Office for review. Any comments by the State Property Office shall be submitted to the Chancellor of that institution. After review by the Attorney General as to form and after the consummation of any such acquisition, the institution shall promptly file a report concerning the acquisition or disposition with the Governor and Council of State. Acquisitions and dispositions of any interest in real property pursuant to this section shall not be subject to the provisions of Article 36 of Chapter 143 of the General Statutes or the provisions of Chapter 146 of the General Statutes. The policies and rules adopted pursuant to this subsection shall apply to all property allocated to, acquired by, or otherwise under the control of the institution on or after the date that management flexibility is authorized for the institution.

(f) Purchases. – Notwithstanding the provisions of Articles 3, 3A, and 3C of Chapter 143 of the General Statutes to the contrary, the Board of Trustees of an institution shall establish policies and rules governing the purchasing and surplus property requirements of the institution. These policies and rules shall provide for requests for proposals; competitive bidding or purchasing by means other than competitive bidding; contract negotiations; contract awards for purchasing supplies, materials, equipment, and services that are necessary and appropriate to fulfill the teaching, educational, research, and community service missions of the institution and surplus property disposal. The Board of Trustees shall submit all initial policies and rules adopted pursuant to this subsection to the Division of Purchase and Contract for review upon adoption by the Board of Trustees. Any subsequent changes to these policies and rules adopted by the Board of Trustees shall be submitted to the Division of Purchase and Contract for review. Any comments by the Division of Purchase and Contract shall be submitted to the Chancellor of the institution.

(g) Information Technology. – Notwithstanding any other provision of law, the Board of Trustees of an institution shall establish policies and rules governing the planning, acquisition, implementation, and delivery of information technology and telecommunications at the institution. These policies and rules shall provide for security and encryption standards; software standards; hardware standards; acquisition of information technology consulting and contract services; disaster recovery standards; and standards for desktop and server computing, telecommunications, networking, video services, personal digital assistants, and other wireless technologies; and other information technology matters that are necessary and appropriate to fulfill the teaching, educational, research, extension, and service missions of the institution. The Board of Trustees shall submit all initial policies and rules adopted pursuant to this subsection to the Office of Information Technology Services for review upon adoption by the Board of Trustees. Any subsequent changes to these policies and rules adopted by the Board of Trustees shall be submitted to the Office of Information Technology Services for review. Any comments by the Office of Information Technology Services shall be submitted to the Chancellor of that institution.

"§ 116-40.23. Reporting requirement; effective date of reported policies, procedures, and rules.

The Board of Trustees of a special responsibility constituent institution authorized to have management flexibility under this Part shall report to the Board of Governors any policies, procedures, and rules adopted pursuant to G.S. 116-40.22 prior to

implementation. The report shall be submitted at least 30 days before the next regularly scheduled meeting of the Board of Governors and shall become effective immediately following that same meeting unless otherwise provided for by the Board of Trustees. Any subsequent changes to the policies, procedures, or rules adopted by the Board of Trustees pursuant to G.S. 116-40.22 shall be reported to the Board of Governors in the same manner. Failure of the Board of Governors to accept, review, or otherwise consider the report submitted by the Board of Trustees shall not affect in any manner the effective date of the policies, procedures, and rules contained in the report."

PART XXXII. SALARIES AND EMPLOYEE BENEFITS

Requested by: Senators Plyler, Odom, Lee

GOVERNOR AND COUNCIL OF STATE/NO SALARY INCREASES

SECTION 32.1.(a) For the 2001-2002 and 2002-2003 fiscal years, the salary of the Governor shall remain the amount set by G.S. 147-11(a).

SECTION 32.1.(b) Effective July 1, 2001, the annual salaries for the members of the Council of State, payable monthly, for the 2001-2002 and 2002-2003 fiscal years are:

Council of State	Annual Salary
Lieutenant Governor	$104,523
Attorney General	104,523
Secretary of State	104,523
State Treasurer	104,523
State Auditor	104,523
Superintendent of Public Instruction	104,523
Agriculture Commissioner	104,523
Insurance Commissioner	104,523
Labor Commissioner	104,523

Requested by: Senators Plyler, Odom, Lee

NONELECTED DEPARTMENT HEAD/NO SALARY INCREASES

SECTION 32.2. In accordance with G.S. 143B-9, the maximum annual salaries, payable monthly, for the nonelected heads of the principal State departments for the 2001-2002 and 2002-2003 fiscal years are:

Nonelected Department Heads	Annual Salary
Secretary of Administration	$102,119
Secretary of Correction	102,119
Secretary of Crime Control and Public Safety	102,119
Secretary of Cultural Resources	102,119
Secretary of Commerce	102,119
Secretary of Environment, Health, and Natural Resources	102,119
Secretary of Human Resources	102,119
Secretary of Juvenile Justice and Delinquency Prevention	102,119
Secretary of Revenue	102,119
Secretary of Transportation	102,119

Requested by: Senators Plyler, Odom, Lee

CERTAIN EXECUTIVE BRANCH OFFICIALS/NO SALARY INCREASES

SECTION 32.3. The annual salaries, payable monthly, for the 2001-2002 and 2002-2003 fiscal years for the following executive branch officials are:

Executive Branch Officials	Annual Salary
Chairman, Alcoholic Beverage Control Commission	$92,946
State Controller	125,000

times the difference between 30 years and his creditable service at retirement; or

3. If the member's creditable service commenced prior to July 1, 1995, the service retirement allowance equal to the actuarial equivalent of the allowance payable at the age of 60 years as computed in G.S. 128-27(b19)(2)b.

d. Notwithstanding the foregoing provisions, any member whose creditable service commenced prior to July 1, 1965, shall not receive less than the benefit provided by G.S. 128-27(b)."

SECTION 32.23.(c) G.S. 128-27(m) reads as rewritten:

"(m) Survivor's Alternate Benefit. – Upon the death of a member in service, the principal beneficiary designated to receive a return of accumulated contributions shall have the right to elect to receive in lieu thereof the reduced retirement allowance provided by Option two of subsection (g) above computed by assuming that the member had retired on the first day of the month following the date of his death, provided that all three of the following conditions apply:

(1) a. The member had attained such age and/or creditable service to be eligible to commence retirement with an early or service retirement allowance, or

b. The member had obtained 20 years of creditable service in which case the retirement allowance shall be computed in accordance with ~~G.S. 128-27(b18)(1)b. or G.S. 128-27(b18)(2)c.,~~ G.S. 128-27(b19)(1)b. or G.S. 128-27(b19)(2)c., notwithstanding the requirement of obtaining age 50.

(2) The member had designated as the principal beneficiary to receive a return of his accumulated contributions one and only one person who is living at the time of his death.

(3) The member had not instructed the Board of Trustees in writing that he did not wish the provisions of this subsection apply.

For the purpose of this benefit, a member is considered to be in service at the date of his death if his death occurs within 180 days from the last day of his actual service. The last day of actual service shall be determined as provided in subsection (l) of this section. Upon the death of a member in service, the surviving spouse may make all purchases for creditable service as provided for under this Chapter for which the member had made application in writing prior to the date of death, provided that the date of death occurred prior to or within 60 days after notification of the cost to make the purchase."

SECTION 32.23.(d) G.S. 128-27 is amended by adding a new subsection to read:

"(zz) Increase in Allowance as to Persons on Retirement Rolls as of June 1, 2001. – From and after July 1, 2001, the retirement allowance to or on account of beneficiaries on the retirement rolls as of June 1, 2001, shall be increased by one and seven-tenths percent (1.7%) of the allowance payable on June 1, 2001. This allowance shall be calculated on the allowance payable and in effect on June 30, 2001, so as not to be compounded on any other increase payable under subsection (k) of this section or otherwise granted by act of the 2001 General Assembly."

Requested by: Senators Plyler, Odom, Lee

OPTIONAL RETIREMENT PROGRAM FOR THE NORTH CAROLINA COMMUNITY COLLEGES SYSTEM

SECTION 32.24.(a) Article 1 of Chapter 135 of the General Statutes is amended by adding a new section to read:

"**§ 135-5.4. Optional retirement program for State-funded community colleges.**

(a) An Optional Retirement Program provided for in this section is authorized and established and shall be implemented by the North Carolina Community Colleges System. ("System"). The Optional Retirement Program shall be underwritten by the purchase of annuity contracts, which may be both fixed and variable contracts or a combination thereof, or financed through the establishment of a trust, for the benefit of the presidents of the community colleges all of whom are appointed after the implementation of the Program and who elect membership as required by subsection (b) of this section. Under the Optional Retirement Program, the State and the participant shall contribute, to the extent authorized or required, toward the purchase of such contracts or deposited in such trust on the participant's behalf.

(b) Participation in the Optional Retirement Program shall be governed as follows:

(1) Employees initially appointed on or after the implementation of the Optional Retirement Program shall at the same time of entering upon eligible employment elect (i) to join the Retirement System in accordance with the provisions of law applicable thereto or (ii) to participate in the Optional Retirement Program. This election shall be in writing and filed with the Retirement System and with the employing institution and shall be effective as of the date of entry into eligible service.

(2) An election to participate in the Optional Retirement Program shall be irrevocable. An eligible employee failing to elect to participate in the Optional Retirement Program at the time of entry into eligible service shall automatically be enrolled as a member of the Retirement System.

(3) No election by an eligible employee of the Optional Retirement Program shall be effective unless it is accompanied by an appropriate application for the issuance of a contract or contracts or trust participation under the Program.

(4) If any participant having less than five years coverage under the Optional Retirement Program leaves the employ of the System and either retires or commences employment with an employer not having a retirement program with the same company underwriting the participant's annuity contract, regardless of whether the annuity contract is held by the participant, a trust, or the Retirement System, the participant's interest in the Optional Retirement Program attributable to contributions of the employing institution shall be forfeited and shall either (i) be refunded to the employing institution and forthwith paid by it to the Retirement System and credited to the pension accumulation fund or (ii) be paid directly to the Retirement System and credited to the pension accumulation fund.

(c) Each employing institution shall contribute on behalf of each participant in the Optional Retirement Program an amount equal to a percentage of the participant's compensation as established from time to time by the General Assembly. Each participant shall contribute the amount that he or she would be required to contribute if a member of the Retirement System. Contributions authorized or required by the provisions of this subsection on behalf of each participant shall be made, consistent with section 414(h) of the Internal Revenue Code, by salary reduction according to rules and regulations established by the employing institution. Additional personal contributions may also be made by a participant by payroll deduction or salary reduction to an annuity or retirement income plan established pursuant to G.S. 115D-25. Payment of contributions shall be made by the employing institution to the designated company or companies underwriting the annuities or the trustees for the benefit of each participant.

and this employer contribution shall not be subject to any State tax if made under the Optional Retirement Program or, otherwise, by salary reduction.

(d) The System shall designate the company or companies from which contracts are to be purchased or the trustee responsible for the investment of contributions under the Optional Retirement Program and shall approve the form and contents of such contracts or trust agreement. In making this designation and giving such approval, the Board shall give due consideration to the following:

(1) The nature and extent of the rights and benefits to be provided by these contracts or trust agreement for participants and their beneficiaries;

(2) The relation of these rights and benefits to the amount of contributions to be made;

(3) The suitability of these rights and benefits to the needs of the participants and the interest of the institutions of the System in recruiting and retaining faculty in a national market; and

(4) The ability of the designated company or companies underwriting the annuity contracts or trust agreement to provide these suitable rights and benefits under such contracts or trust agreement for these purposes.

In lieu of such designation and in order to provide a more efficient, cost-effective, and flexible Program, the System may designate the company or companies designated for the Optional Retirement Program for State institutions of higher education as prescribed in G.S. 135-5.1(d).

Notwithstanding the provisions of this subsection, no contractual relationship established under the Optional Retirement Program pursuant to the authority granted by Chapter 338, Session Laws of 1971, is deemed terminated by the provisions of this section.

(e) The System or employing institution may provide for the administration of the Optional Retirement Program and may perform or authorize the performance of all functions necessary for its administration.

(f) Any eligible employee electing to participate in the Optional Retirement Program is ineligible for membership in the Retirement System so long as he or she remains employed in any eligible position within the System, and, in this event, he or she shall continue to participate in the Optional Retirement Program.

(g) No retirement benefit, death benefit, or other benefit under the Optional Retirement Program shall be paid by the State of North Carolina, or the System, or the Board of Trustees of the Teachers' and State Employees' Retirement System with respect to any employee selecting and participating in the Optional Retirement Program or with respect to any beneficiary of that employee. Benefits shall be payable to participants or their beneficiaries only by the designated company in accordance with the terms of the contracts or trust agreement."

SECTION 32.24.(b) G.S. 135-1(25) reads as rewritten:

"(25) "Teacher" shall mean any teacher, helping teacher, librarian, principal, supervisor, superintendent of public schools or any full-time employee, city or county, superintendent of public instruction, or any full-time employee of Department of Public Instruction, president, dean or teacher, or any full-time employee in any educational institution supported by and under the control of the State: Provided, that the term "teacher" shall not include any part-time, temporary, or substitute teacher or employee, and shall not include those participating in an optional retirement program provided for in ~~G.S. 135-5.1.~~ G.S. 135-5.1 or G.S. 135-5.4. In all cases of doubt, the Board of Trustees, ~~hereinafter~~ hereinbefore defined, shall determine whether any person is a teacher as defined in this Chapter."

SECTION 32.24.(c) This section becomes effective January 1, 2002.

Requested by: Senators Plyler, Odom, Lee

TO SHORTEN THE AMOUNT OF TIME RETIRED TEACHERS MUST BE RETIRED BEFORE THEY RETURN TO WORK

SECTION 32.25.(a) G.S. 135-3(8)c., as enacted by Section 28.24(a) of S.L. 1998-212, and rewritten by Section 67 of S.L. 1998-217 and by Section 8.24(a) of S.L. 2000-67, reads as rewritten:

"c. **(Effective until June 30, 2003)** Should a beneficiary who retired on an early or service retirement allowance under this Chapter be reemployed, or otherwise engaged to perform services, by an employer participating in the Retirement System on a part-time, temporary, interim, or on a fee-for-service basis, whether contractual or otherwise, and if such beneficiary earns an amount in any calendar year which exceeds fifty percent (50%) of the reported compensation, excluding terminal payments, during the 12 months of service preceding the effective date of retirement, or twenty thousand dollars ($20,000), whichever is greater, as hereinafter indexed, then the retirement allowance shall be suspended as of the first day of the month following the month in which the reemployment earnings exceed the amount above, for the balance of the calendar year. The retirement allowance of the beneficiary shall be reinstated as of January 1 of each year following suspension. The amount that may be earned before suspension shall be increased on January 1 of each year by the ratio of the Consumer Price Index to the Index one year earlier, calculated to the nearest tenth of a percent (1/10 of 1%).

The computation of postretirement earnings of a beneficiary under this sub-subdivision, G.S. 135-3(8)c., who has been retired at least ~~12~~ six months and has not been employed in any capacity, except as a substitute teacher, with a public school for at least ~~12~~ six months immediately preceding the effective date of reemployment, shall not include earnings while the beneficiary is employed to teach on a substitute, interim, or permanent basis in a public school. The Department of Public Instruction shall certify to the Retirement System that a beneficiary is employed to teach by a local school administrative unit under the provisions of this sub-subdivision and as a retired teacher as the term is defined under the provisions of G.S. 115C-325(a)(5a). Beneficiaries employed under this sub-subdivision are not entitled to any benefits otherwise provided under this Chapter as a result of this period of employment."

SECTION 32.25.(b) G.S. 115C-325(a)(5a), as enacted by Section 28.24(b) of S.L. 1998-212 and rewritten by Section 67.1(a) of S.L. 1998-217, reads as rewritten:

"(a) Definition of Terms. – As used in this section unless the context requires otherwise:

...

(5a) **(Effective until June 30, 2003)** "Retired teacher" means a beneficiary of the Teachers' and State Employees' Retirement System of North Carolina who has been retired at least ~~12~~ six months, has not been employed in any capacity, other than as a substitute teacher, with a

local board of education for at least ~~12~~ six months, immediately preceding the effective date of reemployment, is determined by a local board of education to have had satisfactory performance during the last year of employment by a local board of education, and who is employed to teach as provided in G.S. 135-3(8)c. A retired teacher shall be treated the same as a probationary teacher except that a retired teacher is not eligible for career status."

SECTION 32.25.(c) This section becomes effective July 1, 2001, and expires June 30, 2003.

Requested by: Senators Plyler, Odom, Lee

RETIREMENT SYSTEM ACTUARY

SECTION 32.26. The State Treasurer shall report to the General Assembly no later than December 31, 2001, as to the effectiveness and efficiency of actuarial services for the Teachers' and State Employees' Retirement System, the Local Governmental Employees' Retirement System, the Consolidated Judicial Retirement System, the Death Benefit Plans, the Disability Income Plan, the Firemen's and Rescue Squad Workers' Pension Fund, and the National Guard Pension Fund, and whether future selection should be made after a competitive bid process.

Requested by: Senators Plyler, Odom, Lee

UNIVERSITY SYSTEM OPTIONAL RETIREMENT PLAN FOR SENIOR ADMINISTRATORS/AG EXTENSION

SECTION 32.27. G.S. 135-5.1(a) reads as rewritten:

"(a) An Optional Retirement Program provided for in this section is authorized and established and shall be implemented by the Board of Governors of The University of North Carolina. The Optional Retirement Program shall be underwritten by the purchase of annuity contracts, which may be both fixed and variable contracts or a combination thereof, or financed through the establishment of a trust, for the benefit ~~of administrators and faculty~~ of:

(1) Employees of The University of North Carolina who are appointed by the Board of Governors on recommendation of the President pursuant to G.S. 116-14 or who are appointed by the Board of Trustees of a constituent institution of The University of North Carolina upon the recommendation of the Chancellor pursuant to G.S. 116-40.22(b);

(2) Administrators and faculty of The University of North Carolina with the rank of instructor or ~~above~~ above;

(3) Field faculty of the Cooperative Agriculture Extension Service, and tenure track faculty in North Carolina State University agriculture research programs who are exempt from the State Personnel Act and who are eligible for membership in the Teachers' and State Employees' Retirement System pursuant to GS 135-3(1),

who (i) had been members of the Optional Retirement Program under the provisions of Chapter 338, Session Laws of 1971, immediately prior to July 1, 1985, or (ii) have sought membership as required in subsection (b), below. Under the Optional Retirement Program, the State and the participant shall contribute, to the extent authorized or required, toward the purchase of such contracts or deposited in such trust on the participant's behalf."

PART XXXIII. CAPITAL APPROPRIATIONS

Requested by: Senators Plyler, Odom, Lee

GENERAL FUND CAPITAL APPROPRIATIONS/INTRODUCTION

"(h) The Secretary shall charge all facilities licensed under this Chapter that have licensed beds a nonrefundable annual licensure fee in the amount of ten dollars ($10.00) per licensed bed."

SECTION 35.5.(l) This section becomes effective October 1, 2001.

Requested by: Senators Hoyle, Kerr, Jordan, Ballance, Plyler, Odom, Lee

INCREASE BUTNER TAXES

SECTION 35.6.(a) Section 1 of S.L. 1983-830 reads as rewritten:

"Section 1. (a) The territorial jurisdiction of the Butner Police and Fire Protection District shall include: (i) any property formerly a part of the original Camp Butner reservation, including both those areas currently owned and occupied by the State and its agencies and those which may have been leased or otherwise disposed of by the State; (ii) the Lyons Station Sanitary District; and (iii) that part of Granville County adjoining the Butner reservation and the Lyons Station Sanitary District situated north and west of the intersection of Rural Paved Roads 1103 and 1106 and bounded by those roads and the boundaries of said reservation and said sanitary district.

(b) The territorial jurisdiction set forth in subsection (a) of this section shall constitute the Butner Fire and Police Protection District. The tax collectors of Durham and Granville Counties shall annually collect ~~beginning with fiscal year 1983-84~~ a tax of ~~twenty cents (20¢)~~ thirty cents (30¢) per one hundred dollars ($100.00) valuation of all real and personal property in the portions of said district in their respective counties from year to year which tax shall be collected as county taxes are collected and shall remit the same to the State Treasurer for deposit in the General Fund."

SECTION 35.6.(b) Subsection (a) of this section is effective for taxes imposed for taxable years beginning on or after July 1, 2001.

SECTION 35.6.(c) Section 1 of S.L. 1983-830, as amended by subsection (a) of this section, reads as rewritten:

"Section 1. (a) The territorial jurisdiction of the Butner Police and Fire Protection District shall include: (i) any property formerly a part of the original Camp Butner reservation, including both those areas currently owned and occupied by the State and its agencies and those which may have been leased or otherwise disposed of by the State; (ii) the Lyons Station Sanitary District; and (iii) that part of Granville County adjoining the Butner reservation and the Lyons Station Sanitary District situated north and west of the intersection of Rural Paved Roads 1103 and 1106 and bounded by those roads and the boundaries of said reservation and said sanitary district.

(b) The territorial jurisdiction set forth in subsection (a) of this section shall constitute the Butner Fire and Police Protection District. The tax collectors of Durham and Granville Counties shall annually collect a tax of ~~thirty cents ($.30)~~ forty cents (40¢) per one hundred dollars ($100.00) valuation of all real and personal property in the portions of said district in their respective counties from year to year which tax shall be collected as county taxes are collected and shall remit the same to the State Treasurer for deposit in the General Fund."

SECTION 35.6.(d) Subsection (c) of this section is effective for taxes imposed for taxable years beginning on or after July 1, 2002.

Requested by: Senators Hoyle, Kerr, Dalton, Lucas, Garrou, Plyler, Odom, Lee

COMMUNITY COLLEGE FUEL TAX EXEMPTION

SECTION 35.7.(a) G.S. 105-449.88 reads as rewritten:

"§ 105-449.88. Exemptions from the excise tax.

The excise tax on motor fuel does not apply to the following:

(1) Motor fuel removed, by transport truck or another means of transfer outside the terminal transfer system, from a terminal for export, if the motor fuel is removed by a licensed distributor or a licensed exporter

and the supplier of the motor fuel collects tax on it at the rate of the motor fuel's destination state.

(1a) Motor fuel removed by transport truck from a terminal for export if the motor fuel is removed by a licensed distributor or licensed exporter, the supplier that is the position holder for the motor fuel sells the motor fuel to another supplier as the motor fuel crosses the terminal rack, the purchasing supplier or its customer receives the motor fuel at the terminal rack for export, and the supplier that is the position holder collects tax on the motor fuel at the rate of the motor fuel's destination state.

(2) Motor fuel sold to the federal government for its use.

(3) Motor fuel sold to the State for its use.

(4) Motor fuel sold to a local board of education for use in the public school system.

(5) Diesel that is kerosene and is sold to an airport.

(6) Motor fuel sold to a charter school for use for charter school purposes.

(7) Motor fuel sold to a community college for use for community college purposes."

SECTION 35.7.(b) G.S. 115D-5 is amended by adding a new subsection to read:

"(n) The North Carolina Community Colleges System Office shall provide the Department of Revenue a list of all community colleges, including name, address, and other identifying information requested by the Department of Revenue. The North Carolina Community Colleges System Office shall update this list whenever there is a change."

SECTION 35.7.(c) This section becomes effective October 1, 2001.

PART XXXVI. MISCELLANEOUS PROVISIONS

Requested by: Senators Plyler, Odom, Lee

EXECUTIVE BUDGET ACT APPLIES

SECTION 36.1. The provisions of the Executive Budget Act, Chapter 143, Article 1 of the General Statutes, are reenacted and shall remain in full force and effect and are incorporated in this act by reference.

Requested by: Senators Plyler, Odom, Lee

COMMITTEE REPORT

SECTION 36.2.(a) The Senate Appropriations Committee Report on the Continuation, Expansion and Capital Budgets, dated May 29, 2001, which was distributed in the Senate and House of Representatives and used to explain this act, shall indicate action by the General Assembly on this act and shall therefore be used to construe this act, as provided in G.S. 143-15 of the Executive Budget Act, and for these purposes shall be considered a part of this act and as such shall be printed as a part of the Session Laws.

SECTION 36.2.(b) The budget enacted by the General Assembly for the maintenance of the various departments, institutions, and other spending agencies of the State for the 2001-2003 fiscal biennium is a line item budget, in accordance with the Budget Code Structure and the State Accounting System Uniform Chart of Accounts set out in the Administrative Policies and Procedures Manual of the Office of the State Controller. This budget includes the appropriations made from all sources including the General Fund, Highway Fund, special funds, cash balances, federal receipts, and departmental receipts.

Workforce Development Consolidation Summary

The Workforce Development Consolidation Provision does the following:

- Transfers the Bureau of Training Initiatives from the Department of Labor to the Community College System.

- Transfers the Apprenticeship Program from the Department of Labor to the Community College System.

- Establishes an Assistant Secretary for Employment Services and Workforce Development within the Department of Commerce.

    - Provides that the current Chairman of the ESC will serve as the Assistant Secretary for Employment Services and Workforce Development until he is no longer Chairman.

- Transfers the Employment Security Commission to the Department of Commerce under the Assistant Secretary for Employment Services and Workforce Development.

    - Keeps the Unemployment Insurance Adjudication function carried out by the seven member Employment Security Commission separate. Only the administrative functions of the ESC transfer to Commerce.

    - The Assistant Secretary for Employment Services and Workforce Development will also be responsible for the Department of Commerce Division of Employment and Training and the Commission on Workforce Development

- Transfers the Common Follow-Up System from State Budget and ESC to Commerce.

- In addition to these items, there are several reporting requirements in the provision, including language that directs the Department of Commerce to report to Government Operations before making any changes in the organizational structure of ESC.

Workforce Development Consolidation Plan
Summary

Transfers the Bureau of Training Initiatives from the Department of Labor to NCCCS.

The BTI develops models or pilots of job training programs for replication throughout the state. Most of the replication is done by NCCCS.

Funding: $1,000,000
Source: Worker Training Trust Fund (WTTF)

Transfers the Apprenticeship Program from the Department of Labor to NCCCS.

The Apprenticeship and Training Bureau promotes and monitors apprenticeship programs throughout the state in an effort to train high-skilled workers. Almost all of the in-class training is done by the community colleges. Most Apprentice programs are designed for high school graduates, but there is a High School/Youth Apprenticeship Program available for juniors or seniors in high school.

Funding: $2,000,000
Source: WTTF and General Fund ($1 million each)

Establishes an Assistant Secretary for Employment Services and Workforce Development within the Department of Commerce.

This position will be responsible for the administrative functions of ESC, the Division of Employment and Training, and the Commission on Workforce Development. The position will be supported by funds from the Commission on Workforce Development and ESC.

Transfers the Employment Security Commission to the Department of Commerce under the Assistant Secretary for Employment Services and Workforce Development.

The ESC will continue to be responsible for the adjudication of unemployment insurance claims. All administrative functions will become the responsibility of the Assistant Secretary for Employment Services and Workforce Development.

Funding: $159,601,116
Source: Unemployment Insurance receipts; Federal; WTTF

Transfers the Common Follow-Up System from State Budget to Commerce.

The Common Follow-Up System evaluates the effectiveness of the State's job training, education, and placement programs.

Funding: $285,000 ($225,000 is included in ESC's budget)
Source: WTTF

MINUTES

HOUSE APPROPRIATIONS/Subcommittee on Education

June 7, 2001
8:30 a.m.

The House Appropriations/Subcommittee on Education met Thursday, June 7, 2001 at 8:30 a.m. in Room 421 of the Legislative Office Building, with Rep. Gene Rogers, Chair presiding. House members present were Rep. Rogers, Chair, Rep. Boyd-McIntyre, Chair, Rep. Yongue, Chair, Representatives Barnhart, Bell Bonner, Carpenter, Holmes, McLawhorn, Michaux, Preston, Russell, Smith Teague and Warner. Thirty-nine visitors attended. Chairman Rogers called the meeting to order and introduced the pages assisting the committee for the meeting. They were Ana Catherine Dickens, Nash County, sponsored by Rep. Gene Arnold and Will Powell, Wake County, sponsored by Rep. Leo Daughtry. He then called on Jim Newlin, Fiscal Research for his presentation on Public Schools: Special Provisions, beginning on **page 43, section 28.31** of the ***Senate Appropriations Bill (SB 1005), (Attachment 1***). Mr. Newlin read each section, commenting briefly on each one and afterwards, the Chair opened the floor for questions, flags or comments. Rep. Michaux questioned why 3 items in Part XIX – High Priority Schools and Assistance and Accountability, **Page 46 section 29.1, page 47 section 29.3 and page 48 section 29.5,** were seeking the same thing. Mr. Newlin explained that the section **29.1** deals with high priority schools which drastically lower class size, section **29.3** deals with statutory changes requested by the Board that deals with schools deemed low performing and section **29.5** deals with funds that directly address those low performing schools which were not covered in high priority schools. Rep. Preston asked to be provided a list of the 37 low performing schools and the LEA's. Rep. Russell referred back to page **32, section 28.17, lines 44, 45 & 46** regarding Saturday school, and extended days that local school administrative units shall provide these activities and transportation free of charge to students. She inquired if there was a fiscal note or some idea of what it would cost the local schools. Mr. Newlin explained that these are things that are already funded in the at-risk category as well as the improving student accountability category and is simply putting into statutes some of those board policies that are already in place. Rep. Carpenter's question pertained to Children with Disabilities, **Section 28.2 on page 14**. She said with the closing of the deaf school and some homes for mentally retarded and mentally ill, her concerns were, would the increase in allocated funds handle the impact on public schools. Mr. Newlin

responded that the increase would give the local units additional funds, based on the number of students identified. Rep. Carpenter asked to go on record to flag items pertaining to closing of schools for children with disabilities. Rep. Russell asked how figure of $2,662.87 per child for a maximum of 158,825 children for school year 2001-2002 was chosen. Philip Price responded that it was $2,612 for year 2000 and was raised to $2,662, and that is the head count of the school systems or 12 ½% of their ADM's, whichever is lower. Rep. Rogers said the state has a 12 ½% cap on funding for kids with disabilities. Rep. Preston had a question on small school systems and asked to be provided with a list of them. Rep. Michaux's question was what is the average increase in teacher's salary and Mr. Newlin stated it was 2.86.

Rep. Rogers, Chair called on Kristine Leggett for her presentation on "Community Colleges: Money and Provisions", beginning on **page 11**, and asked the committee members to hold their questions until the end of her presentation. She went over each item and explained the changes that were made. The following members asked for items to be flagged: Rep. Michaux - **Item #89;** Rep. Carpenter - **Item #83 and Item #91**; Rep. McLawhorn - **Item #85.** Rep. Preston asked follow-up questions on Item 85 & 89. She wanted to know how many Community Colleges offered the criminal justice program and where they are located. Ms. Leggett responded that it is a regional program and there are six coordinators who are located at six of the colleges but they serve a larger area but will be reduced to three regions. Rep. Russell stated that in a previous conversation they were told the state paid 80% tuition for community college students and asked what the percentage would be with the increase in tuition. Ms. Leggett said she would get back with Rep. Russell with that information. Rep. Michaux asked for information on how much tuition is collected from out of state students. Ms. Leggett asked Kennon Briggs to help explain. Ms. Leggett continued her presentation explaining special provisions, **beginning on page 50, line 22, Part XXX.** Ms. Leggett responded to questions at the conclusion of her presentation. Rep. Michaux had a question regarding the transfer of money for workforce development programs. Ms. Leggett referred him to the summary on page 77 which addresses that.

MINUTES
Appropriations/Subcommittee on Education
June 7, 2001, 8:30 a.m.

Rep. Michaux asked to flag **Section 30.8, Faculty Salaries.** Rep. Smith asked to flag **Section 30.6, Modify Term of Community College Faculty Contracts.** Rep. Preston asked for information on **Section 30.8, Study of Discrepancies in Faculty Salaries.** Rep. Russell asked to flag **Section 30.9 and Section 30.5.** Rep. Carpenter asked to **flag Section 30.10 on page 52.**

Rep. Rogers, Chair, called on Charlotte Todd, Fiscal Staff to present "Universities: Money and Provisions", beginning on **page 7, Item #43.** Items 43 - 47 deals with Campus Reductions, Items 48 – 63 deals with UNC General Administration, and Itens 64 – 75 deals with Expansion Funds. Rep. Russell asked Ms. Todd to get information for her on funding for teacher consortium. Rep. Carpenter asked to flag **Items 74 and 67**. Rep. Warner asked to flag **Items 55 and 60**. Time did not permit Ms. Todd to complete her presentation on special provisions for the University System but the Chair announced she would conclude her presentation at the next meeting.

The meeting adjourned at 9:55 a.m.

Respectfully Submitted

Gene Rogers
Representative Gene Rogers
Chair

Sally Gillis
Sally Gillis
Committee Assistant

House Appropriations Subcommittee on Education

Agenda

Wednesday, June 7, 2001, 8:30 a.m.
Room 421, Legislative Office Building

Representative Gene Rogers, Chairing

Review of Senate Appropriations Bill (SB 1005)

Public Schools: Special Provisions (cont.) ..... **Jim Newlin**
Fiscal Research

Community Colleges: Money and Provisions ..... **Kristine Leggett**
Fiscal Research

Universities: Money and Provisions ..... **Charlotte Todd**
Fiscal Research

Adjournment

House Appropriations Subcommittee on Education
Rep. Boyd-McIntyre (Chair)
Rep. Rogers (Chair)
Rep. Yongue (Chair)
Rep. Barnhart, Rep. Bell, Rep. Bonner, Rep. Carpenter
Rep. Holmes, Rep. McLawhorn, Rep. Michaux,
Rep. Morgan, Rep. Preston, Rep. Russell, Rep. Smith,
Rep. Teague, Rep. Warner

Fiscal Research Division (g:\Fiscal\Education Team\2001 House Agenda)

Senate Education Budget

June 6, 2001

Public Education

	GENERAL FUND			
	FY 2001-02		FY 2002-03	
Recommended Budget	$5,923,802,924		$6,021,031,149	
Legislative Changes				
A. More Accurate Projection of Budget Requirements				
1 Additional Adjustments in Average Salary Projections In addition to the annual Continuation Budget adjustment for average budgeted salary of certified personnel, a more recent review of certified personnel salaries, from updated salary data, identified an additional reduction in projected salary needs for FY 2001-02.	($8,497,668)	R	($8,497,668)	R
2 School Bus Purchases Reduce funding for FY 2001-02 based on a revised school bus replacement schedule.	($23,915,892)	NR		
3 Payments for Teacher Unused Vacation Days Adjust funding to reflect recent expenditure experience.	($4,000,000)	R	($4,000,000)	R
4 Transportation Adjustment: Bus Driver Physicals The Division of Motor Vehicles is delaying the implementation of the requirement that bus drivers must have a physical examination every two years. $25,000 would remain in the budget for pilot projects.	($535,000)	R	($535,000)	R
5 Transportation Adjustment: Diesel Fuel Cost The economic forecast models project a 10.5% decline in diesel fuel cost from the current year's average. The current average cost is $0.92 per gallon and the Continuation Budget was based on an estimated cost of $1.05 per gallon. This adjustment budgets diesel fuel at $0.92 which is the current level. All school buses utilize diesel fuel.	($2,990,000)	R	($3,048,890)	R
6 Transportation Adjustment: Inventory Adjustment June 30, 2000 inventory levels (oil, tires, and parts) were approximately 62% of annual needs. This one-time reduction is to reduce current inventory levels to a more optimum level.	($4,000,000)	NR		
7 Revised Projection of Average Daily Membership To eliminate the possibility of duplicating the inclusion of some students in projecting a local school administrative units average daily membership and to project a more realistic estimate of future student populations.	($20,199,068) -235.00	R	($16,227,221) -175.00	R

	FY 2001-02		FY 2002-03	
17 Department of Public Instruction The elimination of 50 State-paid positions in the Department of Public Instruction (over the biennium). In FY 2001-02, the total reduction to the Department of Public Instruction will be a minimum of $3,800,000.	($3,800,000)	R	($3,800,000)	R
C. Other Budget Adjustments				
18 Vocational Education - Tech Prep Eliminates State funding for Tech Prep. Federal funds in excess of $3 million support this program.	($100,000)	R	($100,000)	R
19 Appropriations to Non-Public School Agencies Funding for the Public School Forum for administration of the Teachers Fellows Program ($420,564) is reduced 10%, funding for Schools Attuned ($643,100) is reduced 10%, funding for Teacher Cadet ($150,000) is reduced 10%. The remaining non-public school agencies that have received recurring appropriations through the Department of Public Instruction are not directly funded. A $2.5 million reserve is appropriated to the State Board of Education for contractual agreements with non-public school agencies.	($2,445,116)	R	($2,445,116)	R
D. Improving Student Performance				
20 Targeted Class Size Reduction and Instruction a. In schools with 80% or more of the students eligible for free or reduced lunch and with 45% or more of students performing below grade level, lower class size in grades K-3 to 1:15. Require teachers allotted for these grades to be assigned to teach in these grades.	$8,062,603 179.60	R	$8,062,603 179.60	
21 Targeted Class Size Reduction and Instruction b. Extend the contract for all teachers in these targeted schools for 5 days in 2001-02 and 10 days in 2002-03. The first year days will be for staff development in methods to individualize instruction in smaller classes. The second year will add 5 instructional days.	$973,455	R	$2,334,930	R
22 Targeted Class Size Reduction and Instruction c. Provide one additional instructional support position for each of these targeted schools	$1,840,380 37.00	R	$1,840,380 37.00	R
23 Targeted Class Size Reduction and Instruction d. Eliminate regular dollar allotment for teacher assistants in grades K-3 in these targeted schools due to significantly lower class size.	($8,068,580)	R	($8,068,580)	R
24 Targeted Class Size Reduction and Instruction e. Provide funding for outside evaluation of targeted class size reduction initiatives.	$500,000	R	$500,000	R
25 Targeted Class Size Reduction and Instruction: Kindergarten Lower class size ratio in kindergarten to 1 teacher for every 18 students. Includes all schools (excluding the ones targeted above).	$25,413,757 566.50	R	$25,413,757 566.50	R

	FY 2001-02		FY 2002-03	
33 ABC Bonuses Provide funding for ABC bonuses for schools meeting or exceeding expected growth in 2000-01.	($93,100,000) $93,100,000	R NR	($93,100,000)	R
34 ABC Bonuses: Pilot Districts Provide funding for school personnel in 5 pilot school districts for additional bonuses earned under the disaggregated performance pilot project directed by the General Assembly in 1999 (Sec. 8.36, SL 1999-237: HB 168). If a school achieves the pilot program goals, all certified personnel assigned to the school will receive up to $750 and teacher assistants up to $325 (these awards are in addition to standard ABC bonuses). LEAs not eligible for low wealth or small county supplemental funding must contribute 25% of the total cost of the bonuses.	$4,600,000	NR		
35 Character Education Funding for expansion of character education program	$300,000	R	$300,000	R
36 Children with Special Needs Increase funding per student for children with special needs	$5,000,000	R	$5,000,000	R
37 Improving Student Accountability Increase funding for additional instruction for students performing below grade level.	$5,000,000	R	$5,000,000	R
38 Limited English Proficiency Appropriate additional funds to serve students with limited proficiency in English. This brings the total funding for this purpose to $23,037,655 for FY 2001-02 (prior to increases for any legislated salary increase).	$1,000,000	R	$1,000,000	R
E. Other Increases				
39 Instructional Supplies Expand funding for instructional supplies. Language will direct that each LEA will allocate a minimum of $200 to each state-paid teacher for purchase of supplies.	$8,150,507	R	$8,150,507	R
40 School Accountability Report Cards Funds for the Education Cabinet to develop, publish, and distribute school accountability report cards. The cards should be designed to supply parents information on school characteristics and performance.	$200,000	R	$200,000	R
41 Average Daily Membership Contingency Reserve Provides additional funds to the State Board of Education to address transitional year funding for local school administrative units with new charter schools and for first month allotment adjustments to local school administrative units with higher than expected enrollment growth.	$500,000	R	$500,000	R

UNC System

	GENERAL FUND			
	FY 2001-02		FY 2002-03	
Recommended Budget	$1,804,923,800		$1,812,208,855	
Legislative Changes				
Campus Reductions				
43 Temporary Wages and Membership Dues Reduce the funding for temporary wages and membership dues at the 16 UNC constituent institutions.	($2,500,000)	R	($2,500,000)	R
44 Community Services/General Academic Support Reduce amount appropriated for Community Services/General Academic Support for the 16 constituent institutions.	($1,500,000)	R	($1,500,000)	R
45 Reduction in SPA Positions A 2% reduction in SPA positions at the 16 constituent institutions, with the exception of NC A&T's and NCSU's Cooperative Extension programs.	($9,218,866) -256.00	R	($9,218,866) -256.00	R
46 Reductions in EPA Non-Teaching Staff Positions A 2% reduction is made in EPA Non-Teaching staff positions for the 16 constituent institutions, except for NC A&T's and NCSU's Cooperative Extension programs.	($4,473,710) -68.00	R	($4,473,710) -68.00	
47 Reductions in Various Modified Zero Based Budget Items An average 5% reduction is made in the budgets of the 16 constituent institutions for the following modified zero based budget items: Miscellaneous Contractual Services, Rental/Lease of equipment, Travel, Cellular phones, Furniture and Equipment, and Other aids and grants.	($5,726,311)	R	($5,726,311)	R
UNC General Administration				
48 Reduce EDP Equipment Reduce Electronic Data Processing equipment infrastructure replacement efforts at UNC-GA	($80,000)	R	($80,000)	R
49 Miscellaneous contractual service and other aids and grants reduction Reduce these line items in UNC-GA by 10%.	($535,732)	R	($535,732)	R
50 Rental/Lease of Equipment Reduction Reduce line item for UNC-GA by 10%	($13,363)	R	($13,363)	R
51 Travel Reduction Reduce travel line item in UNC-GA by 10%.	($91,957)	R	($91,957)	R

	FY 2001-02		FY 2002-03	
63 Reduction in all Center for School Leadership Development programs Reduction and efficiencies in the programs under the Center for School Leadership Development. The Joint Legislative Commission on Education Oversight will study the possible consolidation and regionalization of these programs with recommended savings.	($1,000,000)	R	($1,000,000)	R
University Expansion Funds				
64 Regular Term Enrollment Increase Fully funds the UNC Board of Governor's regular term enrollment increase, including the "hold-harmless" for those campuses losing enrollment. This funds an additional 2,435 full-time equivalent students.	$28,358,828 238.30	R	$28,358,828 238.30	R
65 Distance Education Enrollment Increase Funds 70% of the UNC Board of Governor's distance education enrollment increase. This is the same percentage funding provided for the last two years. This will fund an additional 760 FTE students.	$8,524,695 67.40	R	$8,524,695 67.40	R
66 Faculty Productivity Increase faculty productivity by using existing tenure-stream faculty who teach fewer than 15 credit hours a year to help with the projected enrollment growth. This reduction is for faculty paid from the code "1310 EPA Teaching Faculty" line.	($3,000,000)	R	($3,000,000)	R
67 Tuition Increase The Board of Governors recommended a 4% across-the-board tuition increase for the 2001-02 academic year. This adds an additional 5% across-the-board increase. The additional increase ranges from $41 to $93 a year for resident undergraduates.	($24,664,857)	R	($24,664,857)	R
68 Need-Based Student Financial Aid Adds additional funds to the existing need-based student financial aid program. The current direct appropriation for this program is $6.3 million.	$8,928,000	R	$8,928,000	R
69 Aid to Students Attending Private Colleges Provides funds to cover the projected enrollment increases in the funds for students attending private colleges.$2,346,210 is to cover the 1,192 additional students anticipated to receive the Legislative Tuition Grant (LTG). The State Contractual Scholarship (SCSF) program will increase by $880,000 to cover an additional800 FTE students. The current appropriation for the LTG program and the SCSF is $75.7 million.	$3,226,210	R	$3,226,210	R
70 Education Cabinet/Research Council Funds This restores half of the non-recurring appropriation made during the last fiscal year for the Education Cabinet and the Education Research Council.	$250,000 2.00	R	$250,000 2.00	R

Community Colleges

	GENERAL FUND			
	FY 2001-02		FY 2002-03	
Recommended Budget	$648,021,974		$648,021,974	
Legislative Changes				
A. Community Colleges System Offices				
76 Operating Efficiencies	($247,923)	R	($247,923)	R
Eliminate the library ordering and receiving services and two library clerk positions totaling $59,543. Colleges will be responsible for ordering and receiving library materials. Eliminate a vacant educational consultant position and operating funds totaling $64,432. Reduce operating expenses identified by the System Office by $50,552. Eliminate two positions in the Office of the President totaling $73,396.	-5.00		-5.00	
B. State Aid - Community College Institutions				
77 Compensatory Education	($150,537)	R	($150,537)	R
Reduce the appropriation for Compensatory Education from $1,150,537 to $1,000,000.				
78 Worker's Compensation	($272,927)	R	($272,927)	R
Reduce the appropriation for Worker's Compensation from $976,629 to $703,702 to reflect actual expenditures.				
79 Unemployment Compensation	($81,015)	R	($81,015)	R
Reduce the appropriation for Unemployment Compensation from $521,766 to $440,751 to reflect actual expenditures.				
80 Reduce Liability Insurance	($20,000)	R	($20,000)	R
Reduce the appropriation for Liability Insurance from $53,000 to $33,000 to match actual expenditures.				
81 Eliminate Priority Programs	($43,812)	R	($43,812)	R
Eliminate Priority Programs since this item was intended to support federal funds that are no longer available.				
82 Reduce Human Resource Development Funds	($2,951,895)	R	($2,951,895)	R
Reduce the appropriation for Human Resource Development from $6,951,895 to $4,000,000. The program will be reorganized and the classes will be offered as Occupational Continuing Education classes.				
83 Reduce Special Allotments	($1,122,166)	R	($1,122,166)	R
Reduce Special Allotment funds for high cost programs at 5 colleges from $2,244,332 to $1,122,166.				

Senate Subcommittee on Education	FY 2001-02		FY 2002-03	
Total Legislative Changes	**($5,011,807)**	**R**	**($5,011,807)**	**R**
	$300,000	**NR**		
Total Position Changes	-8.00		-8.00	
Revised Budget	**$643,310,167**		**$643,010,167**	

SECTION 27.19. The Department of Transportation's Aviation Division shall study the transfer of the Global TransPark airport fixed assets and operations from the Global TransPark Authority to another appropriate entity. The Aviation Division shall report the results of this study to the Joint Legislative Transportation Oversight Committee by December 15, 2001.

Requested by: Senators Gulley, Lee, Odom, Plyler

STATE BOARD OF COMMUNITY COLLEGES TO STUDY TRANSFER OF GLOBAL TRANSPARK EDUCATION AND TRAINING CENTER

SECTION 27.20. The State Board of Community Colleges shall study the transfer of the Education and Training Center from the Global TransPark Authority to an appropriate public educational entity. The State Board of Community Colleges shall report the results of the study to the Joint Legislative Transportation Oversight Committee by December 15, 2001.

PART XXVIII. PUBLIC SCHOOLS

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

LITIGATION RESERVE FUNDS DO NOT REVERT

SECTION 28.1.(a) Funds in the State Board of Education's Litigation Reserve that are not expended or encumbered on June 30, 2001, shall not revert on July 1, 2001, but shall remain available for expenditure until June 30, 2002.

SECTION 28.1.(b) Subsection (a) of this section becomes effective June 30, 2001.

SECTION 28.1.(c) The State Board of Education may expend up to five hundred thousand dollars ($500,000) for the 2001-2002 fiscal year from unexpended funds for certified employees' salaries to pay expenses related to pending litigation.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

CHILDREN WITH DISABILITIES

SECTION 28.2. The State Board of Education shall allocate funds for children with disabilities on the basis of two thousand six hundred sixty-two dollars and eighty-seven cents ($2,662.87) per child for a maximum of 158,825 children for the 2001-2002 school year. Each local school administrative unit shall receive funds for the lesser of (i) all children who are identified as children with disabilities or (ii) twelve and five-tenths percent (12.5%) of the 2001-2002 allocated average daily membership in the local school administrative unit.

The dollar amounts allocated under this section for children with disabilities shall also increase in accordance with legislative salary increments for personnel who serve children with disabilities.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

FUNDS FOR ACADEMICALLY GIFTED STUDENTS

SECTION 28.3. The State Board of Education shall allocate funds for academically or intellectually gifted children on the basis of eight hundred seventy-nine dollars and ten cents ($879.10) per child. A local school administrative unit shall receive funds for a maximum of four percent (4%) of its 2001-2002 allocated average daily membership, regardless of the number of children identified as academically or intellectually gifted in the unit. The State Board shall allocate funds for no more than 52,042 children for the 2001-2002 school year.

The dollar amounts allocated under this section for academically or intellectually gifted children shall also increase in accordance with legislative salary increments for personnel who serve academically or intellectually gifted children.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

AT-RISK STUDENT SERVICES/ALTERNATIVE SCHOOLS

SECTION 28.4. The State Board of Education may use up to two hundred thousand dollars ($200,000) of the funds in the Alternative Schools/At-Risk Student allotment each year for the 2001-2002 fiscal year and for the 2002-2003 fiscal year to implement G.S. 115C-12(24).

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

UNIFORM EDUCATION REPORTING SYSTEM (UERS)

SECTION 28.5.(a) Funds appropriated for the Uniform Education Reporting System shall not revert at the end of the 2001-2002 and 2002-2003 fiscal years, but shall remain available until expended.

SECTION 28.5.(b) This section becomes effective June 30, 2001.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

SUPPLEMENTAL FUNDING IN LOW-WEALTH COUNTIES

SECTION 28.6.(a) Funds for Supplemental Funding. – The General Assembly finds that it is appropriate to provide supplemental funds in low-wealth counties to allow those counties to enhance the instructional program and student achievement; therefore, funds are appropriated to State Aid to Local School Administrative Units for the 2001-2002 fiscal year and the 2002-2003 fiscal year to be used for supplemental funds for schools.

SECTION 28.6.(b) Use of Funds for Supplemental Funding. – All funds received pursuant to this section shall be used only (i) to provide instructional positions, instructional support positions, teacher assistant positions, clerical positions, school computer technicians, instructional supplies and equipment, staff development, and textbooks, and (ii) for salary supplements for instructional personnel and instructional support personnel.

Local boards of education are encouraged to use at least twenty-five percent (25%) of the funds received pursuant to this section to improve the academic performance of children who are performing at Level I or II on either reading or mathematics end-of-grade tests in grades 3-8 and children who are performing at Level I or II on the writing tests in grades 4 and 7. Local boards of education shall report to the State Board of Education on an annual basis on funds used for this purpose, and the State Board shall report this information to the Joint Legislative Education Oversight Committee. These reports shall specify how these funds were targeted and used to implement specific improvement strategies of each local school administrative unit and its schools, such as teacher recruitment, closing the achievement gap, improving student accountability, addressing the needs of at-risk students, and establishing and maintaining safe schools.

SECTION 28.6.(c) Definitions. – As used in this section:

(1) "Anticipated county property tax revenue availability" means the county-adjusted property tax base multiplied by the effective State average tax rate.

(2) "Anticipated total county revenue availability" means the sum of the:

a. Anticipated county property tax revenue availability,

b. Local sales and use taxes received by the county that are levied under Chapter 1096 of the 1967 Session Laws or under Subchapter VIII of Chapter 105 of the General Statutes,

c. Food stamp exemption reimbursement received by the county under G.S. 105-164.44C,

d. Homestead exemption reimbursement received by the county under G.S. 105-277.1A,
e. Inventory tax reimbursement received by the county under G.S. 105-275.1 and G.S. 105-277.001,
f. Intangibles tax distribution and reimbursement received by the county under G.S. 105-275.2, and
g. Fines and forfeitures deposited in the county school fund for the most recent year for which data are available.

(3) "Anticipated total county revenue availability per student" means the anticipated total county revenue availability for the county divided by the average daily membership of the county.

(4) "Anticipated State average revenue availability per student" means the sum of all anticipated total county revenue availability divided by the average daily membership for the State.

(5) "Average daily membership" means average daily membership as defined in the North Carolina Public Schools Allotment Policy Manual, adopted by the State Board of Education. If a county contains only part of a local school administrative unit, the average daily membership of that county includes all students who reside within the county and attend that local school administrative unit.

(6) "County-adjusted property tax base" shall be computed as follows:
a. Subtract the present-use value of agricultural land, horticultural land, and forestland in the county, as defined in G.S. 105-277.2, from the total assessed real property valuation of the county,
b. Adjust the resulting amount by multiplying by a weighted average of the three most recent annual sales assessment ratio studies,
c. Add to the resulting amount the:
1. Present-use value of agricultural land, horticultural land, and forestland, as defined in G.S. 105-277.2,
2. Value of property of public service companies, determined in accordance with Article 23 of Chapter 105 of the General Statutes, and
3. Personal property value for the county.

(7) "County-adjusted property tax base per square mile" means the county-adjusted property tax base divided by the number of square miles of land area in the county.

(8) "County wealth as a percentage of State average wealth" shall be computed as follows:
a. Compute the percentage that the county per capita income is of the State per capita income and weight the resulting percentage by a factor of five-tenths,
b. Compute the percentage that the anticipated total county revenue availability per student is of the anticipated State average revenue availability per student and weight the resulting percentage by a factor of four-tenths,
c. Compute the percentage that the county-adjusted property tax base per square mile is of the State-adjusted property tax base per square mile and weight the resulting percentage by a factor of one-tenth,
d. Add the three weighted percentages to derive the county wealth as a percentage of the State average wealth.

(9) "Effective county tax rate" means the actual county tax rate multiplied by a weighted average of the three most recent annual sales assessment ratio studies.

(10) "Effective State average tax rate" means the average of effective county tax rates for all counties.

(10a) "Local current expense funds" means the most recent county current expense appropriations to public schools, as reported by local boards of education in the audit report filed with the Secretary of the Local Government Commission pursuant to G.S. 115C-447.

(11) "Per capita income" means the average for the most recent three years for which data are available of the per capita income according to the most recent report of the United States Department of Commerce, Bureau of Economic Analysis, including any reported modifications for prior years as outlined in the most recent report.

(12) "Sales assessment ratio studies" means sales assessment ratio studies performed by the Department of Revenue under G.S. 105-289(h).

(13) "State average current expense appropriations per student" means the most recent State total of county current expense appropriations to public schools, as reported by local boards of education in the audit report filed with the Secretary of the Local Government Commission pursuant to G.S. 115C-447.

(14) "State average adjusted property tax base per square mile" means the sum of the county-adjusted property tax bases for all counties divided by the number of square miles of land area in the State.

(14a) "Supplant" means to decrease local per student current expense appropriations from one fiscal year to the next fiscal year.

(15) "Weighted average of the three most recent annual sales assessment ratio studies" means the weighted average of the three most recent annual sales assessment ratio studies in the most recent years for which county current expense appropriations and adjusted property tax valuations are available. If real property in a county has been revalued one year prior to the most recent sales assessment ratio study, a weighted average of the two most recent sales assessment ratios shall be used. If property has been revalued the year of the most recent sales assessment ratio study, the sales assessment ratio for the year of revaluation shall be used.

SECTION 28.6.(d) Eligibility for Funds. – Except as provided in subsection (h) of this section, the State Board of Education shall allocate these funds to local school administrative units located in whole or in part in counties in which the county wealth as a percentage of the State average wealth is less than one hundred percent (100%).

SECTION 28.6.(e) Allocation of Funds. – Except as provided in subsection (g) of this section, the amount received per average daily membership for a county shall be the difference between the State average current expense appropriations per student and the current expense appropriations per student that the county could provide given the county's wealth and an average effort to fund public schools. (To derive the current expense appropriations per student that the county could be able to provide given the county's wealth and an average effort to fund public schools, multiply the county wealth as a percentage of State average wealth by the State average current expense appropriations per student.)

The funds for the local school administrative units located in whole or in part in the county shall be allocated to each local school administrative unit, located in whole or in part in the county, based on the average daily membership of the county's students in the school units.

If the funds appropriated for supplemental funding are not adequate to fund the formula fully, each local school administrative unit shall receive a pro rata share of the funds appropriated for supplemental funding.

SECTION 28.6.(f) Formula for Distribution of Supplemental Funding Pursuant to This Section Only. – The formula in this section is solely a basis for distribution of supplemental funding for low-wealth counties and is not intended to reflect any measure of the adequacy of the educational program or funding for public schools. The formula is also not intended to reflect any commitment by the General Assembly to appropriate any additional supplemental funds for low-wealth counties.

SECTION 28.6.(g) Minimum Effort Required. – Counties that had effective tax rates in the 1996-97 fiscal year that were above the State average effective tax rate but that had effective rates below the State average in the 1997-98 fiscal year or thereafter shall receive reduced funding under this section. This reduction in funding shall be determined by subtracting the amount that the county would have received pursuant to Section 17.1(g) of Chapter 507 of the 1995 Session Laws from the amount that the county would have received if qualified for full funding and multiplying the difference by ten percent (10%). This method of calculating reduced funding shall apply one time only.

This method of calculating reduced funding shall not apply in cases in which the effective tax rate fell below the statewide average effective tax rate as a result of a reduction in the actual property tax rate. In these cases, the minimum effort required shall be calculated in accordance with Section 17.1(g) of Chapter 507 of the 1995 Session Laws.

If the county documents that it has increased the per student appropriation to the school current expense fund in the current fiscal year, the State Board of Education shall include this additional per pupil appropriation when calculating minimum effort pursuant to Section 17.1(g) of Chapter 507 of the 1995 Session Laws.

SECTION 28.6.(h) Nonsupplant Requirement. – A county in which a local school administrative unit receives funds under this section shall use the funds to supplement local current expense funds and shall not supplant local current expense funds. For the 2001-2003 fiscal biennium, the State Board of Education shall not allocate funds under this section to a county found to have used these funds to supplant local per student current expense funds. The State Board of Education shall make a finding that a county has used these funds to supplant local current expense funds in the prior year, or the year for which the most recent data are available, if:

(1) The current expense appropriation per student of the county for the current year is less than ninety-five percent (95%) of the average of the local current expense appropriations per student for the three prior fiscal years; and

(2) The county cannot show (i) that it has remedied the deficiency in funding, or (ii) that extraordinary circumstances caused the county to supplant local current expense funds with funds allocated under this section.

The State Board of Education shall adopt rules to implement this section.

SECTION 28.6.(i) Reports. – The State Board of Education shall report to the Joint Legislative Education Oversight Committee prior to May 1, 2002, if it determines that counties have supplanted funds.

SECTION 28.6.(j) Department of Revenue Reports. – The Department of Revenue shall provide to the Department of Public Instruction a preliminary report for the current fiscal year of the assessed value of the property tax base for each county prior to March 1 of each year and a final report prior to May 1 of each year. The reports shall include for each county the annual sales assessment ratio and the taxable values of (i) total real property, (ii) the portion of total real property represented by the

present-use value of agricultural land, horticultural land, and forestland as defined in G.S. 105-277.2, (iii) property of public service companies determined in accordance with Article 23 of Chapter 105 of the General Statutes, and (iv) personal property.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

SMALL SCHOOL SYSTEM SUPPLEMENTAL FUNDING

SECTION 28.7.(a) Funds for Small School Systems. – Except as provided in subsection (b) of this section, the State Board of Education shall allocate funds appropriated for small school system supplemental funding (i) to each county school administrative unit with an average daily membership of fewer than 3,175 students and (ii) to each county school administrative unit with an average daily membership of from 3,175 to 4,000 students if the county in which the local school administrative unit is located has a county-adjusted property tax base per student that is below the State-adjusted property tax base per student and if the total average daily membership of all local school administrative units located within the county is from 3,175 to 4,000 students. The allocation formula shall:

(1) Round all fractions of positions to the next whole position.

(2) Provide five and one-half additional regular classroom teachers in counties in which the average daily membership per square mile is greater than four, and seven additional regular classroom teachers in counties in which the average daily membership per square mile is four or fewer.

(3) Provide additional program enhancement teachers adequate to offer the standard course of study.

(4) Change the duty-free period allocation to one teacher assistant per 400 average daily membership.

(5) Provide a base for the consolidated funds allotment of at least four hundred sixty-six thousand dollars ($466,000) excluding textbooks.

(6) Allot vocational education funds for grade 6 as well as for grades 7-12.

If funds appropriated for each fiscal year for small school system supplemental funding are not adequate to fund fully the program, the State Board of Education shall reduce the amount allocated to each county school administrative unit on a pro rata basis. This formula is solely a basis for distribution of supplemental funding for certain county school administrative units and is not intended to reflect any measure of the adequacy of the educational program or funding for public schools. The formula is also not intended to reflect any commitment by the General Assembly to appropriate any additional supplemental funds for such county administrative units.

SECTION 28.7.(b) Nonsupplant Requirement. – A county in which a local school administrative unit receives funds under this section shall use the funds to supplement local current expense funds and shall not supplant local current expense funds. For the 2001-2003 fiscal biennium, the State Board of Education shall not allocate funds under this section to a county found to have used these funds to supplant local per student current expense funds. The State Board of Education shall make a finding that a county has used these funds to supplant local current expense funds in the prior year, or the year for which the most recent data are available, if:

(1) The current expense appropriation per student of the county for the current year is less than ninety-five percent (95%) of the average of the local current expense appropriations per student for the three prior fiscal years; and

(2) The county cannot show (i) that it has remedied the deficiency in funding, or (ii) that extraordinary circumstances caused the county to supplant local current expense funds with funds allocated under this section.

The State Board of Education shall adopt rules to implement this section.

SECTION 28.7.(c) Phase-Out Provisions. – If a local school administrative unit becomes ineligible for funding under this formula solely because of an increase in the county-adjusted property tax base per student of the county in which the local school administrative unit is located, funding for that unit shall be phased out over a two-year period. For the first year of ineligibility, the unit shall receive the same amount it received for the prior fiscal year. For the second year of ineligibility, it shall receive one-half of that amount.

If a local school administrative unit becomes ineligible for funding under this formula solely because of an increase in the population of the county in which the local school administrative unit is located, funding for that unit shall be continued for five years after the unit becomes ineligible.

SECTION 28.7.(d) Definitions. – As used in this section:

(1) "Average daily membership" means within two percent (2%) of the average daily membership as defined in the North Carolina Public Schools Allotment Policy Manual, adopted by the State Board of Education.

(2) "County-adjusted property tax base per student" means the total assessed property valuation for each county, adjusted using a weighted average of the three most recent annual sales assessment ratio studies, divided by the total number of students in average daily membership who reside within the county.

(2a) "Local current expense funds" means the most recent county current expense appropriations to public schools, as reported by local boards of education in the audit report filed with the Secretary of the Local Government Commission pursuant to G.S. 115C-447.

(3) "Sales assessment ratio studies" means sales assessment ratio studies performed by the Department of Revenue under G.S. 105-289(h).

(4) "State adjusted property tax base per student" means the sum of all county adjusted property tax bases divided by the total number of students in average daily membership who reside within the State.

(4a) "Supplant" means to decrease local per student current expense appropriations from one fiscal year to the next fiscal year.

(5) "Weighted average of the three most recent annual sales assessment ratio studies" means the weighted average of the three most recent annual sales assessment ratio studies in the most recent years for which county current expense appropriations and adjusted property tax valuations are available. If real property in a county has been revalued one year prior to the most recent sales assessment ratio study, a weighted average of the two most recent sales assessment ratios shall be used. If property has been revalued during the year of the most recent sales assessment ratio study, the sales assessment ratio for the year of revaluation shall be used.

SECTION 28.7.(e) Reports. – The State Board of Education shall report to the Joint Legislative Education Oversight Committee prior to May 1, 2002, if it determines that counties have supplanted funds.

SECTION 28.7.(f) Use of Funds. – Local boards of education are encouraged to use at least twenty percent (20%) of the funds they receive pursuant to this section to improve the academic performance of children who are performing at Level I or II on either reading or mathematics end-of-grade tests in grades 3-8 and children who are performing at Level I or II on the writing tests in grades 4 and 7. Local boards of education shall report to the State Board of Education on an annual basis on funds used for this purpose and the State Board shall report this information to

the Joint Legislative Education Oversight Committee. These reports shall specify how these funds were targeted and used to implement specific improvement strategies of each local school administrative unit and its schools such as teacher recruitment, closing the achievement gap, improving student accountability, addressing the needs of at-risk students, and establishing and maintaining safe schools.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

FUNDS TO IMPLEMENT THE ABCs OF PUBLIC EDUCATION PROGRAM

SECTION 28.8.(a) The State Board of Education shall use funds appropriated for State Aid to Local School Administrative Units for the 2001-2002 fiscal year to provide incentive funding for schools that met or exceeded the projected levels of improvement in student performance during the 2000-2001 school year, in accordance with the ABCs of Public Education Program. In accordance with State Board of Education policy:

(1) Incentive awards in schools that achieve higher than expected improvements may be up to:
   a. One thousand five hundred dollars ($1,500) for each teacher and for certified personnel; and
   b. Five hundred dollars ($500.00) for each teacher assistant.

(2) Incentive awards in schools that meet the expected improvements may be up to:
   a. Seven hundred fifty dollars ($750.00) for each teacher and for certified personnel; and
   b. Three hundred seventy-five dollars ($375.00) for each teacher assistant.

SECTION 28.8.(b) The State Board of Education may use funds appropriated to State Aid to Local School Administrative Units for assistance teams to low-performing schools.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

STUDENTS WITH LIMITED ENGLISH PROFICIENCY

SECTION 28.9.(a) The State Board of Education shall develop guidelines for identifying and providing services to students with limited proficiency in the English language.

The State Board shall allocate these funds to local school administrative units and to charter schools under a formula that takes into account the average percentage of students in the units or the charters over the past three years who have limited English proficiency. The State Board shall allocate funds to a unit or a charter school only if (i) average daily membership of the unit or the charter school includes at least 20 students with limited English proficiency or (ii) students with limited English proficiency comprise at least two and one-half percent (2 1/2%) of the average daily membership of the unit or charter school. For the portion of the funds that is allocated on the basis of the number of identified students, the maximum number of identified students for whom a unit or charter school receives funds shall not exceed ten and six-tenths percent (10.6%) of its average daily membership.

Local school administrative units shall use funds allocated to them to pay for classroom teachers, teacher assistants, tutors, textbooks, classroom materials/instructional supplies/equipment, transportation costs, and staff development of teachers for students with limited English proficiency.

A county in which a local school administrative unit receives funds under this section shall use the funds to supplement local current expense funds and shall not supplant local current expense funds.

SECTION 28.9.(b) The Department of Public Instruction shall prepare a current headcount of the number of students classified with limited English proficiency by December 1 of each year.

Students in the head count shall be assessed at least once every three years to determine their level of English proficiency. A student who scores "superior" on the standard English language proficiency assessment instrument used in this State shall not be included in the head count of students with limited English proficiency.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

EXPENDITURES FOR DRIVING EDUCATION CERTIFICATES

SECTION 28.10. The State Board of Education may use funds appropriated for drivers education for the 2001-2002 fiscal year and for the 2002-2003 fiscal year for driving eligibility certificates.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

TEACHER SALARY SCHEDULES

SECTION 28.11.(a) Effective for the 2001-2002 school year, the Director of the Budget may transfer from the Reserve for Compensation Increases for the 2001-2002 fiscal year funds necessary to implement the teacher salary schedule set out in subsection (b) of this section, including funds for the employer's retirement and social security contributions and funds for annual longevity payments at one and one-half percent (1.5%) of base salary for 10 to 14 years of State service, two and twenty-five hundredths percent (2.25%) of base salary for 15 to 19 years of State service, three and twenty-five hundredths percent (3.25%) of base salary for 20 to 24 years of State service, and four and one-half percent (4.5%) of base salary for 25 or more years of State service, commencing July 1, 2001, for all teachers whose salaries are supported from the State's General Fund. These funds shall be allocated to individuals according to rules adopted by the State Board of Education. The longevity payment shall be paid in a lump sum once a year.

SECTION 28.11.(b) For the 2001-2002 school year, the following monthly salary schedules shall apply to certified personnel of the public schools who are classified as teachers. The schedule contains 30 steps with each step corresponding to one year of teaching experience.

2001-2002 MONTHLY SALARY SCHEDULE
"A" TEACHERS

Years of Experience	"A" Teachers	NBPTS Certification
0	$2,525	N/A
1	$2,567	N/A
2	$2,611	N/A
3	$2,764	$3,096
4	$2,904	$3,252
5	$3,036	$3,400
6	$3,164	$3,544
7	$3,266	$3,658
8	$3,314	$3,712
9	$3,362	$3,765
10	$3,412	$3,821
11	$3,461	$3,876
12	$3,511	$3,932

13	$3,561	$3,988
14	$3,614	$4,048
15	$3,667	$4,107
16	$3,722	$4,169
17	$3,777	$4,230
18	$3,834	$4,294
19	$3,892	$4,359
20	$3,950	$4,424
21	$4,011	$4,492
22	$4,072	$4,561
23	$4,136	$4,632
24	$4,200	$4,704
25	$4,264	$4,776
26	$4,330	$4,850
27	$4,398	$4,926
28	$4,467	$5,003
29	$4,538	$5,083
30+	$4,538	$5,083

2001-2002 MONTHLY SALARY SCHEDULE
"M" TEACHERS

Years of Experience	"M" Teachers	NBPTS Certification
0	$2,778	N/A
1	$2,824	N/A
2	$2,872	N/A
3	$3,040	$3,405
4	$3,194	$3,577
5	$3,340	$3,741
6	$3,480	$3,898
7	$3,593	$4,024
8	$3,645	$4,082
9	$3,698	$4,142
10	$3,753	$4,203
11	$3,807	$4,264
12	$3,862	$4,325
13	$3,917	$4,387
14	$3,975	$4,452
15	$4,034	$4,518
16	$4,094	$4,585
17	$4,155	$4,654
18	$4,217	$4,723
19	$4,281	$4,795
20	$4,345	$4,866
21	$4,412	$4,941
22	$4,479	$5,016
23	$4,550	$5,096
24	$4,620	$5,174
25	$4,690	$5,253
26	$4,763	$5,335
27	$4,838	$5,419

28	$4,914	$5,504
29	$4,992	$5,591
30+	$4,992	$5,591

SECTION 28.11.(c) Certified public school teachers with certification based on academic preparation at the six-year degree level shall receive a salary supplement of one hundred twenty-six dollars ($126.00) per month in addition to the compensation provided for certified personnel of the public schools who are classified as "M" teachers. Certified public school teachers with certification based on academic preparation at the doctoral degree level shall receive a salary supplement of two hundred fifty-three dollars ($253.00) per month in addition to the compensation provided for certified personnel of the public schools who are classified as "M" teachers.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

INSTRUCTIONAL SUPPORT PERSONNEL SALARY SCHEDULES

SECTION 28.12.(a) Effective for the 2001-2002 school year, the Director of the Budget may transfer from the Reserve for Compensation Increases for the 2001-2002 fiscal year funds necessary to implement the instructional support personnel salary schedule set out in subsection (b) of this section, including funds for the employer's retirement and social security contributions and funds for annual longevity payments at one and one-half percent (1.5%) of base salary for 10 to 14 years of State service, two and twenty-five hundredths percent (2.25%) of base salary for 15 to 19 years of State service, three and twenty-five hundredths percent (3.25%) of base salary for 20 to 24 years of State service, and four and one-half percent (4.5%) of base salary for 25 or more years of State service, commencing July 1, 2001, for all instructional support personnel whose salaries are supported from the State's General Fund. These funds shall be allocated to individuals according to rules adopted by the State Board of Education. The longevity payment shall be paid in a lump sum once a year.

SECTION 28.12.(b) For the 2001-2002 school year, the following monthly salary schedules shall apply to certified personnel of the public schools who are classified as instructional support personnel. The schedule contains 30 steps with each step corresponding to one year of experience as a certificated employee of the public schools.

2001-2002 MONTHLY SALARY SCHEDULE
"A" INSTRUCTIONAL SUPPORT PERSONNEL

Years of Experience	"A" Instructional Support Personnel	NBPTS Certification
0	$2,525	N/A
1	$2,567	N/A
2	$2,611	N/A
3	$2,764	$3,096
4	$2,904	$3,252
5	$3,036	$3,400
6	$3,164	$3,544
7	$3,266	$3,658
8	$3,314	$3,712
9	$3,362	$3,765
10	$3,412	$3,821
11	$3,461	$3,876

12	$3,511	$3,932
13	$3,561	$3,988
14	$3,614	$4,048
15	$3,667	$4,107
16	$3,722	$4,169
17	$3,777	$4,230
18	$3,834	$4,294
19	$3,892	$4,359
20	$3,950	$4,424
21	$4,011	$4,492
22	$4,072	$4,561
23	$4,136	$4,632
24	$4,200	$4,704
25	$4,264	$4,776
26	$4,330	$4,850
27	$4,398	$4,926
28	$4,467	$5,003
29	$4,538	$5,083
30+	$4,538	$5,083

2001-2002 MONTHLY SALARY SCHEDULE
"M" INSTRUCTIONAL SUPPORT PERSONNEL

Years of Experience	"M" Instructional Support Personnel	NBPTS Certification
0	$2,778	N/A
1	$2,824	N/A
2	$2,872	N/A
3	$3,040	$3,405
4	$3,194	$3,577
5	$3,340	$3,741
6	$3,480	$3,898
7	$3,593	$4,024
8	$3,645	$4,082
9	$3,698	$4,142
10	$3,753	$4,203
11	$3,807	$4,264
12	$3,862	$4,325
13	$3,917	$4,387
14	$3,975	$4,452
15	$4,034	$4,518
16	$4,094	$4,585
17	$4,155	$4,654
18	$4,217	$4,723
19	$4,281	$4,795
20	$4,345	$4,866
21	$4,412	$4,941
22	$4,479	$5,016
23	$4,550	$5,096
24	$4,620	$5,174
25	$4,690	$5,253
26	$4,763	$5,335

27	$4,838	$5,419
28	$4,914	$5,504
29	$4,992	$5,591
30+	$4,992	$5,591

SECTION 28.12.(c) Certified public school instructional support personnel with certification based on academic preparation at the six-year degree level shall receive a salary supplement of one hundred twenty-six dollars ($126.00) per month in addition to the compensation provided for certified personnel of the public schools who are classified as "M" instructional support personnel. Certified public school instructional support personnel with certification based on academic preparation at the doctoral degree level shall receive a salary supplement of two hundred fifty-three dollars ($253.00) per month in addition to the compensation provided for certified personnel of the public schools who are classified as "M" instructional support personnel.

SECTION 28.12.(d) Effective for the 2001-2002 school year, the first step of the salary schedule for school psychologists shall be equivalent to Step 5, corresponding to five years of experience, on the salary schedule established in this section for certified personnel of the public schools who are classified as "M" instructional support personnel. Certified psychologists shall be placed on the salary schedule at an appropriate step based on their years of experience. Certified psychologists shall receive longevity payments based on years of State service in the same manner as instructional support personnel.

Certified psychologists with certification based on academic preparation at the six-year degree level shall receive a salary supplement of one hundred twenty-six dollars ($126.00) per month in addition to the compensation provided for certified psychologists. Certified psychologists with certification based on academic preparation at the doctoral degree level shall receive a salary supplement of two hundred fifty-three dollars ($253.00) per month in addition to the compensation provided for certified psychologists.

SECTION 28.12.(e) Effective for the 2001-2002 school year, speech pathologists who are certified as speech pathologists at the masters degree level and audiologists who are certified as audiologists at the masters degree level and who are employed in the public schools as speech and language specialists and audiologists shall be paid on the school psychologist salary schedule.

Speech pathologists and audiologists with certification based on academic preparation at the six-year degree level shall receive a salary supplement of one hundred twenty-six dollars ($126.00) per month in addition to the compensation provided for speech pathologists and audiologists. Speech pathologists and audiologists with certification based on academic preparation at the doctoral degree level shall receive a salary supplement of two hundred fifty-three dollars ($253.00) per month in addition to the compensation provided for speech pathologists and audiologists.

SECTION 28.12.(f) Certified school nurses who are employed in the public schools as nurses shall be paid on the "M" salary schedule.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

SCHOOL ADMINISTRATOR SALARY SCHEDULES

SECTION 28.13.(a) Funds appropriated to the Reserve for Compensation Increases shall be used for the implementation of the salary schedule for school-based administrators as provided in this section. These funds shall be used for State-paid employees only.

SECTION 28.13.(b) The base salary schedule for school-based administrators shall apply only to principals and assistant principals. The base salary schedule for the 2001-2002 fiscal year, commencing July 1, 2001, is as follows:

2001-2002
PRINCIPAL AND ASSISTANT PRINCIPAL SALARY SCHEDULES

CLASSIFICATION

Yrs of Exp	Assistant Principal	Prin I (0-10)	Prin II (11-21)	Prin III (22-32)	Prin IV (33-43)
0-4	$3,226	–	–	–	–
5	$3,373	–	–	–	–
6	$3,515	–	–	–	–
7	$3,629	–	–	–	–
8	$3,681	$3,681	–	–	–
9	$3,735	$3,735	–	–	–
10	$3,791	$3,791	$3,845	–	–
11	$3,845	$3,845	$3,901	–	–
12	$3,901	$3,901	$3,956	$4,015	–
13	$3,956	$3,956	$4,015	$4,074	$4,135
14	$4,015	$4,015	$4,074	$4,135	$4,197
15	$4,074	$4,074	$4,135	$4,197	$4,259
16	$4,135	$4,135	$4,197	$4,259	$4,324
17	$4,197	$4,197	$4,259	$4,324	$4,388
18	$4,259	$4,259	$4,324	$4,388	$4,456
19	$4,324	$4,324	$4,388	$4,456	$4,524
20	$4,388	$4,388	$4,456	$4,524	$4,596
21	$4,456	$4,456	$4,524	$4,596	$4,666
22	$4,524	$4,524	$4,596	$4,666	$4,737
23	$4,596	$4,596	$4,666	$4,737	$4,811
24	$4,666	$4,666	$4,737	$4,811	$4,886
25	$4,737	$4,737	$4,811	$4,886	$4,963
26	$4,811	$4,811	$4,886	$4,963	$5,042
27	$4,886	$4,886	$4,963	$5,042	$5,143
28	$4,963	$4,963	$5,042	$5,143	$5,246
29	$5,042	$5,042	$5,143	$5,246	$5,351
30	$5,143	$5,143	$5,246	$5,351	$5,458
31	$5,246	$5,246	$5,351	$5,458	$5,567
32	–	$5,351	$5,458	$5,567	$5,678
33	–	–	$5,567	$5,678	$5,792
34	–	–	$5,678	$5,792	$5,908
35	–	–	–	$5,908	$6,026
36	–	–	–	$6,026	$6,147
37	–	–	–	–	$6,270

2001-2002
PRINCIPAL AND ASSISTANT PRINCIPAL SALARY SCHEDULES

CLASSIFICATION

Yrs of	Prin V	Prin VI	Prin VII	Prin VIII

Exp	(44-54)	(55-65)	(66-100)	(101+)
14	$4,259	–	–	–
15	$4,324	–	–	–
16	$4,388	$4,456	–	–
17	$4,456	$4,524	$4,666	–
18	$4,524	$4,596	$4,737	$4,811
19	$4,596	$4,666	$4,811	$4,886
20	$4,666	$4,737	$4,886	$4,963
21	$4,737	$4,811	$4,963	$5,042
22	$4,811	$4,886	$5,042	$5,143
23	$4,886	$4,963	$5,143	$5,246
24	$4,963	$5,042	$5,246	$5,351
25	$5,042	$5,143	$5,351	$5,458
26	$5,143	$5,246	$5,458	$5,567
27	$5,246	$5,351	$5,567	$5,678
28	$5,351	$5,458	$5,678	$5,792
29	$5,458	$5,567	$5,792	$5,908
30	$5,567	$5,678	$5,908	$6,026
31	$5,678	$5,792	$6,026	$6,147
32	$5,792	$5,908	$6,147	$6,270
33	$5,908	$6,026	$6,270	$6,395
34	$6,026	$6,147	$6,395	$6,523
35	$6,147	$6,270	$6,523	$6,653
36	$6,270	$6,395	$6,653	$6,786
37	$6,395	$6,523	$6,786	$6,922
38	$6,523	$6,653	$6,922	$7,060
39	–	$6,786	$7,060	$7,201
40	–	$6,922	$7,201	$7,345
41	–	–	$7,345	$7,492

SECTION 28.13.(c) The appropriate classification for placement of principals and assistant principals on the salary schedule, except for principals in alternative schools, shall be determined in accordance with the following schedule:

Classification	**Number of Teachers Supervised**
Assistant Principal	
Principal I	Fewer than 11 Teachers
Principal II	11-21 Teachers
Principal III	22-32 Teachers
Principal IV	33-43 Teachers
Principal V	44-54 Teachers
Principal VI	55-65 Teachers
Principal VII	66-100 Teachers
Principal VIII	More than 100 Teachers

The number of teachers supervised includes teachers and assistant principals paid from State funds only; it does not include teachers or assistant principals paid from non-State funds or the principal or teacher assistants.

The beginning classification for principals in alternative schools shall be the Principal III level. Principals in alternative schools who supervise 33 or more teachers shall be classified according to the number of teachers supervised.

SECTION 28.13.(d) A principal shall be placed on the step on the salary schedule that reflects total number of years of experience as a certificated employee of

the public schools and an additional step for every three years of experience as a principal. A principal or assistant principal shall also continue to receive any additional State-funded percentage increases earned for the 1997-1998, 1998-1999, and the 1999-2000 school year for improvement in student performance or maintaining a safe and orderly school.

SECTION 28.13.(e) Principals and assistant principals with certification based on academic preparation at the six-year degree level shall be paid a salary supplement of one hundred twenty-six dollars ($126.00) per month and at the doctoral degree level shall be paid a salary supplement of two hundred fifty-three dollars ($253.00) per month.

SECTION 28.13.(f) There shall be no State requirement that superintendents in each local school unit shall receive in State-paid salary at least one percent (1%) more than the highest paid principal receives in State salary in that school unit: Provided, however, the additional State-paid salary a superintendent who was employed by a local school administrative unit for the 1992-93 fiscal year received because of that requirement shall not be reduced because of this subsection for subsequent fiscal years that the superintendent is employed by that local school administrative unit so long as the superintendent is entitled to at least that amount of additional State-paid salary under the rules in effect for the 1992-93 fiscal year.

SECTION 28.13.(g) Longevity pay for principals and assistant principals shall be as provided for State employees under the State Personnel Act.

SECTION 28.13.(h)

(1) If a principal is reassigned to a higher job classification because the principal is transferred to a school within a local school administrative unit with a larger number of State-allotted teachers, the principal shall be placed on the salary schedule as if the principal had served the principal's entire career as a principal at the higher job classification.

(2) If a principal is reassigned to a lower job classification because the principal is transferred to a school within a local school administrative unit with a smaller number of State-allotted teachers, the principal shall be placed on the salary schedule as if the principal had served the principal's entire career as a principal at the lower job classification.

This subdivision applies to all transfers on or after the effective date of this section, except transfers in school systems that have been created, or will be created, by merging two or more school systems. Transfers in these merged systems are exempt from the provisions of this subdivision for one calendar year following the date of the merger.

SECTION 28.13.(i) Participants in an approved full-time Masters in School Administration program shall receive up to a 10-month stipend at the beginning salary of an assistant principal during the internship period of the masters program. Certification of eligible full-time interns shall be supplied to the Department of Public Instruction by the Principal Fellows Program or a school of education where the intern participates in a full-time Masters in School Administration.

SECTION 28.13.(j) During the 2001-2002 fiscal year, the placement on the salary schedule of an administrator with a one-year provisional assistant principal's certificate shall be at the entry-level salary for an assistant principal or the appropriate step on the teacher salary schedule, whichever is higher.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

CENTRAL OFFICE SALARIES

SECTION 28.14.(a) The monthly salary ranges that follow apply to assistant superintendents, associate superintendents, directors/coordinators, supervisors, and finance officers for the 2001-2002 fiscal year, beginning July 1, 2001. The top of

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these ranges shall be increased by six hundred twenty-five dollars ($625.00) annually for full-time employees.

School Administrator I	$2,932	$5,214
School Administrator II	$3,112	$5,534
School Administrator III	$3,303	$5,873
School Administrator IV	$3,436	$6,110
School Administrator V	$3,574	$6,358
School Administrator VI	$3,792	$6,747
School Administrator VII	$3,945	$7,020

The local board of education shall determine the appropriate category and placement for each assistant superintendent, associate superintendent, director/coordinator, supervisor, or finance officer within the salary ranges and within funds appropriated by the General Assembly for central office administrators and superintendents. The category in which an employee is placed shall be included in the contract of any employee hired on or after July 1, 2001.

SECTION 28.14.(b) The monthly salary ranges that follow apply to public school superintendents for the 2001-2002 fiscal year, beginning July 1, 2001. The top of these ranges shall be increased by six hundred twenty-five dollars ($625.00) annually for full-time employees.

Superintendent I	$4,187	$7,451
Superintendent II	$4,445	$7,904
Superintendent III	$4,716	$8,389
Superintendent IV	$5,005	$8,901
Superintendent V	$5,312	$9,447

The local board of education shall determine the appropriate category and placement for the superintendent based on the average daily membership of the local school administrative unit and within funds appropriated by the General Assembly for central office administrators and superintendents.

Notwithstanding the provisions of this subsection, a local board of education may pay an amount in excess of the applicable range to a superintendent who is entitled to receive the higher amount under Section 28.13(f) of this act.

SECTION 28.14.(c) Longevity pay for superintendents, assistant superintendents, associate superintendents, directors/coordinators, supervisors, and finance officers shall be as provided for State employees under the State Personnel Act.

SECTION 28.14.(d) Superintendents, assistant superintendents, associate superintendents, directors/coordinators, supervisors, and finance officers with certification based on academic preparation at the six-year degree level shall receive a salary supplement of one hundred twenty-six dollars ($126.00) per month in addition to the compensation provided for pursuant to this section. Superintendents, assistant superintendents, associate superintendents, directors/coordinators, supervisors, and finance officers with certification based on academic preparation at the doctoral degree level shall receive a salary supplement of two hundred fifty-three dollars ($253.00) per month in addition to the compensation provided for under this section.

SECTION 28.14.(e) The State Board of Education shall not permit local school administrative units to transfer State funds from other funding categories for salaries for public school central office administrators.

SECTION 28.14.(f) The Director of the Budget shall transfer from the Reserve for Compensation Increases created in this act for fiscal year 2001-2002, beginning July 1, 2001, funds necessary to provide an average annual salary increase of six hundred twenty-five dollars ($625.00), including funds for the employer's retirement and social security contributions, commencing July 1, 2001, for all permanent full-time personnel paid from the Central Office Allotment. The State Board of Education shall

allocate these funds to local school administrative units. The local boards of education shall establish guidelines for providing their salary increases to these personnel.

SECTION 28.14.(g) The State Board of Education shall develop a new formula for allocating to local school administrative units funds appropriated for salaries for public school central office administrators for the 2002-2003 fiscal year. This formula shall not include a permanent hold-harmless provision for local school administrative units.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

NONCERTIFIED PERSONNEL SALARIES

SECTION 28.15.(a) The Director of the Budget may transfer from the Reserve for Compensation Increases created in this act for fiscal year 2001-2002, commencing July 1, 2001, funds necessary to provide a salary increase of six hundred twenty-five dollars ($625.00), including funds for the employer's retirement and social security contributions, commencing July 1, 2001, for all noncertified public school employees whose salaries are supported from the State's General Fund.

SECTION 28.15.(b) Local boards of education shall increase the rates of pay for all such employees who were employed for fiscal year 2000-2001 and who continue their employment for fiscal year 2001-2002 by at least six hundred twenty-five dollars ($625.00), commencing July 1, 2001. For part-time employees, the pay increase shall be pro rata based on the number of hours worked.

SECTION 28.15.(c) These funds shall not be used for any purpose other than for the salary increases and necessary employer contributions provided by this section.

SECTION 28.15.(d) The State Board of Education may adopt salary ranges for noncertified personnel to support increases of six hundred twenty-five dollars ($625.00), for the 2001-2002 fiscal year.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

HIGH SCHOOL EXIT EXAMS

SECTION 28.16. Of the funds appropriated to State Aid to Local School Administrative Units, the State Board of Education may use up to three million dollars ($3,000,000) for the 2001-2002 fiscal year to:

(1) Continue to develop a high school exit examination;
(2) Purchase equipment for scoring tests, including the new computer adaptive exam for eligible students with disabilities; and
(3) Revise the reading and writing assessments.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

FAIRNESS IN TESTING PROGRAM

SECTION 28.17.(a) The State Board of Education shall provide the Joint Legislative Education Oversight Committee with a detailed analysis of the current resources allocated to meet the needs of all students subject to the Statewide Student Accountability Standards, and in addition, shall submit recommendations regarding other resources that would best assist students in meeting these new standards.

SECTION 28.17.(b) G.S. 115C-288(a) reads as rewritten:

"(a) To Grade and Classify Pupils. – The principal shall have authority to grade and classify ~~pupils except a~~ pupils. In determining the appropriate grade for a pupil who is already attending a public school, the principal shall consider the pupil's classroom work and grades, the pupil's scores on standardized tests, and the best educational interests of the pupil. The principal shall not make the decision solely on the basis of standardized test scores. If a principal's decision to retain a child in the same grade is

partially based on the pupil's scores on standardized tests, those test scores shall be verified as accurate.

A principal shall not require additional testing of a student entering a public school from a school governed under Article 39 of this Chapter if test scores from a nationally standardized test or nationally standardized equivalent measure that are adequate to determine the appropriate placement of the child are available."

SECTION 28.17.(c) G.S. 115C-47 is amended by adding a new subdivision to read:

"**§ 115C-47. Powers and duties generally.**

In addition to the powers and duties designated in G.S. 115C-36, local boards of education shall have the power or duty:

...

(39) To Provide a Right to Appeal the Decision to Retain a Child. – If local board policy requires that a child be retained at a grade level or that a child attend summer school, based on the child's standardized test scores, that local policy shall also provide the child's parent or guardian the right to appeal the decision. The right to appeal shall provide, at a minimum, for clear notice of the parent's rights, the right to have an advocate present at the hearing, the right to ask questions of school officials, the right to obtain records and information from the school, and the right to present information and evidence on behalf of the child."

SECTION 28.17.(d) The State Board of Education shall study the benefits of providing students' parents or guardians with copies of tests administered to their children under the Statewide Testing Program. The Board shall also consider the costs of maintaining the integrity and reliability of the tests if such a policy is implemented. The Board shall report the results of this study to the Joint Legislative Education Oversight Committee by March 31, 2002.

SECTION 28.17.(e) Part 3 of Article 8B of Chapter 115C of the General Statutes is amended by adding the following new section to read:

"**§ 115C-105.41. Students who have been placed at risk of academic failure; personal education plans.**

Local school administrative units shall identify students in all grades who have been placed at risk for academic failure and implement a personal education plan for academic improvement with focused intervention and performance benchmarks. Identification shall occur as early as can reasonably be done and can be based on grades, observations, State assessments, and other factors that teachers and administrators consider appropriate, without having to await the results of end-of-grade or end-of-course tests. At the beginning of the school year, a personal education plan shall be developed for any student not performing at least at grade level, as identified by the State end-of-grade test; if, however, a student's performance appears to be falling below State proficiency standards at any time during the school year, a personal education plan shall be developed. Focused intervention and acceleration activities may include, among other things, summer school, Saturday school, and extended days. Local school administrative units shall provide these activities and transportation free of charge to students."

SECTION 28.17.(f) G.S. 115C-174.12(a) reads as rewritten:

"(a) ~~The State Board of Education shall review the tests being administered through State and local testing programs and shall select the tests that it believes are necessary to provide the best measures of the levels of academic achievement attained by students in various subject areas.~~ The State Board of Education shall ~~also~~ establish policies and guidelines necessary for minimizing the time students spend taking tests administered through State and local testing programs and for otherwise carrying out the

provisions of this Article. The State Board of Education's policies regarding the testing of children with disabilities shall (i) provide broad accommodations and alternate methods of assessment that are consistent with a child's individualized education program and Section 504 plans, (ii) prohibit the use of statewide tests as the sole determinant of decisions about a child's graduation or promotion, and (iii) provide parents with information about the Statewide Testing Program and options for students with disabilities. The State Board shall report its proposed policies and proposed changes in policies to the Joint Legislative Education Oversight Committee prior to adoption."

SECTION 28.17.(g) Schools shall devote no more than two days of instructional time per year to the taking of practice tests that do not have the primary purpose of assessing current student learning.

SECTION 28.17.(h) Students in a local school shall not be subject to field tests or national tests during the two-week period preceding the administration of the end-of-grade tests, end-of-course tests, or the school's regularly scheduled final exams. No school shall participate in more than two field tests at any one grade level during a school year.

SECTION 28.17.(i) The Joint Legislative Education Oversight Committee shall study the State's testing program. As part of this study, the Committee shall consider:

(1) The number of tests currently mandated at the State level and the process and cost of developing, validating, and scoring them.

(2) Whether the State should consider the use of nationally developed tests as a substitute to State-developed testing. In particular, the Committee shall determine whether this use would (i) affect the ABCs Program, (ii) adequately measure student achievement and performance, (iii) provide more than minimum levels of achievement, (iv) provide a better comparison to student achievement and performance in other states, (v) be practical for high school courses or higher level courses, (vi) reduce the need for field testing, and (vii) offer any cost savings to the State.

(3) The number of grades in which State tests are given. The Committee shall determine the necessity for testing all grades in third through eighth grades, whether a reduction in the grades tested would affect the receipt of federal money, and the extent to which a reduction would impair the State's ability to identify schools under the ABCs Program.

(4) The high school courses for which State tests are given and whether there is an appropriate distribution of tests across grades nine through 12 and that test an appropriate array of the minimum courses required for admission to the constituent institutions of The University of North Carolina. In addition, the Committee shall examine whether students who take higher level courses and students in 12th grade are held accountable for their academic growth and performance.

(5) The advantages and disadvantages of using a composite of end-of-course tests or other tests such as the SAT, AP tests, or other nationally standardized tests in high school rather than developing a high school exit exam. If the Committee finds a high school exit exam is preferable, then it shall determine whether it must be administered to all students or limited to certain students, for example, those who don't take the SAT or a certain number of courses for which there are end-of-course tests.

(6) The extent to which additional testing, including field testing, practice testing, and locally mandated testing, is occurring and whether this should be limited or prohibited.

(7) Any other issue the Committee considers relevant.

The Committee shall report its findings and any recommendations, including recommended legislation, to the 2002 Regular Session of the 2001 General Assembly.

SECTION 28.17.(j) The State Board of Education shall develop and report to the Joint Legislative Education Oversight Committee on its objectives for the Statewide Testing Program and on the implementation of that Program. The report shall include:

(1) A statement of the relationship between these objectives and the tests currently administered under the Program;

(2) An analysis of whether the current tests appropriately achieve these objectives;

(3) A statement of any actions that may be needed to coordinate the objectives and the tests more effectively; and

(4) Strategies for communicating the objectives of the Program, the tests administered under the Program, and the relationship between these objectives and tests to principals, teachers, parents, and students throughout the State.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

PILOT PROGRAM AUTHORIZING THE USE OF MENTOR FUNDS FOR FULL-TIME MENTORS

SECTION 28.18.(a) The State Board of Education shall establish a pilot program to permit the Charlotte-Mecklenburg School Administrative Unit and the Wake County School Administrative Unit to use funds allocated for mentors for full-time mentors.

Funds allocated for mentors in these units shall be used only for teachers and instructional support personnel assigned to newly certified teachers, second-year teachers who were assigned mentors during the prior school year, or as authorized by Section 28.3 of this act, and entry-level instructional support personnel who have not previously been teachers. These funds shall be used only for:

(1) Salary supplements to teachers and instructional support personnel who are serving as mentors. The amount of the salary supplement shall not be based on the number of teachers or instructional support personnel to whom the mentor is assigned; or

(2) Payments to teachers or instructional support personnel who are employed solely to serve as mentors. An individual employed solely to serve as a mentor shall receive a payment for each individual, up to 15 individuals, to whom the mentor is assigned. The amount of each such payment shall be the same as the amount of the salary supplement for a mentor.

SECTION 28.18.(b) The Charlotte-Mecklenburg Board of Education and the Wake County Board of Education shall report to the State Board of Education on an annual basis on the impact that the mentor program has had on retention of teachers. The State Board shall report on this information to the Joint Legislative Education Oversight Committee.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

STUDY OF PROGRAMS FOR INITIALLY CERTIFIED TEACHERS

SECTION 28.19. The State Board of Education shall study the mentor program and the performance-based licensure program to determine whether these

programs provide adequate support for initially certified teachers and enhance their professional development. In the course of the study, the State Board shall consider:

(1) The effectiveness of the current programs;

(2) The need for modifications to or enhancements of the current programs;

(3) Alternative ways to deliver services to initially certified teachers and to provide them with the resources they need to develop as professionals;

(4) Strategies or alternatives for improving teacher retention rates through the administration of these programs; and

(5) The adequacy of funding for programs for initially certified teachers.

The State Board shall report the results of this study to the Joint Legislative Education Oversight Committee by February 1, 2002.

Requested by: Senators Thomas, Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

PHASE IN ADM REDUCTIONS DUE TO CHARTER SCHOOLS

SECTION 28.20.(a) If a local school administrative unit experiences a loss in projected average daily membership of greater than five percent (5%) due to the opening of a new charter school within the unit, the State Board of Education may use funds from the Reserve for Average Daily Membership Adjustments to assure that the funding loss to the local school administrative unit does not exceed five percent (5%) in the first fiscal year of the charter school's operation.

The State Board of Education shall phase out this special allotment in subsequent fiscal years by decreasing the amount of the special allotment each year by the amount of the prior year's funding loss.

SECTION 28.20.(b) A local school administrative unit that received funds for the 2000-2001 fiscal year pursuant to Section 8.5 of S.L. 2000-67 to reduce the loss of funds due to shifts of enrollment to charter schools shall continue to receive funds for the 2001-2002 fiscal year in the amount of one hundred percent (100%) of the 2000-2001 allotment and for the 2002-2003 fiscal year in the amount of fifty percent (50%) of the 2000-2001 allotment.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

MEDICAID OUTREACH

SECTION 28.21. If a claim for Medicaid outreach reimbursement that was submitted by a local school administrative unit and paid by a federal agency is later found by that agency to be inappropriate, the Department of Public Instruction shall request that the federal agency offset the overpaid amount against the next quarterly reimbursement due to the local school administrative unit. If the federal agency does not allow the offset, the Department of Public Instruction shall request repayment from the local school administrative unit, as provided for in agreements between the Department of Public Instruction and the local school administrative unit or, in the case of a local interagency agreement, agreements among local school administrative units. If the local school administrative unit that received the overpayment fails to repay the overpaid moneys within the time permitted under such agreements, the Department of Public Instruction may withhold the overpaid amount from State funds allocated for the central office of the local school administrative unit.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

FUNDS FOR NONINSTRUCTIONAL SUPPORT PERSONNEL MAY BE USED FOR STAFF DEVELOPMENT

SECTION 28.22. G.S. 115C-105.25(b) reads as rewritten:

"(b) Subject to the following limitations, local boards of education may transfer and may approve transfers of funds between funding allotment categories:

(1) In accordance with a school improvement plan accepted under G.S. 115C-105.27, State funds allocated for teacher assistants may be transferred only for personnel (i) to serve students only in kindergarten through third grade, or (ii) to serve students primarily in kindergarten through third grade when the personnel are assigned to an elementary school to serve the whole school. Funds allocated for teacher assistants may be transferred to reduce class size or to reduce the student-teacher ratio in kindergarten through third grade so long as the affected teacher assistant positions are not filled when the plan is amended or approved by the building-level staff entitled to vote on the plan or the affected teacher assistant positions are not expected to be filled on the date the plan is to be implemented. Any State funds appropriated for teacher assistants that were converted to certificated teachers before July 1, 1995, in accordance with Section 1 of Chapter 986 of the 1991 Session Laws, as rewritten by Chapter 103 of the 1993 Session Laws,. may continue to be used for certificated teachers.

(2) In accordance with a school improvement plan accepted under G.S. 115C-105.27, (i) State funds allocated for classroom materials/instructional supplies/equipment may be transferred only for the purchase of textbooks; (ii) State funds allocated for textbooks may be transferred only for the purchase of instructional supplies, instructional equipment, or other classroom materials; and (iii) State funds allocated for noninstructional support personnel may be transferred only for teacher positions.

(2a) Up to three percent (3%) of State funds allocated for noninstructional support personnel may be transferred for staff development.

(3) No funds shall be transferred into the central office allotment category.

(4) Funds allocated for children with special needs, for students with limited English proficiency, and for driver's education shall not be transferred.

(5) Funds allocated for classroom teachers may be transferred only for teachers of exceptional children, for teachers of at-risk students, and for authorized purposes under the textbooks allotment category and the classroom materials/instructional supplies/equipment allotment category.

(6) Funds allocated for vocational education may be transferred only in accordance with any rules that the State Board of Education considers appropriate to ensure compliance with federal regulations.

(7) Funds allocated for career development shall be used in accordance with Section 17.3 of Chapter 324 of the 1995 Session Laws.

(8) Funds allocated for academically or intellectually gifted students may be used only (i) for academically or intellectually gifted students; (ii) to implement the plan developed under G.S. 115C-150.7; or (iii) in accordance with an accepted school improvement plan, for any purpose so long as that school demonstrates it is providing appropriate services to academically or intellectually gifted students assigned to that school in accordance with the local plan developed under G.S. 115C-150.7.

(9) Funds allocated in the Alternative Schools/At-Risk Student allotment shall be spent only for alternative learning programs, at-risk students, and school safety programs."

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

RESA FUNDS SHALL BE USED FOR STAFF DEVELOPMENT

SECTION 28.23.(a) Funds allocated to local school administrative units for Regional Education Service Alliances and not expended prior to July 1, 2001, shall remain available to local school administrative units for the 2001-2002 fiscal year and shall be used only for the Regional Education Service Alliances or for staff development.

SECTION 28.23.(b) This section becomes effective June 30, 2001.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

STUDY TEXTBOOK DISTRIBUTION SYSTEM

SECTION 28.24. The State Board of Education shall contract for an analysis of the best and most efficient method to manage textbook distribution to the local schools. The Board shall prepare a Request for Proposals (RFP) outlining the scope of the analysis required and select a private consultant to perform the analysis. The analysis shall include such issues as timely delivery, total costs to the local school systems in providing textbooks to school buildings, use of currently available technology in the process, pricing practices among the textbook publishing industry, and other issues the Board considers relevant to a comprehensive review of the system.

Prior to award of a contract, the State Board shall present the Request for Proposals to the Joint Legislative Education Oversight Committee for comment. The State Board shall report to the Joint Legislative Education Oversight Committee on the results of the consultant's analysis, including the Board's recommendations for changes in the current system. The Board shall make its final report to the Committee by April 1, 2002.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

ABOLISH THE NORTH CAROLINA STANDARDS BOARD FOR PUBLIC SCHOOL ADMINISTRATION

SECTION 28.25.(a) G.S. 115C-290.2 reads as rewritten:

"**§ 115C-290.2. Definitions.**

The following definitions apply in this Article:

(1) Repealed by Session Laws 1995, c. 116, s. 1.

(2) Exam. – The North Carolina Public School Administrator Exam.

(3) School administrator. – Public school superintendents, deputy superintendents, associate superintendents, assistant superintendents, principals, and assistant principals.

~~(4) Standards Board. – The North Carolina Standards Board for Public School Administration.~~"

SECTION 28.25.(b) G.S. 115C-290.3 is repealed.

SECTION 28.25.(c) G.S. 115C-290.4 is repealed.

SECTION 28.25.(d) G.S. 115C-290.5 reads as rewritten:

"**§ 115C-290.5. Powers and duties of the Board; development of the North Carolina Public School Administrator Exam.**

(a) The ~~Standards Board~~ State Board of Education shall administer this Article. In fulfilling this duty, the ~~Standards~~ Board shall:

(1) In accordance with subsection (c) of this section, develop and implement a North Carolina Public School Administrator ~~Exam, based on the professional standards established by the Standards Board.~~ Exam.

(2) Establish and collect an application fee not to exceed fifty dollars ($50.00). Fees collected under this Article shall be credited to the General Fund as nontax revenue.

(3) Review the educational achievements of an applicant to take the exam to determine whether the achievements meet the requirements set by G.S. 115C-290.7.

~~(4) Notify the State Board of Education of the names and addresses of the persons who passed the exam and are thereby recommended to be certified as public school administrators by the State Board of Education.~~

(5) Maintain accounts and records in accordance with the Executive Budget Act, Article 1 of Chapter 143 of the General Statutes.

(6) Adopt rules in accordance with Chapter 150B of the General Statutes to implement this Article.

~~(7) Submit an annual report by December 1 of each year to the Joint Legislative Education Oversight Committee of its activities during the preceding year, together with any recommendations and findings regarding improvement of the profession of public school administration.~~

~~(b) The Board may adopt a seal and affix it to any documents issued by the Board.~~

~~(c) The Standards Board shall submit its proposed exam to the State Board. The State Board shall adopt or reject the proposal. The State Board shall not make any substantive changes to any exam that it adopts. If the State Board rejects the proposal, it shall state with specificity its reasons for rejection; the Standards Board then may prepare another proposed exam and submit it to the State Board. If the State Board rejects the proposed exam on its second submission, the State Board may develop and adopt an exam by December 1, 1997. The General Assembly urges the State Board to utilize the Standards Board's proposed exam to the maximum extent that it is consistent with the State Board's policies if the State Board develops and adopts an exam. After an exam has been adopted, the Standards Board may submit suggested changes to the State Board for its approval.~~"

SECTION 28.25.(e) G.S. 115C-290.6 reads as rewritten:

"**§ 115C-290.6. Application to the ~~Standards Board.~~State Board of Education.**

An individual who seeks to be recommended by the Standards Board for certification by the State Board of Education, shall file a written application ~~with the Standards Board. The application must be~~ on a form provided by the ~~Standards Board, must~~ State Board of Education. The application shall be accompanied by the required application and exam fees ~~established by the Standards Board, and must~~ and shall include any information required by the ~~Standards~~ Board."

SECTION 28.25.(f) G.S. 115C-290.7 reads as rewritten:

"**§ 115C-290.7. ~~Recommendation by the Standards Board.~~Qualifications for certification.**

~~(a) The Standards Board shall for certification by the State Board an individual who submits a complete application to the Standards Board and satisfies all of the following requirements:~~

~~(1) Pays the application fee established by the Standards Board.~~

~~(2) Repealed by Session Laws 1998-16, s. 1.~~

~~(3) Has~~

(b) To qualify for certification as a school administrator, an individual must:

(1) Submit a complete application to the State Board.

(2) Pay the applicable fee.

(3) Have a ~~bachelors~~ bachelors degree from an accredited college or accredited ~~university and (i) has~~ university.

(4) Either (i) have a graduate degree from a public school administration program that meets the public school administrator program approval standards set by the State Board of Education, or (ii) ~~has~~ have a masters degree from an accredited college or accredited university and ~~has~~ have completed by December 31, 1999, a public school administration program that meets the public school administration approval standards set by the State Board of ~~Education.~~Education, and

~~(4) Passes~~

(5) Pass the exam adopted by the State Board.

~~(b) The State Board of Education may not certify an individual as a public school administrator unless it has received notice from the Standards Board that the person is recommended by the Standards Board under this Article.~~ The State Board may designate initial certification as a ~~license; advanced~~license. Advanced training may be designated as a certified area of practice."

SECTION 28.25.(g) G.S. 115C-290.8 reads as rewritten:

"**§ 115C-290.8. Exemptions from requirements.**

(a) The requirements of this Article do not apply to a person who, at any time during the five years preceding January 1, 1998, obtained or renewed a State administrator/supervisor certificate.

(b) The State Board may adopt policies governing the requirements for the certification of individuals who hold a certificate issued in any other state that authorizes them to be employed as school administrators in that state. These policies may exempt some or all of these individuals from the requirements of this Article.

(c) A person who is exempt from the requirements of this Article but ~~applies to the Standards Board~~for certification under this Article shall be subject to the Article."

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

GUIDELINES FOR CHARTER SCHOOL ENROLLMENT

SECTION 28.26. G.S. 115C-238.29D(d) reads as rewritten:

"(d) The State Board of Education may grant the initial charter for a period not to exceed five years and may renew the charter upon the request of the chartering entity for subsequent periods not to exceed five years each. A material revision of the provisions of a charter application shall be made only upon the approval of the State Board of Education. ~~Beginning with the charter school's second year of operation and annually thereafter, the State Board shall allow a charter school to increase its enrollment by ten percent (10%) of the school's previous year's enrollment or as is otherwise provided in the charter. This enrollment growth shall not be considered a material revision of the charter application and shall not require the prior approval of the State Board.~~

It shall not be considered a material revision of a charter application and shall not require the prior approval of the State Board for a charter school to increase its enrollment during the charter school's second year of operation and annually thereafter (i) by up to ten percent (10%) of the school's previous year's enrollment or (ii) in accordance with planned growth as authorized in the charter. Other enrollment growth shall be considered a material revision of the charter application, and the State Board may approve such additional enrollment growth of greater than ten percent (10%) only if the State Board finds that:

(1) The actual enrollment of the charter school is within ten percent (10%) of its maximum authorized enrollment;

(2) The charter school has commitments for ninety percent (90%) of the requested maximum growth;

(3) The board of education of the local school administrative unit in which the charter school is located has had an opportunity to be heard by the State Board of Education on any adverse impact the proposed growth would have on the unit's ability to provide a sound basic education to its students;
(4) The charter school is not currently identified as low-performing;
(5) The charter school meets generally accepted standards of fiscal management; and
(6) It is otherwise appropriate to approve the enrollment growth."

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

CHARTER SCHOOL ADVISORY COMMITTEE/CHARTER SCHOOL EVALUATION

SECTION 28.27. The State Board of Education may spend up to fifty thousand dollars ($50,000) a year from State Aid to Local School Administrative Units for the 2001-2002 and 2002-2003 fiscal years to continue support of a charter school advisory committee and to continue to evaluate charter schools.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

TEACHER ACADEMY

SECTION 28.28.(a) G.S. 116-30.01(a) reads as rewritten:

"(a) The North Carolina Teacher Academy Board of Trustees shall establish a statewide network of high quality, integrated, comprehensive, collaborative, and substantial professional development for teachers, which shall be provided through summer programs. This network shall include professional development programs that focus on teaching strategies for teachers assigned to at-risk schools."

SECTION 28.28.(b) The State Board of Education shall specify professional development programs for teachers assigned to smaller classes in kindergarten through fifth grade. The Teacher Academy shall use at least ten percent (10%) of its budget for the 2001-2002 fiscal year to deliver these programs to teachers.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

MODIFY LAW REGARDING CHILDREN WITH DISABILITIES

SECTION 28.29.(a) Part 5 of Article 9 of Chapter 115C of the General Statutes reads as rewritten:

"Part 5. Council on Educational Services for Exceptional Children.

"§ 115C-121. Establishment; organization; powers and duties.

(a) There is hereby established an Advisory Council to the State Board of Education to be called the Council on Educational Services for Exceptional Children.

(b) The Council shall consist of 23 members to be appointed as follows: ~~five~~ four ex officio members; ~~two members~~ one individual with a disability and one representative of a private school appointed by the Governor; ~~two members~~ one member of the Senate and one parent of a child with a disability appointed by the President Pro Tempore; ~~two members~~ one member of the House of Representatives and one parent of a child with a disability appointed by the Speaker of the House; and ~~12~~ 13 members appointed by the State Board of Education. ~~Of those members of the Council appointed by the State Board one member shall be selected from each congressional district within the State, and the members so selected shall be composed of at least one person representing each of the following: handicapped individuals, parents or guardians of children with special needs, teachers of children with special needs, and State and local education officials and administrators of programs for children with special needs.~~ The State Board shall appoint members who represent individuals with disabilities, teachers, local school administrative units, institutions of higher education that prepare special

education and related services personnel, administrators of programs for children with disabilities, charter schools, parents of children with disabilities, and vocational, community, or business organizations concerned with the provision of transition services. The majority of members on the Council shall be individuals with disabilities or parents of children with disabilities. The Council shall designate a chairperson from among its members. The designation of the chairperson is subject to the approval of the State Board of Education. ~~The board shall promulgate rules or regulations~~ The Board shall adopt rules to carry out this subsection.

Ex officio members of the Council shall be the following:

(1) The Secretary of ~~the Department of~~ Health and Human Services or the Secretary's ~~designee;~~designee.

~~(1a)~~(2) ~~A representative of the Department~~ The Secretary of Juvenile Justice and Delinquency ~~Prevention, appointed by the Governor;~~Prevention or the Secretary's designee.

~~(2)~~(3) The Secretary ~~of the Department~~ of Correction or the Secretary's ~~designee;~~designee.

~~(3) A representative from The University of North Carolina Planning Consortium for Children with Special Needs; and~~

(4) The Superintendent of Public Instruction or the Superintendent's designee.

The term of appointment for all members except those appointed by the State Board of Education ~~shall be for~~ is two years. The term for members appointed by the State Board of Education ~~shall be for~~ is four years. No person shall serve more than two consecutive four-year terms. ~~The initial term of office of the person appointed from the 12th Congressional District shall commence on January 3, 1993, and expire on June 30, 1996.~~

Each Council member shall serve without pay, but shall receive travel allowances and per diem in the same amount provided for members of the North Carolina General Assembly.

(c) The Council shall meet in offices provided by the Department of Public Instruction on a date to be agreed upon by the members of the Council from meeting to ~~meeting: Provided, however, that the~~ meeting. The Council shall meet no less than once every three months. The Department of Public Instruction shall provide the necessary secretarial and clerical staff and supplies to accomplish the objectives of the Council.

(d) The ~~duties of the Council shall be to:~~Council shall:

(1) Advise the Board with respect to unmet needs within the State in the education of children with ~~special needs, as defined in this Chapter.~~disabilities.

(2) Comment publicly on ~~rules and regulations~~ rules, policies, and procedures proposed ~~for issuance~~ by the Board regarding ~~special education and related services and the procedures for issuing State and federal funds for special education and related services.~~the education of children with disabilities.

(3) Assist the Board in developing ~~and reporting such data and evaluations as may assist the Commissioner of Education in the performance of his duties under Part B, Education of the Handicapped Act, as amended by Public Law 94-142.~~evaluations and reporting on data to the Secretary of Education under the federal Individuals with Disabilities Education Act (IDEA), as amended.

(4) ~~Comment publicly on State special education plans developed pursuant to Public Law 94-142 and State law.~~Advise the State Board in developing corrective action plans to address findings identified in

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federal monitoring reports required under the federal Individuals with Disabilities Education Act (IDEA) as amended.

(5) Advise the State Board in developing and implementing policies relating to the coordination of services for children with disabilities.

(6) Carry out any other responsibility as designated by federal law or the State Board."

SECTION 28.29.(b) The Joint Legislative Education Oversight Committee, in consultation with the Department of Public Instruction, shall examine the State laws governing special education and related services for children with disabilities to identify and recommend statutory changes needed to bring State law in conformity with recent changes in the federal Individuals with Disabilities Education Act (IDEA). The Committee shall report to the 2002 Regular Session of the 2001 General Assembly on its recommended changes.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

CLOSING THE ACHIEVEMENT GAP

SECTION 28.30.(a) G.S. 115C-105.35 reads as rewritten:

"**§ 115C-105.35. Annual performance goals.**

The School-Based Management and Accountability Program shall (i) focus on student performance in the basics of reading, mathematics, and communications skills in elementary and middle schools, (ii) focus on student performance in courses required for graduation and on other measures required by the State Board in the high schools, and (iii) hold schools accountable for the educational growth of their students. To those ends, the State Board shall design and implement an accountability system that sets annual performance standards for each school in the State in order to measure the growth in performance of the students in each individual school. For purposes of this Article, beginning school year 2002-2003, the Board shall include a 'closing the achievement gap' component in its measurement of educational growth in student performance for each school."

SECTION 28.30.(b) The State Board of Education shall report its plan to include measurement of "closing the achievement gap" in educational growth in student performance for each school to the Joint Legislative Education Oversight Committee by September 1, 2001.

SECTION 28.30.(c) G.S. 115C-12 is amended by adding a new subdivision to read:

"**§ 115C-12. Powers and duties of the Board generally.**

The general supervision and administration of the free public school system shall be vested in the State Board of Education. The State Board of Education shall establish policy for the system of free public schools, subject to laws enacted by the General Assembly. The powers and duties of the State Board of Education are defined as follows:

...

(30) Duty to Adopt Model Guidelines and Policies for the Establishment of Local Task Forces on Closing the Academic Achievement Gap. – The State Board shall adopt a Model for local school administrative units to use as a guideline to establish local task forces on closing the academic achievement gap at the discretion of the local board. The purpose of each task force is to advise and work with its local board of education and administration on closing the gap in academic achievement and on developing a collaborative plan for achieving that goal. The State Board shall consider the recommendations of the Commission on Improving the Academic Achievement of Minority and At-Risk

Students to the 2001 Session of the General Assembly in establishing its guidelines."

SECTION 28.30.(d) G.S. 115C-12(27) reads as rewritten:

"**§ 115C-12. Powers and duties of the Board generally.**

The general supervision and administration of the free public school system shall be vested in the State Board of Education. The State Board of Education shall establish policy for the system of free public schools, subject to laws enacted by the General Assembly. The powers and duties of the State Board of Education are defined as follows:

...

(27) Reporting Dropout ~~Rates and Expelled Students.~~Rates, Suspensions, Expulsions, and Alternative Placements. – The State Board shall report annually to the Joint Legislative Education Oversight Committee and the Commission on Improving the Academic Achievement of Minority and At-Risk Students on the numbers of students who have dropped out of school, been suspended, been expelled, or been placed in an alternative program. The data shall be reported in a disaggregated manner and be readily available to the public. The State Board shall not include students that have been expelled from school when calculating the dropout rate. The Board shall maintain a separate record of the number of students who are expelled from school."

SECTION 28.30.(e) Section 15.1(b) of S.L. 1999-395 reads as rewritten:

"(b) Initial appointments to the Commission shall be made before September 15, 1999. The first meeting of the Commission shall be held no later than October 15, 1999. Terms on the Commission are for two years and begin on the convening of the General Assembly in each odd-numbered year. Members may complete a term of service on the Commission even if they do not seek reelection or are not reelected to the General Assembly, but resignation or removal from service in the General Assembly constitutes resignation or removal from service on the Commission."

SECTION 28.30.(f) Section 15.5 of S.L. 1999-395 reads as rewritten:

"Section 15.5. ~~The Commission shall make an interim report of its findings and recommendations to the General Assembly not later than the convening of the 2000 Regular Session of the 1999 General Assembly. The Commission shall submit to the General Assembly a final report of its findings and recommendations of this study not later than the convening of the 2001 General Assembly.~~ The Commission shall make an interim report to the Joint Legislative Education Oversight Committee and to the General Assembly by April 1, 2002. The Commission shall submit a final report of its findings and recommendations to the Joint Legislative Education Oversight Committee and to the General Assembly by January 10, 2003. Upon filing its final report, the Commission shall terminate."

SECTION 28.30.(g) The Commission, as reauthorized under this section, shall, in addition to its other responsibilities, determine the extent to which additional fiscal resources are needed to close the academic achievement gap and keep it closed. The Commission shall report its findings under this subsection to the 2002 Regular Session of the 2001 General Assembly.

Jim Newlan 6-7-01 Bagan Lace

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

CLARIFY LAW REGARDING MENTORS FOR SECOND-YEAR TEACHERS

SECTION 28.31. State funds appropriated to provide mentors for teachers during their second year of teaching may be used to provide mentors for teachers whose first year of teaching was in a public school in North Carolina, a public school in another state, a private school, or a charter school.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

FUNDS FOR THE TESTING AND IMPLEMENTATION OF THE NEW STUDENT INFORMATION SYSTEM

SECTION 28.32. The State Board of Education may transfer up to one million dollars ($1,000,000) in funds appropriated for the Uniform Education Reporting System for the 2001-2002 fiscal year to the Department of Public Instruction to lease or purchase equipment necessary for the testing and implementation of NC WISE, the new student information system in the public schools.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

EXPENDITURE OF FUNDS TO IMPROVE STUDENT ACCOUNTABILITY

SECTION 28.33.(a) Funds appropriated for the 2001-2002 fiscal year and the 2002-2003 fiscal year for Student Accountability Standards shall be used to assist students in performing at or above grade level in reading and mathematics in grades 3-8 as measured by the State's end-of-grade tests. The State Board of Education shall allocate these funds to local school administrative units based on the number of students who score at Level I or Level II on either reading or mathematics end-of-grade tests in grades 3-8. Funds in this allocation category shall be used to improve the academic performance of (i) students who are performing at Level I or II on either reading or mathematics end-of-grade tests in grades 3-8 and (ii) students who are performing at Level I or II on the writing tests in grades 4 and 7. These funds may also be used to improve the academic performance of students who are performing at Level I or II on the high school end-of-course tests. These funds shall not be transferred to other allocation categories or otherwise used for other purposes. Except as otherwise provided by law, local boards of education may transfer other funds available to them into this allocation category.

The principal of a school receiving these funds, in consultation with the faculty and the site-based management team, shall implement plans for expending these funds to improve the performance of students.

Continuation budget funds previously appropriated for NC Helps and for the middle school pilot project shall be transferred to this allocation category.

Local boards of education are encouraged to use federal funds such as Title I Comprehensive School Reform Development Funds and to examine the use of State funds to ensure that every student is performing at or above grade level in reading and mathematics.

These funds shall be allocated to local school administrative units for the 2001-2002 fiscal year within 30 days of the date this act becomes law.

SECTION 28.33.(b) Funds appropriated for Student Accountability Standards shall not revert at the end of each fiscal year but shall remain available for expenditure until August 31 of the subsequent fiscal year.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

STUDY THE SALARIES OF SCHOOL FOOD SERVICE WORKERS AND CUSTODIANS

SECTION 28.34. The Joint Legislative Education Oversight Committee shall study the salaries of food service workers and custodians employed by the public schools. The Committee shall report its findings to the 2002 Regular Session of the 2001 General Assembly.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

FUNDS TO NONPROFIT SCHOOL AGENCIES

SECTION 28.35. Funds in the amount of two million five hundred thousand dollars ($2,500,000) are appropriated in this act to the State Board of Education to

contract with nonprofit school agencies for services. Prior to entering into such contracts, the State Board of Education shall determine that the contractual services will positively affect student curriculum and achievement. All contracts shall have deliverables with measurable results.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

CHARACTER EDUCATION

SECTION 28.36. The State Board of Education shall use funds appropriated in this act for character education to develop a model character education curriculum for the public schools. The Board may contract with an outside consultant to implement the provisions of this act.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

STUDY OF SALARY DIFFERENTIALS FOR SUPPORT PERSONNEL

SECTION 28.37. The Joint Legislative Education Oversight Committee shall study salary differentials for instructional and noninstructional support personnel. In the course of the study, the Committee shall consider salary differentials based on degrees and other educational credentials, licensure or certification by State agencies, licensure or certification by private entities, and other factors. The Committee shall report its findings and recommendations to the 2002 Regular Session of the 2001 General Assembly.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

FLEXIBILITY TO IMPLEMENT BASE BUDGET REDUCTION

SECTION 28.38. Notwithstanding any other provision of law, the Department of Public Instruction may use salary reserve funds and other funds in the Department's continuation budget to transfer and reclassify positions as necessary to implement the base budget reductions for the 2001-2003 fiscal biennium.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

FUNDS FOR INSTRUCTIONAL SUPPLIES

SECTION 28.39.(a) The funds appropriated in this act for classroom materials/instructional supplies/equipment shall be used to enable classroom teachers to purchase up to two hundred dollars ($200.00) of supplies for their classrooms.

SECTION 28.39.(b) Local school administrative units shall report to the Department of Public Instruction by December 15, 2001, on the implementation of this section by the unit.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

TRANSFER OF THE NC WISEOWL WEB SITE TO THE DEPARTMENT OF CULTURAL RESOURCES

SECTION 28.40.(a) The Department of Public Instruction shall use funds appropriated to continue the subscriptions currently available on the Department's NC WISEOWL web site for the 2001-2002 fiscal year. The Department of Public Instruction shall work collaboratively with the Department of Cultural Resources' NC Live Program to transfer the funds appropriated and the process of accessing the subscriptions through the NC Live web site effective in fiscal year 2002-2003.

SECTION 28.40.(b) Effective July 1, 2002, all operations related to subscriptions to the Department of Public Instruction's web site, NC WISEOWL, are transferred from the Department of Public Instruction to the Department of Cultural Resources, NC Live Program. The purpose of this transfer is to consolidate services to teachers and students.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee, Ballance

BERTIE AND RUTHERFORD COUNTIES MAY ACQUIRE PROPERTY FOR PUBLIC SCHOOLS

SECTION 28.41. G.S. 153A-158.1(e), as amended by S.L. 2001-76, reads as rewritten:

"(e) Scope. – This section applies to Alamance, Alexander, Alleghany, Anson, Ashe, Avery, Bertie, Bladen, Brunswick, Burke, Cabarrus, Caldwell, Camden, Carteret, Catawba, Cherokee, Chowan, Columbus, Craven, Cumberland, Currituck, Dare, Davidson, Davie, Duplin, Durham, Edgecombe, Forsyth, Franklin, Gaston, Gates, Graham, Greene, Guilford, Halifax, Harnett, Haywood, Henderson, Hoke, Hyde, Iredell, Jackson, Johnston, Jones, Lee, Lenoir, Lincoln, Macon, Madison, Martin, McDowell, Mecklenburg, Mitchell, Montgomery, Moore, Nash, New Hanover, Onslow, Orange, Pamlico, Pasquotank, Pender, Perquimans, Person, Pitt, Randolph, Richmond, Robeson, Rockingham, Rowan, Rutherford, Sampson, Scotland, Stanly, Stokes, Surry, Union, Vance, Wake, Watauga, Wayne, Wilkes, and Wilson Counties."

PART XXIX. HIGH PRIORITY SCHOOL ASSISTANCE AND ACCOUNTABILITY

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

IMMEDIATE ASSISTANCE TO THE HIGHEST PRIORITY ELEMENTARY SCHOOLS

SECTION 29.1. Of funds appropriated from the General Fund to State Aid to Local School Administrative Units, the sum of ten million eight hundred seventy-six thousand four hundred thirty-eight dollars ($10,876,438) for the 2001-2002 fiscal year and the sum of twelve million two hundred thirty-seven thousand nine hundred thirteen dollars ($12,237,913) for the 2002-2003 fiscal year shall be used to provide the State's lowest-performing elementary schools with the tools needed to dramatically improve student achievement. These funds shall be used for the 37 elementary schools at which, for the 1999-2000 school year, over eighty percent (80%) of the students qualified for free or reduced-price lunches and no more than fifty-five percent (55%) of the students performed at or above grade level. Of these funds:

(1) The sum of $8,062,603 for the 2001-2002 fiscal year and the sum of $8,062,603 for the 2002-2003 fiscal year shall be used to reduce class size at each of these schools to ensure that no class in kindergarten through third grade has more than 15 students;

(2) The sum of $973,455 for the 2001-2002 fiscal year shall be used to extend teachers' contracts at these schools by five days for staff development, including staff development on methods to individualize instruction in smaller classes, and preparation for the 2001-2002 school year and the sum of $2,334,930 for the 2002-2003 fiscal year shall be used to extend teachers' contracts for a total of 10 days, including five additional days of instruction with related costs for other than teachers salaries, for the 2002-2003 school year; and

(3) The sum of $1,840,380 for the 2001-2002 fiscal year and the sum of $1,840,380 for the 2002-2003 fiscal year shall be used to provide one additional instructional support position at each priority school.

Any teacher assistants displaced from jobs in these highest priority elementary schools shall be given preferential consideration for vacant teacher assistant positions at other schools in the local school administrative unit, provided their job performance has been satisfactory.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

IMMEDIATE ACTIONS TO ADDRESS TEACHER SHORTAGE

SECTION 29.2.(a) Of the funds appropriated from the General Fund to State Aid to Local School Administrative Units, the sum of two million five hundred thousand dollars ($2,500,000) for the 2001-2002 fiscal year and the sum of two million five hundred thousand dollars ($2,500,000) for the 2002-2003 fiscal year shall be used to expand the pool of qualified teachers and to provide recruitment and retention incentives to attract and retain high-quality teachers to low-performing schools and schools with shortages of teachers in certain areas of certification. Of these funds:

(1) The sum of $1,000,000 for the 2001-2002 fiscal year and the sum of $1,000,000 for the 2002-2003 fiscal year shall be used to provide additional scholarship funds for teacher assistants taking courses that are prerequisites for teacher certification programs; and

(2) The sum of $1,500,000 for the 2001-2002 fiscal year and the sum of $1,500,000 for the 2002-2003 fiscal year shall be used to provide annual bonuses of $1,800 to teachers certified in and teaching in the fields of mathematics, science, or special education at middle and high schools with 80% or more of the students eligible for free or reduced lunch or with 50% or more of students performing below grade level in Algebra I and Biology. The bonus shall be paid monthly with matching benefits. Teachers shall remain eligible for the bonuses so long as they continue to teach in one of these disciplines at a school that was eligible for the bonus program when the teacher first received the bonus.

SECTION 29.2.(b) The Joint Legislative Education Oversight Committee shall study the effectiveness of providing benefits to part-time teachers as a means to recruit certified teachers back into the classroom. The Committee shall examine the effectiveness of different methods of providing these benefits. The Committee shall also examine the cost of the recruitment effort, including the cost of incorporating existing part-time teachers into the plan. The Committee shall make a report to the General Assembly by April 1, 2002.

SECTION 29.2.(c) The Joint Legislative Education Oversight Committee shall study the potential effectiveness of increasing the size of the Teaching Fellows Program to improve the supply of qualified teachers for the public schools. In its analysis the Committee shall consider the retention of Teaching Fellows in the teaching profession.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

COMPREHENSIVE ASSISTANCE TO CONTINUALLY LOW-PERFORMING SCHOOLS

SECTION 29.3. Chapter 115C of the General Statutes is amended by adding a new section to read:

"**§ 115C-105.37A. Continually low-performing schools; definition; assistance and intervention; reassignment of students.**

(a) Definition of Continually Low-Performing Schools. – A continually low-performing school is a school that has received State-mandated assistance and has been designated by the State Board as low performing for at least two of three consecutive years. If the State Board identifies a school as continually low performing, the school improvement team at that school shall review its school improvement plan to ensure consistency with the plan adopted pursuant to G.S. 115C- 105.38(3).

(b) Assistance to Schools That Are Low Performing for Two Years. – If a school that has received State-mandated assistance is designated by the State Board as low performing for two consecutive years or for two of three consecutive years, the State

(47)

Board shall provide a series of progressive assistance and intervention strategies to that school. These strategies shall be designed to improve student achievement and to maintain student achievement at appropriate levels and may include, to the extent that funds are available for this purpose, assistance such as reductions in class size, extension of teacher and assistant principal contracts, extension of the instructional year, and grant-based assistance.

(c) Intervention in Schools That Are Low Performing for Three or More Years. – The State Board of Education shall develop and implement a series of actions for providing assistance and intervention to schools that have previously received State-mandated assistance and have been designated by the State Board as low performing for three or more consecutive years or for at least three out of four years. These actions shall be the least intrusive actions that are consistent with the need to improve student achievement at each such school and shall be adapted to the unique characteristics of each such school and the effectiveness of other actions developed or implemented to improve student achievement at each such school."

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

ADDITIONS TO THE LOCAL SUPERINTENDENT'S PLAN TO IMPROVE A LOW-PERFORMING SCHOOL

SECTION 29.4. G.S. 115C-105.37(a1) reads as rewritten:

"(a1) By July 10 of each year, each local school administrative unit shall do a preliminary analysis of test results to determine which of its schools the State Board may identify as low-performing under this section. The superintendent then shall proceed under G.S. 115C-105.39. In addition, within 30 days of the initial identification of a school as low-performing by the local school administrative unit or the State Board, whichever occurs first, the superintendent shall submit to the local board a preliminary plan for addressing the needs of that ~~school.~~ school, including how the superintendent and other central office administrators will work with the school and monitor the school's progress. Within 30 days of its receipt of this plan, the local board shall vote to approve, modify, or reject this plan. Before the board makes this vote, it shall make the plan available to the public, including the personnel assigned to that school and the parents and guardians of the students who are assigned to the school, and shall allow for written comments. The board shall submit the plan to the State Board within five days of the board's vote. The State Board shall review the plan expeditiously and, if appropriate, may offer recommendations to modify the plan. The local board shall consider any recommendations made by the State Board."

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

APPROPRIATIONS FOR CONTINUALLY LOW-PERFORMING SCHOOLS

SECTION 29.5. Of funds appropriated from the General Fund to State Aid to Local School Administrative Units, the sum of one million eight hundred seven thousand two hundred fifty-six dollars ($1,807,256) for the 2001-2002 fiscal year and the sum of one million nine hundred eighty-six thousand six hundred ninety-one dollars ($1,986,691) for the 2002-2003 fiscal year shall be used to provide the State's chronically low-performing schools with tools needed to dramatically improve student achievement. These funds shall be used to implement any of the following strategies at the schools that have not previously been implemented with State or other funds:

(1) The sum of $471,366 for the 2001-2002 fiscal year and the sum of $471,366 for the 2002-2003 fiscal year shall be used to reduce class size at a continually low-performing school to ensure that the number of teachers allotted for students in grades four and five is one for every 17 students; and

(2) The sum of $1,207,595 for the 2001-2002 fiscal year and the sum of $1,207,595 for the 2002-2003 fiscal year shall be used to reduce class size at a continually low-performing school to ensure that the number of teachers allotted in grades six through eight is one for every 17 students, and that the number of teachers allotted in grades nine through twelve is one for every 20 students; and

(3a) The sum of $128,295 for fiscal year 2001-2002 shall be used to extend teachers' contracts at these schools by five days for staff development, including methods to individualize instruction in smaller classes and preparation for the 2001-2002 school year. Of these funds, the sum of $10,175 shall be used for the extension of contracts of the additional teachers in grades four and five provided in subdivision (1) of this section and the sum of $118,120 shall be used for the extension of all teachers' contracts at continually low-performing middle and high schools for the 2001-2002 school year; and

(3b) The sum of $307,730 for fiscal year 2002-2003 shall be used to extend teachers' contracts for a total of 10 days, including five days of additional instruction with related costs for other than teachers' salaries for the 2002-2003 school year. Of these funds, the sum of $24,405 shall be used for the extension of contracts of the additional teachers in grades four and five provided in subdivision (1) of this section and the sum of $283,325 shall be used for the extension of all teachers' contracts at continually low-performing middle and high schools for the 2002-2003 school year.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

EVALUATION OF INITIATIVES TO ASSIST HIGH-PRIORITY SCHOOLS

SECTION 29.6.(a) In order for the high-priority schools identified in Section 29.1 of this act to remain eligible for the additional resources provided in this section, the schools must meet the expected growth for each year and must achieve high growth for at least two out of three years, based on the State Board of Education's annual performance standards set for each school. No adjustment in the allotment of resources based on performance shall be made until the 2004-2005 school year.

SECTION 29.6.(b) All teaching positions allotted for students in high-priority schools and continually low-performing schools in those grades targeted for smaller class sizes shall be assigned to and teach in those grades and in those schools. In grades K-3 in high-priority schools and in grades K-5 in continually low-performing schools the maximum class size shall be no more than two students above the allotment ratio in that grade. The Department of Public Instruction shall monitor class sizes at these schools at the end of the first month of school and report to the State Board of Education on the actual class sizes in these schools.

SECTION 29.6.(c) Of funds appropriated from the General Fund to State Aid to Local School Administrative Units, the sum of five hundred thousand dollars ($500,000) for fiscal year 2001-2002 and the sum of five hundred thousand dollars ($500,000) for fiscal year 2002-2003 shall be used by the State Board of Education to contract with an outside organization to evaluate the initiatives set forth in this act.

The evaluation shall include:

(1) An assessment of the overall impact these initiatives have had on student achievement;

(2) An assessment of the effectiveness of each individual initiative set forth in this act in improving student achievement;

(3) An identification of changes in staffing patterns, instructional methods, staff development, and parental involvement as a result of these initiatives;
(4) An accounting of how funds and personnel resources made available for these schools were utilized, and the impact of varying patterns of utilization on changes in student achievement; and
(5) Recommendations for the continuance and improvement of these initiatives.

The State Board of Education shall make an initial report to the Joint Legislative Education Oversight Committee regarding the results of this evaluation by December 1, 2002, and annually thereafter. The State Board of Education shall submit its recommendations for changes to these initiatives to the Committee at any time.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee

ALLOCATION OF FEDERAL FUNDS FOR PRIORITY SCHOOLS

SECTION 29.7. The State Board of Education shall make every effort to coordinate the use of State and federal funds to avoid duplication or overlap of services, and to ensure that the benefits of smaller class sizes accrue to as many at-risk students as possible.

PART XXX. COMMUNITY COLLEGES

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

COMMUNITY COLLEGE FUNDING FLEXIBILITY

SECTION 30.1. A local community college may use all State funds allocated to it, except for Literacy Funds and Funds for New and Expanding Industries, for any authorized purpose that is consistent with the college's Institutional Effectiveness Plan. Each local community college shall include in its Institutional Effectiveness Plan a section on how funding flexibility allows the college to meet the demands of the local community and to maintain a presence in all previously funded categorical programs.

No more than two percent (2%) systemwide shall be transferred from faculty salaries without the approval of the State Board of Community Colleges. The State Board shall report on any such transfers above two percent (2%) systemwide to the Joint Legislative Commission on Governmental Operations at its next meeting.

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

PERMIT TRANSFERS OF FUNDS TO THE NEW AND EXPANDING INDUSTRY TRAINING PROGRAM

SECTION 30.2. Notwithstanding G.S. 143-16.3, G.S. 143-23, or any other provision of law, the Director of the Budget may, after consultation with the Joint Legislative Commission on Governmental Operations, transfer funds from any agency or program funded from the General Fund to the New and Expanding Industry Training Program to supplement the needs of this Program during the 2001-2003 biennium.

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

REORGANIZATION OF THE HUMAN RESOURCES DEVELOPMENT PROGRAM

SECTION 30.3.(a) The State Board of Community Colleges shall establish a committee to develop and recommend to the Board a core series of employability skills training classes that should be coded in the Continuing Education Master Course List as Human Resources Development.

SECTION 30.3.(b) The State Board of Community Colleges may waive tuition and fees for enrollment in classes coded in the Common Course Catalogue as Human Resources Development if the individual enrolling:

(1) Is unemployed;
(2) Has received notification of a pending layoff;
(3) Is working and is eligible for the Federal Earned Income Tax Credit (FEITC); or
(4) Is working and earning wages at or below two hundred percent (200%) of the federal poverty guidelines.

Individuals for whom tuition and fees are waived must sign a form adopted by the State Board of Community Colleges verifying that they meet one of these criteria.

SECTION 30.3.(c) The State Board of Community Colleges shall study the feasibility of integrating the delivery of human resource development services into the framework of the JobLink Career Centers. The Board shall report its recommendations to the Joint Legislative Education Oversight Committee by May 1, 2002.

SECTION 30.3.(d) The State Board of Community Colleges shall report to the Joint Legislative Education Oversight Committee on its reorganization of the Human Resources Development Program by January 1, 2003.

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

MANAGEMENT INFORMATION SYSTEM FUNDS

SECTION 30.4. Funds appropriated for the Community Colleges System Office Management Information System shall not revert at the end of the 2001-2002 and 2002-2003 fiscal years but shall remain available until expended.

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

EMPLOYMENT SECURITY COMMISSION FUNDS

SECTION 30.5. There is appropriated from the Employment Security Commission Training and Employment Account created in G.S. 96-6.1 to the North Carolina Community Colleges System Office the sum of twenty-six million five hundred thirty thousand seven hundred twenty-five dollars ($26,530,725) for the 2001-2002 fiscal year. These funds shall be used as follows:

	2001-2002
1. Equipment Funds	$18,030,725
2. New and Expanding Industry Training Programs	7,000,000
3. Focused Industrial Training Programs	1,500,000
TOTAL	$26,530,725

Funds allocated for equipment, New and Expanding Industry Training Programs, and Focused Industrial Training Programs shall be nonreverting.

Funds allocated for equipment shall be placed in the Equipment Reserve Fund and shall be allocated in accordance with the State Board's equipment allocation formula.

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

MODIFY TERM OF COMMUNITY COLLEGE FACULTY CONTRACTS

SECTION 30.6. The General Assembly finds that standardization of the term of contracts with community college faculty members will provide the General Assembly with the data necessary to make informed decisions regarding faculty salaries and funding for the summer term. Therefore, the State Board of Community Colleges

shall require community colleges to convert all faculty contracts to nine-month contracts covering the fall and spring semesters. Faculty members currently employed for more than nine months shall be placed on supplemental contracts for the summer term. These modifications in faculty contracts shall not change the salary of any faculty member.

All faculty members employed after the date this act becomes law shall be placed on nine-month contracts with supplemental contracts for the summer term.

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

REALIGNMENT OF ACCOUNTS FOR INSTITUTIONAL AND ADMINISTRATIVE SUPPORT

SECTION 30.7. In prior fiscal years, funds for Institutional and Administrative Support in the following have been appropriated in four separate accounts. Since these funds are allotted to community colleges on a formula basis, this level of detail is unnecessary. Therefore, beginning with the 2001-2002 fiscal year, State aid accounts 536938 through 536941 shall be consolidated into a single State aid account for Institutional and Academic Support to match actual practice.

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

STUDY OF DISCREPANCIES IN FACULTY SALARIES

SECTION 30.8. The Joint Legislative Education Oversight Committee shall study discrepancies in community college faculty salaries. In the course of the study, the Committee shall examine faculty salaries at various colleges to determine why salaries at some colleges are above the State average while others are well below it.

The Committee shall report its findings to the 2002 Regular Session of the 2001 General Assembly.

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

STATE BOARD RESERVE ALLOCATIONS

SECTION 30.9. The State Board of Community Colleges shall use funds from the State Board Reserve in the amount of one hundred thousand dollars ($100,000) for each fiscal year to assist small rural low-wealth community colleges with operation and maintenance of plant costs if they need to assist new or expanding industries in their service delivery areas.

Requested by: Senators Dalton, Metcalf, Martin of Pitt, Plyler, Odom, Lee

CONSOLIDATE AND COORDINATE WORKFORCE DEVELOPMENT PROGRAMS

SECTION 30.10.(a) The Bureau of Training Initiatives funded by the Worker Training Trust Fund is transferred from the North Carolina Department of Labor to the North Carolina Community Colleges System, as if by a Type I transfer as defined in G.S. 143A-6, with all the elements of such a transfer. The Bureau of Training Initiatives is designed to provide training services and develop new training innovations similar to the North Carolina Community Colleges System's Workforce Development programs. Consolidating these efforts at North Carolina Community Colleges System will result in greater efficiencies and coordination.

No changes in the organizational structure of the programs transferred under this subsection, other than those provided by this subsection, shall take place prior to October 1, 2001. The State Board of Community Colleges shall present a plan for such changes to the Joint Legislative Education Oversight Committee no less than 30 days before they are proposed to become effective.

SECTION 30.10.(b) The Apprenticeship program currently housed within the North Carolina Department of Labor is transferred to the North Carolina

Community Colleges System, as if by a Type I transfer as defined in G.S. 143A-6, with all the elements of such a transfer. Joint delivery of Apprenticeship and Community College workforce training programs will ensure coordination of program delivery and appropriate classroom training supporting the needs of the client and the employer. The community colleges already provide the majority of classroom training for Apprenticeship.

If the transfer made by this subsection is subject to approval by the United States Department of Labor, the effective date of this subsection is the date of such approval.

No changes in the organizational structure of the programs transferred under this subsection, other than those provided by this subsection, shall take place prior to October 1, 2001. The State Board of Community Colleges shall present a plan for such changes to the Joint Legislative Education Oversight Committee no less than 30 days before they are proposed to become effective.

SECTION 30.10.(c) Effective July 1, 2001, there is established within the Department of Commerce an Assistant Secretary for Employment Services and Workforce Development which shall be supported by appropriate receipt funds from the North Carolina Commission on Workforce Development and the Employment Security Commission.

SECTION 30.10.(d) Except as provided in subsection (b) of this section, notwithstanding Chapter 96 of the General Statutes, effective July 1, 2001, all divisions, sections, offices, and activities of the Employment Security Commission are transferred into the Department of Commerce. The transfer is a Type I transfer, with all the elements provided by G.S. 143A-6(a). The administration of the Unemployment Insurance Program, the Job Service Program, the Labor Market Information Program and any other administrative functions of the Employment Security Commission are transferred to the Assistant Secretary for Employment Services and Workforce Development.

SECTION 30.10.(e) The Employment Security Commission will continue as the body responsible for adjudicating claims in the State's Unemployment Insurance Program and will be housed administratively under the Department of Commerce.

SECTION 30.10.(f) G.S. 96-3 reads as rewritten:

"§ 96-3. Employment Security Commission.

(a) Organization. – There is hereby created a commission to be known as the Employment Security Commission of North Carolina. The Commission shall consist of seven members to be appointed by the Governor on or before July 1, 1941. The Governor shall have the power to designate the member of said Commission who shall act as the chairman thereof. ~~The chairman of the Commission shall not engage in any other business, vocation or employment.~~ Three members of the Commission shall be appointed by the Governor to serve for a term of two years. Three members shall be appointed to serve for a term of four years, and upon the expiration of the respective terms, the successors of said members shall be appointed for a term of four years each, thereafter, and the member of said Commission designated by the Governor as chairman shall serve at the pleasure of the Governor. Any member appointed to fill a vacancy occurring in any of the appointments made by the Governor prior to the expiration of the term for which his predecessor was appointed shall be appointed for the remainder of such term. The Governor may at any time after notice and hearing, remove any Commissioner for gross inefficiency, neglect of duty, malfeasance, misfeasance, or nonfeasance in office.

~~(b) Divisions. – The Commission shall establish two coordinate divisions: the North Carolina State Employment Service Division, created pursuant to G.S. 96-20, and the Unemployment Insurance Division. Each division shall be responsible for the discharge of its distinctive functions. Each division shall be a separate administrative~~

~~unit with respect to personnel and duties, except insofar as the Commission may find that such separation is impracticable. Notwithstanding any other provision of this Chapter, administrative organization of the agency shall be in accordance with that which the Commission finds most desirable in order to perform the duties and functions of the agency.~~

(c) Salaries. – The chairman ~~of the Employment Security Commission of North Carolina, appointed by the Governor, shall be paid from the Employment Security Administration Fund a salary payable on a monthly basis, which salary shall be fixed by the General Assembly in the Current Operations Appropriations Act;~~ and the members of the ~~Commission, other than the chairman,~~ Commission shall each receive the same amount per diem for their services as is provided for the members of other State boards, commissions, and committees who receive compensation for their services as such, including necessary time spent in traveling to and from his place of residence within the State to the place of meeting while engaged in the discharge of the duties of his office and his actual traveling expenses, the same to be paid from the aforesaid ~~fund~~ fund, except, if the chairman is an employee or officer of the Department of Commerce, no per diem shall be paid to the chairman.

(d) Quorum. – The chairman or his designee and three members of the Commission shall constitute a quorum.

(e) Chairman as Assistant Secretary. – The Chairman of the Employment Security Commission on May 15, 2001, shall serve as the Assistant Secretary for Employment Services and Workforce Development in the Department of Commerce during that person's continuance in office as chairman."

SECTION 30.10.(g) The divisions, sections, offices, and activities of the Employment Security Commission, other than adjudication of claims in the State's Unemployment Insurance Program, will be organized under and report to the Assistant Secretary for Employment Services and Workforce Development. Also, the Division of Employment and Training and the Commission on Workforce Development, currently in the Department of Commerce, will be organized under and report to the Assistant Secretary for Employment Services and Workforce Development. This transfer of the Employment Security Commission and the organization of workforce development programs within the Department of Commerce shall result in joint planning, coordination, and efficiencies of program administration and the delivery of services of the Employment Security Commission and the program administration and delivery of services of the Division of Employment and Training. Additionally, this organizational structure will result in close coordination with the State's economic development programs and initiatives and the activities, policies, and planning of the State Economic Development Board, fully implement the federally mandated delivery of workforce development services through the State's One-Stop (JobLink) Career Center Delivery System and coordinate workforce development services and training for the State's dislocated workers.

No changes in the organizational structure of the programs transferred under this section, other than those provided by this section, shall take place prior to October 1, 2001. The Secretary of Commerce shall present a plan for such changes to the Joint Legislative Commission on Governmental Operations no less than 30 days before they are proposed to become effective.

SECTION 30.10.(h) The Secretary of the Department of Commerce shall report to the Joint Legislative Commission on Governmental Operations by April 1, 2002, on the organizational structure of workforce development programs within the Department of Commerce and provide recommendations on General Statutes changes or modifications to streamline workforce development program administration, including consideration of consolidation of the duties and responsibilities of the board membership of the Employment Security Commission and the Commission on

Workforce Development, and the delivery of services leading to efficiencies and savings.

SECTION 30.10.(i) North Carolina Department of Health and Human Services. – Effective July 1, 2001, the Divisions of Services for the Blind, Social Services, Deaf and Hard of Hearing, Child Development, Vocational Rehabilitation and any other divisions within the department that participate in job training or workforce development activities are directed to plan and budget funds, staff, and services to support and participate in the One-Stop (JobLink) Career Center Delivery System as directed by the federal Workforce Investment Act and Executive Order #90. Additionally, the Division of Social Services shall utilize existing funding streams to support education and job training, and enter into a memorandum of agreement with the North Carolina Community Colleges System to support these activities.

SECTION 30.10.(j) North Carolina Department of Administration: Native Americans' Program. – Effective July 1, 2001, the delivery of federal and State-funded workforce development services administered by the Commission on Indian Affairs shall be delivered through appropriate local JobLink Career Centers for coordination and access to other workforce development programs and services and shall be included in the Commission on Workforce Development's 2002-2004 Strategic Plan for workforce development services. Additionally, the North Carolina State Commission of Indian Affairs shall utilize existing funding streams to support education and job training and enter into a memorandum of agreement with the North Carolina Community Colleges System to support these activities.

SECTION 30.10.(k) Positions, office equipment, computer equipment, and data in the Office of State Budget and Management necessary for the evaluation of the common follow-up system are transferred to the Department of Commerce effective July 1, 2001.

SECTION 30.10.(l) G.S. 96-32 reads as rewritten:

"§ 96-32. Common follow-up information management system created.

(a) The ~~Employment Security Commission of North Carolina~~ Department of Commerce shall develop, implement, and maintain a common follow-up information management system for tracking the employment status of current and former participants in State job training, education, and placement programs. The system shall provide for the automated collection, organization, dissemination, and analysis of data obtained from State-funded programs that provide job training and education and job placement services to program participants. In developing the system, the ~~ESC~~ Department shall ensure that data and information collected from State agencies is confidential, not open for general public inspection, and maintained and disseminated in a manner that protects the identity of individual persons from general public disclosure.

(b) The ~~ESC in consultation with the Office of State Budget, Planning, and Management~~ Department of Commerce shall adopt procedures and guidelines for the development and implementation of the CFS authorized under this section.

(c) Based on data collected under the CFS, the ~~Office of State Budget, Planning, and Management~~ Department of Commerce shall evaluate the effectiveness of job training, education, and placement programs to determine if specific program goals and objectives are attained, to determine placement and completion rates for each program, and to make recommendations regarding the continuation of State funding for programs evaluated. ~~The ESC shall provide to the Office of State Budget, Planning, and Management data collected under the CFS in a manner and with the frequency necessary for the Office of State Budget, Planning, and Management to conduct the evaluation required under this subsection. The ESC shall consult with the Office of State Budget, Planning, and Management to determine the most efficient and effective method for providing to the Office of State Budget, Planning, and Management data collected under the CFS. The Office of State Budget, Planning, and Management shall~~

~~maintain the same levels of confidentiality with respect to CFS data received from the ESC as is required of the ESC under this Article.~~"

SECTION 30.10.(m) G.S. 96-35 reads as rewritten:

"**§ 96-35. Reports on common follow-up system activities.**

(a) The ~~Employment Security Commission of North Carolina~~ Department of Commerce shall present annually by May 1 to the General Assembly and to the Governor a report of CFS activities for the preceding calendar year. The report shall include information on and evaluation of job training, education, and placement programs for which data was reported by State and local agencies subject to this Article. Evaluation of the programs shall be on the basis of fiscal year data.

(b) The ~~Office of State Budget, Planning, and Management~~ Department of Commerce shall report to the Governor and to the General Assembly upon the convening of each biennial session, its evaluation of and recommendations regarding job training, education, and placement programs for which data was provided to the CFS."

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

TRANSFER OF CASH BALANCES

SECTION 30.11. The remaining cash balance on June 30, 2001, and any interest credited to the account in the 2001-2002 fiscal year in the North Carolina Community Colleges System Budget Code 66800, Fund Code 6101 DCC Scholarships, shall be transferred to Budget Code 66800, Fund Code 6102 CCS Financial Assistance to support Need Based Financial Aid programs.

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee, Metcalf, Carter

ASHEVILLE-BUNCOMBE TECHNICAL COMMUNITY COLLEGE FUNDS DO NOT REVERT

SECTION 30.12.(a) Funds appropriated to Asheville-Buncombe Technical Community College in S.L. 1999-237 for its Small Business Center shall not revert at the end of the 2000-2001 fiscal year, but shall remain available for expenditure in the 2001-2002 fiscal year. These funds may be used for the capital facilities and operating expenses of the Small Business Center.

SECTION 30.12.(b) This section becomes effective June 30, 2001.

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

MAINTENANCE OF PLANT OPERATIONS

SECTION 30.13. G.S. 115D-31.2 reads as rewritten:

"**§ 115D-31.2. Maintenance of plant.**

(a) Notwithstanding any provisions of law to the contrary, any community college that has an out-of-county student head count served on the main campus of the college in excess of fifty percent (50%) of the total student head count as defined by the State Board of Community Colleges, shall be provided funds for the purpose of "operations of plant". ~~These funds shall not exceed eighty-five percent (85%) of the funds allocated to these colleges during the 1990-91 fiscal year for this purpose.~~ Each college that qualifies for these funds shall receive a pro rata amount of the funds that are appropriated for this purpose.

(b) This section does not apply to a college that has a contract with all of the counties in its service area setting out the division of maintenance of plant funds."

Requested by: Senator Purcell

TRANSFER OF FUNDS TO THE SAVINGS RESERVE ACCOUNT

SECTION 30.14. Funds in the amount of two hundred fifty thousand dollars ($250,000) that are appropriated in Section 2.1 of this act to the Community Colleges

System Office for collaborative educational programs at Richmond Community College are hereby transferred to the Savings Reserve Account.

PART XXXI. UNIVERSITIES

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

AID TO PRIVATE COLLEGES

SECTION 31.1.(a) Part 2 of Article 1 of Chapter 116 of the General Statutes is amended by adding the following new sections to read:

"**§ 116-21.1. Financial aid for North Carolina students attending private institutions of higher education in North Carolina.**

(a) Funds shall be appropriated each fiscal year in the Current Operations Appropriations Act to the Board of Governors of The University of North Carolina for aid to institutions and shall be disbursed in accordance with the provisions of G.S. 116-19, 116-21, and 116-22.

(b) The funds appropriated in compliance with this section shall be placed in a separate, identifiable account in each eligible institution's budget or chart of accounts. All funds in the account shall be provided as scholarship funds for needy North Carolina students during the fiscal year. Each student awarded a scholarship from this account shall be notified of the source of the funds and of the amount of the award. Funds not utilized under G.S. 116-19 shall be available for the tuition grant program as defined in G.S. 116-21.2.

"**§ 116-21.2. Legislative tuition grants to aid students attending private institutions of higher education.**

(a) In addition to any funds appropriated pursuant to G.S. 116-19 and in addition to all other financial assistance made available to institutions, or to students attending these institutions, there is granted to each full-time North Carolina undergraduate student attending an approved institution as defined in G.S. 116-22, a sum, to be determined by the General Assembly for each academic year which shall be distributed to the student as provided by this subsection.

(b) The tuition grants provided for in this section shall be administered by the State Education Assistance Authority pursuant to rules adopted by the State Education Assistance Authority not inconsistent with this section. The State Education Assistance Authority shall not approve any grant until it receives proper certification from an approved institution that the student applying for the grant is an eligible student. Upon receipt of the certification, the State Education Assistance Authority shall remit at the times as it prescribes the grant to the approved institution on behalf, and to the credit, of the student.

(c) In the event a student on whose behalf a grant has been paid is not enrolled and carrying a minimum academic load as of the tenth classroom day following the beginning of the school term for which the grant was paid, the institution shall refund the full amount of the grant to the State Education Assistance Authority. Each approved institution shall be subject to examination by the State Auditor for the purpose of determining whether the institution has properly certified eligibility and enrollment of students and credited grants paid on behalf of the students.

(d) In the event there are not sufficient funds to provide each eligible student with a full grant:

(1) The Board of Governors of The University of North Carolina, with the approval of the Office of State Budget and Management, may transfer available funds to meet the needs of the programs provided by subsections (a) and (b) of this section; and

(2) Each eligible student shall receive a pro rata share of funds then available for the remainder of the academic year within the fiscal period covered by the current appropriation.

(e) Any remaining funds shall revert to the General Fund.

(f) Expenditures made pursuant to this section may be used only for secular educational purposes at institutions. Expenditures made pursuant to this section shall not be used for any student who:

(1) Is incarcerated in a State or federal correctional facility for committing a Class A, B, B1, or B2 felony; or

(2) Is incarcerated in a State or federal correctional facility for committing a Class C through I felony and is not eligible for parole or release within 10 years.

(g) The State Education Assistance Authority shall document the number of full-time equivalent North Carolina undergraduate students that are enrolled in off-campus programs and the State funds collected by each institution pursuant to G.S. 116-19 for those students. The State Education Assistance Authority shall also document the number of scholarships and the amount of the scholarships that are awarded under G.S. 116-19 to students enrolled in off-campus programs. An 'off-campus program' is any program offered for degree credit away from the institution's main permanent campus.

(h) The State Education Assistance Authority shall include in its annual report to the Joint Legislative Education Oversight Committee the information it has compiled and its findings regarding this program.

"**§ 116-21.3. Legislative tuition grant limitations.**

(a) No legislative tuition grant funds shall be expended for a program at an off-campus site of a private institution, as defined in G.S. 116-22(1), established after May 15, 1987, unless (i) the private institution offering the program has previously notified and secured agreement from other private institutions operating degree programs in the county in which the off-campus program is located or operating in the counties adjacent to that county or (ii) the degree program is neither available nor planned in the county with the off-campus site or in the counties adjacent to that county.

(b) For purposes of this section, an 'off-campus program' is any program offered for degree credit away from the institution's main permanent campus.

(c) Any member of the armed services, as defined in G.S. 116-143.3(a), abiding in this State incident to active military duty, who does not qualify as a resident for tuition purposes, as defined under G.S. 116-143.1, is eligible for a legislative tuition grant pursuant to this section if the member is enrolled as a full-time student. The member's legislative tuition grant shall not exceed the cost of tuition less any tuition assistance paid by the member's employer."

SECTION 31.1.(b) Funds are appropriated in this act to the Board of Governors of The University of North Carolina to be allocated and disbursed as provided by G.S. 116-19, 116-21, 116-21.1, and 116-22. These funds shall provide up to one thousand one hundred dollars ($1,100) per full-time equivalent North Carolina undergraduate student enrolled at an institution as of October 1, 2001, for the 2001-2002 fiscal year and up to one thousand one hundred dollars ($1,100) per full-time equivalent North Carolina undergraduate student enrolled at an institution as of October 1, 2002, for the 2002-2003 fiscal year.

SECTION 31.1.(c) Funds appropriated in this act to the Board of Governors of The University of North Carolina shall be allocated and disbursed for legislative tuition grants in compliance with G.S. 116-21.2. The funds shall be allocated as follows: to each full-time North Carolina undergraduate student a sum, not to exceed one thousand eight hundred dollars ($1,800) for the 2001-2002 academic year and one thousand eight hundred dollars ($1,800) for the 2002-2003 academic year.

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

ACADEMIC COMMON MARKET PILOT PROGRAM

SECTION 31.2.(a) The Southern Regional Education Board currently operates an Academic Common Market program. Under this program, qualified students from participating states may apply to attend programs at public universities in participating states that are not available in their home state's university system. North Carolina's participation for graduate programs would provide a cost-effective means of offering educational access for North Carolina residents. North Carolinians would be able to attend graduate programs that are not available at The University of North Carolina at reduced rates, and the State would avoid the cost associated with the development of new academic programs.

SECTION 31.2.(b) The Board of Governors of The University of North Carolina may establish a pilot program for participation in the Southern Regional Education Board's Academic Common Market at the graduate program level. The Board of Governors shall examine the graduate programs offered in The University of North Carolina system and select for participation only those graduate programs that are likely to be unique or are not commonly available in other Southern Regional Education Board states. Out-of-state tuition shall be waived for students who are residents of other Southern Regional Education Board states and who are participating in the Academic Common Market program. If accepted into The University of North Carolina graduate programs that are part of the Academic Common Market, these students shall pay in-State tuition and shall be treated for all purposes of The University of North Carolina as residents of North Carolina. Prior to the beginning of this pilot, the Board of Governors shall submit its list of graduate programs selected to be a part of the pilot program to the Joint Legislative Education Oversight Committee.

SECTION 31.2.(c) The pilot programs established under this section shall terminate July 1, 2005. However, once a student is enrolled in The University of North Carolina system under the Academic Common Market program, the student shall be entitled to pay in-State tuition as long as the student is enrolled in that graduate program. The Board of Governors shall report the success of the Academic Common Market program to the Joint Legislative Education Oversight Committee by December 31, 2003, and by January 31, 2005, and the Committee may recommend changes, if any are appropriate, to the pilot program at either of those times.

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

AID TO PRIVATE MEDICAL SCHOOLS/FUNDING FORMULA

SECTION 31.3. Part 1 of Article 1 of Chapter 116 of the General Statutes is amended by adding a new section to read:

"**§ 116-21.3. Private medical schools–assistance funding formula.**

(a) Funds shall be appropriated each year in the Current Operations Appropriations Act to the Board of Governors of The University of North Carolina for continuation of financial assistance to the medical schools of Duke University and Wake Forest University. The funds shall be disbursed on certifications of the respective schools of medicine that show the number of North Carolina residents as first-year, second-year, third-year, and fourth-year students in the medical school as of the appropriate fiscal year.

(b) Disbursement to Wake Forest University shall be made in the amount of eight thousand dollars ($8,000) for each medical student who is a North Carolina resident, one thousand dollars ($1,000) of which shall be placed by the school in a fund to be used to provide financial aid to needy North Carolina students who are enrolled in the medical school. The maximum aid given to any student from this fund in a given year shall not exceed the amount of the difference in tuition and academic fees charged by

the school and those charged at the School of Medicine at the University of North Carolina at Chapel Hill.

(c) Disbursement to Duke University shall be made in the amount of five thousand dollars ($5,000) for each medical student who is a North Carolina resident, five hundred dollars ($500.00) of which shall be placed by the school in a fund to be used to provide student financial aid to financially needy North Carolina students who are enrolled in the medical school. No individual student may be awarded assistance from this fund in excess of two thousand dollars ($2,000) each year. In addition to this basic disbursement for each year of the biennium, a disbursement of one thousand dollars ($1,000) shall be made for each medical student who is a North Carolina resident in the first-year, second-year, third-year, and fourth-year classes to the extent that enrollment of each of those classes exceeds 30 North Carolina students.

(d) The Board of Governors shall establish the criteria for determining the eligibility for financial aid of needy North Carolina students who are enrolled in the medical schools and shall review the grants or awards to eligible students. The Board of Governors shall adopt rules for determining which students are residents of North Carolina for the purposes of these programs. The Board of Governors shall also make any regulations as necessary to ensure that these funds are used directly for instruction in the medical programs of the schools and not for religious or other nonpublic purposes. The Board of Governors shall encourage the two schools to orient students toward primary care, consistent with the directives of G.S. 143-613(a). The two schools shall supply information necessary for the Board to comply with G.S. 143-613(d).

(e) If the funds appropriated in the Current Operations Appropriations Act to the Board of Governors of The University of North Carolina for continuation of financial assistance to the medical schools of Duke University and Wake Forest University are insufficient to cover the enrolled students in accordance with this section, then the Board of Governors may transfer unused funds from other programs in the Related Educational Programs budget code to cover the extra students."

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

STUDY PROFESSIONAL DEVELOPMENT PROGRAMS FOR PUBLIC SCHOOL PROFESSIONALS

SECTION 31.4.(a) G.S. 115C-12(26) reads as rewritten:

"**§ 115C-12. Powers and duties of the Board generally.**

The general supervision and administration of the free public school system shall be vested in the State Board of Education. The State Board of Education shall establish policy for the system of free public schools, subject to laws enacted by the General Assembly. The powers and duties of the State Board of Education are defined as follows:

...

(26) Duty to Monitor and Make Recommendations Regarding Professional Development Programs. – The State Board of ~~Education, in collaboration with the Board of Governors of The University of North Carolina, shall identify and make recommendations regarding meaningful professional development programs for professional public school employees. The programs shall be aligned with State education goals and directed toward improving student academic achievement.~~ Education shall identify State and local needs for professional development for professional public school employees based upon the State's educational priorities for improving student achievement. The State Board also shall recommend strategies for addressing these needs. The strategies must be research-based, proven in practice, and designed

for data-driven evaluation. The State Board shall report its findings and recommendations to the Joint Legislative Education Oversight Committee, the President Pro Tempore of the Senate, the Speaker of the House of Representatives, and the Board of Governors of The University of North Carolina prior to January 15, 2002, and shall review, revise, and resubmit those findings and recommendations annually thereafter. The State Board shall ~~annually~~ evaluate ~~and, after consultation with the Board of Governors, make recommendations regarding professional development programs based upon~~ the reports submitted by the Board of Governors under ~~G.S. 116-11(12a).~~ G.S. 116-11(12a) to determine whether the programs for professional development provided by the Center for School Leadership Development address the State and local needs identified by the State Board and whether the programs are using the strategies recommended by the State Board. Prior to January 15th of each year, the State Board shall report the results of its analysis to the Board of Governors and to the Joint Legislative Education Oversight Committee.

...."

SECTION 31.4.(b) G.S. 116-11(12a) reads as rewritten:

"**§ 116-11. Powers and duties generally.**

The powers and duties of the Board of Governors shall include the following:

...

(12a) ~~The~~ Notwithstanding any other law, the Board of Governors of The University of North Carolina shall implement, administer, and revise programs for meaningful professional development for professional public school employees ~~based upon~~ in accordance with the evaluations and recommendations made by the State Board of Education under G.S. 115C-12(26). The programs shall be aligned with State education goals and directed toward improving student academic achievement. ~~The Board of Governors shall submit to the State Board of Education an annual report evaluating the professional development programs administered by the Board of Governors.~~ The Board of Governors shall submit to the State Board of Education an annual written report that uses data to assess and evaluate the effectiveness of the programs for professional development offered by the Center for School Leadership Development. The report shall clearly document how the programs address the State needs identified by the State Board of Education and whether the programs are utilizing the strategies recommended by the State Board. The Board of Governors also shall submit this report to the Joint Legislative Education Oversight Committee, the President Pro Tempore of the Senate, and the Speaker of the House of Representatives prior to September 15th of each year."

SECTION 31.4.(c) The Joint Legislative Education Oversight Committee shall hire an independent consultant to study and make recommendations regarding professional development for public school professionals in North Carolina. The consultant shall study:

(1) The professional development programs administered under the UNC Center for School Leadership Development with regard to their mission, governance structure, efficiency, and objectively measurable effectiveness in increasing student achievement.

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(2) The feasibility and merits of consolidating and reducing the number of professional development programs.

(3) The possibility of regionalizing professional development programs and using a cooperative arrangement between higher educational institutions and community colleges in a region to achieve the goal.

(4) The professional development support offered by the Department of Public Instruction.

(5) The use of professional development funds allocated to local school administrative units and individual schools.

(6) National research regarding effective methods for delivering professional development that is shown to improve student achievement.

The consultant shall report these findings to the Joint Legislative Education Oversight Committee and also shall make recommendations regarding how existing State funds should be utilized to provide effective and efficient professional development for public school professionals.

SECTION 31.4.(d) The Joint Legislative Education Oversight Committee shall review the consultant's findings and recommendations and shall submit to the 2002 Regular Session of the 2001 General Assembly recommendations to streamline, reorganize, and improve the delivery of professional development for public school professionals. The recommendations may address revisions to program governance and mission, reallocation of funds, methods of program delivery, and methods to institute ongoing program evaluation.

SECTION 31.4.(e) The Joint Legislative Education Oversight Committee shall review the reports that are required to be made to the Committee. The purpose of the review is to determine which reports must include information that is research-based, proven in practice, and designed for data-driven research. The Committee may make recommendations for changes in these reports based upon the Committee's findings.

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

TEACHER ASSISTANT SCHOLARSHIP FUND

SECTION 31.5.(a) Article 23 of Chapter 116 of the General Statutes is amended by adding a new section to read:

"**§ 116-209.35. Teacher Assistant Scholarship Fund.**

(a) There is established the Teacher Assistant Scholarship Fund. The purpose of the Fund is to provide scholarships to teacher assistants who are pursuing college degrees to become teachers. The State Education Assistance Authority shall administer the Fund.

(b) Criteria for awarding the scholarships shall be developed by the Board of Governors of The University of North Carolina in consultation with the State Board of Education and the State Board of Community Colleges and shall include all of the following:

(1) An applicant shall be employed full time as a teacher assistant in North Carolina.

(2) An applicant shall be enrolled in an accredited bachelors degree program in an institution of higher education in North Carolina.

(3) An applicant shall be a resident of North Carolina. For purposes of this section, residency shall be determined by the same standard as residency for tuition purposes pursuant to G.S. 116-143.1.

(4) Any additional criteria that the Board of Governors considers necessary to administer the Fund effectively, including all of the following:

a. Consideration of the appropriate numbers of minority applicants and applicants from diverse socioeconomic backgrounds to receive scholarships pursuant to this section.

b. Consideration of the academic qualifications of the individuals applying to receive funds.

c. Consideration of the commitment an individual applying to receive funds demonstrates to the profession of teaching.

(c) The Board of Governors of The University of North Carolina shall report to the Joint Legislative Education Oversight Committee by March 1 each year regarding the Fund and scholarships awarded from the Fund.

(d) The Board of Governors of The University of North Carolina shall adopt rules to implement this section.

(e) The scholarships shall be available for part-time or full-time course work through all off-campus or distance education teacher education programs."

SECTION 31.5.(b) Of the funds appropriated by this Act to the Board of Governors of The University of North Carolina the sum of one million dollars ($1,000,000) shall be allocated to the State Education Assistance Authority to implement this section.

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

UNC BUDGET FLEXIBILITY/MUST HONOR BUDGET REDUCTIONS

SECTION 31.6. Notwithstanding G.S. 116-30.2 or G.S. 116-30.3, neither the Office of General Administration of The University of North Carolina or any special responsibility constituent institution shall expend or use any of the following funds to modify the budget reductions imposed by this act:

(1) General Fund moneys appropriated by this act.

(2) General Fund current operations appropriations credit balances remaining at the end of any fiscal year that are carried forward to the next fiscal year.

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

OFFER MODEL TEACHER EDUCATION PROGRAMS THROUGH DISTANCE EDUCATION

SECTION 31.7.(a) It is the intent of the General Assembly to make teacher education programs easily accessible statewide through distance education. The General Assembly finds that the "2 + 2" program is an excellent model for teacher credential programs and encourages its use as a model.

SECTION 31.7.(b) To achieve the goal of encouraging the "2 + 2" program as a model for teacher education programs and to make those model teacher education programs available and easily accessible statewide, there are established two pilot programs based on the "2 + 2" model to be located at Appalachian State University and the University of North Carolina at Wilmington. The Board of Governors of The University of North Carolina shall report to the Joint Legislative Education Oversight Committee annually regarding the model teacher education pilot programs established by this section.

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

UNC EXEMPT FROM STATE SURPLUS PROPERTY AGENCY/RETAIN RECEIPTS FROM SALE OF RECYCLABLE MATERIALS OR FROM RECYCLING ACTIVITIES

SECTION 31.8. Part 2 of Article 3A of Chapter 143 of the General Statutes is amended by adding a new section to read:

"**§ 143-64.6. University of North Carolina exempted from application of Article.**

(a) Notwithstanding any provisions or limitations of this Article, the Board of Governors of The University of North Carolina may adopt rules and procedures in order for the portion of The University of North Carolina administered by the President and by the President's staff complement established by G.S. 116-14(b) and for its constituent institutions to sell all supplies, materials, and equipment of the constituent institutions that are surplus, obsolete, or unused. All receipts from the transfer or sale of surplus, obsolete, or unused equipment of each constituent institution, minus the actual costs of the sale, that are supported by appropriations from the General Fund, shall be credited to the Department of State Treasurer as nontax revenue.

(b) The Office of the President may retain receipts derived from the transfer or sale of recyclable material and may use the receipts to defray the costs of its recycling activities. Each constituent institution may retain receipts derived from the transfer or sale of recyclable material and may use the receipts to defray the costs of its recycling activities. The Board of Governors shall adopt rules governing the transfer or sale of recyclable material by the Office of the President and by the constituent institutions.

The Office of the President may retain the receipts derived from its transfer or sale in a recycling activity. Each constituent institution may retain the receipts derived from its transfer or sale in a recycling activity.

(c) Unless the Office of the President or a constituent institution sells surplus property under the auspices of the State agency for surplus property, the State agency for surplus property shall not assess and collect a service charge for the acquisition, receipt, warehousing, distribution, or transfer of any University surplus property and for the transfer or sale of recyclable material."

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

SUBSTITUTION OF UNC-CH BOND PROJECTS

SECTION 31.9. Pursuant to Section 2(b) of S.L. 2000-3, the General Assembly finds that it is in the best interest of the State to substitute an Information Technology Office Facility for the Comprehensive Renovation and Conversion for Information Technology and Data Processing, both at the University of North Carolina at Chapel Hill, as contained in Section 2(a) of S.L. 2000-3. Section 2(a) of S.L. 2000-3 is therefore amended in the portion under the University of North Carolina at Chapel Hill, by adding "Information Technology Office Facility....$9,170,000" and deleting "Comprehensive Renovation and Conversion for Information Technology and Data Processing....$9,170,000".

Nothing in this section is intended to supersede any other requirement of law or policy for approval of the substituted capital improvement project.

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

MASTERS ED. ADMINISTRATION AT A&T STATE, NCCU, UNC-PEMBROKE/STUDY POSSIBLE PHARMACY SCHOOL AT ECSU

SECTION 31.10.(a) G.S. 116-74.21(b) reads as rewritten:

"(b) No more than ~~nine~~12 school administrator programs shall be established under the competitive proposal program. In selecting campus sites, the Board of Governors shall be sensitive to the racial, cultural, and geographic diversity of the State. Special priority shall be given to the following factors: (i) the historical background of the institutions in training educators; (ii) the ability of the sites to serve the geographic regions of the State, such as, the far west, the west, the triad, the piedmont, and the east; and, (iii) whether the type of roads and terrain in a region make commuting difficult. A school administrator program may provide for instruction at one or more campus sites."

SECTION 31.10.(b) The Board of Governors of The University of North Carolina shall include the Master of School Administration program at North Carolina Agricultural and Technical State University in Greensboro, North Carolina Central

University in Durham, and the University of North Carolina at Pembroke as three of the 12 school administrator programs established pursuant to G.S. 116-74.21. These three programs shall be comparable in quality to the nine existing Master of School Administration programs and shall be operated within existing funds.

SECTION 31.10.(c) The Board of Governors of The University of North Carolina shall study the feasibility of establishing a School of Pharmacy at Elizabeth City State University. The Board of Governors shall report its findings and recommendations to the Joint Legislative Education Oversight Committee by April 1, 2002.

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

UNC BOARD OF GOVERNORS MAY AUTHORIZE MANAGEMENT FLEXIBILITY FOR SPECIAL RESPONSIBILITY CONSTITUENT INSTITUTIONS

SECTION 31.11. Article 1 of Chapter 116 of the General Statutes is amended by adding a new Part to read:

"Part 3A. Management Flexibility for Special Responsibility Constituent Institutions.

"**§ 116-40.20. Legislative findings.**

(a) The General Assembly finds that The University of North Carolina and its constituent institutions is one of the State's most valuable assets. The General Assembly further finds that to provide the best benefit to North Carolina, the constituent institutions of The University of North Carolina need special budgeting flexibility in order to maximize resources, to enhance competitiveness with other peer institutions regionally, nationally, and internationally, and to provide the strongest educational and economic opportunity for the citizens of North Carolina.

(b) To ensure the continued preeminence of The University of North Carolina and its constituent institutions, it is the intent of the General Assembly to strengthen and improve these assets. The General Assembly commits to responsible stewardship and improvement of The University of North Carolina and its constituent institutions as provided by this Part.

"**§ 116-40.21. Board of Governors may authorize management flexibility.**

The Board of Governors of The University of North Carolina may authorize management flexibility for any special responsibility constituent institution as provided by this Part. The procedure for that authorization is the same as that to designate a constituent institution a special responsibility constituent institution under G.S. 116-30.1.

"**§ 116-40.22. Management flexibility.**

(a) Definition. – For purposes of this section, the term `institution' means a special responsibility constituent institution that is granted management flexibility by the Board of Governors in compliance with this Part.

(b) Appoint and Fix Compensation of Senior Personnel. – Notwithstanding any provision in Chapter 116 of the General Statutes to the contrary, the Board of Trustees of an institution shall, on recommendation of the Chancellor, appoint and fix the compensation of all vice-chancellors, senior academic and administrative officers, and any person having permanent tenure at that institution. No later than September 30, 2001, the Board of Governors shall adopt policies, compensation structures, and pay ranges concerning the appointment and compensation of senior personnel appointed by the Board of Trustees pursuant to this section. Compensation for senior personnel fixed by the Board of Trustees pursuant to this section shall be consistent with the compensation structure, policies, and pay ranges set by the Board of Governors.

(c) Tuition and Fees. – Notwithstanding any provision in Chapter 116 of the General Statutes to the contrary, in addition to any tuition and fees set by the Board of Governors pursuant to G.S. 116-11(7), the Board of Trustees of the institution may

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recommend to the Board of Governors tuition and fees for program-specific and institution-specific needs at that institution without regard to whether an emergency situation exists and not inconsistent with the actions of the General Assembly. The institution shall retain any tuition and fees set pursuant to this subsection for use by the institution.

(d) Personnel. – Employees of an institution shall be deemed to be employees of the State and shall be subject to all provisions of State law relevant to State employees; provided, however, that except as to the provisions of Articles 5, 6, 7, and 14 of Chapter 126 of the General Statutes, the provisions of Chapter 126 of the General Statutes shall not apply to employees of the institution, and the policies and procedures governing the terms and conditions of employment of the employees shall be adopted by the Board of Trustees of the institution. With respect to employees who are members of the faculty of the institution, no policies and procedures may be inconsistent with policies established by, or adopted pursuant to delegation from, the Board of Governors of The University of North Carolina.

(1) The Board of Trustees shall fix or approve the schedules of pay, expense allowances, and other compensation and adopt position classification plans for employees of the institution.

(2) The Board of Trustees may adopt or provide for policies and rules concerning, but not limited to, annual leave, sick leave, special leave with full pay or with partial pay supplementing workers' compensation payments for employees injured in accidents arising out of and in the course of employment, working conditions, service awards and incentive award programs, grounds for dismissal, demotion, or discipline, other personnel policies, and any other measures that promote the hiring and retention of capable, diligent, and effective career employees. However, an employee who has achieved career State employee status, as defined by G.S. 126-1.1 by the date management flexibility is authorized for the institution, shall not have his or her compensation reduced as a result of this subdivision. Further, an employee who has achieved career State employee status, as defined by G.S. 126-1.1 by the date management flexibility is authorized for the institution, shall be subject to the rules regarding discipline or discharge that were effective on the date management flexibility is authorized for the institution and shall not be subject to the rules regarding discipline or discharge adopted after the date management flexibility is authorized for the institution.

(3) The Board of Trustees may prescribe the office hours, workdays, and holidays to be observed by the various offices and departments of the institution.

(4) The Board of Trustees may establish boards, committees, or councils to conduct hearings upon the appeal of employees who have been suspended, demoted, otherwise disciplined, or discharged, to hear employee grievances, or to undertake any other duties relating to personnel administration that the Board of Trustees may direct.

The Board of Trustees shall submit all initial classification and pay plans and other policies and rules adopted pursuant to subdivisions (1) through (4) of this subsection to the Office of State Personnel for review upon adoption by that Board of Trustees. Any subsequent changes to these plans, rules, and policies adopted by the Board of Trustees shall be submitted to the Office of State Personnel for review. Any comments by the Office of State Personnel shall be submitted to the Chancellor of that institution.

(e) Property. – The Board of Trustees of an institution shall establish policies and rules for acquiring or disposing of any interest in real property for the use of the

institution. These policies and rules shall include provisions for development of specifications, advertisement, and negotiations with owners for acquisition by purchase, gift, lease, or rental, but not by condemnation or exercise of eminent domain on behalf of the institution. This section does not authorize the Board of Trustees to encumber real property. The Board of Trustees shall submit all initial policies and rules adopted pursuant to this subsection to the State Property Office for review upon adoption by the Board of Trustees. Any subsequent changes to these policies and rules adopted by the Board of Trustees shall be submitted to the State Property Office for review. Any comments by the State Property Office shall be submitted to the Chancellor of that institution. After review by the Attorney General as to form and after the consummation of any such acquisition, the institution shall promptly file a report concerning the acquisition or disposition with the Governor and Council of State. Acquisitions and dispositions of any interest in real property pursuant to this section shall not be subject to the provisions of Article 36 of Chapter 143 of the General Statutes or the provisions of Chapter 146 of the General Statutes. The policies and rules adopted pursuant to this subsection shall apply to all property allocated to, acquired by, or otherwise under the control of the institution on or after the date that management flexibility is authorized for the institution.

(f) Purchases. – Notwithstanding the provisions of Articles 3, 3A, and 3C of Chapter 143 of the General Statutes to the contrary, the Board of Trustees of an institution shall establish policies and rules governing the purchasing and surplus property requirements of the institution. These policies and rules shall provide for requests for proposals; competitive bidding or purchasing by means other than competitive bidding; contract negotiations; contract awards for purchasing supplies, materials, equipment, and services that are necessary and appropriate to fulfill the teaching, educational, research, and community service missions of the institution and surplus property disposal. The Board of Trustees shall submit all initial policies and rules adopted pursuant to this subsection to the Division of Purchase and Contract for review upon adoption by the Board of Trustees. Any subsequent changes to these policies and rules adopted by the Board of Trustees shall be submitted to the Division of Purchase and Contract for review. Any comments by the Division of Purchase and Contract shall be submitted to the Chancellor of the institution.

(g) Information Technology. – Notwithstanding any other provision of law, the Board of Trustees of an institution shall establish policies and rules governing the planning, acquisition, implementation, and delivery of information technology and telecommunications at the institution. These policies and rules shall provide for security and encryption standards; software standards; hardware standards; acquisition of information technology consulting and contract services; disaster recovery standards; and standards for desktop and server computing, telecommunications, networking, video services, personal digital assistants, and other wireless technologies; and other information technology matters that are necessary and appropriate to fulfill the teaching, educational, research, extension, and service missions of the institution. The Board of Trustees shall submit all initial policies and rules adopted pursuant to this subsection to the Office of Information Technology Services for review upon adoption by the Board of Trustees. Any subsequent changes to these policies and rules adopted by the Board of Trustees shall be submitted to the Office of Information Technology Services for review. Any comments by the Office of Information Technology Services shall be submitted to the Chancellor of that institution.

"§ 116-40.23. Reporting requirement; effective date of reported policies, procedures, and rules.

The Board of Trustees of a special responsibility constituent institution authorized to have management flexibility under this Part shall report to the Board of Governors any policies, procedures, and rules adopted pursuant to G.S. 116-40.22 prior to

implementation. The report shall be submitted at least 30 days before the next regularly scheduled meeting of the Board of Governors and shall become effective immediately following that same meeting unless otherwise provided for by the Board of Trustees. Any subsequent changes to the policies, procedures, or rules adopted by the Board of Trustees pursuant to G.S. 116-40.22 shall be reported to the Board of Governors in the same manner. Failure of the Board of Governors to accept, review, or otherwise consider the report submitted by the Board of Trustees shall not affect in any manner the effective date of the policies, procedures, and rules contained in the report."

PART XXXII. SALARIES AND EMPLOYEE BENEFITS

Requested by: Senators Plyler, Odom, Lee

GOVERNOR AND COUNCIL OF STATE/NO SALARY INCREASES

SECTION 32.1.(a) For the 2001-2002 and 2002-2003 fiscal years, the salary of the Governor shall remain the amount set by G.S. 147-11(a).

SECTION 32.1.(b) Effective July 1, 2001, the annual salaries for the members of the Council of State, payable monthly, for the 2001-2002 and 2002-2003 fiscal years are:

Council of State	Annual Salary
Lieutenant Governor	$104,523
Attorney General	104,523
Secretary of State	104,523
State Treasurer	104,523
State Auditor	104,523
Superintendent of Public Instruction	104,523
Agriculture Commissioner	104,523
Insurance Commissioner	104,523
Labor Commissioner	104,523

Requested by: Senators Plyler, Odom, Lee

NONELECTED DEPARTMENT HEAD/NO SALARY INCREASES

SECTION 32.2. In accordance with G.S. 143B-9, the maximum annual salaries, payable monthly, for the nonelected heads of the principal State departments for the 2001-2002 and 2002-2003 fiscal years are:

Nonelected Department Heads	Annual Salary
Secretary of Administration	$102,119
Secretary of Correction	102,119
Secretary of Crime Control and Public Safety	102,119
Secretary of Cultural Resources	102,119
Secretary of Commerce	102,119
Secretary of Environment, Health, and Natural Resources	102,119
Secretary of Human Resources	102,119
Secretary of Juvenile Justice and Delinquency Prevention	102,119
Secretary of Revenue	102,119
Secretary of Transportation	102,119

Requested by: Senators Plyler, Odom, Lee

CERTAIN EXECUTIVE BRANCH OFFICIALS/NO SALARY INCREASES

SECTION 32.3. The annual salaries, payable monthly, for the 2001-2002 and 2002-2003 fiscal years for the following executive branch officials are:

Executive Branch Officials	Annual Salary
Chairman, Alcoholic Beverage Control Commission	$92,946
State Controller	125,000

times the difference between 30 years and his creditable service at retirement: or

3. If the member's creditable service commenced prior to July 1, 1995, the service retirement allowance equal to the actuarial equivalent of the allowance payable at the age of 60 years as computed in G.S. 128-27(b19)(2)b.

d. Notwithstanding the foregoing provisions, any member whose creditable service commenced prior to July 1, 1965, shall not receive less than the benefit provided by G.S. 128-27(b)."

SECTION 32.23.(c) G.S. 128-27(m) reads as rewritten:

"(m) Survivor's Alternate Benefit. – Upon the death of a member in service, the principal beneficiary designated to receive a return of accumulated contributions shall have the right to elect to receive in lieu thereof the reduced retirement allowance provided by Option two of subsection (g) above computed by assuming that the member had retired on the first day of the month following the date of his death, provided that all three of the following conditions apply:

(1) a. The member had attained such age and/or creditable service to be eligible to commence retirement with an early or service retirement allowance, or

b. The member had obtained 20 years of creditable service in which case the retirement allowance shall be computed in accordance with ~~G.S. 128-27(b18)(1)b. or G.S. 128-27(b18)(2)c.~~ G.S. 128-27(b19)(1)b. or G.S. 128-27(b19)(2)c., notwithstanding the requirement of obtaining age 50.

(2) The member had designated as the principal beneficiary to receive a return of his accumulated contributions one and only one person who is living at the time of his death.

(3) The member had not instructed the Board of Trustees in writing that he did not wish the provisions of this subsection apply.

For the purpose of this benefit, a member is considered to be in service at the date of his death if his death occurs within 180 days from the last day of his actual service. The last day of actual service shall be determined as provided in subsection (l) of this section. Upon the death of a member in service, the surviving spouse may make all purchases for creditable service as provided for under this Chapter for which the member had made application in writing prior to the date of death, provided that the date of death occurred prior to or within 60 days after notification of the cost to make the purchase."

SECTION 32.23.(d) G.S. 128-27 is amended by adding a new subsection to read:

"(zz) Increase in Allowance as to Persons on Retirement Rolls as of June 1, 2001. – From and after July 1, 2001, the retirement allowance to or on account of beneficiaries on the retirement rolls as of June 1, 2001, shall be increased by one and seven-tenths percent (1.7%) of the allowance payable on June 1, 2001. This allowance shall be calculated on the allowance payable and in effect on June 30, 2001, so as not to be compounded on any other increase payable under subsection (k) of this section or otherwise granted by act of the 2001 General Assembly."

Requested by: Senators Plyler, Odom, Lee

OPTIONAL RETIREMENT PROGRAM FOR THE NORTH CAROLINA COMMUNITY COLLEGES SYSTEM

SECTION 32.24.(a) Article 1 of Chapter 135 of the General Statutes is amended by adding a new section to read:

"§ 135-5.4. Optional retirement program for State-funded community colleges.

(a) An Optional Retirement Program provided for in this section is authorized and established and shall be implemented by the North Carolina Community Colleges System. ("System"). The Optional Retirement Program shall be underwritten by the purchase of annuity contracts, which may be both fixed and variable contracts or a combination thereof, or financed through the establishment of a trust, for the benefit of the presidents of the community colleges all of whom are appointed after the implementation of the Program and who elect membership as required by subsection (b) of this section. Under the Optional Retirement Program, the State and the participant shall contribute, to the extent authorized or required, toward the purchase of such contracts or deposited in such trust on the participant's behalf.

(b) Participation in the Optional Retirement Program shall be governed as follows:

(1) Employees initially appointed on or after the implementation of the Optional Retirement Program shall at the same time of entering upon eligible employment elect (i) to join the Retirement System in accordance with the provisions of law applicable thereto or (ii) to participate in the Optional Retirement Program. This election shall be in writing and filed with the Retirement System and with the employing institution and shall be effective as of the date of entry into eligible service.

(2) An election to participate in the Optional Retirement Program shall be irrevocable. An eligible employee failing to elect to participate in the Optional Retirement Program at the time of entry into eligible service shall automatically be enrolled as a member of the Retirement System.

(3) No election by an eligible employee of the Optional Retirement Program shall be effective unless it is accompanied by an appropriate application for the issuance of a contract or contracts or trust participation under the Program.

(4) If any participant having less than five years coverage under the Optional Retirement Program leaves the employ of the System and either retires or commences employment with an employer not having a retirement program with the same company underwriting the participant's annuity contract, regardless of whether the annuity contract is held by the participant, a trust, or the Retirement System, the participant's interest in the Optional Retirement Program attributable to contributions of the employing institution shall be forfeited and shall either (i) be refunded to the employing institution and forthwith paid by it to the Retirement System and credited to the pension accumulation fund or (ii) be paid directly to the Retirement System and credited to the pension accumulation fund.

(c) Each employing institution shall contribute on behalf of each participant in the Optional Retirement Program an amount equal to a percentage of the participant's compensation as established from time to time by the General Assembly. Each participant shall contribute the amount that he or she would be required to contribute if a member of the Retirement System. Contributions authorized or required by the provisions of this subsection on behalf of each participant shall be made, consistent with section 414(h) of the Internal Revenue Code, by salary reduction according to rules and regulations established by the employing institution. Additional personal contributions may also be made by a participant by payroll deduction or salary reduction to an annuity or retirement income plan established pursuant to G.S. 115D-25. Payment of contributions shall be made by the employing institution to the designated company or companies underwriting the annuities or the trustees for the benefit of each participant.

and this employer contribution shall not be subject to any State tax if made under the Optional Retirement Program or, otherwise, by salary reduction.

(d) The System shall designate the company or companies from which contracts are to be purchased or the trustee responsible for the investment of contributions under the Optional Retirement Program and shall approve the form and contents of such contracts or trust agreement. In making this designation and giving such approval, the Board shall give due consideration to the following:

(1) The nature and extent of the rights and benefits to be provided by these contracts or trust agreement for participants and their beneficiaries;

(2) The relation of these rights and benefits to the amount of contributions to be made;

(3) The suitability of these rights and benefits to the needs of the participants and the interest of the institutions of the System in recruiting and retaining faculty in a national market; and

(4) The ability of the designated company or companies underwriting the annuity contracts or trust agreement to provide these suitable rights and benefits under such contracts or trust agreement for these purposes.

In lieu of such designation and in order to provide a more efficient, cost-effective, and flexible Program, the System may designate the company or companies designated for the Optional Retirement Program for State institutions of higher education as prescribed in G.S. 135-5.1(d).

Notwithstanding the provisions of this subsection, no contractual relationship established under the Optional Retirement Program pursuant to the authority granted by Chapter 338, Session Laws of 1971, is deemed terminated by the provisions of this section.

(e) The System or employing institution may provide for the administration of the Optional Retirement Program and may perform or authorize the performance of all functions necessary for its administration.

(f) Any eligible employee electing to participate in the Optional Retirement Program is ineligible for membership in the Retirement System so long as he or she remains employed in any eligible position within the System, and, in this event, he or she shall continue to participate in the Optional Retirement Program.

(g) No retirement benefit, death benefit, or other benefit under the Optional Retirement Program shall be paid by the State of North Carolina, or the System, or the Board of Trustees of the Teachers' and State Employees' Retirement System with respect to any employee selecting and participating in the Optional Retirement Program or with respect to any beneficiary of that employee. Benefits shall be payable to participants or their beneficiaries only by the designated company in accordance with the terms of the contracts or trust agreement."

SECTION 32.24.(b) G.S. 135-1(25) reads as rewritten:

"(25) "Teacher" shall mean any teacher, helping teacher, librarian, principal, supervisor, superintendent of public schools or any full-time employee, city or county, superintendent of public instruction, or any full-time employee of Department of Public Instruction, president, dean or teacher, or any full-time employee in any educational institution supported by and under the control of the State: Provided, that the term "teacher" shall not include any part-time, temporary, or substitute teacher or employee, and shall not include those participating in an optional retirement program provided for in ~~G.S. 135-5.1.~~ G.S. 135-5.1 or G.S. 135-5.4. In all cases of doubt, the Board of Trustees, ~~hereinafter~~ hereinbefore defined, shall determine whether any person is a teacher as defined in this Chapter."

SECTION 32.24.(c) This section becomes effective January 1, 2002.

Requested by: Senators Plyler, Odom, Lee

TO SHORTEN THE AMOUNT OF TIME RETIRED TEACHERS MUST BE RETIRED BEFORE THEY RETURN TO WORK

SECTION 32.25.(a) G.S. 135-3(8)c., as enacted by Section 28.24(a) of S.L. 1998-212, and rewritten by Section 67 of S.L. 1998-217 and by Section 8.24(a) of S.L. 2000-67, reads as rewritten:

"c. **(Effective until June 30, 2003)** Should a beneficiary who retired on an early or service retirement allowance under this Chapter be reemployed, or otherwise engaged to perform services, by an employer participating in the Retirement System on a part-time, temporary, interim, or on a fee-for-service basis, whether contractual or otherwise, and if such beneficiary earns an amount in any calendar year which exceeds fifty percent (50%) of the reported compensation, excluding terminal payments, during the 12 months of service preceding the effective date of retirement, or twenty thousand dollars ($20,000), whichever is greater, as hereinafter indexed, then the retirement allowance shall be suspended as of the first day of the month following the month in which the reemployment earnings exceed the amount above, for the balance of the calendar year. The retirement allowance of the beneficiary shall be reinstated as of January 1 of each year following suspension. The amount that may be earned before suspension shall be increased on January 1 of each year by the ratio of the Consumer Price Index to the Index one year earlier, calculated to the nearest tenth of a percent (1/10 of 1%).

The computation of postretirement earnings of a beneficiary under this sub-subdivision, G.S. 135-3(8)c., who has been retired at least ~~12~~ six months and has not been employed in any capacity, except as a substitute teacher, with a public school for at least ~~12~~ six months immediately preceding the effective date of reemployment, shall not include earnings while the beneficiary is employed to teach on a substitute, interim, or permanent basis in a public school. The Department of Public Instruction shall certify to the Retirement System that a beneficiary is employed to teach by a local school administrative unit under the provisions of this sub-subdivision and as a retired teacher as the term is defined under the provisions of G.S. 115C-325(a)(5a). Beneficiaries employed under this sub-subdivision are not entitled to any benefits otherwise provided under this Chapter as a result of this period of employment."

SECTION 32.25.(b) G.S. 115C-325(a)(5a), as enacted by Section 28.24(b) of S.L. 1998-212 and rewritten by Section 67.1(a) of S.L. 1998-217, reads as rewritten:

"(a) Definition of Terms. – As used in this section unless the context requires otherwise:

...

(5a) **(Effective until June 30, 2003)** "Retired teacher" means a beneficiary of the Teachers' and State Employees' Retirement System of North Carolina who has been retired at least ~~12~~ six months, has not been employed in any capacity, other than as a substitute teacher, with a

local board of education for at least ~~12~~ six months, immediately preceding the effective date of reemployment, is determined by a local board of education to have had satisfactory performance during the last year of employment by a local board of education, and who is employed to teach as provided in G.S. 135-3(8)c. A retired teacher shall be treated the same as a probationary teacher except that a retired teacher is not eligible for career status."

SECTION 32.25.(c) This section becomes effective July 1, 2001, and expires June 30, 2003.

Requested by: Senators Plyler, Odom, Lee

RETIREMENT SYSTEM ACTUARY

SECTION 32.26. The State Treasurer shall report to the General Assembly no later than December 31, 2001, as to the effectiveness and efficiency of actuarial services for the Teachers' and State Employees' Retirement System, the Local Governmental Employees' Retirement System, the Consolidated Judicial Retirement System, the Death Benefit Plans, the Disability Income Plan, the Firemen's and Rescue Squad Workers' Pension Fund, and the National Guard Pension Fund, and whether future selection should be made after a competitive bid process.

Requested by: Senators Plyler, Odom, Lee

UNIVERSITY SYSTEM OPTIONAL RETIREMENT PLAN FOR SENIOR ADMINISTRATORS/AG EXTENSION

SECTION 32.27. G.S. 135-5.1(a) reads as rewritten:

"(a) An Optional Retirement Program provided for in this section is authorized and established and shall be implemented by the Board of Governors of The University of North Carolina. The Optional Retirement Program shall be underwritten by the purchase of annuity contracts, which may be both fixed and variable contracts or a combination thereof, or financed through the establishment of a trust, for the benefit ~~of administrators and faculty~~ of:

(1) Employees of The University of North Carolina who are appointed by the Board of Governors on recommendation of the President pursuant to G.S. 116-14 or who are appointed by the Board of Trustees of a constituent institution of The University of North Carolina upon the recommendation of the Chancellor pursuant to G.S. 116-40.22(b);

(2) Administrators and faculty of The University of North Carolina with the rank of instructor or ~~above~~ above;

(3) Field faculty of the Cooperative Agriculture Extension Service, and tenure track faculty in North Carolina State University agriculture research programs who are exempt from the State Personnel Act and who are eligible for membership in the Teachers' and State Employees' Retirement System pursuant to GS 135-3(1),

who (i) had been members of the Optional Retirement Program under the provisions of Chapter 338, Session Laws of 1971, immediately prior to July 1, 1985, or (ii) have sought membership as required in subsection (b), below. Under the Optional Retirement Program, the State and the participant shall contribute, to the extent authorized or required, toward the purchase of such contracts or deposited in such trust on the participant's behalf."

PART XXXIII. CAPITAL APPROPRIATIONS

Requested by: Senators Plyler, Odom, Lee

GENERAL FUND CAPITAL APPROPRIATIONS/INTRODUCTION

"(h) The Secretary shall charge all facilities licensed under this Chapter that have licensed beds a nonrefundable annual licensure fee in the amount of ten dollars ($10.00) per licensed bed."

SECTION 35.5.(l) This section becomes effective October 1, 2001.

Requested by: Senators Hoyle, Kerr, Jordan, Ballance, Plyler, Odom, Lee

INCREASE BUTNER TAXES

SECTION 35.6.(a) Section 1 of S.L. 1983-830 reads as rewritten:

"Section 1. (a) The territorial jurisdiction of the Butner Police and Fire Protection District shall include: (i) any property formerly a part of the original Camp Butner reservation, including both those areas currently owned and occupied by the State and its agencies and those which may have been leased or otherwise disposed of by the State; (ii) the Lyons Station Sanitary District; and (iii) that part of Granville County adjoining the Butner reservation and the Lyons Station Sanitary District situated north and west of the intersection of Rural Paved Roads 1103 and 1106 and bounded by those roads and the boundaries of said reservation and said sanitary district.

(b) The territorial jurisdiction set forth in subsection (a) of this section shall constitute the Butner Fire and Police Protection District. The tax collectors of Durham and Granville Counties shall annually collect ~~beginning with fiscal year 1983-84~~ a tax of ~~twenty cents (20¢)~~ thirty cents (30¢) per one hundred dollars ($100.00) valuation of all real and personal property in the portions of said district in their respective counties from year to year which tax shall be collected as county taxes are collected and shall remit the same to the State Treasurer for deposit in the General Fund."

SECTION 35.6.(b) Subsection (a) of this section is effective for taxes imposed for taxable years beginning on or after July 1, 2001.

SECTION 35.6.(c) Section 1 of S.L. 1983-830, as amended by subsection (a) of this section, reads as rewritten:

"Section 1. (a) The territorial jurisdiction of the Butner Police and Fire Protection District shall include: (i) any property formerly a part of the original Camp Butner reservation, including both those areas currently owned and occupied by the State and its agencies and those which may have been leased or otherwise disposed of by the State; (ii) the Lyons Station Sanitary District; and (iii) that part of Granville County adjoining the Butner reservation and the Lyons Station Sanitary District situated north and west of the intersection of Rural Paved Roads 1103 and 1106 and bounded by those roads and the boundaries of said reservation and said sanitary district.

(b) The territorial jurisdiction set forth in subsection (a) of this section shall constitute the Butner Fire and Police Protection District. The tax collectors of Durham and Granville Counties shall annually collect a tax of ~~thirty cents ($.30)~~ forty cents (40¢) per one hundred dollars ($100.00) valuation of all real and personal property in the portions of said district in their respective counties from year to year which tax shall be collected as county taxes are collected and shall remit the same to the State Treasurer for deposit in the General Fund."

SECTION 35.6.(d) Subsection (c) of this section is effective for taxes imposed for taxable years beginning on or after July 1, 2002.

Requested by: Senators Hoyle, Kerr, Dalton, Lucas, Garrou, Plyler, Odom, Lee

COMMUNITY COLLEGE FUEL TAX EXEMPTION

SECTION 35.7.(a) G.S. 105-449.88 reads as rewritten:

"§ 105-449.88. Exemptions from the excise tax.

The excise tax on motor fuel does not apply to the following:

(1) Motor fuel removed, by transport truck or another means of transfer outside the terminal transfer system, from a terminal for export, if the motor fuel is removed by a licensed distributor or a licensed exporter

and the supplier of the motor fuel collects tax on it at the rate of the motor fuel's destination state.

(1a) Motor fuel removed by transport truck from a terminal for export if the motor fuel is removed by a licensed distributor or licensed exporter, the supplier that is the position holder for the motor fuel sells the motor fuel to another supplier as the motor fuel crosses the terminal rack, the purchasing supplier or its customer receives the motor fuel at the terminal rack for export, and the supplier that is the position holder collects tax on the motor fuel at the rate of the motor fuel's destination state.

(2) Motor fuel sold to the federal government for its use.

(3) Motor fuel sold to the State for its use.

(4) Motor fuel sold to a local board of education for use in the public school system.

(5) Diesel that is kerosene and is sold to an airport.

(6) Motor fuel sold to a charter school for use for charter school purposes.

(7) Motor fuel sold to a community college for use for community college purposes."

SECTION 35.7.(b) G.S. 115D-5 is amended by adding a new subsection to read:

"(n) The North Carolina Community Colleges System Office shall provide the Department of Revenue a list of all community colleges, including name, address, and other identifying information requested by the Department of Revenue. The North Carolina Community Colleges System Office shall update this list whenever there is a change."

SECTION 35.7.(c) This section becomes effective October 1, 2001.

PART XXXVI. MISCELLANEOUS PROVISIONS

Requested by: Senators Plyler, Odom, Lee

EXECUTIVE BUDGET ACT APPLIES

SECTION 36.1. The provisions of the Executive Budget Act, Chapter 143, Article 1 of the General Statutes, are reenacted and shall remain in full force and effect and are incorporated in this act by reference.

Requested by: Senators Plyler, Odom, Lee

COMMITTEE REPORT

SECTION 36.2.(a) The Senate Appropriations Committee Report on the Continuation, Expansion and Capital Budgets, dated May 29, 2001, which was distributed in the Senate and House of Representatives and used to explain this act, shall indicate action by the General Assembly on this act and shall therefore be used to construe this act, as provided in G.S. 143-15 of the Executive Budget Act, and for these purposes shall be considered a part of this act and as such shall be printed as a part of the Session Laws.

SECTION 36.2.(b) The budget enacted by the General Assembly for the maintenance of the various departments, institutions, and other spending agencies of the State for the 2001-2003 fiscal biennium is a line item budget, in accordance with the Budget Code Structure and the State Accounting System Uniform Chart of Accounts set out in the Administrative Policies and Procedures Manual of the Office of the State Controller. This budget includes the appropriations made from all sources including the General Fund, Highway Fund, special funds, cash balances, federal receipts, and departmental receipts.

Workforce Development Consolidation Summary

The Workforce Development Consolidation Provision does the following:

- Transfers the Bureau of Training Initiatives from the Department of Labor to the Community College System.

- Transfers the Apprenticeship Program from the Department of Labor to the Community College System.

- Establishes an Assistant Secretary for Employment Services and Workforce Development within the Department of Commerce.

    - Provides that the current Chairman of the ESC will serve as the Assistant Secretary for Employment Services and Workforce Development until he is no longer Chairman.

- Transfers the Employment Security Commission to the Department of Commerce under the Assistant Secretary for Employment Services and Workforce Development.

    - Keeps the Unemployment Insurance Adjudication function carried out by the seven member Employment Security Commission separate. Only the administrative functions of the ESC transfer to Commerce.

    - The Assistant Secretary for Employment Services and Workforce Development will also be responsible for the Department of Commerce Division of Employment and Training and the Commission on Workforce Development

- Transfers the Common Follow-Up System from State Budget and ESC to Commerce.

- In addition to these items, there are several reporting requirements in the provision, including language that directs the Department of Commerce to report to Government Operations before making any changes in the organizational structure of ESC.

Workforce Development Consolidation Plan
Summary

Transfers the Bureau of Training Initiatives from the Department of Labor to NCCCS.

The BTI develops models or pilots of job training programs for replication throughout the state. Most of the replication is done by NCCCS.

Funding: $1,000,000
Source: Worker Training Trust Fund (WTTF)

Transfers the Apprenticeship Program from the Department of Labor to NCCCS.

The Apprenticeship and Training Bureau promotes and monitors apprenticeship programs throughout the state in an effort to train high-skilled workers. Almost all of the in-class training is done by the community colleges. Most Apprentice programs are designed for high school graduates, but there is a High School/Youth Apprenticeship Program available for juniors or seniors in high school.

Funding: $2,000,000
Source: WTTF and General Fund ($1 million each)

Establishes an Assistant Secretary for Employment Services and Workforce Development within the Department of Commerce.

This position will be responsible for the administrative functions of ESC, the Division of Employment and Training, and the Commission on Workforce Development. The position will be supported by funds from the Commission on Workforce Development and ESC.

Transfers the Employment Security Commission to the Department of Commerce under the Assistant Secretary for Employment Services and Workforce Development.

The ESC will continue to be responsible for the adjudication of unemployment insurance claims. All administrative functions will become the responsibility of the Assistant Secretary for Employment Services and Workforce Development.

Funding: $159,601,116
Source: Unemployment Insurance receipts; Federal; WTTF

Transfers the Common Follow-Up System from State Budget to Commerce.

The Common Follow-Up System evaluates the effectiveness of the State's job training, education, and placement programs.

Funding: $285,000 ($225,000 is included in ESC's budget)
Source: WTTF

VISITOR REGISTRATION SHEET

APPROPRIATIONS/Subcommittee on Education June 7, 2001 – 8:30 a.m.

Name of Committee Date

VISITORS: PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Ben Grogan	UNC
ANDY FRAZIER	LABOR
Becky Brown	Labor
Mark Turner	UNCW
Tom Stern	NCAE
Jack Poindexter	"
Suzanne Williams	Community Colleges
Mike Flemy	NC State University
[illegible]	Martin CC
Hal Miller	DICACCT
[illegible]	NCCCS
[illegible]	Senate House
Reid Cobourn	NCAE
Tommy Rhodes	NC Community Coll Faculty Assoc.
Evelyn Hawthorne	UNC Chapel Hill
Audrey L. Galloway	NCAE
Steve Hoffman	NC SBA
Jim Johnson	FRD
Carol Lauer	EGHS

VISITOR REGISTRATION SHEET

APPROPRIATIONS/Subcommittee on Education June 7, 2001 – 8:30 a.m.

Name of Committee Date

VISITORS: PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Leslie Boney	NCDOC
Jamie Woodlief	SBE
[illegible]	AEP
[illegible]	UNC
Ann Bulam	Bulam Assoc.
Susan Harrison	WCPSS
[illegible]	NCASA
[illegible]	OSBM
[illegible]	OSBM
Kelvin Sprogley	NCAE
JB Millin	UNC
Jeff Davies	UNC
[illegible]	SBE
Jennifer Bennett	NCDPI
[illegible]	[illegible]
Gene Causby	NC SFSA
Michael Abram	NC CWD
Wayne Davis	NC CWD
[illegible]	NC [illegible]
[illegible]	NCKU

HOUSE APPROPRIATIONS SUB COMMITTEE ON EDUCATION

June 12, 2001

Chairman, Representative Doug Yongue called the meeting to order. With the exception of Representative Morgan, all other members were present.

The first order of business was a presentation by staff member Charlotte Todd on the university system. **(See Attachment 1)** After her presentation the following items were flagged for further study: (1) flexibility in spending process (page 63 of attachment 1); (2) funding formula for private medical schools (page 59 of Attachment 1) and (3) Teacher Assistant Scholarship Fund (page 62 of Attachment 1).

Fiscal Research staff person Philip Price made a presentation on Low Wealth Supplemental Funding. **(See Attachment 2)** This issue was also flagged for further study.

The bills listed below were heard before the committee. No action was taken on any of the bills.

HB 54	Low-Wealth School Supplemental Funding	Rep. Yongue
HB 192	LEAs and Group Homes	Rep. Hurley
HB 239	NC Geographic Alliance Funds	Rep. McLawhorn
HB 401	Comm. Coll. System Office Flex-AB	Rep. Rogers
HB 412	NCSU Fire Ant Funds	Rep. Hill
HB 420	Expand School Breakfast Program	Rep. Howard
HB 422	Comm. Coll. Students Disabilities/Funds	Rep. McLawhorn

As there was no further business before the committee, the meeting was adjourned.

Respectfully submitted

Representative Douglas Y. Yongue, Chairman

Jenny Umstead, Committee Asst.

House Appropriations Subcommittee on Education

Agenda

Tuesday, June 12, 2001, 8:30 a.m.
Room 421, Legislative Office Building

Representative Doug Yongue, Chairing

Review of Senate Appropriations Bill (SB 1005)

University Provisions ..... **Charlotte Todd**
Fiscal Research

Presentation of Bills

Bill Sponsors

Sponsor	Bill No.	Short Title
Yongue	54	Low-Wealth Funding
Hurley	192	LEAs & Group Homes
McLawhorn	239	NC Geographic Alliance Funds
Tolson	341	Comm. Coll. Focused Industrial
Tolson	1044	ECU School of Engineering
Yongue	373	Child Nutrition Personnel Bonus
Rogers	401	Community Coll. System Office
Hill	412	NCSU Fire Ant Funds
Boyd-McIntyre	417	School Technology Funds
Howard	420	Expand School Breakfast Program
McLawhorn & Preston	422	Comm. College Students with Disabilities Funds

Adjournment

VISITOR REGISTRATION SHEET

APPROPRIATIONS/Subcommittee on Education **June 12, 2001 8:30 A.M.**

Name of Committee Date

VISITORS: PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Catherine H. Neagle	Carteret Co. Bd. of Educ. Beaufort, NC
Debbie P. Hill	Principals' Exec. Program
Jerry Davis	UNC
Ken Grogan	UNC
JB Millikan	UNC
JoAnne Norris	PSF
Ann Bulam	Bulam Assoc.
Tim McDowell	NCICU
Susan Harrison	WCPSS
[illegible]	OSBPM
[illegible]	OSBPM
Ronnie Bregner	Person County Schools
Jan [illegible]	NCASA
[illegible]	NC CDD
Leslie Bancy	NCDOC
Katherine Corpening	Senate intern
[illegible]	NC. Par K C.
[illegible]	NCASA
[illegible]	NCSBA
[illegible]	NCSFSA
[illegible]	Davidson Co
Fred [illegible]	Davidson Co Schools
Allen Thompson	Davidson Co Schools
Kenny Meredith	— — —
[illegible]	N.C.A.C.C
David [illegible]	Hafer Caldwell & Farrell PA

System Office for collaborative educational programs at Richmond Community College are hereby transferred to the Savings Reserve Account.

PART XXXI. UNIVERSITIES

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

AID TO PRIVATE COLLEGES

SECTION 31.1.(a) Part 2 of Article 1 of Chapter 116 of the General Statutes is amended by adding the following new sections to read:

"§ 116-21.1. Financial aid for North Carolina students attending private institutions of higher education in North Carolina.

(a) Funds shall be appropriated each fiscal year in the Current Operations Appropriations Act to the Board of Governors of The University of North Carolina for aid to institutions and shall be disbursed in accordance with the provisions of G.S. 116-19, 116-21, and 116-22.

(b) The funds appropriated in compliance with this section shall be placed in a separate, identifiable account in each eligible institution's budget or chart of accounts. All funds in the account shall be provided as scholarship funds for needy North Carolina students during the fiscal year. Each student awarded a scholarship from this account shall be notified of the source of the funds and of the amount of the award. Funds not utilized under G.S. 116-19 shall be available for the tuition grant program as defined in G.S. 116-21.2.

"§ 116-21.2. Legislative tuition grants to aid students attending private institutions of higher education.

(a) In addition to any funds appropriated pursuant to G.S. 116-19 and in addition to all other financial assistance made available to institutions, or to students attending these institutions, there is granted to each full-time North Carolina undergraduate student attending an approved institution as defined in G.S. 116-22, a sum, to be determined by the General Assembly for each academic year which shall be distributed to the student as provided by this subsection.

(b) The tuition grants provided for in this section shall be administered by the State Education Assistance Authority pursuant to rules adopted by the State Education Assistance Authority not inconsistent with this section. The State Education Assistance Authority shall not approve any grant until it receives proper certification from an approved institution that the student applying for the grant is an eligible student. Upon receipt of the certification, the State Education Assistance Authority shall remit at the times as it prescribes the grant to the approved institution on behalf, and to the credit, of the student.

(c) In the event a student on whose behalf a grant has been paid is not enrolled and carrying a minimum academic load as of the tenth classroom day following the beginning of the school term for which the grant was paid, the institution shall refund the full amount of the grant to the State Education Assistance Authority. Each approved institution shall be subject to examination by the State Auditor for the purpose of determining whether the institution has properly certified eligibility and enrollment of students and credited grants paid on behalf of the students.

(d) In the event there are not sufficient funds to provide each eligible student with a full grant:

(1) The Board of Governors of The University of North Carolina, with the approval of the Office of State Budget and Management, may transfer available funds to meet the needs of the programs provided by subsections (a) and (b) of this section; and

(2) Each eligible student shall receive a pro rata share of funds then available for the remainder of the academic year within the fiscal period covered by the current appropriation.

(e) Any remaining funds shall revert to the General Fund.

(f) Expenditures made pursuant to this section may be used only for secular educational purposes at institutions. Expenditures made pursuant to this section shall not be used for any student who:

(1) Is incarcerated in a State or federal correctional facility for committing a Class A, B, B1, or B2 felony; or

(2) Is incarcerated in a State or federal correctional facility for committing a Class C through I felony and is not eligible for parole or release within 10 years.

(g) The State Education Assistance Authority shall document the number of full-time equivalent North Carolina undergraduate students that are enrolled in off-campus programs and the State funds collected by each institution pursuant to G.S. 116-19 for those students. The State Education Assistance Authority shall also document the number of scholarships and the amount of the scholarships that are awarded under G.S. 116-19 to students enrolled in off-campus programs. An 'off-campus program' is any program offered for degree credit away from the institution's main permanent campus.

(h) The State Education Assistance Authority shall include in its annual report to the Joint Legislative Education Oversight Committee the information it has compiled and its findings regarding this program.

"§ 116-21.3. Legislative tuition grant limitations.

(a) No legislative tuition grant funds shall be expended for a program at an off-campus site of a private institution, as defined in G.S. 116-22(1), established after May 15, 1987, unless (i) the private institution offering the program has previously notified and secured agreement from other private institutions operating degree programs in the county in which the off-campus program is located or operating in the counties adjacent to that county or (ii) the degree program is neither available nor planned in the county with the off-campus site or in the counties adjacent to that county.

(b) For purposes of this section, an 'off-campus program' is any program offered for degree credit away from the institution's main permanent campus.

(c) Any member of the armed services, as defined in G.S. 116-143.3(a), abiding in this State incident to active military duty, who does not qualify as a resident for tuition purposes, as defined under G.S. 116-143.1, is eligible for a legislative tuition grant pursuant to this section if the member is enrolled as a full-time student. The member's legislative tuition grant shall not exceed the cost of tuition less any tuition assistance paid by the member's employer."

SECTION 31.1.(b) Funds are appropriated in this act to the Board of Governors of The University of North Carolina to be allocated and disbursed as provided by G.S. 116-19, 116-21, 116-21.1, and 116-22. These funds shall provide up to one thousand one hundred dollars ($1,100) per full-time equivalent North Carolina undergraduate student enrolled at an institution as of October 1, 2001, for the 2001-2002 fiscal year and up to one thousand one hundred dollars ($1,100) per full-time equivalent North Carolina undergraduate student enrolled at an institution as of October 1, 2002, for the 2002-2003 fiscal year.

SECTION 31.1.(c) Funds appropriated in this act to the Board of Governors of The University of North Carolina shall be allocated and disbursed for legislative tuition grants in compliance with G.S. 116-21.2. The funds shall be allocated as follows: to each full-time North Carolina undergraduate student a sum, not to exceed one thousand eight hundred dollars ($1,800) for the 2001-2002 academic year and one thousand eight hundred dollars ($1,800) for the 2002-2003 academic year.

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

ACADEMIC COMMON MARKET PILOT PROGRAM

SECTION 31.2.(a) The Southern Regional Education Board currently operates an Academic Common Market program. Under this program, qualified students from participating states may apply to attend programs at public universities in participating states that are not available in their home state's university system. North Carolina's participation for graduate programs would provide a cost-effective means of offering educational access for North Carolina residents. North Carolinians would be able to attend graduate programs that are not available at The University of North Carolina at reduced rates, and the State would avoid the cost associated with the development of new academic programs.

SECTION 31.2.(b) The Board of Governors of The University of North Carolina may establish a pilot program for participation in the Southern Regional Education Board's Academic Common Market at the graduate program level. The Board of Governors shall examine the graduate programs offered in The University of North Carolina system and select for participation only those graduate programs that are likely to be unique or are not commonly available in other Southern Regional Education Board states. Out-of-state tuition shall be waived for students who are residents of other Southern Regional Education Board states and who are participating in the Academic Common Market program. If accepted into The University of North Carolina graduate programs that are part of the Academic Common Market, these students shall pay in-State tuition and shall be treated for all purposes of The University of North Carolina as residents of North Carolina. Prior to the beginning of this pilot, the Board of Governors shall submit its list of graduate programs selected to be a part of the pilot program to the Joint Legislative Education Oversight Committee.

SECTION 31.2.(c) The pilot programs established under this section shall terminate July 1, 2005. However, once a student is enrolled in The University of North Carolina system under the Academic Common Market program, the student shall be entitled to pay in-State tuition as long as the student is enrolled in that graduate program. The Board of Governors shall report the success of the Academic Common Market program to the Joint Legislative Education Oversight Committee by December 31, 2003, and by January 31, 2005, and the Committee may recommend changes, if any are appropriate, to the pilot program at either of those times.

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

AID TO PRIVATE MEDICAL SCHOOLS/FUNDING FORMULA

SECTION 31.3. Part 1 of Article 1 of Chapter 116 of the General Statutes is amended by adding a new section to read:

"§ 116-21.3. Private medical schools–assistance funding formula.

(a) Funds shall be appropriated each year in the Current Operations Appropriations Act to the Board of Governors of The University of North Carolina for continuation of financial assistance to the medical schools of Duke University and Wake Forest University. The funds shall be disbursed on certifications of the respective schools of medicine that show the number of North Carolina residents as first-year, second-year, third-year, and fourth-year students in the medical school as of the appropriate fiscal year.

(b) Disbursement to Wake Forest University shall be made in the amount of eight thousand dollars ($8,000) for each medical student who is a North Carolina resident, one thousand dollars ($1,000) of which shall be placed by the school in a fund to be used to provide financial aid to needy North Carolina students who are enrolled in the medical school. The maximum aid given to any student from this fund in a given year shall not exceed the amount of the difference in tuition and academic fees charged by

the school and those charged at the School of Medicine at the University of North Carolina at Chapel Hill.

(c) Disbursement to Duke University shall be made in the amount of five thousand dollars ($5,000) for each medical student who is a North Carolina resident, five hundred dollars ($500.00) of which shall be placed by the school in a fund to be used to provide student financial aid to financially needy North Carolina students who are enrolled in the medical school. No individual student may be awarded assistance from this fund in excess of two thousand dollars ($2,000) each year. In addition to this basic disbursement for each year of the biennium, a disbursement of one thousand dollars ($1,000) shall be made for each medical student who is a North Carolina resident in the first-year, second-year, third-year, and fourth-year classes to the extent that enrollment of each of those classes exceeds 30 North Carolina students.

(d) The Board of Governors shall establish the criteria for determining the eligibility for financial aid of needy North Carolina students who are enrolled in the medical schools and shall review the grants or awards to eligible students. The Board of Governors shall adopt rules for determining which students are residents of North Carolina for the purposes of these programs. The Board of Governors shall also make any regulations as necessary to ensure that these funds are used directly for instruction in the medical programs of the schools and not for religious or other nonpublic purposes. The Board of Governors shall encourage the two schools to orient students toward primary care, consistent with the directives of G.S. 143-613(a). The two schools shall supply information necessary for the Board to comply with G.S. 143-613(d).

(e) If the funds appropriated in the Current Operations Appropriations Act to the Board of Governors of The University of North Carolina for continuation of financial assistance to the medical schools of Duke University and Wake Forest University are insufficient to cover the enrolled students in accordance with this section, then the Board of Governors may transfer unused funds from other programs in the Related Educational Programs budget code to cover the extra students."

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

STUDY PROFESSIONAL DEVELOPMENT PROGRAMS FOR PUBLIC SCHOOL PROFESSIONALS

SECTION 31.4.(a) G.S. 115C-12(26) reads as rewritten:

"§ 115C-12. Powers and duties of the Board generally.

The general supervision and administration of the free public school system shall be vested in the State Board of Education. The State Board of Education shall establish policy for the system of free public schools, subject to laws enacted by the General Assembly. The powers and duties of the State Board of Education are defined as follows:

...

(26) Duty to Monitor and Make Recommendations Regarding Professional Development Programs. – The State Board of ~~Education, in collaboration with the Board of Governors of The University of North Carolina, shall identify and make recommendations regarding meaningful professional development programs for professional public school employees. The programs shall be aligned with State education goals and directed toward improving student academic achievement.~~ Education shall identify State and local needs for professional development for professional public school employees based upon the State's educational priorities for improving student achievement. The State Board also shall recommend strategies for addressing these needs. The strategies must be research-based, proven in practice, and designed

for data-driven evaluation. The State Board shall report its findings and recommendations to the Joint Legislative Education Oversight Committee, the President Pro Tempore of the Senate, the Speaker of the House of Representatives, and the Board of Governors of The University of North Carolina prior to January 15, 2002, and shall review, revise, and resubmit those findings and recommendations annually thereafter. The State Board shall ~~annually~~ evaluate ~~and, after consultation with the Board of Governors, make recommendations regarding professional development programs based upon~~ the reports submitted by the Board of Governors under ~~G.S. 116-11(12a).~~ G.S. 116-11(12a) to determine whether the programs for professional development provided by the Center for School Leadership Development address the State and local needs identified by the State Board and whether the programs are using the strategies recommended by the State Board. Prior to January 15th of each year, the State Board shall report the results of its analysis to the Board of Governors and to the Joint Legislative Education Oversight Committee.

..."

SECTION 31.4.(b) G.S. 116-11(12a) reads as rewritten:

"§ 116-11. Powers and duties generally.

The powers and duties of the Board of Governors shall include the following:

...

(12a) ~~The~~ Notwithstanding any other law, the Board of Governors of The University of North Carolina shall implement, administer, and revise programs for meaningful professional development for professional public school employees ~~based upon~~ in accordance with the evaluations and recommendations made by the State Board of Education under G.S. 115C-12(26). The programs shall be aligned with State education goals and directed toward improving student academic achievement. ~~The Board of Governors shall submit to the State Board of Education an annual report evaluating the professional development programs administered by the Board of Governors.~~ The Board of Governors shall submit to the State Board of Education an annual written report that uses data to assess and evaluate the effectiveness of the programs for professional development offered by the Center for School Leadership Development. The report shall clearly document how the programs address the State needs identified by the State Board of Education and whether the programs are utilizing the strategies recommended by the State Board. The Board of Governors also shall submit this report to the Joint Legislative Education Oversight Committee, the President Pro Tempore of the Senate, and the Speaker of the House of Representatives prior to September 15th of each year."

SECTION 31.4.(c) The Joint Legislative Education Oversight Committee shall hire an independent consultant to study and make recommendations regarding professional development for public school professionals in North Carolina. The consultant shall study:

(1) The professional development programs administered under the UNC Center for School Leadership Development with regard to their mission, governance structure, efficiency, and objectively measurable effectiveness in increasing student achievement.

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(2) The feasibility and merits of consolidating and reducing the number of professional development programs.

(3) The possibility of regionalizing professional development programs and using a cooperative arrangement between higher educational institutions and community colleges in a region to achieve the goal.

(4) The professional development support offered by the Department of Public Instruction.

(5) The use of professional development funds allocated to local school administrative units and individual schools.

(6) National research regarding effective methods for delivering professional development that is shown to improve student achievement.

The consultant shall report these findings to the Joint Legislative Education Oversight Committee and also shall make recommendations regarding how existing State funds should be utilized to provide effective and efficient professional development for public school professionals.

SECTION 31.4.(d) The Joint Legislative Education Oversight Committee shall review the consultant's findings and recommendations and shall submit to the 2002 Regular Session of the 2001 General Assembly recommendations to streamline, reorganize, and improve the delivery of professional development for public school professionals. The recommendations may address revisions to program governance and mission, reallocation of funds, methods of program delivery, and methods to institute ongoing program evaluation.

SECTION 31.4.(e) The Joint Legislative Education Oversight Committee shall review the reports that are required to be made to the Committee. The purpose of the review is to determine which reports must include information that is research-based, proven in practice, and designed for data-driven research. The Committee may make recommendations for changes in these reports based upon the Committee's findings.

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

TEACHER ASSISTANT SCHOLARSHIP FUND

SECTION 31.5.(a) Article 23 of Chapter 116 of the General Statutes is amended by adding a new section to read:

"§ 116-209.35. Teacher Assistant Scholarship Fund.

(a) There is established the Teacher Assistant Scholarship Fund. The purpose of the Fund is to provide scholarships to teacher assistants who are pursuing college degrees to become teachers. The State Education Assistance Authority shall administer the Fund.

(b) Criteria for awarding the scholarships shall be developed by the Board of Governors of The University of North Carolina in consultation with the State Board of Education and the State Board of Community Colleges and shall include all of the following:

(1) An applicant shall be employed full time as a teacher assistant in North Carolina.

(2) An applicant shall be enrolled in an accredited bachelors degree program in an institution of higher education in North Carolina.

(3) An applicant shall be a resident of North Carolina. For purposes of this section, residency shall be determined by the same standard as residency for tuition purposes pursuant to G.S. 116-143.1.

(4) Any additional criteria that the Board of Governors considers necessary to administer the Fund effectively, including all of the following:

a. Consideration of the appropriate numbers of minority applicants and applicants from diverse socioeconomic backgrounds receive scholarships pursuant to this section.

b. Consideration of the academic qualifications of the individu applying to receive funds.

c. Consideration of the commitment an individual applying to receive funds demonstrates to the profession of teaching.

(c) The Board of Governors of The University of North Carolina shall report to the Joint Legislative Education Oversight Committee by March 1 each year regarding the Fund and scholarships awarded from the Fund.

(d) The Board of Governors of The University of North Carolina shall adopt rules to implement this section.

(e) The scholarships shall be available for part-time or full-time course work through all off-campus or distance education teacher education programs."

SECTION 31.5.(b) Of the funds appropriated by this Act to the Board of Governors of The University of North Carolina the sum of one million dollars ($1,000,000) shall be allocated to the State Education Assistance Authority to implement this section.

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

UNC BUDGET FLEXIBILITY/MUST HONOR BUDGET REDUCTIONS

SECTION 31.6. Notwithstanding G.S. 116-30.2 or G.S. 116-30.3, neither the Office of General Administration of The University of North Carolina or any special responsibility constituent institution shall expend or use any of the following funds to modify the budget reductions imposed by this act:

(1) General Fund moneys appropriated by this act.

(2) General Fund current operations appropriations credit balan remaining at the end of any fiscal year that are carried forward to t next fiscal year.

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

OFFER MODEL TEACHER EDUCATION PROGRAMS THROUGH DISTANCE EDUCATION

SECTION 31.7.(a) It is the intent of the General Assembly to make teacher education programs easily accessible statewide through distance education. The General Assembly finds that the "2 + 2" program is an excellent model for teacher credential programs and encourages its use as a model.

SECTION 31.7.(b) To achieve the goal of encouraging the "2 + 2" program as a model for teacher education programs and to make those model teacher education programs available and easily accessible statewide, there are established two pilot programs based on the "2 + 2" model to be located at Appalachian State University and the University of North Carolina at Wilmington. The Board of Governors of The University of North Carolina shall report to the Joint Legislative Education Oversight Committee annually regarding the model teacher education pilot programs established by this section.

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

UNC EXEMPT FROM STATE SURPLUS PROPERTY AGENCY/RETAIN RECEIPTS FROM SALE OF RECYCLABLE MATERIALS OR FROM RECYCLING ACTIVITIES

SECTION 31.8. Part 2 of Article 3A of Chapter 143 of the General Statutes is amended by adding a new section to read:

"§ 143-64.6. University of North Carolina exempted from application of Article.

(a) Notwithstanding any provisions or limitations of this Article, the Board of Governors of The University of North Carolina may adopt rules and procedures in order for the portion of The University of North Carolina administered by the President and by the President's staff complement established by G.S. 116-14(b) and for its constituent institutions to sell all supplies, materials, and equipment of the constituent institutions that are surplus, obsolete, or unused. All receipts from the transfer or sale of surplus, obsolete, or unused equipment of each constituent institution, minus the actual costs of the sale, that are supported by appropriations from the General Fund, shall be credited to the Department of State Treasurer as nontax revenue.

(b) The Office of the President may retain receipts derived from the transfer or sale of recyclable material and may use the receipts to defray the costs of its recycling activities. Each constituent institution may retain receipts derived from the transfer or sale of recyclable material and may use the receipts to defray the costs of its recycling activities. The Board of Governors shall adopt rules governing the transfer or sale of recyclable material by the Office of the President and by the constituent institutions.

The Office of the President may retain the receipts derived from its transfer or sale in a recycling activity. Each constituent institution may retain the receipts derived from its transfer or sale in a recycling activity.

(c) Unless the Office of the President or a constituent institution sells surplus property under the auspices of the State agency for surplus property, the State agency for surplus property shall not assess and collect a service charge for the acquisition, receipt, warehousing, distribution, or transfer of any University surplus property and for the transfer or sale of recyclable material."

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

SUBSTITUTION OF UNC-CH BOND PROJECTS

SECTION 31.9. Pursuant to Section 2(b) of S.L. 2000-3, the General Assembly finds that it is in the best interest of the State to substitute an Information Technology Office Facility for the Comprehensive Renovation and Conversion for Information Technology and Data Processing, both at the University of North Carolina at Chapel Hill, as contained in Section 2(a) of S.L. 2000-3. Section 2(a) of S.L. 2000-3 is therefore amended in the portion under the University of North Carolina at Chapel Hill, by adding "Information Technology Office Facility....$9,170,000" and deleting "Comprehensive Renovation and Conversion for Information Technology and Data Processing....$9,170,000".

Nothing in this section is intended to supersede any other requirement of law or policy for approval of the substituted capital improvement project.

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

MASTERS ED. ADMINISTRATION AT A&T STATE, NCCU, UNC-PEMBROKE/STUDY POSSIBLE PHARMACY SCHOOL AT ECSU

SECTION 31.10.(a) G.S. 116-74.21(b) reads as rewritten:

"(b) No more than ~~nine~~12 school administrator programs shall be established under the competitive proposal program. In selecting campus sites, the Board of Governors shall be sensitive to the racial, cultural, and geographic diversity of the State. Special priority shall be given to the following factors: (i) the historical background of the institutions in training educators; (ii) the ability of the sites to serve the geographic regions of the State, such as, the far west, the west, the triad, the piedmont, and the east; and, (iii) whether the type of roads and terrain in a region make commuting difficult. A school administrator program may provide for instruction at one or more campus sites."

SECTION 31.10.(b) The Board of Governors of The University of North Carolina shall include the Master of School Administration program at North Carolina Agricultural and Technical State University in Greensboro, North Carolina Central

University in Durham, and the University of North Carolina at Pembroke as three of the 12 school administrator programs established pursuant to G.S. 116-74.21. These th programs shall be comparable in quality to the nine existing Master of Sch Administration programs and shall be operated within existing funds.

SECTION 31.10.(c) The Board of Governors of The University of North Carolina shall study the feasibility of establishing a School of Pharmacy at Elizabeth City State University. The Board of Governors shall report its findings and recommendations to the Joint Legislative Education Oversight Committee by April 1, 2002.

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

UNC BOARD OF GOVERNORS MAY AUTHORIZE MANAGEMENT FLEXIBILITY FOR SPECIAL RESPONSIBILITY CONSTITUENT INSTITUTIONS

SECTION 31.11. Article 1 of Chapter 116 of the General Statutes is amended by adding a new Part to read:

"Part 3A. Management Flexibility for Special Responsibility Constituent Institutions.

"§ 116-40.20. Legislative findings.

(a) The General Assembly finds that The University of North Carolina and its constituent institutions is one of the State's most valuable assets. The General Assembly further finds that to provide the best benefit to North Carolina, the constituent institutions of The University of North Carolina need special budgeting flexibility in order to maximize resources, to enhance competitiveness with other peer institutions regionally, nationally, and internationally, and to provide the strongest educational and economic opportunity for the citizens of North Carolina.

(b) To ensure the continued preeminence of The University of North Caroli and its constituent institutions, it is the intent of the General Assembly to strengthen a improve these assets. The General Assembly commits to responsible stewardship a improvement of The University of North Carolina and its constituent institutions as provided by this Part.

"§ 116-40.21. Board of Governors may authorize management flexibility.

The Board of Governors of The University of North Carolina may authorize management flexibility for any special responsibility constituent institution as provided by this Part. The procedure for that authorization is the same as that to designate a constituent institution a special responsibility constituent institution under G.S. 116-30.1.

"§ 116-40.22. Management flexibility.

(a) Definition. – For purposes of this section, the term `institution' means a special responsibility constituent institution that is granted management flexibility by the Board of Governors in compliance with this Part.

(b) Appoint and Fix Compensation of Senior Personnel. – Notwithstanding any provision in Chapter 116 of the General Statutes to the contrary, the Board of Trustees of an institution shall, on recommendation of the Chancellor, appoint and fix the compensation of all vice-chancellors, senior academic and administrative officers, and any person having permanent tenure at that institution. No later than September 30, 2001, the Board of Governors shall adopt policies, compensation structures, and pay ranges concerning the appointment and compensation of senior personnel appointed by the Board of Trustees pursuant to this section. Compensation for senior personnel fixed by the Board of Trustees pursuant to this section shall be consistent with the compensation structure, policies, and pay ranges set by the Board of Governors.

(c) Tuition and Fees. – Notwithstanding any provision in Chapter 116 of the General Statutes to the contrary, in addition to any tuition and fees set by the Board Governors pursuant to G.S. 116-11(7), the Board of Trustees of the institution m

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recommend to the Board of Governors tuition and fees for program-specific and institution-specific needs at that institution without regard to whether an emergency situation exists and not inconsistent with the actions of the General Assembly. The institution shall retain any tuition and fees set pursuant to this subsection for use by the institution.

(d) Personnel. – Employees of an institution shall be deemed to be employees of the State and shall be subject to all provisions of State law relevant to State employees; provided, however, that except as to the provisions of Articles 5, 6, 7, and 14 of Chapter 126 of the General Statutes, the provisions of Chapter 126 of the General Statutes shall not apply to employees of the institution, and the policies and procedures governing the terms and conditions of employment of the employees shall be adopted by the Board of Trustees of the institution. With respect to employees who are members of the faculty of the institution, no policies and procedures may be inconsistent with policies established by, or adopted pursuant to delegation from, the Board of Governors of The University of North Carolina.

(1) The Board of Trustees shall fix or approve the schedules of pay, expense allowances, and other compensation and adopt position classification plans for employees of the institution.

(2) The Board of Trustees may adopt or provide for policies and rules concerning, but not limited to, annual leave, sick leave, special leave with full pay or with partial pay supplementing workers' compensation payments for employees injured in accidents arising out of and in the course of employment, working conditions, service awards and incentive award programs, grounds for dismissal, demotion, or discipline, other personnel policies, and any other measures that promote the hiring and retention of capable, diligent, and effective career employees. However, an employee who has achieved career State employee status, as defined by G.S. 126-1.1 by the date management flexibility is authorized for the institution, shall not have his or her compensation reduced as a result of this subdivision. Further, an employee who has achieved career State employee status, as defined by G.S. 126-1.1 by the date management flexibility is authorized for the institution, shall be subject to the rules regarding discipline or discharge that were effective on the date management flexibility is authorized for the institution and shall not be subject to the rules regarding discipline or discharge adopted after the date management flexibility is authorized for the institution.

(3) The Board of Trustees may prescribe the office hours, workdays, and holidays to be observed by the various offices and departments of the institution.

(4) The Board of Trustees may establish boards, committees, or councils to conduct hearings upon the appeal of employees who have been suspended, demoted, otherwise disciplined, or discharged, to hear employee grievances, or to undertake any other duties relating to personnel administration that the Board of Trustees may direct.

The Board of Trustees shall submit all initial classification and pay plans and other policies and rules adopted pursuant to subdivisions (1) through (4) of this subsection to the Office of State Personnel for review upon adoption by that Board of Trustees. Any subsequent changes to these plans, rules, and policies adopted by the Board of Trustees shall be submitted to the Office of State Personnel for review. Any comments by the Office of State Personnel shall be submitted to the Chancellor of that institution.

(e) Property. – The Board of Trustees of an institution shall establish policies and rules for acquiring or disposing of any interest in real property for the use of the

institution. These policies and rules shall include provisions for development specifications, advertisement, and negotiations with owners for acquisition by purchase, gift, lease, or rental, but not by condemnation or exercise of eminent domain on behalf of the institution. This section does not authorize the Board of Trustees to encumber real property. The Board of Trustees shall submit all initial policies and rules adopted pursuant to this subsection to the State Property Office for review upon adoption by the Board of Trustees. Any subsequent changes to these policies and rules adopted by the Board of Trustees shall be submitted to the State Property Office for review. Any comments by the State Property Office shall be submitted to the Chancellor of that institution. After review by the Attorney General as to form and after the consummation of any such acquisition, the institution shall promptly file a report concerning the acquisition or disposition with the Governor and Council of State. Acquisitions and dispositions of any interest in real property pursuant to this section shall not be subject to the provisions of Article 36 of Chapter 143 of the General Statutes or the provisions of Chapter 146 of the General Statutes. The policies and rules adopted pursuant to this subsection shall apply to all property allocated to, acquired by, or otherwise under the control of the institution on or after the date that management flexibility is authorized for the institution.

(f) Purchases. – Notwithstanding the provisions of Articles 3, 3A, and 3C of Chapter 143 of the General Statutes to the contrary, the Board of Trustees of an institution shall establish policies and rules governing the purchasing and surplus property requirements of the institution. These policies and rules shall provide for requests for proposals; competitive bidding or purchasing by means other than competitive bidding; contract negotiations; contract awards for purchasing supplies, materials, equipment, and services that are necessary and appropriate to fulfill the teaching, educational, research, and community service missions of the institution and surplus property disposal. The Board of Trustees shall submit all initial policies and rules adopted pursuant to this subsection to the Division of Purchase and Contract for review upon adoption by the Board of Trustees. Any subsequent changes to these policies and rules adopted by the Board of Trustees shall be submitted to the Division of Purchase and Contract for review. Any comments by the Division of Purchase and Contract shall be submitted to the Chancellor of the institution.

(g) Information Technology. – Notwithstanding any other provision of law, the Board of Trustees of an institution shall establish policies and rules governing the planning, acquisition, implementation, and delivery of information technology and telecommunications at the institution. These policies and rules shall provide for security and encryption standards; software standards; hardware standards; acquisition of information technology consulting and contract services; disaster recovery standards; and standards for desktop and server computing, telecommunications, networking, video services, personal digital assistants, and other wireless technologies; and other information technology matters that are necessary and appropriate to fulfill the teaching, educational, research, extension, and service missions of the institution. The Board of Trustees shall submit all initial policies and rules adopted pursuant to this subsection to the Office of Information Technology Services for review upon adoption by the Board of Trustees. Any subsequent changes to these policies and rules adopted by the Board of Trustees shall be submitted to the Office of Information Technology Services for review. Any comments by the Office of Information Technology Services shall be submitted to the Chancellor of that institution.

"§ 116-40.23. Reporting requirement; effective date of reported policies, procedures, and rules.

The Board of Trustees of a special responsibility constituent institution authorized to have management flexibility under this Part shall report to the Board of Governors any policies, procedures, and rules adopted pursuant to G.S. 116-40.22 prior to

implementation. The report shall be submitted at least 30 days before the next regularly scheduled meeting of the Board of Governors and shall become effective immediately following that same meeting unless otherwise provided for by the Board of Trustees. Any subsequent changes to the policies, procedures, or rules adopted by the Board of Trustees pursuant to G.S. 116-40.22 shall be reported to the Board of Governors in the same manner. Failure of the Board of Governors to accept, review, or otherwise consider the report submitted by the Board of Trustees shall not affect in any manner the effective date of the policies, procedures, and rules contained in the report."

PART XXXII. SALARIES AND EMPLOYEE BENEFITS

Requested by: Senators Plyler, Odom, Lee

GOVERNOR AND COUNCIL OF STATE/NO SALARY INCREASES

SECTION 32.1.(a) For the 2001-2002 and 2002-2003 fiscal years, the salary of the Governor shall remain the amount set by G.S. 147-11(a).

SECTION 32.1.(b) Effective July 1, 2001, the annual salaries for the members of the Council of State, payable monthly, for the 2001-2002 and 2002-2003 fiscal years are:

Council of State	Annual Salary
Lieutenant Governor	$104,523
Attorney General	104,523
Secretary of State	104,523
State Treasurer	104,523
State Auditor	104,523
Superintendent of Public Instruction	104,523
Agriculture Commissioner	104,523
Insurance Commissioner	104,523
Labor Commissioner	104,523

Requested by: Senators Plyler, Odom, Lee

NONELECTED DEPARTMENT HEAD/NO SALARY INCREASES

SECTION 32.2. In accordance with G.S. 143B-9, the maximum annual salaries, payable monthly, for the nonelected heads of the principal State departments for the 2001-2002 and 2002-2003 fiscal years are:

Nonelected Department Heads	Annual Salary
Secretary of Administration	$102,119
Secretary of Correction	102,119
Secretary of Crime Control and Public Safety	102,119
Secretary of Cultural Resources	102,119
Secretary of Commerce	102,119
Secretary of Environment, Health, and Natural Resources	102,119
Secretary of Human Resources	102,119
Secretary of Juvenile Justice and Delinquency Prevention	102,119
Secretary of Revenue	102,119
Secretary of Transportation	102,119

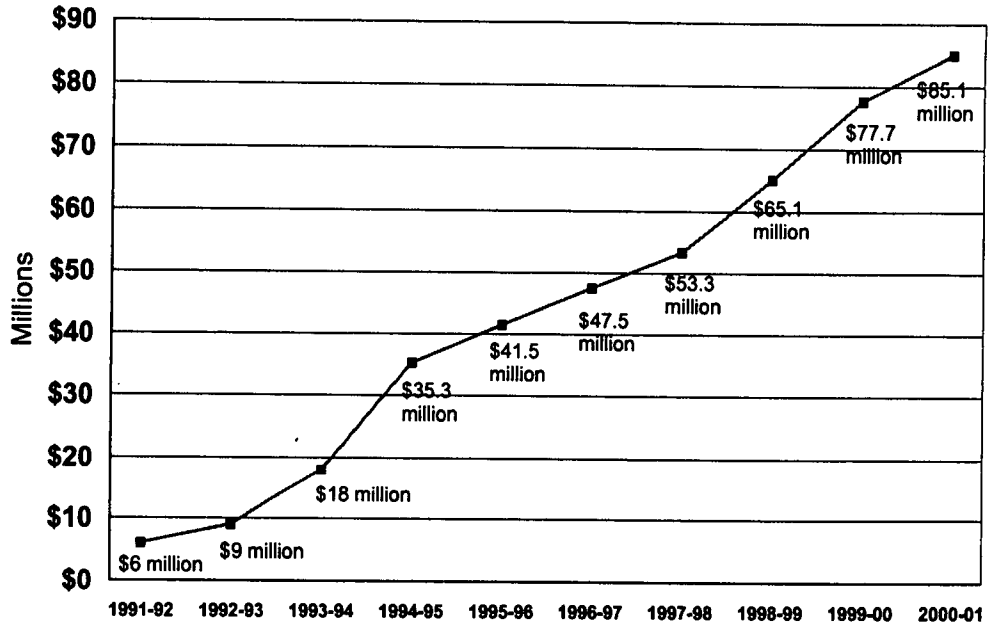
Requested by: Senators Plyler, Odom, Lee

CERTAIN EXECUTIVE BRANCH OFFICIALS/NO SALARY INCREASES

SECTION 32.3. The annual salaries, payable monthly, for the 2001-2002 and 2002-2003 fiscal years for the following executive branch officials are:

Executive Branch Officials	Annual Salary
Chairman, Alcoholic Beverage Control Commission	$92,946
State Controller	125,000

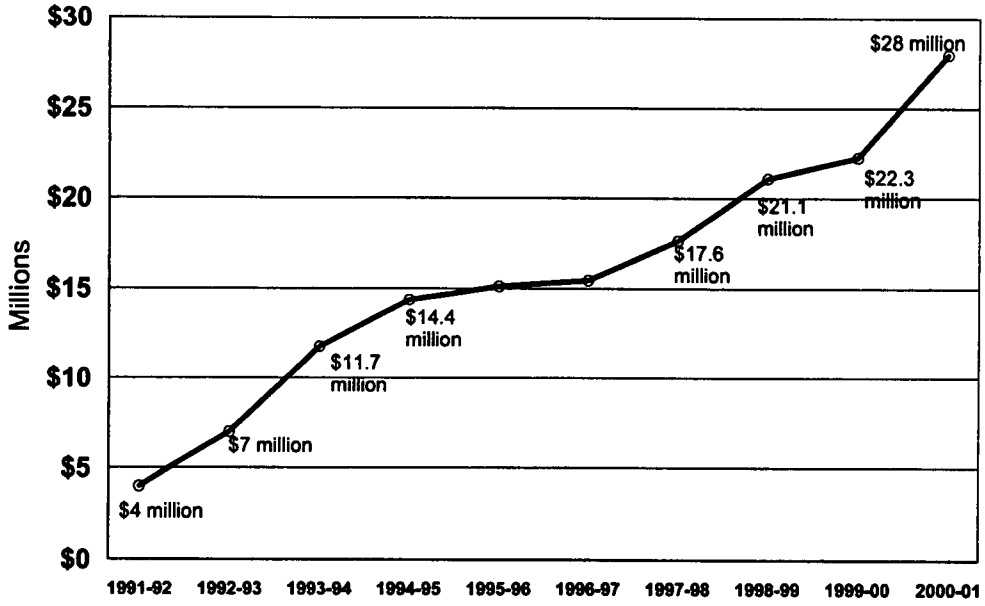
Low Wealth Supplemental Funding



In FY 2000-01, an additional $51,961,211 (total of $137 million) would be required to fully fund the formula (without regard to local effort). An additional $42,820,184 (total of $128 million) would be required to fully fund after considering local effort. 73 Counties and 85 LEAs received funding in FY 2000-01.

Small County Supplemental Funding

The funding formula is based on six separate calculations ranging from an additional 5.5 teachers to $466,000 minimum for Instructional Supplies and Materials. The minimum allotment for Instructional Supplies was $150,000 until 1997-98.



Low Wealth and Small County Supplemental Funding
FY 2000-01

LEA #	LEA Name	ADM FY 2000-01	Low Wealth FY 2000-01	Small County FY 2000-01
010	Alamance County	20,583	$0	
020	Alexander County	5,395	478,236	
030	Alleghany County	1,442	0	$1,104,358
040	Anson County	4,553	985,505	
050	Ashe County	3,211	76,222	1,078,563
060	Avery County	2,415	0	1,027,247
070	Beaufort County	7,428	894,639	
080	Bertie County	3,686	1,017,450	1,011,905
090	Bladen County	5,699	936,088	
100	Brunswick County	10,275	0	
110	Buncombe County	24,875	0	
111	Asheville City	4,088	0	
120	Burke County	14,571	1,577,958	
130	Cabarrus County	19,092	0	
132	Kannapolis City	4,352	42,545	
140	Caldwell County	12,666	1,336,171	
150	Camden County	1,341	295,732	1,072,972
160	Carteret County	8,374	0	
170	Caswell County	3,598	753,028	1,011,306
180	Catawba County	16,363	0	
181	Hickory City	4,557	0	
182	Newton City	2,737	0	
190	Chatham County	7,029	25,739	
200	Cherokee County	3,530	344,794	1,034,914
210	Chowan County	2,539	396,614	931,722
220	Clay County	1,270	38,279	1,061,596
230	Cleveland County	9,513	1,086,646	
231	Kings Mountain City	4,517	516,167	
232	Shelby City	3,266	373,095	
240	Columbus County	7,375	1,485,994	
241	Whiteville City	2,777	561,016	
250	Craven County	14,840	1,303,174	
260	Cumberland County	51,363	4,544,364	
270	Currituck County	3,190	0	1,022,367
280	Dare County	4,711	0	

Low Wealth and Small County Supplemental Funding
FY 2000-01

LEA #	LEA Name	ADM FY 2000-01	Low Wealth FY 2000-01	Small County FY 2000-01
290	Davidson County	19,055	1,170,910	
291	Lexington City	3,241	199,099	
292	Thomasville City	2,342	143,987	
300	Davie County	5,756	0	
310	Duplin County	8,668	618,450	
320	Durham Public	29,033	0	
330	Edgecombe County	7,771	1,383,220	
340	Forsyth County	44,341	0	
350	Franklin County	7,672	1,370,494	
360	Gaston County	30,431	0	
370	Gates County	2,056	575,900	992,581
380	Graham County	1,204	86,306	1,057,720
390	Granville County	8,140	1,349,812	
400	Greene County	2,907	626,569	940,470
410	Guilford County	63,152	0	
420	Halifax County	6,214	1,437,542	
421	Roanoke Rapids City	3,066	715,475	
422	Weldon City	1,158	270,405	
430	Harnett County	17,595	4,407,723	
440	Haywood County	7,828	252,746	
450	Henderson County	11,578	0	
460	Hertford County	4,062	991,971	959,573
470	Hoke County	6,243	2,126,502	
480	Hyde County	731	2,975	1,136,924
490	Iredell County	17,263	0	
491	Mooresville City	3,885	0	
500	Jackson County	3,547	0	
510	Johnston County	21,411	2,409,361	
520	Jones County	1,520	218,543	1,114,984
530	Lee County	8,717	238,142	
540	Lenoir County	10,302	1,287,301	
550	Lincoln County	10,704	504,946	
560	Macon County	4,182	0	
570	Madison County	2,553	227,819	987,058
580	Martin County	4,916	940,821	

Low Wealth and Small County Supplemental Funding
FY 2000-01

LEA #	LEA Name	ADM FY 2000-01	Low Wealth FY 2000-01	Small County FY 2000-01
590	McDowell County	6,465	728,268	
600	Mecklenburg County	102,535	0	
610	Mitchell County	2,412	176,759	1,009,805
620	Montgomery County	4,577	683,105	
630	Moore County	11,138	0	
640	Nash County	17,822	2,314,756	
650	New Hanover County	21,488	0	
660	Northampton County	3,789	910,385	1,048,144
670	Onslow County	21,040	4,737,296	
680	Orange County	6,373	0	
681	Chapel Hill City	9,381	0	
690	Pamlico County	1,838	262,052	1,053,902
700	Pasquotank County	6,062	1,052,993	
710	Pender County	6,668	730,655	
720	Perquimans County	1,799	382,719	1,023,446
730	Person County	5,985	273,425	
740	Pitt County	20,407	1,904,954	
750	Polk County	2,343	0	974,188
760	Randolph County	17,072	1,015,457	
761	Asheboro City	4,315	256,802	
770	Richmond County	8,370	2,041,533	
780	Robeson County	23,912	6,781,334	
790	Rockingham County	14,633	1,500,833	
800	Rowan County	20,245	857,963	
810	Rutherford County	10,088	1,000,628	
820	Sampson County	8,023	1,022,906	
821	Clinton City	2,602	331,757	
830	Scotland County	6,993	1,328,721	
840	Stanly County	10,264	1,356,998	
850	Stokes County	7,301	872,567	
860	Surry County	8,429	538,480	
861	Elkin City	1,090	70,018	
862	Mount Airy City	2,020	126,213	
870	Swain County	1,732	139,783	1,102,349
880	Transylvania County	3,912	0	

Low Wealth and Small County Supplemental Funding
FY 2000-01

LEA #	LEA Name	ADM FY 2000-01	Low Wealth FY 2000-01	Small County FY 2000-01
890	Tyrrell County	777	186,690	1,161,274
900	Union County	22,886	1,152,883	
910	Vance County	7,983	1,346,569	
920	Wake County	98,010	0	
930	Warren County	3,262	711,029	1,023,854
940	Washington County	2,420	580,940	986,874
950	Watauga County	4,922	0	
960	Wayne County	19,533	2,808,623	
970	Wilkes County	10,165	835,372	
980	Wilson County	12,254	770,549	
990	Yadkin County	6,032	496,583	
995	Yancey County	2,494	190,944	979,959
	Total	1,274,326	$85,106,017	$27,910,055
	Charter Schools	14,230		
	Total	1,288,556		

N.C. General Assembly
Fiscal Research
SOURCE: North Carolina Department of Public Instruction'School Finance Section
June 8, 2001 (F:My DocumentsVLow wealth 2000-01/Supplemental Funding FY 2001-02)

North Carolina's Funding for Public Schools
FY 2001-2002 Public School Fund Budget (Note 1)

Final Senate Version (6/6/01)

	FY 2000-01 Budget	Budget Adjustments		Revised 2001-02 Budget	Change From FY 2000-01
		Continuation	Expansion		
I. State Aid - Local Education Agencies					
General Administration					
Central Office Administration	$104,024,685	($3,000,000)		$101,024,685	($3,000,000)
Instructional Personnel and Related Services					
Classroom Teachers **	$2,183,614,954	(16,922,088)	25,413,757	$2,192,106,623	$8,491,669
Teacher Assistants	343,800,710	(4,497,150)	(8,068,580)	331,234,980	(12,565,730)
Instructional Support	265,706,511	5,605,457		271,311,968	5,605,457
School Building Administration	228,508,074	(2,214,819)		226,293,255	(2,214,819)
ABC Incentive Award (+ carryover $120,000,000) *		93,100,000	4,600,000	97,700,000	97,700,000
Classroom Materials/Instructional Supplies/Equipment	57,057,466	3,733,928	8,150,507	68,941,901	11,884,435
Textbooks	67,089,021	4,212,307		71,301,328	4,212,307
Annual Leave	18,034,003	1,828,628		19,862,631	1,828,628
Compensation Bonus	0	0		0	0
Mentor Pay	14,235,124	0		14,235,124	0
Forfeited Vacation Days	7,750,000	(4,000,000)		3,750,000	(4,000,000)
Matching Benefits for Guaranteed Positions (Note 2)	576,016,311	(1,888,291)		574,128,020	(1,888,291)
Subtotal Instructional Personnel	$3,761,812,174	$78,957,972	$30,095,684	$3,870,865,830	$109,053,656
Support					
Noninstructional Support Personnel	281,017,178	5,689,703		286,706,881	5,689,703
Categorical Programs					
Academically & Intellectually Gifted	44,813,759	936,363		45,750,122	936,363
At Risk/Alternative Schools (+ carryover $19,850,681) *	167,335,515	5,273,174	0	172,608,689	5,273,174
Targeted Class Size/Recruitment	0	0	15,683,694	15,683,694	15,683,694
Character Education	0	0	300,000	300,000	300,000
Charter Schools (Initial Reserve)	2,637,661	(637,661)		2,000,000	(637,661)
Children with Disabilities	470,946,502	9,926,085	5,000,000	485,872,587	14,926,085
Driver Education	28,617,980	483,089		29,101,069	483,089
Improving Student Accountability	39,494,345	0	5,000,000	44,494,345	5,000,000

North Carolina's Funding for Public Schools
FY 2001-2002 Public School Fund Budget (Note 1)

Final Senate Version (6/6/01)

	FY 2000-01 Budget	Budget Adjustments Continuation	Budget Adjustments Expansion	Revised 2001-02 Budget	Change From FY 2000-01
Categorical Programs (cont.)					
Intervention/Assistance Teams	2,714,198	0		2,714,198	0
Limited English Proficiency	17,361,748	4,675,907	1,000,000	23,037,655	5,675,907
Low Wealth Supplemental Funding	85,497,645	0	0	85,497,645	0
Regional Ed. & Technical (+ carryover $831,421) *	6,732,100	(3,732,100)		3,000,000	(3,732,100)
Safety Assistance Teams	500,000	(500,000)		0	(500,000)
School Technology ($10 million recurring)	10,000,000	0		10,000,000	0
Small County Supplemental Funding	28,089,069	0	0	28,089,069	0
Staff Development (+ carryover $2,418,605) *	11,623,105	55,714		11,678,819	55,714
Transportation	216,320,386	8,865,944		225,186,330	8,865,944
Vocational Education	291,230,713	4,508,430		295,739,143	4,508,430
Subtotal Categorical Allotments	1,423,914,726	29,854,945	26,983,694	1,480,753,365	56,838,639
Subtotal State Aid - Local Education Agencies	**$5,570,768,763**	**$111,502,620**	**$57,079,378**	**$5,739,350,761**	**$168,581,998**
II. Miscellaneous					
ADM Contingency Reserve	5,500,000	0	500,000	6,000,000	500,000
AVID Pilot Project	150,000	(150,000)		0	(150,000)
Teaching Fellows	7,660,000	0	325,000	7,985,000	325,000
School Accountability Report Cards	0	0	200,000	200,000	200,000
NC WISE OWL	0	0	628,000	628,000	628,000
School Leadership Pilot	0	0		0	0
Contracts-Finance Officer Staff Development	64,560	0		64,560	0
Miscellaneous (A+ Schools, TQE, ExplorNet, etc.)	5,887,414	(4,795,116)	2,500,000	3,592,298	(2,295,116)
(A+ Schools $400,000, TQE $400,000, ExplorNet $2,500,000, Cities in Schools $750,000, NC Network $350,000, Teacher Cadet $150,000, Geographic Alliance $50,000, Public School Forum $420,564, Cued Speech Center $73,750, Schools Attuned $643,100, Global Curriculum $150,000)					
NBPTS (covers $2,300 program fee)	3,274,500	0		3,274,500	0
Other Insurance	48,944	0		48,944	0
Personnel Services	98,982,901	5,920,540		104,903,441	5,920,540
(Longevity $72,914,046, Short Term Disability $6,073,782, Worker's Comp $17,646,145., & Unemployment Comp. $2,348,928)					
School Breakfast	2,700,000	0		2,700,000	0

North Carolina's Funding for Public Schools
FY 2001-2002 Public School Fund Budget (Note 1)

Final Senate Version (6/6/01)

	FY 2000-01 Budget	Budget Adjustments		Revised 2001-02 Budget	Change From FY 2000-01
		Continuation	Expansion		
II. Miscellaneous (Cont.)					
School Bus Replacement	35,156,638	(30,172,530)		4,984,108	(30,172,530)
Testing ($6,297,266 in DPI's Budget - $11,307,404 total)	5,010,138	1,435,774		6,445,912	1,435,774
Textbooks - Freight	111,000	80,270		191,270	80,270
Tort Claims (Department of Justice)	3,774,000	0		3,774,000	0
UERS (appropriated $15,018,927) *	15,018,927	(5,000,000)		10,018,927	(5,000,000)
Subtotal Miscellaneous	$183,339,022	($32,681,062)	$4,153,000	$154,810,960	($28,528,062)
III. DPI (See Note 3) $81,978,465 including receipts	$36,463,810	($3,800,000)	$0	32,663,810	($3,800,000)
Grand Total	**$5,790,571,595**	$75,021,558	$61,232,378	$5,926,825,531	**$136,253,936**

* carryover funds from FY 1999-00 are not included.

** Guaranteed Teacher positions increased 516 in the Continuation Budget and 566.5 in the Expansion Budget (new total 59,343). This does not include teachers paid from categorical allotments.

Note 1: Initial Budget is based on the State Public School Funds budget as of November 30, 2001 (BD701). Carryover from FY 1999-2000 of $144,061,454 is not included.

Note 2: Social Security (7.65%), Retirement (7.13% for 2000-01 and 8.01% for FY 2001-02), and Hospitalization ($2,256). Benefits are included in the dollar allotments, such as Central Office Administration. Benefits for position/month of employment allotments (Teachers, Instructional Support, and School Bldg Adm) are shown here.

Note 3: Funds for DPI do not include receipts, which include funds received from federal grants, workshop registrations, licensure fees, and other sales and services provided by DPI for a fee ($35,547,844 federal and $9,966,811 other receipts)..

Fiscal Research/05/22/01 (F:\Wydocument\budget 2000-2001\Change in Budget)

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

H 1

HOUSE BILL 54

Short Title:	Low-Wealth School Supplemental Funding.	(Public)
Sponsors:	Representatives Yongue, Bonner, Sutton, Arnold; Adams, Alexander, Allen, Barefoot, Bowie, Cansler, Capps, Carpenter, Church, Cox, Crawford, Culp, Davis, Dedmon, Edwards, Fitch, Fox, Gibson, Gillespie, Goodwin, Grady, Haire, Hall, Hensley, Hill, Hurley, Insko, Jarrell, Jeffus, Kiser, Lucas, Luebke, McAllister, McCombs, McLawhorn, Michaux, Morris, Oldham, Owens, Preston, Rayfield, Rogers, Russell, Setzer, Sexton, Shubert, Smith, Starnes, Tolson, Underhill, Wainwright, Warner, Warren, Warwick, Weatherly, West, and G. Wilson.	
Referred to:	Appropriations.	

February 7, 2001

A BILL TO BE ENTITLED

AN ACT TO APPROPRIATE SUPPLEMENTAL FUNDING FOR LOW-WEALTH SCHOOL SYSTEMS.

The General Assembly of North Carolina enacts:

SECTION 1. There is appropriated from the General Fund to State Aid to Local School Administrative Units the sum of forty-three million dollars ($43,000,000) for the 2001-2002 fiscal year and the sum of forty-three million dollars ($43,000,000) for the 2002-2003 fiscal year for low-wealth school systems' supplemental funding.

SECTION 2. This act becomes effective July 1, 2001.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

H 1

HOUSE BILL 192*

Short Title:	LEAs and Group Homes.	(Public)
Sponsors:	Representatives Hurley; Alexander, Barefoot, Crawford, Culp, Dedmon, Esposito, Goodwin, Lucas, McAllister, McLawhorn, Morris, Preston, Redwine, Rogers, Saunders, Shubert, Smith, Teague, Tolson, Wainwright, Warner, and G. Wilson.	
Referred to:	Appropriations.	

February 21, 2001

A BILL TO BE ENTITLED

AN ACT TO IMPLEMENT THE RECOMMENDATIONS OF THE LEGISLATIVE RESEARCH COMMISSION'S STUDY COMMITTEE ON GROUP HOMES TO ADDRESS THE NEEDS OF LOCAL SCHOOL ADMINISTRATIVE UNITS IN WHICH GROUP HOMES FOR CHILDREN ARE LOCATED AND TO PROVIDE FUNDS FOR THE EDUCATION OF THESE CHILDREN.

The General Assembly of North Carolina enacts:

SECTION 1. Section 11.19 of S.L. 2000-67 reads as rewritten:

"CHILD RESIDENTIAL TREATMENT SERVICES PROGRAM

Section 11.19.(a) The Department of Health and Human Services shall establish the Child Residential Treatment Services Program. The Program shall be implemented by the Department in consultation with the Office of Juvenile Justice and other affected State agencies. The purpose of the Program is to provide appropriate and medically necessary residential treatment alternatives for children at risk of institutionalization or other out-of-home placement. Program funds shall be targeted for non-Medicaid eligible children and may also be used for Medicaid-eligible children. Program funds may also be used to expand the Child Mental Health Systems of Care Project. The Program shall include the following:

(1) Behavioral health screenings for all children at risk of institutionalization or other out-of-home placement.

(2) Appropriate and medically necessary residential treatment placements, including placements for youths needing substance abuse treatment services and for specialized populations such as deaf children, children with serious emotional disturbances, and sexually aggressive youth.

(3) Multidisciplinary case management services, as needed.

(4) A system of utilization review specific to the nature and design of the Program.

(5) Mechanisms to ensure that children are not placed in department of social services custody for the purpose of obtaining mental health residential treatment services.

(6) Mechanisms to maximize current State and local funds and to expand use of Medicaid funds to accomplish the intent of this Program.

(7) Other appropriate components to accomplish the Program's purpose.

(8) The Secretary of the Department of Health and Human Services may enter into contracts with residential service providers.

Section 11.19.(b) The Department shall not allocate funds appropriated for Program services until a Memorandum of Agreement has been executed between the Department and other affected State agencies. The Memorandum of Agreement shall address specifically the roles and responsibilities of the various departmental divisions and affected State ~~agencies~~ agencies, including the Department of Public Instruction, involved in the administration, financing, care, and placement of children at risk of institutionalization or other out-of-home placement. The Department shall not allocate funds appropriated in this act for the Program until Memoranda of Agreement between local departments of social ~~services and~~ services, area mental health programs, local school administrative units, and the Administrative Office of the Courts, and the Office of Juvenile Justice, as appropriate, are executed to effectuate the purpose of the Program. The Memoranda of Agreement shall address issues pertinent to local implementation of the ~~Program.~~ Program, including provision for the immediate availability of student records to a local school administrative unit receiving a child placed in a residential setting outside the child's home county.

Section 11.19.(c) Notwithstanding any other provision of law to the contrary, services under the Child Residential Treatment Services Program are not an entitlement for non-Medicaid eligible children served by the Program.

Section 11.19.(d) The Department of Health and Human Services, in conjunction with the Office of Juvenile Justice and other affected agencies, shall report on the following:

(1) The number and other demographic information of children served.

(2) The amount and source of funds expended to implement the Program.

(3) Information regarding the number of children screened, specific placement of children, and treatment needs of children served.

(4) The average length of stay in residential treatment, transition, and return to home.

(5) The number of children diverted from institutions or other out-of-home placements such as training schools and State psychiatric hospitals.

(6) Recommendations on other areas of the Program that need to be improved.

(7) Other information relevant to successful implementation of the Program.

(8) A method of identifying and tracking children placed outside of the family unit in group homes or therapeutic foster care home settings.

The Department shall submit a progress report on implementation of the Program not later than February 1, 2001, and a final report not later than May 1, 2002, to the House of Representatives Appropriations Subcommittee on Health and Human Services, the Senate Appropriations Committee on Human Resources, and the Fiscal Research Division."

SECTION 2. G.S. 115C-140.1(a) reads as rewritten:

"(a) Notwithstanding the provisions of any other statute and without regard for the place of domicile of a parent or guardian, the cost of a free appropriate public education for a child with special needs who is placed in or assigned to a group home, foster home or other similar facility, pursuant to State and federal law, shall be borne by the local board of education in which the group home, foster home or other similar facility is located. However, the local school administrative unit in which a child is domiciled shall transfer to the local school administrative unit in which the institution is located an amount equal to the actual local cost in excess of State and federal funding required to educate that child in the local school administrative unit for the fiscal year. Nothing in this section obligates any local board of education to bear any cost for the care and maintenance of a child with special needs in a group home, foster home or other similar facility."

SECTION 3.(a) The State Board of Education shall revise the formula for State Aid for Children with Disabilities and the Group Homes formula to provide to local school administrative units an amount greater than the State per funded headcount for children with special needs placed outside their home counties in counties where there is higher than average concentration of group homes or therapeutic foster care homes serving children in the county.

SECTION 3.(b) There is appropriated from the General Fund to the State Aid for Children with Disabilities in the State Public School Fund the sum of five hundred thousand dollars ($500,000) for each year of the 2001-2003 biennium to implement the formula developed in subsection (a) of this section.

SECTION 4. There is appropriated from the General Fund to State Aid to Local School Administrative Units the sum of five hundred fifty-three thousand dollars ($553,000) for each fiscal year in the 2001-2003 biennium for the Children with Disabilities in Group Homes Program. These funds shall be used to meet the growing number of requests due to increased placement of children in group home settings outside the children's home counties.

SECTION 5. The State Board of Education shall provide for a local school administrative unit to request funds from the Group Homes Program for Children with Disabilities if a child assigned to that unit was not in that unit's April headcount for exceptional children for the previous school year, even if the local school administrative unit received Group Homes Program funds for that child for a portion of the preceding school year.

SECTION 6. Sections 3 and 4 of this act become effective July 1, 2001. The remainder of this act is effective when it becomes law.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

H 1

HOUSE BILL 239

Short Title:	North Carolina Geographic Alliance Funds.	(Public)
Sponsors:	Representatives McLawhorn, Warren, Rogers, Tolson, Edwards; and Luebke.	
Referred to:	Appropriations.	

February 26, 2001

A BILL TO BE ENTITLED

AN ACT TO APPROPRIATE FUNDS TO SUPPORT THE ACTIVITIES OF THE NORTH CAROLINA GEOGRAPHIC ALLIANCE.

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 fifty thousand ($50,000) for the 2001-2002 fiscal year and the sum of fifty thousand ($50,000) for the 2002-2003 fiscal year to fund the activities of the North Carolina Geographic Alliance, which is headquartered at East Carolina University. These funds shall be used by the Alliance to:

(1) Increase communication and cooperation between the professional geographic community within The University of North Carolina System and the Alliance's network of teachers;

(2) Develop a North Carolina Geographic Alliance web site on Learning Link in cooperation with UNC-TV;

(3) Increase the number of geography/Standard Course of Study in-service workshops conducted by professional geographers and Alliance teachers at local education agencies;

(4) Continue to offer summer institutes on various campuses of The University of North Carolina System stressing geography standards and the North Carolina Standard Course of Study;

(5) Continue to send North Carolina teachers for training at National Geographic Society headquarters in Washington, D.C.;

(6) Expand the readership of the Alliance's newsletter to more of North Carolina's geography teachers and administrators;

(7) Continue to publish geography-based curriculum materials specific to the North Carolina Standard Course of Study;

(8) Increase advisory interaction between professional geographers with the North Carolina Board of Education with regard to the role of geography in the curriculum; and

(9) Increase involvement of public school teachers with the North Carolina Geographic Alliance, and thereby improve geography instruction and promote global awareness and international understanding among the State's students.

SECTION 2. There is appropriated from the General Fund to the Department of Public Instruction the sum of five hundred thousand dollars ($500,000) for the 2001-2002 fiscal year to establish a North Carolina geography education endowment. The proceeds from the endowment shall be used to fund the activities of the North Carolina Geographic Alliance, which are set out in Section 1 of this act. These funds shall be matched with one dollar ($1.00) of National Geographic Society funds for every dollar ($1.00) of State funds.

SECTION 3. This act becomes effective July 1, 2001.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

H 2

HOUSE BILL 401

Committee Substitute Favorable 4/9/01

Short Title: Comm. Coll. System Office Flexibility-AB. (Public)

Sponsors:

Referred to:

March 1, 2001

A BILL TO BE ENTITLED

AN ACT TO PROVIDE BUDGET FLEXIBILITY TO THE COMMUNITY COLLEGES SYSTEM OFFICE.

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 115D-3 reads as rewritten:

"**§ 115D-3. Community Colleges System Office; staff.**

(a) The Community Colleges System Office shall be a principal administrative department of State government under the direction of the State Board of Community Colleges, and shall be separate from the free public school system of the State, the State Board of Education, and the Department of Public Instruction. The State Board has authority to adopt and administer all policies, regulations, and standards which it deems necessary for the operation of the System Office.

The State Board shall elect a President of the North Carolina System of Community Colleges who shall serve as chief administrative officer of the Community Colleges System Office. The compensation of this position shall be fixed by the State Board from funds provided by the General Assembly in the Current Operations Appropriations Act.

The President shall be assisted by such professional staff members as may be deemed necessary to carry out the provisions of this Chapter, who shall be elected by the State Board on nomination of the President. The compensation of the staff members elected by the Board shall be fixed by the State Board of Community Colleges, upon recommendation of the President of the Community ~~College~~ Colleges System, from funds provided in the Current Operations Appropriations Act. These staff members shall include such officers as may be deemed desirable by the President and State Board. Provision shall be made for persons of high competence and strong professional experience in such areas as academic affairs, public service programs, business and financial affairs, institutional studies and long-range planning, student affairs, research, legal affairs, health affairs and institutional development, and for State and federal programs administered by the State Board. In addition, the President shall be assisted by such other employees as may be needed to carry out the provisions of this Chapter, who

shall be subject to the provisions of Chapter 126 of the General Statutes. The staff complement shall be established by the State Board on recommendation of the President to insure that there are persons on the staff who have the professional competence and experience to carry out the duties assigned and to insure that there are persons on the staff who are familiar with the problems and capabilities of all of the principal types of institutions represented in the system. The State Board of Community Colleges shall have all other powers, duties, and responsibilities delegated to the State Board of Education affecting the Community Colleges System Office not otherwise stated in this Chapter. The President may, with the approval by the State Board, establish and abolish employment positions within the staff of the System Office in accordance with:

(1) State personnel policies and procedures if these positions are subject to the State Personnel Act and if the System Office is operating under the terms of a Performance Agreement or a Decentralization Agreement authorized under Chapter 126 of the General Statutes; or

(2) Policies and procedures of the State Board of Community Colleges if these positions are exempt from the State Personnel Act.

The results achieved by establishing and abolishing positions pursuant to the conditions set forth in subdivision (1) of this subsection shall be subject to postauditing by the Office of State Personnel. Implementation of personnel actions shall be subject to the availability of funds within the System Office's current budget to fund the full-annualized costs of these actions.

(b) The State Board shall receive General Fund appropriations made by the General Assembly for the continuing operations of the North Carolina Community Colleges System Office that are administered by the President and the President's staff complement established pursuant to this section. The President, notwithstanding G.S. 143-23, and with respect to the foregoing appropriations, may move funds between budget purposes, and may use up to ten percent (10%) from lapsed salary and fringe accounts for nonsalary purposes. Notwithstanding G.S. 143-64.20, 143-64.21, and 143-64.22, the State Board may authorize the President to employ such consultants as may be necessary to respond to legislative directives for studies and to revise, from time to time, the multiple operating formulae within the 'State Aid' fund 1600. The Community Colleges System Office (Budget Code 16800) may retain one hundred percent (100%) of its overhead receipts for nonrecurring expenditures that do not impose a continuing obligation upon the State. These retained overhead receipts shall not revert to the State's General Fund.

(c) The President, in consultation with the State Auditor and the Director of the Office of State Personnel, shall ascertain that the management staff and internal financial controls are in place and continue in place to successfully administer the additional authority authorized herein. All actions taken by the President are subject to audit by the State Auditor."

SECTION 2. This act is effective when it becomes law.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

H 1

HOUSE BILL 412*

Short Title:	NCSU Fire Ant Funds.	(Public)
Sponsors:	Representatives Hill; Alexander, Edwards, Jarrell, Kiser, McLawhorn, Teague, and Warren.	
Referred to:	Appropriations.	

March 1, 2001

A BILL TO BE ENTITLED

AN ACT TO APPROPRIATE FUNDS FOR THE ESTABLISHMENT OF A RESEARCH AND OUTREACH PROGRAM FOR THE CONTROL OF THE RED IMPORTED FIRE ANT.

The General Assembly of North Carolina enacts:

SECTION 1. There is appropriated from the General Fund to the Board of Governors of The University of North Carolina the sum of two hundred fifty thousand dollars ($250,000) for fiscal year 2001-2002 and the sum of two hundred twenty-five thousand dollars ($225,000) for fiscal year 2002-2003. The funds are to be used to establish a program in the Department of Entomology of the College of Agriculture and Life Sciences at North Carolina State University for research on the red imported fire ant and for outreach and extension to assist the general public with the management and control of the ant.

SECTION 2. This act becomes effective July 1, 2001.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

H 1

HOUSE BILL 420

Short Title:	Expand the School Breakfast Program.	(Public)
Sponsors:	Representatives Howard; Adams, Alexander, Arnold, Blue, Bowie, Brubaker, Cansler, Capps, Clary, Coates, Culp, Davis, Earle, Easterling, Esposito, Insko, Jarrell, Jeffus, Johnson, McAllister, McComas, McLawhorn, Michaux, Mitchell, Morgan, Morris, Preston, Russell, Setzer, Sexton, Sherrill, Underhill, Walend, Warren, Weiss, C. Wilson, and Womble.	
Referred to:	Appropriations.	

March 1, 2001

A BILL TO BE ENTITLED

AN ACT TO APPROPRIATE FUNDS TO EXPAND THE SCHOOL BREAKFAST PROGRAM.

The General Assembly of North Carolina enacts:

SECTION 1. There is appropriated from the General Fund to the State Board of Education the sum of three million two hundred seventy-five thousand dollars ($3,275,000) for the 2001-2002 fiscal year and the sum of three million five hundred thousand dollars ($3,500,000) for the 2002-2003 fiscal year to expand the school breakfast program. The State Board shall use these funds to provide breakfast without charge to all kindergarten students in the public schools.

SECTION 2. The State Board of Education shall develop and implement a system to evaluate whether and to what extent the expansion of the school breakfast program affects school attendance rates and the frequency of disciplinary problems.

SECTION 3. This act becomes effective July 1, 2001.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

H 1

HOUSE BILL 422

Short Title:	Comm. Coll. Students With Disabilities/Funds.	(Public)
Sponsors:	Representatives McLawhorn, Preston (Primary Sponsors); Allen, Boyd-McIntyre, Church, Cox, Crawford, Dockham, Esposito, Gillespie, Holliman, Hurley, Insko, Jarrell, Kiser, Morris, Rogers, Sherrill, Wainwright, and Warren.	
Referred to:	Appropriations.	

March 1, 2001

A BILL TO BE ENTITLED

AN ACT TO APPROPRIATE FUNDS TO MEET THE NEEDS OF COMMUNITY COLLEGE STUDENTS WITH DISABILITIES.

The General Assembly of North Carolina enacts:

SECTION 1. There is appropriated from the General Fund to the State Board of Community Colleges the sum of five hundred thousand dollars ($500,000) for the 2001-2002 fiscal year and the sum of five hundred thousand dollars ($500,000) for the 2002-2003 fiscal year to meet the needs of students with disabilities who attend institutions of the North Carolina Community Colleges System.

SECTION 2. This act becomes effective July 1, 2001.

MINUTES

HOUSE APPROPRIATIONS SUBCOMMITTEE ON EDUCATION
Wednesday, 13 June 2001
8:30am
Room 421, Legislative Office Building

The House Appropriations Subcommittee on Education met on Wednesday, June 13, at 8:30am, in Room 421 of the Legislative Office Building. Members in attendance were Boyd-McIntyre, Rogers, Younge, Barnhart, Bell, Bonner, McLawhorn, Michaux, Russell, Teague and Warner. Staff in attendance included Charlotte Todd, Kristine Leggett, Jim Newlin and Phillip Price. The Agenda (Exhibit 1) and Visitor Registration Sheet (Exhibit 2) are attached hereto and incorporated into the minutes.

Rep. Boyd-McIntyre presided and called the meeting to order. She began the meeting by welcoming committee members, staff and visitors. Pages in attendance were welcomed and asked to introduce themselves and their sponsoring member.

There were several bills on the agenda to be heard. The chair announced that five minutes would be allowed to present each bill. A copy of each of the bills listed on the agenda is attached hereto and incorporated into the minutes (Exhibit A-W).

Representative Cole offered special provisions to his bill, House Bill 763, Chinqua-Penn Plantation Transfer/Funds. Representative Cole provided the Committee with a handout to further clarify the special provision he offered to the bill (Exhibit 3).

Rep. Insko briefly explained her bill, HB 805, UNC Indigent Psychiatry Funds, and then asked that the bill be re-referred to the proper committee. Rep. Russell moved that it be re-referred to the Committee on Health and Human Services. The motion carried without objection.

Rep. Shubert presented her bill, HB 863, South Piedmont Community College Funds. Rep. Rogers suggested that the bill be re-referred to the Appropriations/Capital Subcommittee. However, the Appropriations Subcommittee on Education would retain a copy of that bill in its box for further consideration.

Rep. Alexander presented HB 954, UNC-Charlotte Teacher Training Program Funds but asked that her other bill H 1103, Cued Speech Funds-2, not be heard on that day.

Rep. Michaux opted to not have his bills HB 1150, Ensure Fairness in School Testing Program and HB 1374 Close Achievement Gap/Funds heard in committee on that day.

With no further business before the committee, the meeting was then adjourned.

Representative Flossie Boyd-McIntyre
Presiding, Co-Chair

Mia Bailey
Committee Assistant

Representative Douglas Y. Yongue
Co-Chair

Representative Gene Rogers
Co-Chair

NORTH CAROLINA HOUSE OF REPRESENTATIVES

AGENDA

Wednesday, June 13, 2001, 8:30 A.M.
Room 421 Legislative Office Building

Representative Flossie Boyd-McIntyre, Chairing

The following bills will be considered

Bill#	Short Title	Sponsor
H341	Comm. Coll. Focused Industrial	Tolson
H1044	ECU Sch. Of Engineering	Tolson
H373	Child Nutrition Personnel Bonus	Yongue
H417	School Technology Funds	Boyd-McIntyre
H443	Comm. Coll. Instructional Trust	Gibson
H525	Special Needs Student/Remove	Russell
H537	Natural Resources Leadership	Culp
H724	LEP Students	Insko
H744	Teach Personal Financial	Hagan & Bingham
H763	Chinqua-Penn Plantation	Cole
H805	UNC Indigent Psychiatry Funds	Insko
H835	DPI Construction Assistance	Russell and Yongue
H863	South Piedmont C.C. Funds	Shubert
H954	UNC-Charlotte Teacher Training	Alexander
H964	ECU Freshwater Marine Research	Rogers
H988	Provide Funding Before New	Michaux & Luebke
H1018	High Priority School Assistance	Yongue, Arnold, Rogers Warner & Bonner
H1039	UNC-TV Funds	Easterling
H1103	Cued Speech Funds-2	Alexander
H1150	Ensure Fairness In School	Michaux
H1337	Additional Support for Beginning	Boyd-McIntyre
H1374	Close Achievement Gap/Funds	Michaux
H1391	No Decrease in FTE Funds/UNC	Miller

Exhibit 1

VISITOR REGISTRATION SHEET

APPROPRIATIONS/Subcommittee on Education **June 13, 2001 – 8:30 A.M.**

Name of Committee Date

VISITORS: PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
[illegible]	[illegible]
[illegible]	WCBS
[illegible]	—
Elizabeth Grollenstein	OSBPM
Scott Rolls	NCCCS
Ann Bellamy	Bellamy Assoc.
[illegible]	NCASA
[illegible]	PSF
Jay Davies	UNC
Clayton Mitcoy	UNC
Debbie Hill	PEP - UNC-GA
Bonnie [illegible]	E. [illegible]
David Bason	OSBPM
[illegible]	SBE
Gene Causby	NCSFSA
[illegible]	NCGA
Austin Burnett	ECU
[illegible]	NCICU
Paul Pulley	NCCCS
Eddie Caldwell	EEBC
JB Williams	UNC
[illegible]	Ch of Comm Gaston
Ellen Phelps	SBE
Carol Lauren	EGIS
[illegible]	[illegible]
[illegible]	Attorney Rali
Anita Watkins	SEANC

Exhibit 2

VISITOR REGISTRATION SHEET

APPROPRIATIONS/Subcommittee on Education **June 13, 2001 – 8:30 A.M.**

Name of Committee Date

VISITORS: PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Ken Q Ray	NCCCS
Robin Allen	CLA
Tom Stern	NCAE
Ron McKinney	"
Jack Polidori	"
T. Pail	Freedom
[illegible]	NCCCS
Tommy Rhodes	NC Community College Faculty Assoc.
[illegible]	[illegible]
Joanne Dunn	NC[illegible]
Mark Fanier	UNCW
Audrey H. Galloway	NCAE
John Rates	NCFPC
Becky Brown	[illegible]
Mark Fleming	NCSU
Charley Rundell	Pitt CC

VISITOR REGISTRATION SHEET

APPROPRIATIONS/Subcommittee on Education **June 13, 2001 – 8:30 A.M.**

Name of Committee Date

VISITORS: PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Meg Jorgensen	Covenant w MT's Advocate

CHINQUA-PENN ACCOUNTS
2000-2001

Friends of Chinqua-Penn Endowment 7-60753, OUC 420198

Principal Fund Balance 6/30/00. . . .	$86,870
99-00 Spending Limit Balance.	$ 3,590
00-01 Spending Limit.	$ 3,900
	$ 7,490
11/00 Balance	$ 6,168

Gift Shop Trust Fund 3-76386, OUC 422301

11/00 Fund Balance	$31,141

Appropriated 2-11095, OUC 422301

7/1/00 Beginning Balance	$23,912
Expenditures to date	$18,557
12/1/00 Balance	$ 5,355
12/00 Tsf. From Business Reserves	$18,254
12/00 Balance	$23,609

Facilities Ops Utilities Budget	$19,000
Chinqua-Penn Utility expenditures through 11/00	$11,232
Balance	$ 7,768

Exhibit 3

Mary Beth

signed by Charles L. on 12/15/00

Exhibit A

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

H 1

HOUSE BILL 341

Short Title:	Comm. Coll. Focused Industrial Training Prog.	(Public)
Sponsors:	Representatives Tolson; Alexander, Baddour, Dockham, Gillespie, Hilton, Kiser, Morris, Preston, and Sherrill.	
Referred to:	Education, if favorable, Appropriations.	

March 1, 2001

A BILL TO BE ENTITLED

AN ACT TO AUTHORIZE THE COMMUNITY COLLEGES SYSTEM TO PAY FEES AND MATERIAL COSTS FOR SOME COMPANIES UNDER THE FOCUSED INDUSTRIAL TRAINING PROGRAM.

The General Assembly of North Carolina enacts:

SECTION 1. Of the funds appropriated to the North Carolina System of Community Colleges for the 2001-2003 fiscal biennium, the State Board of Community Colleges may use up to one hundred thousand dollars ($100,000) each year to pay registration fees and material costs for Occupational Continuing Education or Focused Industrial Training safety courses provided to companies that (i) are eligible to participate in the Focused Industrial Training Program, (ii) have less than 150 employees, and (iii) are found by community college representatives and regional customized training directors to face challenges in paying these fees and costs.

These funds shall not be expended without the prior approval of the North Carolina Community Colleges System Office, Division of Economic and Workforce Development.

SECTION 2. This act becomes effective July 1, 2001.

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2001

H 1

HOUSE BILL 1044*

Short Title:	ECU School of Engineering.	(Public)
Sponsors:	Representatives Tolson; McLawhorn, Tucker, and Warren.	
Referred to:	Appropriations.	

April 10, 2001

A BILL TO BE ENTITLED

AN ACT TO STUDY THE FEASIBILITY OF ESTABLISHING A SCHOOL OF ENGINEERING AT EAST CAROLINA UNIVERSITY AND TO APPROPRIATE FUNDS FOR THAT STUDY.

The General Assembly of North Carolina enacts:

SECTION 1. The Board of Governors of The University of North Carolina shall study the feasibility of establishing a School of Engineering at East Carolina University.

SECTION 2. There is appropriated from the General Fund to the Board of Governors of The University of North Carolina the sum of two hundred thousand dollars ($200,000) for the 2001-2002 fiscal year to conduct the feasibility study.

SECTION 3. This act becomes effective July 1, 2002.

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2001

H 1

HOUSE BILL 373

Short Title:	Child Nutrition Personnel Bonus Funds.	(Public)
Sponsors:	Representatives Yongue, Bonner, Sutton (Primary Sponsors); and Barefoot.	
Referred to:	Appropriations.	

March 1, 2001

A BILL TO BE ENTITLED

AN ACT TO APPROPRIATE FUNDS TO PAY A BONUS TO CHILD NUTRITION PERSONNEL IN THE PUBLIC SCHOOLS.

The General Assembly of North Carolina enacts:

SECTION 1. There is appropriated from the General Fund to State Aid to Local School Administrative Units the sum of eleven million five hundred thousand dollars ($11,500,000) for the 2001-2002 fiscal year and the sum of eleven million five hundred thousand dollars ($11,500,000) for the 2002-2003 fiscal year to pay a bonus to child nutrition personnel. The State Board of Education shall allocate these funds to local school administrative units on the basis of five cents (5¢) for each meal served in the local school administrative unit during the prior school year. In calculating the number of meals served, the State Board shall convert supplemental sales to an equivalent number of meals.

Local school administrative units shall use these funds for a bonus to school-based and central office-based child nutrition employees who (i) were employed as child nutrition employees by the local school administrative unit during the prior school year and (ii) are employed as child nutrition employees by the same local school administrative unit at the time the bonus is paid.

Local school administrative units shall allocate these funds to eligible employees on the basis of a set percentage of each eligible employee's salary. The bonus shall be paid to employees between November 1 and December 15 of the school year.

SECTION 2. This act becomes effective July 1, 2001.

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2001

H 1

HOUSE BILL 417

Short Title:	School Technology Funds.	(Public)
Sponsors:	Representatives Boyd-McIntyre; Alexander, Barefoot, Bonner, Buchanan, Cole, Cunningham, Fox, Hackney, Hill, Jarrell, Jeffus, Luebke, McLawhorn, Oldham, Rogers, Saunders, Wainwright, Warren, Weiss, and Yongue.	
Referred to:	Appropriations.	

March 1, 2001

A BILL TO BE ENTITLED

AN ACT TO APPROPRIATE FUNDS TO THE STATE BOARD OF EDUCATION FOR SCHOOL TECHNOLOGY NEEDS.

The General Assembly of North Carolina enacts:

SECTION 1. There is appropriated from the General Fund to the State Board of Education the sum of thirty-one million four hundred ninety thousand dollars ($31,490,000) for the 2001-2002 fiscal year and the sum of thirty-one million four hundred eighty-eight thousand five hundred forty-four dollars ($31,488,544) for the 2002-2003 fiscal year to be used as follows:

(1) $1,244,619 for each fiscal year to provide a technology facilitator in each low-performing school.

(2) $28,743,925 for each fiscal year to provide a technology facilitator in all schools where students must take the computer skills proficiency exam.

(3) $1,501,456 for each fiscal year to provide on-line resource subscriptions for students, teachers, and parents.

SECTION 2. This act becomes effective July 1, 2001.

Exhibit E

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

H 2

HOUSE BILL 443

Committee Substitute Favorable 4/18/01

Short Title: Comm. Coll. Instructional Trust Fund-AB. (Public)

Sponsors:

Referred to:

March 1, 2001

A BILL TO BE ENTITLED

AN ACT TO APPROPRIATE FUNDS TO ESTABLISH A NORTH CAROLINA COMMUNITY COLLEGES INSTRUCTIONAL TRUST FUND.

Whereas, the General Statutes provide for the establishment of private, nonprofit corporations to support the North Carolina Community Colleges System; and

Whereas, the General Statutes also permit the trustees of each community college "to receive and accept donations, gifts, bequests, and the like from private donors and to apply them or invest any of them and apply the proceeds for purposes and upon the terms which the donor may prescribe and which are consistent with the provisions of this Chapter and the regulations of the State Board of Community Colleges"; and

Whereas, through these enabling statutes, the community colleges have raised millions of dollars to provide scholarships and other forms of student financial aid, capital improvement funds, and multiple other enhancements to the missions of the community colleges; and

Whereas, these funds supplement State appropriations for grants-in-aid to the local colleges; Now, therefore,

The General Assembly of North Carolina enacts:

SECTION 1. Article 3 of Chapter 115D of the General Statutes is amended by adding a new section to read:

"**§ 115D-42. North Carolina Community Colleges Instructional Trust Fund.**

(a) There is established the North Carolina Community Colleges Instructional Trust Fund. The purpose of this Trust Fund is to supplement the funds raised by community college foundations to enhance the academic missions of community colleges.

(b) State funds from the Trust Fund and matching funds raised by foundations shall be used by the board of trustees of a community college only to enhance the academic mission of the college. Expenditures of these funds shall directly relate to education and shall be only for:

(1) Resource center materials;
(2) Professional development of instructional faculty and staff in cases in which (i) professional development will improve the quality of performance provided by the employee and (ii) the employee makes a commitment to remain at the college for a proscribed period of time;
(3) Professional development of instructional faculty and staff in cases in which professional development is necessary to enhance the employee's ability to meet newly mandated instructional or performance requirements;
(4) Endowed scholarships; and
(5) Other purposes authorized by the State Board of Community Colleges that are consistent with the college's mission.

(c) Funds from the Trust Fund shall be matched by a community college foundation on the basis of one dollar ($1.00) in funds from the Trust Fund for each two dollars ($2.00) raised by the foundation. A foundation may apply for matching funds after it raises seventeen thousand dollars ($17,000) in private contributions in a fiscal year.

An allocation of eight thousand five hundred dollars ($8,500) shall be reserved for each college for the period of July 1 to March 1 of a fiscal year. This amount shall be distributed to a college if the chairman of the local community college foundation certifies to the North Carolina Community Colleges System Office, Division of Business and Finance, by March 1 of a fiscal year that matching funds in excess of seventeen thousand dollars ($17,000) were raised. Funds remaining in the Trust Fund after these certifications are honored shall be equally divided among those colleges that certify by May 1 of the fiscal year that matching funds in excess of seventeen thousand dollars ($17,000) were raised.

The certification shall be in writing and shall state that (i) pledged contributions of at least seventeen thousand dollars ($17,000) were received from private donors and deposited in the Academic Improvement Trust account of the foundation during the fiscal year, (ii) the amount pledged has not been used previously for matching purposes; and (iii) the amount pledged and matching State funds shall be used only as provided in subsection (b) of this section.

(d) The college foundation shall be responsible for the accounting of funds in the Academic Improvement Trust Account entrusted to it. The annual audit of the foundation shall include an audit of how funds from the North Carolina Community Colleges Instructional Trust Fund were actually used. This audit shall be available to the State Board of Community Colleges for inspection, upon request."

SECTION 2. There is appropriated from the General Fund to the State Board of Community Colleges the sum of five hundred one thousand five hundred dollars ($501,500) for the 2001-2002 fiscal year and the sum of five hundred one thousand five hundred dollars ($501,500) for the 2002-2003 fiscal year for the North Carolina Community Colleges Instructional Trust Fund established in Section 1 of this act.

1 **SECTION 3.** This act becomes effective July 1, 2001.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

H 1

HOUSE BILL 525

Short Title:	Special Needs Students/Remove Funding Cap.	(Public)
Sponsors:	Representatives Russell; and Preston.	
Referred to:	Appropriations.	

March 8, 2001

A BILL TO BE ENTITLED

AN ACT TO APPROPRIATE FUNDS TO REMOVE THE CAP ON FUNDING FOR CHILDREN WITH SPECIAL NEEDS IN THE PUBLIC SCHOOLS.

The General Assembly of North Carolina enacts:

SECTION 1. There is appropriated from the General Fund to the Department of Public Education for State Aid to Local School Administrative Units the sum of twenty-six million six hundred fifty-eight thousand five hundred twenty-two dollars ($26,658,522) for the 2001-2002 fiscal year and the sum of twenty-six million six hundred fifty-eight thousand five hundred twenty-two dollars ($26,658,522) for the 2002-2003 fiscal year. These funds shall be allocated such that each local school administrative unit shall receive for children with special needs the sum of two thousand six hundred twelve dollars and thirty cents ($2,612.30) per child for all children who are identified as children with special needs. The dollar amounts allocated under this section shall also increase in accordance with legislative salary increments for personnel who serve children with special needs.

SECTION 2. This act becomes effective July 1, 2001.

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2001

H 1

HOUSE BILL 537*

Short Title:	Natural Resources Leadership Funds.	(Public)
Sponsors:	Representative Culp.	
Referred to:	Appropriations.	

March 8, 2001

A BILL TO BE ENTITLED

AN ACT TO APPROPRIATE FUNDS FOR THE NATURAL RESOURCES LEADERSHIP INSTITUTE, A PROJECT OF THE NORTH CAROLINA COOPERATIVE EXTENSION SERVICE.

The General Assembly of North Carolina enacts:

SECTION 1. There is appropriated from the General Fund to the Board of Governors of The University of North Carolina the sum of one hundred fifty thousand dollars ($150,000) for the 2001-2002 fiscal year and the sum of one hundred fifty thousand dollars ($150,000) for the 2002-2003 fiscal year for the Natural Resources Leadership Institute, a project of the North Carolina Cooperative Extension Service at North Carolina State University, to teach leadership, teamwork, communication, conflict resolution, and collaborative problem-solving skills to North Carolinians involved in natural resources management and policy.

SECTION 2. This act becomes effective July 1, 2001.

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2001

H 1

HOUSE BILL 724*

Short Title:	LEP Students.	(Public)
Sponsors:	Representatives Insko; Alexander, Barefoot, Bonner, Cole, Fox, Goodwin, Hackney, Haire, Hall, Lucas, Luebke, Rogers, Saunders, Sutton, Tolson, Wainwright, Weiss, and Yongue.	
Referred to:	Appropriations.	

March 22, 2001

A BILL TO BE ENTITLED

AN ACT TO APPROPRIATE FUNDS FOR STUDENTS WITH LIMITED ENGLISH PROFICIENCY.

The General Assembly of North Carolina enacts:

SECTION 1. There is appropriated from the General Fund to State Aid to Local School Administrative Units the sum of twenty-seven million dollars ($27,000,000) for the 2001-2002 fiscal year and the sum of twenty-seven million dollars ($27,000,000) for the 2002-2003 fiscal year to provide services to students with limited proficiency in the English language. The State Board of Education shall allocate these funds on the basis of one thousand dollars ($1,000) for each student identified in accordance with State Board guidelines as having limited English proficiency.

Local school administrative units shall use funds allocated to them to pay for classroom teachers, teacher assistants, textbooks, classroom materials/instructional supplies/equipment, and staff development for students with limited English proficiency.

A county in which a local school administrative unit receives funds under this section shall use the funds to supplement local current expense funds and shall not supplant local current expense funds.

SECTION 2. This act becomes effective July 1, 2001.

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2001

S 1

SENATE BILL 744

Short Title:	Teach Personal Financial Literacy in Schools.	(Public)
Sponsors:	Senators Hagan, Bingham; Carter, Clodfelter, Cunningham, Dalton, Dannelly, Garrou, Harris, Hartsell, Horton, Jordan, Kinnaird, Metcalf, Miller, Rand, Reeves, Robinson, Swindell, and Wellons.	
Referred to:	Education/Higher Education.	

April 2, 2001

A BILL TO BE ENTITLED

AN ACT TO AUTHORIZE PILOT PROGRAMS ON TEACHING PERSONAL FINANCIAL LITERACY IN THE PUBLIC SCHOOLS.

The General Assembly of North Carolina enacts:

SECTION 1. The State Board of Education shall establish a pilot program authorizing and assisting up to five local school administrative units in the implementation of programs on teaching personal financial literacy. The purpose of the pilot program is to determine the best methods of equipping students with the knowledge and skills they need, before they become self-supporting, to make critical decisions regarding their personal finances. The components of personal financial literacy covered in the pilot program shall include, at a minimum, consumer financial education, personal finance, and personal credit.

Prior to selecting the pilot units, the State Board of Education shall develop a curriculum, materials, and guidelines for local boards of education to use in implementing a program of instruction on personal financial literacy. The State Board shall also provide information to local boards of education on securing public and private grant funds and on using other public and private assets to implement the instructional program.

The State Board of Education shall report to the Joint Legislative Education Oversight Committee prior to January 1, 2002, on the implementation of the program in the pilot units.

SECTION 2. This act is effective when it becomes law.

GENERAL ASSEMBLY OF NORTH CAI

SESSION 2001

H 2

HOUSE BILL 763
Committee Substitute Favorable 5/9/01

Short Title: Chinqua-Penn Plantation Transfer/Funds. (Public)

Sponsors:

Referred to:

March 26, 2001

A BILL TO BE ENTITLED

AN ACT TRANSFERRING THE CHINQUA-PENN PLANTATION TO THE DEPARTMENT OF CULTURAL RESOURCES AND APPROPRIATING FUNDS TO PROMOTE, MANAGE, AND MAINTAIN THE CHINQUA-PENN PLANTATION.

The General Assembly of North Carolina enacts:

SECTION 1.(a) The Chinqua-Penn Plantation in Rockingham County is transferred from The University of North Carolina to the Department of Cultural Resources. The transfer has all the elements of a Type I transfer as defined by G.S. 143A-6(a).

SECTION 1.(b) Friends of Chinqua-Penn funds on deposit with The University of North Carolina shall be transferred to the Department of Cultural Resources for use at the Chinqua-Penn Plantation at the discretion of the Chinqua-Penn Foundation, Inc.

SECTION 2. There is appropriated from the General Fund to the Chinqua-Penn Foundation, Inc., the sum of three hundred thousand dollars ($300,000) for the 2001-2002 fiscal year to promote, manage, and maintain the Chinqua-Penn Plantation.

SECTION 3. This act becomes effective 1 July 2001.

Exhibit K

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

H 1

HOUSE BILL 805

Short Title:	UNC Indigent Psychiatry Funds.	(Public)
Sponsors:	Representatives Insko; and Hackney.	
Referred to:	Appropriations.	

March 26, 2001

A BILL TO BE ENTITLED

AN ACT TO APPROPRIATE FUNDS TO THE DEPARTMENT OF PSYCHIATRY AT THE UNC SCHOOL OF MEDICINE FOR INPATIENT TREATMENT OF INDIGENT PATIENTS IN ORANGE, PERSON, AND CHATHAM COUNTIES.

The General Assembly of North Carolina enacts:

SECTION 1. There is appropriated from the General Fund to the Board of Governors of The University of North Carolina the sum of one hundred eighty-nine thousand dollars ($189,000) for the 2001-2002 fiscal year to be used by the Department of Psychiatry at the UNC School of Medicine for inpatient treatment of indigent patients living within Orange, Chatham, and Person Counties.

SECTION 2. This act becomes effective July 1, 2001.

Exhibit L

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2001

H 1

HOUSE BILL 835

Short Title:	DPI Construction Assistance Funds.	(Public)
Sponsors:	Representatives Russell, Yongue; and Barefoot.	
Referred to:	Appropriations.	

March 28, 2001

A BILL TO BE ENTITLED

AN ACT TO APPROPRIATE FUNDS FOR THE PLANT OPERATION SECTION OF THE DEPARTMENT OF PUBLIC INSTRUCTION.

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 three hundred fifty thousand dollars ($350,000) for the 2001-2002 fiscal year and the sum of three hundred fifty thousand dollars ($350,000) for the 2001-2002 fiscal year for personnel in the Plant Operation Section of the Department of Public Instruction. These funds shall be used by the Department of Public Instruction to reduce the cost to local school administrative units of construction review and assistance services provided by the Department.

SECTION 2. This act becomes effective July 1, 2001.

Exhibit M

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2001

H 1

HOUSE BILL 863

Short Title:	South Piedmont CC Funds.	(Public)
Sponsors:	Representatives Shubert and Gibson.	
Referred to:	Appropriations.	

March 29, 2001

A BILL TO BE ENTITLED

AN ACT TO APPROPRIATE FUNDS FOR EXCEPTIONAL GROWTH AT SOUTH PIEDMONT COMMUNITY COLLEGE.

The General Assembly of North Carolina enacts:

SECTION 1. There is appropriated from the General Fund to the North Carolina Community Colleges System Office the sum of eleven million dollars ($11,000,000) for the 2001-2002 fiscal year for the construction of a convocation center at South Piedmont Community College.

SECTION 2. There is appropriated from the General Fund to the North Carolina Community Colleges System Office the sum of two hundred thousand dollars ($200,000) for the 2001-2002 fiscal year and the sum of two hundred thousand dollars ($200,000) for the 2002-2003 fiscal year to initiate courses in medical sonography and information technology at South Piedmont Community College.

SECTION 3. This act becomes effective July 1, 2001.

Exhibit N

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2001

H 1

HOUSE BILL 954

Short Title:	UNC-Charlotte Teacher Training Program Funds.	(Public)
Sponsors:	Representative Alexander.	
Referred to:	Appropriations.	

April 3, 2001

A BILL TO BE ENTITLED

AN ACT TO APPROPRIATE FUNDS TO ESTABLISH AN AVID TEACHER TRAINING PROGRAM AT THE UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE.

The General Assembly of North Carolina enacts:

SECTION 1. There is appropriated from the General Fund to State Aid to Local School Administrative Units the sum of five hundred thousand dollars ($500,000) for the 2001-2002 fiscal year and the sum of five hundred thousand dollars ($500,000) for the 2002-2003 fiscal year to establish an AVID (Advancement Via Individual Determination) Teacher Training Program at the University of North Carolina at Charlotte. The AVID Teacher Training Program shall train teachers who are working directly with students in AVID Programs in grades six through 12 in the Charlotte-Mecklenburg School System.

The Charlotte-Mecklenburg School System and the University of North Carolina at Charlotte shall jointly administer the AVID Teacher Training Program.

SECTION 2. This act becomes effective July 1, 2001.

Exhibit O

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2001

H 1

HOUSE BILL 964

Short Title:	ECU Freshwater Marine Research Funds.	(Public)
Sponsors:	Representative Rogers.	
Referred to:	Appropriations.	

April 3, 2001

A BILL TO BE ENTITLED

AN ACT TO APPROPRIATE FUNDS TO ENABLE EAST CAROLINA UNIVERSITY TO CONDUCT FRESHWATER MARINE RESEARCH IN WASHINGTON COUNTY.

The General Assembly of North Carolina enacts:

SECTION 1. There is appropriated from the General Fund to the Board of Governors of The University of North Carolina the sum of seven hundred fifty thousand dollars ($750,000) for the 2001-2002 fiscal year to be used by East Carolina University to conduct freshwater marine research in Washington County.

SECTION 2. This act becomes effective July 1, 2001.

Exhibit P

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

H 1

HOUSE BILL 988

Short Title:	Provide Funding Before New Sch. Standards.	(Public)
Sponsors:	Representatives Michaux and Luebke (Primary Sponsors).	
Referred to:	Education.	

April 5, 2001

A BILL TO BE ENTITLED

AN ACT TO SUSPEND THE APPLICATION OF THE STATEWIDE STUDENT ACCOUNTABILITY STANDARDS UNTIL ADEQUATE RESOURCES ARE AVAILABLE TO ENSURE THAT ALL STUDENTS HAVE A FULL AND FAIR OPPORTUNITY TO PASS THESE STANDARDS.

The General Assembly of North Carolina enacts:

SECTION 1. The General Assembly finds that the schools do not have adequate resources to ensure that all students have a full and fair opportunity to pass the Statewide Student Accountability Standards that were approved by the North Carolina State Board of Education; therefore, the Statewide Student Accountability Standards shall not become effective until:

(1) The State Board of Education provides the Joint Legislative Education Oversight Committee with a detailed analysis of the resources needed by local school administrative units to ensure that adequate resources are available to meet the needs of all students subject to the new standards and

(2) The General Assembly finds that adequate resources are available to the schools for this purpose.

SECTION 2. This act is effective when it becomes law.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

H 1

HOUSE BILL 1018*

Short Title:	High Priority School Assistance & Account. Act.	(Public)
Sponsors:	Representatives Yongue, Arnold, Rogers, Warner, Bonner; Barefoot and Wainwright.	
Referred to:	Appropriations.	

April 9, 2001

A BILL TO BE ENTITLED

AN ACT TO ENACT THE NORTH CAROLINA HIGH PRIORITY SCHOOL ASSISTANCE AND ACCOUNTABILITY ACT OF 2001.

The General Assembly of North Carolina enacts:

PART I. TITLE OF ACT.

SECTION 1. This act shall be known as the "North Carolina High Priority School Assistance and Accountability Act of 2001".

PART II. IMMEDIATE ASSISTANCE TO THE HIGHEST PRIORITY ELEMENTARY SCHOOLS.

SECTION 2. There is appropriated from the General Fund to State Aid to Local School Administrative Units the sum of twelve million two hundred forty-six thousand eight hundred seventy-eight dollars ($12,246,878) for the 2001-2002 fiscal year and the sum of fifteen million nine hundred thirty thousand two hundred eighty-five dollars ($15,930,285) for the 2002-2003 fiscal year to provide the State's lowest-performing elementary schools with the tools needed to dramatically improve student achievement. These funds shall be used for the 38 elementary schools at which, for the 1999-2000 school year, over eighty percent (80%) of the students qualified for free or reduced-price lunches and no more than fifty-five percent (55%) of the students performed at or above grade level. Of these funds:

(1) The sum of $7,672,471 for the 2001-2002 fiscal year and the sum of $7,672,471 for the 2002-2003 fiscal year shall be used to reduce class size at each of these schools to ensure that no class in kindergarten through third grade has more than 17 students;

(2) The sum of $3,085,216 for the 2001-2002 fiscal year shall be used to extend teachers' contracts at these schools by 18 days for the 2001-2002 school year and the sum of $6,170,432 for the 2002-2003

fiscal year shall be used to extend teachers' contracts for an additional 18 days for the 2002-2003 school year;

(3) The sum of $745,691 for the 2001-2002 fiscal year shall be used to cover the costs, other than the cost of teacher salaries, of adding at least 10 instructional days to the calendar at these schools during the 2001-2002 school year and the sum of $1,491,382 for the 2002-2003 fiscal year shall be used to cover the costs, other than the cost of teacher salaries, of adding an additional 10 instructional days to the calendar during the 2002-2003 school year;

(4) The sum of $456,000 for the 2001-2002 fiscal year and the sum of $456,000 for the 2002-2003 fiscal year shall be used to provide recruiting and retention incentives, including signing bonuses and housing subsidies, for three teachers at each of these 38 elementary schools for each year; and

(5) The sum of $287,500 for the 2001-2002 fiscal year and the sum of $140,000 for the 2002-2003 fiscal year shall be used to provide State-identified leadership teams for a period of no less than four years to the first five schools requesting leadership teams.

PART III. IMMEDIATE ACTIONS TO ADDRESS TEACHER SHORTAGES. -----FUNDS TO ATTRACT TEACHERS AND TO INCREASE THE NUMBER OF TEACHERS.

SECTION 3. There is appropriated from the General Fund to State Aid to Local School Administrative Units the sum of five million five hundred twenty-one thousand dollars ($5,521,000) for the 2001-2002 fiscal year and the sum of five million three hundred seventy-one thousand dollars ($5,371,000) for the 2002-2003 fiscal year to expand the pool of qualified teachers and to provide recruitment and retention incentives to attract and retain high-quality teachers to low-performing schools and schools with shortages of teachers in certain areas of certification. Of these funds:

(1) The sum of $1,544,000 for the 2001-2002 fiscal year and the sum of $1,544,000 for the 2002-2003 fiscal year shall be used to provide recruitment and retention incentives, including signing bonuses and housing subsidies, to attract teachers to low-performing schools and to schools with shortages of teachers in certain areas of certification to schools not receiving such assistance pursuant to Section 2 of this act;

(2) The sum of $2,577,000 for the 2001-2002 fiscal year and the sum of $2,577,000 for the 2002-2003 fiscal year shall be used to provide full medical and proportional retirement benefits to up to 1000, certified teachers who are not currently teaching as an incentive for them to return to teaching one-half time;

(3) The sum of $1,250,000 for the 2001-2002 fiscal year and the sum of $1,250,000 for the 2002-2003 fiscal year shall be used to pay the salary and educational expenses of up to 500 teacher assistants and noncertified school employees to enable them to complete the

coursework necessary for teacher certification, if they can do so in two years or less; and

(4) The sum of $150,000 for the 2001-2002 fiscal year and the sum of $150,000 for the 2002-2003 fiscal year shall be used to establish a legislative study commission to study wage comparability for teachers, especially teachers who are certified in areas in which there is a shortage of teachers, such as math, science, and special education.

-----FLEXIBILITY TO PROVIDE ON-SITE DAY CARE FOR TEACHERS.

SECTION 3.1. G.S. 115C-105.25(b) is amended by adding a new subdivision to read:

"(b) Subject to the following limitations, local boards of education may transfer and may approve transfers of funds between funding allotment categories:

...

(1a) In accordance with a school improvement plan accepted under G.S. 115C-105.27, up to fifteen percent (15%) of the State funds allocated for teacher assistants may be used for personnel to staff day care centers for teachers' children.

...."

PART IV. COMPREHENSIVE ASSISTANCE TO CONTINUALLY LOW-PERFORMING SCHOOLS.

-----STATE BOARD ASSISTANCE TO CONTINUALLY LOW-PERFORMING SCHOOLS.

SECTION 4. Chapter 115C of the General Statutes is amended by adding a new section to read:

"§ 115C-105.37A. Continually low-performing schools; definition; assistance and intervention; reassignment of students.

(a) Definition of Continually Low-Performing Schools. – A continually low-performing school is a school that has received State-mandated assistance and has been designated by the State Board as low performing for at least two consecutive years or for at least two of three consecutive years. If the State Board identifies a school as continually low performing, the school improvement team at that school shall review its school improvement plan to ensure consistency with the plan adopted pursuant to 115C-105.38(3).

(b) Assistance to Schools That Are Low Performing for Two Years. – If a school that has received State-mandated assistance is designated by the State Board as low performing for two consecutive years or for two of three consecutive years, the State Board shall provide a series of progressive assistance and intervention strategies to that school. These strategies shall be designed to improve student achievement and to maintain student achievement at appropriate levels and may include, to the extent that funds are available for this purpose, assistance such as reductions in class size, extension of teacher and assistant principal contracts, extension of the instructional year, and grant-based assistance.

(c) Intervention in Schools That Are Low Performing for Three or More Years. – The State Board of Education shall develop and implement a series of actions for

providing assistance and intervention to schools that have previously received State-mandated assistance and have been designated by the State Board as low performing for three or more consecutive years or for at least three out of four years. These actions shall be the least intrusive actions that are consistent with the need to improve student achievement at each such school and shall be adapted to the unique characteristics of each such school and the effectiveness of other actions developed or implemented to improve student achievement at each such school."

-----ADDITIONS TO THE LOCAL SUPERINTENDENT'S PLAN TO IMPROVE THE SCHOOL.

SECTION 4.1. G.S. 115C-105.37(a1) reads as rewritten:

"(a1) By July 10 of each year, each local school administrative unit shall do a preliminary analysis of test results to determine which of its schools the State Board may identify as low-performing under this section. The superintendent then shall proceed under G.S. 115C-105.39. In addition, within 30 days of the initial identification of a school as low-performing by the local school administrative unit or the State Board, whichever occurs first, the superintendent shall submit to the local board a preliminary plan for addressing the needs of that ~~school.~~ school, including how the superintendent and other central office administrators will work with the school and monitor the school's progress. Within 30 days of its receipt of this plan, the local board shall vote to approve, modify, or reject this plan. Before the board makes this vote, it shall make the plan available to the public, including the personnel assigned to that school and the parents and guardians of the students who are assigned to the school, and shall allow for written comments. The board shall submit the plan to the State Board within five days of the board's vote. The State Board shall review the plan expeditiously and, if appropriate, may offer recommendations to modify the plan. The local board shall consider any recommendations made by the State Board."

-----ADDITIONAL INCENTIVE AWARDS AT CONTINUALLY LOW-PERFORMING SCHOOLS.

SECTION 4.2. The State Board of Education may adopt policies providing for larger incentive awards for employees in continually low-performing schools than for employees at other schools. Teachers and certified personnel in continually low-performing schools that achieve higher than expected improvements may receive incentive awards of up to three thousand dollars ($3,000). Teachers and certified personnel in continually low-performing schools that meet the expected improvements may receive incentive awards of up to one thousand five hundred dollars ($1,500).

-----APPROPRIATIONS FOR CONTINUALLY LOW-PERFORMING SCHOOLS, BEGINNING WITH THE 2002-2003 FISCAL YEAR.

SECTION 4.3. There is appropriated from the General Fund to the State Board of Education the sum of four million five hundred seventy-three one hundred ninety-six dollars ($4,573,196) for the 2002-2003 fiscal year. These funds shall be used to implement any of the following strategies at the school that have not previously been implemented with State funds:

(1) The sum of $3,062,520 for the 2002-2003 fiscal year shall be used to reduce class size at a continually low-performing school to ensure that

the maximum number of students in a class at kindergarten through the third-grade level is 17 and that the maximum number of students in a class at the fourth through the twelfth-grade level is 20;

(2) The sum of $1,024,844 for the 2002-2003 fiscal year shall be used to extend the contracts of teachers to 11 months in continually low-performing schools;

(3) The sum of $435,832 for the 2002-2003 fiscal year shall be used to cover the costs, other than teacher salaries, necessary to extend the instructional year to 190 days in continually low-performing schools; and

(4) The sum of $50,000 for the 2002-2003 fiscal year shall be used to provide signing bonuses for principals who commit to work for three years in a continually low-performing school. The bonus shall not exceed ten thousand dollars ($10,000) and shall be paid in the following installments: thirty-three percent (33%) up front, seventeen percent (17%) after the first year, seventeen percent (17%) after the second year, and thirty-three percent (33%) after the third year.

PART V. EFFECTIVE DATE.

SECTION 5. Sections 2, 3, and 4.3 of this act become effective July 1, 2001. The remainder of this act is effective when it becomes law.

Exhibit R

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

H 1

HOUSE BILL 1039*

Short Title:	Funds for UNC-TV.	(Public)
Sponsors:	Representatives Easterling; Alexander, Barefoot, Culpepper, Cunningham, Earle, Gulley, Hensley, Saunders, and Tolson.	
Referred to:	Appropriations.	

April 10, 2001

A BILL TO BE ENTITLED

AN ACT TO APPROPRIATE FUNDS FOR THE CENTER FOR PUBLIC TELEVISION.

The General Assembly of North Carolina enacts:

SECTION 1. There is appropriated from the General Fund to the Board of Governors of The University of North Carolina the sum of three hundred twenty-five thousand dollars ($325,000) for the 2001-2002 fiscal year for the Center for Public Television (UNC-TV). The funds shall be used for the production of the program "Carolina Calling".

SECTION 2. This act becomes effective July 1, 2002.

Exhibit S

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2001

H 1

HOUSE BILL 1103*

Short Title: Cued Speech Funds-2. (Public)

Sponsors: Representatives Alexander; Barefoot and Wainwright.

Referred to: Appropriations.

April 11, 2001

A BILL TO BE ENTITLED

AN ACT TO APPROPRIATE FUNDS FOR THE CUED SPEECH CENTER.

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 one hundred thousand dollars ($100,000) for the 2001-2002 fiscal year and the sum of one hundred thousand dollars ($100,000) for the 2002-2003 fiscal year. These funds shall be allocated to the Cued Speech Center, Inc., for continuation of needed services to hearing-impaired children.

SECTION 2. This act becomes effective July 1, 2001.

Exhibit T

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

H 1

HOUSE BILL 1150*

Short Title:	Ensure Fairness in School Testing Program.	(Public)
Sponsors:	Representatives Michaux; Luebke, Fitch, Wainwright, Adams, and Weiss.	
Referred to:	Education.	

April 12, 2001

A BILL TO BE ENTITLED

AN ACT TO ENSURE FAIRNESS IN THE NORTH CAROLINA STATEWIDE TESTING PROGRAM.

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 115C-288(a) reads as rewritten:

"(a) To Grade and Classify Pupils. – The principal shall have authority to grade and classify ~~pupils except a~~ pupils. In determining the appropriate grade for a pupil who is already attending a public school, the principal shall consider the pupil's classroom work and grades, the quality of the instruction the pupil has received in the public schools, the pupil's scores on standardized tests, and the best educational interests of the pupil. The principal shall not make the decision solely on the basis of standardized test scores.

A principal shall not require additional testing of a student entering a public school from a school governed under Article 39 of this Chapter if test scores from a nationally standardized test or nationally standardized equivalent measure that are adequate to determine the appropriate placement of the child are available."

SECTION 2. G.S. 115C-47 is amended by adding a new subdivision to read:

"**§ 115C-47. Powers and duties generally.**

In addition to the powers and duties designated in G.S. 115C-36, local boards of education shall have the power or duty:

...

(39) To Provide a Right to Appeal the Decision to Retain a Child. – If local board policy requires that a child be retained at a grade level or that a child attend summer school, based on the child's standardized test scores, that local policy shall also provide the child's parent or guardian the right to appeal the decision. The right to appeal shall provide, at a minimum, for clear notice of the parent's rights, the right

to have an advocate present at the hearing, the right to ask questions of school officials, the right to obtain records and information from the school including a child's test questions and answers, and the right to present information and evidence on behalf of the child."

SECTION 3. Chapter 115C of the General Statutes is amended by adding a new section to read:

"**§ 115C-174.13A. Parental right to receive test results.**

A school shall provide a student's parent or guardian a copy of any test administered to the student pursuant to this Article and a copy of the student's actual graded or evaluated test."

SECTION 4. Part 3 of Article 8B of Chapter 115C of the General Statutes is amended by adding the following new section to read:

"**§ 115C-105.41. Students who have been placed at risk of academic failure; personal education plans.**

Local school administrative units shall identify students in all grades who have been placed at risk for academic failure and implement a personal education plan for academic improvement with focused intervention and performance benchmarks. Identification shall occur as early as can reasonably be done and can be based on grades, observations, and other factors that teachers and administrators consider appropriate, without having to await the results of end-of-grade or end-of-course tests. At the beginning of the school year a personal education plan shall be developed for any student not performing at least at grade level, as identified by the State end-of-grade test; if, however, a student's performance appears to be falling below State proficiency standards at any time during the school year, a personal education plan shall be developed. Focused intervention and acceleration activities may include, among other things, summer school, Saturday school, and extended days. Local school administrative units shall provide these activities and transportation free of charge to students."

SECTION 5. G.S. 115C-174.12(a) reads as rewritten:

"(a) ~~The State Board of Education shall review the tests being administered through State and local testing programs and shall select the tests that it believes are necessary to provide the best measures of the levels of academic achievement attained by students in various subject areas.~~ The State Board of Education shall ~~also~~ establish policies and guidelines necessary for minimizing the time students spend taking tests administered through State and local testing programs and for otherwise carrying out the provisions of this Article. The State Board of Education shall also establish policies and guidelines regarding the testing of children with disabilities. These policies shall, at a minimum, (i) provide broad accommodations and alternative methods of assessment that are consistent with a child's individual education and Section 504 plans, (ii) prohibit the use of statewide tests to determine whether a child with disabilities graduates or is promoted, and (iii) provide parents with extensive training and information about the statewide testing program and options for students with disabilities. The State Board shall report its proposed policies and proposed changes in policies to the Joint Legislative Education Oversight Committee prior to adoption."

SECTION 6. The State Board of Education shall develop testing instruments, strategies, policies, and guidelines that allow students with limited English proficiency to take State-mandated mathematics tests in the students' native languages. The State Board shall report to the Joint Legislative Education Oversight Committee on proposed policies and guidelines prior to adoption.

SECTION 7. The Joint Legislative Education Oversight Committee shall contract with an outside consultant to independently assess the statewide testing program. The consultant shall consider and report to the State Board prior to January 1, 2002, on the reliability, validity, and fairness of State tests that are or will be used for grade promotion, retention, remedial placement, and graduation purposes.

SECTION 8.(a) There is appropriated from the General Fund to the General Assembly the sum of two hundred fifty thousand dollars ($250,000) for the 2001-2002 fiscal year to implement the provisions of Section 6 of this act.

SECTION 8.(b) There is appropriated from the General Fund to the State Board of Education the sum of two hundred fifty thousand dollars ($250,000) for the 2001-2002 fiscal year to implement the remainder of this act.

SECTION 9. Sections 1 through 5 of this act become effective July 1, 2001. The remainder of this act is effective when it becomes law.

Exhibit U

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2001

H 1

HOUSE BILL 1337

Short Title:	Additional Support for Beginning Teachers.	(Public)
Sponsors:	Representatives Boyd-McIntyre; and Wainwright.	
Referred to:	Education.	

April 12, 2001

A BILL TO BE ENTITLED

AN ACT TO PROVIDE ADDITIONAL SUPPORT FOR INITIALLY LICENSED TEACHERS.

The General Assembly of North Carolina enacts:

SECTION 1. The State Board of Education shall modify the Performance-Based Licensure Program to provide additional support for initially licensed teachers. This additional support shall include:

(1) An optional three additional days of employment annually for initially certified teachers and their mentors during the first and second years of teaching for orientation, classroom preparation, and other purposes;

(2) An optional three additional days of employment during the year the teacher submits a performance-based product, for work on that product;

(3) An optional three additional days of employment during the third year of teaching for initially certified teachers and their mentors. These days shall be available only for initially certified teachers who did not earn a passing score on the performance-based product during the second year of teaching; and

(4) The option of submitting the performance-based product during the second or third year of teaching.

SECTION 2. This act becomes effective July 1, 2001.

Exhibit V

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

H 1

HOUSE BILL 1374

Short Title:	Close the Achievement Gap/Funds.	(Public)
Sponsors:	Representatives Michaux; Adams, Blue, Hunter, Oldham, Wainwright, and Womble.	
Referred to:	Appropriations.	

April 25, 2001

A BILL TO BE ENTITLED

AN ACT TO APPROPRIATE FUNDS TO THE STATE BOARD OF EDUCATION TO CONTINUE THE WORK OF THE CONSORTIUM OF THE HISTORICALLY MINORITY COLLEGE AND UNIVERSITY INITIATIVE TO DETERMINE THE BEST METHODS FOR CLOSING THE ACHIEVEMENT GAP AMONG CHILDREN OF VARIOUS DEMOGRAPHIC GROUPS WHO ARE PERFORMING BELOW GRADE LEVEL.

The General Assembly of North Carolina enacts:

SECTION 1. There is appropriated from the General Fund to the Board of Governors of The University of North Carolina the sum of five hundred thousand dollars ($500,000) for the 2001-2002 fiscal year to continue to support the Historically Minority College and University initiative to close the achievement gap established in Section 8.28 of S.L. 2000-67.

SECTION 2. The consortium of the Historically Minority College and University initiative shall continue its work, as provided in Section 8.28(i) of S.L. 2000-67, to determine the best practices and methodologies for closing the achievement gap among children of various demographic groups who are performing below grade level. The State Board of Education and the Research Council of the Education Cabinet shall make an interim report regarding its findings and recommendations to the Joint Legislative Education Oversight Committee by March 15, 2003, and shall make a final report by March 15, 2004, to the Joint Legislative Education Oversight Committee.

SECTION 3. This act becomes effective July 1, 2001.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

H

HOUSE BILL 1391

Short Title:	No Decrease in FTE Funds/UNC System.	(Public)
Sponsors:	Representatives Miller; Bell, Hunter, Lucas, Luebke, Michaux, Oldham, Wainwright, and Womble.	
Referred to:	Appropriations.	

April 26, 2001

A BILL TO BE ENTITLED

AN ACT TO PROVIDE THAT NO CONSTITUENT INSTITUTION OF THE UNIVERSITY OF NORTH CAROLINA SHALL RECEIVE LESS IN STATE FUNDING FOR THE ENROLLMENT OF FULL-TIME EQUIVALENT STUDENTS THAN WAS RECEIVED BY THE CONSTITUENT INSTITUTION FOR THE PRIOR FISCAL YEAR.

The General Assembly of North Carolina enacts:

SECTION 1. Part 3 of Article 1 of Chapter 116 of the General Statutes is amended by adding a new section to read:

"**§ 116-40.7. No decrease in FTE funding for constituent institutions.**

Notwithstanding any other provision of law, each constituent institution shall receive an allocation of State funds each fiscal year for full-time student enrollment that equals or is greater than the State funds allocated to the institution for full-time student enrollment in the preceding fiscal year."

SECTION 2. This act becomes effective July 1, 2001.

MINUTES
HOUSE APPROPRIATIONS/Subcommittee on Education

June 14, 2001, 8:30 a.m.

The House appropriations/Subcommittee on Education met Thursday, June 14, 2001 at 8:30 a.m. in Room 421 of the Legislative Office Building with Rep. Gene Rogers, Chair presiding. House members present were Rep. Rogers, Chair, Rep. Boyd-McIntyre, Chair, Rep. Yongue, Chair, Representatives Bell, Bonner, Carpenter, Michaux, Preston, Russell, Smith and Teague. Fiscal staff present were Jim Newlin, Philip Price, Charlotte Todd and Kristine Leggett. There were twenty-five visitors.

Rep. Rogers, Chair called the meeting to order. He introduced the pages for the meeting: Russell Stackhouse from Wayne County, sponsored by Rep. Phil Baddour, Natalie Cantler, Jackson County, sponsored by Rep. Phil Haire, and Andrea Shehan, Hoke County, sponsored by Rep. Doug Yongue.

Rep. Rogers, Chair introduced the following Representatives to explain their bills:

Rep. Yongue, HB 373, A BILL TO BE ENTITLED AN ACT TO APPROPRIATE FUNDS TO PAY A BONUS TO CHILD NUTRITION PERSONNEL IN THE PUBLIC SCHOOLS.

Rep. Russell, HB 835, A BILL TO BE ENTITLED AN ACT TO APPROPRIATE FUNDS FOR THE PLANT OPERATION SECTION OF THE DEPARTMENT OF PUBLIC INSTRUCTION.

Rep. Yongue, HB 1018, A BILL TO BE ENTITLED AN ACT TO ENACT THE NORTH CAROLINA HIGH PRIORITY SCHOOL ASSISTANCE AND ACCOUNTABILITY ACT OF 2001.

Rep. Boyd-McIntyre, HB 417, A BILL TO BE ENTITLED AN ACT TO APPROPRIATE FUNDS TO THE STATE BOARD OF EDUCATION FOR SCHOOL TECHNOLOGY NEEDS. Rep. Boyd-McIntyre asked Frances

MINUTES
Appropriations/Subcommittee on Education
June 14, 2001, 8:30 a.m.

Bradburn from DPI to clarify points on School Technology – Computer Technology.

Rep. Underhill, HB 1004, A BILL TO BE ENTITLED AN ACT TO ADD ANSON COUNTY AND PAMLICO COUNTY TO THE MODEL TEACHER EDUCATION CONSORTIUM.

While waiting for the next bill presenter, Rep. Russell questioned the Chair about the budget bill. Rep. Rogers responded that the committee would be looking at the House Report and Special Provisions next week before it went to the full Chairs. Rep. Carpenter also asked about flagged items on bills discussed. The Chair stated that the Committee would have an opportunity to amend or change and consider things flagged at a future meeting but would have to stay within the availability for the three educational institutions.

Rep. Easterling, HB 1039, A BILL TO BE ENTITLED AN ACT TO APPROPRIATE FUNDS FOR THE CENTER FOR PUBLIC TELEVISION.

The Chair received information that Rep. Luebke would be unable to attend the meeting to present his bills, HB 1412 and HB 1413.

Rep. Boyd McIntyre, HB 1337, A BILL TO BE ENTITLED AN ACT TO PROVIDE ADDITIONAL SUPPORT FOR INITIALLY LICENSED TEACHERS. Rep. Boyd McIntyre called on Audrey Galloway from NCAE to comment on the bill.

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In the absence of Rep. Shubert, Rep. Rogers explained Rep. Shubert's HB 1211, A BILL TO BE ENTITLED AN ACT TO PROVIDE THAT CONSTITUENT INSTITUTIONS OF THE UNIVERSITY OF NORTH CAROLINA SHALL NOT OFFER REMEDIAL EDUCATION PROGRAMS. Rep. Rogers called on Jim Newlin, Fiscal Staff to comment on the bill.

Rep. Miller presented HB 1392, A BILL TO BE ENTITLED AN ACT TO PROVIDE THAT FUNDS APPROPRIATED BY THE GENERAL ASSEMBLY FOR THE 2001-2002 FISCAL YEAR TO THE BOARD OF GOVERNORS FOR NEED-BASED FINANCIAL AID SHALL BE ALLOCATED ONLY TO CONSTITUENT INSTITUTIONS THAT ARE NOT RESEARCH INSTITUTES.

After bills were presented, questions and discussion followed.

There being no further business, the meeting adjourned at 9:25 a.m.

Respectfully submitted,

Representative Gene Rogers
Chair

Sally Gillis
Committee Assistant

House Appropriations Subcommittee on Education

Agenda

Thursday, June 14, 2001, 8:30 a.m.
Room 421, Legislative Office Building

Representative Gene Rogers, Chairing

Presentation of Bills

Bill Sponsors

The following bills will be considered:

Bill#	Short Title	Sponsor
H373	Child Nutrition Personnel Bonus	Yongue
H835	DPI Construction Assistance	Russell & Yongue
H1018	High Priority School Assistance	Yongue, Arnold, Rogers, Warner & Bonner
H1039	UNC-TV Funds	Easterling
H1337	Additional Support for Beginning Teachers	Boyd-McIntyre
H1392	Amend UNC Financial Need-Based Aid	Miller
H1412	Aid to Private Colleges/Upper Income Students	Luebke
H1413	NC Science & Math School	Luebke
H1004	Anson/Pamlico Model Teacher Education Consortium	Gibson
H1211	UNC System-No Remedial Education	Shubert
H417	School Technology Funds	Boyd-McIntyre

Adjournment

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

H 1

HOUSE BILL 373

Short Title:	Child Nutrition Personnel Bonus Funds.	(Public)
Sponsors:	Representatives Yongue, Bonner, Sutton (Primary Sponsors); and Barefoot.	
Referred to:	Appropriations.	

March 1, 2001

A BILL TO BE ENTITLED

AN ACT TO APPROPRIATE FUNDS TO PAY A BONUS TO CHILD NUTRITION PERSONNEL IN THE PUBLIC SCHOOLS.

The General Assembly of North Carolina enacts:

SECTION 1. There is appropriated from the General Fund to State Aid to Local School Administrative Units the sum of eleven million five hundred thousand dollars ($11,500,000) for the 2001-2002 fiscal year and the sum of eleven million five hundred thousand dollars ($11,500,000) for the 2002-2003 fiscal year to pay a bonus to child nutrition personnel. The State Board of Education shall allocate these funds to local school administrative units on the basis of five cents (5¢) for each meal served in the local school administrative unit during the prior school year. In calculating the number of meals served, the State Board shall convert supplemental sales to an equivalent number of meals.

Local school administrative units shall use these funds for a bonus to school-based and central office-based child nutrition employees who (i) were employed as child nutrition employees by the local school administrative unit during the prior school year and (ii) are employed as child nutrition employees by the same local school administrative unit at the time the bonus is paid.

Local school administrative units shall allocate these funds to eligible employees on the basis of a set percentage of each eligible employee's salary. The bonus shall be paid to employees between November 1 and December 15 of the school year.

SECTION 2. This act becomes effective July 1, 2001.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

H 1

HOUSE BILL 835

Short Title:	DPI Construction Assistance Funds.	(Public)
Sponsors:	Representatives Russell, Yongue; and Barefoot.	
Referred to:	Appropriations.	

March 28, 2001

A BILL TO BE ENTITLED

AN ACT TO APPROPRIATE FUNDS FOR THE PLANT OPERATION SECTION OF THE DEPARTMENT OF PUBLIC INSTRUCTION.

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 three hundred fifty thousand dollars ($350,000) for the 2001-2002 fiscal year and the sum of three hundred fifty thousand dollars ($350,000) for the 2001-2002 fiscal year for personnel in the Plant Operation Section of the Department of Public Instruction. These funds shall be used by the Department of Public Instruction to reduce the cost to local school administrative units of construction review and assistance services provided by the Department.

SECTION 2. This act becomes effective July 1, 2001.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

H 1

HOUSE BILL 1018*

Short Title:	High Priority School Assistance & Account. Act.	(Public)
Sponsors:	Representatives Yongue, Arnold, Rogers, Warner, Bonner; Barefoot and Wainwright.	
Referred to:	Appropriations.	

April 9, 2001

A BILL TO BE ENTITLED

AN ACT TO ENACT THE NORTH CAROLINA HIGH PRIORITY SCHOOL ASSISTANCE AND ACCOUNTABILITY ACT OF 2001.

The General Assembly of North Carolina enacts:

PART I. TITLE OF ACT.

SECTION 1. This act shall be known as the "North Carolina High Priority School Assistance and Accountability Act of 2001".

PART II. IMMEDIATE ASSISTANCE TO THE HIGHEST PRIORITY ELEMENTARY SCHOOLS.

SECTION 2. There is appropriated from the General Fund to State Aid to Local School Administrative Units the sum of twelve million two hundred forty-six thousand eight hundred seventy-eight dollars ($12,246,878) for the 2001-2002 fiscal year and the sum of fifteen million nine hundred thirty thousand two hundred eighty-five dollars ($15,930,285) for the 2002-2003 fiscal year to provide the State's lowest-performing elementary schools with the tools needed to dramatically improve student achievement. These funds shall be used for the 38 elementary schools at which, for the 1999-2000 school year, over eighty percent (80%) of the students qualified for free or reduced-price lunches and no more than fifty-five percent (55%) of the students performed at or above grade level. Of these funds:

(1) The sum of $7,672,471 for the 2001-2002 fiscal year and the sum of $7,672,471 for the 2002-2003 fiscal year shall be used to reduce class size at each of these schools to ensure that no class in kindergarten through third grade has more than 17 students;

(2) The sum of $3,085,216 for the 2001-2002 fiscal year shall be used to extend teachers' contracts at these schools by 18 days for the 2001-2002 school year and the sum of $6,170,432 for the 2002-2003

fiscal year shall be used to extend teachers' contracts for an additional 18 days for the 2002-2003 school year;

(3) The sum of $745,691 for the 2001-2002 fiscal year shall be used to cover the costs, other than the cost of teacher salaries, of adding at least 10 instructional days to the calendar at these schools during the 2001-2002 school year and the sum of $1,491,382 for the 2002-2003 fiscal year shall be used to cover the costs, other than the cost of teacher salaries, of adding an additional 10 instructional days to the calendar during the 2002-2003 school year;

(4) The sum of $456,000 for the 2001-2002 fiscal year and the sum of $456,000 for the 2002-2003 fiscal year shall be used to provide recruiting and retention incentives, including signing bonuses and housing subsidies, for three teachers at each of these 38 elementary schools for each year; and

(5) The sum of $287,500 for the 2001-2002 fiscal year and the sum of $140,000 for the 2002-2003 fiscal year shall be used to provide State-identified leadership teams for a period of no less than four years to the first five schools requesting leadership teams.

PART III. IMMEDIATE ACTIONS TO ADDRESS TEACHER SHORTAGES. -----FUNDS TO ATTRACT TEACHERS AND TO INCREASE THE NUMBER OF TEACHERS.

SECTION 3. There is appropriated from the General Fund to State Aid to Local School Administrative Units the sum of five million five hundred twenty-one thousand dollars ($5,521,000) for the 2001-2002 fiscal year and the sum of five million three hundred seventy-one thousand dollars ($5,371,000) for the 2002-2003 fiscal year to expand the pool of qualified teachers and to provide recruitment and retention incentives to attract and retain high-quality teachers to low-performing schools and schools with shortages of teachers in certain areas of certification. Of these funds:

(1) The sum of $1,544,000 for the 2001-2002 fiscal year and the sum of $1,544,000 for the 2002-2003 fiscal year shall be used to provide recruitment and retention incentives, including signing bonuses and housing subsidies, to attract teachers to low-performing schools and to schools with shortages of teachers in certain areas of certification to schools not receiving such assistance pursuant to Section 2 of this act;

(2) The sum of $2,577,000 for the 2001-2002 fiscal year and the sum of $2,577,000 for the 2002-2003 fiscal year shall be used to provide full medical and proportional retirement benefits to up to 1000, certified teachers who are not currently teaching as an incentive for them to return to teaching one-half time;

(3) The sum of $1,250,000 for the 2001-2002 fiscal year and the sum of $1,250,000 for the 2002-2003 fiscal year shall be used to pay the salary and educational expenses of up to 500 teacher assistants and noncertified school employees to enable them to complete the

coursework necessary for teacher certification, if they can do so in two years or less; and

(4) The sum of $150,000 for the 2001-2002 fiscal year and the sum of $150,000 for the 2002-2003 fiscal year shall be used to establish a legislative study commission to study wage comparability for teachers, especially teachers who are certified in areas in which there is a shortage of teachers, such as math, science, and special education.

-----FLEXIBILITY TO PROVIDE ON-SITE DAY CARE FOR TEACHERS.

SECTION 3.1. G.S. 115C-105.25(b) is amended by adding a new subdivision to read:

"(b) Subject to the following limitations, local boards of education may transfer and may approve transfers of funds between funding allotment categories:

...

(1a) In accordance with a school improvement plan accepted under G.S. 115C-105.27, up to fifteen percent (15%) of the State funds allocated for teacher assistants may be used for personnel to staff day care centers for teachers' children.

...."

PART IV. COMPREHENSIVE ASSISTANCE TO CONTINUALLY LOW-PERFORMING SCHOOLS.

-----STATE BOARD ASSISTANCE TO CONTINUALLY LOW-PERFORMING SCHOOLS.

SECTION 4. Chapter 115C of the General Statutes is amended by adding a new section to read:

"§ 115C-105.37A. Continually low-performing schools; definition; assistance and intervention; reassignment of students.

(a) Definition of Continually Low-Performing Schools. – A continually low-performing school is a school that has received State-mandated assistance and has been designated by the State Board as low performing for at least two consecutive years or for at least two of three consecutive years. If the State Board identifies a school as continually low performing, the school improvement team at that school shall review its school improvement plan to ensure consistency with the plan adopted pursuant to 115C-105.38(3).

(b) Assistance to Schools That Are Low Performing for Two Years. – If a school that has received State-mandated assistance is designated by the State Board as low performing for two consecutive years or for two of three consecutive years, the State Board shall provide a series of progressive assistance and intervention strategies to that school. These strategies shall be designed to improve student achievement and to maintain student achievement at appropriate levels and may include, to the extent that funds are available for this purpose, assistance such as reductions in class size, extension of teacher and assistant principal contracts, extension of the instructional year, and grant-based assistance.

(c) Intervention in Schools That Are Low Performing for Three or More Years. – The State Board of Education shall develop and implement a series of actions for

providing assistance and intervention to schools that have previously received State-mandated assistance and have been designated by the State Board as low performing for three or more consecutive years or for at least three out of four years. These actions shall be the least intrusive actions that are consistent with the need to improve student achievement at each such school and shall be adapted to the unique characteristics of each such school and the effectiveness of other actions developed or implemented to improve student achievement at each such school."

-----ADDITIONS TO THE LOCAL SUPERINTENDENT'S PLAN TO IMPROVE THE SCHOOL.

SECTION 4.1. G.S. 115C-105.37(a1) reads as rewritten:

"(a1) By July 10 of each year, each local school administrative unit shall do a preliminary analysis of test results to determine which of its schools the State Board may identify as low-performing under this section. The superintendent then shall proceed under G.S. 115C-105.39. In addition, within 30 days of the initial identification of a school as low-performing by the local school administrative unit or the State Board, whichever occurs first, the superintendent shall submit to the local board a preliminary plan for addressing the needs of that ~~school.~~ school, including how the superintendent and other central office administrators will work with the school and monitor the school's progress. Within 30 days of its receipt of this plan, the local board shall vote to approve, modify, or reject this plan. Before the board makes this vote, it shall make the plan available to the public, including the personnel assigned to that school and the parents and guardians of the students who are assigned to the school, and shall allow for written comments. The board shall submit the plan to the State Board within five days of the board's vote. The State Board shall review the plan expeditiously and, if appropriate, may offer recommendations to modify the plan. The local board shall consider any recommendations made by the State Board."

-----ADDITIONAL INCENTIVE AWARDS AT CONTINUALLY LOW-PERFORMING SCHOOLS.

SECTION 4.2. The State Board of Education may adopt policies providing for larger incentive awards for employees in continually low-performing schools than for employees at other schools. Teachers and certified personnel in continually low-performing schools that achieve higher than expected improvements may receive incentive awards of up to three thousand dollars ($3,000). Teachers and certified personnel in continually low-performing schools that meet the expected improvements may receive incentive awards of up to one thousand five hundred dollars ($1,500).

-----APPROPRIATIONS FOR CONTINUALLY LOW-PERFORMING SCHOOLS, BEGINNING WITH THE 2002-2003 FISCAL YEAR.

SECTION 4.3. There is appropriated from the General Fund to the State Board of Education the sum of four million five hundred seventy-three one hundred ninety-six dollars ($4,573,196) for the 2002-2003 fiscal year. These funds shall be used to implement any of the following strategies at the school that have not previously been implemented with State funds:

(1) The sum of $3,062,520 for the 2002-2003 fiscal year shall be used to reduce class size at a continually low-performing school to ensure that

the maximum number of students in a class at kindergarten through the third-grade level is 17 and that the maximum number of students in a class at the fourth through the twelfth-grade level is 20;

(2) The sum of $1,024,844 for the 2002-2003 fiscal year shall be used to extend the contracts of teachers to 11 months in continually low-performing schools;

(3) The sum of $435,832 for the 2002-2003 fiscal year shall be used to cover the costs, other than teacher salaries, necessary to extend the instructional year to 190 days in continually low-performing schools; and

(4) The sum of $50,000 for the 2002-2003 fiscal year shall be used to provide signing bonuses for principals who commit to work for three years in a continually low-performing school. The bonus shall not exceed ten thousand dollars ($10,000) and shall be paid in the following installments: thirty-three percent (33%) up front, seventeen percent (17%) after the first year, seventeen percent (17%) after the second year, and thirty-three percent (33%) after the third year.

PART V. EFFECTIVE DATE.

SECTION 5. Sections 2, 3, and 4.3 of this act become effective July 1, 2001. The remainder of this act is effective when it becomes law.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

H 1

HOUSE BILL 417

Short Title:	School Technology Funds.	(Public)
Sponsors:	Representatives Boyd-McIntyre; Alexander, Barefoot, Bonner, Buchanan, Cole, Cunningham, Fox, Hackney, Hill, Jarrell, Jeffus, Luebke, McLawhorn, Oldham, Rogers, Saunders, Wainwright, Warren, Weiss, and Yongue.	
Referred to:	Appropriations.	

March 1, 2001

A BILL TO BE ENTITLED

AN ACT TO APPROPRIATE FUNDS TO THE STATE BOARD OF EDUCATION FOR SCHOOL TECHNOLOGY NEEDS.

The General Assembly of North Carolina enacts:

SECTION 1. There is appropriated from the General Fund to the State Board of Education the sum of thirty-one million four hundred ninety thousand dollars ($31,490,000) for the 2001-2002 fiscal year and the sum of thirty-one million four hundred eighty-eight thousand five hundred forty-four dollars ($31,488,544) for the 2002-2003 fiscal year to be used as follows:

(1) $1,244,619 for each fiscal year to provide a technology facilitator in each low-performing school.

(2) $28,743,925 for each fiscal year to provide a technology facilitator in all schools where students must take the computer skills proficiency exam.

(3) $1,501,456 for each fiscal year to provide on-line resource subscriptions for students, teachers, and parents.

SECTION 2. This act becomes effective July 1, 2001.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

H 1

HOUSE BILL 1004*

Short Title:	Anson Co/Model Teacher Ed. Consortium.	(Public)
Sponsors:	Representatives Gibson; and Goodwin.	
Referred to:	Education.	

April 9, 2001

A BILL TO BE ENTITLED

AN ACT TO ADD ANSON COUNTY TO THE MODEL TEACHER EDUCATION CONSORTIUM.

The General Assembly of North Carolina enacts:

SECTION 1. Anson County is added as a county in the Model Teacher Education Consortium that was established in Section 72 of Chapter 752 of the 1989 Session Laws and shall be included as a part of the Model Teacher Education Consortium on and after the effective date of this act. Anson County, along with the other members of the Model Teacher Education Consortium, shall be served out of existing funds.

SECTION 2. This act is effective when it becomes law.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

H 1

HOUSE BILL 1039*

Short Title:	Funds for UNC-TV.	(Public)
Sponsors:	Representatives Easterling; Alexander, Barefoot, Culpepper, Cunningham, Earle, Gulley, Hensley, Saunders, and Tolson.	
Referred to:	Appropriations.	

April 10, 2001

A BILL TO BE ENTITLED

AN ACT TO APPROPRIATE FUNDS FOR THE CENTER FOR PUBLIC TELEVISION.

The General Assembly of North Carolina enacts:

SECTION 1. There is appropriated from the General Fund to the Board of Governors of The University of North Carolina the sum of three hundred twenty-five thousand dollars ($325,000) for the 2001-2002 fiscal year for the Center for Public Television (UNC-TV). The funds shall be used for the production of the program "Carolina Calling".

SECTION 2. This act becomes effective July 1, 2002.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

H 1

HOUSE BILL 1337

Short Title:	Additional Support for Beginning Teachers.	(Public)
Sponsors:	Representatives Boyd-McIntyre; and Wainwright.	
Referred to:	Education.	

April 12, 2001

A BILL TO BE ENTITLED

AN ACT TO PROVIDE ADDITIONAL SUPPORT FOR INITIALLY LICENSED TEACHERS.

The General Assembly of North Carolina enacts:

SECTION 1. The State Board of Education shall modify the Performance-Based Licensure Program to provide additional support for initially licensed teachers. This additional support shall include:

(1) An optional three additional days of employment annually for initially certified teachers and their mentors during the first and second years of teaching for orientation, classroom preparation, and other purposes;

(2) An optional three additional days of employment during the year the teacher submits a performance-based product, for work on that product;

(3) An optional three additional days of employment during the third year of teaching for initially certified teachers and their mentors. These days shall be available only for initially certified teachers who did not earn a passing score on the performance-based product during the second year of teaching; and

(4) The option of submitting the performance-based product during the second or third year of teaching.

SECTION 2. This act becomes effective July 1, 2001.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

H

1

HOUSE BILL 1211

Short Title: UNC System-No Remedial Education Programs. (Public)

Sponsors: Representatives Shubert; and Carpenter.

Referred to: Education.

April 12, 2001

A BILL TO BE ENTITLED

AN ACT TO PROVIDE THAT CONSTITUENT INSTITUTIONS OF THE UNIVERSITY OF NORTH CAROLINA SHALL NOT OFFER REMEDIAL EDUCATION PROGRAMS.

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 116-11(3) reads as rewritten:

"(3) The Board shall determine the functions, educational activities and academic programs of the constituent institutions. The Board shall also determine the types of degrees to be awarded. <u>The Board shall not authorize programs of remedial education to be provided at constituent institutions.</u> The powers herein given to the Board shall not be restricted by any provision of law assigning specific functions or responsibilities to designated institutions, the powers herein given superseding any such provisions of law. The Board, after adequate notice and after affording the institutional board of trustees an opportunity to be heard, shall have authority to withdraw approval of any existing program if it appears that the program is unproductive, excessively costly or unnecessarily duplicative. The Board shall review the productivity of academic degree programs every two years, using criteria specifically developed to determine program productivity."

SECTION 2. Article 1 of Chapter 116 of the General Statutes is amended by adding a new section to read:

"**<u>§116.3. No remedial programs provided by constituent institutions.</u>**

<u>(a) No constituent institution shall provide a remedial education program or course of remedial study for a student enrolled at the institution.</u>

<u>(b) The Board of Governors, in cooperation with the State Board of Education, shall develop and implement a plan to ensure that each high school student who plans to</u>

seek a college degree upon high school graduation is adequately prepared in his or her course of academic study so that no remediation should be needed by a student who enrolls at a constituent institution.

(c) The Board of Governors shall direct each constituent institution to develop a program that will provide, upon request, a referral for any student enrolled or seeking enrollment at the institution to an appropriate remedial program of studies offered elsewhere."

SECTION 3. This act becomes effective July 1, 2003, and applies to academic periods beginning on or after that date.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

H

HOUSE BILL 1392

Short Title:	Amend UNC Financial Need-Based Aid.	(Public)
Sponsors:	Representatives Miller; Bell, Hunter, Lucas, Luebke, Michaux, Oldham, Wainwright, and Womble.	
Referred to:	Appropriations.	

April 26, 2001

A BILL TO BE ENTITLED

AN ACT TO PROVIDE THAT FUNDS APPROPRIATED BY THE GENERAL ASSEMBLY FOR THE 2001-2002 FISCAL YEAR TO THE BOARD OF GOVERNORS FOR NEED-BASED FINANCIAL AID SHALL BE ALLOCATED ONLY TO CONSTITUENT INSTITUTIONS THAT ARE NOT RESEARCH INSTITUTES.

The General Assembly of North Carolina enacts:

SECTION 1. Funds appropriated by the General Assembly for the 2001-2002 fiscal year from the General Fund to the Board of Governors for need-based financial aid shall be allocated only to the constituent institutions that are nonresearch constituent institutions.

SECTION 2. This act becomes effective July 1, 2001.

VISITOR REGISTRATION SHEET

APPROPRIATIONS/Subcommittee on Education **June 14, 2001 - 8:30 A.M.**

Name of Committee Date

VISITORS: PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
[illegible]	Public School [illegible]
David Brown	OSBPM
Elizabeth [illegible]	OSBPM
Angie Jones	OSBPM
Frances Bradburn	NCDPI
Bob Bellamy	NCDPI
[illegible]	NCASA
Susan Harrison	WCPSS
Ann Berlan	Berlan Assoc
Clifton B. [illegible]	[illegible]
David Weiss	ACLU
Bonnie [illegible]	Exploratory
[illegible]	JBE
Roz Sawyer	NCCCC
[illegible]	NC PTA
[illegible]	NCICU

VISITOR REGISTRATION SHEET

APPROPRIATIONS/Subcommittee on Education **June 14, 2001 - 8:30 A.M.**

Name of Committee Date

VISITORS: PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Suzanne Williamson	NCCCS
Ellen Phelps	SBE
Jack Polidori	NCAG
Tom Stern	NCAE
KEVIN LEONARD	NCDOL
Mark Flem	NC SU
[illegible]	McKee Co
Steve Hoffman	NCSBA
Audrey H. Galloway	NCAE

HOUSE APPROPRIATIONS SUBCOMMITTEE ON EDUCATION

Friday, June 22, 2001

Co-Chairman, Representative Doug Yongue, called the meeting to order. Absent members were Representatives Morgan, and Warner.

The first order of business was welcome remarks by Representatives Boyd-McIntyre and Gene Rogers. Representative Yongue presented the rules for the subcommittee appropriations meetings. **(See Attachment 1.)**

Staff member Jim Newlin presented the special provisions section of the budget. Representative Carpenter moved to amend the bill on page 104, line 27 by adding before the period the words: "and at Western Carolina University." Representative Smith seconded the motion, and the amendment passed. **(See Attachment 2.)**

Representative Smith moved to amend the budget on page 113 by deleting section 30.6, Modify Term of Community College Faculty Contracts. This proposed amendment generated quite a bit of discussion with respect to time and cost. A vote was taken and with four members voting YES and 5 members voting NO, the amendment failed. **(See Attachment 3.)**

Representative Michaux moved to amend the budget on page F8, item 62, by "increasing the reduction for the MCNC contract by $250,000 each fiscal year", and by adding on Page F11, section 85, Closing the Achievement Gap, $250,000, to provide funds to support the historically minority college and university initiative to close the achievement gap." **(See Attachment 4.)** A perfecting amendment was offered by Representative Rogers to assure the funds go to the UNC General Administration Fund. Both amendments passed.

The motion was then made by Representative Smith and seconded by Representative Preston that the education portion of the overall budget be approved as amended. The motion passed unanimously.

The meeting was then adjourned.

Respectfully submitted,

Co-Chairman Representative Doug Yongue

Jenny Umstead, Committee Asst.

House Appropriations Subcommittee on Education

Agenda

Friday, June 22, 2001, 11:00 a.m.
Room 421, Legislative Office Building

Representative Doug Yongue, Chairing

Welcome

Comments from Chairs

Presentation of Draft Education Budget

Public Schools	Jim Newlin Philip Price
University System	Charlotte Todd
Community Colleges	Kristine Leggett

Committee Discussion

VISITOR REGISTRATION SHEET

APPROPRIATIONS/Subcommittee on Education **June 22, 2001 – 11:00 A.M.**

Name of Committee Date

VISITORS: PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
[illegible]	NCAHA
Yvonne Perry	NC JCDC
Greg Malbrey	"
Myra Best	NC Network
Jack Poundou	NCAE
Kevin Leonard	NCDOL
Brad Sneeden	DPI
Hank Hurd	DPI
Jennifer Bennett	DPI
Jamie Woodhouse	SBE
Gary Robertson	AP
Mark Fleming	NC State University
Mark Ladner	UNCW
DWIGHT EISENHOWER	MILITARY-INDUSTRIAL COMPLEX
[illegible]	Gov's Office
Earle Hayes	DPI
Henry Johnson	DPI
David Bryan	OSBPM
Martin Lancaster	NCCCS
[illegible]	NCCCS
[illegible]	NCHSA
Mark Johnson	Charlotte Observer
Carole Lauver	EGHS
[illegible]	NCGA

VISITOR REGISTRATION SHEET

APPROPRIATIONS/Subcommittee on Education **June 22, 2001 – 11:00 A.M.**

Name of Committee Date

VISITORS: PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Bonnie Moss	ExplorNet
[illegible]	NCD
[illegible]	UNC
Hal Miller	NCACCT
Cliff Mitchell	NC Community College Faculty Assoc
Jan Mayo	NC Community College Faculty Assoc.
Barbara Qualls	NC Community College Faculty Assoc
Gilda Ennis	NC Community College Faculty Assoc.
Charlie Thompson	NC Education Research Council
[illegible]	PSF
[illegible]	UCCU
Sam Smith	DRC - Randolph
Lisa Lamb	DRC - Randolph
P. Hill	Day Reporting Center Randolph Co.
David Ferrell	Hoffman Coldwell, Bowles PA

RULES FOR HOUSE SUBCOMMITTEE APPROPRIATIONS MEETINGS

June 22, 2001

When amendments are offered, the following rules must be met in order for the amendment to be eligible for consideration.

1. Amendments cannot increase total spending within the proposed subcommittee report.

2. Amendments cannot spend reversions.

3. Nonrecurring reductions cannot be used to fund recurring items.

4. Neither expansion funding nor additional non-recurring funding is allowed in the second year of the biennium.

5. Amendments proposing to include material not directly related to the budget are not in order.

6. Amendments must be in writing, with 25 copies available for distribution. The Sergeant-at-Arms will distribute copies at the direction of the chairs.

7. No documents may be distributed to members except by prior arrangement with the chairs.

NORTH CAROLINA GENERAL ASSEMBLY AMENDMENT

(Please type or use ballpoint pen)

2

H. B. No. _____ DATE 6-22-01

S. B. No. _____ Amendment No. _____
(to be filled in by Principal Clerk)

Rep.) Carpenter
Sen.)

moves to amend the bill on page 104, line 27,

by adding before the period the words:

"and at Western Carolina University"

SIGNED _____

ADOPTED _____ FAILED _____ TABLED _____

GA-33-A

PRINCIPAL CLERK'S OFFICE (FOR ENGROSSMENT)

NORTH CAROLINA GENERAL ASSEMBLY AMENDMENT

(Please type or use ballpoint pen)

H. B. No. _____ DATE 6-22-01

S. B. No. _____ Amendment No. _____
(to be filled in by Principal Clerk)

(1)

Rep.) Smith
Sen.)

moves to amend the bill on page 113, line _____,

by deleting section 30.6.

SIGNED [signature]

ADOPTED _____ FAILED _____ TABLED _____

GA-33-A

PRINCIPAL CLERK'S OFFICE (FOR ENGROSSMENT)

NORTH CAROLINA GENERAL ASSEMBLY AMENDMENT

(Please type or use ballpoint pen)

③

H. B. No. _____ DATE 6-22-01

S. B. No. _____ Amendment No. _____ (to be filled in by Principal Clerk)

Rep.) Michaux
Sen.)

moves to amend the bill on page F8, ~~line~~ item 62,

by increasing the reduction for the MCNC Contract by $250,000, each fiscal year.

and further adds on page F11 an additional item:

"85. Closing the Achievement Gap 250,000 R 250,000 R
Provides funds to support the Historically Minority College and University initiative to close the achievement gap."

SIGNED _____

ADOPTED _____ FAILED _____ TABLED _____

GA-33-A

PRINCIPAL CLERK'S OFFICE (FOR ENGROSSMENT)

NORTH CAROLINA GENERAL ASSEMBLY AMENDMENT

(Please type or use ballpoint pen)

H. B. No. _____ DATE 6-22-01

S. B. No. _____ Amendment No. _____ (to be filled in by Principal Clerk)

Rep.) Michaux

Sen.)

moves to amend the bill on page F8 ~~,time~~ item 62,

by increasing the reduction for the MCNC Contract by $250,000, each fiscal year.

and further adds on page F11 an additional item:

"85. Closing the Achievement Gap 250,000 R 250,000 R
Provides funds to support the Historically Minority College and University initiative to close the achievement gap."

perfecting amendment - funds go to UNC ~~central~~ SAM

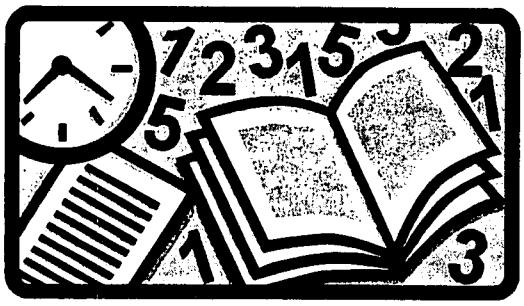
SIGNED _____

ADOPTED _____ FAILED _____ TABLED _____

GA-33-A

PRINCIPAL CLERK'S OFFICE (FOR ENGROSSMENT)

House Appropriations Subcommittee on Education



Draft Report
June 22, 2001

Public Education

	GENERAL FUND			
	FY 2001-02		FY 2002-03	
Recommended Budget	$5,923,802,924		$6,021,031,149	
Legislative Changes				
A. More Accurate Projection of Budget Requirements				
1 Additional Adjustments in Average Salary Projections In addition to the annual Continuation Budget adjustment for average budgeted salary of certified personnel, a more recent review of certified personnel salaries from updated salary data, identified an additional reduction in projected salary needs for FY 2001-02.	($8,497,668)	R	($8,497,668)	R
2 School Bus Purchases Reduce funding for FY 2001-02 based on a revised school bus replacement schedule.	($23,915,892)	NR		
3 Payments for Teacher Unused Vacation Days Adjust funding to reflect recent expenditure experience.	($4,000,000)	R	($4,000,000)	R
4 Mentor Pay Reduce funding to reflect recent expenditure experience.	($3,000,000)	R	($3,000,000)	R
5 Transportation Adjustment: Bus Driver Physicals The Division of Motor Vehicles is delaying the implementation of the requirement that bus drivers must have a physical examination every two years. Twenty-five thousand ($25,000) will remain in the budget for pilot projects.	($535,000)	R	($535,000)	R
6 Transportation Adjustment: Diesel Fuel Cost The economic forecast models project a 10.5% decline in diesel fuel cost from the current year's average. The current average cost is $0.92 per gallon and the Continuation Budget was based on an estimated cost of $1.05 per gallon. This adjustment budgets diesel fuel at $0.92 which is the current level. All school buses utilize diesel fuel.	($2,990,000)	R	($3,048,890)	R
7 Transportation Adjustment: Inventory Adjustment June 30, 2000 inventory levels (oil, tires, and parts) were approximately 62% of annual needs. This one-time reduction is to reduce current inventory levels to a more optimum level.	($4,000,000)	NR		
8 Revised Projection of Average Daily Membership To eliminate the possibility of duplicating the inclusion of some students in projecting a local school administrative units average daily membership and to project a more realistic estimate of future student populations.	($20,199,068) -235.00	R	($16,227,221) -175.00	R

	FY 2001-02		FY 2002-03	
9 Classroom Materials/Instruction Supplies/Equipment Adjust the increase for inflation to a 3% growth (in line with the Consumer Price Index) from the 5% growth used in the Continuation Budget.	($1,140,499)	R	($1,140,499)	R
10 School Building Administration Estimated new public schools opening in FY 2001-02 has been revised to 35 (from 70).	($2,338,140)	R	($2,338,140)	R
11 At Risk Student Services/Alternative Schools Each high school receives funding to employ a school safety officer. The estimate of new high schools scheduled to open in FY 2001-02 has been reduced to 10 (from 20).	($529,732)	R	($529,732)	R
12 Charter School Reserve Funds in this category are used to distribute the applicable State funding to charter schools for students attending a charter school who were not previously in a public school (private or home schooled). Since the number of charter schools has reached the maximum legislated number of 100, the reserve can be reduced to $2 million in FY 2001-02 and $1 million in FY 2002-03.	($2,404,513)	R	($3,404,513)	R
13 Driver Education To reflect reductions to the Highway Fund for revised Average Daily Membership Projections and an adjustment based on average annual reversions. Reduction to Receipts: ($1,830,739)	$0	R	$0	R
B. Reduction of Administration Cost				
14 Safety Assistance Teams Eliminates funding used for Statewide consultants.	($500,000)	R	($500,000)	R
15 Central Office Administration A 1.97% reduction from FY 2000-01 allocations for each local school administrative unit. The State Board is directed to develop a revised formula for FY 2002-03 that eliminates any permanent hold harmless in the formula.	($3,300,000)	R	($3,300,000)	R
16 Uniform Education and Reporting System (UERS) Based on the current NC WISE implementation schedule, a one-year reduction in funding is possible. FY 2001-02 funding level will be $10,018,927.	($5,000,000)	NR	$0	NR

	FY 2001-02		FY 2002-03	
17 Department of Public Instruction	($2,800,000)	R	($2,800,000)	R
The Department of Public Instruction will eliminate at least 25 positions and will reduce other costs. One million dollars shall be transferred from the UERS budget to DPI to reduce contractual costs by internalizing work on the new student information management system (NC WISE).	-25.00		-25.00	
25 Identified Positions ($1,004,751)				
Contracted Services ($1,590,647)				
Cellular Phones ($11,505)				
Equipment ($18,056)				
Elimination of Stds Board ($175,041)				
C. Other Budget Adjustments				
18 Vocational Education - Tech Prep	($100,000)	R	($100,000)	R
Eliminates State funding for Tech Prep. Federal funds in excess of $3 million support this program.				
19 Appropriations to Non-Public School Agencies	($488,741)	R	($488,741)	R
Eliminate funding for AVID pilot program and reduce funding to the following Agencies by 10%: A+ Schools, TQE, Cities/Communities in Schools, NC Network, Teacher Cadet, Geographic Alliance, Public School Forum, Cued Speech Center, Schools Attuned, Global Curriculum.				
20 Appropriations to Non-Public School Agencies	($2,500,000)	R	($2,500,000)	
ExplorNet	$1,250,000	NR		
Reduce appropriation by 50% in first year. Funds to be non-recurring.				
D. Improving Student Performance				
21 Targeted Class Size Reduction and Instruction	$8,062,603	R	$8,062,603	R
a. In schools with 80% or more of the students eligible for free or reduced lunch and with 45% or more of students performing below grade level, lower class size in grades K-3 to 1:15. Require teachers allotted for these grades to be assigned to teach in these grades.	179.60		179.60	
22 Targeted Class Size Reduction and Instruction	$973,455	R	$2,334,930	R
b. Extend the contract for all teachers in these targeted schools for five days (5) in 2001-02 and ten days (10) in 2002-03. The first year days will be for staff development in methods to individualize instruction in smaller classes. The second year will add 5 instructional days.				
23 Targeted Class Size Reduction and Instruction	$1,840,380	R	$1,840,380	R
c. Provide one additional instructional support position for each of these targeted schools.	37.00		37.00	
24 Targeted Class Size Reduction and Instruction	($8,068,580)	R	($8,068,580)	R
d. Eliminate regular dollar allotment for teacher assistants in grades K-3 in these targeted schools due to significantly lower class size.				

	FY 2001-02		FY 2002-03	
25 Targeted Class Size Reduction and Instruction e. Provide funding for outside evaluation of targeted class size reduction initiatives.	$500,000	R	$500,000	R
26 Targeted Class Size Reduction and Instruction: Kindergarten Lower class size ratio in kindergarten to one teacher for every 19 students in 2001-02 and to one teacher for every 18 students in 2002-03.	$12,045,179 268.50	R	$26,064,241 581.00	R
27 Class Size Reduction/ Instruction: Chronically Low-Performing Schools a. Reduce class-size in schools identified by the State Board of Education as chronically low-performing in grades K-3 to 1:15 and in grades 4-5 to 1:17.	$471,366 10.50	R	$471,366 10.50	R
28 Class Size Reduction/ Instruction: Chronically Low-Performing Schools b. Reduce class-size allotment in middle schools (Grades 6-8) to 1:17 and in high schools to 1:20 for chronically low-performing schools.	$1,207,595 26.90	R	$1,207,595 26.90	R
29 Class Size Reduction/ Instruction: Chronically Low-Performing Schools c. Extend the contracts for additional teachers in elementary schools and for all teachers in middle and high schools by 5 days in 2001-02 for staff development and add an additional 5 days of instruction for middle and high schools in 2002-03. These apply for schools identified as chronically low-performing.	$128,295	R	$307,730	R
30 Teacher Recruitment Initiatives a. Have the Education Oversight Committee study methods to provide benefits to part-time teachers to attract more certified teachers back into the classroom.				
31 Teacher Recruitment Initiatives b. Teacher Assistant Scholarships Additional scholarship funds for teacher assistants taking courses at community colleges that are prerequisites for teacher certification programs. (Major initiatives in the UNC budget will improve availability of teacher education programs for teacher assistants).	$1,000,000	R	$1,000,000	R
32 Teacher Recruitment Initiatives c. To attract teachers in the shortage fields of mathematics, science and special education and to entice teachers in these specialties to teach in schools with large numbers of at-risk students. In middle schools and high schools with 80% or more of the students eligible for free or reduced lunch or with 50% or more of students performing below grade level, provide an annual bonus of $1,800 (paid monthly with matching benefits). Teachers must be certified in and teaching in these fields and will remain eligible for the bonus as long as they continue to teach in eligible schools.	$1,500,000	R	$1,500,000	R

	FY 2001-02		FY 2002-03	
33 Teacher Recruitment Initiatives: Teaching Fellows Program Increase available new scholarships by 50. The scholarships for $6,500 per year are awarded to students who agree to teach in a North Carolina public school for four years (or three years in a North Carolina low-performing public school).	$325,000	R	$325,000	R
34 ABC Bonuses Provide funding for ABC bonuses for schools meeting or exceeding expected growth in 2000-01.	($93,100,000) $93,100,000	R NR	($93,100,000)	R
35 ABC Bonuses: Pilot Districts Provide funding for school personnel in five (5) pilot school districts for additional bonuses earned under the disaggregated performance pilot project directed by the General Assembly in 1999 (Sec. 8.36, SL 1999-237: HB 168). If a school achieves the pilot program goals, all certified personnel assigned to the school will receive up to $750 and teacher assistants up to $325 (these awards are in addition to standard ABC bonuses). LEAs not eligible for low wealth or small county supplemental funding must contribute 25% of the total cost of the bonuses.	$4,600,000	NR		
different **36 Character Education** Funding for expansion of character education program.	$200,000	R	$200,000	R
37 Children with Special Needs Increase funding per student for children with special needs. The appropriation per funded headcount increases $50.57 to $2,662.87 (before increases for salary increases).	$5,000,000	R	$5,000,000	
38 Improving Student Accountability Increase funding for additional instruction for students performing below grade level.	$5,000,000	R	$5,000,000	R
different **39 Low-Wealth Funding** Increase funding for school districts in counties with less ability to generate local resources for public schools. Funding is allocated on basis of current formula.	$5,000,000	R	$5,000,000	R
E. Other Increases				
40 School Accountability Report Cards Funds for the Education Cabinet to develop, publish, and distribute school accountability report cards. The cards should be designed to supply parents information on school characteristics and performance.	$200,000	R	$200,000	R
41 Average Daily Membership Contingency Reserve Provides additional funds to the State Board of Education to address transitional year funding for local school administrative units with new charter schools and for first month allotment adjustments to local school administrative units with higher than expected enrollment growth.	$500,000	R	$500,000	R

	FY 2001-02		FY 2002-03	
42 NCWISE OWL's On-Line Subscriptions NCWISE OWL is operated by the North Carolina Department of Public Instruction and offers on-line resources (periodicals, encyclopedia, etc.) for K-12 teachers and students. Federal resources that have been discontinued have covered the subscription cost. The Department of Public Instruction will work collaboratively with the Department of Cultural Resources and report to the Joint Information Technology Appropriations Subcommittee by March 15, 2002 as to the feasibility of merging NCWISE OWL with NCLIVE (which also offers on-line subscription services).	$628,000	R	$628,000	R
Total Legislative Changes	**($111,910,068)**	**R**	**($93,437,139)**	**R**
	$66,034,108	**NR**	**$0**	**NR**
Total Position Changes	262.50		635.00	
Revised Budget	**$5,877,926,964**		**$5,927,594,010**	

UNC System

	GENERAL FUND			
	FY 2001-02		FY 2002-03	
Recommended Budget	$1,804,923,800		$1,812,208,855	
Legislative Changes				
Campus Reductions				
43 Temporary Wages and Membership Dues Reduce the funding for temporary wages and membership dues at the 16 UNC constituent institutions.	($2,500,000)	R	($2,500,000)	R
44 Community Services/General Academic Support Reduce amount appropriated for Community Services/General Academic Support for the 16 constituent institutions.	($1,500,000)	R	($1,500,000)	R
45 Reduction in SPA Positions Reduce SPA positions at the sixteen constituent institutions by 2.8%.	($10,694,131) -359.60	R	($10,694,131) -359.60	R
46 Reductions in EPA Non-Teaching Staff Positions Reduce EPA non-teaching positions at the sixteen constituent institutions by 2.8%.	($5,902,497) -95.20	R	($5,902,497) -95.20	R
47 Reductions in Various Modified Zero Based Budget Items An average 5% reduction is made in the budgets of the 16 constituent institutions for the following modified zero based budget items: Miscellaneous Contractual Services, Rental/Lease of equipment, Travel, Cellular phones, Furniture and Equipment, and other aids and grants.	($5,726,311)	R	($5,726,311)	R
48 Private Funding for Selected Summer Research in lieu of State appropriation Substitute some private funding for a portion of state appropriations for select faculty to do summer research. This will be selected at the campus level.	($1,000,000)	R	($1,000,000)	R
49 Continuing Education Receipts Increase by 10% the receipts generated through continuing education programs at UNC-CH Health Affairs.	($378,775)	R	($378,775)	R
50 Center for Alcohol Studies Endowment Eliminates the appropriation to the Center for Alcohol Studies Endowment for one year.	($500,000)	NR		
51 Institute of Southern Politics, Media & Public Life Eliminates the specific funding for this program at UNC-CH.	($225,000) -2.00	R	($225,000) -2.00	R

	FY 2001-02		FY 2002-03	
52 Scholastic Media Association Eliminate funds for the Scholastic Media Association at UNC-CH.	($94,000) -1.00	R	($94,000) -1.00	R
53 Institute for Outdoor Drama Eliminates funds for the newly-established position of Director of Communications at the Institute for Outdoor Drama at UNC-CH.	($60,000) -1.00	R	($60,000) -1.00	R
54 UNC Hospital Reduction Reduces the appropriation to the UNC Health Care System. .	($2,000,000)	R	($2,000,000)	R
UNC General Administration				
55 Reduce EDP Equipment Reduce Electronic Data Processing equipment infrastructure replacement efforts at UNC-GA	($80,000)	R	($80,000)	R
56 Miscellaneous contractual service and other aids and grants reduction Reduce these line items in UNC-GA by 10%.	($535,732)	R	($535,732)	R
57 Rental/Lease of Equipment Reduction Reduce line item for UNC-GA by 10%	($13,363)	R	($13,363)	R
58 Travel Reduction Reduce travel line item in UNC-GA by 10%.	($91,957)	R	($91,957)	R
59 Cellular Phones Reduce line item for cellular phones in UNC-GA by 10%.	($3,347)	R	($3,347)	R
60 Furniture and Equipment Replacement Reduce these line items in UNC-GA by 10%.	($105,726)	R	($105,726)	R
61 Board of Governor's meetings The Board of Governors recently voted to reduce the number of times it will meet during the year to eight. This is the corresponding budget reduction for meeting costs.	($30,800)	R	($30,800)	R
62 MCNC Contract Reduce the funds paid to MCNC by UNC-General Administration.	($3,500,000)	R	($3,500,000)	R
63 Litigation Contract Eliminate funding for litigation contract with the Department of Justice. UNC General Administration is still required to maintain contract and reimburse the Department of Justice for legal services.	($200,000)	R	($200,000)	R

	FY 2001-02		FY 2002-03	
64 UNC General Administration SPA Position reductions Reduces the SPA positions in UNC General Administration by 5%.	($422,345) -11.40	R	($422,345) -11.40	R
65 UNC General Administration EPA Non-Teaching Staff Position Reductions Reduces the EPA non-teaching staff positions in UNC General Administration by 5%.	($541,925) -5.25	R	($541,925) -5.25	R
66 Administrative Overhead Reduction Eliminate the administrative overhead from General Fund appropriations in the Center for School Leadership Development's central office.	($166,791) -1.60	R	($166,791) -1.60	R
67 Office Consolidation Savings Savings from the consolidation of offices for the programs under the Center for School Leadership Development.	($100,000)	R	($100,000)	R
68 Reduction in all Center for School Leadership Development programs Reduction and efficiencies in the programs under the Center for School Leadership Development. The Joint Legislative Commission on Education Oversight will study the possible consolidation and regionalization of these programs with recommended savings.	($666,629)	R	($666,629)	R
69 Matching Incentive Funds Reduce Matching Incentive funds for staff development in K-16 programs.	($350,000)	R	($350,000)	
70 Lighthouse Schools Eliminate funding for Lighthouse Schools under the Center for School Leadership Development	($260,000)	R	($260,000)	R
71 Strategic Initiative Reserve Reduce the UNC System President's Strategic Initiative Reserve that is used to fund special projects. The current reserve is funded at $3,000,000 per year. UNC-GA shall provide a detailed report to the Joint Legislative Commission on Education Oversight prior to March 1 annually on how these funds are spent.	($2,000,000)	R	($2,000,000)	R
University Expansion Funds				
72 Regular Term Enrollment Increase Fully funds the UNC Board of Governor's regular term enrollment increase, including the "hold-harmless" for those campuses losing enrollment. This funds an additional 2,435 full-time equivalent students.	$28,358,828 238.30	R	$28,358,828 238.30	R
73 Distance Education Enrollment Increase Fully funds the UNC Board of Governor's distance education enrollment increase requests. This funds 1,085 additional FTE students.	$12,178,135 96.30	R	$12,178,135 96.30	R

	FY 2001-02		FY 2002-03	
74 Faculty Productivity Increase faculty productivity by using existing tenure-stream faculty to help with projected enrollment growth. The campuses may have flexibility on the implementation. This reduction is for faculty paid from the code "1310 EPA Teaching Faculty" line.	($3,000,000)	R	($3,000,000)	R
75 Tuition Increase The Board of Governors recommended a 4% across-the-board tuition increase for the 2001-02 academic year. This adds an additional 5% across-the-board increase. The additional increase ranges from $41 to $93 a year for resident undergraduates.	($24,664,857)	R	($24,664,857)	R
76 Need-Based Student Financial Aid Adds additional funds to the existing need-based student financial aid program. The current direct appropriation for this program is $6.3 million.	$8,928,000	R	$8,928,000	R
77 Aid to Students Attending Private Colleges Provides funds to cover the projected enrollment increases in the funds for students attending private colleges. $2,346,210 is to cover the 1,192 additional students anticipated to receive the Legislative Tuition Grant (LTG). The State Contractual Scholarship (SCSF) program will increase by $880,000 to cover an additional 800 FTE students. The current appropriation for the LTG program and the SCSF is $75.7 million.	$3,226,210	R	$3,226,210	R
78 Education Cabinet/Research Council Funds This restores half of the non-recurring appropriation made during the last fiscal year for the Education Cabinet and the Education Research Council.	$250,000 2.00	R	$250,000 2.00	R
79 Scholarships for Teacher Assistants Pursuing Teaching Degrees Funds are appropriated to provide scholarships for teacher assistants	$1,000,000	R	$1,000,000	R
80 UNC Teacher Preparation Programs Through Distance Education Provides additional funds for all UNC teacher education programs across the state provided through distance education that do not have an on-campus residency requirement proportionate to their credit hour enrollment.	$2,000,000	R	$2,000,000	R
81 Genomics, Bioinfomatics and Optoelectronics Research Initiatives Provides funds for the new genomics, bioinfomatics and optoelectronics research programs at UNC campuses.	$1,250,000	R	$1,250,000	R
82 NC A&T State University Matching Funds Provides funds to match federal funds for NC A&T State University's agricultural programs.	$530,000	R	$530,000	R

House Subcommittee on Education	FY 2001-02		FY 2002-03	
83 ECU Doctoral Status Funds Funds the last phase of the transition of ECU to Doctoral I status.	$1,500,000	R	$1,500,000	R
84 Progress Board Provides recurring funds for the Progress Board which is funded through the university system.	$250,000	R	$250,000	R
Total Legislative Changes	**($7,343,013)**	R	**($7,343,013)**	R
	($500,000)	NR		
Total Position Changes	-140.45		-140.45	
Revised Budget	**$1,797,080,787**		**$1,804,865,842**	

Community Colleges

	GENERAL FUND			
	FY 2001-02		FY 2002-03	
Recommended Budget	$648,021,974		$648,021,974	
Legislative Changes				
A. Community College System Offices				
85 Operating Efficiencies Eliminate the library ordering and receiving services and two library clerk positions totaling $59,543. Colleges will be responsible for ordering and receiving library materials. Eliminate a vacant educational consultant position and operating funds totaling $64,432. Eliminate a vacant position in the Office of the President totaling $23,396.	($197,923) -4.00	R	($197,923) -4.00	R
B. State Aid - Community College Institutions				
86 Compensatory Education Reduce the appropriation for Compensatory Education from $1,150,537 to $1,000,000.	($150,537)	R	($150,537)	R
87 Worker's Compensation Reduce the appropriation for Worker's Compensation from $976,629 to $703,702 to reflect actual expenditures.	($272,927)	R	($272,927)	R
88 Unemployment Compensation Reduce the appropriation for Unemployment Compensation from $521,766 to $440,751 to reflect actual expenditures.	($81,015)	R	($81,015)	R
89 Reduce Liability Insurance Reduce the appropriation for Liability Insurance from $53,000 to $33,000 to match actual expenditures.	($20,000)	R	($20,000)	R
90 Eliminate Priority Programs Eliminate Priority Programs since this item was intended to support federal funds that are no longer available.	($43,812)	R	($43,812)	R
91 Reduce Human Resource Development Funds Reduce the appropriation for Human Resource Development from $6,951,895 to $4,000,000. The program will be reorganized and the classes will be offered as Occupational Continuing Education classes.	($2,951,895)	R	($2,951,895)	R
92 Community Service Block Grant Adjustment Reduce the funds allocated for hobby/leisure courses from $1,817,738 to $1,500,000. Colleges will make every effort to ensure that this reduction does not result in a lessening of senior services.	($317,738)	R	($317,738)	R

	FY 2001-02		FY 2002-03	
93 Eliminate the State Subsidy to Private Diploma Nursing Programs Eliminate the State subsidy to private diploma nursing programs.	($200,000)	R	($200,000)	R
94 Adjustment for Over-realized Receipts Increase the budgeted amount of tuition and registration fees to more accurately reflect anticipated receipts.	($700,000)	R	($700,000)	R
95 Enrollment Adjustment Provide funds for community college enrollment growth in accordance with the enrollment funding formula.	$10,000,000	R	$10,000,000	R
96 Faculty and Professional Staff Salary Enhancements Gives the community college system an additional 1.25% for faculty and professional staff salary increases. This increase of $6.9 million in recurring funds is located in the Compensation Reserves section of the budget.				
97 Increase Curriculum Tuition Charge Increase the in-state tuition charge per credit hour by $2.50 from $27.50 to $30.00. Increase the out-of-state tuition charge per credit hour by $2.50 from $169.75 to $172.25. It is anticipated that for most students this increase will be off-set by federal and state financial assistance programs.	($6,932,665)	R	($6,932,665)	R
98 Increase Institutional and Academic Support Increase the allocation for the institutional and academic support formula to address the needs of colleges in response to student demand for services.	$3,000,000	R	$3,000,000	
99 Other Cost Adjustment Provide a 2% inflationary increase to the "Other Cost" part of the funding formula. Increase amount allocated per FTE for "Other Cost" from $175 to $178.50.	$521,206	R	$521,206	R
100 Maintenance of Plant Increases the Maintenance of Plant appropriation from $513,668 to $787,877. The purpose of this increase is to hold harmless those colleges that had been receiving Maintenance of Plant funds when an additional school became eligible.	$274,209	R	$274,209	R
C. Specialized Technology Centers				
101 Criminal Justice Reorganization Reorganize the Criminal Justice Regional Planning and Training Program into three regions to be determined by the System Office. Reduce the appropriation for the Criminal Justice program from $689,896 to $339,896.	($350,000) -3.00	R	($350,000) -3.00	R
D. Reserves and Other Funds				
102 Reduce State Board Reserve Reduce the appropriation for the State Board Reserve from $1,150,000 to $1,000,000.	($150,000)	R	($150,000)	R

House Subcommittee on Education	FY 2001-02		FY 2002-03	
103 Increase Need-Based Financial Aid Increase the Need Based Financial Aid fund from $5,000,000 to $6,062,806.	$1,062,806	R	$1,062,806	R
Total Legislative Changes	**$2,489,709**	R	**$2,489,709**	R
Total Position Changes	-7.00		-7.00	
Revised Budget	**$650,511,683**		**$650,511,683**	

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DPI-H1(S28.1)i

Department of Public Instruction
House Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

LITIGATION RESERVE FUNDS DO NOT REVERT

SECTION 28.1.(a) Funds in the State Board of Education's Litigation Reserve that are not expended or encumbered on June 30, 2001, shall not revert on July 1, 2001, but shall remain available for expenditure until June 30, 2002.

SECTION 28.1.(b) Subsection (a) of this section becomes effective June 30, 2001.

SECTION 28.1.(c) The State Board of Education may expend up to five hundred thousand dollars ($500,000) for the 2001-2002 fiscal year from unexpended funds for certified employees' salaries to pay expenses related to pending litigation.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DPI-H2(S28.2)i

Department of Public Instruction
House Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

CHILDREN WITH DISABILITIES

SECTION 28.2. The State Board of Education shall allocate funds for children with disabilities on the basis of two thousand six hundred sixty-two dollars and eighty-seven cents ($2,662.87) per child for a maximum of 158,825 children for the 2001-2002 school year. Each local school administrative unit shall receive funds for the lesser of (i) all children who are identified as children with disabilities or (ii) twelve and five-tenths percent (12.5%) of the 2001-2002 allocated average daily membership in the local school administrative unit.

The dollar amounts allocated under this section for children with disabilities shall also increase in accordance with legislative salary increments for personnel who serve children with disabilities.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DPI-H3(S28.3)i

Department of Public Instruction
House Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

FUNDS FOR ACADEMICALLY GIFTED STUDENTS

SECTION 28.3. The State Board of Education shall allocate funds for academically or intellectually gifted children on the basis of eight hundred seventy-nine dollars and ten cents ($879.10) per child. A local school administrative unit shall receive funds for a maximum of four percent (4%) of its 2001-2002 allocated average daily membership, regardless of the number of children identified as academically or intellectually gifted in the unit. The State Board shall allocate funds for no more than 52,042 children for the 2001-2002 school year.

The dollar amounts allocated under this section for academically or intellectually gifted children shall also increase in accordance with legislative salary increments for personnel who serve academically or intellectually gifted children.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DPI-H4(S28.4)i

Department of Public Instruction
House Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

AT-RISK STUDENT SERVICES/ALTERNATIVE SCHOOLS

SECTION 28.4. The State Board of Education may use up to two hundred thousand dollars ($200,000) of the funds in the Alternative Schools/At-Risk Student allotment each year for the 2001-2002 fiscal year and for the 2002-2003 fiscal year to implement G.S. 115C-12(24).

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DPI-H5(S28.5)i

Department of Public Instruction
House Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

UNIFORM EDUCATION REPORTING SYSTEM (UERS)

SECTION 28.5.(a) Funds appropriated for the Uniform Education Reporting System shall not revert at the end of the 2001-2002 and 2002-2003 fiscal years, but shall remain available until expended.

SECTION 28.5.(b) This section becomes effective June 30, 2001.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DPI-H6(S28.6)

Department of Public Instruction
House Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

SUPPLEMENTAL FUNDING IN LOW-WEALTH COUNTIES

SECTION 28.6.(a) Funds for Supplemental Funding. – The General Assembly finds that it is appropriate to provide supplemental funds in low-wealth counties to allow those counties to enhance the instructional program and student achievement; therefore, funds are appropriated to State Aid to Local School Administrative Units for the 2001-2002 fiscal year and the 2002-2003 fiscal year to be used for supplemental funds for schools.

SECTION 28.6.(b) Use of Funds for Supplemental Funding. – All funds received pursuant to this section shall be used only (i) to provide instructional positions, instructional support positions, teacher assistant positions, clerical positions, school computer technicians, instructional supplies and equipment, staff development, and textbooks, (ii) for salary supplements for instructional personnel and instructional support personnel, and (iii) to pay up to $10,000 of the plant operation contract cost charged by the Department of Public Instruction for services.

Local boards of education are encouraged to use at least twenty-five percent (25%) of the funds received pursuant to this section to improve the academic performance of children who are performing at Level I or II on either reading or mathematics end-of-grade tests in grades 3-8 and children who are performing at Level I or II on the writing tests in grades 4 and 7. Local boards of education shall report to the State Board of Education on an annual basis on funds used for this purpose, and the State Board shall report this information to the Joint Legislative Education Oversight Committee. These reports shall specify how these funds were targeted and used to implement specific improvement strategies of each local school administrative unit and its schools, such as teacher recruitment, closing the achievement gap, improving student accountability, addressing the needs of at-risk students, and establishing and maintaining safe schools.

SECTION 28.6.(c) Definitions. – As used in this section:

(1) "Anticipated county property tax revenue availability" means the county-adjusted property tax base multiplied by the effective State average tax rate.

(2) "Anticipated total county revenue availability" means the sum of the:

a. Anticipated county property tax revenue availability,

b. Local sales and use taxes received by the county that are levied under Chapter 1096 of the 1967 Session Laws or under Subchapter VIII of Chapter 105 of the General Statutes,

c. Food stamp exemption reimbursement received by the county under G.S. 105-164.44C,

d. Homestead exemption reimbursement received by the county under G.S. 105-277.1A,

e. Inventory tax reimbursement received by the county under G.S. 105-275.1 and G.S. 105-277.001,

f. Intangibles tax distribution and reimbursement received by the county under G.S. 105-275.2, and

g. Fines and forfeitures deposited in the county school fund for the most recent year for which data are available.

(3) "Anticipated total county revenue availability per student" means the anticipated total county revenue availability for the county divided by the average daily membership of the county.

(4) "Anticipated State average revenue availability per student" means the sum of all anticipated total county revenue availability divided by the average daily membership for the State.

(5) "Average daily membership" means average daily membership as defined in the North Carolina Public Schools Allotment Policy Manual, adopted by the State Board of Education. If a county contains only part of a local school administrative unit, the average daily membership of that county includes all students who reside within the county and attend that local school administrative unit.

(6) "County-adjusted property tax base" shall be computed as follows:

a. Subtract the present-use value of agricultural land, horticultural land, and forestland in the county, as defined in G.S. 105-277.2, from the total assessed real property valuation of the county,

b. Adjust the resulting amount by multiplying by a weighted average of the three most recent annual sales assessment ratio studies,

c. Add to the resulting amount the:

1. Present-use value of agricultural land, horticultural land, and forestland, as defined in G.S. 105-277.2,

2. Value of property of public service companies, determined in accordance with Article 23 of Chapter 105 of the General Statutes, and

3. Personal property value for the county.

(7) "County-adjusted property tax base per square mile" means the county-adjusted property tax base divided by the number of square miles of land area in the county.

(8) "County wealth as a percentage of State average wealth" shall be computed as follows:

a. Compute the percentage that the county per capita income is of the State per capita income and weight the resulting percentage by a factor of five-tenths,

b. Compute the percentage that the anticipated total county revenue availability per student is of the anticipated State

average revenue availability per student and weight the resulting percentage by a factor of four-tenths,

c. Compute the percentage that the county-adjusted property tax base per square mile is of the State-adjusted property tax base per square mile and weight the resulting percentage by a factor of one-tenth,

d. Add the three weighted percentages to derive the county wealth as a percentage of the State average wealth.

(9) "Effective county tax rate" means the actual county tax rate multiplied by a weighted average of the three most recent annual sales assessment ratio studies.

(10) "Effective State average tax rate" means the average of effective county tax rates for all counties.

(10a) "Local current expense funds" means the most recent county current expense appropriations to public schools, as reported by local boards of education in the audit report filed with the Secretary of the Local Government Commission pursuant to G.S. 115C-447.

(11) "Per capita income" means the average for the most recent three years for which data are available of the per capita income according to the most recent report of the United States Department of Commerce, Bureau of Economic Analysis, including any reported modifications for prior years as outlined in the most recent report.

(12) "Sales assessment ratio studies" means sales assessment ratio studies performed by the Department of Revenue under G.S. 105-289(h).

(13) "State average current expense appropriations per student" means the most recent State total of county current expense appropriations to public schools, as reported by local boards of education in the audit report filed with the Secretary of the Local Government Commission pursuant to G.S. 115C-447.

(14) "State average adjusted property tax base per square mile" means the sum of the county-adjusted property tax bases for all counties divided by the number of square miles of land area in the State.

(14a) "Supplant" means to decrease local per student current expense appropriations from one fiscal year to the next fiscal year.

(15) "Weighted average of the three most recent annual sales assessment ratio studies" means the weighted average of the three most recent annual sales assessment ratio studies in the most recent years for which county current expense appropriations and adjusted property tax valuations are available. If real property in a county has been revalued one year prior to the most recent sales assessment ratio study, a weighted average of the two most recent sales assessment ratios shall be used. If property has been revalued the year of the most recent sales assessment ratio study, the sales assessment ratio for the year of revaluation shall be used.

SECTION 28.6.(d) Eligibility for Funds. – Except as provided in subsection (h) of this section, the State Board of Education shall allocate these funds to local school

administrative units located in whole or in part in counties in which the county wealth as a percentage of the State average wealth is less than one hundred percent (100%).

SECTION 28.6.(e) Allocation of Funds. – Except as provided in subsection (g) of this section, the amount received per average daily membership for a county shall be the difference between the State average current expense appropriations per student and the current expense appropriations per student that the county could provide given the county's wealth and an average effort to fund public schools. (To derive the current expense appropriations per student that the county could be able to provide given the county's wealth and an average effort to fund public schools, multiply the county wealth as a percentage of State average wealth by the State average current expense appropriations per student.)

The funds for the local school administrative units located in whole or in part in the county shall be allocated to each local school administrative unit, located in whole or in part in the county, based on the average daily membership of the county's students in the school units.

If the funds appropriated for supplemental funding are not adequate to fund the formula fully, each local school administrative unit shall receive a pro rata share of the funds appropriated for supplemental funding.

SECTION 28.6.(f) Formula for Distribution of Supplemental Funding Pursuant to This Section Only. – The formula in this section is solely a basis for distribution of supplemental funding for low-wealth counties and is not intended to reflect any measure of the adequacy of the educational program or funding for public schools. The formula is also not intended to reflect any commitment by the General Assembly to appropriate any additional supplemental funds for low-wealth counties.

SECTION 28.6.(g) Minimum Effort Required. – Counties that had effective tax rates in the 1996-97 fiscal year that were above the State average effective tax rate but that had effective rates below the State average in the 1997-98 fiscal year or thereafter shall receive reduced funding under this section. This reduction in funding shall be determined by subtracting the amount that the county would have received pursuant to Section 17.1(g) of Chapter 507 of the 1995 Session Laws from the amount that the county would have received if qualified for full funding and multiplying the difference by ten percent (10%). This method of calculating reduced funding shall apply one time only.

This method of calculating reduced funding shall not apply in cases in which the effective tax rate fell below the statewide average effective tax rate as a result of a reduction in the actual property tax rate. In these cases, the minimum effort required shall be calculated in accordance with Section 17.1(g) of Chapter 507 of the 1995 Session Laws.

If the county documents that it has increased the per student appropriation to the school current expense fund in the current fiscal year, the State Board of Education shall include this additional per pupil appropriation when calculating minimum effort pursuant to Section 17.1(g) of Chapter 507 of the 1995 Session Laws.

SECTION 28.6.(h) Nonsupplant Requirement. – A county in which a local school administrative unit receives funds under this section shall use the funds to supplement local current expense funds and shall not supplant local current expense funds. For the 2001-2003 fiscal biennium, the State Board of Education shall not

allocate funds under this section to a county found to have used these funds to supplant local per student current expense funds. The State Board of Education shall make a finding that a county has used these funds to supplant local current expense funds in the prior year, or the year for which the most recent data are available, if:

(1) The current expense appropriation per student of the county for the current year is less than ninety-five percent (95%) of the average of the local current expense appropriations per student for the three prior fiscal years; and

(2) The county cannot show (i) that it has remedied the deficiency in funding, or (ii) that extraordinary circumstances caused the county to supplant local current expense funds with funds allocated under this section.

The State Board of Education shall adopt rules to implement this section.

SECTION 28.6.(i) Reports. – The State Board of Education shall report to the Joint Legislative Education Oversight Committee prior to May 1, 2002, if it determines that counties have supplanted funds.

SECTION 28.6.(j) Department of Revenue Reports. – The Department of Revenue shall provide to the Department of Public Instruction a preliminary report for the current fiscal year of the assessed value of the property tax base for each county prior to March 1 of each year and a final report prior to May 1 of each year. The reports shall include for each county the annual sales assessment ratio and the taxable values of (i) total real property, (ii) the portion of total real property represented by the present-use value of agricultural land, horticultural land, and forestland as defined in G.S. 105-277.2, (iii) property of public service companies determined in accordance with Article 23 of Chapter 105 of the General Statutes, and (iv) personal property.

DRAFT
SPECIAL PROVISION

2001-DPI-H7(S28.7)i

Department of Public Instruction
House Appropriations Subcommittee on Education

Requested by: Representatives Boyd-McIntyre, Rogers, Yongue

SMALL SCHOOL SYSTEM SUPPLEMENTAL FUNDING

SECTION 28.7.(a) Funds for Small School Systems. – Except as provided in subsection (b) of this section, the State Board of Education shall allocate funds appropriated for small school system supplemental funding (i) to each county school administrative unit with an average daily membership of fewer than 3,175 students and (ii) to each county school administrative unit with an average daily membership of from 3,175 to 4,000 students if the county in which the local school administrative unit is located has a county-adjusted property tax base per student that is below the State-adjusted property tax base per student and if the total average daily membership of all local school administrative units located within the county is from 3,175 to 4,000 students. The allocation formula shall:

(1) Round all fractions of positions to the next whole position.

(2) Provide five and one-half additional regular classroom teachers in counties in which the average daily membership per square mile is greater than four, and seven additional regular classroom teachers in counties in which the average daily membership per square mile is four or fewer.

(3) Provide additional program enhancement teachers adequate to offer the standard course of study.

(4) Change the duty-free period allocation to one teacher assistant per 400 average daily membership.

(5) Provide a base for the consolidated funds allotment of at least four hundred sixty-six thousand dollars ($466,000) excluding textbooks.

(6) Allot vocational education funds for grade 6 as well as for grades 7-12.

If funds appropriated for each fiscal year for small school system supplemental funding are not adequate to fund fully the program, the State Board of Education shall reduce the amount allocated to each county school administrative unit on a pro rata basis. This formula is solely a basis for distribution of supplemental funding for certain county school administrative units and is not intended to reflect any measure of the adequacy of the educational program or funding for public schools. The formula is also not intended to reflect any commitment by the General Assembly to appropriate any additional supplemental funds for such county administrative units.

SECTION 28.7.(b) Nonsupplant Requirement. – A county in which a local school administrative unit receives funds under this section shall use the funds to supplement local current expense funds and shall not supplant local current expense

funds. For the 2001-2003 fiscal biennium, the State Board of Education shall not allocate funds under this section to a county found to have used these funds to supplant local per student current expense funds. The State Board of Education shall make a finding that a county has used these funds to supplant local current expense funds in the prior year, or the year for which the most recent data are available, if:

(1) The current expense appropriation per student of the county for the current year is less than ninety-five percent (95%) of the average of the local current expense appropriations per student for the three prior fiscal years; and

(2) The county cannot show (i) that it has remedied the deficiency in funding, or (ii) that extraordinary circumstances caused the county to supplant local current expense funds with funds allocated under this section.

The State Board of Education shall adopt rules to implement this section.

SECTION 28.7.(c) Phase-Out Provisions. – If a local school administrative unit becomes ineligible for funding under this formula solely because of an increase in the county-adjusted property tax base per student of the county in which the local school administrative unit is located, funding for that unit shall be phased out over a two-year period. For the first year of ineligibility, the unit shall receive the same amount it received for the prior fiscal year. For the second year of ineligibility, it shall receive one-half of that amount.

If a local school administrative unit becomes ineligible for funding under this formula solely because of an increase in the population of the county in which the local school administrative unit is located, funding for that unit shall be continued for five years after the unit becomes ineligible.

SECTION 28.7.(d) Definitions. – As used in this section:

(1) "Average daily membership" means within two percent (2%) of the average daily membership as defined in the North Carolina Public Schools Allotment Policy Manual, adopted by the State Board of Education.

(2) "County-adjusted property tax base per student" means the total assessed property valuation for each county, adjusted using a weighted average of the three most recent annual sales assessment ratio studies, divided by the total number of students in average daily membership who reside within the county.

(2a) "Local current expense funds" means the most recent county current expense appropriations to public schools, as reported by local boards of education in the audit report filed with the Secretary of the Local Government Commission pursuant to G.S. 115C-447.

(3) "Sales assessment ratio studies" means sales assessment ratio studies performed by the Department of Revenue under G.S. 105-289(h).

(4) "State adjusted property tax base per student" means the sum of all county adjusted property tax bases divided by the total number of students in average daily membership who reside within the State.

(4a) "Supplant" means to decrease local per student current expense appropriations from one fiscal year to the next fiscal year.

(5) "Weighted average of the three most recent annual sales assessment ratio studies" means the weighted average of the three most recent annual sales assessment ratio studies in the most recent years for which county current expense appropriations and adjusted property tax valuations are available. If real property in a county has been revalued one year prior to the most recent sales assessment ratio study, a weighted average of the two most recent sales assessment ratios shall be used. If property has been revalued during the year of the most recent sales assessment ratio study, the sales assessment ratio for the year of revaluation shall be used.

SECTION 28.7.(e) Reports. – The State Board of Education shall report to the Joint Legislative Education Oversight Committee prior to May 1, 2002, if it determines that counties have supplanted funds.

SECTION 28.7.(f) Use of Funds. – Local boards of education are encouraged to use at least twenty percent (20%) of the funds they receive pursuant to this section to improve the academic performance of children who are performing at Level I or II on either reading or mathematics end-of-grade tests in grades 3-8 and children who are performing at Level I or II on the writing tests in grades 4 and 7. Local boards of education shall report to the State Board of Education on an annual basis on funds used for this purpose and the State Board shall report this information to the Joint Legislative Education Oversight Committee. These reports shall specify how these funds were targeted and used to implement specific improvement strategies of each local school administrative unit and its schools such as teacher recruitment, closing the achievement gap, improving student accountability, addressing the needs of at-risk students, and establishing and maintaining safe schools.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DPI-H8(S28.8)i

Department of Public Instruction
House Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

FUNDS TO IMPLEMENT THE ABCS OF PUBLIC EDUCATION PROGRAM

SECTION 28.8.(a) The State Board of Education shall use funds appropriated for State Aid to Local School Administrative Units for the 2001-2002 fiscal year to provide incentive funding for schools that met or exceeded the projected levels of improvement in student performance during the 2000-2001 school year, in accordance with the ABCs of Public Education Program. In accordance with State Board of Education policy:

(1) Incentive awards in schools that achieve higher than expected improvements may be up to:

a. One thousand five hundred dollars ($1,500) for each teacher and for certified personnel; and

b. Five hundred dollars ($500.00) for each teacher assistant.

(2) Incentive awards in schools that meet the expected improvements may be up to:

a. Seven hundred fifty dollars ($750.00) for each teacher and for certified personnel; and

b. Three hundred seventy-five dollars ($375.00) for each teacher assistant.

SECTION 28.8.(b) The State Board of Education may use funds appropriated to State Aid to Local School Administrative Units for assistance teams to low-performing schools.

DRAFT
SPECIAL PROVISION

2001-DPI-H9(S28.9)i

Department of Public Instruction
House Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

STUDENTS WITH LIMITED ENGLISH PROFICIENCY

SECTION 28.9.(a) The State Board of Education shall develop guidelines for identifying and providing services to students with limited proficiency in the English language.

The State Board shall allocate these funds to local school administrative units and to charter schools under a formula that takes into account the average percentage of students in the units or the charters over the past three years who have limited English proficiency. The State Board shall allocate funds to a unit or a charter school only if (i) average daily membership of the unit or the charter school includes at least 20 students with limited English proficiency or (ii) students with limited English proficiency comprise at least two and one-half percent (2 1/2%) of the average daily membership of the unit or charter school. For the portion of the funds that is allocated on the basis of the number of identified students, the maximum number of identified students for whom a unit or charter school receives funds shall not exceed ten and six-tenths percent (10.6%) of its average daily membership.

Local school administrative units shall use funds allocated to them to pay for classroom teachers, teacher assistants, tutors, textbooks, classroom materials/instructional supplies/equipment, transportation costs, and staff development of teachers for students with limited English proficiency.

A county in which a local school administrative unit receives funds under this section shall use the funds to supplement local current expense funds and shall not supplant local current expense funds.

SECTION 28.9.(b) The Department of Public Instruction shall prepare a current headcount of the number of students classified with limited English proficiency by December 1 of each year.

Students in the head count shall be assessed at least once every three years to determine their level of English proficiency. A student who scores "superior" on the standard English language proficiency assessment instrument used in this State shall not be included in the head count of students with limited English proficiency.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DPI-H10(S28.10)i

Department of Public Instruction
House Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

EXPENDITURES FOR DRIVING EDUCATION CERTIFICATES

SECTION 28.10. The State Board of Education may use funds appropriated for drivers education for the 2001-2002 fiscal year and for the 2002-2003 fiscal year for driving eligibility certificates.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DPI-H11(S28.11)i

Department of Public Instruction
House Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

TEACHER SALARY SCHEDULES

SECTION 28.11.(a) Effective for the 2001-2002 school year, the Director of the Budget may transfer from the Reserve for Compensation Increases for the 2001-2002 fiscal year funds necessary to implement the teacher salary schedule set out in subsection (b) of this section, including funds for the employer's retirement and social security contributions and funds for annual longevity payments at one and one-half percent (1.5%) of base salary for 10 to 14 years of State service, two and twenty-five hundredths percent (2.25%) of base salary for 15 to 19 years of State service, three and twenty-five hundredths percent (3.25%) of base salary for 20 to 24 years of State service, and four and one-half percent (4.5%) of base salary for 25 or more years of State service, commencing July 1, 2001, for all teachers whose salaries are supported from the State's General Fund. These funds shall be allocated to individuals according to rules adopted by the State Board of Education. The longevity payment shall be paid in a lump sum once a year.

SECTION 28.11.(b) For the 2001-2002 school year, the following monthly salary schedules shall apply to certified personnel of the public schools who are classified as teachers. The schedule contains 30 steps with each step corresponding to one year of teaching experience.

2001-2002 MONTHLY SALARY SCHEDULE
"A" TEACHERS

Years of Experience	"A" Teachers	NBPTS Certification
0	$2,525	N/A
1	$2,567	N/A
2	$2,611	N/A
3	$2,764	$3,096
4	$2,904	$3,252
5	$3,036	$3,400
6	$3,164	$3,544
7	$3,266	$3,658
8	$3,314	$3,712
9	$3,362	$3,765

10	$3,412	$3,821
11	$3,461	$3,876
12	$3,511	$3,932
13	$3,561	$3,988
14	$3,614	$4,048
15	$3,667	$4,107
16	$3,722	$4,169
17	$3,777	$4,230
18	$3,834	$4,294
19	$3,892	$4,359
20	$3,950	$4,424
21	$4,011	$4,492
22	$4,072	$4,561
23	$4,136	$4,632
24	$4,200	$4,704
25	$4,264	$4,776
26	$4,330	$4,850
27	$4,398	$4,926
28	$4,467	$5,003
29	$4,538	$5,083
30+	$4,538	$5,083

2001-2002 MONTHLY SALARY SCHEDULE
"M" TEACHERS

Years of Experience	"M" Teachers	NBPTS Certification
0	$2,778	N/A
1	$2,824	N/A
2	$2,872	N/A
3	$3,040	$3,405
4	$3,194	$3,577
5	$3,340	$3,741
6	$3,480	$3,898
7	$3,593	$4,024
8	$3,645	$4,082
9	$3,698	$4,142
10	$3,753	$4,203
11	$3,807	$4,264
12	$3,862	$4,325
13	$3,917	$4,387
14	$3,975	$4,452
15	$4,034	$4,518
16	$4,094	$4,585
17	$4,155	$4,654

18	$4,217	$4,723
19	$4,281	$4,795
20	$4,345	$4,866
21	$4,412	$4,941
22	$4,479	$5,016
23	$4,550	$5,096
24	$4,620	$5,174
25	$4,690	$5,253
26	$4,763	$5,335
27	$4,838	$5,419
28	$4,914	$5,504
29	$4,992	$5,591
30+	$4,992	$5,591

SECTION 28.11.(c) Certified public school teachers with certification based on academic preparation at the six-year degree level shall receive a salary supplement of one hundred twenty-six dollars ($126.00) per month in addition to the compensation provided for certified personnel of the public schools who are classified as "M" teachers. Certified public school teachers with certification based on academic preparation at the doctoral degree level shall receive a salary supplement of two hundred fifty-three dollars ($253.00) per month in addition to the compensation provided for certified personnel of the public schools who are classified as "M" teachers.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DPI-H12(S28.12)

Department of Public Instruction
House Appropriations Subcommittee on Education

Requested by: Representatives Boyd-McIntyre, Rogers, Yongue

INSTRUCTIONAL SUPPORT PERSONNEL SALARY SCHEDULES

SECTION 28.12.(a) Effective for the 2001-2002 school year, the Director of the Budget may transfer from the Reserve for Compensation Increases for the 2001-2002 fiscal year funds necessary to implement the instructional support personnel salary schedule set out in subsection (b) of this section, including funds for the employer's retirement and social security contributions and funds for annual longevity payments at one and one-half percent (1.5%) of base salary for 10 to 14 years of State service, two and twenty-five hundredths percent (2.25%) of base salary for 15 to 19 years of State service, three and twenty-five hundredths percent (3.25%) of base salary for 20 to 24 years of State service, and four and one-half percent (4.5%) of base salary for 25 or more years of State service, commencing July 1, 2001, for all instructional support personnel whose salaries are supported from the State's General Fund. These funds shall be allocated to individuals according to rules adopted by the State Board of Education. The longevity payment shall be paid in a lump sum once a year.

SECTION 28.12.(b) For the 2001-2002 school year, the following monthly salary schedules shall apply to certified personnel of the public schools who are classified as instructional support personnel. The schedule contains 30 steps with each step corresponding to one year of experience as a certificated employee of the public schools.

2001-2002 MONTHLY SALARY SCHEDULE
"A" INSTRUCTIONAL SUPPORT PERSONNEL

Years of Experience	"A" Instructional Support Personnel	NBPTS Certification
0	$2,525	N/A
1	$2,567	N/A
2	$2,611	N/A
3	$2,764	$3,096
4	$2,904	$3,252
5	$3,036	$3,400
6	$3,164	$3,544
7	$3,266	$3,658
8	$3,314	$3,712

9	$3,362	$3,765
10	$3,412	$3,821
11	$3,461	$3,876
12	$3,511	$3,932
13	$3,561	$3,988
14	$3,614	$4,048
15	$3,667	$4,107
16	$3,722	$4,169
17	$3,777	$4,230
18	$3,834	$4,294
19	$3,892	$4,359
20	$3,950	$4,424
21	$4,011	$4,492
22	$4,072	$4,561
23	$4,136	$4,632
24	$4,200	$4,704
25	$4,264	$4,776
26	$4,330	$4,850
27	$4,398	$4,926
28	$4,467	$5,003
29	$4,538	$5,083
30+	$4,538	$5,083

2001-2002 MONTHLY SALARY SCHEDULE
"M" INSTRUCTIONAL SUPPORT PERSONNEL

Years of Experience	"M" Instructional Support Personnel	NBPTS Certification
0	$2,778	N/A
1	$2,824	N/A
2	$2,872	N/A
3	$3,040	$3,405
4	$3,194	$3,577
5	$3,340	$3,741
6	$3,480	$3,898
7	$3,593	$4,024
8	$3,645	$4,082
9	$3,698	$4,142
10	$3,753	$4,203
11	$3,807	$4,264
12	$3,862	$4,325
13	$3,917	$4,387
14	$3,975	$4,452
15	$4,034	$4,518
16	$4,094	$4,585

17	$4,155	$4,654
18	$4,217	$4,723
19	$4,281	$4,795
20	$4,345	$4,866
21	$4,412	$4,941
22	$4,479	$5,016
23	$4,550	$5,096
24	$4,620	$5,174
25	$4,690	$5,253
26	$4,763	$5,335
27	$4,838	$5,419
28	$4,914	$5,504
29	$4,992	$5,591
30+	$4,992	$5,591

SECTION 28.12.(c) Certified public school instructional support personnel with certification based on academic preparation at the six-year degree level shall receive a salary supplement of one hundred twenty-six dollars ($126.00) per month in addition to the compensation provided for certified personnel of the public schools who are classified as "M" instructional support personnel. Certified public school instructional support personnel with certification based on academic preparation at the doctoral degree level shall receive a salary supplement of two hundred fifty-three dollars ($253.00) per month in addition to the compensation provided for certified personnel of the public schools who are classified as "M" instructional support personnel.

SECTION 28.12.(d) Effective for the 2001-2002 school year, the first step of the salary schedule for school psychologists shall be equivalent to Step 5, corresponding to five years of experience, on the salary schedule established in this section for certified personnel of the public schools who are classified as "M" instructional support personnel. Certified psychologists shall be placed on the salary schedule at an appropriate step based on their years of experience. Certified psychologists shall receive longevity payments based on years of State service in the same manner as instructional support personnel.

Certified psychologists with certification based on academic preparation at the six-year degree level shall receive a salary supplement of one hundred twenty-six dollars ($126.00) per month in addition to the compensation provided for certified psychologists. Certified psychologists with certification based on academic preparation at the doctoral degree level shall receive a salary supplement of two hundred fifty-three dollars ($253.00) per month in addition to the compensation provided for certified psychologists.

SECTION 28.12.(e) Effective for the 2001-2002 school year, speech pathologists who are certified as speech pathologists at the masters degree level and audiologists who are certified as audiologists at the masters degree level and who are employed in the public schools as speech and language specialists and audiologists shall be paid on the school psychologist salary schedule.

Speech pathologists and audiologists with certification based on academic preparation at the six-year degree level shall receive a salary supplement of one hundred twenty-six dollars ($126.00) per month in addition to the compensation provided for speech pathologists and audiologists. Speech pathologists and audiologists with certification based on academic preparation at the doctoral degree level shall receive a salary supplement of two hundred fifty-three dollars ($253.00) per month in addition to the compensation provided for speech pathologists and audiologists.

SECTION 28.12.(f) Certified school nurses who are employed in the public schools as nurses shall be paid on the "M" salary schedule.

SECTION 28.12.(g). G.S. 115C-325(a)(6) reads as rewritten:

"(a) Definition of Terms. – As used in this section unless the context requires otherwise:

...

(6) "Teacher" means a person who holds at least a current, not provisional or expired, Class A certificate or a regular, not provisional or expired, vocational certificate issued by the Department of Public Instruction; whose major responsibility is to teach or directly supervises teaching or who is classified by the State Board of Education or is paid either as a classroom ~~teacher;~~teacher or instructional support personnel; and who is employed to fill a full-time, permanent position."

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DPI-H13(S28.13)i

Department of Public Instruction
House Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

SCHOOL ADMINISTRATOR SALARY SCHEDULES

SECTION 28.13.(a) Funds appropriated to the Reserve for Compensation Increases shall be used for the implementation of the salary schedule for school-based administrators as provided in this section. These funds shall be used for State-paid employees only.

SECTION 28.13.(b) The base salary schedule for school-based administrators shall apply only to principals and assistant principals. The base salary schedule for the 2001-2002 fiscal year, commencing July 1, 2001, is as follows:

2001-2002
PRINCIPAL AND ASSISTANT PRINCIPAL SALARY SCHEDULES

CLASSIFICATION

Yrs of Exp	Assistant Principal	Prin I (0-10)	Prin II (11-21)	Prin III (22-32)	Prin IV (33-43)
0-4	$3,226	–	–	–	–
5	$3,373	–	–	–	–
6	$3,515	–	–	–	–
7	$3,629	–	–	–	–
8	$3,681	$3,681	–	–	–
9	$3,735	$3,735	–	–	–
10	$3,791	$3,791	$3,845	–	–
11	$3,845	$3,845	$3,901	–	–
12	$3,901	$3,901	$3,956	$4,015	–
13	$3,956	$3,956	$4,015	$4,074	$4,135
14	$4,015	$4,015	$4,074	$4,135	$4,197
15	$4,074	$4,074	$4,135	$4,197	$4,259
16	$4,135	$4,135	$4,197	$4,259	$4,324
17	$4,197	$4,197	$4,259	$4,324	$4,388
18	$4,259	$4,259	$4,324	$4,388	$4,456
19	$4,324	$4,324	$4,388	$4,456	$4,524
20	$4,388	$4,388	$4,456	$4,524	$4,596
21	$4,456	$4,456	$4,524	$4,596	$4,666

22	$4,524	$4,524	$4,596	$4,666	$4,737
23	$4,596	$4,596	$4,666	$4,737	$4,811
24	$4,666	$4,666	$4,737	$4,811	$4,886
25	$4,737	$4,737	$4,811	$4,886	$4,963
26	$4,811	$4,811	$4,886	$4,963	$5,042
27	$4,886	$4,886	$4,963	$5,042	$5,143
28	$4,963	$4,963	$5,042	$5,143	$5,246
29	$5,042	$5,042	$5,143	$5,246	$5,351
30	$5,143	$5,143	$5,246	$5,351	$5,458
31	$5,246	$5,246	$5,351	$5,458	$5,567
32	–	$5,351	$5,458	$5,567	$5,678
33	–	–	$5,567	$5,678	$5,792
34	–	–	$5,678	$5,792	$5,908
35	–	–	–	$5,908	$6,026
36	–	–	–	$6,026	$6,147
37	–	–	–	–	$6,270

2001-2002

PRINCIPAL AND ASSISTANT PRINCIPAL SALARY SCHEDULES

CLASSIFICATION

Yrs of Exp	Prin V (44-54)	Prin VI (55-65)	Prin VII (66-100)	Prin VIII (101+)
14	$4,259	–	–	–
15	$4,324	–	–	–
16	$4,388	$4,456	–	–
17	$4,456	$4,524	$4,666	–
18	$4,524	$4,596	$4,737	$4,811
19	$4,596	$4,666	$4,811	$4,886
20	$4,666	$4,737	$4,886	$4,963
21	$4,737	$4,811	$4,963	$5,042
22	$4,811	$4,886	$5,042	$5,143
23	$4,886	$4,963	$5,143	$5,246
24	$4,963	$5,042	$5,246	$5,351
25	$5,042	$5,143	$5,351	$5,458
26	$5,143	$5,246	$5,458	$5,567
27	$5,246	$5,351	$5,567	$5,678
28	$5,351	$5,458	$5,678	$5,792
29	$5,458	$5,567	$5,792	$5,908
30	$5,567	$5,678	$5,908	$6,026
31	$5,678	$5,792	$6,026	$6,147
32	$5,792	$5,908	$6,147	$6,270
33	$5,908	$6,026	$6,270	$6,395
34	$6,026	$6,147	$6,395	$6,523

35	$6,147	$6,270	$6,523	$6,653
36	$6,270	$6,395	$6,653	$6,786
37	$6,395	$6,523	$6,786	$6,922
38	$6,523	$6,653	$6,922	$7,060
39	–	$6,786	$7,060	$7,201
40	–	$6,922	$7,201	$7,345
41	–	–	$7,345	$7,492

SECTION 28.13.(c) The appropriate classification for placement of principals and assistant principals on the salary schedule, except for principals in alternative schools, shall be determined in accordance with the following schedule:

Classification	**Number of Teachers Supervised**
Assistant Principal	
Principal I	Fewer than 11 Teachers
Principal II	11-21 Teachers
Principal III	22-32 Teachers
Principal IV	33-43 Teachers
Principal V	44-54 Teachers
Principal VI	55-65 Teachers
Principal VII	66-100 Teachers
Principal VIII	More than 100 Teachers

The number of teachers supervised includes teachers and assistant principals paid from State funds only; it does not include teachers or assistant principals paid from non-State funds or the principal or teacher assistants.

The beginning classification for principals in alternative schools shall be the Principal III level. Principals in alternative schools who supervise 33 or more teachers shall be classified according to the number of teachers supervised.

SECTION 28.13.(d) A principal shall be placed on the step on the salary schedule that reflects total number of years of experience as a certificated employee of the public schools and an additional step for every three years of experience as a principal. A principal or assistant principal shall also continue to receive any additional State-funded percentage increases earned for the 1997-1998, 1998-1999, and the 1999-2000 school year for improvement in student performance or maintaining a safe and orderly school.

SECTION 28.13.(e) Principals and assistant principals with certification based on academic preparation at the six-year degree level shall be paid a salary supplement of one hundred twenty-six dollars ($126.00) per month and at the doctoral degree level shall be paid a salary supplement of two hundred fifty-three dollars ($253.00) per month.

SECTION 28.13.(f) There shall be no State requirement that superintendents in each local school unit shall receive in State-paid salary at least one percent (1%) more than the highest paid principal receives in State salary in that school unit: Provided, however, the additional State-paid salary a superintendent who was employed by a local school administrative unit for the 1992-93 fiscal year received because of that requirement shall not be reduced because of this subsection for subsequent fiscal years

that the superintendent is employed by that local school administrative unit so long as the superintendent is entitled to at least that amount of additional State-paid salary under the rules in effect for the 1992-93 fiscal year.

SECTION 28.13.(g) Longevity pay for principals and assistant principals shall be as provided for State employees under the State Personnel Act.

SECTION 28.13.(h)

(1) If a principal is reassigned to a higher job classification because the principal is transferred to a school within a local school administrative unit with a larger number of State-allotted teachers, the principal shall be placed on the salary schedule as if the principal had served the principal's entire career as a principal at the higher job classification.

(2) If a principal is reassigned to a lower job classification because the principal is transferred to a school within a local school administrative unit with a smaller number of State-allotted teachers, the principal shall be placed on the salary schedule as if the principal had served the principal's entire career as a principal at the lower job classification.

This subdivision applies to all transfers on or after the effective date of this section, except transfers in school systems that have been created, or will be created, by merging two or more school systems. Transfers in these merged systems are exempt from the provisions of this subdivision for one calendar year following the date of the merger.

SECTION 28.13.(i) Participants in an approved full-time Masters in School Administration program shall receive up to a 10-month stipend at the beginning salary of an assistant principal during the internship period of the masters program. Certification of eligible full-time interns shall be supplied to the Department of Public Instruction by the Principal Fellows Program or a school of education where the intern participates in a full-time Masters in School Administration.

SECTION 28.13.(j) During the 2001-2002 fiscal year, the placement on the salary schedule of an administrator with a one-year provisional assistant principal's certificate shall be at the entry-level salary for an assistant principal or the appropriate step on the teacher salary schedule, whichever is higher.

DRAFT
SPECIAL PROVISION

2001-DPI-H14(S28.14)i

Department of Public Instruction
House Appropriations Subcommittee on Education

Requested by: Representatives Boyd-McIntyre, Rogers, Yongue

CENTRAL OFFICE SALARIES

SECTION 28.14.(a) The monthly salary ranges that follow apply to assistant superintendents, associate superintendents, directors/coordinators, supervisors, and finance officers for the 2001-2002 fiscal year, beginning July 1, 2001. The top of these ranges shall be increased by six hundred twenty-five dollars ($625.00) annually for full-time employees.

School Administrator I	$2,932	$5,214
School Administrator II	$3,112	$5,534
School Administrator III	$3,303	$5,873
School Administrator IV	$3,436	$6,110
School Administrator V	$3,574	$6,358
School Administrator VI	$3,792	$6,747
School Administrator VII	$3,945	$7,020

The local board of education shall determine the appropriate category and placement for each assistant superintendent, associate superintendent, director/coordinator, supervisor, or finance officer within the salary ranges and within funds appropriated by the General Assembly for central office administrators and superintendents. The category in which an employee is placed shall be included in the contract of any employee hired on or after July 1, 2001.

SECTION 28.14.(b) The monthly salary ranges that follow apply to public school superintendents for the 2001-2002 fiscal year, beginning July 1, 2001. The top of these ranges shall be increased by six hundred twenty-five dollars ($625.00) annually for full-time employees.

Superintendent I	$4,187	$7,451
Superintendent II	$4,445	$7,904
Superintendent III	$4,716	$8,389
Superintendent IV	$5,005	$8,901
Superintendent V	$5,312	$9,447

The local board of education shall determine the appropriate category and placement for the superintendent based on the average daily membership of the local school administrative unit and within funds appropriated by the General Assembly for central office administrators and superintendents.

Notwithstanding the provisions of this subsection, a local board of education may pay an amount in excess of the applicable range to a superintendent who is entitled to receive the higher amount under Section 28.13(f) of this act.

SECTION 28.14.(c) Longevity pay for superintendents, assistant superintendents, associate superintendents, directors/coordinators, supervisors, and finance officers shall be as provided for State employees under the State Personnel Act.

SECTION 28.14.(d) Superintendents, assistant superintendents, associate superintendents, directors/coordinators, supervisors, and finance officers with certification based on academic preparation at the six-year degree level shall receive a salary supplement of one hundred twenty-six dollars ($126.00) per month in addition to the compensation provided for pursuant to this section. Superintendents, assistant superintendents, associate superintendents, directors/coordinators, supervisors, and finance officers with certification based on academic preparation at the doctoral degree level shall receive a salary supplement of two hundred fifty-three dollars ($253.00) per month in addition to the compensation provided for under this section.

SECTION 28.14.(e) The State Board of Education shall not permit local school administrative units to transfer State funds from other funding categories for salaries for public school central office administrators.

SECTION 28.14.(f) The Director of the Budget shall transfer from the Reserve for Compensation Increases created in this act for fiscal year 2001-2002, beginning July 1, 2001, funds necessary to provide an average annual salary increase of six hundred twenty-five dollars ($625.00), including funds for the employer's retirement and social security contributions, commencing July 1, 2001, for all permanent full-time personnel paid from the Central Office Allotment. The State Board of Education shall allocate these funds to local school administrative units. The local boards of education shall establish guidelines for providing their salary increases to these personnel.

SECTION 28.14.(g) The State Board of Education shall develop a new formula for allocating to local school administrative units funds appropriated for salaries for public school central office administrators for the 2002-2003 fiscal year. This formula shall not include a permanent hold-harmless provision for local school administrative units.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DPI-H15(S28.15)

Department of Public Instruction
House Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

NONCERTIFIED PERSONNEL SALARIES

SECTION 28.15.(a) The Director of the Budget may transfer from the Reserve for Compensation Increases created in this act for fiscal year 2001-2002, commencing July 1, 2001, funds necessary to provide a salary increase of six hundred twenty-five dollars ($625.00), including funds for the employer's retirement and social security contributions, commencing July 1, 2001, for all noncertified public school employees whose salaries are supported from the State's General Fund.

SECTION 28.15.(b) Local boards of education shall increase the rates of pay for all such employees who were employed for all or part of fiscal year 2000-2001 and who continue their employment for fiscal year 2001-2002 by at least six hundred twenty-five dollars ($625.00), commencing July 1, 2001. For part-time employees, the pay increase shall be pro rata based on the number of hours worked.

SECTION 28.15.(c) These funds shall not be used for any purpose other than for the salary increases and necessary employer contributions provided by this section.

SECTION 28.15.(d) The State Board of Education may adopt salary ranges for noncertified personnel to support increases of six hundred twenty-five dollars ($625.00), for the 2001-2002 fiscal year.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DPI-H16(S28.16)i

Department of Public Instruction
House Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

1 ***HIGH SCHOOL EXIT EXAMS***

2 **SECTION 28.16.** Of the funds appropriated to State Aid to Local School
3 Administrative Units, the State Board of Education may use up to three million dollars
4 ($3,000,000) for the 2001-2002 fiscal year to:

5 (1) Continue to develop a high school exit examination;
6 (2) Purchase equipment for scoring tests, including the new computer
7 adaptive exam for eligible students with disabilities; and
8 (3) Revise the reading and writing assessments.

DRAFT
SPECIAL PROVISION

2001-DPI-H17(S28.17)

Department of Public Instruction
House Appropriations Subcommittee on Education

Requested by: Representatives Boyd-McIntyre, Rogers, Yongue

FAIRNESS IN TESTING PROGRAM

SECTION 28.17.(a) The State Board of Education shall provide the Joint Legislative Education Oversight Committee with a detailed analysis of the current resources allocated to meet the needs of all students subject to the Statewide Student Accountability Standards, and in addition, shall submit recommendations regarding other resources that would best assist students in meeting these new standards.

SECTION 28.17.(b) G.S. 115C-288(a) reads as rewritten:

"(a) To Grade and Classify Pupils. – The principal shall have authority to grade and classify ~~pupils except a~~ pupils. In determining the appropriate grade for a pupil who is already attending a public school, the principal shall consider the pupil's classroom work and grades, the pupil's scores on standardized tests, and the best educational interests of the pupil. The principal shall not make the decision solely on the basis of standardized test scores. If a principal's decision to retain a child in the same grade is partially based on the pupil's scores on standardized tests, those test scores shall be verified as accurate.

A principal shall not require additional testing of a student entering a public school from a school governed under Article 39 of this Chapter if test scores from a nationally standardized test or nationally standardized equivalent measure that are adequate to determine the appropriate placement of the child are available."

SECTION 28.17.(c) G.S. 115C-47 is amended by adding a new subdivision to read:

"**§ 115C-47. Powers and duties generally.**

In addition to the powers and duties designated in G.S. 115C-36, local boards of education shall have the power or duty:

...

(39) To Provide a Right to Appeal the Decision to Retain a Child. – If local board policy requires that a child be retained at a grade level or that a child attend summer school, based on the child's standardized test scores, that local policy shall also provide the child's parent or guardian the right to appeal the decision. The right to appeal shall provide, at a minimum, for clear notice of the parent's rights, the right to have an advocate present at the hearing, the right to ask questions of school officials, the right to obtain records and information from the school, and the right to present information and evidence on behalf of the child."

SECTION 28.17.(d) The State Board of Education shall study the benefits of providing students' parents or guardians with copies of tests administered to their children under the Statewide Testing Program. The Board shall also consider the costs of maintaining the integrity and reliability of the tests if such a policy is implemented. The Board shall report the results of this study to the Joint Legislative Education Oversight Committee by March 31, 2002.

SECTION 28.17.(e) Part 3 of Article 8B of Chapter 115C of the General Statutes is amended by adding the following new section to read:

"§ 115C-105.41. Students who have been placed at risk of academic failure; personal education plans.

Local school administrative units shall identify students in all grades who have been placed at risk for academic failure and implement a personal education plan for academic improvement with focused intervention and performance benchmarks. Identification shall occur as early as can reasonably be done and can be based on grades, observations, State assessments, and other factors that teachers and administrators consider appropriate, without having to await the results of end-of-grade or end-of-course tests. At the beginning of the school year, a personal education plan shall be developed for any student not performing at least at grade level, as identified by the State end-of-grade test. Focused intervention and acceleration activities may include, among other things, summer school, Saturday school, and extended days. Local school administrative units shall provide these activities and transportation free of charge to students."

SECTION 28.17.(f) G.S. 115C-174.12(a) reads as rewritten:

"(a) ~~The State Board of Education shall review the tests being administered through State and local testing programs and shall select the tests that it believes are necessary to provide the best measures of the levels of academic achievement attained by students in various subject areas.~~ The State Board of Education shall ~~also~~ establish policies and guidelines necessary for minimizing the time students spend taking tests administered through State and local testing programs and for otherwise carrying out the provisions of this Article. The State Board of Education's policies regarding the testing of children with disabilities shall (i) provide broad accommodations and alternate methods of assessment that are consistent with a child's individualized education program and Section 504 plans, (ii) prohibit the use of statewide tests as the sole determinant of decisions about a child's graduation or promotion, and (iii) provide parents with information about the Statewide Testing Program and options for students with disabilities. The State Board shall report its proposed policies and proposed changes in policies to the Joint Legislative Education Oversight Committee prior to adoption."

SECTION 28.17.(g) Schools shall devote no more than two days of instructional time per year to the taking of practice tests that do not have the primary purpose of assessing current student learning.

SECTION 28.17.(h) Students in a local school shall not be subject to field tests or national tests during the two-week period preceding the administration of the end-of-grade tests, end-of-course tests, or the school's regularly scheduled final exams. No school shall participate in more than two field tests at any one grade level during a school year.

SECTION 28.17.(i) The Joint Legislative Education Oversight Committee shall study the State's testing program. As part of this study, the Committee shall consider:

(1) The number of tests currently mandated at the State level and the process and cost of developing, validating, and scoring them.

(2) Whether the State should consider the use of nationally developed tests as a substitute to State-developed testing. In particular, the Committee shall determine whether this use would (i) affect the ABCs Program, (ii) adequately measure student achievement and performance, (iii) provide more than minimum levels of achievement, (iv) provide a better comparison to student achievement and performance in other states, (v) be practical for high school courses or higher level courses, (vi) reduce the need for field testing, and (vii) offer any cost savings to the State.

(3) The number of grades in which State tests are given. The Committee shall determine the necessity for testing all grades in third through eighth grades, whether a reduction in the grades tested would affect the receipt of federal money, and the extent to which a reduction would impair the State's ability to identify schools under the ABCs Program.

(4) The high school courses for which State tests are given and whether there is an appropriate distribution of tests across grades nine through 12 and that test an appropriate array of the minimum courses required for admission to the constituent institutions of The University of North Carolina. In addition, the Committee shall examine whether students who take higher level courses and students in 12th grade are held accountable for their academic growth and performance.

(5) The advantages and disadvantages of using a composite of end-of-course tests or other tests such as the SAT, AP tests, or other nationally standardized tests in high school rather than developing a high school exit exam. If the Committee finds a high school exit exam is preferable, then it shall determine whether it must be administered to all students or limited to certain students, for example, those who don't take the SAT or a certain number of courses for which there are end-of-course tests.

(6) The extent to which additional testing, including field testing, practice testing, and locally mandated testing, is occurring and whether this should be limited or prohibited.

(7) Any other issue the Committee considers relevant.

The Committee shall report its findings and any recommendations, including recommended legislation, to the 2002 Regular Session of the 2001 General Assembly.

SECTION 28.17.(j) The State Board of Education shall develop and report to the Joint Legislative Education Oversight Committee on its objectives for the Statewide Testing Program and on the implementation of that Program. The report shall include:

(1) A statement of the relationship between these objectives and the tests currently administered under the Program;

(2) An analysis of whether the current tests appropriately achieve these objectives;

(3) A statement of any actions that may be needed to coordinate the objectives and the tests more effectively; and

(4) Strategies for communicating the objectives of the Program, the tests administered under the Program, and the relationship between these objectives and tests to principals, teachers, parents, and students throughout the State.

DRAFT
SPECIAL PROVISION

2001-DPI-H18(S28.18)

Department of Public Instruction
House Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

PILOT PROGRAM AUTHORIZING THE USE OF MENTOR FUNDS FOR FULL-TIME MENTORS

SECTION 28.18.(a) The State Board of Education shall establish a pilot program to permit the Charlotte-Mecklenburg School Administrative Unit, the Forsyth County School Administrative Unit, and the Wake County School Administrative Unit to use funds allocated for mentors for full-time mentors.

Funds allocated for mentors in these units shall be used only for teachers and instructional support personnel assigned to newly certified teachers, second-year teachers who were assigned mentors during the prior school year, or as authorized by Section 28.31 of this act, and entry-level instructional support personnel who have not previously been teachers. These funds shall be used only for:

(1) Salary supplements to teachers and instructional support personnel who are serving as mentors. The amount of the salary supplement shall not be based on the number of teachers or instructional support personnel to whom the mentor is assigned; or

(2) Payments to teachers or instructional support personnel who are employed solely to serve as mentors. An individual employed solely to serve as a mentor shall receive a payment for each individual, up to 15 individuals, to whom the mentor is assigned. The amount of each such payment shall be the same as the amount of the salary supplement for a mentor.

SECTION 28.18.(b) The Charlotte-Mecklenburg Board of Education, the Forsyth County Board of Education, and the Wake County Board of Education shall report to the State Board of Education on an annual basis on the impact that the mentor program has had on retention of teachers. The State Board shall report on this information to the Joint Legislative Education Oversight Committee.

DRAFT
SPECIAL PROVISION

2001-DPI-H19(S28.19)A

Department of Public Instruction
House Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

ADDITIONAL SUPPORT FOR INITIALLY CERTIFIED TEACHERS

SECTION 28.19. The State Board of Education shall modify the Performance-Based Licensure Program to provide additional support for initially certified teachers. Initially certified teachers shall receive up to three days of approved paid leave during their second year of employment to work on their performance-based products or to consult with their mentors. If a teacher has not successfully completed the performance-based requirements by their third year of employment, the teacher shall receive up to three days of approved paid leave to complete all requirements. Teachers participating in the program shall take paid leave only with the approval of their supervisors.

DRAFT
SPECIAL PROVISION

2001-DPI-H20(S28.20)i

Department of Public Instruction
House Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

PHASE IN ADM REDUCTIONS DUE TO CHARTER SCHOOLS

SECTION 28.20.(a) If a local school administrative unit experiences a loss in projected average daily membership of greater than five percent (5%) due to the opening of a new charter school within the unit, the State Board of Education may use funds from the Reserve for Average Daily Membership Adjustments to assure that the funding loss to the local school administrative unit does not exceed five percent (5%) in the first fiscal year of the charter school's operation.

The State Board of Education shall phase out this special allotment in subsequent fiscal years by decreasing the amount of the special allotment each year by the amount of the prior year's funding loss.

SECTION 28.20.(b) A local school administrative unit that received funds for the 2000-2001 fiscal year pursuant to Section 8.5 of S.L. 2000-67 to reduce the loss of funds due to shifts of enrollment to charter schools shall continue to receive funds for the 2001-2002 fiscal year in the amount of one hundred percent (100%) of the 2000-2001 allotment and for the 2002-2003 fiscal year in the amount of fifty percent (50%) of the 2000-2001 allotment.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DPI-H21(S28.21)i

Department of Public Instruction
House Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

MEDICAID OUTREACH

SECTION 28.21. If a claim for Medicaid outreach reimbursement that was submitted by a local school administrative unit and paid by a federal agency is later found by that agency to be inappropriate, the Department of Public Instruction shall request that the federal agency offset the overpaid amount against the next quarterly reimbursement due to the local school administrative unit. If the federal agency does not allow the offset, the Department of Public Instruction shall request repayment from the local school administrative unit, as provided for in agreements between the Department of Public Instruction and the local school administrative unit or, in the case of a local interagency agreement, agreements among local school administrative units. If the local school administrative unit that received the overpayment fails to repay the overpaid moneys within the time permitted under such agreements, the Department of Public Instruction may withhold the overpaid amount from State funds allocated for the central office of the local school administrative unit.

DRAFT
SPECIAL PROVISION

2001-DPI-H22(S28.22)i

Department of Public Instruction
House Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

FUNDS FOR NONINSTRUCTIONAL SUPPORT PERSONNEL MAY BE USED FOR STAFF DEVELOPMENT

SECTION 28.22. G.S. 115C-105.25(b) reads as rewritten:

"(b) Subject to the following limitations, local boards of education may transfer and may approve transfers of funds between funding allotment categories:

(1) In accordance with a school improvement plan accepted under G.S. 115C-105.27, State funds allocated for teacher assistants may be transferred only for personnel (i) to serve students only in kindergarten through third grade, or (ii) to serve students primarily in kindergarten through third grade when the personnel are assigned to an elementary school to serve the whole school. Funds allocated for teacher assistants may be transferred to reduce class size or to reduce the student-teacher ratio in kindergarten through third grade so long as the affected teacher assistant positions are not filled when the plan is amended or approved by the building-level staff entitled to vote on the plan or the affected teacher assistant positions are not expected to be filled on the date the plan is to be implemented. Any State funds appropriated for teacher assistants that were converted to certificated teachers before July 1, 1995, in accordance with Section 1 of Chapter 986 of the 1991 Session Laws, as rewritten by Chapter 103 of the 1993 Session Laws, may continue to be used for certificated teachers.

(2) In accordance with a school improvement plan accepted under G.S. 115C-105.27, (i) State funds allocated for classroom materials/instructional supplies/equipment may be transferred only for the purchase of textbooks; (ii) State funds allocated for textbooks may be transferred only for the purchase of instructional supplies, instructional equipment, or other classroom materials; and (iii) State funds allocated for noninstructional support personnel may be transferred only for teacher positions.

<u>(2a) Up to three percent (3%) of State funds allocated for noninstructional support personnel may be transferred for staff development.</u>

(3) No funds shall be transferred into the central office allotment category.

(4) Funds allocated for children with special needs, for students with limited English proficiency, and for driver's education shall not be transferred.

(5) Funds allocated for classroom teachers may be transferred only for teachers of exceptional children, for teachers of at-risk students, and for authorized purposes under the textbooks allotment category and the classroom materials/instructional supplies/equipment allotment category.

(6) Funds allocated for vocational education may be transferred only in accordance with any rules that the State Board of Education considers appropriate to ensure compliance with federal regulations.

(7) Funds allocated for career development shall be used in accordance with Section 17.3 of Chapter 324 of the 1995 Session Laws.

(8) Funds allocated for academically or intellectually gifted students may be used only (i) for academically or intellectually gifted students; (ii) to implement the plan developed under G.S. 115C-150.7; or (iii) in accordance with an accepted school improvement plan, for any purpose so long as that school demonstrates it is providing appropriate services to academically or intellectually gifted students assigned to that school in accordance with the local plan developed under G.S. 115C-150.7.

(9) Funds allocated in the Alternative Schools/At-Risk Student allotment shall be spent only for alternative learning programs, at-risk students, and school safety programs."

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DPI-H24(S28.24)i

Department of Public Instruction
House Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

STUDY TEXTBOOK DISTRIBUTION SYSTEM

SECTION 28.24. The State Board of Education shall contract for an analysis of the best and most efficient method to manage textbook distribution to the local schools. The Board shall prepare a Request for Proposals (RFP) outlining the scope of the analysis required and select a private consultant to perform the analysis. The analysis shall include such issues as timely delivery, total costs to the local school systems in providing textbooks to school buildings, use of currently available technology in the process, pricing practices among the textbook publishing industry, and other issues the Board considers relevant to a comprehensive review of the system.

Prior to award of a contract, the State Board shall present the Request for Proposals to the Joint Legislative Education Oversight Committee for comment. The State Board shall report to the Joint Legislative Education Oversight Committee on the results of the consultant's analysis, including the Board's recommendations for changes in the current system. The Board shall make its final report to the Committee by April 1, 2002.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DPI-H25(S28.25)i

Department of Public Instruction
House Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

ABOLISH THE NORTH CAROLINA STANDARDS BOARD FOR PUBLIC SCHOOL ADMINISTRATION

SECTION 28.25.(a) G.S. 115C-290.2 reads as rewritten:

"**§ 115C-290.2. Definitions.**

The following definitions apply in this Article:

(1) Repealed by Session Laws 1995, c. 116, s. 1.

(2) Exam. – The North Carolina Public School Administrator Exam.

(3) School administrator. – Public school superintendents, deputy superintendents, associate superintendents, assistant superintendents, principals, and assistant principals.

~~(4) Standards Board. – The North Carolina Standards Board for Public School Administration.~~"

SECTION 28.25.(b) G.S. 115C-290.3 is repealed.

SECTION 28.25.(c) G.S. 115C-290.4 is repealed.

SECTION 28.25.(d) G.S. 115C-290.5 reads as rewritten:

"**§ 115C-290.5. Powers and duties of the Board; development of the North Carolina Public School Administrator Exam.**

(a) The ~~Standards Board~~ State Board of Education shall administer this Article. In fulfilling this duty, the ~~Standards~~ Board shall:

(1) In accordance with subsection (c) of this section, develop and implement a North Carolina Public School Administrator ~~Exam, based on the professional standards established by the Standards Board.~~ Exam.

(2) Establish and collect an application fee not to exceed fifty dollars ($50.00). Fees collected under this Article shall be credited to the General Fund as nontax revenue.

(3) Review the educational achievements of an applicant to take the exam to determine whether the achievements meet the requirements set by G.S. 115C-290.7.

~~(4) Notify the State Board of Education of the names and addresses of the persons who passed the exam and are thereby recommended to be certified as public school administrators by the State Board of Education.~~

(5) Maintain accounts and records in accordance with the Executive Budget Act, Article 1 of Chapter 143 of the General Statutes.

(6) Adopt rules in accordance with Chapter 150B of the General Statutes to implement this Article.

~~(7) Submit an annual report by December 1 of each year to the Joint Legislative Education Oversight Committee of its activities during the preceding year, together with any recommendations and findings regarding improvement of the profession of public school administration.~~

~~(b) The Board may adopt a seal and affix it to any documents issued by the Board.~~

~~(c) The Standards Board shall submit its proposed exam to the State Board. The State Board shall adopt or reject the proposal. The State Board shall not make any substantive changes to any exam that it adopts. If the State Board rejects the proposal, it shall state with specificity its reasons for rejection; the Standards Board then may prepare another proposed exam and submit it to the State Board. If the State Board rejects the proposed exam on its second submission, the State Board may develop and adopt an exam by December 1, 1997. The General Assembly urges the State Board to utilize the Standards Board's proposed exam to the maximum extent that it is consistent with the State Board's policies if the State Board develops and adopts an exam. After an exam has been adopted, the Standards Board may submit suggested changes to the State Board for its approval.~~"

SECTION 28.25.(e) G.S. 115C-290.6 reads as rewritten:

"**§ 115C-290.6. Application to the ~~Standards Board.~~State Board of Education.**

An individual who seeks to be recommended by the Standards Board for certification by the State Board of Education, shall file a written application ~~with the Standards Board. The application must be~~ on a form provided by the ~~Standards Board, must~~ State Board of Education. The application shall be accompanied by the required application and exam fees ~~established by the Standards Board, and must~~ and shall include any information required by the ~~Standards~~ Board."

SECTION 28.25.(f) G.S. 115C-290.7 reads as rewritten:

"**§ 115C-290.7. ~~Recommendation by the Standards Board.~~Qualifications for certification.**

~~(a) The Standards Board shall for certification by the State Board an individual who submits a complete application to the Standards Board and satisfies all of the following requirements:~~

~~(1) Pays the application fee established by the Standards Board.~~

~~(2) Repealed by Session Laws 1998-16, s. 1.~~

~~(3) Has~~

(b) To qualify for certification as a school administrator, an individual must:

(1) Submit a complete application to the State Board.

(2) Pay the applicable fee.

(3) Have a ~~bachelors~~ bachelors degree from an accredited college or accredited ~~university and (i) has~~ university.

(4) Either (i) have a graduate degree from a public school administration program that meets the public school administrator program approval standards set by the State Board of Education, or (ii) ~~has~~ have a masters degree from an accredited college or accredited university and

~~has~~ have completed by December 31, 1999, a public school administration program that meets the public school administration approval standards set by the State Board of ~~Education.~~Education, and

~~(4)~~ ~~Passes~~

(5) Pass the exam adopted by the State Board.

~~(b)~~ ~~The State Board of Education may not certify an individual as a public school administrator unless it has received notice from the Standards Board that the person is recommended by the Standards Board under this Article.~~ The State Board may designate initial certification as a ~~license; advanced~~license. Advanced training may be designated as a certified area of practice."

SECTION 28.25.(g) G.S. 115C-290.8 reads as rewritten:

"**§ 115C-290.8. Exemptions from requirements.**

(a) The requirements of this Article do not apply to a person who, at any time during the five years preceding January 1, 1998, obtained or renewed a State administrator/supervisor certificate.

(b) The State Board may adopt policies governing the requirements for the certification of individuals who hold a certificate issued in any other state that authorizes them to be employed as school administrators in that state. These policies may exempt some or all of these individuals from the requirements of this Article.

(c) A person who is exempt from the requirements of this Article but ~~applies to the Standards Board~~for certification under this Article shall be subject to the Article."

DRAFT
SPECIAL PROVISION

2001-DPI-H26(S28.26)i

Department of Public Instruction
House Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

GUIDELINES FOR CHARTER SCHOOL ENROLLMENT

SECTION 28.26. G.S. 115C-238.29D(d) reads as rewritten:

"(d) The State Board of Education may grant the initial charter for a period not to exceed five years and may renew the charter upon the request of the chartering entity for subsequent periods not to exceed five years each. A material revision of the provisions of a charter application shall be made only upon the approval of the State Board of Education. ~~Beginning with the charter school's second year of operation and annually thereafter, the State Board shall allow a charter school to increase its enrollment by ten percent (10%) of the school's previous year's enrollment or as is otherwise provided in the charter. This enrollment growth shall not be considered a material revision of the charter application and shall not require the prior approval of the State Board.~~

It shall not be considered a material revision of a charter application and shall not require the prior approval of the State Board for a charter school to increase its enrollment during the charter school's second year of operation and annually thereafter (i) by up to ten percent (10%) of the school's previous year's enrollment or (ii) in accordance with planned growth as authorized in the charter. Other enrollment growth shall be considered a material revision of the charter application, and the State Board may approve such additional enrollment growth of greater than ten percent (10%) only if the State Board finds that:

(1) The actual enrollment of the charter school is within ten percent (10%) of its maximum authorized enrollment;

(2) The charter school has commitments for ninety percent (90%) of the requested maximum growth;

(3) The board of education of the local school administrative unit in which the charter school is located has had an opportunity to be heard by the State Board of Education on any adverse impact the proposed growth would have on the unit's ability to provide a sound basic education to its students;

(4) The charter school is not currently identified as low-performing;

(5) The charter school meets generally accepted standards of fiscal management; and

(6) It is otherwise appropriate to approve the enrollment growth."

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DPI-H27(S28.27)i

Department of Public Instruction
House Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

CHARTER SCHOOL ADVISORY COMMITTEE/CHARTER SCHOOL EVALUATION

SECTION 28.27. The State Board of Education may spend up to fifty thousand dollars ($50,000) a year from State Aid to Local School Administrative Units for the 2001-2002 and 2002-2003 fiscal years to continue support of a charter school advisory committee and to continue to evaluate charter schools.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DPI-H28(S28.28)i

Department of Public Instruction
House Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

TEACHER ACADEMY

SECTION 28.28.(a) G.S. 116-30.01(a) reads as rewritten:

"(a) The North Carolina Teacher Academy Board of Trustees shall establish a statewide network of high quality, integrated, comprehensive, collaborative, and substantial professional development for teachers, which shall be provided through summer programs. This network shall include professional development programs that focus on teaching strategies for teachers assigned to at-risk schools."

SECTION 28.28.(b) The State Board of Education shall specify professional development programs for teachers assigned to smaller classes in kindergarten through fifth grade. The Teacher Academy shall use at least ten percent (10%) of its budget for the 2001-2002 fiscal year to deliver these programs to teachers.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DPI-H29(S28.29)

Department of Public Instruction
House Appropriations Subcommittee on Education

Requested by: Representatives Boyd-McIntyre, Rogers, Yongue

MODIFY LAW REGARDING CHILDREN WITH DISABILITIES

SECTION 28.29.(a) Part 5 of Article 9 of Chapter 115C of the General Statutes reads as rewritten:

"Part 5. Council on Educational Services for Exceptional Children.

"§ 115C-121. Establishment; organization; powers and duties.

(a) There is hereby established an Advisory Council to the State Board of Education to be called the Council on Educational Services for Exceptional Children.

(b) The Council shall consist of 23 members to be appointed as follows: ~~five~~ four ex officio members; ~~two members~~ one individual with a disability and one representative of a private school appointed by the Governor; ~~two members~~ one member of the Senate and one parent of a child with a disability appointed by the President Pro Tempore; ~~two members~~ one member of the House of Representatives and one parent of a child with a disability appointed by the Speaker of the House; and ~~12~~ 13 members appointed by the State Board of Education. ~~Of those members of the Council appointed by the State Board one member shall be selected from each congressional district within the State, and the members so selected shall be composed of at least one person representing each of the following: handicapped individuals, parents or guardians of children with special needs, teachers of children with special needs, and State and local education officials and administrators of programs for children with special needs.~~ The State Board shall appoint members who represent individuals with disabilities, teachers, local school administrative units, institutions of higher education that prepare special education and related services personnel, administrators of programs for children with disabilities, charter schools, parents of children with disabilities, and vocational, community, or business organizations concerned with the provision of transition services. The majority of members on the Council shall be individuals with disabilities or parents of children with disabilities. The Council shall designate a chairperson from among its members. The designation of the chairperson is subject to the approval of the State Board of Education. ~~The board shall promulgate rules or regulations~~ The Board shall adopt rules to carry out this subsection.

Ex officio members of the Council shall be the following:

(1) The Secretary of ~~the Department of~~ Health and Human Services or the Secretary's ~~designee;~~designee.

~~(1a)~~(2) ~~A representative of the Department~~ The Secretary of Juvenile Justice and Delinquency ~~Prevention, appointed by the Governor;~~Prevention or the Secretary's designee.

~~(2)~~(3) The Secretary ~~of the Department~~ of Correction or the Secretary's ~~designee;~~designee.

~~(3) A representative from The University of North Carolina Planning Consortium for Children with Special Needs; and~~

(4) The Superintendent of Public Instruction or the Superintendent's designee.

The term of appointment for all members except those appointed by the State Board of Education ~~shall be for~~ is two years. The term for members appointed by the State Board of Education ~~shall be for~~ is four years. No person shall serve more than two consecutive four-year terms. ~~The initial term of office of the person appointed from the 12th Congressional District shall commence on January 3, 1993, and expire on June 30, 1996.~~

Each Council member shall serve without pay, but shall receive travel allowances and per diem in the same amount provided for members of the North Carolina General Assembly.

(c) The Council shall meet in offices provided by the Department of Public Instruction on a date to be agreed upon by the members of the Council from meeting to ~~meeting: Provided, however, that the~~ meeting. The Council shall meet no less than once every three months. The Department of Public Instruction shall provide the necessary secretarial and clerical staff and supplies to accomplish the objectives of the Council.

(d) The ~~duties of the Council shall be to:~~Council shall:

(1) Advise the Board with respect to unmet needs within the State in the education of children with ~~special needs, as defined in this Chapter.~~disabilities.

(2) Comment publicly on ~~rules and regulations~~ rules, policies, and procedures proposed ~~for issuance~~ by the Board regarding ~~special education and related services and the procedures for issuing State and federal funds for special education and related services.~~the education of children with disabilities.

(3) Assist the Board in developing ~~and reporting such data and evaluations as may assist the Commissioner of Education in the performance of his duties under Part B, Education of the Handicapped Act, as amended by Public Law 94-142.~~evaluations and reporting on data to the Secretary of Education under the federal Individuals with Disabilities Education Act (IDEA), as amended.

(4) ~~Comment publicly on State special education plans developed pursuant to Public Law 94-142 and State law.~~Advise the State Board in developing corrective action plans to address findings identified in federal monitoring reports required under the federal Individuals with Disabilities Education Act (IDEA), as amended.

(5) Advise the State Board in developing and implementing policies relating to the coordination of services for children with disabilities.

(6) Carry out any other responsibility as designated by federal law or the State Board."

SECTION 28.29.(b) The Joint Legislative Education Oversight Committee, in consultation with the Department of Public Instruction, shall examine the State laws

governing special education and related services for children with disabilities to identify and recommend statutory changes needed to bring State law in conformity with recent changes in the federal Individuals with Disabilities Education Act (IDEA). The Committee shall report to the 2002 Regular Session of the 2001 General Assembly on its recommended changes.

SECTION #.(c) Chapter 115C of the General Statutes is amended by adding the following new Article to read:

"Article 9C.

"Pregnant Children.

"**§ 115C-150.13. Educational programs for pregnant children.**

Consistent with the mission of the public school community to challenge with high expectations each child to learn, to achieve, and to fulfill his or her potential, each local educational agency shall establish and implement educational programs for pregnant students that enable these students to successfully complete their public school education. The State Board of Education shall adopt rules specifically to address the preparation of these educational programs. These rules shall include specific standards for ensuring that the individual educational needs of each child are addressed, homebound educational services are provided when necessary and appropriate, and data regarding pregnant and parenting students' performance, school continuation, and dropout rates are collected and retained for use in developing programs for this population."

DRAFT
SPECIAL PROVISION

2001-DPI-H30(S28.30)i

Department of Public Instruction
House Appropriations Subcommittee on Education

Requested by: Representatives Boyd-McIntyre, Rogers, Yongue

CLOSING THE ACHIEVEMENT GAP

SECTION 28.30.(a) G.S. 115C-105.35 reads as rewritten:

"**§ 115C-105.35. Annual performance goals.**

The School-Based Management and Accountability Program shall (i) focus on student performance in the basics of reading, mathematics, and communications skills in elementary and middle schools, (ii) focus on student performance in courses required for graduation and on other measures required by the State Board in the high schools, and (iii) hold schools accountable for the educational growth of their students. To those ends, the State Board shall design and implement an accountability system that sets annual performance standards for each school in the State in order to measure the growth in performance of the students in each individual school. For purposes of this Article, beginning school year 2002-2003, the Board shall include a 'closing the achievement gap' component in its measurement of educational growth in student performance for each school."

SECTION 28.30.(b) The State Board of Education shall report its plan to include measurement of "closing the achievement gap" in educational growth in student performance for each school to the Joint Legislative Education Oversight Committee by September 1, 2001.

SECTION 28.30.(c) G.S. 115C-12 is amended by adding a new subdivision to read:

"**§ 115C-12. Powers and duties of the Board generally.**

The general supervision and administration of the free public school system shall be vested in the State Board of Education. The State Board of Education shall establish policy for the system of free public schools, subject to laws enacted by the General Assembly. The powers and duties of the State Board of Education are defined as follows:

...

(30) Duty to Adopt Model Guidelines and Policies for the Establishment of Local Task Forces on Closing the Academic Achievement Gap. – The State Board shall adopt a Model for local school administrative units to use as a guideline to establish local task forces on closing the academic achievement gap at the discretion of the local board. The purpose of each task force is to advise and work with its local board of education and administration on closing the gap in academic achievement and on developing a collaborative plan for achieving that goal. The State

Board shall consider the recommendations of the Commission on Improving the Academic Achievement of Minority and At-Risk Students to the 2001 Session of the General Assembly in establishing its guidelines."

SECTION 28.30.(d) G.S. 115C-12(27) reads as rewritten:

"§ 115C-12. Powers and duties of the Board generally.

The general supervision and administration of the free public school system shall be vested in the State Board of Education. The State Board of Education shall establish policy for the system of free public schools, subject to laws enacted by the General Assembly. The powers and duties of the State Board of Education are defined as follows:

...

(27) Reporting Dropout ~~Rates and Expelled Students.~~Rates, Suspensions, Expulsions, and Alternative Placements. – The State Board shall report annually to the Joint Legislative Education Oversight Committee and the Commission on Improving the Academic Achievement of Minority and At-Risk Students on the numbers of students who have dropped out of school, been suspended, been expelled, or been placed in an alternative program. The data shall be reported in a disaggregated manner and be readily available to the public. The State Board shall not include students that have been expelled from school when calculating the dropout rate. The Board shall maintain a separate record of the number of students who are expelled from school."

SECTION 28.30.(e) Section 15.1(b) of S.L. 1999-395 reads as rewritten:

"(b) Initial appointments to the Commission shall be made before September 15, 1999. The first meeting of the Commission shall be held no later than October 15, 1999. Terms on the Commission are for two years and begin on the convening of the General Assembly in each odd-numbered year. Members may complete a term of service on the Commission even if they do not seek reelection or are not reelected to the General Assembly, but resignation or removal from service in the General Assembly constitutes resignation or removal from service on the Commission."

SECTION 28.30.(f) Section 15.5 of S.L. 1999-395 reads as rewritten:

"Section 15.5. ~~The Commission shall make an interim report of its findings and recommendations to the General Assembly not later than the convening of the 2000 Regular Session of the 1999 General Assembly. The Commission shall submit to the General Assembly a final report of its findings and recommendations of this study not later than the convening of the 2001 General Assembly.~~ The Commission shall make an interim report to the Joint Legislative Education Oversight Committee and to the General Assembly by April 1, 2002. The Commission shall submit a final report of its findings and recommendations to the Joint Legislative Education Oversight Committee and to the General Assembly by January 10, 2003. Upon filing its final report, the Commission shall terminate."

SECTION 28.30.(g) The Commission, as reauthorized under this section, shall, in addition to its other responsibilities, determine the extent to which additional fiscal resources are needed to close the academic achievement gap and keep it closed.

1 The Commission shall report its findings under this subsection to the 2002 Regular
2 Session of the 2001 General Assembly.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DPI-H31(S28.31)i

Department of Public Instruction
House Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

CLARIFY LAW REGARDING MENTORS FOR SECOND-YEAR TEACHERS

SECTION 28.31. State funds appropriated to provide mentors for teachers during their second year of teaching may be used to provide mentors for teachers whose first year of teaching was in a public school in North Carolina, a public school in another state, a private school, or a charter school.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DPI-H32(S28.32)i

Department of Public Instruction
House Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

FUNDS FOR THE TESTING AND IMPLEMENTATION OF THE NEW STUDENT INFORMATION SYSTEM

SECTION 28.32. The State Board of Education may transfer up to one million dollars ($1,000,000) in funds appropriated for the Uniform Education Reporting System for the 2001-2002 fiscal year to the Department of Public Instruction to lease or purchase equipment necessary for the testing and implementation of NC WISE, the new student information system in the public schools.

DRAFT
SPECIAL PROVISION

2001-DPI-H33(S28.33)i

Department of Public Instruction
House Appropriations Subcommittee on Education

Requested by: Representatives Boyd-McIntyre, Rogers, Yongue

EXPENDITURE OF FUNDS TO IMPROVE STUDENT ACCOUNTABILITY

SECTION 28.33.(a) Funds appropriated for the 2001-2002 fiscal year and the 2002-2003 fiscal year for Student Accountability Standards shall be used to assist students in performing at or above grade level in reading and mathematics in grades 3-8 as measured by the State's end-of-grade tests. The State Board of Education shall allocate these funds to local school administrative units based on the number of students who score at Level I or Level II on either reading or mathematics end-of-grade tests in grades 3-8. Funds in this allocation category shall be used to improve the academic performance of (i) students who are performing at Level I or II on either reading or mathematics end-of-grade tests in grades 3-8 and (ii) students who are performing at Level I or II on the writing tests in grades 4 and 7. These funds may also be used to improve the academic performance of students who are performing at Level I or II on the high school end-of-course tests. These funds shall not be transferred to other allocation categories or otherwise used for other purposes. Except as otherwise provided by law, local boards of education may transfer other funds available to them into this allocation category.

The principal of a school receiving these funds, in consultation with the faculty and the site-based management team, shall implement plans for expending these funds to improve the performance of students.

Continuation budget funds previously appropriated for NC Helps and for the middle school pilot project shall be transferred to this allocation category.

Local boards of education are encouraged to use federal funds such as Title I Comprehensive School Reform Development Funds and to examine the use of State funds to ensure that every student is performing at or above grade level in reading and mathematics.

These funds shall be allocated to local school administrative units for the 2001-2002 fiscal year within 30 days of the date this act becomes law.

SECTION 28.33.(b) Funds appropriated for Student Accountability Standards shall not revert at the end of each fiscal year but shall remain available for expenditure until August 31 of the subsequent fiscal year.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DPI-H34(S28.34)i

Department of Public Instruction
House Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

STUDY THE SALARIES OF SCHOOL FOOD SERVICE WORKERS AND CUSTODIANS

SECTION 28.34. The Joint Legislative Education Oversight Committee shall study the salaries of food service workers and custodians employed by the public schools. The Committee shall report its findings to the 2002 Regular Session of the 2001 General Assembly.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DPI-H36(S28.36)i

Department of Public Instruction
House Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

CHARACTER EDUCATION

SECTION 28.36. The State Board of Education shall use funds appropriated in this act for character education to develop a model character education curriculum for the public schools. The Board may contract with an outside consultant to implement the provisions of this act.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DPI-H37(S28.37)

Department of Public Instruction
House Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

STUDY OF SALARY DIFFERENTIALS FOR INSTRUCTIONAL SUPPORT PERSONNEL

SECTION 28.37. The Joint Legislative Education Oversight Committee shall study salary differentials for instructional support personnel. In the course of the study, the Committee shall consider salary differentials based on degrees and other educational credentials, licensure or certification by State agencies, licensure or certification by private entities, and other factors. The Committee shall report its findings and recommendations to the 2002 Regular Session of the 2001 General Assembly.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DPI-H38(S28.38)i

Department of Public Instruction
House Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

FLEXIBILITY TO IMPLEMENT BASE BUDGET REDUCTION

SECTION 28.38. Notwithstanding any other provision of law, the Department of Public Instruction may use salary reserve funds and other funds in the Department's continuation budget to transfer and reclassify positions as necessary to implement the base budget reductions for the 2001-2003 fiscal biennium.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DPI-H40(S28.40)

Department of Public Instruction
House Appropriations Subcommittee on Education

Requested by: Representatives Boyd-McIntyre, Rogers, Yongue

NC WISEOWL WEB SITE

SECTION 28.40.(a) The Department of Public Instruction shall use funds appropriated to continue the subscriptions currently available on the Department's NC WISEOWL web site for the 2001-2002 fiscal year. The Department of Public Instruction shall work collaboratively with the Department of Cultural Resources' NC Live Program to most efficiently use the funds appropriated and to facilitate the process of accessing the subscriptions through the NC Live web site effective in fiscal year 2002-2003.

SECTION 28.40.(b) The Department of Public Instruction and the Department of Cultural Resources shall report the results of their collaboration and recommendations to the Joint Information Technology Appropriations Subcommittee by March 15, 2002. The Joint Information Technology Appropriations Subcommittee shall review all North Carolina State Government Internet sites that are designed for children and consider if the consolidation of resources or access is appropriate.

DRAFT
SPECIAL PROVISION

2001-DPI-H42(S29.1)i

Department of Public Instruction
House Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

IMMEDIATE ASSISTANCE TO THE HIGHEST PRIORITY ELEMENTARY SCHOOLS

SECTION 29.1. Of funds appropriated from the General Fund to State Aid to Local School Administrative Units, the sum of ten million eight hundred seventy-six thousand four hundred thirty-eight dollars ($10,876,438) for the 2001-2002 fiscal year and the sum of twelve million two hundred thirty-seven thousand nine hundred thirteen dollars ($12,237,913) for the 2002-2003 fiscal year shall be used to provide the State's lowest-performing elementary schools with the tools needed to dramatically improve student achievement. These funds shall be used for the 37 elementary schools at which, for the 1999-2000 school year, over eighty percent (80%) of the students qualified for free or reduced-price lunches and no more than fifty-five percent (55%) of the students performed at or above grade level. Of these funds:

(1) The sum of $8,062,603 for the 2001-2002 fiscal year and the sum of $8,062,603 for the 2002-2003 fiscal year shall be used to reduce class size at each of these schools to ensure that no class in kindergarten through third grade has more than 15 students;

(2) The sum of $973,455 for the 2001-2002 fiscal year shall be used to extend teachers' contracts at these schools by five days for staff development, including staff development on methods to individualize instruction in smaller classes, and preparation for the 2001-2002 school year and the sum of $2,334,930 for the 2002-2003 fiscal year shall be used to extend teachers' contracts for a total of 10 days, including five additional days of instruction with related costs for other than teachers salaries, for the 2002-2003 school year; and

(3) The sum of $1,840,380 for the 2001-2002 fiscal year and the sum of $1,840,380 for the 2002-2003 fiscal year shall be used to provide one additional instructional support position at each priority school.

Any teacher assistants displaced from jobs in these highest priority elementary schools shall be given preferential consideration for vacant teacher assistant positions at other schools in the local school administrative unit, provided their job performance has been satisfactory.

DRAFT
SPECIAL PROVISION

2001-DPI-H43(S29.2)i

Department of Public Instruction
House Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

IMMEDIATE ACTIONS TO ADDRESS TEACHER SHORTAGE

SECTION 29.2.(a) Of the funds appropriated from the General Fund to State Aid to Local School Administrative Units, the sum of two million five hundred thousand dollars ($2,500,000) for the 2001-2002 fiscal year and the sum of two million five hundred thousand dollars ($2,500,000) for the 2002-2003 fiscal year shall be used to expand the pool of qualified teachers and to provide recruitment and retention incentives to attract and retain high-quality teachers to low-performing schools and schools with shortages of teachers in certain areas of certification. Of these funds:

(1) The sum of $1,000,000 for the 2001-2002 fiscal year and the sum of $1,000,000 for the 2002-2003 fiscal year shall be used to provide additional scholarship funds for teacher assistants taking courses that are prerequisites for teacher certification programs; and

(2) The sum of $1,500,000 for the 2001-2002 fiscal year and the sum of $1,500,000 for the 2002-2003 fiscal year shall be used to provide annual bonuses of $1,800 to teachers certified in and teaching in the fields of mathematics, science, or special education at middle and high schools with 80% or more of the students eligible for free or reduced lunch or with 50% or more of students performing below grade level in Algebra I and Biology. The bonus shall be paid monthly with matching benefits. Teachers shall remain eligible for the bonuses so long as they continue to teach in one of these disciplines at a school that was eligible for the bonus program when the teacher first received the bonus.

SECTION 29.2.(b) The Joint Legislative Education Oversight Committee shall study the effectiveness of providing benefits to part-time teachers as a means to recruit certified teachers back into the classroom. The Committee shall examine the effectiveness of different methods of providing these benefits. The Committee shall also examine the cost of the recruitment effort, including the cost of incorporating existing part-time teachers into the plan. The Committee shall make a report to the General Assembly by April 1, 2002.

SECTION 29.2.(c) The Joint Legislative Education Oversight Committee shall study the potential effectiveness of increasing the size of the Teaching Fellows Program to improve the supply of qualified teachers for the public schools. In its analysis the Committee shall consider the retention of Teaching Fellows in the teaching profession.

DRAFT
SPECIAL PROVISION

2001-DPI-H44(S29.3)i

Department of Public Instruction
House Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

COMPREHENSIVE ASSISTANCE TO CONTINUALLY LOW-PERFORMING SCHOOLS

SECTION 29.3. Chapter 115C of the General Statutes is amended by adding a new section to read:

"**§ 115C-105.37A. Continually low-performing schools; definition; assistance and intervention; reassignment of students.**

(a) Definition of Continually Low-Performing Schools. – A continually low-performing school is a school that has received State-mandated assistance and has been designated by the State Board as low performing for at least two of three consecutive years. If the State Board identifies a school as continually low performing, the school improvement team at that school shall review its school improvement plan to ensure consistency with the plan adopted pursuant to G.S. 115C- 105.38(3).

(b) Assistance to Schools That Are Low Performing for Two Years. – If a school that has received State-mandated assistance is designated by the State Board as low performing for two consecutive years or for two of three consecutive years, the State Board shall provide a series of progressive assistance and intervention strategies to that school. These strategies shall be designed to improve student achievement and to maintain student achievement at appropriate levels and may include, to the extent that funds are available for this purpose, assistance such as reductions in class size, extension of teacher and assistant principal contracts, extension of the instructional year, and grant-based assistance.

(c) Intervention in Schools That Are Low Performing for Three or More Years. – The State Board of Education shall develop and implement a series of actions for providing assistance and intervention to schools that have previously received State-mandated assistance and have been designated by the State Board as low performing for three or more consecutive years or for at least three out of four years. These actions shall be the least intrusive actions that are consistent with the need to improve student achievement at each such school and shall be adapted to the unique characteristics of each such school and the effectiveness of other actions developed or implemented to improve student achievement at each such school."

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DPI-H45(S29.4)i

Department of Public Instruction
House Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

ADDITIONS TO THE LOCAL SUPERINTENDENT'S PLAN TO IMPROVE A LOW-PERFORMING SCHOOL

SECTION 29.4. G.S. 115C-105.37(a1) reads as rewritten:

"(a1) By July 10 of each year, each local school administrative unit shall do a preliminary analysis of test results to determine which of its schools the State Board may identify as low-performing under this section. The superintendent then shall proceed under G.S. 115C-105.39. In addition, within 30 days of the initial identification of a school as low-performing by the local school administrative unit or the State Board, whichever occurs first, the superintendent shall submit to the local board a preliminary plan for addressing the needs of that ~~school.~~ school, including how the superintendent and other central office administrators will work with the school and monitor the school's progress. Within 30 days of its receipt of this plan, the local board shall vote to approve, modify, or reject this plan. Before the board makes this vote, it shall make the plan available to the public, including the personnel assigned to that school and the parents and guardians of the students who are assigned to the school, and shall allow for written comments. The board shall submit the plan to the State Board within five days of the board's vote. The State Board shall review the plan expeditiously and, if appropriate, may offer recommendations to modify the plan. The local board shall consider any recommendations made by the State Board."

DRAFT
SPECIAL PROVISION

2001-DPI-H46(S29.5)i

Department of Public Instruction
House Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

APPROPRIATIONS FOR CONTINUALLY LOW-PERFORMING SCHOOLS

SECTION 29.5. Of funds appropriated from the General Fund to State Aid to Local School Administrative Units, the sum of one million eight hundred seven thousand two hundred fifty-six dollars ($1,807,256) for the 2001-2002 fiscal year and the sum of one million nine hundred eighty-six thousand six hundred ninety-one dollars ($1,986,691) for the 2002-2003 fiscal year shall be used to provide the State's chronically low-performing schools with tools needed to dramatically improve student achievement. These funds shall be used to implement any of the following strategies at the schools that have not previously been implemented with State or other funds:

(1) The sum of $471,366 for the 2001-2002 fiscal year and the sum of $471,366 for the 2002-2003 fiscal year shall be used to reduce class size at a continually low-performing school to ensure that the number of teachers allotted for students in grades four and five is one for every 17 students; and

(2) The sum of $1,207,595 for the 2001-2002 fiscal year and the sum of $1,207,595 for the 2002-2003 fiscal year shall be used to reduce class size at a continually low-performing school to ensure that the number of teachers allotted in grades six through eight is one for every 17 students, and that the number of teachers allotted in grades nine through twelve is one for every 20 students; and

(3a) The sum of $128,295 for fiscal year 2001-2002 shall be used to extend teachers' contracts at these schools by five days for staff development, including methods to individualize instruction in smaller classes and preparation for the 2001-2002 school year. Of these funds, the sum of $10,175 shall be used for the extension of contracts of the additional teachers in grades four and five provided in subdivision (1) of this section and the sum of $118,120 shall be used for the extension of all teachers' contracts at continually low-performing middle and high schools for the 2001-2002 school year; and

(3b) The sum of $307,730 for fiscal year 2002-2003 shall be used to extend teachers' contracts for a total of 10 days, including five days of additional instruction with related costs for other than teachers' salaries for the 2002-2003 school year. Of these funds, the sum of $24,405 shall be used for the extension of contracts of the additional teachers in grades four and five provided in subdivision (1) of this

1 section and the sum of $283,325 shall be used for the extension of all
2 teachers' contracts at continually low-performing middle and high
3 schools for the 2002-2003 school year.

DRAFT
SPECIAL PROVISION

2001-DPI-H47(S29.6)

Department of Public Instruction
House Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

EVALUATION OF INITIATIVES TO ASSIST HIGH-PRIORITY SCHOOLS

SECTION 29.6.(a) In order for the high-priority schools identified in Section 29.1 of this act to remain eligible for the additional resources provided in this section, the schools must meet the expected growth for each year and must achieve high growth for at least two out of three years, based on the State Board of Education's annual performance standards set for each school. No adjustment in the allotment of resources based on performance shall be made until the 2004-2005 school year.

SECTION 29.6.(b) All teaching positions allotted for students in high-priority schools and continually low-performing schools in those grades targeted for smaller class sizes shall be assigned to and teach in those grades and in those schools. In grades K-3 in high-priority schools and in grades K-5 in continually low-performing schools the maximum class size shall be no more than one student above the allotment ratio in that grade. The Department of Public Instruction shall monitor class sizes at these schools at the end of the first month of school and report to the State Board of Education on the actual class sizes in these schools. If the local school administrative unit notifies the State Board of Education that they do not have sufficient resources to adhere to the class size maximum requirements, the State Board shall verify the accuracy of the request. If additional resources are determined necessary, the State Board of Education may allocate additional teaching positions to the unit from the Reserve for Average Daily Membership Adjustments.

SECTION 29.6.(c) Of funds appropriated from the General Fund to State Aid to Local School Administrative Units, the sum of five hundred thousand dollars ($500,000) for fiscal year 2001-2002 and the sum of five hundred thousand dollars ($500,000) for fiscal year 2002-2003 shall be used by the State Board of Education to contract with an outside organization to evaluate the initiatives set forth in this act.

The evaluation shall include:

(1) An assessment of the overall impact these initiatives have had on student achievement;

(2) An assessment of the effectiveness of each individual initiative set forth in this act in improving student achievement;

(3) An identification of changes in staffing patterns, instructional methods, staff development, and parental involvement as a result of these initiatives;

(4) An accounting of how funds and personnel resources made available for these schools were utilized, and the impact of varying patterns of utilization on changes in student achievement; and

(5) Recommendations for the continuance and improvement of these initiatives.

The State Board of Education shall make an initial report to the Joint Legislative Education Oversight Committee regarding the results of this evaluation by December 1, 2002, and annually thereafter. The State Board of Education shall submit its recommendations for changes to these initiatives to the Committee at any time.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DPI-H48(S29.7)i

Department of Public Instruction
House Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

ALLOCATION OF FEDERAL FUNDS FOR PRIORITY SCHOOLS

SECTION 29.7. The State Board of Education shall make every effort to coordinate the use of State and federal funds to avoid duplication or overlap of services, and to ensure that the benefits of smaller class sizes accrue to as many at-risk students as possible.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DPI-H50

Department of Public Instruction
House Appropriations Subcommittee on Education

Requested by: Representative Russell

OVERTIME FOR SCHOOL EMPLOYEES

SECTION #. If a person employed as both a teacher assistant and a school bus driver works for a combined total of more than forty hours per week, the employee shall receive overtime compensation at a rate of one and a half times the normal rate of pay. The appropriate number of hours shall be paid for teacher assistant duties from the teacher assistant allotment, and the appropriate number of hours shall be paid for bus driver duties from the transportation allotment. If agreed upon by both the employer and the employee, up to 240 hours may be granted as compensatory time off instead of overtime pay. Hours of compensatory time shall accrue at a rate of time and a half. Overtime compensation, in the form of overtime pay or compensatory time, shall be provided after 40 hours of work and shall not be waived by agreement between the employer and employee.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DPI-H53

Department of Public Instruction
House Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

FUNDS FOR TEACHER RECRUITMENT INITIATIVES

SECTION #. The State Board of Education may use up to two hundred thousand dollars ($200,000) of the funds appropriated for State Aid to Local School Administrative Units for the 2001-2002 fiscal year and for the 2002-2003 fiscal year to enable teachers who have received NBPTS certification or who have otherwise received special recognition to advise the State Board of Education on teacher recruitment and other strategic priorities of the State Board.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DPI-H55

Department of Public Instruction
House Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

LIMITATION ON USE OF KINDERGARTEN FUNDS

SECTION #. Local school administrative units shall use teacher positions allocated to reduce class size in kindergarten only to hire classroom teachers for kindergarten.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DPI-H57

Department of Public Instruction
House Appropriations Subcommittee on Education

Requested by: **Representatives Easterling, Oldham, Redwine, Thompson**

EXPLORNET AUDIT

SECTION #. The State Auditor shall audit ExplorNet, Incorporated for fiscal year 1999-00 and fiscal year 2000-01 under G.S. 143-6.1(f). No State funds appropriated for distribution to ExplorNet shall be disbursed until the State Auditor and the Office of State Budget, Management and Planning certify that ExplorNet is capable of managing the funds in accordance with law and has established adequate financial procedures and controls. A copy of the State Auditor's report shall be sent to the Joint Legislative Education Oversight Committee and to the Joint Legislative Commission on Governmental Operations.

DRAFT
SPECIAL PROVISION

2001-UNC-H2(S31.1)i

University of North Carolina and Private Instruction
House Appropriations Subcommittee on Education

Requested by: Representatives Boyd-McIntyre, Rogers, Yongue

AID TO PRIVATE COLLEGES

SECTION 31.1.(a) Part 2 of Article 1 of Chapter 116 of the General Statutes is amended by adding the following new sections to read:

"§ 116-21.1. Financial aid for North Carolina students attending private institutions of higher education in North Carolina.

(a) Funds shall be appropriated each fiscal year in the Current Operations Appropriations Act to the Board of Governors of The University of North Carolina for aid to institutions and shall be disbursed in accordance with the provisions of G.S. 116-19, 116-21, and 116-22.

(b) The funds appropriated in compliance with this section shall be placed in a separate, identifiable account in each eligible institution's budget or chart of accounts. All funds in the account shall be provided as scholarship funds for needy North Carolina students during the fiscal year. Each student awarded a scholarship from this account shall be notified of the source of the funds and of the amount of the award. Funds not utilized under G.S. 116-19 shall be available for the tuition grant program as defined in G.S. 116-21.2.

"§ 116-21.2. Legislative tuition grants to aid students attending private institutions of higher education.

(a) In addition to any funds appropriated pursuant to G.S. 116-19 and in addition to all other financial assistance made available to institutions, or to students attending these institutions, there is granted to each full-time North Carolina undergraduate student attending an approved institution as defined in G.S. 116-22, a sum, to be determined by the General Assembly for each academic year which shall be distributed to the student as provided by this subsection.

(b) The tuition grants provided for in this section shall be administered by the State Education Assistance Authority pursuant to rules adopted by the State Education Assistance Authority not inconsistent with this section. The State Education Assistance Authority shall not approve any grant until it receives proper certification from an approved institution that the student applying for the grant is an eligible student. Upon receipt of the certification, the State Education Assistance Authority shall remit at the times as it prescribes the grant to the approved institution on behalf, and to the credit, of the student.

(c) In the event a student on whose behalf a grant has been paid is not enrolled and carrying a minimum academic load as of the tenth classroom day following the beginning of the school term for which the grant was paid, the institution shall refund

the full amount of the grant to the State Education Assistance Authority. Each approved institution shall be subject to examination by the State Auditor for the purpose of determining whether the institution has properly certified eligibility and enrollment of students and credited grants paid on behalf of the students.

(d) In the event there are not sufficient funds to provide each eligible student with a full grant:

(1) The Board of Governors of The University of North Carolina, with the approval of the Office of State Budget and Management, may transfer available funds to meet the needs of the programs provided by subsections (a) and (b) of this section; and

(2) Each eligible student shall receive a pro rata share of funds then available for the remainder of the academic year within the fiscal period covered by the current appropriation.

(e) Any remaining funds shall revert to the General Fund.

(f) Expenditures made pursuant to this section may be used only for secular educational purposes at institutions. Expenditures made pursuant to this section shall not be used for any student who:

(1) Is incarcerated in a State or federal correctional facility for committing a Class A, B, B1, or B2 felony; or

(2) Is incarcerated in a State or federal correctional facility for committing a Class C through I felony and is not eligible for parole or release within 10 years.

(g) The State Education Assistance Authority shall document the number of full-time equivalent North Carolina undergraduate students that are enrolled in off-campus programs and the State funds collected by each institution pursuant to G.S. 116-19 for those students. The State Education Assistance Authority shall also document the number of scholarships and the amount of the scholarships that are awarded under G.S. 116-19 to students enrolled in off-campus programs. An 'off-campus program' is any program offered for degree credit away from the institution's main permanent campus.

(h) The State Education Assistance Authority shall include in its annual report to the Joint Legislative Education Oversight Committee the information it has compiled and its findings regarding this program.

"§ 116-21.3. Legislative tuition grant limitations.

(a) No legislative tuition grant funds shall be expended for a program at an off-campus site of a private institution, as defined in G.S. 116-22(1), established after May 15, 1987, unless (i) the private institution offering the program has previously notified and secured agreement from other private institutions operating degree programs in the county in which the off-campus program is located or operating in the counties adjacent to that county or (ii) the degree program is neither available nor planned in the county with the off-campus site or in the counties adjacent to that county.

(b) For purposes of this section, an 'off-campus program' is any program offered for degree credit away from the institution's main permanent campus.

(c) Any member of the armed services, as defined in G.S. 116-143.3(a), abiding in this State incident to active military duty, who does not qualify as a resident for tuition purposes, as defined under G.S. 116-143.1, is eligible for a legislative tuition grant pursuant to this section if the member is enrolled as a full-time student. The

member's legislative tuition grant shall not exceed the cost of tuition less any tuition assistance paid by the member's employer."

SECTION 31.1.(b) Funds are appropriated in this act to the Board of Governors of The University of North Carolina to be allocated and disbursed as provided by G.S. 116-19, 116-21, 116-21.1, and 116-22. These funds shall provide up to one thousand one hundred dollars ($1,100) per full-time equivalent North Carolina undergraduate student enrolled at an institution as of October 1, 2001, for the 2001-2002 fiscal year and up to one thousand one hundred dollars ($1,100) per full-time equivalent North Carolina undergraduate student enrolled at an institution as of October 1, 2002, for the 2002-2003 fiscal year.

SECTION 31.1.(c) Funds appropriated in this act to the Board of Governors of The University of North Carolina shall be allocated and disbursed for legislative tuition grants in compliance with G.S. 116-21.2. The funds shall be allocated as follows: to each full-time North Carolina undergraduate student a sum, not to exceed one thousand eight hundred dollars ($1,800) for the 2001-2002 academic year and one thousand eight hundred dollars ($1,800) for the 2002-2003 academic year.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-UNC-H3(S31.2)i

University of North Carolina and Private Instruction
House Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

ACADEMIC COMMON MARKET PILOT PROGRAM

SECTION 31.2.(a) The Southern Regional Education Board currently operates an Academic Common Market program. Under this program, qualified students from participating states may apply to attend programs at public universities in participating states that are not available in their home state's university system. North Carolina's participation for graduate programs would provide a cost-effective means of offering educational access for North Carolina residents. North Carolinians would be able to attend graduate programs that are not available at The University of North Carolina at reduced rates, and the State would avoid the cost associated with the development of new academic programs.

SECTION 31.2.(b) The Board of Governors of The University of North Carolina may establish a pilot program for participation in the Southern Regional Education Board's Academic Common Market at the graduate program level. The Board of Governors shall examine the graduate programs offered in The University of North Carolina system and select for participation only those graduate programs that are likely to be unique or are not commonly available in other Southern Regional Education Board states. Out-of-state tuition shall be waived for students who are residents of other Southern Regional Education Board states and who are participating in the Academic Common Market program. If accepted into The University of North Carolina graduate programs that are part of the Academic Common Market, these students shall pay in-State tuition and shall be treated for all purposes of The University of North Carolina as residents of North Carolina. Prior to the beginning of this pilot, the Board of Governors shall submit its list of graduate programs selected to be a part of the pilot program to the Joint Legislative Education Oversight Committee.

SECTION 31.2.(c) The pilot programs established under this section shall terminate July 1, 2005. However, once a student is enrolled in The University of North Carolina system under the Academic Common Market program, the student shall be entitled to pay in-State tuition as long as the student is enrolled in that graduate program. The Board of Governors shall report the success of the Academic Common Market program to the Joint Legislative Education Oversight Committee by December 31, 2003, and by January 31, 2005, and the Committee may recommend changes, if any are appropriate, to the pilot program at either of those times.

Requested by: Representatives Boyd-McIntyre, Rogers, Yongue

AID TO PRIVATE MEDICAL SCHOOLS/FUNDING FORMULA

SECTION 31.3. Part 1 of Article 1 of Chapter 116 of the General Statutes is amended by adding a new section to read:

"§ 116-21.3. Private medical schools–assistance funding formula.

(a) Funds shall be appropriated each year in the Current Operations Appropriations Act to the Board of Governors of The University of North Carolina for continuation of financial assistance to the medical schools of Duke University and Wake Forest University. The funds shall be disbursed on certifications of the respective schools of medicine that show the number of North Carolina residents as first-year, second-year, third-year, and fourth-year students in the medical school as of the appropriate fiscal year.

(b) Disbursement to Wake Forest University shall be made in the amount of eight thousand dollars ($8,000) for each medical student who is a North Carolina resident, one thousand dollars ($1,000) of which shall be placed by the school in a fund to be used to provide financial aid to needy North Carolina students who are enrolled in the medical school. The maximum aid given to any student from this fund in a given year shall not exceed the amount of the difference in tuition and academic fees charged by the school and those charged at the School of Medicine at the University of North Carolina at Chapel Hill.

(c) Disbursement to Duke University shall be made in the amount of five thousand dollars ($5,000) for each medical student who is a North Carolina resident, five hundred dollars ($500.00) of which shall be placed by the school in a fund to be used to provide student financial aid to financially needy North Carolina students who are enrolled in the medical school. No individual student may be awarded assistance from this fund in excess of two thousand dollars ($2,000) each year. In addition to this basic disbursement for each year of the biennium, a disbursement of one thousand dollars ($1,000) shall be made for each medical student who is a North Carolina resident in the first-year, second-year, third-year, and fourth-year classes to the extent that enrollment of each of those classes exceeds 30 North Carolina students.

(d) The Board of Governors shall establish the criteria for determining the eligibility for financial aid of needy North Carolina students who are enrolled in the medical schools and shall review the grants or awards to eligible students. The Board of Governors shall adopt rules for determining which students are residents of North Carolina for the purposes of these programs. The Board of Governors shall also make any regulations as necessary to ensure that these funds are used directly for instruction

1 in the medical programs of the schools and not for religious or other nonpublic
2 purposes. The Board of Governors shall encourage the two schools to orient students
3 toward primary care, consistent with the directives of G.S. 143-613(a). The two schools
4 shall supply information necessary for the Board to comply with G.S. 143-613(d).
5 (e) If the funds appropriated in the Current Operations Appropriations Act to the
6 Board of Governors of The University of North Carolina for continuation of financial
7 assistance to the medical schools of Duke University and Wake Forest University are
8 insufficient to cover the enrolled students in accordance with this section, then the
9 Board of Governors may transfer unused funds from other programs in the Related
10 Educational Programs budget code to cover the extra students."

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-UNC-H5(S31.4)i

University of North Carolina and Private Instruction
House Appropriations Subcommittee on Education

Requested by: Representatives Boyd-McIntyre, Rogers, Yongue

STUDY PROFESSIONAL DEVELOPMENT PROGRAMS FOR PUBLIC SCHOOL PROFESSIONALS

SECTION 31.4.(a) G.S. 115C-12(26) reads as rewritten:

"§ 115C-12. Powers and duties of the Board generally.

The general supervision and administration of the free public school system shall be vested in the State Board of Education. The State Board of Education shall establish policy for the system of free public schools, subject to laws enacted by the General Assembly. The powers and duties of the State Board of Education are defined as follows:

...

(26) Duty to Monitor and Make Recommendations Regarding Professional Development Programs. – The State Board of ~~Education, in collaboration with the Board of Governors of The University of North Carolina, shall identify and make recommendations regarding meaningful professional development programs for professional public school employees. The programs shall be aligned with State education goals and directed toward improving student academic achievement.~~ Education shall identify State and local needs for professional development for professional public school employees based upon the State's educational priorities for improving student achievement. The State Board also shall recommend strategies for addressing these needs. The strategies must be research-based, proven in practice, and designed for data-driven evaluation. The State Board shall report its findings and recommendations to the Joint Legislative Education Oversight Committee, the President Pro Tempore of the Senate, the Speaker of the House of Representatives, and the Board of Governors of The University of North Carolina prior to January 15, 2002, and shall review, revise, and resubmit those findings and recommendations annually thereafter. The State Board shall ~~annually~~ evaluate ~~and, after consultation with the Board of Governors, make recommendations regarding professional development programs based upon~~ the reports submitted by the Board of Governors under ~~G.S. 116-11(12a).~~ G.S. 116-11(12a) to determine whether the programs for professional development

provided by the Center for School Leadership Development address the State and local needs identified by the State Board and whether the programs are using the strategies recommended by the State Board. Prior to January 15th of each year, the State Board shall report the results of its analysis to the Board of Governors and to the Joint Legislative Education Oversight Committee.

...."

SECTION 31.4.(b) G.S. 116-11(12a) reads as rewritten:

"**§ 116-11. Powers and duties generally.**

The powers and duties of the Board of Governors shall include the following:

...

(12a) ~~The~~ Notwithstanding any other law, the Board of Governors of The University of North Carolina shall implement, administer, and revise programs for meaningful professional development for professional public school employees ~~based upon~~ in accordance with the evaluations and recommendations made by the State Board of Education under G.S. 115C-12(26). The programs shall be aligned with State education goals and directed toward improving student academic achievement. ~~The Board of Governors shall submit to the State Board of Education an annual report evaluating the professional development programs administered by the Board of Governors.~~ The Board of Governors shall submit to the State Board of Education an annual written report that uses data to assess and evaluate the effectiveness of the programs for professional development offered by the Center for School Leadership Development. The report shall clearly document how the programs address the State needs identified by the State Board of Education and whether the programs are utilizing the strategies recommended by the State Board. The Board of Governors also shall submit this report to the Joint Legislative Education Oversight Committee, the President Pro Tempore of the Senate, and the Speaker of the House of Representatives prior to September 15th of each year."

SECTION 31.4.(c) The Joint Legislative Education Oversight Committee shall hire an independent consultant to study and make recommendations regarding professional development for public school professionals in North Carolina. The consultant shall study:

(1) The professional development programs administered under the UNC Center for School Leadership Development with regard to their mission, governance structure, efficiency, and objectively measurable effectiveness in increasing student achievement.

(2) The feasibility and merits of consolidating and reducing the number of professional development programs.

(3) The possibility of regionalizing professional development programs and using a cooperative arrangement between higher educational institutions and community colleges in a region to achieve the goal.

(4) The professional development support offered by the Department of Public Instruction.

(5) The use of professional development funds allocated to local school administrative units and individual schools.

(6) National research regarding effective methods for delivering professional development that is shown to improve student achievement.

The consultant shall report these findings to the Joint Legislative Education Oversight Committee and also shall make recommendations regarding how existing State funds should be utilized to provide effective and efficient professional development for public school professionals.

SECTION 31.4.(d) The Joint Legislative Education Oversight Committee shall review the consultant's findings and recommendations and shall submit to the 2002 Regular Session of the 2001 General Assembly recommendations to streamline, reorganize, and improve the delivery of professional development for public school professionals. The recommendations may address revisions to program governance and mission, reallocation of funds, methods of program delivery, and methods to institute ongoing program evaluation.

SECTION 31.4.(e) The Joint Legislative Education Oversight Committee shall review the reports that are required to be made to the Committee. The purpose of the review is to determine which reports must include information that is research-based, proven in practice, and designed for data-driven research. The Committee may make recommendations for changes in these reports based upon the Committee's findings.

DRAFT
SPECIAL PROVISION

2001-UNC-H6(S31.5)

University of North Carolina and Private Instruction
House Appropriations Subcommittee on Education

Requested by: Representatives Boyd-McIntyre, Rogers, Yongue

TEACHER ASSISTANT SCHOLARSHIP FUND

SECTION 31.5.(a) Article 23 of Chapter 116 of the General Statutes is amended by adding a new section to read:

"**§ 116-209.35. Teacher Assistant Scholarship Fund.**

(a) There is established the Teacher Assistant Scholarship Fund. The purpose of the Fund is to provide scholarships to teacher assistants who are pursuing college degrees to become teachers. The State Education Assistance Authority shall administer the Fund.

(b) Criteria for awarding the scholarships shall be developed by the Board of Governors of The University of North Carolina in consultation with the State Board of Education and the State Board of Community Colleges and shall include all of the following:

(1) An applicant shall be employed full time as a teacher assistant in North Carolina.

(2) An applicant shall be enrolled in an accredited bachelors degree program in an institution of higher education in North Carolina.

(3) An applicant shall be a resident of North Carolina. For purposes of this section, residency shall be determined by the same standard as residency for tuition purposes pursuant to G.S. 116-143.1.

(4) Any additional criteria that the Board of Governors considers necessary to administer the Fund effectively, including all of the following:

a. Consideration of the appropriate numbers of minority applicants and applicants from diverse socioeconomic backgrounds to receive scholarships pursuant to this section.

b. Consideration of the academic qualifications of the individuals applying to receive funds.

c. Consideration of the commitment an individual applying to receive funds demonstrates to the profession of teaching.

(c) The scholarships shall be available for part-time or full-time course work through all off-campus or distance education teacher education programs.

(d) The Board of Governors of The University of North Carolina, the State Board of Education, and the State Board of Community Colleges shall: (i) prepare a clear written explanation of the Teacher Assistant Scholarship Fund and the information regarding the availability and criteria for awarding the scholarships, and (ii) shall

provide that information to the appropriate counselors in each local school system and shall charge those counselors to inform teacher assistants about the scholarships and to encourage teacher assistants to apply for the scholarships.

(e) The Board of Governors of The University of North Carolina shall adopt rules to implement this section.

(f) The Board of Governors of The University of North Carolina shall report to the Joint Legislative Education Oversight Committee by March 1 each year regarding the Fund and scholarships awarded from the Fund."

SECTION 31.5.(b) Of the funds appropriated by this Act to the Board of Governors of The University of North Carolina the sum of one million dollars ($1,000,000) shall be allocated to the State Education Assistance Authority to implement this section.

DRAFT
SPECIAL PROVISION

2001-UNC-H7(S31.6)i

University of North Carolina and Private Instruction
House Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

UNC BUDGET FLEXIBILITY/MUST HONOR BUDGET REDUCTIONS

SECTION 31.6. Notwithstanding G.S. 116-30.2 or G.S. 116-30.3, neither the Office of General Administration of The University of North Carolina or any special responsibility constituent institution shall expend or use any of the following funds to modify the budget reductions imposed by this act:

(1) General Fund moneys appropriated by this act.

(2) General Fund current operations appropriations credit balances remaining at the end of any fiscal year that are carried forward to the next fiscal year.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-UNC-H8(S31.7)

University of North Carolina and Private Instruction
House Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

OFFER TEACHER EDUCATION PROGRAMS THROUGH DISTANCE EDUCATION

SECTION 31.7.(a) It is the intent of the General Assembly to make teacher education programs easily accessible statewide through distance education. The General Assembly finds that the "2 + 2" program is an excellent model for teacher credential programs and encourages its use as a model.

SECTION 31.7.(b) To achieve the goal of encouraging the "2 + 2" program as a model for teacher education programs and to make those model teacher education programs available and easily accessible statewide, any teacher education program that is offered by a constituent institution through distance education that does not require campus residency is eligible for funds appropriated by this act for that purpose. The Board of Governors shall determine the eligibility and amount of funds to be allocated to a constituent institution pursuant to this section. The Board of Governors of The University of North Carolina shall report to the Joint Legislative Education Oversight Committee annually regarding the implementation of this section and the amount and use of the funds allocated pursuant to this section.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-UNC-H10(S31.9)i

University of North Carolina and Private Instruction
House Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

SUBSTITUTION OF UNC-CH BOND PROJECTS

SECTION 31.9. Pursuant to Section 2(b) of S.L. 2000-3, the General Assembly finds that it is in the best interest of the State to substitute an Information Technology Office Facility for the Comprehensive Renovation and Conversion for Information Technology and Data Processing, both at the University of North Carolina at Chapel Hill, as contained in Section 2(a) of S.L. 2000-3. Section 2(a) of S.L. 2000-3 is therefore amended in the portion under the University of North Carolina at Chapel Hill, by adding "Information Technology Office Facility....$9,170,000" and deleting "Comprehensive Renovation and Conversion for Information Technology and Data Processing....$9,170,000".

Nothing in this section is intended to supersede any other requirement of law or policy for approval of the substituted capital improvement project.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-UNC-H11(S31.10)

University of North Carolina and Private Instruction
House Appropriations Subcommittee on Education

Requested by: Representatives Boyd-McIntyre, Rogers, Yongue

MASTERS ED. ADMINISTRATION AT A&T STATE, NCCU, UNC-PEMBROKE/STUDY POSSIBLE PHARMACY SCHOOL AT ECSU AND POSSIBLE ENGINEERING SCHOOL AT ECU

SECTION 31.10.(a) G.S. 116-74.21(b) reads as rewritten:

"(b) No more than ~~nine~~12 school administrator programs shall be established under the competitive proposal program. In selecting campus sites, the Board of Governors shall be sensitive to the racial, cultural, and geographic diversity of the State. Special priority shall be given to the following factors: (i) the historical background of the institutions in training educators; (ii) the ability of the sites to serve the geographic regions of the State, such as, the far west, the west, the triad, the piedmont, and the east; and, (iii) whether the type of roads and terrain in a region make commuting difficult. A school administrator program may provide for instruction at one or more campus sites."

SECTION 31.10.(b) The Board of Governors of The University of North Carolina shall include the Master of School Administration program at North Carolina Agricultural and Technical State University in Greensboro, North Carolina Central University in Durham, and the University of North Carolina at Pembroke as three of the 12 school administrator programs established pursuant to G.S. 116-74.21. These three programs shall be comparable in quality to the nine existing Master of School Administration programs and shall be operated within existing funds.

SECTION 31.10.(c) The Board of Governors of The University of North Carolina shall study the feasibility of establishing a School of Pharmacy at Elizabeth City State University. The Board of Governors shall report its findings and recommendations to the Joint Legislative Education Oversight Committee by April 1, 2002.

SECTION 31.10.(d) The Board of Governors of The University of North Carolina shall study the feasibility of establishing a School of Engineering at East Carolina University. The Board of Governors shall report its findings and recommendations to the Joint Legislative Education Oversight Committee by April 1, 2002.

DRAFT
SPECIAL PROVISION

2001-UNC-H14

University of North Carolina and Private Instruction
House Appropriations Subcommittee on Education

Requested by: Representatives Boyd-McIntyre, Rogers, Yongue

PROGRESS BOARD

SECTION #.(a) G.S. 143B-372.1 reads as rewritten:

"§ 143B-372.1. North Carolina Progress Board.

(a) The North Carolina Progress Board is established. The Board shall be located administratively in the Board of Governors of The University of North Carolina and ~~is~~ may be located at ~~North Carolina State University,~~any constituent institution within The University of North Carolina, or at any institution to which it is invited formally, but shall exercise all its prescribed statutory powers independently of the Board of ~~Governors.~~Governors or the institution at which it resides.

(b) The North Carolina Progress Board shall consist of ~~21~~ 24 members of statewide prominence as follows:

(1) The Governor, ex officio;

(2) Eight persons appointed by the Governor, none of whom shall be State employees or officers;

(3) ~~Four~~ Five persons appointed by the Speaker of the House of Representatives, ~~one~~ two of whom shall be ~~a member~~ members of the House of Representatives;

(4) ~~Four~~ Five persons appointed by the President Pro Tempore of the Senate, ~~one~~ two of whom shall be ~~a member~~ members of the Senate; and

(5) ~~Four~~ Five persons appointed by the North Carolina Progress Board.

(c) The Governor shall be chair of the North Carolina Progress Board. The Governor shall appoint a vice-chair from among the membership of the North Carolina Progress Board to serve at the pleasure of the Governor. The North Carolina Progress Board may elect such other officers as it sees fit.

(d) The North Carolina Progress Board shall meet at least twice annually on the call of the chair or as additionally provided by the North Carolina Progress Board. A quorum is ~~11~~ 12 members of the Board. Members may not send designees to board meetings, nor may they vote by proxy.

(e) Board appointments shall be for terms to begin July 1, 1999, with subsequent appointments to be made as terms expire or resignations occur. Of the Governor's appointments, two shall be for one-year terms, two shall be for two-year terms, two shall be for three-year terms, and two shall be for four-year terms. Of the appointments made by the Speaker of the House of Representatives, the President Pro Tempore of the Senate, and the North Carolina Progress Board, one member appointed by each shall be

appointed for a one-year term, one member appointed by each shall be appointed for a two-year term, one member appointed by each shall be appointed for a three-year term, and ~~one~~ two ~~member~~ members appointed by each shall be appointed for a four-year term. As terms expire, successors shall be appointed for four-year terms.

(f) No member may be appointed to more than two consecutive terms. A member of the House of Representatives appointed by the Speaker of the House vacates membership on the North Carolina Progress Board when that person is no longer a member of the House of Representatives, except that if that person is in office at the expiration of the term of office in the House of Representatives but has not been elected to the next term, that person shall continue to serve until the convening of the regular session. A member of the Senate appointed by the President Pro Tempore of the Senate vacates membership on the North Carolina Progress Board when that person is no longer a member of the Senate, except that if that person is in office at the expiration of the term of office in the Senate but has not been elected to the next term, that person shall continue to serve until the convening of the regular session."

SECTION #.(b) G.S. 143B-372.2 reads as rewritten:

"§ 143B-372.2. Responsibilities.

(a) The General Assembly notes that the Commission for a Competitive North Carolina developed goals in the following categories:

(1) Healthy Children and Families;
(2) Quality Education for All;
(3) A High Performance Workforce;
(4) A Prosperous Economy;
(5) A Sustainable Environment;
(6) Technology and Infrastructure Development;
(7) Safe and Vibrant Communities; and
(8) Active Citizenship/Accountable Government.

The Commission for a Competitive North Carolina adopted a report which established major goals and ways to measure progress toward these goals.

(a1) The General Assembly finds that the North Carolina Progress Board developed a report that focused on four of the Commission's recommended topics and issued 16 major targets for 2010. The objectives of the targets are to drive the State toward (i) a more expansive vision of education and environmental protection, (ii) strengthening families, and (iii) bringing more people into the economic mainstream.

(b) The General Assembly finds ~~that:~~the following:

(1) The North Carolina economy of the future can provide unparalleled opportunity while maintaining North Carolina's traditional values, if the State pursues the future with clarity of purpose and ~~perseverance;~~perseverance.
(2) The North Carolina economy is in the midst of a massive transition created by technological changes, global competition, and new production ~~practices; and~~practices.
(3) In order to maintain employment opportunities, increase income levels, reduce poverty, and generate the public revenues necessary to provide public services, North Carolina must increasingly rely on an

economy which adds value to its natural and human resources and provides a diverse mix of products.

(4) Regional Progress Boards, modeled after the North Carolina Progress Board, should be encouraged, and to the extent practicable, funded from local sources, public and private, to ensure that the several regions of North Carolina describe a clear regional vision, with measures, targets, and methods for keeping track of progress toward that regional vision, and each forming a strategic alliance with the North Carolina Progress Board.

(c) The North Carolina Progress Board shall:

(1) Encourage ~~the~~ a discussion ~~and~~ toward understanding ~~of~~ the critical ~~global~~ global, national, statewide, regional, and local demographic, social, economic, and environmental ~~and~~ trends and conditions that exist or are emerging in North Carolina today, and how those issues will impact living in North Carolina in 10 to 20 years.~~national social and economic trends that will affect North Carolina in the coming decades;~~

(2) Examine the report of the Commission for a Competitive North Carolina and the 1997 and February 2000 reports of the North Carolina Progress Board to the General Assembly.~~the 1997 report of the North Carolina Progress Board to the General Assembly;~~

(3) Track the eight issue areas set out in subsection (a) of this section and the objectives set out in subsection (a1) of this section and other issues identified by the Progress Board. The Progress Board may, upon vote of the Board, add to those issues identified by its predecessor Commission and ~~Board;~~Board.

(4) Hold public hearings and other methods of public participation, including educational and outreach programs, to secure the views of citizens on priority goals for North Carolina and to disseminate findings and recommendations to ~~policymakers;~~policymakers.

(5) Formulate and submit to North Carolinians a report every five years, beginning 2001, that updates the ~~20~~ 10- to ~~30~~ 20-year vision for North Carolina and that describes and explains a vision for North Carolina's progress over the next ~~20~~10 to ~~30~~20 ~~years;~~years.

(6) Submit a report to the General Assembly prior to its convening the regular session every odd-numbered year, which reports on demographic, ~~social and~~social, ~~economic~~ economic, or environmental trends and ~~issues~~ recommends specific targets and milestones to accomplish its ~~mission;~~mission.

(7) ~~Recommend~~ Recommend, by reporting special legislative provisions, in draft form only, how ~~the~~ targets and milestones can be applied to increase ~~the~~ accountability of government to the people of this ~~State;~~State.

(8) Report periodically to the people of North Carolina on progress toward meeting goals, targets, and ~~milestones;~~milestones, together with an

assessment of the failure to meet the same, and, where possible, an estimate of the potential costs associated with failure to act.

(9) Undertake new and ongoing policy research and benchmarking ~~studies;~~studies.

(10) Publish and distribute periodic reports on policies, performance improvement, and best practices for ~~meeting~~ achieving the ~~long-term~~ long-term, strategic goals for the ~~State; and~~State.

(11) May apply for and accept gifts or ~~grants.~~grants, or engage in consulting activities, or other contractual assignments, consistent with its mission, for which applicable staff or Board members may expect to receive reasonable fees and expenses in exchange for specific work products.

(d) ~~The~~ Any Regular Session of the General Assembly shall further define the mission of the North Carolina Progress Board in continuing its ~~work.~~work, and may from time to time, and to the extent practicable, request staff assistance from the Board to standing, select, or independent legislative study committees or commissions.

(e) The General Assembly, after adopting the initial set of goals and measures as proposed or amended, may alter the goals and measures."

SECTION #.(c) G.S. 143B-372.3 reads as rewritten:

"**§ 143B-372.3. Staff.**

(a) ~~The Chancellor of North Carolina State University~~ Upon the recommendation of the Board, the Governor shall appoint an Executive Director who shall serve at the pleasure of the ~~Chancellor.~~ Board and the Governor, but, for administrative purposes, shall report to the Board of Governors of The University of North Carolina. The Executive Director shall report to the North Carolina Progress Board and the ~~Chancellor.~~Governor. The Executive Director shall hire or contract with support staff, who shall work at the pleasure of the Executive Director.

(b) The Office of State Budget, Planning, and Management shall also provide support, information, reports, and other assistance to the North Carolina Progress Board as requested.

(c) Repealed by Session Laws 1999-237, s. 10.12(a), effective June 30, 1999."

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DOCC-H1(S30.1)i

Department of Community Colleges
House Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

COMMUNITY COLLEGE FUNDING FLEXIBILITY

SECTION 30.1. A local community college may use all State funds allocated to it, except for Literacy Funds and Funds for New and Expanding Industries, for any authorized purpose that is consistent with the college's Institutional Effectiveness Plan. Each local community college shall include in its Institutional Effectiveness Plan a section on how funding flexibility allows the college to meet the demands of the local community and to maintain a presence in all previously funded categorical programs.

No more than two percent (2%) systemwide shall be transferred from faculty salaries without the approval of the State Board of Community Colleges. The State Board shall report on any such transfers above two percent (2%) systemwide to the Joint Legislative Commission on Governmental Operations at its next meeting.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DOCC-H2(S30.2)i

Department of Community Colleges
House Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

PERMIT TRANSFERS OF FUNDS TO THE NEW AND EXPANDING INDUSTRY TRAINING PROGRAM

SECTION 30.2. Notwithstanding G.S. 143-16.3, G.S. 143-23, or any other provision of law, the Director of the Budget may, after consultation with the Joint Legislative Commission on Governmental Operations, transfer funds from any agency or program funded from the General Fund to the New and Expanding Industry Training Program to supplement the needs of this Program during the 2001-2003 biennium.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DOCC-H3(S30.3)

Department of Community Colleges
House Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

REORGANIZATION OF THE HUMAN RESOURCES DEVELOPMENT PROGRAM

SECTION 30.3.(a) The State Board of Community Colleges shall establish a committee to develop and recommend to the Board a core series of employability skills training classes that should be coded in the Continuing Education Master Course List as Human Resources Development.

SECTION 30.3.(b) The State Board of Community Colleges may waive tuition and fees for enrollment in classes coded in the Continuing Education Master Course List as Human Resources Development if the individual enrolling:

(1) Is unemployed;
(2) Has received notification of a pending layoff;
(3) Is working and is eligible for the Federal Earned Income Tax Credit (FEITC); or
(4) Is working and earning wages at or below two hundred percent (200%) of the federal poverty guidelines.

Individuals for whom tuition and fees are waived must sign a form adopted by the State Board of Community Colleges verifying that they meet one of these criteria.

SECTION 30.3.(c) The State Board of Community Colleges shall study the feasibility of integrating the delivery of human resource development services into the framework of the JobLink Career Centers. The Board shall report its recommendations to the Joint Legislative Education Oversight Committee by May 1, 2002.

SECTION 30.3.(d) The State Board of Community Colleges shall report to the Joint Legislative Education Oversight Committee on its reorganization of the Human Resources Development Program by January 1, 2003.

SECTION 30.3.(e) The State Board of Community Colleges may adopt temporary rules to implement reorganization of the Human Resources Development Program.

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GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DOCC-H4(S30.4)i

Department of Community Colleges
House Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

MANAGEMENT INFORMATION SYSTEM FUNDS

SECTION 30.4. Funds appropriated for the Community Colleges System Office Management Information System shall not revert at the end of the 2001-2002 and 2002-2003 fiscal years but shall remain available until expended.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DOCC-H6(S30.6)i

Department of Community Colleges
House Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

MODIFY TERM OF COMMUNITY COLLEGE FACULTY CONTRACTS

SECTION 30.6. The General Assembly finds that standardization of the term of contracts with community college faculty members will provide the General Assembly with the data necessary to make informed decisions regarding faculty salaries and funding for the summer term. Therefore, the State Board of Community Colleges shall require community colleges to convert all faculty contracts to nine-month contracts covering the fall and spring semesters. Faculty members currently employed for more than nine months shall be placed on supplemental contracts for the summer term. These modifications in faculty contracts shall not change the salary of any faculty member.

All faculty members employed after the date this act becomes law shall be placed on nine-month contracts with supplemental contracts for the summer term.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DOCC-H7(S30.7)i

Department of Community Colleges
House Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

REALIGNMENT OF ACCOUNTS FOR INSTITUTIONAL AND ADMINISTRATIVE SUPPORT

SECTION 30.7. In prior fiscal years, funds for Institutional and Administrative Support in the following have been appropriated in four separate accounts. Since these funds are allotted to community colleges on a formula basis, this level of detail is unnecessary. Therefore, beginning with the 2001-2002 fiscal year, State aid accounts 536938 through 536941 shall be consolidated into a single State aid account for Institutional and Academic Support to match actual practice.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DOCC-H8(S30.8)i

Department of Community Colleges
House Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

STUDY OF DISCREPANCIES IN FACULTY SALARIES

SECTION 30.8. The Joint Legislative Education Oversight Committee shall study discrepancies in community college faculty salaries. In the course of the study, the Committee shall examine faculty salaries at various colleges to determine why salaries at some colleges are above the State average while others are well below it.

The Committee shall report its findings to the 2002 Regular Session of the 2001 General Assembly.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DOCC-H9(S30.9)i

Department of Community Colleges
House Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

STATE BOARD RESERVE ALLOCATIONS

SECTION 30.9. The State Board of Community Colleges shall use funds from the State Board Reserve in the amount of one hundred thousand dollars ($100,000) for each fiscal year to assist small rural low-wealth community colleges with operation and maintenance of plant costs if they need to assist new or expanding industries in their service delivery areas.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DOCC-H11(S30.11)i

Department of Community Colleges
House Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

TRANSFER OF CASH BALANCES

SECTION 30.11. The remaining cash balance on June 30, 2001, and any interest credited to the account in the 2001-2002 fiscal year in the North Carolina Community Colleges System Budget Code 66800, Fund Code 6101 DCC Scholarships, shall be transferred to Budget Code 66800, Fund Code 6102 CCS Financial Assistance to support Need Based Financial Aid programs.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DOCC-H12(S30.12)i

Department of Community Colleges
House Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

ASHEVILLE-BUNCOMBE TECHNICAL COMMUNITY COLLEGE FUNDS DO NOT REVERT

SECTION 30.12.(a) Funds appropriated to Asheville-Buncombe Technical Community College in S.L. 1999-237 for its Small Business Center shall not revert at the end of the 2000-2001 fiscal year, but shall remain available for expenditure in the 2001-2002 fiscal year. These funds may be used for the capital facilities and operating expenses of the Small Business Center.

SECTION 30.12.(b) This section becomes effective June 30, 2001.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DOCC-H13(S30.13)

Department of Community Colleges
House Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

MAINTENANCE OF PLANT OPERATIONS

SECTION 30.13. G.S. 115D-31.2 reads as rewritten:

"**§ 115D-31.2. Maintenance of plant.**

Notwithstanding any provisions of law to the contrary, any community college that has an out-of-county student head count served on the main campus of the college in excess of fifty percent (50%) of the total student head count as defined by the State Board of Community Colleges, shall be provided funds for the purpose of "operations of plant". ~~These funds shall not exceed eighty-five percent (85%) of the funds allocated to these colleges during the 1990-91 fiscal year for this purpose.~~ Each college that qualifies for these funds shall receive a pro rata amount of the funds that are appropriated for this purpose."

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DOCC-H15(S30.5)

Department of Community Colleges
House Appropriations Subcommittee on Education

Requested by: Representatives Boyd-McIntyre, Rogers, Yongue

EMPLOYMENT SECURITY COMMISSION FUNDS

SECTION 30.5.(a) There is appropriated from the Employment Security Commission Training and Employment Account created in G.S. 96-6.1 to the North Carolina Community Colleges System Office the sum of twenty-six million five hundred thirty thousand seven hundred twenty-five dollars ($26,530,725) for the 2001-2002 fiscal year. These funds shall be used as follows:

		2001-2002
1.	Equipment Funds	$18,030,725
2.	New and Expanding Industry Training Programs	7,000,000
3.	Focused Industrial Training Programs	1,500,000
	TOTAL	$26,530,725

Funds allocated for equipment, New and Expanding Industry Training Programs, and Focused Industrial Training Programs shall be nonreverting.

Funds allocated for equipment shall be placed in the Equipment Reserve Fund and shall be allocated in accordance with the State Board's equipment allocation formula.

SECTION 30.5.(b) Of the funds appropriated by this act from the Employment Security Commission Training and Employment Account for Focused Industrial Training the sum of two hundred fifty thousand dollars ($250,000) is allocated for the 2001-2002 fiscal year to Catawba Valley Community College for the operation of the Hosiery technology Center and the sum of two hundred fifty thousand dollars ($250,000) for the 2001-2002 fiscal year is allocated to Guilford Technical Community College for the operation of the Piedmont Triad Center for Advanced Manufacturing.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DOCC-H16

Department of Community Colleges
House Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

FOCUSED INDUSTRIAL TRAINING PROGRAM

SECTION #. Of the funds appropriated to the North Carolina System of Community Colleges for the 2001-2003 fiscal biennium, the State Board of Community Colleges may use up to one hundred thousand dollars ($100,000) each year to pay registration fees and material costs for Occupational Continuing Education or Focused Industrial Training safety courses provided to companies that (i) are eligible to participate in the Focused Industrial Training Program, (ii) have less than 150 employees, and (iii) are found by community college representatives and regional customized training directors to face challenges in paying these fees and costs.

These funds shall not be expended without the prior approval of the North Carolina Community Colleges System Office, Division of Economic and Workforce Development.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DOCC-H18

Department of Community Colleges
House Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

COMMUNITY COLLEGE SYSTEM OFFICE FLEXIBILITY

SECTION #. G.S. 115D-3 is amended by designating the existing language as subsection (a) and by adding two new subsections to read as follows:

"(b) The State Board shall receive General Fund appropriations made by the General Assembly for the continuing operations of the North Carolina Community Colleges System Office that are administered by the President and the President's staff complement established pursuant to this section. The President, notwithstanding G.S. 143-23, and with respect to the foregoing appropriations, may move funds between budget purposes, and may use up to ten percent (10%) from lapsed salary and fringe accounts for nonsalary purposes. The Community Colleges System Office (Budget Code 16800) may retain one hundred percent (100%) of its overhead receipts for nonrecurring expenditures that do not impose a continuing obligation upon the State. These retained overhead receipts shall not revert to the State's General Fund.

As used in this section, "indirect receipts" means indirect cost funds earned on federal contracts and grants.

(c) The President, in consultation with the State Auditor and the Director of the Office of State Personnel, shall ascertain that the management staff and internal financial controls are in place and continue in place to successfully administer the additional authority authorized herein. All actions taken by the President are subject to audit by the State Auditor."

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2001-DOCC-H19A

Department of Community Colleges
House Appropriations Subcommittee on Education

Requested by: **Representative Thompson**

HOME SCHOOLED HIGH SCHOOL STUDENTS MAY TAKE DEVELOPMENTAL COURSES AT COMMUNITY COLLEGES

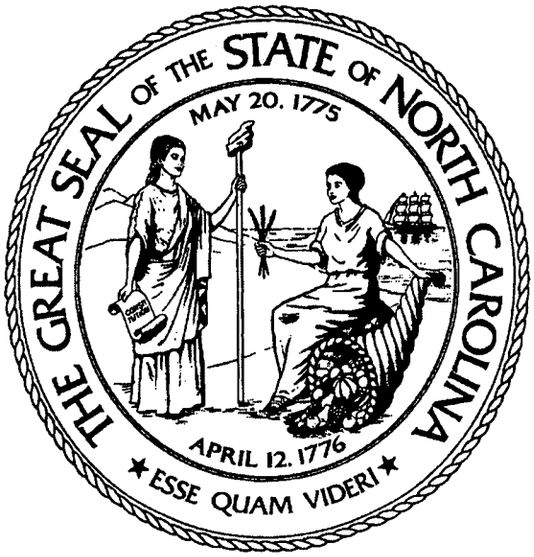
SECTION #. G.S. 115D-5 is amended by adding a new subsection to read:

"(n) Individual high school students who are sixteen years old or older and who attend a home school, as defined in G.S. 115C-563(a), may register as space is available in developmental courses offered by a community college to prepare them for college-level courses. Notwithstanding subsection (b) of this section and G.S. 115D-20(4), community colleges shall charge tuition to individual students who are enrolled in a developmental course under this subsection."

2002

JOINT APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER EDUCATION

MINUTES



JOINT APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER EDUCATION 2001-2002

CO-CHAIRS

SENATOR WALTER DALTON
SENATOR LINDA GARROU
SENATOR JEANNE LUCAS

REPRESENTATIVE GENE ROGERS
REPRESENTATIVE FLOSSIE BOYD-MCINTYRE
REPRESENTATIVE DOUG YONGUE

FISCAL RESEARCH STAFF

Charlotte Todd
Jim Newlin
Philip Price
Kristine Leggett

COMMITTEE ASSISTANTS

Mona Fitzgerald
Sally Gillis
Jenny Umstead
Pat Christmas

APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER EDUCATION

Membership List
2001 – 2002

HOUSE MEMBERS

Representative Gene Rogers, Chair

Representative Flossie Boyd-McIntyre, Chair

Representative Douglas Yongue, Chair

Representative Jeff Barnhart

Representative Larry Bell

Representative Donald Bonner

Representative Margaret "Marge" Carpenter

Representative George Holmes

Representative Marian McLawhorn

Representative Mickey Michaux

Representative Richard Morgan

Representative Jean Preston

Representative Carolyn Russell

Representative Ronald Smith

Representative W. B. Teague, Jr.

Representative Alex Warner

APPROPRIATIONS SUBCOMMITTEE ON EDUCATION/HIGHER EDUCATION

Membership List
2001 – 2002

SENATE MEMBERS

Senator Walter Dalton, Chair

Senator Jeanne Lucas, Chair

Senator Linda Garrou, Chair

Senator Charles Carter, Vice-Chair

Senator Cal Cunningham

Senator John Garwood

Senator Fletcher Hartsell

Senator Allen Wellons

ATTENDANCE

APPROPRIATIONS/Subcommittee on Education

(Name of Committee)

DATES / HOUSE MEMBERS	April 24, 2002	April 30, 2002	May 1, 2002	May 7, 2002	May 8, 2002	July 23, 2002	July 24, 2002	July 25, 02 8:30	July 25, 02 3 pm	July 29, 2002	July 30, 02 9 am	July 30, 02 3:30	July 31, 028:30	July 31, 02 1 pm	August 1, 2002
Rogers, Gene, Chair	X		X	X	X	X	X	X	X	X	X	X	X	X	X
Boyd-McIntyre, Flossie, Chair	X		X	X	X		X	X	X	X	X	X	X	X	X
Yongue, Douglas, Chair	X		X	X	X	X	X	X	X	X	X	X	X	X	X
Barnhart, Jeff			X	X	X	X	X	X			X	X	X	X	X
Bell, Larry M.			X	X	X	X	X	X	X	X	X	X	X	X	X
Bonner, Donald			X	X	X	X	X	X	X	X	X	X	X	X	X
Carpenter, Margaret "Marge"	X		X	X	X	X	X	X	X		X	X	X	X	X
Holmes, George M.	X		X			X	X		X				X		
McLawhorn, Marian	X		X	X	X	X	X	X	X	X	X	X	X	X	X
Michaux, Mickey	X		X		X	X	X	X	X	X	X	X	X	X	X
Morgan, Richard T.	X		X	X	X										
Preston, Jean R.	X		X		X	X	X	X			X	X	X	X	X
Russell, Carolyn B.	X		X	X	X	X	X	X			X			X	X
Smith, Ronald L.				X	X	X	X	X	X	X	X	X	X	X	X
Teague, W. B. Jr.	X		X	X	X	X	X				X	X		X	X
Warner, Alex	X		X	X	X	X	X	X	X	X	X	X			X
SENATE MEMBERS															
Dalton, Walter, Chair															
Lucas, Jeanne, Chair															
Garrou, Linda, Chair															
Carter, Charles, Vice Chair															
Cunningham, Cal															
Garwood, John															
Hartsell, Fletcher															
Wellons, Allen															

NORTH CAROLINA GENERAL ASSEMBLY

LEGISLATIVE BUILDING

RALEIGH 27601

SENATE
NOTICE OF JOINT SUBCOMMITTEE MEETING

The Joint Senate and House Appropriations Subcommittee on **Education/Higher Education** will meet at the following time:

Wednesday April 24, 2002 9:00 a.m. 421 LOB

The following will be considered:

- TBA

Senator Walter Dalton, Senior Ch

Joint Appropriations on Education Committee

Agenda

Wednesday, April 24, 2002, 9:00 pm
Room 421, Legislative Office Building

Senator Walter Dalton, Chairing

9:00 – 9:30	**Opening Comments**	Chairs
	FY 2002-03 Budget Outlook	Jim Newlin, *Fiscal Research*
	FY 2002-03 Education Budget	Jim Newlin, *Fiscal Research*
9:30 – 10:00	**Leandro Update**	Robin Johnson, *Research*
10:00 – 11:00	**Public Schools**	
	Budget Overview	Philip Price, *Fiscal Research*
	FY 2001-02 Reductions and FY 2002-03 Options	Brad Sneeden, *Deputy State Superintendent* Hank Hurd, *Associate State Superintendent*
11:00 – 12:00	**Community Colleges**	
	Budget Overview	Kristine Leggett, *Fiscal Research*
	FY 2001-02 Reductions and FY 2002-03 Options	Kennon Briggs, *Vice President North Carolina Community College System*
12:00 – 1:00	**Universities**	
	Budget Overview	Jim Newlin, *Fiscal Research*
	FY 2001-02 Reductions and FY 2002-03 Options	Jeff Davies, *Vice President of UNC-GA* Dr. John Bardo, *Chancellor of Western Carolina*
1:00	**Lunch**	
2:00 – 2:45	**Committee Discussion and Future Meetings**	Chairs

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House Appropriations Subcommittee on Education
Rep. Boyd-McIntyre (Chair)
Rep. Rogers (Chair)
Rep. Yongue (Chair)
Rep. Barnhart, Rep. Bell, Rep. Bonner, Rep. Carpenter
Rep. Holmes, Rep. McLawhorn, Rep. Michaux,
Rep. Morgan, Rep. Preston, Rep. Russell, Rep. Smith,
Rep. Teague, Rep. Warner

Senate Appropriations on Education/Higher Education
Sen. Lucas (Chair)
Sen. Garrou (Chair)
Sen. Dalton (Chair)
Sen. Carter, Sen. Cunningham, Sen. Garwood, Sen. Hartsell,
Sen. Wellons

Fiscal Research Division (g:\Fiscal\Education April\2002 Agenda wTimes)

Joint Appropriations Subcommittee on Education/Higher Education
April 24, 2002 Minutes

The Joint Appropriations Subcommittee on Education/Higher Education met on Wednesday, April 24, 2002 at 9:00 a.m. in Room 421 of the Legislative Office Building. There were six Senators present. The following Representatives were present: Representative Rogers, Co-Chair, Boyd-McIntyre, Co-Chair, Yongue, Co-Chair, Carpenter, Holmes, McLawhorn, Michaux, Morgan, Preston, Russell, Teague, and Warner.

Senator Dalton, Co-Chair, presided and called the meeting to order. Senator Dalton welcomed members, staff, and guests.

FY 2002-2203 Budget and Education Outlook

Senator Dalton recognized Jim Newlin of the Fiscal Research Division who provided the committee with a preliminary budget analysis for the 2002 Session (Attachment G 1-4). He emphasized that the figures represented only estimates of revenue shortfall, growth, fund availabilities, and expenditures. He hypothesized different budget scenarios ranging from 0-2% revenue growth (G-1), and he stated that the committee had been charged to reduce the education budget by 8.2% or 695 million dollars in preparation for the 1.2 billion dollar shortfall.

Jim continued by stating that in reducing the education budget by this amount, it would be impossible to avoid some personnel-related reductions. He further outlined possible options for the Governor to balance the budget (G-2); listed targeted reversion amounts for each State agency (G-3); presented a breakdown of the initial education budget figures reflecting an estimated beginning budget of 8.4 billon dollars and the targeted 8.19% reductions of 695 million dollars; and the Governor's requested reductions. After a committee discussion, Senator Dalton thanked Jim for his presentation.

Leandro Update

Senator Dalton acknowledged Robin Johnson of the Research Division who discussed Judge Howard Manning's recent ruling in the Leandro case. (Attachment A). She discussed the possible effects on the budget citing the increased need for qualified teachers and possible programs necessary to fulfill the requirements of the order.

After Robin's presentation, committee members engaged in comments and questions regarding local education authority powers, changes affecting current State requirements, the impact of the No Child Left Behind federal requirements, and the coordination of efforts with regard to compliance in all programs. Senator Dalton thanked Robin for her presentation.

Public Schools – Budget Overview
FY 2001-2002 Reductions and Options for 2002-2003

Senator Dalton recognized Philip Price of the Fiscal Research Division who presented a breakdown of the 6.043 billion dollars in budgeted funds for public schools. This figure, he stated, comprises 71% of the total education budget (Attachment PS 1-2) and approximately 45 percent of the General Fund Budget.

Mr. Price introduced Mr. Brad Sneedin, Deputy State Superintendent, Department of Public Instruction, who presented information on position analysis at the Department of Public Instruction (Attachment PS –3). This analysis showed 531 position reductions since 1989. Mr. Sneedin ended his presentation with information on the mandated 7% budget reductions by area, and he also included reductions calculated up to 11%. Mr. Sneedin ceded the floor to Mr. Hank Hurd, Associate State Superintendent, Department of Public Instruction, who followed with information on State aid to local education authorities for budget and mandated reduction projections. (Attachment PS 9-10). Mr. Hurd closed with comments directed toward meeting the required reductions.

A lengthy question and answer period followed this presentation, and Senator Dalton called a 15-minute recess.

Community Colleges Budget Overview
FY 2001-2002 Reductions and Options for FY 2002-2003

Senator Dalton called the meeting back to order and introduced Kristine Leggett of the Fiscal Research Division who presented the Community College's 650 million dollar general fund operating budget with categorical breakdowns. (Attachment CC1, 2). After Kristine's presentation, members directed questions to her regarding enrollment issues and the Community College mission of workforce training. In particular, questions were addressed as to an allocated budget by the use of last year's enrollment figures for the Community College System, as opposed to the University System's projected enrollment figures that are used in budget considerations.

Kristine then surrendered the floor to Mr. Kennon Briggs, Vice-President, North Carolina Community College System, who presented information on targeted reversions for the Community College System; (Attachment CC 5-26); year-to-date reversions by Community College; salary considerations; actual reversions for 2001-2002; and the impact of total reductions ranging from 4-10%. Mr. Briggs concluded his presentation by answering questions from committee members regarding full-time positions, enrollment growth, and contract employment.

University Budget Overview
FY 2001-2002 Reductions and Options for F 2002-2003

Senator Dalton recognized Jim Newlin again who presented the current operating budget for the University System totaling 1.8 billion dollars. (Attachment UNC-1). Jim illustrated a breakdown by institution.

Senator Dalton then introduced Mr. Jeff Davies, Vice-President, University of North Carolina General Administration, who presented material on budget reductions and reversions, the management and impact of those reductions and reversions, enrollment growth, tuition increases, and personnel reductions. (Attachment B). After his presentation, committee members directed questions to Mr. Davies regarding increasing enrollment at the universities and subsequent problems, and the use and balance of overhead receipts.

Specific Questions by Members Requiring Additional Information and Follow Up by Staff or Personnel

1. **Representative Carpenter** – requested a more detailed description of overhead receipts, the use of these receipts, and the approximate fund balance of 100 million dollars.

2. **Representative Warner** – requested a more detailed list of enrollment percentages.

3. **Representative Russell** – requested a list of schools reflecting the amounts received for fund-raising efforts.

Senator Dalton thanked Mr. Davies for his presentation, and then introduced Dr. John Bardo, Chancellor, Western Carolina University, who spoke to the committee regarding Western Carolina University's increase in enrollment after a 20-25 year stable enrollment period. Dr. Bardo emphasized that unlike previous enrollment periods, students are now applying and entering the university in large numbers from the piedmont and neighboring states. He continued by focusing on the impact of the reductions on the campus, and closed by thanking the committee members for their time and work.

Senator Dalton thanked Dr. Bardo for his participation, and proceeded to discuss future meeting dates. He requested that members submit ideas regarding meeting the charge and reducing the budget in writing to the Chairs. He explained that this would aid the committees, staff, and members, in coordinating efforts to meet the committee's obligations.

Senator Dalton adjourned the meeting at 12:45 p.m.

Senator Walter Dalton, Co-Chair, Presiding

Senator Linda Garrou, Co-Chair
Senator Jeanne Lucas, Co-Chair

Representative Gene Rogers, Co-Chair
Representative Flossie Boyd-McIntyre, Co-Chair
Representative Doug Yongue, Co-Chair

Ramona R. Fitzgerald, Committee Clerk

Preliminary Availability Analysis - 2002 Session

Attachment G

		Column 1	Column 2	Column 3	Column 4
1					
2	**AVAILABILITY**	Authorized	Revised	Authorized	Revised
3		FY 2001-02	Per Governor	FY 2002-03	2% Growth Scenario
4		($ million)	($ million)	($ million)	($ million)
17	**TOTAL GENERAL FUND AVAILABILITY**	14,531.2	13,575.6	15,439.6	13,977.6
21	**EXPENDITURES**				
24	**Subcommittees**	Reversion %			
25	Education	-1.586%	8,313,271,598	8,181,411,598	8,363,704,835	8,363,704,835
26	General Government	-5.613%	336,204,794	317,334,794	340,514,078	340,514,078
27	Health and Human Services	-2.918%	3,397,939,955	3,298,789,955	3,644,080,118	3,899,080,118
28	Natural and Economic Resources (Includes CWMTF)	-13.126%	351,125,543	305,035,543	365,250,237	365,250,237
29	Justice and Public Safety	-5.224%	1,547,259,958	1,466,429,958	1,550,130,929	1,550,130,929
30			13,945,801,848	13,569,001,848	14,263,680,197	14,518,680,197
32	**Salary & Benefits Package**					
33	State Health Plan		150,000,000	150,000,000	200,000,000	200,000,000
34	Retirement Adjustments		(243,267,720)	(243,267,720)	(243,267,720)	(243,267,720)
35	Salary Increases - Includes Community Colleges Faculty Salaries		193,842,000	193,842,000	193,842,000	193,842,000
37	**Operating Reserves**					
38	Debt Service/Contingency & Emergency/Salary Adjustment		257,478,040	253,478,040	358,922,808	358,922,808
40	**Other Reserves**					
41	ITS Rate Reduction		(4,000,000)	(4,000,000)	(4,000,000)	(4,000,000)
42	Reserve for HIPPA Implementation		15,000,000	1,500,000		
43	Mental Health Trust Fund		47,525,675	10,025,675		
44	Transportation Reserve		10,030,000	10,030,000	13,393,341	13,393,341
46	**Capital/Nonrecurring**					
47	Repairs and Renovations		125,000,000	13,000,000		
48	Water Resources Projects		32,936,000	32,936,000		
50	**TOTAL GENERAL FUND EXPENDITURES**		14,530,345,843	13,986,545,843	14,782,570,626	15,037,570,626
53	**Surplus/(Deficit) Revenues vs. Expenditures**		854,157	(410,908,093)	657,029,374	(1,059,930,906)
62	**Remaining Options Outlined by Governor**					
64	Rainy Day Fund			313,000,000		
65	Local Revenue Funds			114,000,000		
66	Inventory Tax Reimbursement			95,000,000		
67	Highway Fund			80,000,000		
68	Miscellaneous Trust Funds			25,000,000		
70				627,000,000		
72	**Year-end Balances**			216,091,907	657,029,374	(1,059,930,906)

Assumes $955 million revenue shortfall, based on most recent OSBM projections.

Hypothetical scenario assuming 2% growth.

This is not the official revenue projection.

Source of funding to cover current year Medicaid over-expenditures is uncertain.

Estimate of 2nd year Medicaid over-expenditures is $255 million.

Planned 2nd year estimate.

Revised 2nd year estimate at 2% growth.

Revised 1st year estimate based on Gov's plan.

Outstanding Items:	
Rainy Day Fund	200,000,000
Salaries (2%)	180,000,000
ABC Bonuses	100,000,000
Enrollment Increases	120,000,000
Repairs/Renovations	125,000,000
Capital	
	725,000,000

1% revenue growth = approximately $135 million

2nd year shortfall at 1% revenue growth: $1.2 billion to $1.9 billion.
2nd year shortfall at 0% revenue growth: $1.3 billion to $2.0 billion.

(Note: These shortfall ranges assume no expansion funding other than Medicaid over-expenditures and those items listed on lines 76 - 81)

Total Hypothetical Shortfall at 2% Revenue Growth.

(1,784,930,906)

N.C. Office of State Budget and Management
Summary of Measures to Balance Budget Shortfall
Fiscal Year 2001-02

Line No.	Description	Amount Available
1		$ in millions
2		
3		
4	**Current Resources Available to Balance Budget:**	
5	Agency Reversions (up to 7% - classrooms held harmless)	356.0
6	Repair and Renovation Reserve	112.0
7	Health Insurance Portability & Accountability Act Implementation	13.5
8	Special Funds / Trust Funds	25.0
9	Contingency and Emergency Fund	4.0
10	Savings Reserve Account	313.0
11	Local Government Reimbursement - Suspend Inventory Payment	95.0
12	Clean Water Management Trust Fund	20.8
13	Highway Transfer (1989 to 2002 adjustment)	80.0
14	Local Revenue Sharing - Franchise, Natural Gas, Alcohol, Homestead	114.0
15	Mental Health Trust Fund	37.5
16	**Subtotal Current Resources Available**	**1,170.8**
17		
18	**Additional Resources:**	
19	Disaster Relief Reserve	150.0
23	Tobacco Settlement -- April 2002 Payment Transferred to EO 19 Reserve	67.7
20		
21	**Total Current and Additional Resources**	**$ 1,388.5**

Updated April 23, 2002 to include Governor's directive regarding Tobacco Settlement Funds

N. C. Office of State Budget and Management
Summary of Target Reversion Amounts
Fiscal Year 2001-02
(Revised for an Additional 3% Reversion)

Line No.	Budget Code	Department	Final Appro.	Original Target Reversion	% Reversion	Addt'l 3% Reversion	Revised % Reversion	Total 7% Reversion
1	11000	General Assembly	$ 39.4	$ 1.58	4.0%	$ 1.18	7.00%	$ 2.76
2	12xxx	Judicial - AOC	375.70	3.01	0.8%	11.27	2.21%	8.30
3	13000	Gov.Office	5.40	0.22	4.0%	0.16	7.00%	0.38
4	13005	OSBM	5.50	0.22	4.0%	0.17	7.00%	0.39
5	13010	NC Housing Finance	5.30	0.21	4.0%	0.16	7.00%	0.37
6	13085	OSBM-Res.for Special Approp.	0.56	0.02	4.0%	0.02	7.00%	0.04
7	13100	Lt. Governor	0.70	0.01	1.4%	0.02	4.40%	0.03
8	13200	Sec.of State	8.50	0.34	4.0%	0.26	7.00%	0.60
9	13300	Auditor	11.90	0.48	4.0%	0.36	7.00%	0.83
10	13410	St. Treasurer	17.50	0.70	4.0%	0.53	7.00%	1.23
11	13510	DPI-Public School Fund	5,830.10	48.50	0.8%	-	0.83%	48.50
12	"	DPI - Department	37.00	1.47	4.0%	1.11	6.97%	2.58
13	13600	Justice	73.10	2.92	4.0%	2.19	7.00%	5.12
14	13700	DACS	55.40	2.22	4.0%	1.66	7.00%	3.88
15	13800	Labor	15.50	0.62	4.0%	0.47	6.52%	1.01
16	13900	Insurance	-	-	0.0%	-	0.00%	-
17	13901	Insurance-Direct	1.10	0.04	4.0%	0.03	7.00%	0.08
18	14060	Juvenile Justice & Delinq. Prevention	140.80	5.63	4.0%	4.22	7.00%	9.86
19	14100	DOA	61.10	2.44	4.0%	1.83	7.00%	4.28
20	14160	OSC	11.50	0.46	4.0%	0.35	7.00%	0.81
21	14222	DOT	10.00	0.40	4.0%	0.30	7.00%	0.70
22	14300	DENR	159.10	6.36	4.0%	4.77	7.00%	11.14
23	14301	DENR-Clean Water Mgmt.Trust	40.00	1.60	4.0%	1.20	7.00%	2.80
24	144xx	HHS (excluding medicaid)	1,416.40	56.66	4.0%	42.49	6.52%	92.35
25	14500	Correction	924.00	29.57	3.2%	27.72	6.20%	57.29
26	14600	Commerce	59.30	2.37	4.0%	1.78	7.00%	4.15
27	14601	Commerce-State Aid	16.50	0.66	4.0%	0.50	7.00%	1.16
28	14700	Revenue	77.10	0.46	0.6%	2.31	3.60%	2.78
29	14800	Cultural Resources	60.20	2.41	4.0%	1.81	7.00%	4.21
30	14802	Cultural Resources-Roanoke Isl.	1.90	0.08	4.0%	0.06	7.00%	0.13
31	14900	CC & PS	33.60	1.28	3.8%	1.01	6.80%	2.28
32	160xx	UNC System	1,645.60	42.14	2.6%	20.69	3.82%	62.83
33	16010	UNC-GA	40.70	0.81	2.0%	0.40	2.97%	1.21
34	16012	Aid to Private Colleges/Other Scholarships	103.60	2.00	1.9%	-	1.93%	2.00
35	16800	Comm.Colleges	610.80	15.59	2.6%	2.50	2.96%	18.09
36	"	CC-System Office	26.90	0.54	2.0%	0.54	4.00%	1.08
37	18025	St. Bd. Of Elections	3.20	-	0.0%	0.10	3.00%	0.10
38	18210	Office of Admin.Hearings	2.80	0.11	4.0%	0.08	7.00%	0.20
39	18300	Rules Review Comm.	0.30	0.01	4.0%	0.01	7.00%	0.02
40	19004	Salary Adjustment	0.50	0.40	80.0%	-	80.00%	0.40
41		Total Operating Budget (less medicaid)	$ 11,928.6	$ 234.53	1.97%	$ 134.24	2.98%	$ 355.92

Education Budgets 2002-03

Agency	Estimated Beginning Budget	Governor's Requested Cuts	% of Agency
Public Schools	$6,011,014,398	$120,749,979	2.0%
DPI	$32,425,247	$3,638,277	11.2%
UNC	1,804,258,752	$70,639,899	3.9%
Community Colleges	$616,362,519	$60,332,970	9.8%
System Office	$26,832,940	$1,183,294	4.4% *
TOTAL	**$8,490,893,856**	**$256,544,419**	
TARGETS	**$695,000,000**	**$256,544,419**	
Percent of Total Education Budget	8.19%	3.02%	
Gov. Responses as % of Education Committee Target		36.9%	

* 10% of System Office budget without MIS budget

G-4

SUPREME COURT RULING: In 1997, the North Carolina Supreme Court ruled that children have a constitutional right to an opportunity to receive a sound basic education in the public schools. The Court defined, in very broad terms, what constitutes a sound basic education:

> *A "sound basic education", at a minimum, is one that will provide the student with at least: (1) sufficient ability to read, write, and speak the English language and a sufficient knowledge of fundamental mathematics and physical science to enable the student to function in a complex and rapidly changing society; (2) sufficient fundamental knowledge of geography, history, and basic economic and political systems to enable the student to make informed choices with regard to issues that affect the student personally or affect the student's community, state, and nation; (3) sufficient academic and vocational skills to enable the student to successfully engage in post-secondary education or vocational training; and (4) sufficient academic and vocational skills to enable the student to compete on an equal basis with others in further formal education or gainful employment in contemporary society.*

UPON REMAND TO THE TRIAL COURT

I. Is the State system for funding public education constitutional?

In general, the State has provided a school funding system that meets the constitutional requirement. The Court did not, however, rule as to whether the State provides sufficient funding under that system.

II. Does the State have an obligation to provide pre-kindergarten programs to some students?

- A child's constitutional right to an equal opportunity to receive a sound basic education does not depend on the age of the child.
- An "at-risk" child is being denied a constitutional right if no quality pre-kindergarten educational program is available for the child.
- It is the duty of the Executive Branch and the Legislative Branch of government to act at a reasoned and deliberate pace to expand pre-kindergarten educational programs to serve all of the at-risk children throughout North Carolina.

The decision specifically did not require the State to provide a universal pre-kindergarten program for four-year olds at State expense.

III. Are students, particularly those in Hoke County, provided an equal opportunity to receive a sound basic education?

- The Court found and concluded as a matter of law that there are at-risk students failing to achieve a sound basic education statewide, as well as in Hoke County and that the low performance of at-risk students is similar regardless of the wealth and resources of the school system attended.

- The school boards have not yet proved, by clear and convincing credible evidence that the failure of at-risk children to obtain a sound basic education is the result of lack of sufficient funding by the State of North Carolina.
- The reason at-risk children in North Carolina are not obtaining a sound basic education appears to be the lack of a coordinated, effective educational strategy for at-risk children statewide.
- The evidence was not clear and convincing that the State and each LEA is utilizing its funding and resources in a proper, strategic manner with regard to its at-risk children.
- Leandro requires that each LEA and the State must strategically plan and spend the resources funded in a manner that helps all children have an equal opportunity to a sound basic education. The State and each LEA must apply their resources toward the sound basic opportunity curriculum first and provide adequate strategic allocation of resources and funding to assist the at-risk population of children in having an equal opportunity to obtain a sound basic education.

IV. Is the failure to implement successful educational programs and strategies in schools with low performing at-risk populations due to (a) lack of funding; (b) lack of proper allocation of resources with the LEA; (c) lack of cost-effective implementation of successful strategies because of a lack of leadership and effort; or (d) a combination of two or more of these factors?

The Court found and concluded as a matter of law that:

- The Leandro guarantee that each child has the right to an equal opportunity to obtain a sound basic education requires that each child be afforded the opportunity to attend a public school which has the following educational resources, at a minimum:
  - Every classroom must be staffed with a competent, certified, well-trained teacher who is teaching the standard course of study by implementing effective educational methods that provide differentiated, individualized instruction, assessment and remediation to the students in that classroom.
  - Every school must be led by a well-trained competent principal with the leadership skills and the ability to hire and retain competent, certified and well-trained teachers who can implement an effective and cost-effective instructional program that meets the needs of at-risk children so that they can have the equal opportunity to obtain a sound basic education by achieving grade level or above academic performance.
  - Every school must be provided, in the most cost effective manner, the resources necessary to support the effective instructional program within that school so that the educational needs of all children,

including at-risk children, to have the equal opportunity to obtain a sound basic education, can be met.

- There are children at-risk of educational failure that are not being provided the equal opportunity to obtain a sound basic education because their particular LEA, such as the Hoke County Public Schools, is not providing them with one or more of the basic educational services set out above.
- The State is ultimately responsible for providing each child with access to a sound basic education, and this ultimate responsibility cannot be abdicated by transferring responsibility to local boards of education.
- The State must remedy the Constitutional deficiency for those children in any county who are not being provided the basic educational services set out in the first paragraph.
- How to accomplish this task belongs to the Executive and Legislative Branches of Government.
- The Court's prior decisions entered on October 12, 2000 (Section One); October 26, 2000 (Section Two); March 26, 2001 (Section Three) as amended by Order entered May 29,2001, are incorporated as part of this Memorandum of Decision and Judgment. All Four Memoranda of Decision constitute the Decision and Judgment of this Court.
- The State must keep the plaintiff-parties fully informed of the progress of its efforts to remedy the constitutional deficiencies identified and the plaintiff-parties are directed to fully cooperate with the State in accomplishing its task.
- The State must keep the Court advised of the remedial actions taken by the State by written report filed with the Court every 90 days, or as otherwise may be directed by the Court.
- The Court retained jurisdiction over this matter for purposes of resolving any remaining issues, including, but not limited to, enforcement of this judgment.

Leandro outline 4-16-02-rjohnson

North Carolina's Funding for Public Schools
FY 2002-2003 Continuation Budget (Note 1)

	Budgeted Positions	Budgeted Funds	Percent of Total
I. State Aid - Local Education Agencies			
General Administration			
Central Office Administration		$102,113,956	1.69%
Instructional Personnel and Related Services			
Classroom Teachers	60,711.28	2,271,998,233	37.59%
Teacher Assistants		347,106,515	5.74%
Instructional Support	6,776.00	282,809,912	4.68%
School Building Administration	4,105.30	235,507,740	3.90%
ABC Incentive Award (appropriated $0) *	$79,000,000	0	0.00%
Classroom Materials/Instructional Supplies/Equipment		66,092,099	1.09%
Textbooks		76,250,272	1.26%
Annual Leave		22,343,001	0.37%
Recruitment Bonus - Math, Science, and Special Education ($1,800)		1,500,000	0.02%
Mentor Pay		11,235,124	0.19%
Forfeited Vacation Days		3,750,000	0.06%
Estimated Matching Benefits (Note 2)		562,774,208	9.31%
Subtotal		3,881,367,104	64.21%
Support			
Noninstructional Support Personnel		302,542,037	5.01%
Categorical Programs			
Academically & Intellectually Gifted		47,130,600	0.78%
At Risk Student Services/Alternative Schools (carries over) *		176,716,205	2.92%
Charter Schools (Initial Reserve)		1,003,976	0.02%
Children with Disabilities		509,051,043	8.42%
Driver Education	*** Not General Fund **	30,645,562	0.51%
Improving Student Accountability		44,879,457	0.74%
Intervention/Assistance Teams		2,738,277	0.05%
Limited English Proficiency		28,663,372	0.47%
Low Wealth Supplemental Funding		90,559,651	1.50%
Regional Ed. & Technical Assistance Funding (carries over) *		3,017,317	0.05%
School Technology ($10 million recurring)		10,000,000	0.17%
Small County Supplemental Funding		30,475,816	0.50%
Staff Development (carries over) *		11,858,523	0.20%
Transportation		245,863,084	4.07%
Vocational Education	6,123.30	308,203,928	5.10%
Subtotal		1,540,806,811	25.50%
Subtotal State Aid - Local Education Agencies		**$5,826,829,908**	96.41%
II. Miscellaneous			
ADM Contingency Reserve		6,000,000	0.10%
Character Education		200,000	0.00%
Teaching Fellows		10,160,000	0.17%
Prospective Teacher Scholarships		2,252,535	0.04%
NC WISE OWL		628,000	0.01%
School Accountability Report Cards		200,000	0.00%
Miscellaneous (Non-Profits)		2,082,298	0.03%
(A+ Schools $0, TQE $0, ExplorNet $0, Cities in Schools $675,000, NC Network $315,000, Teacher Cadet $135,000, Geographic Alliance $0, Public School Forum $378,508, Cued Speech Center $0, Schools Attuned $578,790, Global Curriculum $)			
NBPTS (covers $2,300 program fee)		3,274,500	0.05%
Other Insurance		48,944	0.00%
Personnel Services		101,803,778	1.68%
(Longevity $72,647,510, Short Term Disability $5,585,626, Worker's Comp $20,198,592., & Unemployment Comp. $2,348,928)			

North Carolina's Funding for Public Schools
FY 2002-2003 Continuation Budget (Note 1)

	Budgeted Positions	Budgeted Funds	Percent of Total
II. Miscellaneous (cont.)			
School Breakfast		2,700,000	0.04%
School Bus Replacement		30,015,377	0.50%
Testing ($1,552,213 in DPI's Budget - $7,372,728 total)		5,820,515	0.10%
Textbooks - Freight		205,616	0.00%
Tort Claims (Department of Justice)		3,774,000	0.06%
UERS (carries over) *		15,018,927	0.25%
Subtotal		$184,184,490	3.03%
III. DPI (See Note 3) $99,026,957 including receipts		$32,425,247	0.54%
Grand Total		**$6,043,439,645**	100.0%

* Does not include carry over funds

Note 1: Based on the State Public School Funds Continuation Budget as outlined on the March 19, 2002 'Long Sheet'. Amounts include increases for ADM.

Note 2: Social Security (7.65%), Retirement (5%), and Hospitalization ($2,933). Benefits are included in the dollar allotments, such as Central Office Administration. Benefits for position/month of employment allotments (Teachers, Instructional Support, and School Bldg Adm) are shown here.

Note 3: Funds for DPI do not include receipts, which include funds received from federal grants, workshop registrations, licensure fees, and other sales and services provided by DPI for a fee ($66,601,710 in FY 2001-2002).

Fiscal Research/04/23/02 (F:\Mydocument\budget 2002-2003\Approp 2003)

PS 2

State Superintendent - 5
Mike Ward
(5S)

State Board of Education Staff - 7
(7S)

Professional Teaching Standards Commission - 2
(2S)

Communications and Information Division - 19
(14.8 S/4.2 R)
Community Services & Publication Sales (8)
Information Services & Publication Production (5)

Human Resource Management Division - 32
(8.29S/23.71R)
Licensure (22)
Teacher Education (5)

Deputy State Superintendent - 5
Brad Sneeden
(5S)

Office of Personnel Relations - 8
(8S)

Financial and Business Services Area - 149.75
Hank Hurd
(3S)

Office of Budget Management - 18
(12.95S/5.05R)
Planning and Budget (5)
School Allotments (6)
Federal Programs (5)

Office of Charter Schools - 5
(4S/1R)

School Business Division - 31.75
(26.35S/5.4R)
Compliance and Auditing (7)
Information and Analysis (14)
Statistical Research and Student Data (4)
School Personnel Support (4)

School Support Division - 49
(18.4S/30.6R)
Transportation Services (8)
Child Nutrition Services (12)
Plant Operation (7)
School Planning (8)
School Insurance (12)

Financial Services Division - 43
(30.61S/12.39R)
General Accounting (7)
Cash Management (7)
Accounts Payable/Child Nutrition Claims (7)
Purchasing/Agency Services (6)
Textbook Services (11)

Information & Technology Services Area - 82
Bob Bellamy
(1.7S/0.3R)

Infrastructure Technologies Division - 28
(24.10S/3.90R)
Customer Response Center (11)
Monitoring & Performance Management (14)

Application Technologies Division - 27
(24.41S/2.59R)
Business Systems Consulting & Design (9)
Business Systems Development & Testing (6)
Production Systems Support (10)

Instructional Technology Division - 25
(25S)
Technology Planning and Support (6)
Educational Resources Evaluation Services (6)
Instructional Technology Program (6)
Student Information & Accountability Systems (5)

Instructional & Accountability Services Area - 174
Henry Johnson
(5S/1R)

Accountability Services Division - 25
(25S)
Reporting (10)
Testing (11)

Exceptional Children Division - 30
(9.87S/20.13R)
Areas of Exceptionality (9)
Policy Monitoring and Audit (7)
Special Programs (8)
Behavioral Support (4)

Instructional Services Division - 66
(52.02S/13.98R)
Early Childhood (6)
Biotechnology, Health Care & Career Development (6)
Business and Marketing Skills (7)
English, Language Arts & Social Studies (9)
Industrial Technology & Human Services (9)
Mathematics and Science (11)
Second Language, ESL, Info. & Computer Skills (11)
Workforce Development (5)

School Improvement Division - 47
(13.56S/33.44R)
Compensatory Education (10)
Effective Practices (7)
Alternative & Safe Schools Instructional Support (9)
School Technical Services (6)
Staff Development Coordination (7)
Closing the Achievement Gap (4)

PUBLIC SCHOOLS OF NORTH CAROLINA
Department of Public Instruction
Position Count - 483.75
as of March 31, 2002

S = State and R = Receipts (includes federal)

Prepared by Office of Budget Management/April 19, 2002

Public Schools of North Carolina

North Carolina Department of Public Instruction

Position Analysis From 1988-89 Through 2001-2002

	(Note 1) 1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	(Note 2) 1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	(Note 3) 2001-02
State	742.67	692.00	678.89	608.64	610.63	570.90	568.14	363.32	349.21	349.65	353.39	346.48	345.1	326.06
Federal	238.58	190.50	187.61	188.86	190.87	191.50	178.86	90.68	93.29	93.85	93.11	96.95	100.45	93.88
Receipt	33.50	31.50	40.50	41.50	41.50	41.00	42.00	44.50	54.00	55.00	60.00	63.32	63.20	63.81
	1,014.75	**914.00**	**907.00**	**839.00**	**843.00**	**803.40**	**789.00**	**498.50**	**496.50**	**498.50**	**506.50**	**506.75**	**508.75**	**483.75**

Note 1 *Before reorganization initiated by State Superintendent Bob Etheridge per GPAC*
Note 2 *After reorganization mandated by the 1995 Session of the General Assembly*
Note 3 *2001-02 position count is per 3/31/02 Personnel Management Information System Report and reflects 25 position reduction mandated by the 2001 Session of the General Assembly*
Note 4 *Federal positions include positions funded from indirect cost money earned on federal grant direct expenditures*

Prepared by: Office of Budget Management
4/23/02

NC Department of Public Instruction
2001-2002 Mandated 7% Budget Reductions by Area

Object	Description	Education Management	Financial & Business Services	Information & Technology Svcs	Instructional & Accountability Svcs	Reserves & Transfers	Total
Various	Lapsed Salaries & Benefits	$ 31,464	$ 66,380	$ 382,015	$ 11,371		$ 491,230
2140	Consultant Fees		8,000				8,000
2150	Academic Services				567,337		567,337
2199	Misc. Contracts	18,224	58,663	74,032	46,741		197,660
2310	Repairs-Building			25,441			25,441
2430	Maintenance-Eq.	734		-			734
2440	Maintenance - DP Eq.		667				667
2521	Rent/Lease Motor Vehicles		500				500
2522	Rent/Lease DP Equipment			30,752			30,752
2523	Telephone-SAS			30,520			30,520
2712	Transportation Out-State Air		5,000				5,000
2714	Transportation Grd-In-State		22,816		42,223		65,039
2715	Transportation Grd-Out-State		650				650
2721	Lodging In-State Subsistence		4,300				4,300
2722	Lodging Out-State Subsistence		1,900				1,900
2724	Meals - In-State		2,500				2,500
2725	Meals - Out-State		700				700
2727	Misc. - In-State		150		2,193		2,343
2731	Non-Employee Transportation	77,996	10,850				88,846
2732	Non-Employee Subsistence	10,370	12,400				22,770
2812	Telecommunications Svc.			-			-
2813	Teleconference Charges				8,470		8,470
2821	Computer/Data Processing				10,000		10,000
2840	Postage	5,000	4,710		70,397		80,107
2850	Printing and Binding	44,038	5,000	11,382	8,470		68,890
2930	Registration Fees	10,000	5,900				15,900
2941	Employee Education		300				300
2942	Other Employee Education	2,000	7,025				9,025

Prepared by: NCDPI-Planning & Budget Section
4/22/02

NC Department of Public Instruction
2001-2002 Mandated 7% Budget Reductions by Area

Object	Description	Education Management	Financial & Business Services	Information & Technology Svcs	Instructional & Accountability Svcs	Reserves & Transfers	Total
3110	Office Supplies	10,000	26,858		8,470		45,328
3120	Data Processing Supplies	1,000	1,875				2,875
3610	Drug Supplies		280				280
3720	Educational Supplies	1,000	3,900	22,626	212,127		239,653
4521	Office Equipment		19,296				19,296
4522	Computers	8,615	47,609				56,224
4528	Equipment-Communications		100	-			100
4620	Textbooks		575				575
4710	Computer Software		5,350				5,350
5830	Membership Dues	26,097	3,950	47,745			77,792
5890	Other Adm. Expenses		40				40
6602	Cued Speech					1,475	1,475
6603	Public School Forum					26,496	26,496
6606	A+ Schools					14,000	14,000
6607	Total Quality Education					14,000	14,000
6608	Communities In Schools					47,250	47,250
6609	Schools Attuned					40,515	40,515
6610	Global Curiculum					3,000	3,000
6611	Explornet					87,500	87,500
6612	Teacher Cadet					9,450	9,450
6613	NC Network					22,050	22,050
6614	Geographic Alliance					1,000	1,000
7127	Indirect Cost Reserve		309,978	100,000			409,978
8111	Children's Trust					17,500	17,500
8170	Sch Acct Report Cards					14,000	14,000
	Total	$ 246,538	$ 638,222	$ 724,513	$ 987,799	$ 298,236	$ 2,895,308

PS6

Prepared by: NCDPI-Planning & Budget Section
4/22/02

Public Schools of North Carolina

North Carolina Department of Public Instruction

2001-2002 Budget and Positions by Area as of 3/31/02

	State		Federal		Receipts		Total	
	Budget	Positions	Budget	Positions	Budget	Positions	Budget	Positions
Education Management Area								
State Board of Ed	$ 774,612	7.00	$ 51,033				$ 825,645	7.00
State Superintendent	602,902	5.00			204,945		807,847	5.00
Deputy Superintendent	452,281	5.00	170,339				622,620	5.00
Communications Div	935,831	14.80	236,325	1.00	1,638,229	3.20	2,810,385	19.00
Personnel Relations Div	429,549	8.00					429,549	8.00
Human Resource Mgmt Div	1,348,448	8.29	6,492,350	0.60	1,835,251	23.11	9,676,049	32.00
NC Prof Teaching Stds Com	206,875	2.00					206,875	2.00
Reserved for Mandated Reduction	215,074						215,074	-
Total For Area	**4,965,572**	**50.09**	**6,950,047**	**1.60**	**3,678,425**	**26.31**	**15,594,044**	**78.00**
Assoc Supt Financial & Bs Svcs	505,328	3.00			155,231		660,559	3.00
Charter Schools Office	341,055	4.00	505,654	1.00	39,441		886,150	5.00
Office of Budget Management	379,126	12.95			214,023	5.05	593,149	18.00
School Business Div	1,774,090	26.35	35,866		440,062	5.40	2,250,018	31.75
School Support Div (+School Insurance)	2,028,584	18.40	2,638,695	6.50	12,373,384	24.10	17,040,663	49.00
Financial Services Div	1,582,899	30.61	129,266	1.00	1,243,912	11.39	2,956,077	43.00
Reserved for Mandated Reduction	261,864				309,978		571,842	-
Total For Area	**6,872,946**	**95.31**	**3,309,481**	**8.50**	**14,776,031**	**45.94**	**24,958,458**	**149.75**
Assoc Supt Information & Tech	2,376,008	1.70			263,377	0.30	2,639,385	2.00
Application Technologies	2,227,724	24.41	72,816	1.10	590,438	1.49	2,890,978	27.00
Infrastructure Technologies	1,923,232	24.10	41,780	1.00	333,951	2.90	2,298,963	28.00
Instructional Tech Div	3,274,547	25.00	202,674		940,990		4,418,211	25.00
Reserved for Mandated Reduction	242,498				100,000		342,498	-
Total For Area	**10,044,009**	**75.21**	**317,270**	**2.10**	**2,228,756**	**4.69**	**12,590,035**	**82.00**
Assoc Supt Instructional & Acct	1,122,244	5.00	133,620		64,956	1.00	1,320,820	6.00
Instructional Svcs Div(+VocEd/Child Trust)	3,816,742	52.02	6,386,043	12.98	2,006,634	1.00	12,209,419	66.00
School Improvement Div	1,354,190	13.56	12,638,145	32.44	145,832	1.00	14,138,167	47.00
Accountability Div	4,358,576	25.00	170,113		140,000		4,668,689	25.00
Exceptional Children Div	772,438	9.87	13,407,979	19.98	248,378	0.15	14,428,795	30.00
Governors Schools	1,056,314						1,056,314	-
Reserved for Mandated Reduction	476,428						476,428	-
Total For Area	**12,956,932**	**105.45**	**32,735,900**	**65.40**	**2,605,800**	**3.15**	**48,298,632**	**174.00**
Total for Department	**$ 34,839,459**	**326.06**	**$ 43,312,698**	**77.60**	**$ 23,289,012**	**80.09**	**$ 101,441,169**	**483.75**
% of Total	**34%**	**67%**	**43%**	**16%**	**23%**	**17%**	**100%**	**100%**

Note: Receipt supported positions include positions funded from indirect cost money earned on federal grant direct expenditures. Total indirect cost FTEs are 16.28

Prepared by Office of Budget Management April 19, 2002

North Carolina Department of Public Instruction

2002-2003 Mandated Reduction Projections - Agency

Area/Division	Authorized Salary Budget 2/28/02	Authorized Operating Budget 2/28/02	Total Authorized State Budget 2/28/02	7% Reduction	8% Reduction	9% Reduction	10% Reduction	11% Reduction
Education Management Fund 1000	$ 3,119,343	$ 1,818,671	$ 4,938,014	$ 345,661	$ 395,041	$ 444,421	$ 493,801	$ 543,182
Financial & Business Services Fund 1300	5,470,153	1,410,186	6,880,339	481,624	550,427	619,231	688,034	756,837
Information & Technology Services Fund 1500	5,183,621	3,911,253	9,094,874	636,641	727,590	818,539	909,487	1,000,436
Instructional & Accountability Services Fund 1600 (Note 1)	7,608,135	4,303,885	11,912,020	833,841	952,962	1,072,082	1,191,202	1,310,322
Total Agency	21,381,252	11,443,995	32,825,247	2,297,767	2,626,020	2,954,272	3,282,525	3,610,777
Elimination of 15 Positions				1,015,137	1,015,137	1,015,137	1,015,137	1,015,137
Reduction of Operating Budget				1,282,630	1,610,883	1,939,135	2,267,388	2,595,640
Total Agency Reduction				2,297,767	2,626,020	2,954,272	3,282,525	3,610,777
Reserves & Transfers Fund 1900								
Public School Forum		378,508	378,508	26,496	30,281	34,066	37,851	41,636
Communities In Schools		675,000	675,000	47,250	54,000	60,750	67,500	74,250
Schools Attuned		578,790	578,790	40,515	46,303	52,091	57,879	63,667
Teacher Cadet		135,000	135,000	9,450	10,800	12,150	13,500	14,850
NC Network		315,000	315,000	22,050	25,200	28,350	31,500	34,650
Teaching Fellows (Note 2)		10,160,000	10,160,000	711,200	812,800	914,400	1,016,000	1,117,600
Prospective Teacher Scholarship/Loans (Note 2)		2,252,535	2,252,535	157,677	180,203	202,728	225,254	247,779
Children's Trust Fund		250,000	250,000	17,500	20,000	22,500	25,000	27,500
Total for Fund 1900	-	14,744,833	14,744,833	1,032,138	1,179,587	1,327,035	1,474,483	1,621,932
Total Targeted Reductions	$ 21,381,252	$ 26,188,828	$ 47,570,080	$ 3,329,906	$ 3,805,606	$ 4,281,307	$ 4,757,008	$ 5,232,709

Note 1 Students participating in Governor Schools held in June and July 2002 have already been selected.

Note 2 Scholarships for the 2002-2003 school year are currently being awarded. A reduction for 2002-2003 could result in insufficient funds to cover scholarships already awarded.

Prepared by NCDPI
March 27, 2002
Gov Red List 2002-2003 rev 3-27

N.C. Elementary and Secondary Education
FY2001-02 Appropriated Funds (Note 1)

	Budgeted Positions	Budgeted Funds
I. State Aid - Local Education Agencies		
General Administration		
Central Office Administration		$100,539,504
Instructional Personnel and Related Services		
Classroom Teachers	59,288.24	2,229,517,753
Teacher Assistants		343,211,116
Instructional Support	6,645.50	278,324,654
School Building Administration	3,964.70	232,970,768
Classroom Materials/Instructional Supplies/Equipment		64,891,394
Textbooks		71,301,328
Annual Leave		18,034,003
Mentor Pay		11,235,124
Forfeited Vacation Days		3,750,000
ABC Incentive Awards (Including Pilot)		97,700,000
Estimated Matching Benefits (Note 2)		542,995,966
Subtotal		3,893,932,106
Support		
Noninstructional Support Personnel		292,012,367
Categorical Programs		
Academically & Intellectually Gifted		45,943,305
At Risk Student Services/Alternative Schools		173,935,079
Charter Schools		2,002,286
Children with Special Needs		489,427,638
Driver Education		29,132,976
Improving Student Accountability		44,793,002
Intervention/Assistance Teams		2,728,926
Limited English Proficiency		23,161,254
Low Wealth Supplemental Funding		90,265,436
Recruitment Retention Bonus		1,500,000
Regional Ed. & Technical Assistance Funding		3,012,981
School Technology		10,000,000
Small County Supplemental Funding		30,376,311
Staff Development		11,678,819
Transportation		238,901,299
Vocational Education	5,899.90	295,839,780
Subtotal		$1,492,699,092
Subtotal State Aid - Local Education Agencies		**$5,779,183,069**
II. Miscellaneous		
ADM Contingency Reserve		6,000,000
Contracts-Finance Officer Staff Development		64,560
NBPTS		3,274,500
Other Insurance		48,944
Personnel Services (Longevity, Short Term Disability, Worker's Comp., & Unemployment Comp. Etc...)		100,006,023
Sale of Equipment-Surplus		7,000
School Breakfast		2,700,000
School Bus Replacement		4,917,800
Testing		6,445,912
Textbooks - Freight		191,270
Tort Claims (Department of Justice)		3,774,000
UERS		12,518,927
Subtotal		$139,948,936
III. DPI (See Note 3)		NA
Grand Total		**$5,919,132,005**

Note 1: Based on the State Public School Fund Certified Budget per the 307 Report plus budget adjustments for legislated salary increases and benefit adjustments per BD 606s.

Note 2: Includes funds for Social Security, Retirement, and Hospitalization. Benefits are included in the dollar allotments, such as Central Office Administration. Benefits for position/month of employment allotments (Teachers, Instructional Support, and School Bldg Adm) are shown here.

Note 3: Funds for DPI include receipts, which include funds received from federal grants, workshop registrations, licensure fees, and other sales and services provided by DPI for a fee.

Public Schools of North Carolina

2002-2003 Mandated Reduction Projections - State Public School Fund

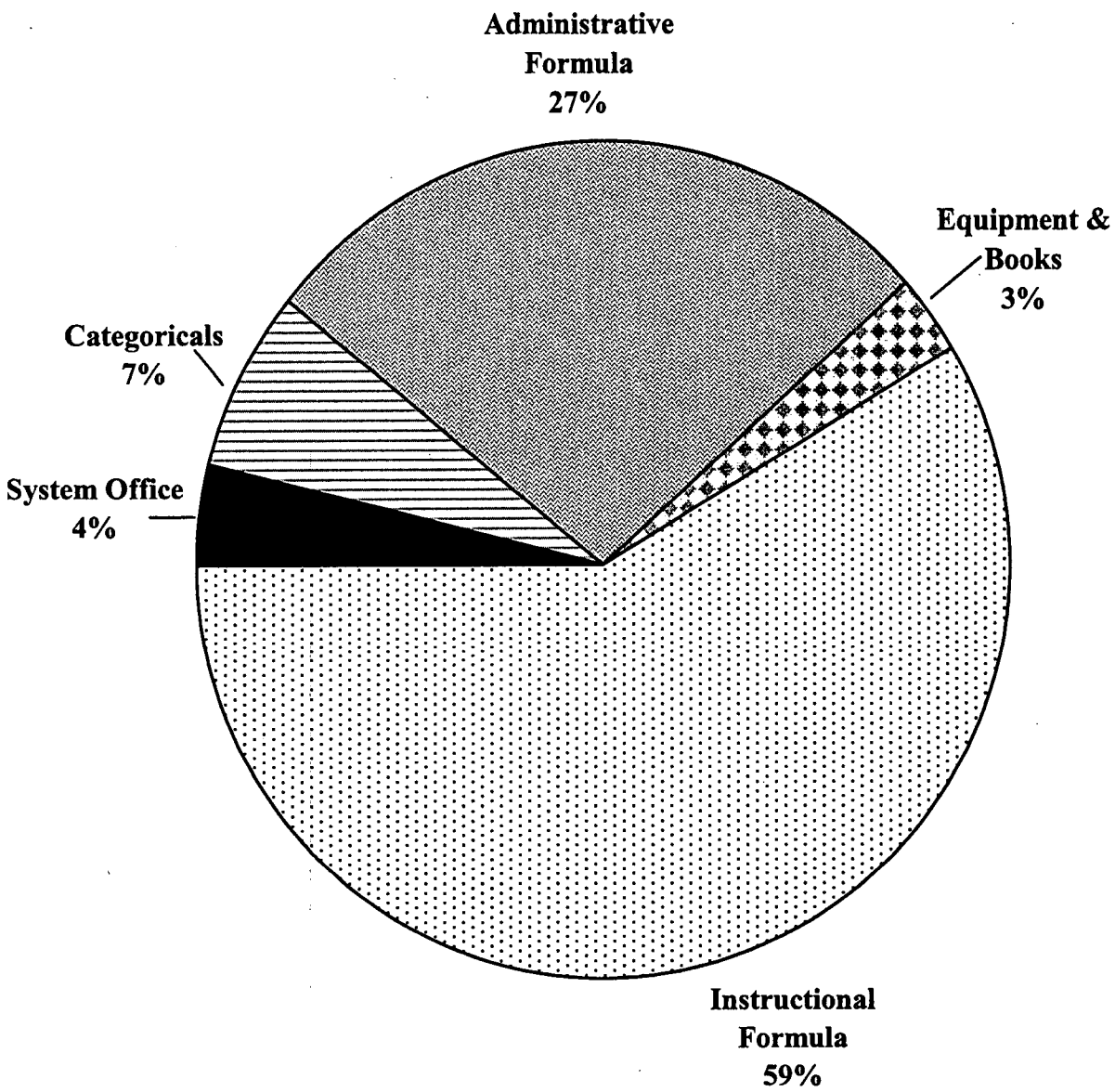
2002-03 Authorized State Public School Fund Budget as of 2/28/02	1% Reduction	1.5% Reduction	2% Reduction
$ 5,957,777,336	$ 59,577,773	$ 89,366,660	$ 119,155,547

Description	2002-03 Budget	2% Reduction	2002-03 Budget after Reduction	Comments
Classroom Teachers	2,260,128,463	11,526,952	2,248,601,511	Delay reduction of kindergarten class size to 1:18
Social Security	213,278,696	881,812	212,396,884	Delay reduction of kindergarten class size to 1:18
Retirement	140,862,216	923,309	139,938,907	Delay reduction of kindergarten class size to 1:18
Hospitalization	208,170,093	705,000	207,465,093	Delay reduction of kindergarten class size to 1:18
School Buses	30,015,377	20,000,000	10,015,377	Delay purchase of school buses
School Breakfast Program	2,700,000	2,700,000	-	Eliminate state funding of school breakfast for kindergarten students in certain schools
UERS/NCWISE	15,018,927	5,000,000	10,018,927	Delay development of NCWISE
Non-instructional support	300,559,577	38,709,237	261,850,340	Reduce budget by 12.9%. Note 89% of budget is spent for clerical and custodial support.
All Other Programs	2,787,043,987	38,709,237	2,748,334,750	Establish a negative reversion thereby allowing LEAs to determine programs to be reduced. Negative reversion equals 32.5% of the 2% Reduction.
Total	$ 5,957,777,336	$ 119,155,547	$ 5,838,621,789	

Prepared by NCDPI
March 27, 2002

NC Community College System

FY01-02 Total General Fund Operating Budget: $650,888,736



System Office:	$26,047,781	4.00%
Categoricals:	$44,965,108	6.91%
Administrative Formula:	$178,764,381	27.47%
Instructional Formula:	$380,923,725	58.52%
Equipment and Books:	$20,187,741	3.10%

NC Community College System

FY01-02 Total General Fund Operating Budget:	$650,888,736	
System Office:	$26,047,781	4.00%
Categoricals:	$44,965,108	6.91%
Administrative Formula:	$178,764,381	27.46%
Instructional Formula:	$380,923,725	58.52%
Equipment & Books:	$20,187,741	3.10%

System Office
The System Office appropriation includes $15 million for the Management Information System (MIS) project. The remaining funds for the System Office are allocated by division.

Administrative Formula
Every college receives an administrative base of $1.6 million (31 positions). Supplements to the base are provided on an FTE basis.

Instructional Formula
Funds for instruction are provided to the colleges based on three formulas (curriculum, occupational continuing education, and basic skills). Colleges receive the most funding from the curriculum and occupational continuing education formulae. The current formula allocates funding for the first 500 FTE at a ratio of 1 instructional unit for every 16.449 FTE. All FTE above the first 500 are funded at a 1:19.914.

Categoricals
Categoricals are line item appropriations for specific programs at the colleges. These items include programs such as child care grants and summer term funding.

Equipment & Books
The General Assembly allocates approximately $16 million from the General Fund to the community colleges for equipment. From that, every college receives a base allotment of $100,000 for equipment. A weighted FTE formula is applied to distribute the rest. Distribution of the book allocation is also based on an FTE formula.

Tuition
Last year, the General Assembly increased curriculum tuition by $3.50 from $27.50 to $31.00 per credit hour, bringing the total tuition bill for a full-time in-state student to $992 per year.

Community College
01-02 Budget Reversions

Joint Appropriations Subcommittee on Education

April 24, 2002
NCCCS

North Carolina Community College System Office
2001-2002 Targeted Reversions

Executive Division		
Personnel Reversions	$	-
Non-Personnel Reversions		42,782
Sub-Total Executive Division	$	42,782
Administration Division		
Personnel Reversions		205,456
Non-Personnel Reversions		222,297
Sub-Total Administration Division	$	427,753
Business & Finance Division		
Personnel Reversions		4,457
Non-Personnel Reversions		69,429
Sub-Total Business & Finance Division	$	73,886
Academic & Student Services Division		
Personnel Reversions		23,627
Non-Personnel Reversions		55,913
Sub-Total Academic & Student Services Division	$	79,540
Economic & Workforce Development Division		
Personnel Reversions		3,050
Non-Personnel Reversions		57,682
Sub-Total Economic & Workforce Development Division	$	60,732
Reserves & Transfers		
State Board Reserve Reversions		253,244
Indirect Cost Reversion		64,887
Salary Adjustment Fund Reversion		37,369
Sub-Total Reserves & Transfers	$	355,500
Total Reversions	$	1,040,193

CC 5

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
YEAR-TO-DATE REVERSIONS 2001-02
BY COLLEGE

COMMUNITY COLLEGES	2%	ADDITIONAL 0.96	YEAR-TO-DATE REVERSIONS 2001-02
ALAMANCE CC	$181,145	$103,289	$284,434
ASHEVILLE-BUNCOMBE TCC	296,842	169,260	466,102
BEAUFORT COUNTY CC	135,752	77,406	213,158
BLADEN CC	90,058	51,352	141,410
BLUE RIDGE CC	147,782	84,267	232,049
BRUNSWICK CC	94,772	54,039	148,811
CALDWELL CC & TI	223,526	127,456	350,982
CAPE FEAR CC	333,077	189,922	522,999
CARTERET CC	122,566	69,888	192,454
CATAWBA VALLEY CC	227,816	129,902	357,718
CENTRAL CAROLINA CC	325,651	185,688	511,339
CENTRAL PIEDMONT CC	707,324	403,320	1,110,644
CLEVELAND CC	147,444	84,073	231,517
COASTAL CAROLINA CC	250,396	142,777	393,173
COLLEGE OF ALBEMARLE	160,408	91,465	251,873
CRAVEN CC	148,510	84,682	233,192
DAVIDSON COUNTY CC	194,645	110,987	305,632
DURHAM TCC	247,982	141,401	389,383
EDGECOMBE CC	147,893	84,330	232,223
FAYETTEVILLE TCC	531,317	302,961	834,278
FORSYTH TCC	336,461	191,852	528,313
GASTON COLLEGE	251,468	143,388	394,856
GUILFORD TCC	430,867	245,683	676,550
HALIFAX CC	126,553	72,162	198,715
HAYWOOD CC	142,526	81,269	223,795
ISOTHERMAL CC	139,074	79,301	218,375
JAMES SPRUNT CC	106,770	60,881	167,651
JOHNSTON CC	227,495	129,718	357,213
LENOIR CC	181,653	103,579	285,232
MARTIN CC	85,331	48,657	133,988
MAYLAND CC	107,547	61,325	168,872
MCDOWELL TCC	99,316	56,630	155,946
MITCHELL CC	127,855	72,903	200,758
MONTGOMERY CC	71,628	40,842	112,470
NASH CC	158,598	90,434	249,032
PAMLICO CC	59,100	33,699	92,799
PIEDMONT CC	144,167	82,205	226,372
PITT CC	293,938	167,605	461,543
RANDOLPH CC	151,227	86,230	237,457
RICHMOND CC	144,943	82,646	227,589
ROANOKE CHOWAN CC	84,329	48,084	132,413
ROBESON CC	202,222	115,308	317,530
ROCKINGHAM CC	139,100	79,316	218,416
ROWAN-CABARRUS CC	248,549	141,724	390,273
SAMPSON CC	119,270	68,008	187,278
SANDHILLS CC	225,836	128,773	354,609
SOUTH PIEDMONT CC	134,021	76,420	210,441
SOUTHEASTERN CC	169,576	96,693	266,269
SOUTHWESTERN CC	155,879	88,882	244,761
STANLY CC	124,009	70,710	194,719
SURRY CC	210,953	120,286	331,239
TRI COUNTY CC	91,867	52,383	144,250
VANCE-GRANVILLE CC	268,272	152,970	421,242
WAKE TCC	529,820	302,106	831,926
WAYNE CC	225,305	128,470	353,775
WESTERN PIEDMONT CC	179,028	102,083	281,111
WILKES CC	167,115	95,290	262,405
WILSON TCC	144,212	82,234	226,446
TOTAL-COMM. COLLEGES	$11,520,786	$6,569,214	$18,090,000
TEXTILE CENTER	27,811	14,100	41,911
REVERSION TOTAL	$11,548,597	$6,583,314	$18,131,911

(Does not include reversions for public radio $5,996 and botancial gardens $6,000.)

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
ACTUAL REVERSIONS BY CATEGORY FOR FY: 2001-02
(BREAKING OUT SALARY AND OTHER COSTS)

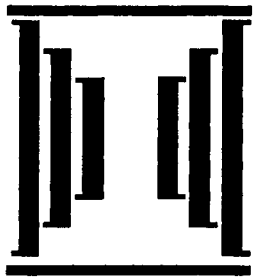
REVERSION CATEGORY	FIRST REVERSION (2%) SALARY & FRINGE	FIRST REVERSION (2%) OTHER COSTS	FIRST REVERSION 2%	ADDITIONAL REVERSION (.96) SALARY & FRINGE	ADDITIONAL REVERSION (.96) OTHER COSTS	ADDITIONAL REVERSOIN 0.96%	GRAND TOTAL REVERTED FY 01-02
AREA FIRE	$4,101	$1,473	$5,574	$697	$647	$1,344	$6,918
AREA LAW	0	2,300	2,300	0	0	0	2,300
CHILD CARE	1,347	1,714	3,061	291	1,765	2,056	5,117
COMPENSATORY EDUCATION	1,502	9,620	11,122	13,114	37	13,151	24,273
HRD	5,835	2,541	8,376	19,084	315	19,399	27,775
HOSIERY TECHNOLOGY	2,500	0	2,500	0	0	0	2,500
BOOKS	0	30,334	30,334	0	10,852	10,852	41,186
EQUIPMENT (920)	0	1,343,396	1,343,396	0	415,709	415,709	1,759,105
FORMULA-INSTRUCTION 210-240	6,349,465	383,649	6,733,114	1,160,123	383,093	1,543,216	8,276,330
FORMULA-NON INSTR. 110,120,130,421,422	1,304,111	177,477	1,481,588	2,900,756	721,710	3,622,466	5,104,054
FORMULA-NON INSTR. STUDENT SERV. 510	100,000	8,360	108,360	94,281	2,749	97,030	205,390
FORMULA-CONT. EDUCATION	242,917	3,622	246,539	37,854	28,422	66,276	312,815
FORMULA-LITERACY	904,010	294,722	1,198,732	537,177	360	537,537	1,736,269
FORMULA-COMMUNITY SERVICE	76,011	231	76,242	7,304	551	7,855	84,097
FORMULA-LIBRARY	0	2,272	2,272	47,294	20,222	67,516	69,788
SMALL BUSINESS	11,329	2,411	13,740	0	0	0	13,740
STAFF DEVELOPMENT	11,402	27,019	38,421	126	20,691	20,937	59,358
HIGH COSTS	10,183	0	10,183	5,092	0	5,092	15,275
PERFORMANCE FUNDING	0	0	0	79,872	0	79,872	79,872
SUMMER TERM FUNDING	81,969	122,963	204,932	58,906	0	58,906	263,838
TOTAL	$9,106,682	$2,414,104	$11,520,786	$4,961,971	$1,607,123	$6,569,214	$18,090,000

CC 7

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
ACTUAL REVERSIONS FOR FISCAL YEAR
2001-02

REVERSION CATEGORY	FIRST REVERSION 2%	ADDITIONAL REVERSION 0.96%	GRAND TOTAL REVERTED FY: 2001-02
AREA FIRE COORDINATOR	$5,574	$1,344	$6,918
AREA LAW COORDINATOR	2,300	0	2,300
CHILD CARE	3,061	2,056	5,117
COMPENSATORY EDUCATION (SPECIAL ALLOT.)	11,122	13,151	24,273
HRD	8,376	19,399	27,775
HOSIERY TECHNOLOGY	2,500	0	2,500
BOOKS	30,334	10,852	41,186
EQUIPMENT (920)	1,343,396	415,709	1,759,105
FORMULA-INSTRUCTION 210-240	6,733,114	1,543,216	8,276,330
FORMULA-NON INSTR.110,120,130,421,422	1,481,588	3,622,466	5,104,054
FORMULA-NON INSTR. STUDENT SERV.510	108,360	97,030	205,390
FORMULA-CONT. EDUCATION	246,539	66,276	312,815
FORMULA-LITERACY	1,198,732	537,537	1,736,269
FORMULA-COMMUNITY SERVICE	76,242	7,855	84,097
FORMULA-LIBRARY	2,272	67,516	69,788
SMALL BUSINESS	13,740	0	13,740
STAFF DEVELOPMENT	38,421	20,937	59,358
HIGH COSTS	10,183	5,092	15,275
PERFORMANCE FUNDING	0	79,872	79,872
SUMMER TERM FUNDING	204,932	58,906	263,838
TOTAL	$11,520,786	$6,569,214	$18,090,000

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM



"An Assessment of the Impacts of Potential Budget Reductions"

H. Martin Lancaster
System President

Kennon Briggs
Vice President – Business & Finance

The Presidential Task Force on Budget Reductions

March 18, 2002

CC9

Summary

Total Budget Reductions

&

Impact Assessment

CC 10

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
SUMMARY OF PROPOSED BUDGET CUTS

		4.00%	5.00%	6.00%	7.00%	8.00%	9.00%	10.00%
Total Budget Reduction		**$24,133,189**	**$30,166,486**	**$36,199,784**	**$42,233,080**	**$48,266,378**	**$54,299,673**	**$60,332,970**
Categorical Cuts		$6,470,412	$6,470,412	$6,470,412	$6,470,412	$6,470,412	$6,470,412	$6,470,412
Formula Budget Reduction (Total Reduction - Categorical)		$17,662,777	$23,696,074	$29,729,372	$35,762,668	$41,795,966	$47,829,261	$53,862,558
Relationships Between Formula Elements								
Curriculum Instruction	58.20%	$10,279,736	$13,791,115	$17,302,495	$20,813,873	$24,325,252	$27,836,630	$31,348,009
Continuing Education	6.94%	$1,225,797	$1,644,508	$2,063,218	$2,481,929	$2,900,640	$3,319,351	$3,738,062
Management	15.10%	$2,667,079	$3,578,107	$4,489,135	$5,400,163	$6,311,191	$7,222,218	$8,133,246
Student Support	19.76%	$3,490,165	$4,682,344	$5,874,524	$7,066,703	$8,258,883	$9,451,062	$10,643,241
	100.00%							

CC 11

Impact Assessment

Formula Allocations

Four Percent Reduction

At the 4% level of reduction, the classroom is severely impacted. **Over 144 full-time and 674.5 adjunct (part-time) faculty would be lost from the classroom.** At this level, over 34,000 student seats (duplicated) would be lost as well. For fiscal year 2001-02, there are over 5,000 full-time faculty. The loss of 144 represents almost 3% at the 4% reduction level. The reason for this is that over 58 percent of the Formula funding[1] and 78 percent of the enrollment is curriculum instruction. The Community College System (NCCCS) depends upon not only full-time faculty, but Adjuncts as well. The reason for this is that adjuncts bring to the classroom, shop and lab particular expertise that may not be needed on a full-time basis.

It is clear from the assessment that students would be the most severely impacted. There are over 250,000 unduplicated headcount in curriculum programs in the NCCCS. Duplicated headcount (students taking more than one class) is substantially more. Students must take a minimum of six credit hours to receive financial aid, but sixteen credit hours are required to generate one budgeted full-time equivalent (FTE) There are 120,300 budgeted Curriculum FTE for 2001-02, but the actual enrollment this academic year is over 11,000 FTE higher.

The fact that over 34,000 classroom seats would be lost in fiscal year 2002-03 from even a four percent reduction bodes poorly for students seeking either to maintain their financial aid, to get one or two skills courses to return to the marketplace, those working for their Associates Degree, for new employment or transfer to a Baccalaureate institution. **There is absolutely no way to avoid classroom reductions even at the four- percent level.**

The impacts include:

- Reducing choice in program and course selection
- Increasing the number of course substitutions
- Delaying the time to completion and entrance into the marketplace
- Reducing remedial and developmental offerings
- Jeopardizing the college's ability to maintain accreditation.
- Decreased Learning Lab hours
- The cessation of new program development and deployment in response to changing job markets

[1] Having eliminated Basic Skills ($49 million), Community Service (included in the Categoricals), and the President's salaries from the calculation. Basic Skills can not be reduced because of the federal "maintenance of Effort" requirement.

In addition, over **$1.7 million of instructional supplies** and materials would be lost. This includes instructional software, classroom consumable supplies, paper, and the tools for learning.

Continuing Education, the short-course, non-credit instruction that "puts people back to work", is taking a big hit at four percent. **At this point, over 398 adjunct faculty and program managers and 528 class sections** would be eliminated.

Student Services and support staff, as important to the student as instruction, would be damaged as well. These positions include counselors, librarians, financial aid specialists, job-placement officers, and the like. **Approximately 85 positions** would be lost. This is especially difficult when the State Board's 2001-03 Budget Request identified the need for an additional 300 positions.

Impact at Six Percent

At six percent, the **loss of adjunct faculty increases by approximately 1000, the loss of student seats in the classroom by 23,000, and another 100 full-time faculty lost (another 3%).** At six percent, colleges are trying to reduce their adjunct faculty in hopes of retaining their full-time faculty. In addition, they are also shedding as much operating costs as possible without taking from the classroom. In fact, they have reduced management resources at a faster rate at this level than classroom supplies ($4.5 million to $3 million).

Continuing Education continues to take a pounding here. **With over 900 instructors and approximately 1,100 courses lost**, this is especially difficult. The problem here is that a reduction of this nature reduces the capacity of the College to custom design **training to meet the needs of business and industry.** Small business and manufacturers alike suffer when these courses are not offered.

The Libraries around the system receive approximately $2.6 million per year. At this level of reduction, the libraries would take ten- percent reduction.

Impact at Eight Percent

At the eight percent point, a staggering 2,870 instructional positions in credit instruction, and 1,620 positions in non-credit instruction would be lost. At these levels, many colleges express concern that the educational mission of the institution in compromised. There would be no staff development, few clinical visits, limited correspondence and contact with students, summer term instruction severely reduced, full-time faculty overload, and even furloughs.

Over 230 student service and support positions would be lost, $4 million of supplies and materials gone, and over 80,000 student seats would not be filled.

Impact at Ten Percent

Finally, at ten percent, the consequences are devastating. **With over 5,600 instructional positions lost, 100,000 student seats empty, $4.5[2] million of classroom supplies, and 340 support positions lost, Colleges report that they fear accreditation will be lost, students will be lost, and the institution at risk**. College-wide communications would be impaired, entire instructional programs eliminated (allied health, emergency management, auto maintenance and repair, construction trades, Information Highway instruction), and equipment not replaced as it falls into disrepair. Software upgrades would not be made, special-needs students could not be served, and the business function of the college would be damaged. College managers would be required to teach to replace adjunct faculty that would be eliminated. Student records and financial aid processing would be impossible to maintain. Business and Industry would not get the trained personnel they need to re-start the state's economy. **In essence, workforce demands would not be met.** The quality of instruction would be compromised due to larger class size, fewer faculty/student contacts, and more sharing of equipment and space. Retention rates would suffer. Evening classes would be restricted, thereby making it difficult for working adults to initiate or complete career changes. Finally, enrollment would be "capped", something that has not happened in the "open door" history of the NCCCS.

Categoricals

The "Categorical" programs are special allocations made to assist with either special populations or special circumstances. Many of these allocations are the result of legislative designation. The following Categorical programs have been identified for reduction:

1. Community Service Block Grant – provides courses and activities that contribute to a community" overall cultural and civic growth, and provides senior adults with personal or leisure activities.
2. High Cost Programs – provides funds to community colleges that offer areas of specialty training that require large investments of capital equipment, and an extreme amount of in-house, on-the-job training.
3. Summer Term – special allocation that supplements the actual cost of providing summer term classes that students need to complete their degree or transfer credits.
4. Hosiery – funds to supplement the Hosiery Technology Center
5. Human Resource Development – provides non-credit instruction in basic job skills to un- and under employed adults through Continuing Education classes.
6. Hearing Impaired – provides supplemental funds to three colleges that are located near institutions that work wit hearing impaired adults. Each college has a disproportionate share of adults with these special needs.
7. Plant Maintenance – a supplement for those colleges with an out-of-county enrollment in excess of 50 percent, to assist with operations of the physical plant.

[2] Represents approximately 25% of the total "other cost" funds in the classroom

8. Compensatory Education – provides educational programs to adults with developmental disabilities. The intent is to provide skills for them to live and work independently.
9. Faculty Upgrade – This is the single source of professional development funds for college faculty and staff.
10. Regional Fire – provides for eight regional fire coordinators.

Impacts

Community Service Block Grant – This reduction will eliminate opportunities for Senior citizens to take classes free. It will also limit cultural opportunities in rural communities. In some cases, there are part-time faculty contracts involved. It could undermine support for the System.

High Cost Programs – This program was reduced 25 percent by the 2001 Session of the Assembly. A further reduction will necessitate the elimination of classes offered at off-campus locations, reduce the maintenance of equipment, and force the recipient colleges to make programmatic decisions about program continuation.

Summer Term – The NCCCS receives only about 14 percent of the total cost of operating summer school. The loss of these funds will result in the restriction of class offerings, thereby forcing the postponement of goal completion for many students. Colleges are estimating the elimination of hundreds of courses.

Hosiery – The reduction of 25 percent would seriously limit the number of courses and seminars offered. It is estimated that over 250 individuals would be affected. One full-time staff person would be eliminated.

Human Resource Development – This program was reduced by 50 percent by the 2001 Session of the Assembly. The program was restructured to make it FTE earning. Eliminating this funding would require the dismissal of the full-time staff person who works with this area. Numerous class sections of training would be lost, and part-time faculty would be negatively affected.

Hearing Impaired – The reduction will limit the receiving college's ability to provide quality-interpreting services for hearing impaired/deaf students. These students require special support services such as advising, counseling, and testing.

Plant Maintenance – The loss of these funds will limit operations at the affected colleges. These colleges rely on these funds to provide for upkeep of the physical plant.

Compensatory Education – The reduction will result in the loss of jobs for numerous adjunct faculty. More importantly, people in need of this assistance will not have the opportunity to get skills needed to avoid social dependence. Many of these students require Basic Skills instruction.

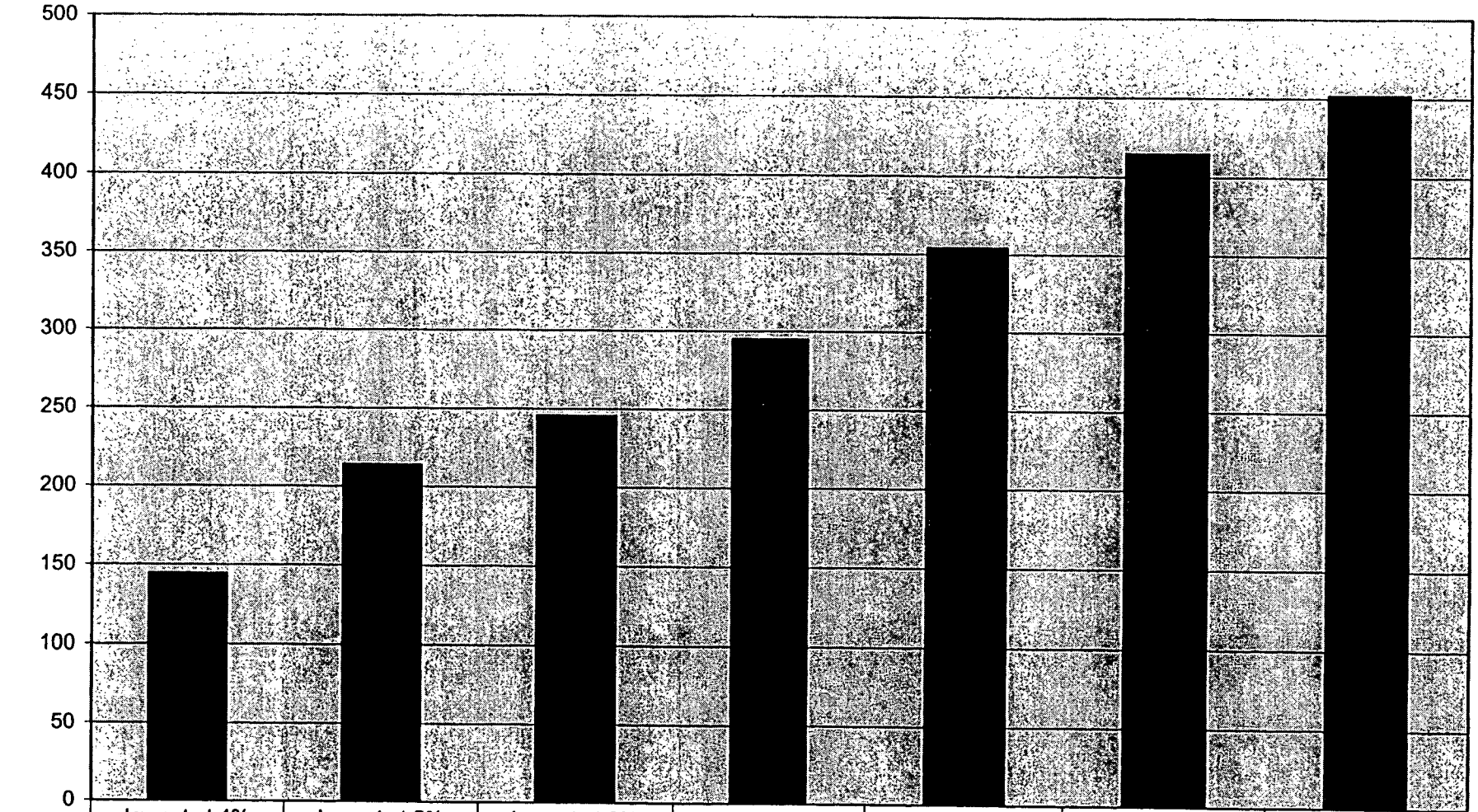
Faculty Upgrade – This will reduce by 50 percent the opportunities for faculty to return to industry to upgrade their professional skills. The results will show up in the quality of instruction. It also makes it difficult for faculty to upgrade their credentials.

Regional Fire – This will require the elimination of four FTE. A decreased availability of services will result, including training on the handling of specialty cases, investigation practices, and learning new techniques.

The North Carolina Community College System
The Impacts of Permanent Budget Reductions from 4 Percent to 10 Percent

Impact Intervals	Curriculum			Instruction			Curriculum & Continuing Ed	Continuing Education		Student Support & Management			Library
	Full-time Faculty Positions Eliminated	Adjuncts/ Part-time Faculty Eliminated	Support Positions Eliminated	Students Not Served	Sections/ Classes Not Taught	Program Not Started for Which There is Demand	"Operating Costs" Reduced (Supplies, etc)	Adjuncts/ Part-time Faculty Eliminated	Sections/ Classes Not Taught	Student Services Positions Eliminated	Staff Support Positions Eliminated	Operating Costs Reduced	Library Cuts
Impact at 4%	**144.17**	**674.5**	**4**	**34,298**	**2193**	**19**	**$ 1,775,823**	**398**	**528**	**22**	**63**	**$ 2,879,593**	**$ 65,236**
Impact at 5%	213.53	1160.5	14	47,611	2997	19	$ 2,439,127	574.85	739	30.35	90.8	$ 3,792,817	$ 73,951
Impact at 6%	**245.28**	**1623.75**	**33.75**	**57,644**	**3674.55**	**22.5**	**$ 3,002,702**	**915.1**	**1,078**	**35.7**	**126.4**	**$ 4,561,175**	**$ 225,392**
Impact at 7%	294.78	2062	77.75	69,328	4440.55	22.5	$ 3,289,233	1369.45	1,548	38.95	160.25	$ 5,400,345	$ 249,123
Impact at 8%	**354.08**	**2518.02**	**88**	**80,435**	**5226.55**	**23.5**	**$ 3,927,699**	**1620.55**	**1,855**	**50.7**	**183.97**	**$ 6,095,825**	**$ 293,374**
Impact at 9%	414.43	2926.52	90	92,457	6013.55	23.5	$ 4,284,364	1806.75	2,111	60.5	222.47	$ 6,490,497	$ 293,374
Impact at 10%	**451.73**	**3277.52**	**93**	**101,089**	**6590.55**	**23.5**	**$ 4,557,645**	**1969.35**	**2,294**	**72.75**	**270.62**	**$ 7,238,527**	**$ 293,374**

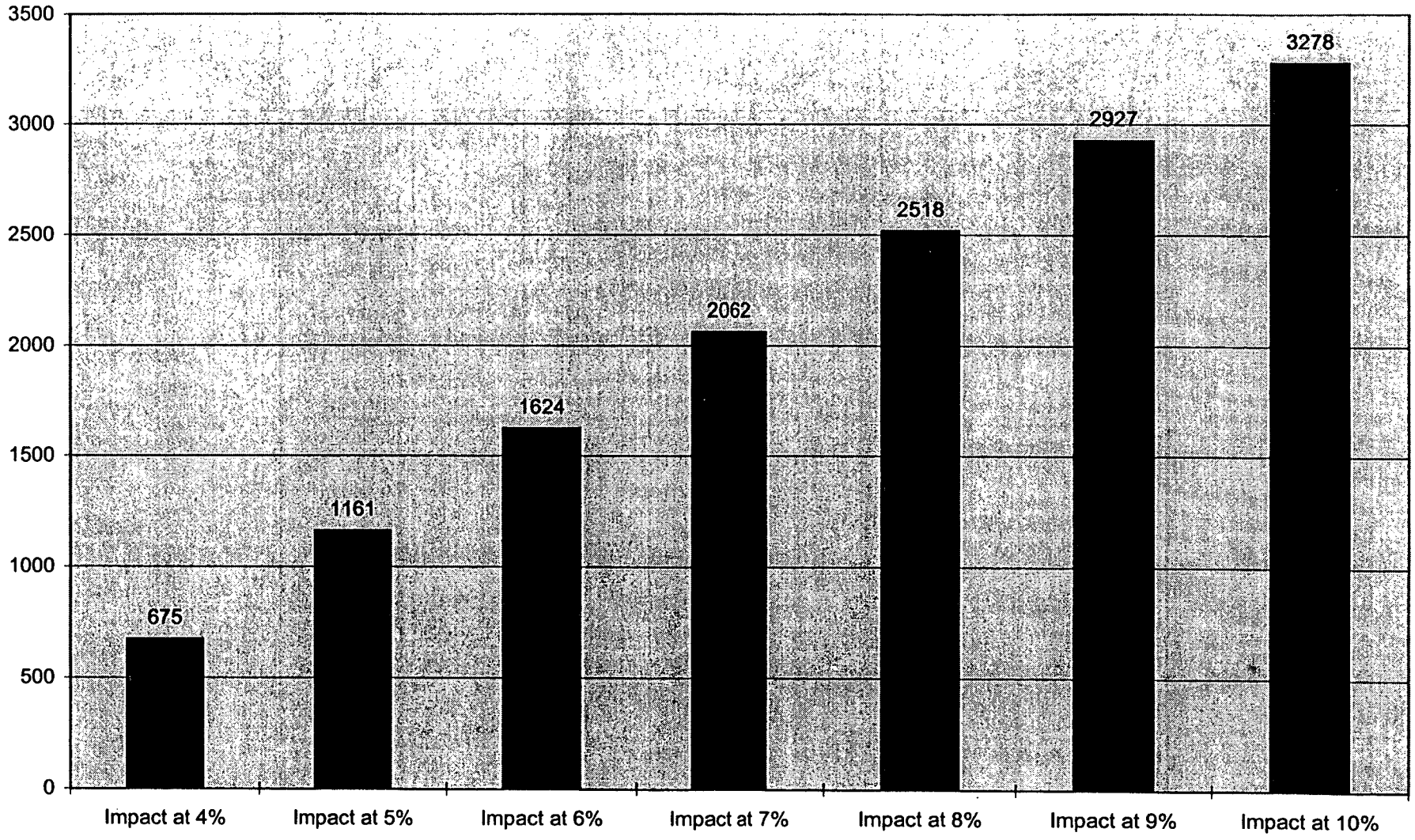
Loss of Full-time faculty



	Impact at 4%	Impact at 5%	Impact at 6%	Impact at 7%	Impact at 8%	Impact at 9%	Impact at 10%
Series2	144.17	213.53	245.28	294.78	354.08	414.43	451.73

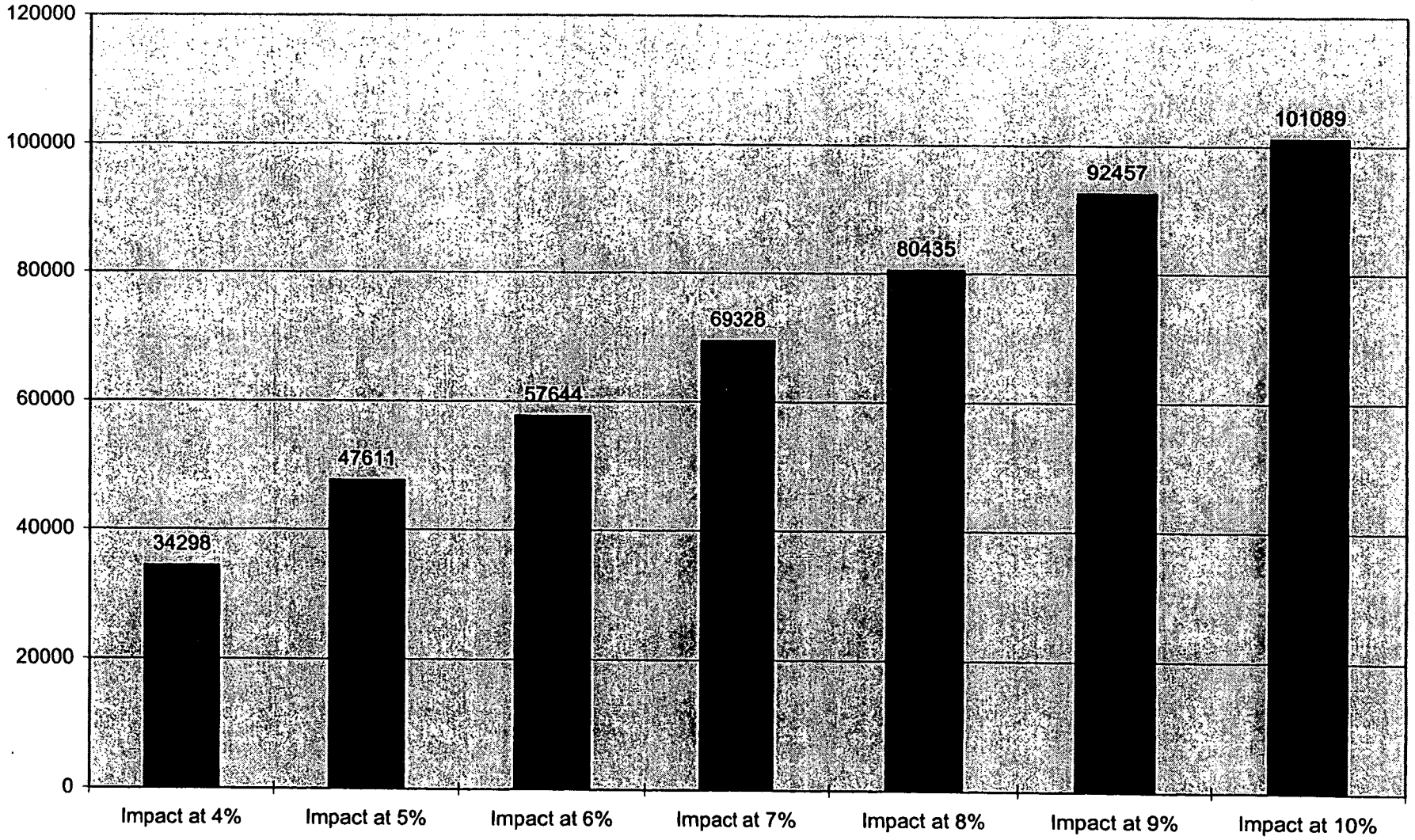
CC 18

Loss of Adjunct Faculty



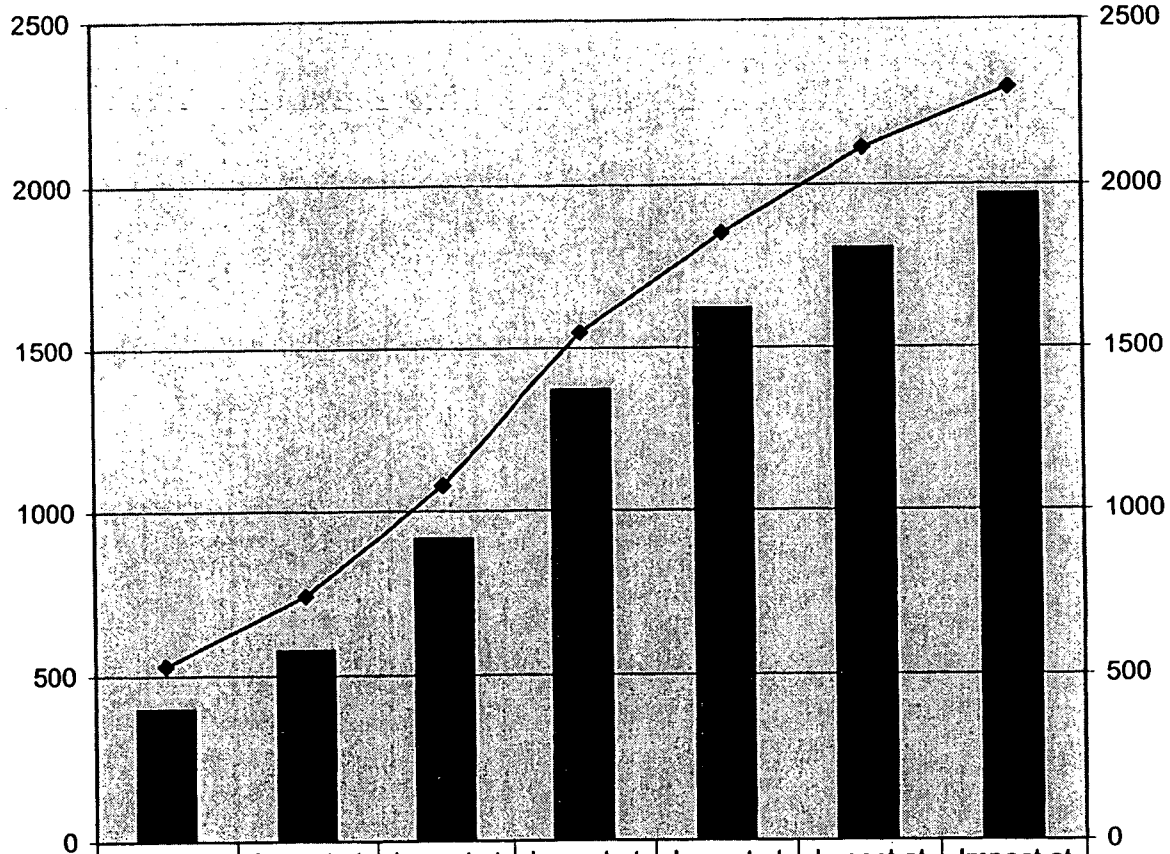
CC 19

Student Seats Lost from the Classroom



CC 20

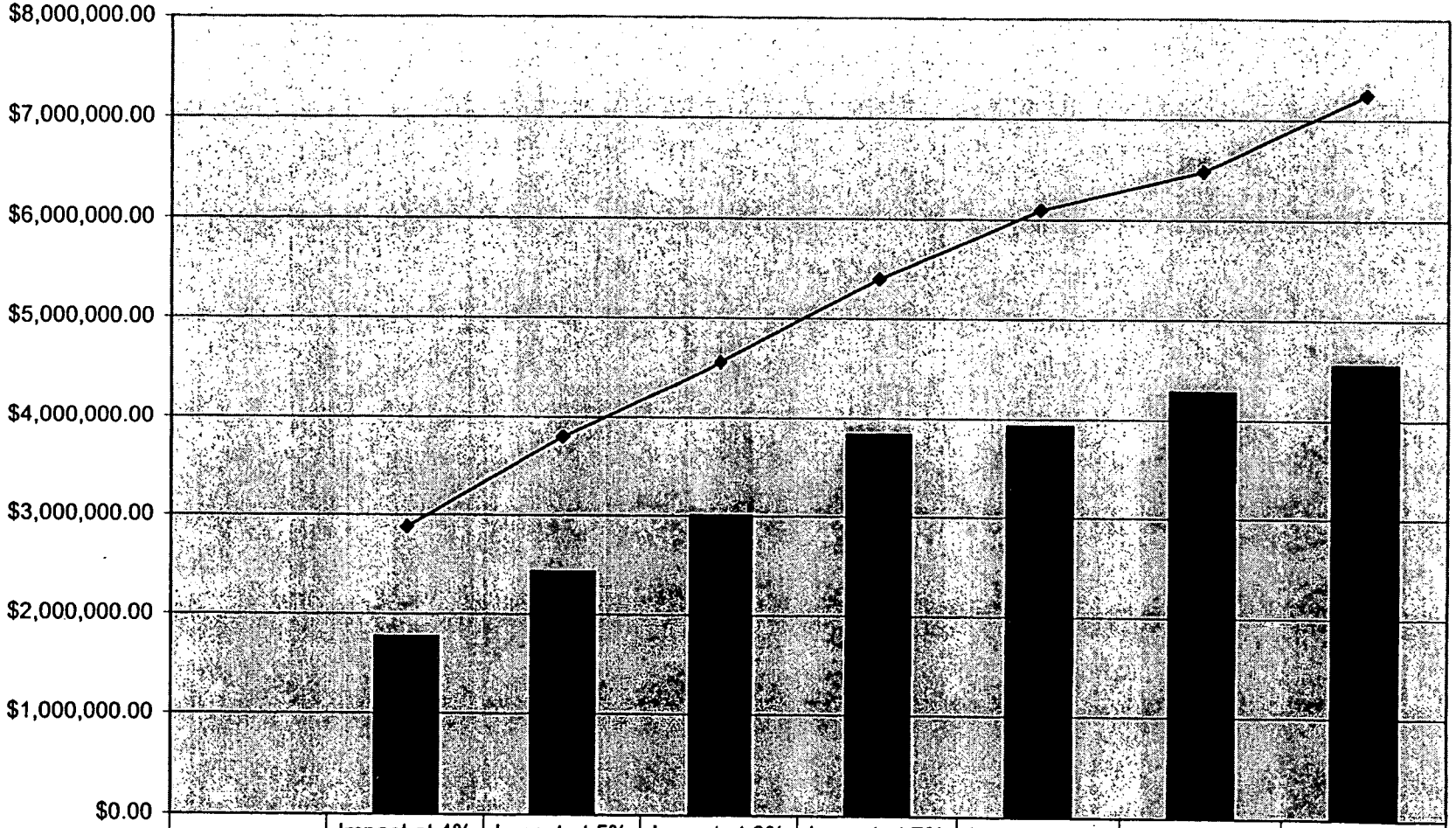
Continuing Education Faculty Contracts Eliminated and Courses Lost



	Impact at 4%	Impact at 5%	Impact at 6%	Impact at 7%	Impact at 8%	Impact at 9%	Impact at 10%
Adjuncts/ Part-time Faculty Eliminated	398	575	915	1369	1621	1807	1969
Sections/ Classes Not Taught	528	739	1078	1548	1855	2111	2294

CC 21

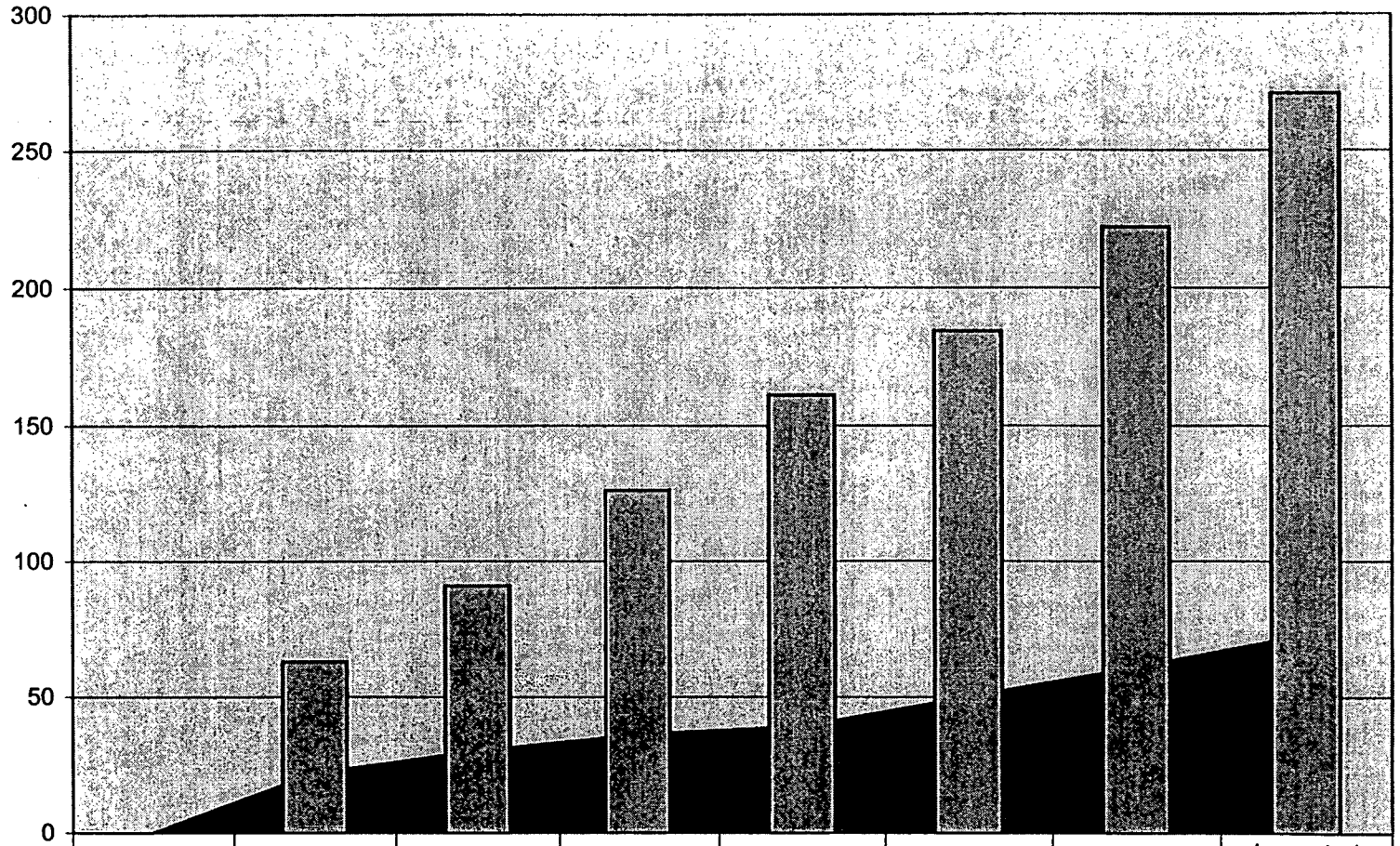
Loss of Instructional Supplies and Support Materials



	Impact at 4%	Impact at 5%	Impact at 6%	Impact at 7%	Impact at 8%	Impact at 9%	Impact at 10%
Classroom Supplies	$1,775,823	$2,439,127	$3,002,702	$3,829,233	$3,927,699	$4,284,364	$4,557,645
Support Materials	$2,879,593	$3,792,817	$4,561,175	$5,400,345	$6,095,825	$6,490,497	$7,238,527

CC 22

Loss of Student Services and Faculty/Management Support Positions



	Impact at 4%	Impact at 5%	Impact at 6%	Impact at 7%	Impact at 8%	Impact at 9%	Impact at 10%
Student Services Positions	22	30	36	39	50	61	73
Staff Support Positions	63	91	126	161	184	222	271

CC23

Assessment Methodology

Following the work of the Presidential Task Force on Budget Reductions, staff in the Division of Business & Finance prepared models of both fixed Categorical Budget Reductions and Formula Allocation Reductions. These models were distributed to colleges on March 8, 2002, and are found in the attachments. In preparing the models, the principals of equity in the depth of the cuts and flexibility in the distribution thereof was adhered to.

Colleges were asked to assess the impact of the reductions on one of two pre-printed formats, and to return to the Division of Business and Finance by March 13, 2002. At each college, the President, Business Officer, in many instances the President's Executive Council spent hours and days determining the activities and functions that could be reduced.

Upon receipt of the information from the Colleges, staff in the Division of Business & Finance developed a format for uniformly accounting for the impact of the reductions. The uniform format enables the reader a common understanding of the effects.

For Fiscal Year 2001-02, the "Formula" allocation to Colleges is $676 million.

For Fiscal Year 2001-02, the "Categorical Funding" allocated to colleges is approximately $50 million.

In the models that were developed, the Formula Reductions increased from 73 percent of the proposed reductions to 89 percent. The Categorical reductions are fixed throughout the models. This maintains the relative relationship of the Formula funding to Categorical funding at the 10 percent reduction level, given the fact that the formula is about 93% of total funding.

Assumptions

1. Class size averages 15 students. At colleges < 2000, the average is around 12; at colleges 2000 – 2400, the average is around 15-18; and at colleges >2400 the average is 18+.

2. The average Adjunct faculty member is paid $1,000 per course[1]. At large colleges, adjuncts may teach more that one course. At smaller colleges, they teach fewer courses.

3. The average number of preparations per faculty member is six. That is to say, one faculty member is assumed to teach six sections.

4. The average number of students served at a large college per faculty member is 100, while at a smaller college it is 90.

5. The average salary of a full-time faculty member (9 months) is $36,500 for 2001-02.

[1] Based upon a 1999-2000 survey by the Division of Business and Finance.

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

"Services Considered for Reduction or Elimination From the System Office in the 2002 Short Session"

H. Martin Lancaster, System President
Division of Business and Finance

March 18, 2002

CC 24

North Carolina Community College System
Summary of Budget Reductions for 2002-2004

		7%	8%	9%	10%
11XX	Executive Division	$ 99,556	$ 119,673	$ 138,636	$ 141,831
12XX	Administration	380,543	428,970	477,097	525,543
13XX	Business & Finance	74,653	90,991	107,330	126,370
14XX	Academic & Student Services	146,116	157,881	177,616	197,351
15XX	Economic & Workforce Development	78,539	89,759	100,979	112,199
19XX	Resv & Trans-State Board Reserve	56,000	64,000	72,000	80,000
Proposed Budget Reductions		$ 835,407	$ 951,274	$ 1,073,658	$ 1,183,294
Proposed FTE Reductions-Vacant		3.00	4.00	4.00	4.00
Proposed FTE Reductions-Filled		8.50	8.75	10.00	11.00
Total Proposed FTE Reductions		11.50	12.75	14.00	15.00

CC 26

University of North Carolina				
Current Operations Budgets				
FY 2001-02				
		Authorized		
Budget		Appropriations		
Code	Institution	February 02	Pct	1% Factor
16080	ASU	86,483,556	1.00%	864,836
16065	ECU, AA	119,416,072	1.00%	1,194,161
16066	ECU, HA	46,189,200	1.00%	461,892
16086	ECSU	22,790,461	1.00%	227,905
16088	FSU	30,027,842	1.00%	300,278
16070	NCA&T	59,623,784	1.00%	596,238
16090	NCCU	44,979,709	1.00%	449,797
16092	NCSA	17,911,438	1.00%	179,114
16030	NCSU, AA	272,904,144	1.00%	2,729,041
16031	NCSU, Ag Research Service	47,716,925	1.00%	477,169
16032	NCSU, Cooperative Extension	37,629,300	1.00%	376,293
16055	UNC-A	25,652,661	1.00%	256,527
16020	UNC-CH, AA	206,670,427	1.00%	2,066,704
16021	UNC-CH, HA	157,678,343	1.00%	1,576,783
16022	UNC-CH, AHEC	46,463,188	1.00%	464,632
16050	UNC-C	97,106,768	1.00%	971,068
16040	UNC-G	92,888,051	1.00%	928,881
16082	UNC-P	28,155,848	1.00%	281,558
16060	UNC-W	58,937,556	1.00%	589,376
16075	WCU	51,590,853	1.00%	515,909
16084	WSSU	29,433,198	1.00%	294,332
16010	UNC-GA Operating	44,090,275	1.00%	440,903
16011	Institutional Programs	13,997,717	1.00%	139,977
16095	UNC-Hospitals	40,587,322	1.00%	405,873
16012	Related Ed Programs	113,565,912	1.00%	1,135,659
16094	NCSSM	11,768,202	1.00%	117,682
	Total UNC	**1,804,258,752**		**18,042,588**

UNC-1

UNC 2001-02 Budget Reductions and Reversions
Potential Budget Reductions for 2002-03

Presentation to Joint Appropriations Education Subcommittee

The University of North Carolina

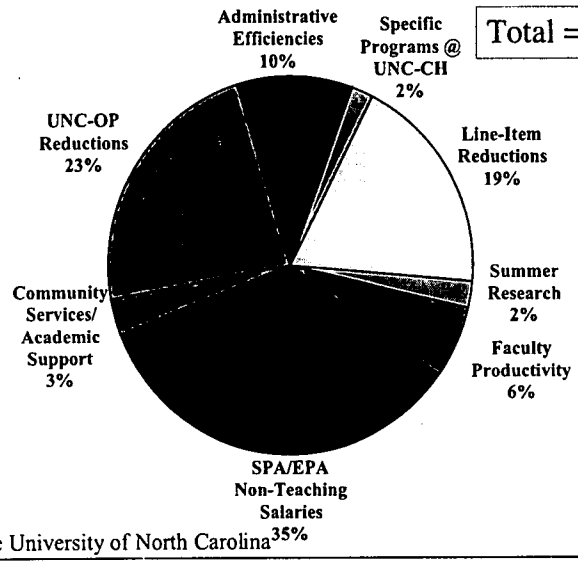
April 24, 2002

Recent Budget Reductions 2001-02

- **In the 2001 legislative session, UNC sustained $48.3 million in reductions, including the elimination of more than 475 non-teaching positions.**
- **$37.2 million were reductions at the constituent institutions**
- **$11.1 million were reductions in programs that report directly to the Office of the President**

The University of North Carolina

Recent Budget Reductions 2001-02



2001-02 Budget Reversions

Amount	%	Comments
$43.0 million	2.7%	nonrecurring reductions to operating budgets
$21.1 million	1.3%	additional nonrecurring reductions to operating budgets
$51.5 million		Reduction to Repair & Renovation Funding
$115.6 million		Total 2001-02 UNC Reversions

Impact of Reversions for 2001-02

- Reversion of $64.1 million = about 4% of operating budget
- University is meeting its reversion target by exercising its authority under management flexibility/accountability legislation
- $51.5 million in repairs and renovations funding
  - difficult for the University to continue to address deferred maintenance
  - an integral component of the University's bond program

Impact of Reversions for 2001-02

Personnel

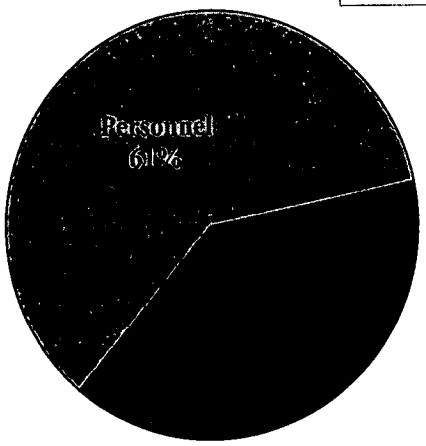
- 61% of reversion to come from personnel budgets (lapsed salaries)
- Lapsed salaries created when budgeted positions are vacant

Non-Personnel

- 39% from non-personnel line items
- Travel expenditures confined to essential travel only (e.g., applicable to policy and regulatory changes)
- Postpone purchases of library books and journals
- Delay purchase of educational and scientific equipment
- Extend replacement cycle of existing equipment and motor vehicles

Impact of Reversions for 2001-02

Total = $64.1 million



Campus Actions to Manage Reversions

UNC Wilmington

- Dropped upper level courses to free faculty to teach freshmen
- All departments added sections to accommodate additional students
- 15 of 21 departments hired additional part-time faculty
- 13 departments assigned faculty to teach additional courses
- Every department increased class size

Campus Actions to Manage Reversions

Winston-Salem State University

- Hired adjunct faculty to teach general education core courses
- Course loads of faculty members with administrative responsibilities were increased to accommodate course offerings at the upper division
- 83 faculty members are teaching additional classes
- Increasing class size and decreasing numbers of sections for any course with multiple sections
- Reassigning faculty from low-producing programs to high-producing programs
- Planning to offer upper-level courses either once per year or every other year

UNC Enrollment Growth

- The 1998 projection of 50,000 students over the next decade appears to have been a conservative estimate of expected growth
- UNC's unprecedented enrollment growth
  - surge of new high school graduates
  - older students seeking to update their skills to remain competitive in today's workforce
- 1,650 more students than were anticipated or funded = $23 million
- Expect an additional 5,400 students in the fall 2002

2002-03 Supplemental Budget Needs for Access

- $66.8 million to fund enrollment growth for 2002-03
- $13.1 million to improve access to UNC through the Need-Based Financial Aid program

Tuition Increases

- In an effort to sustain UNC access and quality, the UNC Board of Governors took the extraordinary action of adopting University-wide tuition increases to aid in the funding of UNC enrollment growth and financial aid.
  - 8% for residents and 12% for nonresidents
  - Increases generate $40 million
- Board of Governors has requested that these tuition receipts be applied as follows:
  - $33.4 million Enrollment Funding
  - $6.6 million Need-Based Financial Aid

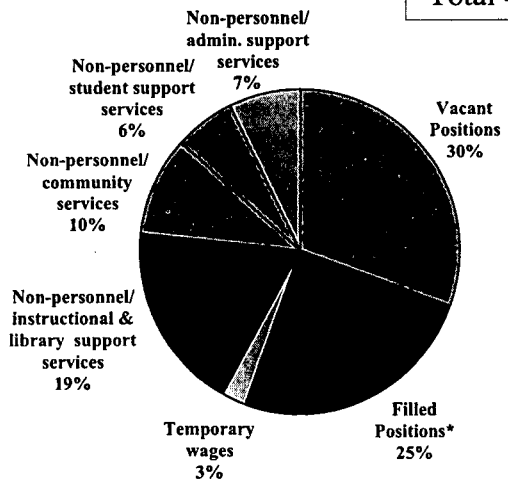
4% Potential Budget Reductions 2002-03

The Governor requested potential budget reduction scenarios from the UNC system, within a framework of protecting classroom instruction.

- Chancellors prepared plans which involved comprehensive reviews of the operations and priorities of their respective campuses.
- Reduction scenarios were underway prior to the request from the Governor's Office.
- The Office of the President received and summarized these plans. The President submitted budget reductions in 1-percent increments up to 4 percent to OSBM on April 3
- 4 percent for the UNC campuses and affiliates = $72.2 million.
- Three-fourths of UNC's appropriated budget is faculty and staff personnel expenditures.
- Non-personnel budgets include equipment purchases to maintain labs, library acquisitions, and community service programs.

Potential Budget Reductions – 4% Summary (including affiliates)

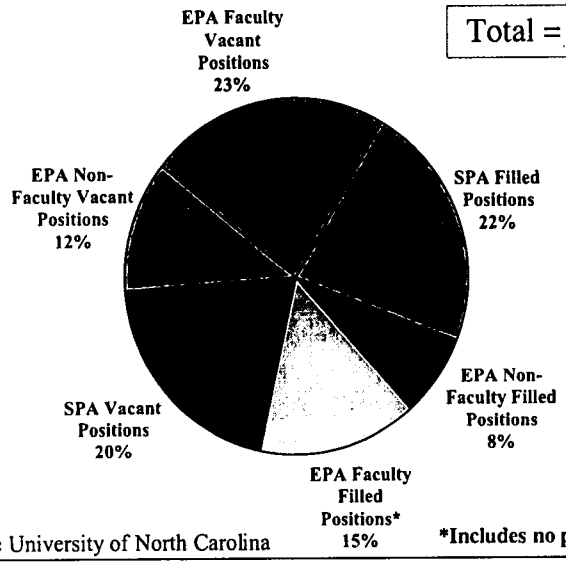
Total = $72.2 million



*Includes no permanent faculty

Personnel Reductions at 4% Reduction Level

Total = $40 million



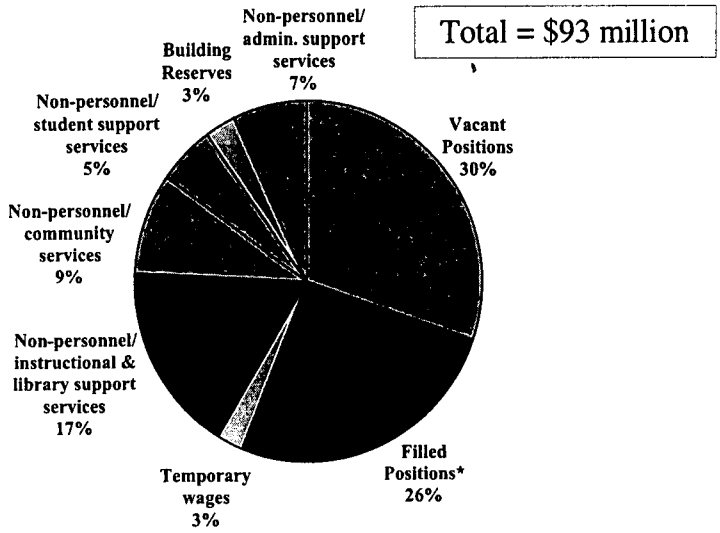
*Includes no permanent faculty

5% Potential Budget Reductions 2002-03

UNC was given an opportunity to report on how to achieve an additional 1% budget reduction, for a total of 5%.

- UNC Office of the President used plans submitted by each Chancellor to estimate a potential 5%reduction for all 16 campuses and all UNC affiliates.
- Given a limited timeframe, this final 1% impact was based on the 3-4% increment as submitted by the Chancellors.
- In accordance with the Governor's commitment to protect the classroom, the University's chancellors have committed that no permanent faculty will be eliminated in the 5% scenario.
- The total 5% amount is $93 million.

Potential Budget Reductions – 5% Summary (including affiliates)



The University of North Carolina

*Includes no permanent faculty

Impact of a 5% Potential Budget Reduction on UNC system & Affiliates

- **Elimination of over 1,000 positions, more than 500 of which are filled**
- **Reductions in non-personnel budgets for instruction, instructional support services, and libraries of $16 million**
- **Reductions in non-personnel budgets for student services and administrative support of $11.4 million**
- **Reductions in community services and outreach programs of $8.5 million**

The University of North Carolina

Impact of Potential Budget Reductions in 2002-03

- **Teaching positions**
  - Decreases the ability to hire part-time faculty and graduate assistants
  - Increases in class size
  - Decreases the number of classes and class sections available as well as the days and times that courses are available to students
  - Increase in time to graduation
  - Limits the ability of campuses to meet enrollment growth
- **SPA and EPA non-teaching positions**
  - Student Support Services – libraries, course advising, computer labs, financial aid advisors all become less available to students
  - Decreases campuses' ability to provide campus security
  - Adversely impacts facilities upkeep
  - Potentially creates compliance issues in reporting, budgetary, and accounting activities

Impact of Potential Budget Reductions in 2002-03 (continued)

- **Non-personnel funds**
  - Classroom supplies & equipment – inability to repair, replace and upgrade classroom equipment
  - Libraries – reductions in acquisition of books and journals; use of old outdated and limited references to support course work is not effective or efficient instruction
  - Information Technology – decreases ability of campuses to train students in most recent technology/prepare them for workforce
- **Community Services funds**
  - Summer Ventures program for outstanding high school students
  - Assistance to businesses in NC

Campus-Specific Potential Budget Reductions in 2002-03

Specific campus plans included:

- **NCA&T**

  closing of 25% of the campus computer labs; potential impact on ability to maintain the 50% required match for federal USDA funds

- **UNC-CH**

  6000 fewer library acquisitions

- **UNCA**

  100 course sections would be eliminated due to not being able to hire part-time faculty to teach those courses

Campus-Specific Potential Budget Reductions in 2002-03

- **ECU**

  Increase in time it takes to respond to information technology help requests of faculty and staff (from 3 days to 5 days)

- **UNCW and ECU**

  Summer Ventures program would be curtailed

- **NCSU**

  The number of security officers who patrol libraries would be reduced

The University of North Carolina

Potential Budget Reduction Scenarios for 2002-03

Revised April 22, 2002

I. Executive Summary

For more than two centuries, this state has invested generously in the University of North Carolina, and the return on that investment has been nothing short of remarkable. Today the 16-campus University is acknowledged not just as the oldest, but also as one of the very best public university systems in the country. Because of generations of public commitment to excellence, UNC is clearly one of the state's most valuable public assets.

Yet as the demand for higher education and its importance to the state's economic future have increased, public investment in the University has not been able to keep pace. The state now faces a budget shortfall in excess of $1 billion, and the University has been called upon to shoulder a significant share of reductions required to balance the budget. To assist Governor Easley and his staff as they prepare a recommended state budget for 2002-03, the University of North Carolina has prepared summary documents describing potential budget reductions across the University.

Consistent with Governor Easley's commitment, we have attempted to protect classroom instruction to the fullest extent possible. Reduction scenarios outlined in this report are presented in 1-percent increments up to 4 percent. As reflected in the attached reports, reductions at the 4-percent level would seriously impair instructional activities on all campuses. University-wide reductions at this level would result in the loss of $72.2 million and require the elimination of 843 positions, including 237 faculty positions.

The University of North Carolina is now grappling with skyrocketing enrollment demand and a state economy that has faltered after years of relative prosperity. Exponential growth in non-discretionary demands on the state budget has contributed to recent budgetary shortfalls and has reduced the General Assembly's ability to provide adequate resources for UNC. University appropriations as a percentage of the state's General Fund have declined steadily since 1987, from 17.4 percent to 12.6 percent.

Since 1990-91, the University has incurred permanent cuts to its base budgets totaling $109 million, including the loss of nearly 1,250 positions. In the 2001 legislative session alone, the University sustained $48.3 million in hard cuts, including the elimination of more than 475 non-teaching positions. The negative impact of these permanent cuts has been magnified by greater-than-expected enrollment growth and a succession of mid-year cuts and one-time operating reversions totaling $64 million.

The fiscal outlook for 2002-03 is even more grim. Assuming that UNC maintains its current share of the projected General Fund, the gap between UNC's documented funding needs and available state resources will widen alarmingly in the coming year.

To keep the value of a UNC education from eroding, the General Assembly must find viable ways to ensure that resources are adequate.

Universities are personnel-intensive entities, and UNC is no exception. Faculty and staff personnel expenditures account for more than three-fourths of UNC's state-funded operating budget. Faculty salaries and benefits form the largest single budgetary component.

Non-personnel expenditures account for about 23 percent of the University's budget, but have been a frequent target for budget reductions. The capacity to absorb reductions in these areas has been largely exhausted, however, by previous rounds of budget reductions and the absence of inflationary increases. To date, every effort has been made to avoid cuts in faculty and instructional areas. Yet the University cannot indefinitely insulate the largest component of its budget from required reductions. Although the University will continue to consider instructional cuts only as a last alternative, the ability to avoid them becomes more difficult with each round of budget cuts. If significant reductions cannot be avoided, instructional activities will have to be curtailed.

The University of North Carolina's role in providing education, research, and public service has grown increasingly important as North Carolina's citizens adapt to a knowledge-based economy. The 16 campuses now serve some 170,000 students on-site and at a distance. To the extent possible, each campus has attempted to protect classroom instruction from potential cuts; however, the reduction scenarios summarized in this document will inevitably affect University operations, including academic programs. Given the cumulative impact of previous cuts and reversions, most campuses would be forced to cut into instructional budgets when reductions reached no more than 3 percent of their authorized budgets. Campus reductions at the 4-percent level would mean the loss of $63 million, including the elimination of 826 vacant and filled positions. University faculty would account for more than one-fourth of these lost positions.

Beyond the 4-percent level, the loss of faculty positions on the campuses would escalate. Each additional 1-percent reduction would require the elimination of another 200 faculty positions. In other words, reductions at the 10-percent level would require the loss of more than 1,400 faculty University-wide. The impact on classroom sizes, course offerings, and numbers of course sections would be devastating.

The UNC General Administration encompasses not only the UNC Office of the President—the core group of administrative divisions charged with day-to-day leadership of the University—but also a number of affiliates and organizations that fall under the UNC umbrella and administrative oversight of the President. The UNC Office of the President accounts for only 26 percent of UNC General Administration's operating budget; affiliated programs including the UNC Center for Public Television, the NC State Education Assistance Authority, the UNC Center for School Leadership Development, and other programs account for the remainder.

Other external organizations affiliated with the University and included in the attached report are the NC Center for the Advancement of Teaching, the NC School of Science and Mathematics, the NC Arboretum, and the UNC Health Care System.

Over the past decade, the General Assembly has reduced General Administration's budget by $12.8 million dollars, including the elimination of 44 positions. In 2001-2002 alone, its operating budget was reduced by $10.1 million, a 19.9-percent permanent cut in operating support. While General Administration accounts for less than 3 percent of the University's total budget, it incurred nearly 21 percent of University-wide cuts mandated by the 2001 General Assembly.

At the 4-percent level, potential reductions for UNC General Administration, affiliated organizations, related educational programs (including aid to private colleges), and inter-institutional programs would total $5.8 million, including the loss of 12 administrative and support positions.

II. The Growing Gap: UNC Need vs. Available State Resources

The University of North Carolina now finds itself grappling with escalating enrollment demand and a state economy that has faltered after years of relative prosperity. Skyrocketing student demand is being driven not only by a surge of new high school graduates, but also by a growing pool of older students seeking to update their skills to remain competitive in today's workforce. At the same time, exponential growth in non-discretionary demands in the state budget has contributed to recent budgetary shortfalls and has reduced the General Assembly's ability to provide adequate resources for UNC. University appropriations as a percentage of the state's General Fund have declined steadily since 1987, from 17.4 percent to 12.6 percent.

Since 1990-91, the University has incurred permanent cuts to its base budgets totaling $109 million, including the loss of nearly 1,250 positions. In the 2001 legislative session alone, the University sustained $48.3 million in hard cuts, including the elimination of more than 475 non-teaching positions.

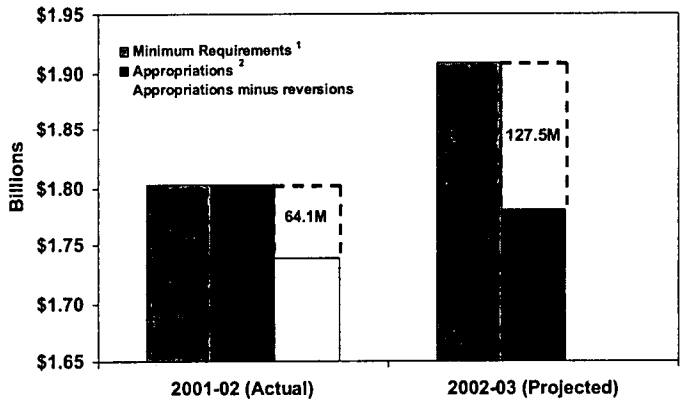
The negative impact of these permanent cuts has been magnified by greater-than expected enrollment growth and a succession of mid-year cuts and one-time reversions. Staying true to the promise of access conveyed during the 2000 higher-education bond campaign, UNC campuses enrolled some 1,650 more students last fall than were anticipated or funded by the legislature. Providing full academic and support services to these unbudgeted students has required campus reallocations that have had the net impact of an additional $23-million cut.

Given a projected $1-billion shortfall in the current year's state budget, UNC has been called upon to shoulder a significant share of reductions required to balance the budget. Mid-year reversions from UNC's operating budget now total $64 million, hampering our operations for the remainder of the academic year. In addition, $51.5 million of the $57.5 million appropriated to the University for necessary, approved repairs and renovations

has been reallocated to help meet budgetary demands. Taken together, these mid-year cuts bring UNC's contribution to closing the current budget shortfall to more than $115 million.

The fiscal outlook for 2002-03 is even more grim. The 2002-03 budget adopted last fall by the General Assembly assumed that state revenues would grow almost 5 percent, while most forecasters now expect next year's revenues to be flat or to grow by up to 2 percent. Assuming that UNC maintains its current share of the projected General Fund (as depicted in Figure 1), the gap between UNC's documented funding needs and available state resources will widen alarmingly in the coming year. UNC's minimum requirements for 2002-03 encompass funding for anticipated enrollment growth, conservative inflationary increases for utilities and other fixed costs, and very limited non-enrollment expansion. They include no funding for employee salary increases, despite external studies that confirm that UNC faculty compensation has for several years been generally noncompetitive with peer institutions nationally.

Figure 1. The University of North Carolina: Need vs. Appropriat ions



1. Minimum requirements for 2002-03 do not include salary increases
2. Figure for 2002-03 assumes 12.6% share of projected General Fund expenditures

Unlike the public schools, higher education enrollment growth is now considered a discretionary budget item. In an effort to sustain UNC access and quality, the UNC Board of Governors in March took the extraordinary action of adopting University-wide tuition increases for the 2002-03 academic year of 8 percent for all in-state students and 12 percent for all nonresident students, subject to approval by the General Assembly. The Board has recommended that the increases be targeted to fund approximately half of UNC's anticipated enrollment growth and Need-based Aid Program for North Carolina residents. This action was modeled on the 2001 General Assembly's clearly stated intent that tuition be applied to enrollment in the current year, and timed to provide adequate advance notice and to enable students to meet important financial aid deadlines. The Board would welcome action by the Governor and General Assembly to rescind or lower these University-wide increases if alternative sources of state revenue become available.

UNC cannot remain one of the very best public universities in America without adequate financial resources. While the University will continue to seek out new operating efficiencies, the sorts of stopgap measures required in the face of successive cuts and reversions—e.g., increasing class size, reducing class offerings, increasing the use of adjunct faculty, reducing library acquisitions, postponing the purchase of classroom equipment and scientific instrumentation—cannot be sustained indefinitely. To keep the value of a UNC education from eroding, the General Assembly must find viable ways to ensure that resources are adequate.

III. The University's State-Funded Budget

Universities are personnel-intensive entities, and UNC is no exception. Faculty and staff personnel expenditures account for more than three-fourths of UNC's state-funded operating budget. Faculty salaries and benefits form the largest single budgetary component. Moreover, it is important to consider that in addition to providing faculty and a place to learn, UNC campuses also provide a place where students sleep, eat, and spend most of their time. The staff necessary to support all aspects of student life are critical to the quality North Carolinians expect and deserve.

Non-personnel expenditures account for about 23 percent of the University's budget, but have been a frequent target for budget reductions. The 2001 General Assembly, for example, mandated $27.8 million in non-personnel cuts. And while utility expenses and other fixed costs have risen substantially in recent years, the state has been unable to provide inflationary funding increases for such purposes. As a result, one campus' actual utility expenses for the current year will exceed budgeted expenses by $1.6 million. Another has unable to meet its pro rata share of reversions through operating budget reductions and has been forced to revert funds set aside for critical repairs and renovations. In identifying potential reductions for 2002-03 that would not adversely impact instruction, every campus has sought first to identify non-personnel options. The capacity to absorb such cuts has been largely exhausted, however, by previous rounds of budget reductions and the absence of inflationary increases.

To date, every effort has been made to avoid cuts in faculty and instructional areas. Given greater-than-anticipated enrollments and constrained resources, UNC faculty already are struggling to serve our 170,000 students, knowing more are on the way. Yet the 2001 General Assembly made significant reductions in UNC's SPA and non-faculty EPA personnel budgets that indirectly affect the classroom. The 107 EPA positions lost would have provided an array of professional, managerial, and technical assistance University-wide. The 371 SPA positions eliminated would have provided critical administrative and student-support services. UNC's ability to further reduce these budgets is sorely limited.

In such an environment, the University cannot indefinitely insulate the largest component of its budget from required reductions. Although the University will continue to consider instructional cuts only as a last alternative, the ability to avoid them becomes more

difficult with each round of budget cuts. If significant reductions cannot be avoided, instructional activities will have to be curtailed.

IV. Potential Reductions Across the 16 UNC Campuses

The University of North Carolina's role in providing education, research, and public service has grown increasingly important as North Carolina's citizens adapt to a knowledge-based economy. The 16 campuses now serve some 170,000 students on-site and at a distance. Federal government estimates and recent experience validate UNC projections that our campuses will grow by 56,000 students over the next decade. In fall 2001 alone, UNC campuses absorbed about 7,000 additional students, some 1,650 more than were anticipated or budgeted.

To the extent possible, each campus has attempted to protect classroom instruction from potential cuts; however, the reductions summarized below would inevitably affect University operations, including academic programs. Given the cumulative impact of previous cuts and reversions, most campuses would be forced to cut into instructional budgets when reductions reached no more than 3 percent of their authorized budgets. Campus reductions at the 4-percent level would mean the loss of $63 million, including the elimination of 826 vacant and filled positions. University faculty would account for more than one-fourth of these lost positions.

A 1-percent reduction in campus budgets equates to $15.7 million. Reductions at this lowest magnitude would require the elimination of 159 positions, many of which are filled. Campuses would be forced to cut non-personnel budgets in instruction, instructional support services, and libraries by $4.2 million. A 1-percent reduction also would require reductions in student support services, administrative support services, and the use of temporary staff.

Even at the 1-percent level, some negative impacts on the classroom, instructional activities, and the University's academic mission would be unavoidable. In such cases, the chancellor has made the decision that such limited reductions are necessary to avoid more significant cuts elsewhere. At a time when student demand for UNC distance education is growing by more than 20 percent annually, several campuses would be forced to reduce their delivery of such programs. Library budgets would be reduced by more than $1 million, leading to fewer acquisitions and reduced hours. At least one institution reports a concern with maintaining its current Carnegie classification if it has to sustain significant library reductions. Academic equipment funds for computer, laboratory and other specialized equipment would be cut. Facilities maintenance budgets also would be reduced significantly.

A 2-percent reduction in campus budgets equates to $31.5 million and would require the elimination of 373 positions. Since reductions at this level would include the elimination of 74 faculty positions University-wide, several campuses would be forced to offer fewer and larger sections of classes. Cuts to instruction, instructional support services, and

libraries would climb to $7.6 million under this scenario. Student support services and administrative support services would be cut further.

Some 67 EPA professional positions and 232 SPA positions would be cut at the 2-percent reduction level. These individuals manage critical processes that support instruction and directly provide academic and student support services. They are the library workers, financial aid employees, campus police, advisors, financial audit staff, lab-support employees, and facility and grounds maintenance employees who keep the campuses operating effectively and in a manner conducive to teaching and learning. The ability to procure supplies, equipment, computer hardware and software, and library resources would be directly impacted by these reductions.

A 3-percent reduction in campus budgets equates to $47.2 million and would entail the elimination of 600 positions. Non-personnel budgets for instruction, instructional support services, and libraries would be cut by $10.9 million, while administrative and student support services would suffer losses totaling $6.7 million. Campuses report that the quality of academic programs and academic and student support services suffers noticeably at this level. Several campuses would have difficulty maintaining instructional equipment and facilities at this level of reduction. As faculty reductions become more pronounced, class sizes are projected to significantly increase. Some campuses would be forced to rely more heavily on part-time instructors, while others would have no recourse but to reduce course offerings. In particular, the loss of faculty positions will negatively impact focused-growth institutions' ability to increase enrollments. Reductions in academic support staff would effectively limit the development of new programs.

With further reductions in non-faculty positions, faculty members would continue to experience declining levels of support in the preparation of instructional media presentations and other classroom materials. Travel budgets would continue to deteriorate, making it harder to recruit faculty and to participate in professional conferences. Campuses would also be forced to further defer preventive maintenance of facilities, compounding the loss of repair and renovation funds in the current year.

A 4-percent reduction in campus budgets equates to $63 million, including the elimination of 826 positions (391 filled). Campuses would be forced to cut non-personnel budgets for instruction, instructional support services, and libraries by $13.5 million, while non-personnel budgets for administrative and student support services would be reduced by more than $8 million.

Campuses project the elimination of 237 faculty positions at the 4-percent level. On some campuses, the magnitude of such losses is equivalent to the size of entire academic programs. Under this scenario, an estimated 1,100 fewer course sections would be offered University-wide. As remaining class sizes grow, the impact on time to graduation becomes a serious concern, particularly for students majoring in popular disciplines.

At the 4-percent level, cumulative reductions in non-personnel budgets total $21.8 million. Given the previous rounds of cuts targeting these budgets, significant and serious declines in faculty, student, and community services and support will be unavoidable.

Instructional budgets account for more than half of the campuses' operating budgets. As other reduction options are exhausted, it becomes increasingly difficult to insulate classroom instruction from funding cuts. Beyond the 4-percent level, the loss of faculty positions would escalate. Each additional 1-percent reduction would require the elimination of another 200 faculty positions. In other words, reductions at the 10-percent level would require the loss of more than 1,400 faculty University-wide. The impact on classroom sizes, course offerings, and numbers of course sections would be devastating.

V. Potential Reductions Within UNC General Administration and Affiliated Entities

The UNC General Administration encompasses not only the UNC Office of the President—the core group of administrative divisions charged with day-to-day leadership of the University—but also a number of affiliates and organizations that fall under the UNC umbrella and administrative oversight of the President. These include the UNC Center for Public Television (UNC-TV), the State Education Assistance Authority, the UNC Center for School Leadership Development and its sub-units, the NC Center for Nursing, the NC Center for International Understanding, UNC Network Services, UNC Supercomputing and NCREN, UNC EDP Collaborative Procurement, the NC Progress Board, the NC Higher Education Facility Commission, NC Education Pathways, the UNC Shared Services Alliance, and the UNC Teaching and Learning Through Technology Collaborative Program. The UNC Office of the President accounts for only 26 percent of UNC General Administration's $44-million operating budget; affiliated programs account for the remainder.

Other external organizations affiliated with the University and included in this summary include the NC Center for the Advancement of Teaching, the NC School of Science and Mathematics, the NC Arboretum, and the UNC Health Care System. In previous rounds of budget reductions, certain pass-through appropriations included in the University's budget—namely, various financial aid programs and inter-institutional programs administered by the campuses—have been held harmless. In the enclosed scenarios, these programs would be reduced on a pro-rata basis.

UNC General Administration

Over the past decade, the General Assembly has reduced General Administration's budget by $12.8 million dollars, including the elimination of 44 positions. In 2001-2002 alone, its operating budget was reduced by $10.1 million, a 19.9-percent permanent cut in operating support. While General Administration accounts for less than 3 percent of the University's total budget, it incurred nearly 21 percent of University-wide cuts mandated by the 2001 General Assembly. These most recent reductions have led to the loss of positions and have severely impacted the purchase of computers and computer-related

equipment, contractual services, travel and telecommunications, supercomputing services, legal services, and University-School Programs. Options for additional reductions are now sorely limited.

An enclosed schedule presents potential reduction scenarios in 1-percent increments, and no division or program has been held harmless. All available options will have an immediate impact on program delivery.

Budget reductions at the 1-percent level would result in the elimination of 5.5 positions in the Office of the President, further reducing services provided to the Board of Governors, the campuses, and legislators and others making requests for timely information concerning the work of the University. Additionally, NCREN, which provides networking services for North Carolina's education community, would defer the scheduled replacement and upgrading of computer and networking equipment, potentially causing delays and network outages.

Reductions at the 2-percent level would severely impact the UNC Center for Public Television. UNC-TV would be forced to reduce satellite truck usage and coverage of North Carolina events. There would be a reduction in the number of operating hours for digital service, and collaborative UNC-Community Colleges initiatives would have to be scaled back.

Reductions at the 3-percent level would necessitate additional decreases in programs and service. NCREN would be cut by an additional $117,283, reducing support for University-wide video coordination and high-speed Internet access. The NC Center for School Leadership Development, which incurred significant cuts during the 2001 session, would experience devastating reductions in service across all Center programs. Such cuts would curtail programs for lateral entry teachers, professional development offerings for teachers and principals, and instructional computing support services. Programs of the NC Center for International Understanding would be reduced, while the Progress Board would reduce staff salaries.

At the 4-percent level, funding for other University-wide information technology initiatives would be reduced. Salaries for some unfilled positions within the Office of the President would be lowered, while budgets for publications, supplies, equipment replacement, and other operations would also be reduced. Pathways, an early-guidance initiative aimed at middle-schoolers and their parents, would scale back its website offerings, as well as training for school counselors and media specialists. The ability of the NC Center for Nursing to produce the publications needed to recruit and retain nurses would be reduced, as would be the budget for the legislatively mandated Institute for Nursing Excellence.

Reductions exceeding 4 percent would require the elimination of at least 20 to 25 vacant and filled positions. These reductions would severely hamper the ability of various programs to carry out their mandated duties and responsibilities. For example, the NC Teacher Academy would reduce by 880 the number of teachers trained per year in

technology and classroom instruction. The State Educational Assistance Authority would have to reduce staff and its level of service to North Carolinians seeking financial aid.

Pass-Through Components in the General Administration Budget
As noted earlier, certain pass-through components of the General Administration budget have been held harmless in previous rounds of budget cuts.

Related Education Programs encompasses the UNC Need-Based Financial Aid Program, the Aid to Private Colleges Program, the Legislative Tuition Grant Program, the Nurse Scholars Program, and other financial aid programs. In the attached proposals for potential budget reductions, these programs would be reduced on a pro-rata basis. Every 1% reduction would produce $1,135,659.

Inter-Institutional Transfers encompass matching funds for work study programs, funds for minority presence grants, funds for focused enrollment growth, and other programs administered by the campuses. These funds also would be reduced on a pro-rata basis. Every 1-percent cut to these programs yields $139,977.

Affiliated Organizations and Entities
Potential budget reductions identified by the NC Center for the Advancement of Teaching would result in reduced program delivery to the teachers it serves statewide. A decrease in the program's resources could exacerbate North Carolina's worsening teacher shortage.

The NC School for Science and Mathematics would reduce travel, maintenance of facilities, and replacement of residence hall furniture to meet a 1-percent budget reduction. Reductions in the 2-percent to 3-percent range would delay replacement of furniture in residence halls and classrooms, hamper efforts to upgrade technology equipment for students, and eliminate administrative support. Reductions at or above 4 percent would impact the purchase of textbooks and supplies and require the elimination of an administrative support position.

Up to the 2-percent level, potential cuts at the NC Arboretum would reduce facility maintenance funds and protection of endangered plants, as well as classroom support to school children. Cuts in the 3-percent to 4-percent range would reduce educational exhibits, publications, and the ability to maintain interpretive and instructional services for K-12 students.

The UNC Health Care System proposes potential reductions that would, at the 1-percent to 2-percent level, reduce patient education programs, computer equipment purchases, and furniture replacement. Budget reductions in the 3-percent to 4-percent range would affect continuing education for staff, temporary staff needed to address seasonal variations in demand for services, and administrative support. Cuts at the 4-percent level would require the elimination of 6 vacant positions.

revised 4/22/02

The University of North Carolina
Potential Budget Reductions for 2002-03
Summary (16 campuses)

	1% Reduction		2% Reduction		3% Reduction		4% Reduction	
	Number of Positions	Reduction Amount	Number of Positions	Reduction Amount	Number of Positions	Reduction Amount	Number of Positions	Reduction Amount
Eliminate vacant positions								
SPA	55.69	2,355,221	129.67	5,085,517	183.82	7,062,082	214.85	8,155,462
EPA Non-Faculty	24.02	1,328,294	50.84	2,790,691	72.32	4,064,503	84.43	4,696,538
EPA Faculty	16.92	1,140,546	41.22	2,587,981	74.67	4,701,651	135.87	9,122,904
Total vacant positions eliminated	96.63	4,824,061	221.73	10,464,189	330.81	15,828,236	435.15	21,974,904
Eliminate filled positions								
SPA	41.88	1,618,115	102.73	3,755,718	174.54	6,165,671	241.91	8,645,177
EPA Non-Faculty	9.55	631,712	16.29	1,434,390	25.82	1,958,565	48.14	2,980,422
EPA Faculty	10.67	775,762	32.39	1,874,458	68.98	4,019,588	100.87	6,069,670
Total filled positions eliminated	62.10	3,025,589	151.41	7,064,566	269.34	12,143,824	390.92	17,695,269
Reduce temporary/contracted wages		464,406		924,169		1,191,244		1,496,100
Reduce non-personnel budgets in instruction/library/instructional support services		4,188,690		7,599,060		10,954,243		13,258,526
Reduce non-personnel budgets in community service/outreach		109,664		231,649		369,360		439,770
Reduce non-personnel budgets in student support services		1,666,398		2,472,890		3,293,896		3,781,496
Reduce non-personnel budgets in administrative support services		1,463,530		2,728,153		3,446,210		4,323,283
Total Reductions	**158.73**	**15,742,338**	**373.14**	**31,484,676**	**600.15**	**47,227,013**	**826.07**	**62,969,348**

revised 4/22/02

The University of North Carolina
Potential Budget Reductions for 2002-03
UNC Summary including Affiliates

	1% Reduction		2% Reduction		3% Reduction		4% Reduction	
	Number of Positions	Reduction Amount	Number of Positions	Reduction Amount	Number of Positions	Reduction Amount	Number of Positions	Reduction Amount
Eliminate vacant positions								
SPA	56.79	2,392,408	130.77	5,122,704	185.42	7,112,845	216.45	8,206,225
EPA Non-Faculty	25.02	1,393,748	51.84	2,856,145	73.32	4,129,957	85.43	4,761,992
EPA Faculty	16.92	1,140,546	41.22	2,587,981	74.67	4,701,651	135.87	9,122,904
Total vacant positions eliminated	98.73	4,926,702	223.83	10,566,830	333.41	15,944,453	437.75	22,091,121
Eliminate filled positions								
SPA	45.33	1,732,290	105.73	3,884,211	180.91	6,362,243	255.64	9,088,776
EPA Non-Faculty	10.05	664,466	17.79	1,467,144	26.32	1,991,319	48.64	3,013,176
EPA Faculty	10.67	775,762	32.39	1,874,458	68.98	4,019,588	100.87	6,069,670
Total filled positions eliminated	66.05	3,172,518	155.91	7,225,813	276.21	12,373,150	405.15	18,171,622
Reduce temporary/contracted wages		464,406		924,169		1,251,244		1,860,228
Reduce non-personnel budgets in instruction/library/instructional support services		4,188,689		7,599,059		10,954,242		13,313,525
Reduce non-personnel budgets in community service/outreach		1,856,864		4,007,238		5,850,063		7,160,026
Reduce non-personnel budgets in student support services		1,806,375		2,752,844		3,713,827		4,341,404
Reduce non-personnel budgets in administrative support services		1,627,150		3,009,455		4,041,132		5,232,886
Total Reductions	**164.78**	**18,042,704**	**379.74**	**36,085,408**	**609.62**	**54,128,111**	**842.90**	**72,170,812**

revised 4/22/02

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VISITOR REGISTRATION SHEET

Joint Approp.Subcommittee on Ed.-Higher Ed.Comm. April 24, 2002

Name of Committee **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Becky McConkey	NCDPI
Julia Rum	NC Teacher Academy
Frank Duggan	SBE
John McHugh	Gov Office
Mark Fleming	University System
Hal Miller	NCACCT
Tommy Rhodes	WTCC
Elizabeth Grossenbacher	OSBM
Sam Lu	OSBM
David Brown	OSBM
Jo Ann Norris	Public School Forum of NC

(2)

VISITOR REGISTRATION SHEET

Joint Appropriations on Education-Higher Ed.Comm. April 24, 2002

Name of Committee **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Mark Hnaro	DPI
Brad Sneeden	DPI
John Bowdish	Alley Associates
Tim McDowell	NCICU
Steve Woodson	NCFB
[illegible]	Gov's office
Bob Bellamy	DPI
Don Kam	N&O
Suzanne Winn	NCCCS
Brenda Rogers	NCCCS
ANN LORE	DUHS

VISITOR REGISTRATION SHEET

Joint Appropriations on Education-Higher Ed.Comm. April 24, 2002

Name of Committee **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
[illegible]	NCATA
Gene Causby	NCSFSA
Susan Harrison	Wake Cty. Schools
Henry Johnson	NC DPI
Mary Burch	Auditory Learning Center (Cued Speech)
Kenan Bryg[illegible]	NCCCS
Sam Watts	NCCPPR
Mark Johnson	The Charlotte Observer
S Markham	Professional Educators
Jennifer Bennett	DPI
Emma Burgin	Daily Tar Heel

(4)

VISITOR REGISTRATION SHEET

Joint Appropriations on Education-Higher Ed.Comm. April 24, 2002

Name of Committee **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
[illegible]	[illegible] Co
Audrey Galloway	NCAE
J R Miller	UNC
Leanne E Winner	
Larry Morgan	NCCCS
Annette Dishner	NCCCS
Alice L. Smith	NCCCS
Kim Howes	NCCAI
Eddie Caldwell	EBC

NORTH CAROLINA HOUSE OF REPRESENTATIVES
COMMITTEE MEETING NOTICE
2001-2002 SESSION

You are hereby notified that the Joint House and Senate
APPROPRIATIONS/Subcommittee on Education will meet as follows:

DAY & DATE: **Tuesday, April 30, 2002 and Wednesday, May 1, 2002**

TIME: **9:00 a.m.**

LOCATION: **421 LOB**

The following bills will be considered (Bill # & Short Title & Bill Sponsor):
No bills to be considered. Agenda to be announced.

Respectfully,

Representative Rogers, Boyd-McIntyre & Yongue
Chairs

I hereby certify this notice was filed by the committee assistant at the following offices at.**4:00 p.m.** on **April 24, 2002.**

___Principal Clerk
___Reading Clerk - House Chamber

Sally Gillis, Jenny Umstead & Pat Christmas (Committee Assistant)

Joint Appropriations on Education Committee
Agenda

Tuesday, April 30, 2002 9:00 A.M.
Room 421, Legislative Office Building
Representative Gene Rogers, Chairing

9:00-9:15	**Opening Remarks**	Chairs
9:15-12:00	**Public Schools Budget Discussion**	Philip Price *Fiscal Research Division*
12:00-1:00	**Lunch**	
1:00-3:45	**Community College Budget Discussion**	Kristine Leggett *Fiscal Research Division*

Wednesday, May 1, 2002, 9:00 A.M.

9:00-9:15	**Opening Remarks**	Chairs
9:15-12:00	**University Budget Discussion**	Jim Newlin *Fiscal Research Division*

House Appropriations Subcommittee on Education
Rep. Boyd-McIntyre (Chair)
Rep. Rogers (Chair)
Rep. Yongue (Chair)
Rep. Barnhart, Rep. Bell, Rep. Bonner, Rep. Carpenter
Rep. Holmes, Rep. McLawhorn, Rep. Michaux,
Rep. Morgan, Rep. Preston, Rep. Russell, Rep. Smith,
Rep. Teague, Rep. Warner

Senate Appropriations on Education/Higher Education
Sen. Lucas (Chair)
Sen. Garrou (Chair)
Sen. Dalton (Chair)
Sen. Carter, Sen. Cunningham, Sen. Garwood, Sen. Hartsell,
Sen. Wellons

JOINT APPROPRIATIONS SUB COMMITTEE ON EDUCATION

TUESDAY, APRIL 30, 2002

9:00 A.M.

Co-Chairman Representative Gene Rogers called the meeting to order. All House members and four Senators were present.

Representative Rogers made a few openings remarks and then turned the meeting over to Philip Price of the Fiscal Research Division for discussion on the Public Schools Budget.

In summary, Mr. Price stated that the State allocates resources for teacher student ratios, instructional support positions, supplies, equipment, transportation, etc., for all students. These allotment groups are often classified as position and dollar allotments. To supplement funding for specific student populations, the state allocates targeted resources. These supplemental resources are referred to as categorical allotments. **(See Attachment PS 11.)** Mr. Price further stated that total payments to classroom teachers including salary, bonus, etc., accounts for almost 59% of the State funding for public schools ($6 billion). **(See Attachment PS 12.)** North Carolina funds salaries with two types of allotments; position allotments and dollar and categorical allotments. **(See Attachment PS 13.) (Attachment PS 14 and PS 15 are a summary of the continuation budget funding for North Carolina public schools for 2002-2003.)**

(Attachment PS 16 – 19 is an itemized breakdown of the budget.) Mr. Price continued on with the discussion. Item 1 is the Central Office allotment. Each LEA receives a base allotment. A city system receives 6 positions @ 85% of the salary schedule midpoint for school administrators. A county system receives 7 positions. Additional funds are based on ADM. Funding is phased in over 3 years. No LEA will receive less Central Office administration funding than in FY 1998-99. Possible ways to cut would be to freeze the funding at last year's monies and not put the new formula into place. Another possibility would be to reduce by percentage.

Item 2 is Classroom Teacher. This is the largest part of the funding for a school system. Possible ways to cut the classroom teachers budget would be to fund at same level as last year, reduce the amount by a percentage, change the formula or a combination of these suggestions. **(Attachments PS 20 – 24 are a detailed breakdown for the classroom teacher category.)** As another possible reduction the General Assembly could change the teacher allotment ratio by one for all grades. Position allotments are made for the total LEA system and the system can determine where the positions go. The student population is expected to increase by 25,800. Positions must be allotted within the system to meet the required student/teacher ratio. No classroom can be above one teacher to twenty-five students without a waiver by the State Board of Education.

Item 3 is Teacher Assistants. Mr. Price stated that there were some ways to reduce this funding. One way would be a 1.3% position reduction resulting in a 1.3 million savings. The formula could be changed reference the allotments of teacher assistants. There are different allotment categories that can be used to fund teacher assistants.

Senator Dalton wanted to know how many teaching assistants stay in the system and how many used the teaching assistant scholarships to obtain their degree. Mr. Price stated there was a presentation to Education Oversight on that topic. The length of session put a delay in use of that money. Teaching assistants must be used in K-3 grade.

Item 4 is Instructional Support. These include positions such as guidance counselors, nurses, etc. They are allotted one for every 197 students. The positions are allotted in total. The school system can determine what type instructional support is needed for the school system.

Item 5 is School Building Administration. This is a position allotment. Every school with 100 students or 7 state-paid teachers receives a principal. Assistant principals are distributed on every 1,725 students.

Item 6 is Classroom Materials/Instructional Supplies/Equipment. This is a dollar allotment. The funding level is increased each year based on inflation.

Item 7 is Textbooks. This is a dollar allotment. Funding is increased each year based on inflation. Each ADM is allotted $56.60. Representative Yongue wanted to know the cost of textbooks to a system. Mr. Price stated that there is usually an 8% discount given to the textbook warehouse from publishers and the cost would probably increase if the system bought their books directly from the publisher.

Item 8 is Annual Leave. This is a guaranteed allotment, which is not distributed. The budget is maintained at the State level. This is based on actual expenditures from the prior year.

Item 9 is Recruitment Bonus. This is a guaranteed allotment. There is a $1,800 bonus for math, science and special education teachers at low performing middle and high schools.

Item 10 is Mentor Pay. This is another guaranteed allotment. The amount is $100 per month for up to $1,100 per year for 1st and 2nd year teachers and entry-level instructional support.

Item 11 is Forfeited Vacation. This item is guaranteed. Excess days over 30 can be converted to sick leave or paid. This is for teachers only.

Item 12 is Noninstructional Support. This allotment is in dollars and is used for clerical, custodian and substitute pay. It is budgeted at $228 per K-12 ADM for FY 2002-03.

Item 13 is Academically Gifted. This is a categorical allotment. It is based on 4% of K-12 ADM and budgeted at $888 per AM.

Item 14 is At-Rick Students. This is a categorical allotment. Allows for a safety Officer at each high school. Fifty percent of the remaining funds are distributed based on K-12 ADM, remaining funds distributed based on federal Title 1 poverty data.

Item 15 is Charter School Reserve. Used to cover the dollar per ADM funding for students transferring into the charter school from a home or private school.

Item 16 is Children with Disabilities. This is a categorical allotment, and is the largest categorical allotment in the budget. This amount includes pre-school, children with disabilities and other support programs. The federal government is supposed to support 40% but they are not doing so. This item will be addressed at a future committee meeting where federal options are discussed.

Item 17 is Improving Student Accountability. This is a categorical allotment. Based on students below grade level. In FY 2001-2002 it was funded for 171,660 students funded at $260 per student.

Item 18 is Assistance Teams. This funding is for teams to go into low performing schools and aid them in becoming high performing schools.

Item 19 is Limited English. This is based on a weighted headcount, funding at 50,642 students for FY 2002-2003 funded at $566 per. Senator Lucas asked for a breakout of number of Spanish, Cubans, etc. Mr. Price will get that information.

Item 20 is Low Wealth Funding. This is based on a county's ability to generate local revenue compared to other counties in North Carolina.

At this point, the committee recessed for lunch to re convene at 1:30 p.m.

Representative Gene Rogers called the afternoon meeting to order. All House members and four Senators were present.

The first item of business was a continuation of the discussion of the Public Schools Budget beginning with Item 21, RESA (Regional Education Services Administration) on page PS 17. This category is used primarily for staff development.

Item 22 is School Technology. This money is distributed based on dollars per ADM. Does not increase with an increase in student population. This is a trust fund and systems can earn interest on this money.

Item 23 is Small County Supplemental Funding. This funding is based on several funding factors. The county qualifies if the county has less than 3,000 in daily membership, or if between 3,000 and 4,000 daily members and the property taxes are less than the average property value in North Carolina.

Item 24 is Staff Development. This funding is based on $4.46 per ADM and distributed with a base per LEA remaining by ADM.

Item 25 is Transportation. This funding is for fuel, bus drivers, etc and is based on an efficiency formula. Senator Cunningham wanted to know if there was a law in North Carolina that requires school systems to provide transportation for school students. The answer was that there was not a law. Senator Cunningham stated that this was a large amount of money that was not directly connected to teaching students and this might be a category to look at. Representative Barnhart wanted to know what part of the cost was driven by fuel costs. Mr. Price will get that information.

Item 26 is Vocation Education. Funding based on grades 7-12 ADM. Base allotment of five 10 month positions.

This concluded the discussion on public school items.

The next category was a discussion on the **Community College Budget**. Kristine Leggett of the Fiscal Research Staff provided the review. **(See Attachment CC27-CC32 for detailed information.)**

Ms. Leggett discussed the funding formulas for the community colleges. The amount of institutional and academic support formula is $178.8 million. **(See Attachment CC29 for the formula for this category.)**

The next item was the Instruction formula for the community colleges. **(See Attachment CC30 for details of this formula.)**

The next item was the Continuing Education Formula. **(See Attachment CC31 for details of this formula.)**

The next items are categorical items and these are listed along with funding on CC32. **(See Attachment CC32 for details.)** Ms Leggett went over these categories and their money allotment. These categoricals might be considered when reducing the community college budget as some colleges may be teaching courses not really needed for the area they are in.

The meeting was then adjourned.

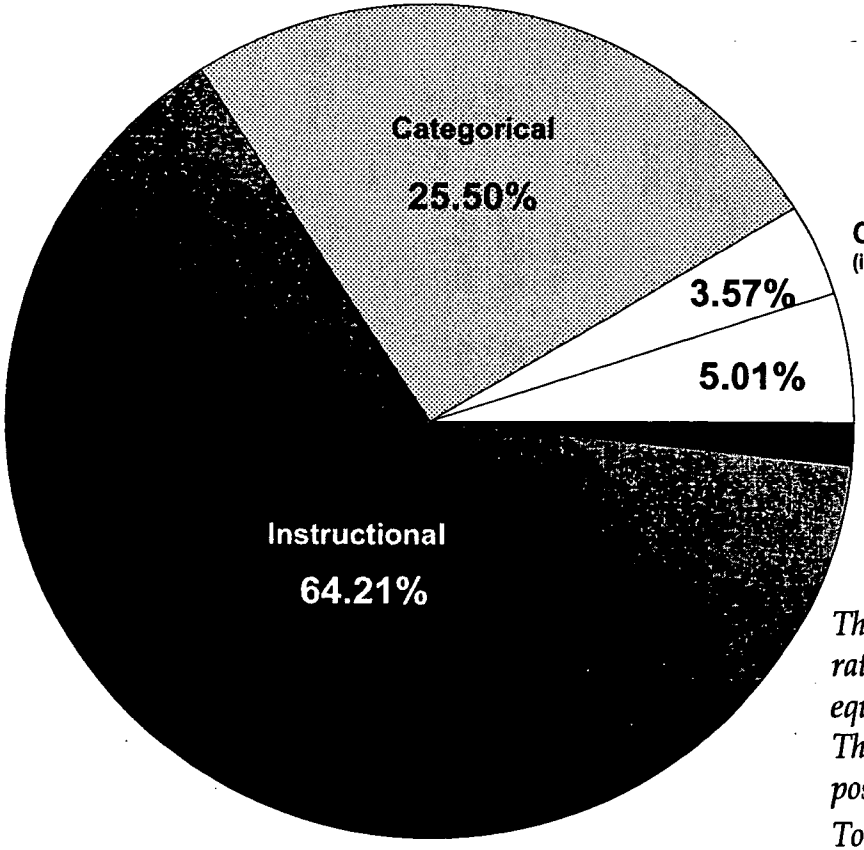
Respectfully submitted,

Rep. Gene Rogers, Co-Chairman

Jenny Umstead, Com. Asst.

State Allotments

Continuation Budget FY 2002-2003



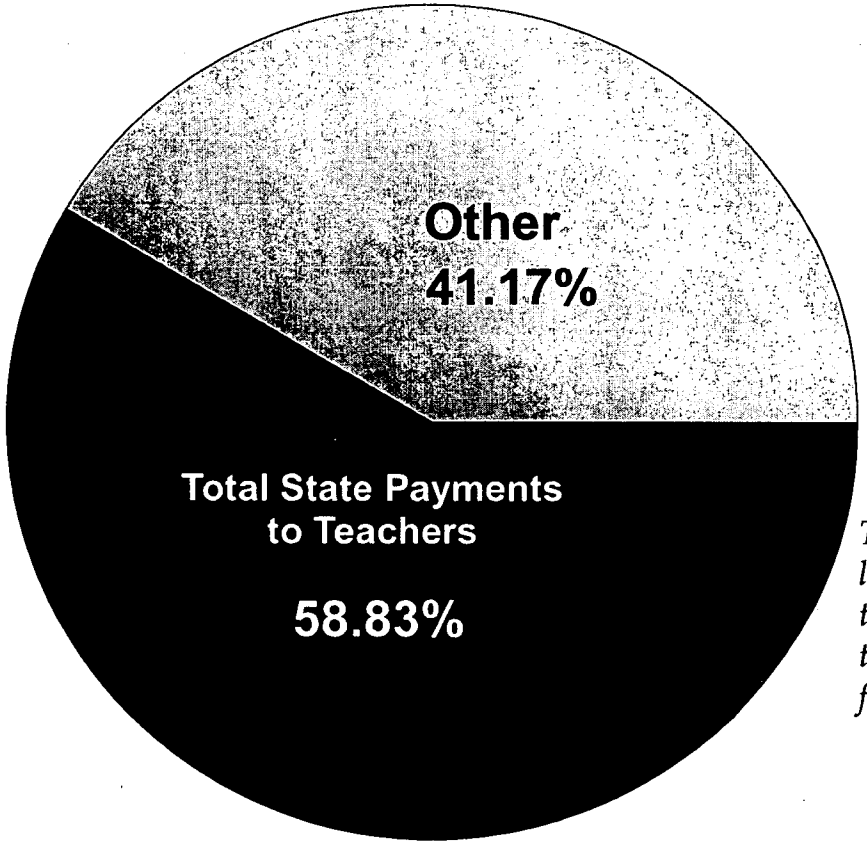
Percentages total 99.98%

The State allocates resources for teacher student ratios, instructional support positions, supplies, equipment , transportation, etc. for all students. These allotment groups are often classified as position and dollar allotments.

To supplement funding for specific student populations, the State allocates targeted resources. These supplemental resources are referred to as categorical allotments.

State Payments to Teachers

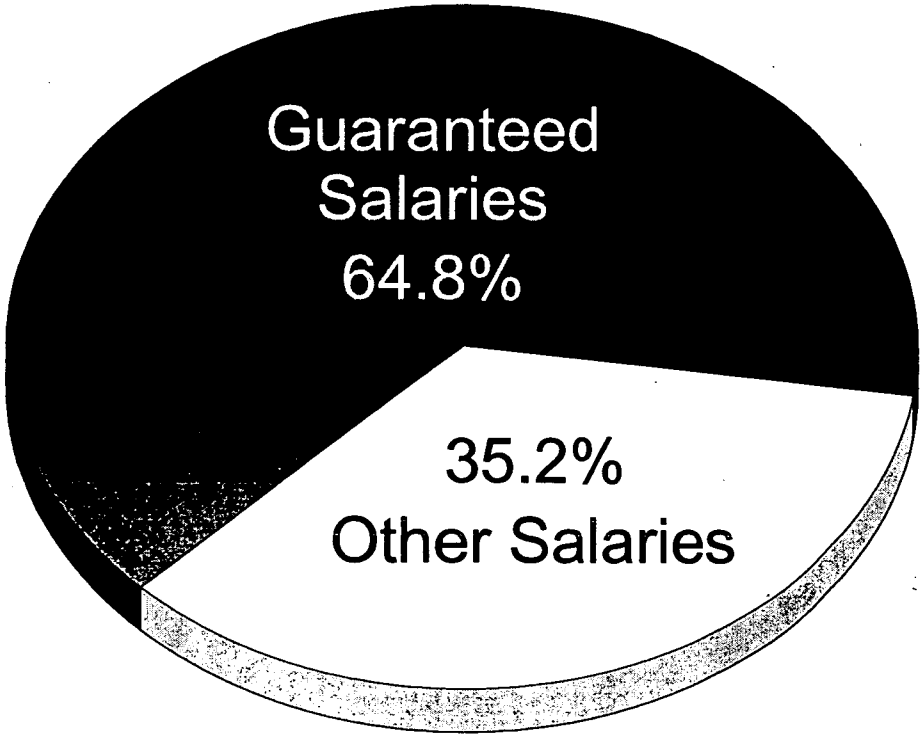
Continuation Budget FY 2002-2003



Total payments to classroom teachers include salary, longevity, extra pay, bonus pay, mentor pay, an tutor pay. If you add all these payments to teachers together, it accounts for almost 59% of the State funding for public schools ($6 billion).

Type of Allotted Salaries

Fiscal Year 2000-01



North Carolina funds salaries with two types of allotments.

<u>Position allotments</u>: *The State allots positions to a local school system for a specific purpose. The local school system pays whatever is required to hire certified personnel based on the State Salary Schedule. These are guaranteed salaries.*

<u>Dollar and Categorical Allotments:</u> *Local school systems can hire employees out of these funds, but must operate within the allotted dollar amount.*

Source: North Carolina Department of Public Instruction``

North Carolina's Funding for Public Schools
FY 2002-2003 Continuation Budget (Note 1)

	Budgeted Positions	Budgeted Funds	Percent of Total
I. State Aid - Local Education Agencies			
General Administration			
Central Office Administration		$102,113,956	1.69%
Instructional Personnel and Related Services			
Classroom Teachers	60,711.28	2,271,998,233	37.59%
Teacher Assistants		347,106,515	5.74%
Instructional Support	6,776.00	282,809,912	4.68%
School Building Administration	4,105.30	235,507,740	3.90%
ABC Incentive Award (appropriated $0) *	$79,000,000	0	0.00%
Classroom Materials/Instructional Supplies/Equipment		66,092,099	1.09%
Textbooks		76,250,272	1.26%
Annual Leave		22,343,001	0.37%
Recruitment Bonus - Math, Science, and Special Education ($1,800)		1,500,000	0.02%
Mentor Pay		11,235,124	0.19%
Forfeited Vacation Days		3,750,000	0.06%
Estimated Matching Benefits (Note 2)		562,774,208	9.31%
Subtotal		3,881,367,104	64.21%
Support			
Noninstructional Support Personnel		302,542,037	5.01%
Categorical Programs			
Academically & Intellectually Gifted		47,130,600	0.78%
At Risk Student Services/Alternative Schools (carries over) *		176,716,205	2.92%
Charter Schools (Initial Reserve)		1,003,976	0.02%
Children with Disabilities		509,051,043	8.42%
Driver Education	*** Not General Fund **	30,645,562	0.51%
Improving Student Accountability		44,879,457	0.74%
Intervention/Assistance Teams		2,738,277	0.05%
Limited English Proficiency		28,663,372	0.47%
Low Wealth Supplemental Funding		90,559,651	1.50%
Regional Ed. & Technical Assistance Funding (carries over) *		3,017,317	0.05%
School Technology ($10 million recurring)		10,000,000	0.17%
Small County Supplemental Funding		30,475,816	0.50%
Staff Development (carries over) *		11,858,523	0.20%
Transportation		245,863,084	4.07%
Vocational Education	6,123.30	308,203,928	5.10%
Subtotal		1,540,806,811	25.50%
Subtotal State Aid - Local Education Agencies		**$5,826,829,908**	96.41%
II. Miscellaneous			
ADM Contingency Reserve		6,000,000	0.10%
Character Education		200,000	0.00%
Teaching Fellows		10,160,000	0.17%
Prospective Teacher Scholarships		2,252,535	0.04%
NC WISE OWL		628,000	0.01%
School Accountability Report Cards		200,000	0.00%
Miscellaneous (Non-Profits)		2,082,298	0.03%
(A+ Schools $0, TQE $0, ExplorNet $0, Cities in Schools $675,000, NC Network $315,000, Teacher Cadet $135,000, Geographic Alliance $0, Public School Forum $378,508, Cued Speech Center $0, Schools Attuned $578,790, Global Curriculum $)			
NBPTS (covers $2,300 program fee)		3,274,500	0.05%
Other Insurance		48,944	0.00%
Personnel Services		101,803,778	1.68%
(Longevity $72,647,510, Short Term Disability $5,585,626, Worker's Comp $20,198,592., & Unemployment Comp. $2,348,928)			

North Carolina's Funding for Public Schools
FY 2002-2003 Continuation Budget (Note 1)

	Budgeted Positions	Budgeted Funds	Percent of Total
II. Miscellaneous (cont.)			
School Breakfast		2,700,000	0.04%
School Bus Replacement		30,015,377	0.50%
Testing ($1,552,213 in DPI's Budget - $7,372,728 total)		5,820,515	0.10%
Textbooks - Freight		205,616	0.00%
Tort Claims (Department of Justice)		3,774,000	0.06%
UERS (carries over) *		15,018,927	0.25%
Subtotal		$184,184,490	3.03%
III. DPI (See Note 3) $99,026,957 including receipts		$32,425,247	0.54%
Grand Total		**$6,043,439,645**	100.0%

* Does not include carry over funds

Note 1: Based on the State Public School Funds Continuation Budget as outlined on the March 19, 2002 'Long Sheet'. Amounts include increases for ADM.

Note 2: Social Security (7.65%), Retirement (5%), and Hospitalization ($2,933). Benefits are included in the dollar allotments, such as Central Office Administration. Benefits for position/month of employment allotments (Teachers, Instructional Support, and School Bldg Adm) are shown here.

Note 3: Funds for DPI do not include receipts, which include funds received from federal grants, workshop registrations, licensure fees, and other sales and services provided by DPI for a fee ($66,601,710 in FY 2001-2002).

Fiscal Research/04/23/02 (F:\Wydocument\budget 2002-2003\Approp 2003)

presented to Gov.

Public Schools Budget Discussion
April 30, 2002

Category	FY 2001-02 Appropriation Positions	FY 2001-02 Appropriation Amount	FY 2002-03 Appropriation Positions	FY 2002-03 Appropriation Amount	Continuation Change Positions	Continuation Change Amount
1. Central Office PS 19		$ 100,539,504		$ 102,113,956		$ 1,574,452
See separate handout.						
2. Classroom Teachers	59,288.24	2,229,517,753	60,711.28	2,271,998,233	1,423	42,480,480
See separate handout.						
3. Teacher Assistants	16,263 funded from state statewide	343,211,116		347,106,515	state paid 21,200 from	3,895,399
Distributed as a dollar allotment based on K-3 ADM.		also paid from other funds	27,304 total statewide			
4. Instructional Support	6,645.5	278,324,654	6,776.0	282,809,912	130.5	4,485,258
Distributed as a position allotment based on K-12 ADM @ 1:197 (budget)						
5. School Building Admin.	3,964.7	232,970,768	4,105.3	235,507,740	140.6	2,536,972
Position allotment. Every school with 100 students or 7 State-paid teachers receives a principal (2,275 in FY 2002-03's Continuation Budget). Asst. principals (10-months) distributed based on 1:725.						
6. Classroom Materials/Instructional Supplies/Equipment		64,891,394		66,092,099		1,200,705
Dollar allotment (K-12 ADM). Funding level is increased each year based on inflation (5% for FY 2002-03). Supplies $42.98 & Equip. $5.18.						
7. Textbooks		71,301,328		76,250,272		4,948,944
Dollar allotment (K-12 ADM). Funding level is increased each year based on inflation (5% for FY 2002-03). $56.60 per ADM budgeted.						
8. Annual Leave		18,034,003		22,343,001		4,308,998
Guaranteed allotment which is not distributed. Budget is maintained at the State-level. Based on actual expenditures from prior year.						
9. Recruitment Bonus		1.5 million ~~0~~		1,500,000		1,500,000
Guaranteed allotment (see 8). $1,800 bonus for math, science, and special education teachers at low performing middle and high schools.						
10. Mentor Pay		11,235,124		11,235,124		-
Guaranteed allotment (see 8). $100 per month for up to $1,100 per year. For 1st and 2nd year teachers and entry level Instructional Support.						
11. Forfeited Vacation		3,750,000		3,750,000		-
Guaranteed allotment (see 8). Excess days over 30 can be converted to sick leave or paid ... teachers only.						

PS-16

Public Schools Budget Discussion
April 30, 2002

Category	FY 2001-02 Appropriation Positions	FY 2001-02 Appropriation Amount	FY 2002-03 Appropriation Positions	FY 2002-03 Appropriation Amount	Continuation Change Positions	Continuation Change Amount
12. Noninstructional Support		$ 292,012,367		$ 302,542,037		$ 10,529,670
Dollar allotment used for clerical, custodians, and substitute pay. Budgeted @ $228 per K-12 ADM for FY 2002-03.						
13. Academically Gifted		45,943,305		47,130,600		1,187,295
Categorical allotment. Based on 4% of K-12 ADM and budgeted @ $888 per ADM.						
14. At-Risk		173,935,079		176,716,205		2,781,126
Categorical allotment. Safety Officer at each high school, 50% of remaining funds distributed based on K-12 ADM, remaining funds distributed based on federal Title I poverty data.						
15. Charter School Reserve		2,002,286		1,003,976		(998,310)
Used to cover the dollar per ADM funding for students transferring into the charter school from a home or private school.						
16. Children with Disabilities		489,427,638		509,051,043		19,623,405
Categorical allotment. This amount includes pre-school ($33.7 million), Children with Disabilities ($444 million), and other support programs. Children with Disabilities is based on an April 1 headcount or 12.5% of the K-12 ADM. The budget funding factor is $2,686.50 for FY 2002-03.						
17. Improving Student Accountability		44,793,002		44,879,457		86,455
Categorical allotment. Based on students below grade level. 171,660 students in FY 2001-02 funded @ $260.94.						
18. Assistance Teams		2,728,926		2,738,277		9,351
Part of the funding for Assistance Teams. The remaining funds are transferred from anticipated reversions.						
19. Limited English		23,161,254		28,663,372		5,502,118
Categorical allotment. Based on a weighted headcount. Budgeted @ 50,642 students for FY 2002-03 funded @ $566.						
20. Low Wealth		90,265,436		90,559,651		294,215
Categorical allotment. Based on a counties ability to generate local revenue compared to other counties in North Carolina.						
21. RESA		3,012,981		3,017,317		4,336
Categorical allotment. Used primarily for staff development.						
22. School Technology		10,000,000		10,000,000		-
Categorical allotment. Distributed based on dollars per ADM.						

Public Schools Budget Discussion
April 30, 2002

Category	FY 2001-02 Appropriation		FY 2002-03 Appropriation		Continuation Change	
	Positions	Amount	Positions	Amount	Positions	Amount
23. Small County		30,376,311		30,475,816		99,505
Categorical allotment. Based on a seven funding factors.						
24. Staff Development		11,678,819		11,858,523		179,704
Categorical allotment. Budget based on $4.46 per ADM. Distributed with a base per LEA remaining by ADM.						
25. Transportation		238,901,299		245,863,084		6,961,785
Categorical allotment. Based on efficiency formula. Funding covers bus drivers, fuel, maintenance, etc.						
26. Vocational Ed.	5,899.9	295,839,780	6,123.3	308,203,928		12,364,148
Categorical allotment. Based on grades 7-12 ADM. Base allotment of 5 10-month positions. Remaining MOEs distributed by ADM. Budget developed using 1 MOE per 9.5 in ADM (1 10-month position per 95 in grade 7-12 ADM).						

PS - 16

Central Office Administration $100.5 million
FY 2001-2002

- ✓ Each LEA receives a base allotment which is graduated based on ADM (Minimum city: $360,000, county: $420,000). Additional funds are distributed based on ADM to LEAs with ADM higher than 1,500.
- ✓ No LEA will receive less Central Office Administration funding than in FY 1998-99, increased for legislated salary increases, unless they are an LEA which is losing its hold harmless provision due to merger.
- ✓ The formula will be phased in as merged LEAs lose their special two-year hold harmless provision and as additional funds are appropriated.

Central Office Administration $102.1 million
FY 2002-2003

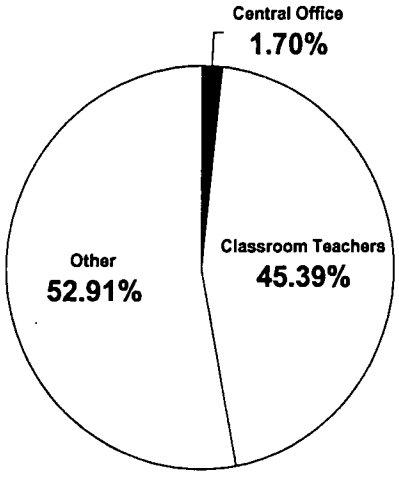
- ✓ Superintendent @ maximum of schedule for the size of the LEA.
- ✓ Each LEA receives a base allotment which is:
  - City: 6 positions @ 85% of the salary schedule midpoint for school administrators.
  - County: 7 positions.
- ✓ Additional funds are distributed based on ADM
- ✓ Funding is phased in over 3 years.

PS-HB 19

FY 2002-2003

Classroom Teacher $2.7 billion

$2.26 billion without matching benefits



Including teachers paid from categorical allotments, classroom teachers account for 55.43% of the State Public School Fund.

FY 2001-02: 59,288 positions
Continuation Increase: 1,423 positions. or $64.2 million.

Guaranteed Allotment

60,711 teacher positions will be allocated to local education agencies to specifically meet the class size targets established by the General Assembly.

Local school systems employ additional teachers from State, federal, and local resources to supplement the basic class size allocation . An additional 13,344 teachers were employed from State categorical funds in FY 2001-02 (73,700 in total or over $3.3 billion).

The FY 2001-02 sixth pay period (December 2001) State allotted average teacher salary was $37,423 ($45,090 with benefits).

A 1% salary increase for teachers cost $32.6 million with benefits.

average ratio
local can go 3 higher

Classroom Teachers

Legislated Formula (the State Board of Education does have some discretion).

Allotment

- Position allotments are calculated based on the allotted ADM for a specific grade or grade span.
- Positions are allotted to an LEA in total and LEAs determine where to place teacher positions.
- The General Assembly has established maximum class sizes; however, LEAs can obtain a waiver.

Compliance

- Information about each teacher's class is included in the State's SIMS system (being replaced by NC WISE).
- This data is monitored by DPI to assure compliance with required class sizes or verification that a waiver is in place.
- Grades K-3 can only have a class size exception if approved by the State Board of Education.

Class Size Verification

Verification 1

- The average class size for each grade span within a LEA shall at no time exceed the following class size ratios:
  - K 1:22
  - 1-2 1:23
  - 3-9 1:26
  - 10-12 1:28.425
- An LEA cannot waive this verification.

Verification 2

- At the end of the second month of school and for the remainder of the school year, the size of an individual class shall not exceed the class size ratio by more than three students.
  - K 1:25
  - 1-2 1:26
  - 3-9 1:29
  - 10-12 1:32
- Schools can obtain waivers for grades 4-12. Exceptions in K-3 must be approved by the State Board.

Classroom Teachers

Kindergarten

1 teacher for every 19 students.

Scheduled to be 1:18 in 2002-03

A "typical" Kindergarten class is defined as a self-contained class in which a teacher spends the majority of the day with the same students teaching a complete curriculum. Courses classified as special education are not included. Courses related to Arts Education and Physical Education are also excluded. By removing these classes from the class size calculation, the reported average should reflect the current class sizes experienced by most kindergarten through second grade students attending North Carolina's public schools (charter schools are not included).

FY 2002-03 Kindergarten ADM: 106,059
Estimated Positions: 5,582
Estimated Cost w/benefits: $251.7 million
Cost to Reduce to 1:18: *+$14 million (310 positions)*

LEA Class Size Average must be: <= 22
Individual Class Max.: 25

FY 2000-2001 Information:

	Typical Classes	Typical Class Size		All Classes	All Classes Class Size
K	4,607	21		21,180	19

32 classes were reported over 26 students. The State Board granted waivers to 15 classes.

- **Typical Class Size in FY 2001-02: 20 (19 All Classes)**

Classroom Teachers

First through Second Grade

allocation

1 teacher for every 20 students.

A "typical" 1-2 class is defined as a self-contained class in which a teacher spends the majority of the day with the same students teaching a complete curriculum. Courses classified as special education are not included. Courses related to Arts Education and Physical Education are also excluded. By removing these classes from the class size calculation, the reported average should reflect the current class sizes experienced by most kindergarten through second grade students attending North Carolina's public schools (charter schools are not included).

FY 2002-03 1-2 ADM: 210,631
Estimated Positions: 10,532
Estimated Cost w/benefits: $474.9 million

average LEA Class Size Average must be: <= 23
Individual Class Max.: 26
without waiver

FY 2000-2001 Information:

	Typical Classes	Typical Class Size		All Classes	All Classes Class Size
1st	4,733	21		24,376	17
2nd	4,612	21		23,988	18
Total	9,345			48,364	

109 typical classes were reported over 26 students. The State Board granted waivers to 37 classes.

- **Typical Class Size in FY 2001-02:**
  - **Grade 1: 20 (17 All Classes)**
  - **Grade 2: 20 (17 All Classes)**

Classroom Teachers

Third Grade

1 teacher for every 22-23 students.

A "typical" third grade class is defined as a self-contained class in which a teacher spends the majority of the day with the same students teaching a complete curriculum. Courses classified as special education are not included. Courses related to Arts Education and Physical Education are also excluded. By removing these classes from the class size calculation, the reported average should reflect the current class sizes experienced by most students in the third grade attending North Carolina's public schools (charter schools are not included).

FY 2002-03 3rd grade ADM: 105,460
Estimated Positions: 4,540
Estimated Cost w/benefits: $204.7 million

LEA Class Size Average must be: <= 26
Individual Class Max.: 29

FY 2000-2001 Information:

	Typical Classes	Typical Class Size		All Classes	All Classes Class Size
3rd	4,393	21		25,512	18

54 classes reported a class size of more than 29 students. The State Board granted 5 individual class size waivers.

- **Typical Class Size in FY 2001-02: 21 (18 All Classes)**

Classroom Teachers

Fourth through Sixth Grade

FY 2002-03 grades 4-6 ADM: 323,060
Estimated Positions: 14,685
Estimated Cost w/benefits: $662.2 million

LEA Class Size Average must be: <= 26
Individual Class Max.: 29

1 teacher for every 22 students.

A "typical" 4-6 grade class is defined as any class related to English/Language Arts, Math, Science, or Social Studies. Courses classified as special education are not included. Courses related to Arts Education, Vocational Education, and Physical Education are also excluded. By removing these classes from the class size calculation, the reported average should reflect the current class sizes experienced by most students in grades 4-6 attending North Carolina's public schools (charter schools are not included).

FY 2000-2001 Information:

For class size compliance verification, the grade span of 4-9 is used. Although the allotment ratios are different, the legislated class size maximum is the same (26) for grades 4-9.

- **Typical Class Size in FY 2001-02:**
  - **Grade 4: 20 (18 All Classes)**
  - **Grade 5: 21 (18 All Classes)**
  - **Grade 6: 22 (19 All Classes)**

Classroom Teachers

Seventh through Eighth Grade

FY 2002-03 grades 7-8 ADM: 214,546
Estimated Positions: 10,216
Estimated Cost w/benefits: $460.6 million

LEA Class Size Average must be: <= 26
Individual Class Max.: 29

1 teacher for every 21 students.

A "typical" 7-8 grade class is defined as any class related to English/Language Arts, Math, Science, or Social Studies. Courses classified as special education are not included. Courses related to Arts Education, Vocational Education, and Physical Education are also excluded. By removing these classes from the class size calculation, the reported average should reflect the current class sizes experienced by most students in grades 7-8 attending North Carolina's public schools (charter schools are not included).

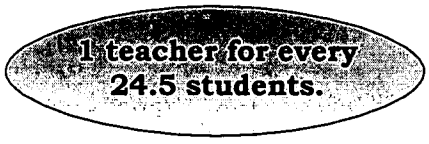
FY 2000-2001 Information:

For class size compliance verification, the grade span of 4-9 is used. Although the allotment ratios are different, the legislated class size maximum is the same (26) for grades 4-9.

- **Typical Class Size in FY 2001-02:**
  - **Grade 7: 22 (19 All Classes)**
  - **Grade 8: 21 (18 All Classes)**

Classroom Teachers

Ninth Grade



A "typical" 9th grade class is defined as any class related to English/Language Arts, Math, Science, or Social Studies. Courses classified as special education are not included. Courses related to Arts Education, Vocational Education, and Physical Education are also excluded. By removing these classes from the class size calculation, the reported average should reflect the current class sizes experienced by most 9th grade students attending North Carolina's public schools (charter schools are not included).

FY 2002-03 9th Grade ADM: 117,001
Estimated Positions: 4,776
Estimated Cost w/benefits: $215.4 million

LEA Class Size Average must be: <= 26
Individual Class Max.: 29

FY 2000-2001 Information:

	Typical Classes	Typical Class Size		All Classes	All Classes Class Size
4th - 9th	82,174	21		191,001	18

Teachers Allotted:

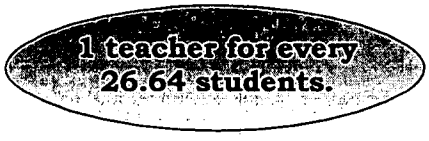
4th-6th:	14,685
7th-8th:	10,216
9Th:	4,776
Total:	29,677

5,653 classes reported a class size of more than 29 students.

- **Typical Class Size in FY 2001-02: 20 (18 All Classes)**

Classroom Teachers

Tenth through Twelfth Grade



A "typical" class in grades 10-12 is defined as any class related to English/Language Arts, Math, Science, or Social Studies. Courses classified as special education are not included. Courses related to Arts Education, Vocational Education, and Physical Education are also excluded. By removing these classes from the class size calculation, the reported average should reflect the current class sizes experienced by most 9th grade students attending North Carolina's public schools (charter schools are not included).

FY 2002-03 grades 10-12 ADM: 250,108
Estimated Positions: 9,388
Estimated Cost w/benefits: $423.3 million

LEA Class Size Average must be: <= 29
Individual Class Max.: 32

FY 2000-2001 Information:

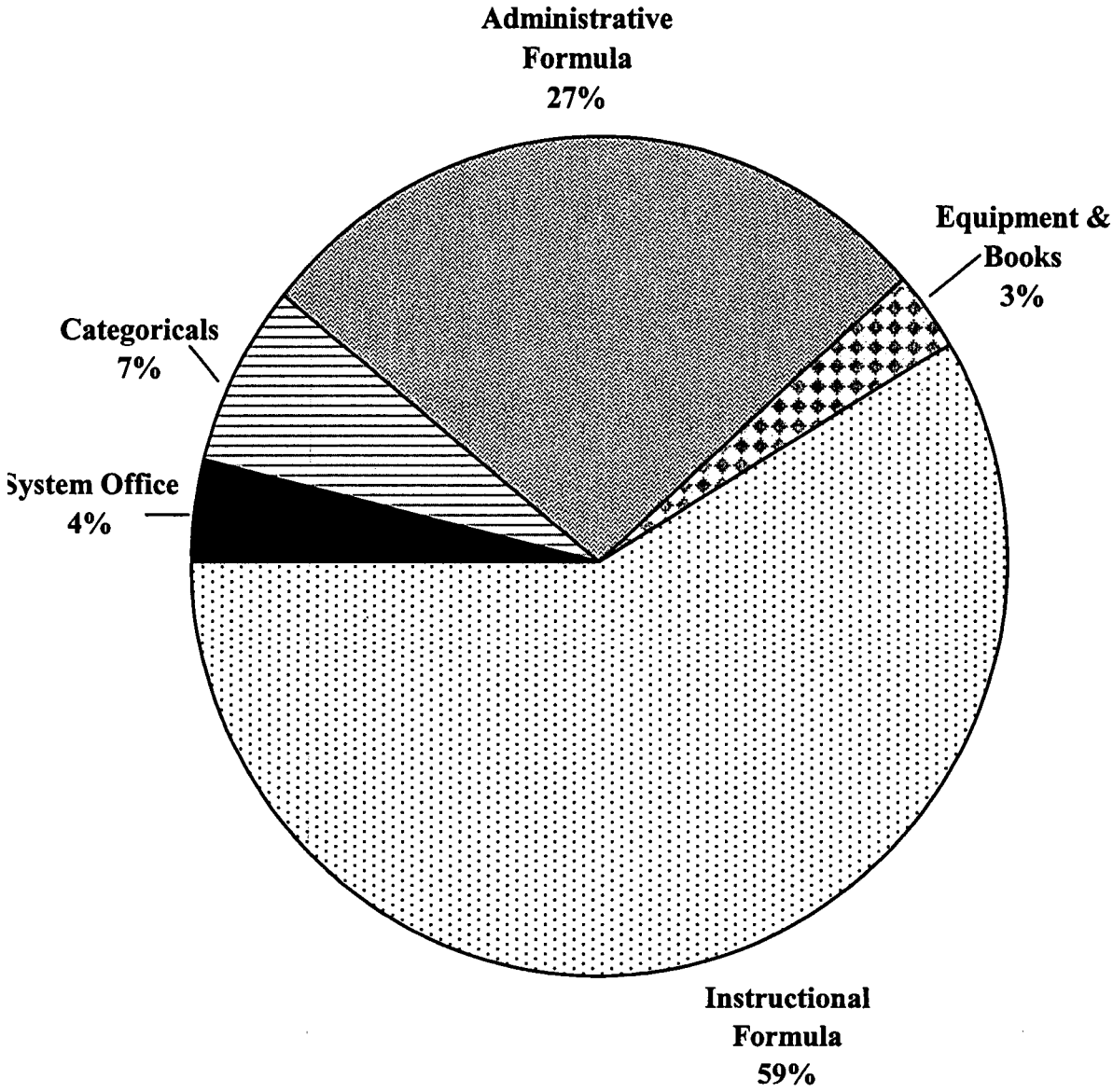
	Typical Classes	Typical Class Size		All Classes	All Classes Class Size
10th-12th	25,538	19		74,844	14

528 classes reported a class size of more than 32 students.

- **Typical Class Size in FY 2001-02:**
  - **Grade 10: 20 (17 All Classes)**
  - **Grade 11: 20 (15 All Classes)**
  - **Grade 12: 16 (10 All Classes)**

NC Community College System

FY01-02 Total General Fund Operating Budget: $650,888,736



System Office:	$26,047,781	4.00%
Categoricals:	$44,965,108	6.91%
Administrative Formula:	$178,764,381	27.47%
Instructional Formula:	$380,923,725	58.52%
Equipment and Books:	$20,187,741	3.10%

NCCCS Average Cost Per FTE

College	Institutional Support	Curriculum Instruction1	Continuing Education2	Academic Support	Student Support
Alamance	774.32	2,817.28	3,343.38	632.12	310.84
A-B Tech	575.35	2,693.22	2,353.79	436.33	250.15
Beaufort	1,049.61	3,300.29	2,790.64	413.48	332.17
Bladen	1,160.38	2,583.75	2,923.33	666.94	340.98
Blue Ridge	1,122.21	2,791.64	2,446.91	294.90	295.56
Brunswick	1,221.91	2,952.33	2,806.15	522.55	314.76
Caldwell	929.21	2,520.16	2,990.91	460.93	300.71
Cape Fear	622.06	2,840.05	2,719.08	459.22	253.91
Carteret	1,031.28	2,927.92	2,910.23	502.16	357.15
Catawba Valley	710.05	2,795.33	2,423.83	550.83	295.26
Central Carolina	630.26	2,645.57	2,709.13	541.00	238.62
Central Piedmont	611.84	2,619.36	2,577.11	466.97	349.82
Cleveland	873.79	3,047.72	3,053.76	520.41	262.86
Coastal Carolina	651.64	2,743.03	2,291.33	434.47	307.22
College of the Albermerle	804.80	2,887.97	3,352.91	430.74	365.41
Craven	746.84	2,882.49	2,371.72	620.25	411.18
Davidson	774.50	2,765.07	3,154.85	520.08	308.83
Durham Tech	773.83	2,934.47	3,436.81	399.76	391.66
Edgecombe	799.34	3,415.93	3,732.24	557.10	432.49
Fayetteville	596.28	2,839.14	2,668.85	356.87	306.37
Forsyth	687.25	2,667.30	2,519.90	446.30	339.60
Gaston College	710.12	2,796.65	3,183.45	505.67	275.89
Guilford Tech	567.20	2,769.59	2,336.27	350.66	297.60
Halifax	1,460.95	3,117.62	3,007.72	664.87	472.67
Haywood	1,229.44	3,342.32	4,083.11	655.74	269.09
Isothermal	896.63	2,935.81	2,726.95	730.54	284.91
James Sprunt	1,200.22	3,161.34	3,030.89	530.64	369.24
Johnston	774.13	2,880.09	2,586.90	553.37	299.41
Lenoir	680.76	3,179.23	2,890.55	524.54	380.72
Martin	1,213.70	3,522.94	3,250.62	415.70	326.81
Mayland	1,239.21	2,809.01	2,774.80	379.38	303.51
McDowell	1,155.17	3,170.25	3,057.29	624.94	412.31
Mitchell	837.55	2,966.00	2,475.47	478.63	437.91
Montgomery	1,461.53	3,936.03	3,532.83	701.39	575.75
Nash	874.51	2,736.02	2,550.91	366.03	280.15
Pamlico	2,003.09	3,736.77	3,063.88	1,186.37	599.01
Piedmont	871.91	2,784.73	3,064.44	605.18	238.45
Pitt	615.10	2,534.68	2,832.79	494.87	361.59
Randolph	852.47	2,906.11	2,785.42	481.43	323.40
Richmond	853.64	2,948.13	2,883.76	484.38	392.74
Roanoke-Chowan	1,278.46	2,793.60	3,088.21	513.13	519.27
Robeson	697.15	2,525.28	2,381.85	384.42	330.03
Rockingham	1,016.20	2,935.07	3,013.51	405.41	403.28
Rowan-Cabarrus	663.44	2,785.58	2,809.88	456.58	310.04
Sampson	1,008.22	3,309.48	2,766.57	493.31	403.21
Sandhills	696.09	3,001.77	3,151.54	503.65	331.85
South Piedmont	930.68	2,827.87	2,999.85	598.66	430.83
Southeastern	920.08	2,960.47	3,061.40	440.96	322.72
Southwestern	997.71	2,839.07	2,409.29	612.32	312.33
Stanly	1,125.97	3,149.57	3,076.33	437.60	383.82
Surry	590.91	2,876.44	3,166.77	634.33	267.30
Tri-County	1,455.34	2,881.13	2,786.88	542.23	336.78
Vance-Granville	917.29	2,677.08	2,807.12	260.23	299.77
Wake Tech	445.12	2,528.66	2,669.43	529.79	381.20
Wayne	614.54	2,997.98	2,540.82	467.03	362.31
Western Piedmont	808.64	3,052.45	2,513.53	537.77	293.18
Wilkes	811.99	2,865.25	2,841.68	479.05	347.58
Wilson Tech	837.64	3,216.86	2,810.83	720.37	372.25
Total	**768.55**	**2,827.74**	**2,760.02**	**484.37**	**330.13**
Note 1: Averages based on Curriculum FTE only.					
Note 2: Averages based on Continuing Ed FTE - Including non-budget FTE					

Source: NCCCS FY00-01 Annual Financial Report

4/29/2002

Administration

Institutional & Academic Support Formula: $178.8 million

- Base Allotment: $1.61 million (31 positions) per college
- Colleges receive $1,089 per FTE for every FTE over 750
- Academic Support Supplement:
  1st 500 FTE - $113.25
  >500 FTE - $ 94.27
- President's salary
- **Adjusted Average Administrative Allotment: $3.9 million**
- Full-time Staff: 7,079
  Part-time Staff: 2,659

Instruction

Instructional Formula: $381 million

Curriculum Formula

- **Sliding scale**

1st 500	**1:16.449**
> 500	**1:19.914**

- **Unit Value $43,374**
- **Social Security, Retirement, and hospitalization**
- **Other costs $178.50**

For a school with 1500 Curriculum FTE, the allocation would be calculated as follows:

1. 500 FTE divided by 16.449 = 30.4 Instructional Units
   1000 FTE divided by 19.914 = 50.2 Instructional Units
   Total Instructional Units: 80.6

2. **80.6 Instructional Units X $43,374 = $3,495,944**

3. Fringe: 12.65% X $3,495,944 = $445,732
   Hospitalization: $2,933 X 80.6 = $236,400
   Total Benefits: $682,132

4. **Other costs: 1,500 X 178.50 = $267,750**

Total Curriculum Allocation: $4,445,826

Continuing Education Formula

- **Sliding scale**

1st 500	**1:16.449**
> 500	**1:19.914**

- **Unit Value $34,667**
- **Social Security**
- **Other costs $178.50**

For a school with 600 Continuing Education FTE, the allocation would be calculated as follows:

1. 500 FTE divided by 16.449 = 30.4 Instructional Units
   100 FTE divided by 19.914 = 5 Instructional Units
   Total Instructional Units: 35.4

2. **35.4 Instructional Units X $34,667 = $1,227,212**

3. **FICA: $1,227,212 X 7.65% = $93,881**

4. **Other costs: 600 X 178.50 = $107,100**

Total Continuing Education Allocation: $1,428,193

Categoricals

1	Child Care Grants		$2,000,000
2	Summer Term		$7,177,623
3	Multi-Campus Funds		$1,650,000
4	Human Resource Development		$4,027,519
5	New & Expanding Industry Training		$6,028,541
6	Special Allotments		$1,669,506
7	Truck Driver Training	$356,763	
8	Sawmill	$158,615	
9	Marine Technology	$399,459	
10	Heavy Equipment	$245,501	
11	Robotics	$509,168	
12	Maintenance of Plant		$787,877
13	FIT		$1,962,032
14	Public Radio Craven		$149,912
15	Public Radio Isothermal		$149,912
16	SBC		$3,895,825
17	Compensatory Education		$1,024,522
18	CATT		$1,535,346
19	Hosiery Tech		$125,000
20	Criminal Justice		$339,889
21	Fire Training		$602,420
22	Nursing Disadvantage		$80,000
23	Hearing Impaired		$190,000

VISITOR REGISTRATION SHEET

H. App Education 4/30/02

Name of Committee Date

VISITORS:. PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Robin Riddick	NCASA
Hal Miller	NCAECT
Elizabeth Greenstein	OSBM
Sam Lu	OSBM
David Bryan	OSBM
[illegible]	Public Sch Forum
Jamie Rappaport	NCATA
[illegible]	SBE
Carole Lawler	EGHS
Mary Burch	Auditory Learning Center
Gene Causby	NCSFSA
[illegible]	NCICU
Peggy Mayhew	GMS
Susan Harrison	WCPSS
Karen Gaul	Nat'l Board for Prof. Teaching Standards
Ann McArthur	Teacher Advisor - Governor's Office
Mark Hugo	DPI
Jennifer Bennett	DPI
Mary Martin	DPI
Lydia W. Prude	DPI
Tom Watts	NCC PPR
Tom Beal	NCPTSC
[illegible]	Gov's office
Ed Regan	N.C.A.C.C.

VISITOR REGISTRATION SHEET

Name of Committee

4-30-02
Date

VISITORS:. PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Julia Kraus	NC Teacher Academy
Audrey L. Galloway	NCAE
Maley Freeman	NCAE
Brenda Rogers	NCCCS
Hal Miller	NCACCT
[illegible]	Mallon Co
Ellen Russell	The Arc of NC
Mark Fleming	UNC System
Kelvin Spragley	NCAE
Smark Evans	Professional Educators of NC
Angela Bunch	NC Guidance [illegible]

NORTH CAROLINA GENERAL ASSEMBLY

LEGISLATIVE BUILDING

RALEIGH 27601

SENATE
NOTICE OF JOINT SUBCOMMITTEE MEETING

The Joint Senate and House Appropriations Subcommittee on **Education/Higher Education** will meet at the following time:

	Tuesday	**April 30, 2002**	**9:00 a.m.**	**421 LOB**
AND	**Wednesday**	**May 1, 2002**	**9:00 a.m.**	**421 LOB**

The following will be considered:

- TBA

Senator Walter Dalton, Senior Ch

Joint Appropriations Subcommittee on Education/Higher Education
Minutes of Meeting May 1, 2002

The Joint Appropriations Subcommittee on Education/Higher Education met on Wednesday, May 1, 2002 at 9:00 a.m. in Room 421 of the Legislative Office Building. There were six Senators present. The following Representatives were present: Representative Rogers, Co-Chair, Boyd-McIntyre, Co-Chair, Yongue, Co-Chair, Barnhardt, Bell, Bonner, Carpenter, Holmes, McLawhorn, Morgan, Russell, Teague, and Warner.

Representative Gene Rogers, Co-Chair, presided and called the meeting to order. Representative Rogers welcomed members, staff, and guests. He further announced that Charlotte Todd's husband, Parks Todd, was ill and that she would be absent. Representative Rogers acknowledged Jim Newlin of the Fiscal Research Staff for his presentation.

UNC Budget

Jim presented information on the UNC system Budget and enrollment formula. He noted that the base budget for each campus is prepared at the campus level, and that the Board of Governors prepares the expansion budget. (Attachment UNC 6-8). He further informed the committee that FY 2001-2002 State appropriations were 1.8 billion dollars, and the total operating budget for the University System shows 2.4 billion dollars.

A question and answer period followed regarding reserves, bond issues, receipts, and expenditures.

Specific Questions by Members Requiring Additional Information and Follow Up by Staff or Personnel

1. **Representative Michaux** – requested more information regarding 89 million dollars in unrestricted reserves.

2. **Representative Russell** – requested a speaker be scheduled for a future meeting to update the committee regarding Medicaid cuts and how they will impact hospitals, particularly rural hospitals.

3. **Senator Hartsell** – requested information on coverage factors of outstanding revenue bonds.

Enrollment

Jim Newlin continued his presentation focusing on enrollment projections and the variables involved in determining full-time equivalent statistics. The University System, he stated, has seen tremendous growth since 1996. Jim yielded the floor to Dr. Alan Mabe, Office of the President, Academic Affairs, University of North Carolina, who described the enrollment projection model for the University System. Jim then continued with his presentation focusing on the costs, enrollment figures, and trends and expenditures relating to the remediation programs at the universities. (Attachment UNC 10-20).

Jim presented a summary of reductions within the University System, and the potential system-wide effects of such reductions. He then presented information on systemwide vacancies by university. (Attachment UNC- 26). A question an answer period followed with particular attention to eliminating confusion on what constitutes an "actual vacancy." Jim cited as an example: "University A has 1 Position and $60,000.00 budgeted for the position. The University hires 6 graduate students in this position and pays each of them $5,000.00 each for a total of $30,000.00. This is the final sum expended for this position, therefore University A has ½ vacant position."

Next, Jim focused on student/faculty ratios for all campuses for regular term instruction. (Attachment UNC – 27, 28) These statistics showed enrollments, teaching positions and ratios, faculty salaries, and extended calculations relative to changes in faculty positions. Following with a breakdown of teaching loads and the variables in calculating those loads, he presented detailed information on teaching loads from those individuals holding bachelor's degrees to doctorate degrees. This breakdown illustrated that with the advancement of the degree, a decrease in the number of in-class hours was required. He further cited the reasons for this decrease in in-class teaching loads, such as required seminar preparation, and research and development requirements expected from he individuals holding advanced degrees.

Specific Questions by Members Requiring Additional Information and Follow Up by Staff or Personnel

1. **Senator Carter** – requested a breakdown by campus of the percentage of graduate assistants used in determining teaching positions.

The next phase of Jim's presentation involved non-resident graduate tuition remission statistics at each campus for FY 2001-2002 totaling 30.5 million dollars. (Attachment UNC – 31) Jim emphasized the fact that this remission has traditionally been used as an incentive to attract highly talented graduate students in specific fields.

Jim concluded with (1) a final recap of UNC receipts and balances (Attachment UNC – 32), and expenditures of receipts by campus. (Attachment UNC –33) The handout he presented illustrated how the facilities and administration receipts were spent; (2) information relating to UNC Hospital Expenses and Revenues and changes in fund balances (Attachment UNC – 34, 35) reflecting an approximate cash balance of 93 million dollars for the period ending June 30, 2002; (3) a summary of the Board of Governor's tuition increases by campus for FY 2002-2003 (Attachment UNC 36); and (4) UNC General Administration affiliate organizations base appropriations.
(Attachment UNC – 37)

Specific Questions by Members Requiring Additional Information and Follow Up by Staff or Personnel

1. **Senator Dalton** – requested information on returns we are getting from the tuition remission in terms of research and development, and patents.

2. **Representative Russell** - requested a simple listing by public schools, community colleges, and universities where the reductions can best be accommodated.

Representative Rogers thanked Jim for his presentation and further announced that the committee would need to conclude business next week so that preliminary budget preparations by the Senate could commence. He then adjourned the meeting at 12:45 p.m.

Representative Gene Rogers, Co-Chair, Presiding

Senator Walter Dalton, Co-Chair
Senator Linda Garrou, Co-Chair
Senator Jeanne Lucas, Co-Chair

Representative Flossie Boyd-McIntyre, Co-Chair
Representative Doug Yongue, Co-Chair

Ramona R. Fitzgerald, Committee Clerk

University of North Carolina				
Current Operations Budgets				
FY 2001-02				
		Authorized		
Budget		Appropriations		
Code	Institution	February 02	Pct	1% Factor
16080	ASU	86,483,556	1.00%	864,836
16065	ECU, AA	119,416,072	1.00%	1,194,161
16066	ECU, HA	46,189,200	1.00%	461,892
16086	ECSU	22,790,461	1.00%	227,905
16088	FSU	30,027,842	1.00%	300,278
16070	NCA&T	59,623,784	1.00%	596,238
16090	NCCU	44,979,709	1.00%	449,797
16092	NCSA	17,911,438	1.00%	179,114
16030	NCSU, AA	272,904,144	1.00%	2,729,041
16031	NCSU, Ag Research Service	47,716,925	1.00%	477,169
16032	NCSU, Cooperative Extension	37,629,300	1.00%	376,293
16055	UNC-A	25,652,661	1.00%	256,527
16020	UNC-CH, AA	206,670,427	1.00%	2,066,704
16021	UNC-CH, HA	157,678,343	1.00%	1,576,783
16022	UNC-CH, AHEC	46,463,188	1.00%	464,632
16050	UNC-C	97,106,768	1.00%	971,068
16040	UNC-G	92,888,051	1.00%	928,881
16082	UNC-P	28,155,848	1.00%	281,558
16060	UNC-W	58,937,556	1.00%	589,376
16075	WCU	51,590,853	1.00%	515,909
16084	WSSU	29,433,198	1.00%	294,332
16010	UNC-GA Operating	44,090,275	1.00%	440,903
16011	Institutional Programs	13,997,717	1.00%	139,977
16095	UNC-Hospitals	40,587,322	1.00%	405,873
16012	Related Ed Programs	113,565,912	1.00%	1,135,659
16094	NCSSM	11,768,202	1.00%	117,682
	Total UNC	**1,804,258,752**		**18,042,588**

UNC-6

University of North Carolina						
Current Operations Budgets						
FY 2001-02						
				Authorized		
Budget				Appropriations		
Code	Institution	Requirements	Receipts	February 02	Pct	1% Factor
16080	ASU	118,939,211	32,377,038	86,562,173	1.00%	865,622
16065	ECU, AA	177,521,017	56,651,138	120,869,879	1.00%	1,208,699
16066	ECU, HA	49,109,469	2,696,371	46,413,098	1.00%	464,131
16086	ECSU	27,569,422	4,528,700	23,040,722	1.00%	230,407
16088	FSU	39,348,759	7,894,824	31,453,935	1.00%	314,539
16070	NCA&T	84,255,793	22,964,237	61,291,556	1.00%	612,916
16090	NCCU	58,692,731	13,663,332	45,029,399	1.00%	450,294
16092	NCSA	24,941,694	7,311,472	17,630,222	1.00%	176,302
16030	NCSU, AA	403,523,529	131,105,313	272,418,216	1.00%	2,724,182
16031	NCSU, Ag Research Service	57,943,094	10,453,414	47,489,680	1.00%	474,897
16032	NCSU, Cooperative Extension	52,456,635	15,026,276	37,430,359	1.00%	374,304
16055	UNC-A	31,806,710	5,929,423	25,877,287	1.00%	258,773
16020	UNC-CH, AA	329,753,473	124,056,422	205,697,051	1.00%	2,056,971
16021	UNC-CH, HA	193,092,438	37,681,499	155,410,939	1.00%	1,554,109
16022	UNC-CH, AHEC	46,781,298	348,493	46,432,805	1.00%	464,328
16050	UNC-C	144,539,535	46,385,323	98,154,212	1.00%	981,542
16040	UNC-G	129,229,113	35,118,851	94,110,262	1.00%	941,103
16082	UNC-P	34,437,504	5,988,401	28,449,103	1.00%	284,491
16060	UNC-W	91,999,290	31,865,081	60,134,209	1.00%	601,342
16075	WCU	68,745,126	16,272,765	52,472,361	1.00%	524,724
16084	WSSU	36,262,916	5,911,610	30,351,306	1.00%	303,513
16010	UNC-GA Operating	54,622,891	10,001,332	44,621,559	1.00%	446,216
16011	Institutional Programs	5,486,104	0	5,486,104	1.00%	54,861
16095	UNC-Hospitals	40,703,629	0	40,703,629	1.00%	407,036
16012	Related Ed Programs	113,370,712	550,000	112,820,712	1.00%	1,128,207
16094	NCSSM	13,149,006	1,380,804	11,768,202	1.00%	117,682
	Total UNC	2,428,281,099	626,162,119	1,802,118,980		18,021,191
	Source: February, 2002 BD701 Report					

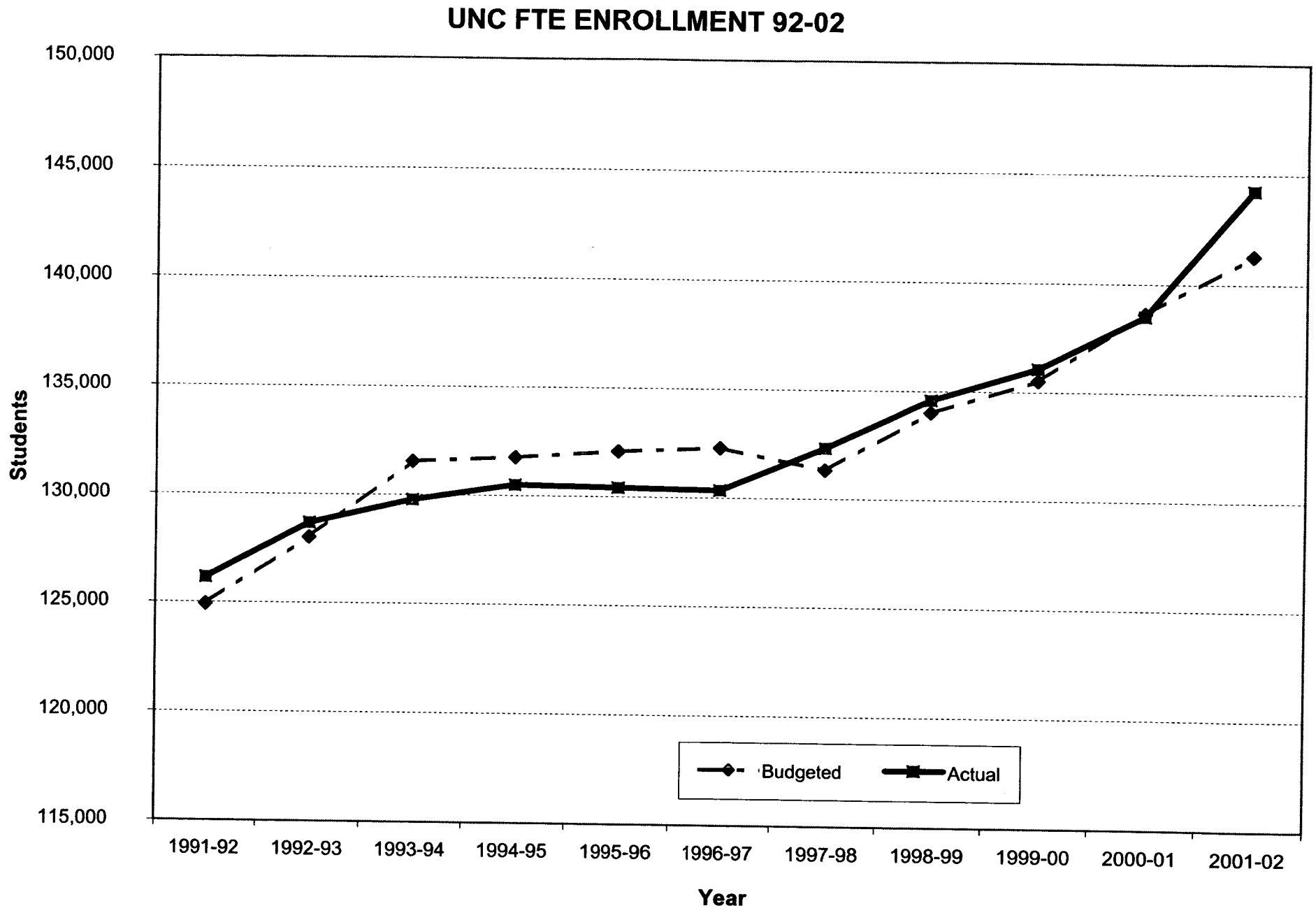
UNC-7

The University of North Carolina
Regular Term Enrollment Data
Average Annual Full-Time Equivalent Students
1991-92 through 2002-03

Fiscal Year	Budgeted	Actual	
1991-92	124,915	126,139	
1992-93	128,000	128,667	
1993-94	131,545	129,773	
1994-95	131,750	130,495	
1995-96	132,080	130,412	
1996-97	132,280	130,345	
1997-98	131,311	132,317	
1998-99	134,005	134,581	
1999-00	135,499	136,057	
2000-01	138,634	138,500	
2001-02	141,272	144,250	*Estimated*
2002-03	n/a	146,778	*Projected*

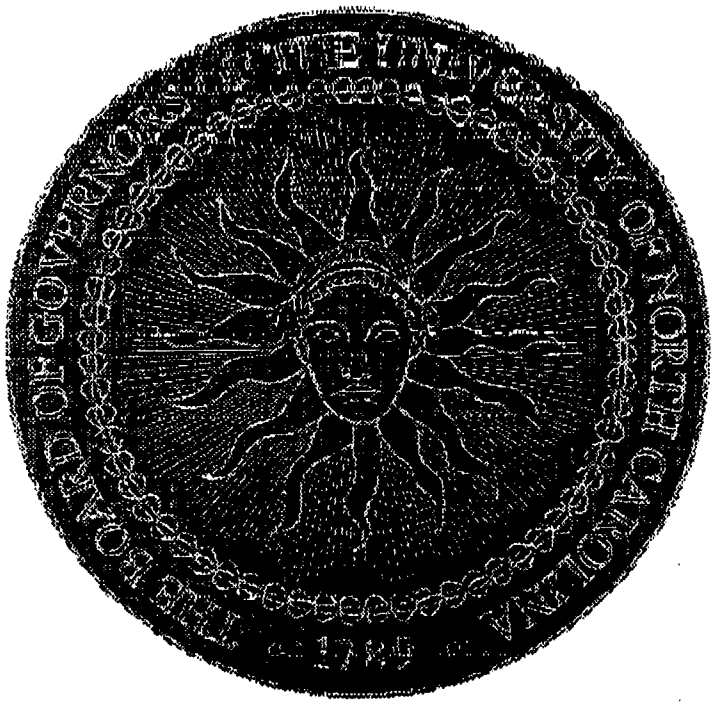
UNC-8

UNC-GA
Finance
4/30/02


UNC FTE ENROLLMENT 92-02
150,000
145,000
140,000
135,000
130,000
125,000
120,000
115,000
Students
1991-92
1992-93
1993-94
1994-95
1995-96
1996-97
1997-98
1998-99
1999-00
2000-01
2001-02
Year
Budgeted
Actual

UNC-9

Remedial Instruction in UNC Institutions 2000-01



October 11, 2001

The University of North Carolina Office of the President

UNC-GA ProgAssess/RemEd.AG003A.T/9-26-01

UNC-10

Remedial Instruction in UNC Institutions, 2000-2001

Highlights

2000-01 Remedial Instruction Enrollments and Expenditures

- In 2000-01 unduplicated enrollment in remedial instruction was 6,136, a decline of 266 (or 4.2 percent) from the previous year.
- Total expenditures for remedial instruction in 2000-01 was $1,985,786, compared to $2,204,462 in the previous year.
- State funds provided $1,635,579 (or 82.4 percent) to the total amount expended for remedial instruction; non state funds provided an additional $350,207 in remedial support.
- State funds dedicated to remediation are taken from the institutions' instructional budgets and are not appropriated as a separate line item.

Trends in Remedial Instruction Enrollments and Expenditures, 1991-92 – 2000-01

- Over the past ten years, total undergraduate enrollment increased by 7 percent.
- Duplicated enrollment in remedial instruction declined from 9,043 to 6,689 (26 percent).
- Unduplicated enrollment in remedial instruction declined from 7,802 to 6,136 (21percent).
- The proportion of students requiring remediation in mathematics is significantly higher than in English, and over the past decade increased from 61.6% to 78.4%.
- Expenditures for remedial education (in inflation-adjusted dollars) declined by 35 percent.

UNC-11

Remedial Instruction in UNC Institutions, 2000-2001

Introduction

The need for remedial instruction is defined and its method of delivery determined by each UNC constituent institution. Most often remediation is provided to incoming freshmen in their first year of attendance at a UNC institution, but it also may be taken by transfer students and students continuing their studies after some lapse of time in the classroom.

The incidence of remediation is greater in the fall than in the spring, and traditionally greater in mathematics than in English. Remedial English courses emphasize a variety of reading, composition, grammar, and other skills. Remedial math traditionally constitutes the study of college algebra or a higher level of mathematics. Small enrollments in remedial courses other than English and mathematics occur only at North Carolina A&T State University, where remedial instruction is offered in a chemistry course.

Remediation constitutes a wide variety of activities among the constituent UNC institutions and may consist of summer bridge programs, established and separately scheduled remedial course sections, and instruction in skill lab settings where attendance may be either required or voluntary. Remediation may be offered by university personnel or contracted with a local community college, where the instruction may be delivered either at the university or at the community college.

Summer bridge programs are specially designed programs in which selected students are offered an opportunity to come to the campus during the summer, live in dormitories, attend course review sections, engage in study skills and orientation sessions, and generally adjust to the expectations, pace, and delivery of college instruction. These programs are designed to "bridge the gap" between high school and college work.

Attendance in remedial sections and scheduled support sections is counted in the student's course load, but not counted toward degree completion. Course sections of English as a second language are not counted as remedial instruction.

In this report three measures of remediation are provided: course sections, enrollments (duplicated and unduplicated), and expenditures for all remedial activities. Because remedial activities include more than remedial courses per se, as seen above, the data on expenditures are the most comprehensive of the measures, but are not necessarily comparable on a per-student basis since programs such as bridge programs and special service or support units can be costly.

Remedial education enrollments include students receiving services offered by contract with the community colleges; however expenditure data do not.

UNC-12

2000-01 Course Sections and Enrollments

The data in Table 1 show that in fall 2000, sixty-nine sections of remedial English enrolling 1,218 students were offered university-wide. An additional 119 sections of mathematics enrolling 3,430 students, and one section of remedial chemistry enrolling 22 students were offered. In total, 189 sections of remedial instruction and combined (duplicated) enrollments of 4,670 were provided. Since 486 students took a remedial class in more than one discipline, the number of individual (unduplicated) students in remedial classes was 4,184 university-wide in the fall of 2000, down 166 from the previous fall.

The data in Table 1 also show that in spring 2001, twenty-three sections of English were provided university-wide, with an enrollment of 187 students. In mathematics, 74 sections had an enrollment of 1,811 students, with one additional section enrolling 21 students in remedial chemistry. In total, during the spring semester, 98 sections of remedial instruction with a combined (duplicated) enrollment of 2,019 were provided. Since 67 students took a remedial class in more than one discipline, the number of individual (unduplicated) students in remedial classes was 1,952 university-wide in spring 2001, down 100 from the previous spring.

Enrollment Trends

The data in Figure 1 indicate that duplicated enrollment in remedial instruction for the fall and spring semesters combined has declined from 9,043 in 1991-92 to 6,689 in 2000-01. During the same period, the proportion of these students requiring remediation in math has increased from 61.6 percent to 78.4 percent.

The data in Table 2 indicate that the unduplicated enrollment in all remedial [illegible] 1991-92 with a fall enrollment of 4,800 [illegible] 4,995. The declines in remedial instruction since 1991-92 have occurred at the same time that enrollments among total undergraduates, freshmen, and transfer students were increasing. For example, unduplicated enrollment in remedial instruction in fall 2000 was 79 percent of what it was in fall 1991, while total undergraduate enrollment increased by seven percent during the same period, freshman enrollment increased by 22 percent, and the number of undergraduate transfers remained essentially constant.

Expenditures

As shown in Table 3, the total of expenditures for remedial instruction university-wide during 2000-01 was $1,985,786, down $218,676 from the previous year and down $431,930 since 1991-92. When adjusted for inflation (using the Consumer Price Index), the expenditure in 2000-2001 was $1,134,087, $616,612 less than inflation-adjusted expenditures in 1991-92.

WC-13

The funds that UNC campuses use to support remedial instruction are not received as a special appropriation. Rather, the campuses direct some of their general instructional funds to support this requirement. Moreover, the funds used to support remedial instruction come from both state and non-state sources. As Figure 2 demonstrates, state funds used for remedial instruction in 2000-01 amounted to $1,635,579 (or 82.4 percent) of total expenditures, while non state funds provided an additional $350,207 (or 17.6 percent).

Summary

The data in this report show that during the ten-year period under consideration there was a general decline in the number of sections of remedial instruction, unduplicated enrollment in remedial instruction, and both actual and inflation-adjusted expenditures for remedial instruction. As Figure 3 demonstrates, since 1991-92 remedial enrollment has declined 21 percent and inflation-adjusted expenditures for remedial education have declined by 35 percent, while total undergraduate enrollment has increased by seven percent.

UNC-GA ProgAssess/RemEd.IC126/09-25-01

Table 1.

Summary Report on Remedial Course Enrollment Data
University of North Carolina by Institution, Fall 2000 and Spring 2001

			Number of Remedial Courses or Support Sections											
			English Course			Mathematics Course			Other Course			Total		
Institution	Contract	Term	No. of Sections	Load Hours	Enroll-ment	No. of Sections	Load Hours	Enroll-ment	No. of Sections	Load Hours	Enroll-ment	No. of Sections	Duplicat. Enroll.	Undup. Enroll.
ASU		Fall 2000	2	3	45	8	3	265	-	-	-	10	310	306
		Spring 2001	1	3	15	5	3	157	-	-	-	6	172	171
ECU	Math	Fall 2000	2	2	19	39	2	1,159	-	-	-	41	1,178	1,178
	Math	Spring 2001	0	0	0	25	2	603	-	-	-	25	603	603
ECSU		Fall 2000	8	2	165	6	3	140	-	-	-	14	305	212
		Spring 2001	2	2	24	2	3	30	-	-	-	4	54	39
FSU		Fall 2000	Skill labs			15	3	473	-	-	-	15	473	473
		Spring 2001	Skill labs			12	3	317	-	-	-	12	317	317
NCA&T		Fall 2000	6	2	130	4	3	135	1	3	22	10	313	265
		Spring 2001	2	2	21	3	3	31	1	3	21	6	73	66
NCCU		Fall 2000	17	2	336	10	2	369			-	27	705	508
		Spring 2001	11	2	76	7	2	191	-	-	-	18	267	235
NCSA		Fall 2000	Skill labs		8	Skill labs		3	-	-	-		11	11
		Spring 2001	Skill labs		0	Skill labs		4	-	-	-		4	4
NCSU		Fall 2000	17	3	185	16	4	264	-	-	-	33	449	426
		Spring 2001	1	3	15	6	4	92	-	-	-	7	107	106
UNC-A		Fall 2000	Skill labs			Skill labs			-	-	-	-	0	0
		Spring 2001	Skill labs			Skill labs			-	-	-	-	0	0
UNC-CH		Fall 2000	-	-	-	0	0	0	-	-	-	-	0	0
		Spring 2001	-	-	-	1	3	22	-	-	-	1	22	22
UNC-C		Fall 2000	-	-	-	8	2	241	-	-	-	8	241	241
		Spring 2001	-	-	-	5	2	159	-	-	-	5	159	159
UNC-G		Fall 2000	-	-	-	4	3	166	-	-	-	4	166	166
		Spring 2001	-	-	-	3	3	112	-	-	-	3	112	112
UNC-P		Fall 2000	7	3	93	2	3	57	-	-	-	9	150	118
		Spring 2001	2	3	10	1	3	32	-	-	-	3	42	41
UNC-W	Math	Fall 2000			-	2	3	42	-	-	-	2	42	42
	Math	Spring 2001	-	-	-	2	3	44	-	-	-	2	44	44
WCU		Fall 2000	-	-	-	1	3	13			-	1	13	13
		Spring 2001	-	-	-	0	0	0	-	-	-	-	0	0
WSSU		Fall 2000	11	3	211	4	3	103	-	-	-	15	314	225
		Spring 2001	4	3	26	2	3	17	-	-	-	6	43	33
UNC Total		Fall 2000	69		1,218	119		3,430	1		22	189	4,670	4,184
		Spring 2001	20		187	74		1,811	1		21	98	2,019	1,952

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Notes:

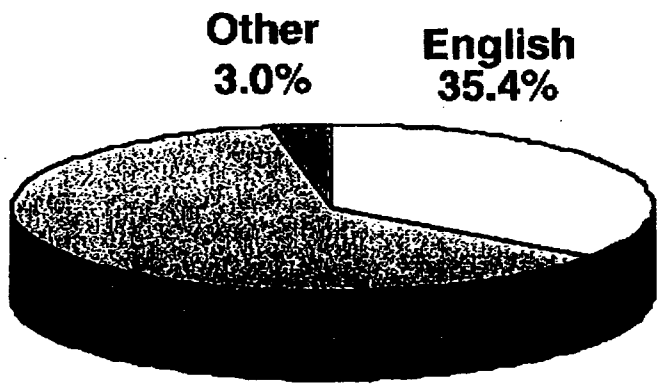
English courses emphasize various combinations of reading, composition, grammar, and other skills. "Other" remedial instruction includes Chemistry at NCA&T.

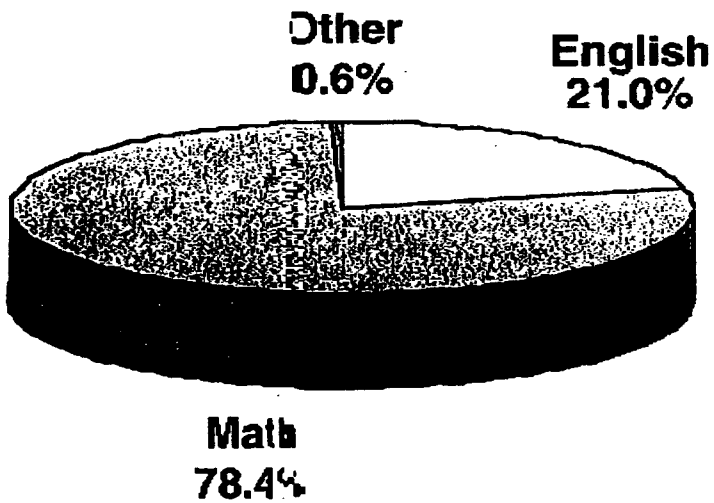
Courses offered through contract with community colleges (ECU with Pitt Community College; UNC-W with Cape Fear Community College) are included here.

At FSU, NCSA, and UNC-A, students requiring English remediation are enrolled in regular freshman English with additional academic support. Credit is given only for the regular freshman coursework. UNC-A and NCSA follow a similar policy in math remediation.

UNC-15

Remedial Course Enrollments 1991-92 and 2000-01





1991-92 = 9,043*

2000-01 = 6,689*

* Duplicated Fall and Spring Remedial Enrollments

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UNC-GA Planning/RemEd.AG003C.T/9-26-01

Figure 1

UNC-16

Table 2. **Remediation Trends in the University of North Carolina, 1991-92 through 2000-01**

Academic	Unduplicated Enrollment In Remedial Courses & Support Sections				Undergraduate Enrollment					
	Fall		Spring		Total		Freshmen		Transfers	
Year	Enroll.	% of Base Yr.	Enroll.	% of Base Yr.	Enroll.	% of Base Yr.	Enroll.	% of Base Yr.	Enroll.	% of Base Yr.
1991-92*	5,280	100%	2,522	100%	121,569	100%	20,467	100%	9,952	100%
1992-93	5,226	99%	2,476	98%	124,047	102%	21,303	104%	10,006	101%
1993-94	4,792	91%	1,871	74%	124,328	102%	21,309	104%	10,360	104%
1994-95	4,692	89%	1,869	75%	124,366	102%	21,361	104%	10,386	104%
1995-96	4,410	84%	1,858	74%	124,588	102%	21,950	107%	9,898	99%
1996-97	4,609	87%	1,794	71%	123,574	102%	22,472	110%	9,774	98%
1997-98	4,581	87%	1,912	76%	125,478	103%	23,206	113%	10,003	101%
1998-99	4,425	84%	1,944	77%	125,860	104%	23,810	116%	9,438	95%
1999-2000	4,350	82%	2,052	81%	127,083	105%	24,431	119%	9,273	93%
2000-01	4,184	79%	1,952	77%	130,671	107%	25,067	122%	9,942	100%

UNC-GA ProgAssess/RemEd.TT006A/9-25-01

* Definition of remedial expenditures was modified in 1991-92.

UNC-19

Table 3. **Remediation Trends in UNC 1991-92 through 2000-01**

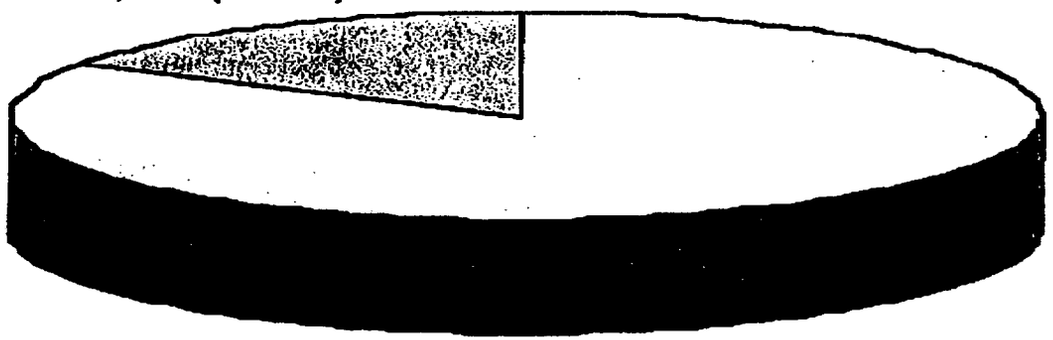
Academic Year	Total Expenditures on Remedial**			
	Current		Constant	
	Current $	% of Base Yr.	Constant $	% of Base Yr.
1991-92*	$2,417,716	100%	$1,750,699	100%
1992-93	$2,367,339	98%	$1,660,126	95%
1993-94	$2,302,180	95%	$1,574,679	90%
1994-95	$2,040,909	84%	$1,357,890	78%
1995-96	$1,940,850	80%	$1,257,027	72%
1996-97	$2,054,689	85%	$1,291,445	74%
1997-98	$2,120,649	88%	$1,312,283	75%
1998-99	$2,241,601	93%	$1,364,334	78%
1999-2000	$2,204,462	91%	$1,306,735	75%
2000-01	$1,985,786	82%	$1,134,087	65%

UNC-GA ProgAssess/RemEd.TT006B/9-26-01

* Definition of remedial expenditures was modified in 1991-92.

** Consumer Price Index for Urban Consumers - January value of 1982-84 index.

Distribution of Remedial Expenditures by Source
2000-01



2000-01 = $1,985,786

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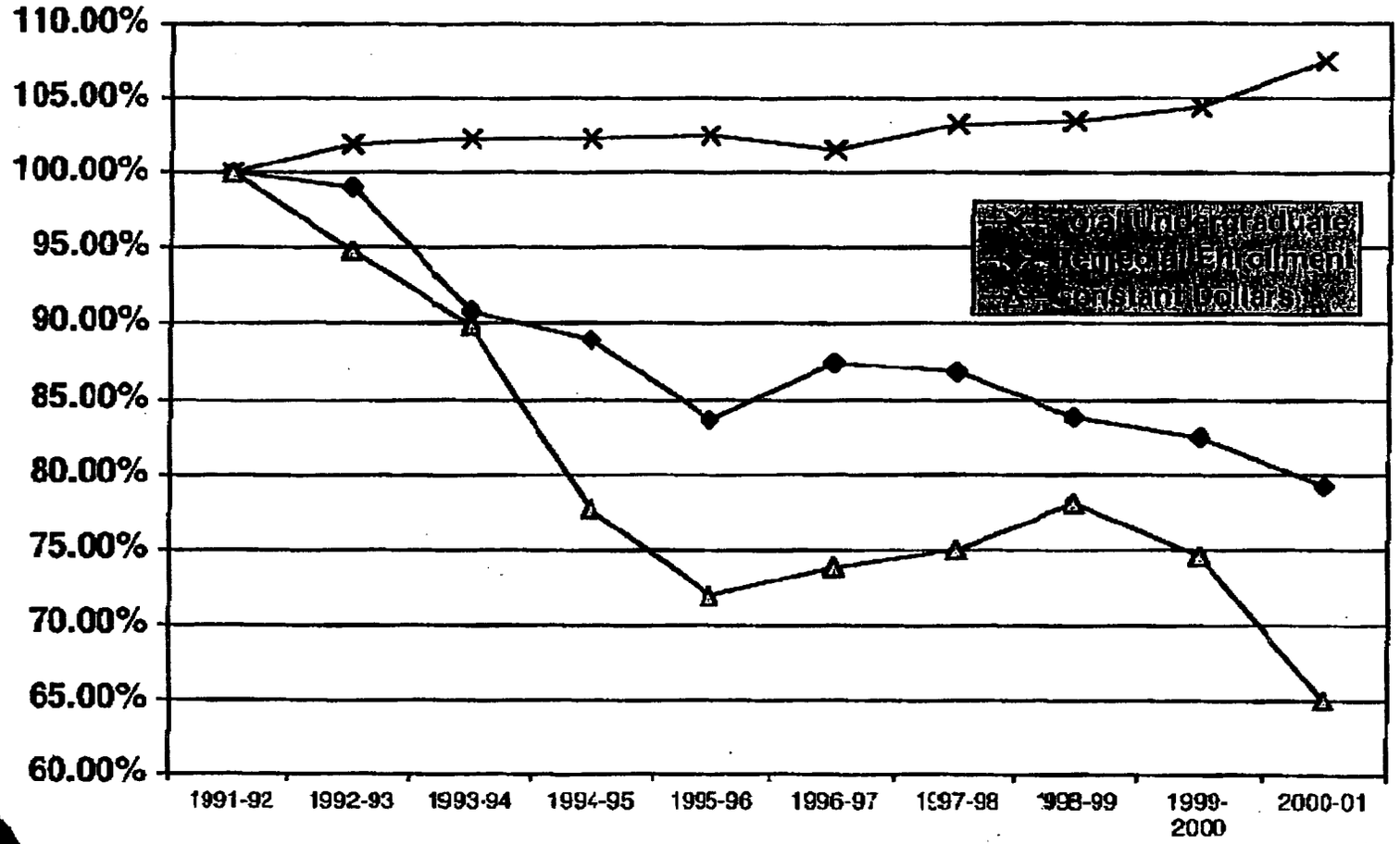
UNC-GA Planning/RemEd.AG003E.T/9-26-01

Figure 2

UNC-19

UNC-20

Percentage Change in Fall Unduplicated Remedial Education Enrollments and Inflation-Adjusted Expenditures on Remedial Education Compared to Fall Undergraduate Enrollments, 1991-92 to 2000-01



The University of North Carolina Office of the President

UNC-GA Planning/RemEd.AG003H.T/9-26-01

Figure 3

The University of North Carolina
Potential Budget Reductions for 2002-03
UNC Summary including Affiliates

	1% Reduction		2% Reduction		3% Reduction		4% Reduction		Additional 1%		5% Reduction	
	Number of Positions	Reduction Amount	Number of Positions	Reduction Amount	Number of Positions	Reduction Amount	Number of Positions	Reduction Amount	Number of Positions	Reduction Amount	Number of Positions	Reduction Amount
Eliminate vacant positions												
SPA	56.79	2,392,408	130.77	5,122,704	184.92	7,099,268	215.95	8,192,648	31.03	1,093,380	246.98	9,286,028
EPA Non-Faculty	25.02	1,393,748	51.84	2,856,145	73.32	4,129,957	85.43	4,761,992	12.11	632,035	97.54	5,394,027
EPA Faculty	16.92	1,140,546	41.22	2,587,981	74.01	4,668,885	135.04	9,076,207	61.03	4,407,322	196.06	13,483,530
Total vacant positions eliminated	98.73	4,926,702	223.83	10,566,830	332.25	15,898,110	436.42	22,030,847	104.17	6,132,737	540.58	28,163,585
Eliminate filled positions												
SPA	45.33	1,732,290	105.73	3,884,211	178.65	6,300,217	252.31	8,996,977	73.66	2,696,760	325.97	11,693,737
EPA Non-Faculty	10.05	664,466	17.79	1,467,144	26.32	1,991,319	48.64	3,013,176	22.32	1,021,857	70.96	4,035,033
EPA Faculty*	10.67	775,762	32.39	1,874,458	68.98	4,019,588	100.87	6,069,670	31.89	2,050,082	132.76	8,119,752
Total filled positions eliminated	66.05	3,172,518	155.91	7,225,813	273.95	12,311,124	401.82	18,079,823	127.87	5,768,699	529.69	23,848,522
Reduce temporary/contracted wages		464,406		924,169		1,201,244		1,820,848		619,604		2,440,452
Reduce non-personnel budgets in instruction/library/instructional support services		4,188,689		7,599,059		10,948,962		13,246,045		2,297,083		15,543,128
Reduce non-personnel budgets in community service/outreach		1,856,864		4,007,238		5,848,743		7,158,359		1,309,616		8,467,974
Reduce non-personnel budgets in student support services		1,806,375		2,752,844		3,713,827		4,337,984		624,157		4,962,141
Reduce non-personnel budgets in administrative support services		1,627,150		3,009,455		4,041,132		5,197,886		1,156,754		6,354,640
Building Reserves												2,666,533
Total Reductions	**164.78**	**18,042,704**	**379.74**	**36,085,408**	**606.20**	**53,963,142**	**838.23**	**71,871,792**	**232.04**	**17,908,650**	**1,070.27**	**92,446,975**

*Includes no permanent faculty

UNC-31

Summary of Potential 5% Budget Reductions in the UNC System and Affiliates

1. Vacant Positions
   Reduce vacant positions in the UNC system, including affiliates. The reductions are based on plans submitted by the Chancellors and the Executive Directors of the affiliates in response to what they, as managers, would choose to reduce if faced with budget reductions of a 1-4% magnitude. The plans reflect institutional specific needs and allow for differences among the campuses in terms of needs and priorities. The plans further acknowledge that many positions have been held vacant this year to manage a $64 million system-wide reversion and that those positions may need to be filled next year.

246.98 SPA positions	
97.54 EPA Non-Faculty	
196.06 EPA Faculty	
540.58 TOTAL	$28,163,585

2. Reduce Positions
   Reduces positions across the UNC system and affiliates. Because faculty and staff personnel expenditures account for more than three-fourths of UNC's appropriated budget, the campuses and affiliates must manage reductions of this magnitude within personnel budget lines. Previous budget reductions and the lack of inflationary increases in non-personnel budgets require that further reductions affect University personnel. Chancellors will evaluate the services and programs provided by University employees and make the best decisions regarding the reductions for a managerial perspective. This 5 percent reduction builds on plans submitted by the Chancellors regarding the decisions they would make if faced with budget reductions of 1-4%, consistent with the Governor's priority to protect the classroom. No permanent faculty would be eliminated.

325.97 SPA	
70.96 EPA Non-Faculty	
132.76 EPA Faculty	
529.69 TOTAL	$23,848,522

3. Reduce Temporary/Contracted Wages. — $2,440,452

4. Reduce non-personnel budgets in instruction/library/instructional support services. — $15,543,128

5. Reduce non-personnel budgets in community service/outreach programs. — $8,467,974
   In addition to reductions in the campuses and UNC-GA, this category includes reductions to all programs in budget code 16012 (Distinguished Professors Endowment Fund, Matching Incentive Grants, Need-Based Financial Aid, BOG Medical and Dental Scholarships, etc.). In addition, potential reductions for the NC Arboretum , UNC Hospitals, and NCCAT are reflected.

UNC-22

6.	Reduce non-personnel budgets in student support services. In addition to reductions in the campuses and UNC-GA, this category includes reductions in Matching Work Study, Minority Presence Grants, Extension Off Campus, Distance Learning, Information Technology, Strategic Initiatives, Focused Growth Special Needs, Major Research Initiatives, Teacher Preparation Distance Education, and Virtual Library programs.	$4,962,141
7.	Reduce non-personnel budgets in administrative support services. In addition to reductions at the UNC campuses and UNC-General Administration, a 2% reduction for NCSSM is captured within this category.	$6,354,640
8.	Building Reserves Changes building reserves amounts to adjust for delays in completion which also delays the need for funds.	$2,666,533
	TOTAL:	**$92,446,975**

UNC-23

The University of North Carolina
Addendum
Potential Budget Reductions Scenarios at **5%** for 2002-03
April 30, 2002

I. Executive Summary

To assist Governor Easley and his staff as they prepare a recommended state budget for 2002-03, the University of North Carolina has previously submitted summary documents describing potential budget reductions across the University. The budget reductions were presented in 1-percent increments up to 4 percent. The chancellors, in preparing and submitting the scenarios, attempted to protect classroom instruction to the fullest extent possible. In light of the State's continuing budget shortfall in excess of $1 billion, the University has now been asked to provide information on the basis that the budget reductions may approach 5% system-wide. It is important to note that the University's first preference would be to allow all managers to reduce their budgets through a "management flexibility reserve" rather than designate line item reductions at this time.

Prior to the initial submission of budget reductions, the chancellors engaged in a comprehensive review of the operations on their respective campuses. Their assessments, involving the entire campus community, were both qualitative and quantitative in scope. The breadth and depth of those reviews compel us to maintain the integrity of those submissions, which are the most informed scenarios that our institutional managers have to offer.

The request for an additional 1% reduction scenario comes with a short deadline – one that eliminates the possibility of soliciting additional campus input. Therefore, the best alternative is one that builds upon the scenarios previously submitted – relying on those initial reductions in order to extrapolate an additional 1% reduction. It is believed that an additional 1% reduction would be generally reflective of the reduction increments incurred between the 3% level and the 4% level, as submitted by the chancellors.

Through a deliberative and cooperative approach involving Governor Easley and the University of North Carolina leadership, the budget reduction plans for 2002-2003 will preserve access to a quality university education for all qualified North Carolinians. Make no mistake: a 5-percent budget reduction would be extremely difficult to manage, and it will have a long-term impact on the University's operations. Our 16 campuses will be sorely challenged to provide expected programs and services in the wake of repeated reductions in student affairs, academic support, necessary administrative functions, and other critical areas. But under Governor Easley's leadership—and observing his admonition to protect the classroom to the fullest extent possible—the University's chancellors have developed plans for permanent budget reductions at this level that will eliminate no permanent faculty. The core academic strength of the University of North Carolina—its professors, associate professors, and assistant professors—will emerge from this process intact.

II. Potential Reductions Across the 16 UNC Campuses, UNC General Administration and Affiliated Entities at the 5% Level

Budget reductions up to the 4% level were transmitted to the Governor in our initial submission. The following commentary and the attached budget reduction scenarios summarize the potential impact of a full 5% reduction. Consistent with the treatment afforded the public schools, the NC School of Science and Mathematics budget reductions are calculated at a 2% level. A similar 2% reduction is projected for the high school component at the NC School of the Arts.

The amount shown, $92,446,975, is approximately 5% of the University's budget. The reductions include the elimination of over 1,000 positions, of which just over 500 are filled. Campuses and affiliates would be forced to cut non-personnel budgets for instruction, instructional support services, and libraries by $15 million, while non-personnel budgets for administrative and student support services would be reduced by

more than $11 million. Cumulative reductions in community services and outreach programs total $8.5 million.

We project the elimination of over 300 faculty positions at the 5-percent level, an increase of more than 90 positions over the 4% level. However, as previously stated, the University will not eliminate permanent faculty.

At the 5% level, cumulative reductions in non-personnel budgets total $35 million. Acknowledging previous rounds of cuts targeting these budgets, cuts of this magnitude will seriously diminish support services to our faculty and our students, impact our commitment to community services, and challenge our ability to meet our regulatory compliance obligations.

Included in these figures are decreases for the UNC General Administration, which encompasses not only the UNC Office of the President, but also a number of affiliates and organizations that fall under the UNC umbrella and administrative oversight of the President. Other external organizations affiliated with the University and included in our summary reductions include the NC Center for the Advancement of Teaching, the NC School of Science and Mathematics, the NC Arboretum, and the UNC Health Care System. Consistent with our thesis for the 16 campuses, the additional 1% reduction scenarios for these entities are reflective of those decisions made between the 3% level and the 4% level. Be assured that the effect of the additional 1% reduction is detrimental to the functioning of these organizations, especially those charged with serving clientele 24 hours a day, every day. As with the 4% scenario, certain pass-through appropriations included in the University's budget would be reduced on a pro-rata basis.

The timely need for building reserves is contingent on realistic occupancy dates. With the passage of time, the original completion dates for new buildings have been reviewed. Consequently, the building reserves have been realigned to accommodate for changes to the original completion dates, resulting in a reduction of $2.7 million.

Additional details and summary information are enclosed.

University of North Carolina
Vacant Positions
General Fund Budget Codes
1-Apr-02

		Appropriations Supported Positions																	
		SPA				EPA Non-Faculty				EPA Faculty				SPA + EPA Non-Faculty				Change in SPA & EPA Non-Faculty (March 1 to April 1)	
		All Positions		6 Months or Older		All Positions		6 Months or Older		All Positions		6 Months or Older		All Positions		6 Months or Older			
Budget Code	Institution	FTE	Salary	FTE	Salary	FTE	Salary	FTE	Salary	FTE	Salary	FTE	Salary	FTE	Salary	FTE	Salary	#	%
16080	ASU	17.24	444,484	0.00	0	0.00	0	0.00	0	17.74	931,800	14.34	759,680	17.24	$444,484	0.00	$0	-3.37	-16.4%
16065	ECU, AA	73.29	2,362,152	35.61	1,134,530	10.70	465,016	4.70	201,849	8.00	491,027	5.00	308,324	83.99	$2,827,168	40.31	$1,336,379	0.06	0.1%
16066	ECU, HA	19.75	579,933	6.00	155,238	10.75	445,625	8.75	320,786	5.65	468,546	2.75	191,476	30.50	$1,025,558	14.75	$476,024	-3.30	-9.8%
16086	ECSU	8.00	261,568	3.00	105,948	1.00	33,840	1.00	33,840	0.01	777	0.00	0	9.00	$295,408	4.00	$139,788	0.00	0.0%
16088	FSU	6.00	138,133	2.00	39,677	3.00	114,839	3.00	114,839	13.00	717,436	11.00	615,661	9.00	$252,972	5.00	$154,516	-3.00	-25.0%
16070	NCA&T	18.00	615,951	5.00	206,077	12.68	482,945	9.68	283,002	4.91	194,909	1.91	22,479	30.68	$1,098,896	14.68	$489,079	-9.75	-24.1%
16090	NCCU	35.00	967,778	23.00	585,277	3.00	229,151	2.00	128,761	9.30	430,047	7.60	399,046	38.00	$1,196,929	25.00	$714,038	9.80	34.8%
16092	NCSA	3.00	61,803	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	3.00	$61,803	0.00	$0	3.00	/DIV/0!
16030	NCSU, AA	76.14	2,277,910	4.83	132,760	31.23	1,741,161	6.00	292,343	53.55	3,471,346	41.95	2,479,323	107.37	$4,019,071	10.83	$425,103	-18.91	-15.0%
16031	NCSU, Ag. Res.	23.71	658,274	6.75	178,639	5.61	221,429	4.31	172,871	0.00	0	0.00	0	29.32	$879,703	11.06	$351,510	-2.64	-8.3%
16032	NCSU, Coop. Ext.	4.06	106,504	0.50	11,555	5.21	303,501	1.00	60,743	5.52	269,031	0.60	25,346	9.27	$410,005	1.50	$72,298	-11.06	-54.4%
16055	UNC-A	2.10	48,625	1.00	19,171	0.00	0	0.00	0	0.00	0	0.00	0	2.10	$48,625	1.00	$19,171	-7.55	-78.2%
16020	UNC-CH,AA	109.07	3,522,469	34.35	1,096,689	40.17	2,389,478	28.32	1,468,825	90.41	5,636,731	83.15	5,169,431	149.24	$5,911,947	62.67	$2,565,514	-58.24	-28.1%
16021	UNC-CH, HA	56.17	1,614,575	16.60	477,122	13.85	869,038	11.66	750,624	77.67	7,417,125	64.68	6,022,317	70.02	$2,483,613	28.26	$1,227,746	-12.25	-14.9%
16022	UNC-CH, AHEC	2.50	71,364	1.50	41,996	3.31	210,534	2.41	176,267	0.00	0	0.00	0	5.81	$281,898	3.91	$218,263	-3.68	-38.8%
16050	UNC-C	41.57	1,297,033	10.57	332,726	27.28	1,174,445	17.88	710,909	112.62	7,151,939	103.08	6,583,952	68.85	$2,471,478	28.45	$1,043,635	-9.95	-12.6%
16040	UNC-G	21.66	545,223	5.00	127,655	15.99	770,615	6.99	382,801	32.65	1,968,131	29.65	1,789,635	37.65	$1,315,838	11.99	$510,456	-0.75	-2.0%
16082	UNC-P	14.00	374,045	9.00	218,925	5.00	219,349	3.00	145,399	22.00	1,285,702	21.00	1,231,986	19.00	$593,394	12.00	$364,324	7.50	65.2%
16060	UNC-W	19.25	589,991	4.00	139,492	6.40	345,198	2.40	83,287	15.40	917,463	7.40	444,140	25.65	$935,189	6.40	$222,779	9.75	61.3%
16075	WCU	16.29	503,607	1.80	48,716	10.35	721,614	3.00	175,000	0.65	78,395	0.00	0	26.64	$1,225,221	4.80	$223,716	5.78	27.7%
16084	WSSU	19.00	530,375	7.00	190,150	9.00	494,642	5.00	261,899	0.00	0	0.00	0	28.00	$1,025,017	12.00	$452,049	-11.00	-28.2%
16094	NCSSM	2.50	54,553	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	2.50	$54,553	0.00	$0	-1.00	-28.6%
16010	UNC-GA	24.00	927,596	1.00	29,484	5.00	408,969	4.00	325,504	0.00	0	0.00	0	29.00	$1,336,565	5.00	$354,968	-0.79	-2.7%
Totals		**612.30**	**18,553,946**	**178.51**	**5,271,807**	**219.53**	**11,641,389**	**125.10**	**6,089,549**	**469.08**	**31,430,405**	**394.11**	**26,042,796**	**831.83**	**$30,195,335**	**303.61**	**$11,361,356**	**-121.35**	**-12.7%**
					$6,462,260				**$7,226,795**										

4/5/2002

C.

Regular Term Instruction
Student / Faculty Ratio
FY2001-02

	Budgeted AAFTE	BD-119 Budgeted Teaching Positions	Student/ Faculty Ratio	BD-119 Average Faculty Salary		Example: Increase Ratios by 0.5	Teaching Positions under Example of changed	Decrease in Teaching Positions	Savings in Salary	% Change in Teaching Faculty
Institution	(1)	(2)	(3)	(4)						
ASU	11,525	740.40	15.6	60,270		16.1	715.8	24.56	$1,480,321	3.3%
ECU, AA	15,992	1,037.90	15.4	62,827		15.9	1005.8	32.11	$2,017,616	3.1%
ECSU	1,987	127.20	15.6	56,148		16.1	123.4	3.78	$212,456	3.0%
FSU	3,560	231.30	15.4	58,666		15.9	223.9	7.40	$434,165	3.2%
NCA&T	7,068	457.00	15.5	59,348		16.0	441.8	15.25	$905,057	3.3%
NCCU	5,086	313.70	16.2	59,653		16.7	304.6	9.15	$545,771	2.9%
NCSA	1,000	140.60	7.1	54,320	*	7.3	136.7	3.86	$209,524	2.7%
NCSU	22,535	1,577.50	14.3	70,981		14.8	1522.6	54.86	$3,894,363	3.5%
UNC-A	2,760	188.00	14.7	56,148		15.2	181.6	6.42	$360,529	3.4%
UNC-CH, AA	17,923	1,315.00	13.6	76,087		14.1	1271.1	43.87	$3,337,575	3.3%
UNC-C	14,200	918.75	15.5	61,786		16.0	887.5	31.25	$1,930,813	3.4%
UNC-G	11,100	752.90	14.7	63,744		15.2	730.3	22.64	$1,442,963	3.0%
UNC-P	2,960	188.50	15.7	58,666		16.2	182.7	5.78	$339,321	3.1%
UNC-W	8,901	564.20	15.8	59,758		16.3	546.1	18.13	$1,083,196	3.2%
WCU	5,745	377.70	15.2	58,666		15.7	365.9	11.78	$690,876	3.1%
WSSU	2,651	192.50	13.8	56,148		14.3	185.4	7.12	$399,515	3.7%
Sub-total	134,993	9,123.15	N/A	N/A						

UNC-27

C.

Regular Term Instruction

Student / Faculty Ratio

FY2001-02

	Budgeted AAFTE	BD-119 Budgeted Teaching Positions	Student/ Faculty Ratio	BD-119 Average Faculty Salary		Example: Increase Ratios by 0.5	Teaching Positions under Example of changed	Decrease in Teaching Positions	Savings in Salary	% Change in Teaching Faculty
Institution	(1)	(2)	(3)	(4)						
ECU, HA	300	180.25	1.7	118,221	*	1.8	171.3	8.92	$1,054,452	4.9%
NCSU, Vet	397	85.90	4.6	105,203	*	4.7	83.8	2.11	$221,912	2.5%
UNC-CH, HA	5,582	801.70	7.0	101,581	*	7.2	774.2	27.50	$2,793,224	3.4%
Total	141,272	10,191.00	N/A	N/A			9854.5	336.48	$23,353,650	3.3%
						Salary Savings with Benefits			$27,294,789	

* Increased ratio by 3%

UNC-28

UNC-4

Three Measures of Teaching Load for UNC Tenure-Stream Faculty, 1996-97 Through 1999-2000

Institution	Course Credit Hours Per FTE				Courses Plus CHEs Per FTE				Courses, CHEs, Instructional Course Reductions Per FTE			
	1996-97	1997-98	1998-99	1999-00	1996-97	1997-98	1998-99	1999-00	1996-97	1997-98	1998-99	1999-2000
Research I												
NCSU	13.7	13.7	15.5	13.8	19.4	18.6	20.1	17.8	19.6	19.0	20.2	18.0
UNC-CH	9.5	9.4	9.7	10.4	14.3	13.9	14.4	15.3	14.5	14.1	14.6	15.5
Research I Total	11.4	11.4	12.3	12.0	16.7	16.0	17.0	16.4	16.9	16.3	17.1	16.6
Doctoral I												
UNCG	12.7	12.6	12.5	12.2	16.6	17.7	17.6	17.2	17.2	18.0	17.9	17.5
Doctoral II												
ECU*	16.1	17.3	19.6	18.5	18.5	19.4	21.3	20.5	18.8	19.8	21.8	21.0
Master's I												
ASU	16.9	19.1	16.3	16.2	19.5	20.6	20.7	19.7	19.8	20.9	21.0	20.0
FSU	22.7	22.8	22.8	22.2	22.9	22.9	22.9	22.5	23.0	23.0	23.0	22.6
NCA&T	16.1	16.1	17.5	17.4	20.7	20.1	21.3	21.6	21.6	20.8	21.9	22.2
NCCU	18.4	17.8	19.5	30.5	21.3	20.0	25.3	33.5	21.5	20.2	25.6	33.7
UNCC	15.9	15.7	16.3	16.7	17.4	16.8	17.7	18.1	17.6	17.0	17.9	18.3
UNCP	21	21.6	20.6	21.4	23.2	22.7	22.3	22.6	23.4	22.8	22.5	22.7
UNCW	19	19.9	20.1	19.7	21.8	22.8	23.2	23.6	22.0	23.1	23.4	23.8
WCU	17.7	18.5	18.6	18.8	22.3	24.1	24.5	24.5	22.7	24.4	24.8	24.7
Master's I Total	17.3	18.1	18.4	19.1	20.0	20.3	21.5	22.2	20.3	20.7	21.8	22.4
Bacc. I												
UNCA	18.1	18.0	18.9	15.3	21.9	22.5	24.2	20.0	22.5	23.2	24.7	20.7
Bacc. II												
ECSU	22.8	25.2	25.3	23.6	25.6	26.5	25.8	24.5	25.7	26.5	25.8	24.6
WSSU	18.3	22.4	18.7	20.8	23.1	28.9	27.1	31.0	23.2	29.1	27.4	31.2
Bacc. II Total	20.1	23.4	21.2	21.8	24.1	28.0	26.6	28.6	24.2	28.1	26.8	28.7
UNC All	15.2	15.6	16.1	16.1	18.8	19.0	19.9	19.9	19.1	19.3	20.2	20.1

UNC-GA ProgAssess/Per.UR001B/2-19-01

*ECU became Doctoral II in 1999-2000. Master's I Total included ECU in 1996-97 through 1998-99.

The University of North Carolina

OFFICE OF THE PRESIDENT

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Appalachian State University

East Carolina University

Elizabeth City State University

Fayetteville State University

North Carolina Agricultural and Technical State University

North Carolina Central University

North Carolina School of the Arts

North Carolina State University at Raleigh

University of North Carolina at Asheville

University of North Carolina at Chapel Hill

University of North Carolina at Charlotte

University of North Carolina at Greensboro

University of North Carolina at Pembroke

University of North Carolina at Wilmington

Western Carolina University

Winston-Salem State University

An Equal Opportunity/ Affirmative Action Employer

April 30, 2002

TO: James Newlin

FROM: Alan Mabe

SUBJECT: Data on ~~Graduate Enrollment~~ TEACHING LOADS

Attached please find information regarding teaching load of faculty in UNC. This is the same as the 1999-00 study except it is extended to include another category, "Courses, CHEs, & Instructional Course Reductions Per FTE." This covers the category of BOG approved activities that a faculty member may engage in such as work on a grant, etc.

While the data is accurate, the Carnegie Classification has changed since 1999.

While there are variations among the institutions within the University of North Carolina we believe that each is in the mainstream of comparable institutions nationally. As you know we have moved to use the Delaware Data System so we can more readily provide comparisons with peer institutions of our universities.

Enclosure

UNC-30

University of North Carolina		
Non-resident Graduate Tuition Remission		
FY 2001-02		
		Budgeted
Budget		Tuition
Code	Institution	Remission
16080	ASU	242,486
16065	ECU, AA	1,325,272
16066	ECU, HA	0
16086	ECSU	0
16088	FSU	32,272
16070	NCA&T	434,697
16090	NCCU	340,452
16092	NCSA	142,734
16030	NCSU, AA	10,258,440
16055	UNC-A	0
16020	UNC-CH, AA	10,516,237
16021	UNC-CH, HA	2,989,920
16050	UNC-C	977,361
16040	UNC-G	2,469,803
16082	UNC-P	40,340
16060	UNC-W	461,608
16075	WCU	282,380
16084	WSSU	0
	Total UNC	30,514,002
	Source: Feb 02 BD701 Report	

UNC-31

UNC Overhead Receipts Projected Total Receipts and Balances on June 30, 2002

	Projected Total F&A Collections for 2001-02		Projected F&A Balance on June 30, 2002
ASU	$353,202		$53,100
ECU	$2,581,027		$2,135,869
ECSU	$406,700		$117,000
FSU	$332,000	*	$754,629
NCA&T	$2,300,000		$50,000
NCCU	$790,404		$1,368,095
NCSA	$0		$0
NCSU	$23,112,683		$2,051,487
UNCA	$120,000		$92,000
UNCCH	$84,136,000		$66,234,000
UNCC	$1,427,000		$1,018,000
UNCG	$3,424,373		$6,403,013
UNCP	$171,392		$287,057
UNCW	$1,815,000		$937,000
WCU	$299,000		$530,574
WSSU	$28,000		$50,000
UNC-GA	$138,545		$59,097
Total	**$121,435,326**		**$82,140,921**

*** Data for Fayetteville State was estimated using 2000-01 collections and 2/28/02 cash balances.**

UNC-32

Attachment B

The University of North Carolina
Summary of Facilities and Administrative Receipts
Expenditures by Campus
For the Fiscal Year ~~2001-02~~ 2000-01

	Personnel Compensation	Contracted Services	Supplies	Utilities	Other Current Services	Fixed Charges	Equipment: Office	Equipment: EDP	Equipment: Educational	Equipment: Motor Vehicles	Equipment: Other	Total Equipment	Educational Awards	Renovation and Capital Projects	Debt Service	Other	Explain Other	Total
ASU	54,000		99,000		150,000	15,000					31,100	31,100						350,000
ECU	995,632	168,066	84,042		142,759	28,908	43,134	14,588	1,030,022		616	1,088,360	20,703	150,325		41,545	Grant Match	2,720,340
ECSU	154,886	19,710	12,514		56,085	3,100	1,108				25,483	26,591	10,000					282,886
FSU	26,975	12,853	14,486		29,661	686	17,339	20,718	978		235	39,270	1,100					125,031
NCA&T	1,541,108	79,964	28,837		415,708	37,510	12,359	4,395	12,549		33,785	63,088	209,721			66,013	Grant Match	2,441,949
NCCU	137,228	750	18,970		85,653	7,342	16,226	17,062	857		2,751	36,896	500					287,339
NCSU	7,469,810	2,423,396	1,874,788	226,651	2,234,163	2,254,832	23,939	328,669	1,286,489	119,697	25,229	1,784,023	70,311	855,893	3,121,402			22,315,269
UNCA	78,675	9,268	383		(1,113)	1,708	108	2,665	35,572			38,345				27	Transfer	127,293
UNCCH	22,452,004	1,033,637	10,740,270	72,995	11,108,580	6,398,218		1,603,842	4,428,121	(1,089)	631,589	6,662,463	341,309	2,090,823	1,721,650			62,621,949
UNCC	10,571	150	5,052		9,330	854	6,358	1,680	1,598		205	9,841		1,101,845				1,137,643
UNCG	1,009,458	87,614	247,617	2,355	332,501	93,571	4,001	77,029	46,413	30,335	7,945	165,723	60,500			106,929	Inst Health Science, other	2,141,268
UNCP	112,875	10,649	5,606		10,996	2,225	1,208	540				1,748	3,000	29,580		35,000	Faculty Research Awards	176,679
UNCW	176,412	9,380	7,968		64,900	78,312		19,639	455	20,000	15,875	55,969	104,508			18,147	Fincl Aid Loan, other	563,784
WCU	19,876	29,562	15,739		95,890	16,943	534	47,104	7,275		244	55,157	12,000			48,188	Faculty Research Awards	245,167
WSSU	190,266	176,449	12,644		42,623	3,000		3,998				3,998	6,339			75,896	Chancellor Search	511,215
UNC GA		7,000			694													7,694
UNC	34,429,776	4,068,448	13,167,916	302,001	14,779,330	8,942,209	126,314	2,141,929	6,850,329	168,943	775,057	10,062,572	839,991	4,228,466	4,843,052	391,745		96,055,506

MC-33

UNIVERSITY OF NORTH CAROLINA HOSPITALS
STATEMENTS OF REVENUES, EXPENSES AND CHANGES IN FUND BALANCES

FOR THE NINE MONTHS ENDED MARCH 31, 2002 AND PROJECTED JUNE 30,2002

		Mar 31, 2002	June 30, 2002
Operating Revenue	Net patient service revenue	$ 359,435,873	$ 479,247,831
	State operating appropriations	30,131,805	38,975,740
	Other operating revenue	5,684,690	7,579,587
	Prior year third party settlements	38,286	51,048
	Total Operating Revenue	395,290,654	525,854,206
Operating Expenses	Salaries and fringe benefits	214,029,441	285,372,588
	Medical and surgical supplies	69,099,269	92,132,359
	Contracted services	36,267,050	48,356,067
	Other supplies and services	19,818,308	26,424,411
	Non-recurring supplies and services	4,877,403	6,503,204
	Communications, travel and utilities	9,553,876	12,738,501
	Medical malpractice costs	827,082	1,102,776
	Provision for bad debts	19,680,357	26,240,476
	Depreciation	11,364,826	17,153,101
	Total Operating Expenses	385,517,612	516,023,483
	Net Operating Income	9,773,042	9,830,723
Nonoperating Revenue	Interest income	2,754,112	3,672,149
	Dividend income	22,325,204	29,766,939
	Interest expense-not capitalized	(5,264,546)	(8,219,395)
	Unrestricted gifts and grants	1,414,361	1,585,815
	Change in fair value of investments	(3,754,722)	(5,006,296)
	Gain(loss) on investments in affiliates	(1,574,467)	(2,099,289)
	Total Nonoperating Revenue (Expense)	15,899,942	19,699,923
	Net Income	$ 25,672,984	$ 29,530,646

UNC-34

UNIVERSITY OF NORTH CAROLINA HOSPITALS
SCHEDULE OF CASH AND CASH EQUIVALENTS
AS OF MARCH 31, 2002

	Interest Rate	Account Balance	Cash Balance
Unrestricted funds:			
State funds	0.00%	362,907	362,907
Operating trust funds	4.72%	2,516,165	2,516,165
Operating reserve - short	4.72%	24,344,007	24,344,007
Operating reserve - long	8.29%	59,955,733	
Unrestricted trust funds	4.72%	2,642,551	2,642,551
Unrestricted funds		89,821,363	29,865,630
Assets whose use is limited:			
Maintenance reserve - short	4.72%	867,437	867,437
Maintenance reserve - long	8.29%	324,503,128	
Bond sinking funds	4.72%	2,896,776	2,896,776
Construction funds - 1996 bonds	4.72%	26,127,488	26,127,488
Construction funds - 2001 bonds	4.72%	33,159,038	33,159,038
Restricted trust funds	4.72%	365,390	365,390
Total assets whose use is limited		387,919,257	63,416,129
Total all funds		477,740,620	93,281,759

UNC-35

University of North Carolina
Summary of Board of Governors Tuition Increases
FY 2002-03

Budget Code	Institution	Revenues from 8% Resident & 12% Non-resident Tuition Increase	Estimated Revenues from Campus-initiated Tuition Increases	
16080	ASU	2,678,701	2,394,000	
16065	ECU, AA	4,735,406	4,198,000	
16066	ECU, HA	70,800	See note 1	
16086	ECSU	326,194	298,435	
16088	FSU	661,120	374,700	
16070	NCA&T	2,248,725	1,060,200	Note 2
16090	NCCU	1,033,452	1,101,200	
16092	NCSA	568,035	338,000	
16030	NCSU, AA	7,596,260	6,900,000	
16055	UNC-A	564,658	828,000	
16020	UNC-CH, AA	7,260,933	6,416,000	
16021	UNC-CH, HA	1,853,346	See note 1	
16050	UNC-C	3,809,585	3,780,000	
16040	UNC-G	2,427,891	2,915,000	
16082	UNC-P	484,936	525,000	
16060	UNC-W	2,274,779	2,370,000	
16075	WCU	975,918	1,162,600	
16084	WSSU	395,369	596,600	
	Total UNC	39,966,108	35,257,735	

Note 1: Revenues for Health Affairs (HA) included in revenues for Academic Affairs (AA)
Note 2: NCA&T revenues from campus-initiated tuition increase subject to change.

UNC-36

UNC General Administration			
Budget Code 16010			
	Description	**Program Type**	**Base Appropriation 2/28/02**
	UNC-Television	Affiliate	10,550,891
	Network Services	Affiliate	893,378
	Supercomputing and NCREN	Affiliate	8,359,429
	Office of the President	OP	11,707,865
	EDP Collaborative Procurement	Affiliate	249,656
	NC Progress Board	Affiliate	250,000
	NC Center for International Understanding	Affiliate	507,487
	NC Center for Nursing (NCCN)	Affiliate	383,331
	NCCN - Reward &Recognition Program	Affiliate	124,881
	NC Higher Education Facility Commission	Affiliate	147,281
	NC Education Pathways	Affiliate	912,778
	State Education Assistance Authority	Affiliate	1,192,859
	Teaching and Learning thru Technology	Affiliate	678,387
	UNC Shared Services Alliance	Affiliate	799,019
	Math Science Education Network (MSEN)	Public School Programs	301,102
	MSEN - Precollege	Public School Programs	154,405
	NC Center for School Leadership Developm	Public School Programs	580,072
	NC Model Teacher Education Consortium	Public School Programs	718,545
	NC Teacher Academy	Public School Programs	3,687,498
	Principal Executive Program (PEP)	Public School Programs	1,505,232
	NC Education Research Council	Public School Programs	254,305
	Principal Fellows Program	Public School Programs	131,874
	Total		44,090,275

UNC 37

VISITOR REGISTRATION SHEET

Joint Appropriations on Ed Committee
Name of Committee

Date 5-1-02

VISITORS: PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
David Brown	OSBM
Sam Lee	OSBM
Hal Miller	NCACCT
Tom Worthington	UNC OP
Julia Rose	NC Teacher Academy
Ken Grogan	UNC
Rob Nelson	UNC
[illegible]	UNC
[illegible]	UNC
Elizabeth Brauenstein	OSBM
Dwayne Pinkney	UNC
Terri Bell	N.C. Teacher Academy
[illegible] Davis	UNC
[illegible] D. Smith	UNC
Ann Bellam	Bellam Associates
[illegible]	SBE
[illegible]	NCICU
Gene Causby	NCSFCA
Sam Watts	NCCPPR
Alan Mabe	UNC
[illegible]	[illegible]
Audrey Galloway	NCAE
Mary Fuhrman	NCAE
Brenda Rogers	NCCCS
Carole Dawkins	ECHS
[illegible]	G.A. Office
[illegible]	UNC
Mary Bunce	Auditory Learning Center

NORTH CAROLINA GENERAL ASSEMBLY

LEGISLATIVE BUILDING

RALEIGH 27601

Principal Clerk ____
Reading Clerk ____

SENATE
NOTICE OF JOINT SUBCOMMITTEE MEETING

The Joint Senate and House Appropriations Subcommittee on **Education/Higher Education** will meet at the following time:

	Tuesday	**May 7, 2002**	**9:00 a.m.**	**421 LOB**
AND	**Wednesday**	**May 8, 2002**	**9:00 a.m.**	**421 LOB**

The following will be considered:

- TBA

Senator Walter Dalton, Senior Chair

NORTH CAROLINA HOUSE OF REPRESENTATIVES
COMMITTEE MEETING NOTICE
2001-2002 SESSION

You are hereby notified that the Committee on **JOINT APPROPRIATIONS EDUCATION SUBCOMMITTEE** will meet as follows:

DAY & DATE: **TUESDAY, MAY 7, AND MAY 8, 2002**

TIME: **9:00 A.M.**

LOCATION: **ROOM 421 LEGISLATIVE OFFICE BUILDING**

The following bills will be considered (Bill # & Short Title & Bill Sponsor):

Respectfully,

Representative BOYD-MCINTYRE, ROGERS and YONGUE
Chairman

I hereby certify this notice was filed by the committee assistant at the following offices at **4:30 P.M.** on **MAY 1, 2002.**

___Principal Clerk
___Reading Clerk - House Chamber

JENNY UMSTEAD (Committee Assistant)

Joint Appropriations on Education Committee

Agenda

Tuesday, May 7, 2002, 9:00 pm
Room 421, Legislative Office Building

Senator Jeanne Lucas, Chairing

9:00 – 9:10 **Opening Comments** .....Chair

9:10 – 10:30 **No Child Left Behind Federal Legislation**
Funding Changes ..... Sharon McMillon, Department *of Public Instruction*
Possible Impact on State Budget ..... Jim Newlin, ***Fiscal Research***

10:30 – 12:00 **Public Schools**
Complete the Budget Overview..... Philip Price, *Fiscal Research*

12:00 – 1:30 **Lunch**

1:30 – 4:00 **Public Schools**
Discussion of Reduction Options ..... Philip Price, *Fiscal Research*

Wednesday, May 8, 2002, 9:00 pm
Room 421, Legislative Office Building

Representative Flossie Boyd-McIntyre, Chairing

9:00 – 9:10 **Opening Comments** .....Chair

9:10 – 11:30 **University Possible Reduction Options** ..... Jim Newlin, *Fiscal Research*

11:30 – 1:30 **Community College Budget Overview & Possible Reduction Options**
Kristine Leggett, *Fiscal Research*

House Appropriations Subcommittee on Education
Rep. Boyd-McIntyre (Chair)
Rep. Rogers (Chair)
Rep. Yongue (Chair)
Rep. Barnhart, Rep. Bell, Rep. Bonner, Rep. Carpenter
Rep. Holmes, Rep. McLawhorn, Rep. Michaux,
Rep. Morgan, Rep. Preston, Rep. Russell, Rep. Smith,
Rep. Teague, Rep. Warner

Senate Appropriations on Education/Higher Education
Sen. Lucas (Chair)
Sen. Garrou (Chair)
Sen. Dalton (Chair)
Sen. Carter, Sen. Cunningham, Sen. Garwood, Sen. Hartsell,
Sen. Wellons

Fiscal Research Division (g:\Fiscal\Education April\2002 Agenda wTimes)

Joint Appropriations Subcommittee on Education/Higher Education
Minutes of Meeting May 7, 2002

The Joint Appropriations Subcommittee on Education/Higher Education met on Tuesday, May 7, 2002 at 9:00 a.m. in Room 421 of the Legislative Office Building. There were six Senators present. The following Representatives were present: Representative Rogers, Co-Chair, Boyd-McIntyre, Co-Chair, Yongue, Co-Chair, Barnhardt, Bell, Bonner, Carpenter, McLawhorn, Morgan, Russell, Smith, Teague, and Warner.

Senator Jeanne Lucas, Co-Chair, presided and called the meeting to order. Senator Lucas welcomed members, staff, and guests, and she introduced Mr. Brad Sneeden, Deputy State Superintendent, Department of Public Instruction, who stated today's presentation of No Child Left Behind would focus on the plan and strategies of handling the financial aspects required by this federal legislation. He reminded the committee that the plan that is being developed is in the skeleton phase, and that one year would be allowed to complete the plan for compliance. He also stated that the State would receive approximately 113 million dollars for implementation of the federal requirements. Mr. Sneeden then introduced Ms. Sharon McMillon, Chief of Federal Programs, Department of Public Instruction and ceded the floor to her for her presentation.

No Child Left Behind

Ms. McMillon began her presentation by explaining the federal funding for State aid to local education authorities and the grants procedure. (Attachment P/S – 25, 26) She emphasized that of the 113 million dollars in federal assistance, 9 million would go to the Department of Public Instruction, and approximately 106 million would be distributed to the LEA's in grants. Approximately 7.6 million dollars of this fund is designated for testing. She further explained that about 28 percent of this money would be received in July, with the remaining monies coming in around October.

Ms. McMillon mentioned that the LEAs would compete for grant monies by a process which is based on factors including specific federal requirements, and that the Department of Public Instruction reserves approximately 3 percent of the monies for administration of the grants and for schools targeted as needing improvement. At the conclusion of her presentation, a question and answer period followed involving variables considered in the distribution of these funds such as poverty levels, average daily membership, Title I requirements, and rural and low-income systems.

Specific Questions by Members Requiring Additional Information and Follow Up by Staff or Personnel

1. **Senator Dalton** - requested a definition of "low-income school programs" as determined by the federal government, and any differences between the federal definition and our State definition.

Following Ms. McMillon's presentation, the committee members raised questions regarding federal guidelines for using the monies, monitoring procedures for distribution of the funds, and the explicit nature of the federal requirements for the use of the funds. Senator Lucas thanked Ms. McMillon for her presentation and then acknowledged Jim Newlin of the Fiscal Research Staff to discuss the impact of No Child Left Behind on the State budget.

Jim emphasized the three main areas of possible impact: (1) possibly improving teacher quality and to decrease Kindergarten class size from 1 to 19 to 1 to 18, while conforming to both State and federal guidelines; (2) consideration of using federal dollars for the 19 million dollars needed for special needs students to offset budget cuts, and using federal money for additional textbook funding; (Attachment P/S 27) and (3) possible use of the 7.6 million dollars in federal funds allocated for testing, in complying with State statutes, the Leandro order, and the No Child Left Behind legislation.

Jim further stressed that while these are possible options, the Department of Public Instruction would have to develop a plan and study the possible feasibility of shifting funds while meeting the criteria and requirements of all three legal responsibilities.

Senator Lucas thanked Jim for his presentation. She then surrendered the floor to Philip Price, Fiscal Research, to complete the budget overview of public schools.

Completion of Public School Budget Overview

Philip Price began his presentation by completing an overview of the public school budget. (Attachment P/S 28-29) He illustrated the positions, the amounts appropriated for these positions, and changes for FY 2001-2002 and FY 2002-2003. A question an answer period followed with the following requests by members:

Specific Questions by Members Requiring Additional Information and Follow Up by Staff or Personnel

1. **Senator Lucas** – requested a breakdown on the timeframe, history, and collections from outside agencies for the Teaching Fellows Program. She also requested information on the amount of money reverting from the Trust Fund to the General Fund.

2. **Representative Yongue** – requested a breakdown of the number of teachers who begin the National Board for Professional Teaching Standards Program and then drop out.

3. **Representative Carpenter** – requested a breakdown of the number and the dollars used for contracts at the Department of Public Instruction.

Senator Lucas declared a lunch break from 11:30 a.m. to 1:00 p.m.

Possible Public School Reduction Options

Senator Lucas called the meeting back to order and Philip proceeded by focusing attention on possible reductions in public school funding to meet the 695 million dollar reduction in the education budget charge to the committee. (Attachment P/S 30-36) He detailed a line item accounting of appropriations and three possible scenarios in funding changes using variables and formulas including: (1) funding at FY 2001-2002 level; (2) reducing the budget; (3) changing the inflation rates; (4) and other options. A question and answer period followed his presentation, with the following requests by members:

Specific Questions by Members Requiring Additional Information and Follow Up by Staff or Personnel

1. **Representative Rogers** – requested a breakdown of staff development funds and spending.

2. **Representative Preston** – requested a list of the 27 counties that fall into the "small county funding" category.

Senator Lucas then recognized Joan Norris of the Public School Forum who presented a booklet to the committee members regarding the Teaching Fellows Program. (Attachment A) A discussion followed with inquiries by members relative to the trust fund monies and awarded scholarships. Ms. Norris answered the inquiries and offered her assistance to the committee with regard to any further information that might be needed.

Senator Lucas then recognized Philip Price for a wrap-up of his presentation. Philip completed his presentation with an explanation of the possible reduction options, and he answered questions regarding textbook shipments noting that by using a central warehouse, the State saves approximately 3.5 million dollars per year. He also mentioned that monies for the Tort Claims Act Funding now total $500,000.00 per claim.

Senator Lucas thanked Philip for his presentation and adjourned the meeting at 2:40 p.m.

Jeanne Lucas

Senator Jeanne Lucas, Co-Chair, Presiding

Senator Walter Dalton, Co-Chair
Senator Linda Garrou, Co-Chair
Senator Linda Garrou, Co-Chair

Representative Gene Rogers, Co-Chair
Representative Flossie Boyd-McIntyre, Co-Chair
Representative Doug Yongue, Co-Chair

Ramona R. Fitzgerald

Ramona R. Fitzgerald, Committee Clerk

Public Schools of North Carolina
North Carolina Department of Public Instruction

U. S. Department of Education Federal Funding for North Carolina - State Aid to Local Districts and Others

	FY 2001-02 State Aid	FY 2002-03 State Aid	Difference State Aid
NO CHILD LEFT BEHIND			
ESEA Title I -- Grant to Local Educational Agencies	$ 169,722,151	$ 205,796,373	$ 36,074,222
ESEA Title I -- School Improvement	-	4,031,063	4,031,063
ESEA Title I -- Accountability	4,588,294	-	(4,588,294)
ESEA Title I -- Capital Expenses for Private School Children	2,728	-	(2,728)
ESEA Title I -- Even Start	4,302,856	4,260,231	(42,625)
ESEA Title I -- Reading First State Grants	-	19,288,032	19,288,032
ESEA Title I -- Migrant	6,302,004	6,607,378	305,374
ESEA Title I -- Neglected and Delinquent	1,047,983	1,091,911	43,928
ESEA Title I -- Comprehensive School Reform	4,027,009	4,445,467	418,458
State Grants for Improving Teacher Quality	41,054,171	58,232,808	17,178,637
Class Size Reduction	Note 1	-	
Eisenhower Professional Development State Grants	Note 1	-	
School Renovation Grants	21,778,065	-	(21,778,065)
Safe and Drug-Free Schools State Grants	7,245,121	8,150,710	905,589
Community Service State Grants		1,074,491	1,074,491
21st Century Community Learning Centers	-	5,919,736	5,919,736
Educational Technology State Grants	-	11,919,906	11,919,906
Innovative Education Program Strategies State Grants	9,051,885	8,549,003	(502,882)
Fund for the Improvement of Education -- Comprehensive School Reform	1,257,204	1,885,807	628,603
Rural and Low-Income Schools Program	-	3,478,323	3,478,323
Language Acquisition State Grants	2,224,171	5,850,850	3,626,679
Education for Homeless Children and Youth	631,881	775,397	143,516
SUBTOTAL FOR NO CHILD LEFT BEHIND	273,235,523	351,357,486	78,121,963
IDEA HANDICAPPED			
Special Education -- Grants to States	164,990,227	198,237,664	33,247,437
Special Education -- Preschool Grants	10,630,280	10,630,280	-
SUBTOTAL FOR IDEA	175,620,507	208,867,944	33,247,437
CARL D. PERKINS VOCATIONAL EDUCATION ACT			
Vocational Education -- State Grants	16,374,591	18,262,615	1,888,024
Vocational Education -- Tech-Prep Education	1,812,161	1,828,733	16,572
SUBTOTAL FOR CARL D. PERKINS ACT	18,186,752	20,091,348	1,904,596
MISC.			
Robert C. Byrd Honors Scholarship Program	1,098,000	1,074,000	(24,000)
SUBTOTAL FOR MISC.	1,098,000	1,074,000	(24,000)
GRAND TOTAL	**$ 468,140,782**	**$ 581,390,778**	**$ 113,249,996**

Note 1: Eisenhower Professional Development, Class Size Reduction, and Teacher Quality Enhancement are combined in the new State Grants for Improving Teacher Quality.

Prepared by NCDPI - Office of Budget Management
5/3/2002

Public Schools of North Carolina

North Carolina Department of Public Instruction

U.S. Department of Education Funding for North Carolina - DPI Funding

	FY 2001-02	FY 2002-03	Difference
	DPI Funding		DPI Funding
NO CHILD LEFT BEHIND			
ESEA Title I – Grant to Local Educational Agencies	$ 1,723,067	$ 2,121,612	$ 398,545
ESEA Title I – School Improvement	861,534	212,161	(649,373)
ESEA Title I – Capital Expenses for Private School Children	-	-	-
ESEA Title I – Even Start	274,650	271,930	(2,720)
ESEA Title I – Reading First State Grants	-	1,451,787	1,451,787
ESEA Title I – Migrant	95,970	66,741	(29,229)
ESEA Title I – Neglected and Delinquent	-	11,029	11,029
ESEA Title I – Comprehensive School Reform	211,948	233,972	22,024
State Grants for Improving Teacher Quality	3,000,753	2,066,611	(934,142)
Class Size Reduction	Note 1	-	
Eisenhower Professional Development State Grants	Note 1	-	
School Renovation Grants	219,980	-	(219,980)
Safe and Drug-Free Schools State Grants	716,550	613,494	(103,056)
Community Service-State Grants	-	119,388	119,388
21st Century Community Learning Centers	-	311,565	311,565
Educational Technology State Grants	-	627,364	627,364
Innovative Education Program Strategies State Grants	1,005,765	1,508,647	502,882
Fund for the Improvement of Education – Comprehensive School Reform	66,169	99,253	33,084
State Assessments (Note 2)	1,044,933	8,679,701	7,634,768
Rural and Low-Income Schools Program	-	183,070	183,070
Goals 2000 – State and Local Education Systemic Improvement	-	-	-
Language Acquisition State Grants	139,568	307,939	168,371
Immigrant Education	-	-	
Education for Homeless Children and Youth	96,682	258,466	161,784
SUBTOTAL FOR NO CHILD LEFT BEHIND	9,457,569	19,144,730	9,687,161
IDEA HANDICAPPED			
Special Education – Grants to States	4,449,947	4,544,572	94,625
Special Education – Preschool Grants	924,372	924,372	-
SUBTOTAL FOR IDEA	5,374,319	5,468,944	94,625
CARL D. PERKINS VOCATIONAL EDUCATION ACT			
Vocational Education – State Grants	3,610,092	3,222,814	(387,278)
Vocational Education – Tech-Prep Education	185,000	186,692	1,692
SUBTOTAL FOR CARL D. PERKINS ACT	3,795,092	3,409,506	(385,586)
MISC.			
Byrd Honors Scholarships			-
SUBTOTAL FOR MISC.	-	-	-
GRAND TOTAL	**$ 18,626,980**	**$ 28,023,180**	**$ 9,396,200**

Note 1: Class-Size Reduction and Eisenhower Professional Development have been combined into Improving Teacher Quality.

Note 2: State Assessments is for specific purposes outlined in the NCLB legislation related to developing mandated assessments.

Prepared by NCDPI - Office of Budget Management
5/3/02

PS 26

Exceptional Children Funding 2002-03		
2001-02 Funding		$489,427,638
2002-03 Budget		
Initial Certification	$500,176,985	
Adjustment for salaries and fringes	$7,556,151	
Continuation Budget Adjustment	$1,317,907	
Estimated 2002-03 Budget		$509,051,043
Increase over 2001-02		$19,623,405
NC will receive approximately $33.1 million in additional federal funds for special education. It appears that the additional funds may be used to fund the additional students and related costs as long as the State does not reduce either the absolute State dollar amount expended for the prior year or maintains the amount per pupil from State funds form the prior year.		
Increase in Costs of Exceptional Children's Textbooks over 2001-02 could also be covered by federal funds.		$97,688
Total Reductions by Use of Increased Federal Funds		$19,721,093

Public Schools Budget Discussion
May 7, 2002

Category	FY 2001-02 Appropriation		FY 2002-03 Appropriation		Continuation Change	
	Positions	Amount	Positions	Amount	Positions	Amount
27. ADM Reserve		6,000,000		6,000,000		-
Funds are used to distribute additional teachers, instructional support, textbooks, and supplies if first month LEA ADM exceeds allotted ADM by 100 students or 2%. Adjustments will also be made on a case by case basis if ADM increases occur after the first month or in a specific grade-span.						
28. Character Education		200,000		200,000		-
Funding for the state Board to develop a model character education curriculum. The State Board can contract for the development.						
29. Teaching Fellows		10,160,000		10,160,000		-
Funding for 400 new scholarships per year (1,600 in total). Scholarship is $6,500 If the teacher works 4-years in a North Carolina Public School or a US Government School over a 7-year period, the scholarship is considered paid-in-full. The program is administered by the Public School Forum. All of this funding is used for scholarships except for $150,000 for program administration (also see # 33) and $116,000 for collections (contract)..						
30. Prospective Teacher		2,252,535		2,252,535		-
Funding for up to 200 new scholarships per year (plus up to 200 new teacher assistant scholarships). Scholarship is $2,500 for teachers; community college scholarships are $900; teacher assistants can apply for a loan of $1,200 or they can obtain a two-year $3,500 scholarship. If the teacher teaches 4-years in a North Carolina Public School within a 7-year period (3-years in a low performing school), the scholarship is considered paid-in-full. The program is administered by the Department of Public Instruction.. All of this funding is used for scholarships/loans.						
31. NCWISE OWL		628,000		628,000		-
Funding for subscriptions on the web. Site is used by K-12 teachers and students. A study was completed this year related to where this information should be housed (DPI or NC LIVE). The study was presented to the Technology Appropriations Subcommittee.						
32. School Report Cards		200,000		200,000		-
Funding to the Education Cabinet to develop, publish, and distribute a school accountability report card. The cards supply parents with information on school characteristics and performance.						
33. Non-Profits		3,869,173		2,082,298		(1,786,875)
Six Non-Profits were funded with non-recurring funding in FY 2001-02 and are not included in the FY 2002-03 budget. A+ Schools ($200,000), Total Quality Education ($200,000), ExplorNet ($2,500,000), Geographic Alliance ($25,000), Cued Speech Center ($36,875), and Global Curriculum ($75,000). Five Non-Profits were funded with recurring dollars and are included in the FY 2002-03 Continuation Budget. Cities in Schools ($675,000), NC Network ($315,000), Teacher Cadet ($135,000), Public School Forum ($378,508), and Schools Attuned ($578,790).						
34. NBPTS		3,274,500		3,274,500		-
Used to pay for the $2,300 application fee (can cover up to 1,423 teachers). In 2001-02, 2,985 teachers entered the program. Reversions are used to cover the excess (and have been for a number of years). The excess is estimated to be $2.8 million for FY 2001-02.						

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Public Schools Budget Discussion
May 7, 2002

Category	FY 2001-02 Appropriation		FY 2002-03 Appropriation		Continuation Change	
	Positions	Amount	Positions	Amount	Positions	Amount
35. Other Insurance		48,944		48,944		-
Funding for Bonding the Finance Officer in LEAs.						
36. Personnel Services		100,006,023		101,803,778		1,797,755
Funding for Longevity ($72,647,510), Short Term Disability ($5,585,626), Workers Compensation ($20,198,592), and Unemployment ($2,348,928).						
37. School Breakfast		2,700,000		2,700,000		-
Used to cover the cost of kindergarten students not eligible for free or reduced breakfast and makes up the difference in cost for students eligible for reduced breakfast. Funding is not to all schools. 792 schools are eligible (all schools with 39.04% or more of the students eligible for free and reduced meals). This is an increase of 97 schools since last fiscal year.						
38. School Bus Replacement		6,445,912		30,015,377		23,569,465
Funding to purchase replacement school buses.						
39. Testing		6,445,912		5,820,515		(625,397)
Funds to cover current test printing, distribution, scoring (including equipment), and revisions to current test. Administration funding is in the DPI budget (see #43). DPI's budget also covers the cost for new test development.						
40. Textbook Freight		205,616		205,616		-
Funds to cover shipping cost of textbooks.						
41. Tort Claims		3,774,000		3,774,000		-
Pays claims related to school bus transportation. Funding goes to the Department of Justice.						
42. UERS		12,518,927		15,018,927		2,500,000
Funding for system development and implementation. Currently being used to implement the new NC WISE system which replaces SIMS.						
43. DPI		32,425,247		32,425,247		-
State funding used to support the Department of Public Instruction (326 positions).						

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Public Schools Budget - Possible Reduction Options for Discussion
May 7, 2002

Category	FY 2002-03 Appropriation		Reduction Options			Submitted to Governor
	Positions	Amount	A	B	C	
1. Central Office		$ 102,113,956	$ (1,574,452)	$ (10,211,396)	$ (6,758,872)	*none*
Option A: Fund at FY 2001-02 Level.						
Option B: Reduce proposed budget 10%.						
Option C: Fund at FY 2001-02 Level and reduce budget 5%.						
2. Classroom Teachers	60,711.28	2,271,998,233	(119,556,135)	(39,859,560)	(114,551,145)	
Option A: Increase the allotment ratio for every grade by 1 (-2,651 positions)..						
Option B: Increase the allotment ratio for grades 7 and 8 by 2 (-884 positions).						
Option C: Increase the allotment ratio for grades 4-6 by 1 and the allotment ratios in grades 7-12 by 2 (-2,540 positions)						
Submitted to Governor by DPI as a possible reduction: Do not reduce Kindergarten allotment to 1:18 (from 1:19).						(14,037,073)
3. Teacher Assistants		347,106,515	(80,725,888)	(121,487,280)	(45,123,847)	*none*
Option A: Fund for Only Grades K-2 (between 3,780 and 4,140 positions).						
Option B: Reduce proposed budget 35% (between 5,300 and 5,692 positions).						
Option C: Reduce proposed budget by 13% (between 2,050 and 2,115 positions).						
4. Instructional Support	6,776.0	282,809,912	(1,698,300)	(16,258,725)	(8,341,650)	*none*
Option A: Increase budgeted ratio by 1 (1:197 to 1:198). Allotment ratio would remain @ 1:201. Eliminates 34 positions.						
Option B: Increase budgeted ratio by 10 (1:197 to 1:207). Eliminates 325.5 positions.						
Option C: Increase budgeted ratio by 5 (1:197 to 1:202). Eliminates 167 positions.						
5. School Building Admin.	4,105.3	235,507,740	(10,117,170)	(771,240)	(15,476,265)	*none*
Option A: Adjust assistant principal allotment from 1:725 to 1:800. A reduction of approximately 181 10-month positions.						
Option B: Reduce estimate of the number of new schools opening. 10 less schools (actual number being verified by DPI).						
Option C: Adjust assistant principal allotment from 1:725 to 1:850. A reduction of approximately 278 10-month positions.						
6. Classroom Materials/Supplies		66,092,099	(2,273,979)	(6,609,210)	-	*none*
Option A: Change Inflation Increase to 3% (from 5%).						
Option B: Reduce proposed budget 10%.						
Option C: None.						

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Public Schools Budget - Possible Reduction Options for Discussion
May 7, 2002

Category	FY 2002-03 Appropriation		Reduction Options			Submitted to Governor
	Positions	Amount	A	B	C	
7. Textbooks		76,250,272	(2,188,130)	(7,625,027)	-	*none*
Option A: Change Inflation Increase to 3% (from 5%).						
Option B: Reduce proposed budget 10%.						
Option C: None.						
8. Annual Leave		22,343,001	-	-	-	*none*
No Options presented. Based on actual pay-out of vacation when an employee terminates.						
9. Targeted Teacher Bonus		1,500,000	(250,500)	(1,500,000)	(875,250)	*none*
Option A: Reduce Bonus to $1,500.						
Option B: Eliminate Bonus.						
Option C: Reduce Bonus to $750.						
10. Mentor Pay		11,235,124	(2,808,781)	(11,235,124)	(3,134,984)	*none*
Option A: Reduce monthly pay to $75 (from $100). As with all dollar amounts, the reduction is an estimate.						
Option B: Eliminate Mentor Pay.						
Option C: Pay Mentors for State Teachers/Instr. Support Only. Based on 6,470 teachers (3,352 1st year) and 350 instructional support.						
11. Forfeited Vacation		3,750,000	(3,750,000)	-	-	*none*
Option A: Eliminate Funding. Note law change that eliminated the maximize amount of sick leave that can be converted towards retirement.						
12. Noninstructional Support		302,542,037	(38,709,237)	(15,127,102)	(45,324,137)	
Option A: Go With DPI Submitted Reduction. If the reduction is split evenly between custodians and clerical, -928 custodians and -666 clerical.						
Option B: Reduce the Allotment 5%.						
Option C: Allot funding for 2 custodians per school (2,275 schools) and 2 clerical positions per school (total $227.2 million) plus $30 million for Sub Pay.						
Submitted to Governor by DPI as a possible reduction: A 12.9% reduction.						**(38,709,237)**
13. Academically Gifted		47,130,600	(11,782,872)	(2,356,530)	(4,670,600)	*none*
Option A: Base allotment on 3% of ADM (rather than 4%). 39,806 students @ $888.00.						
Option B: Reduce the Allotment 5%.						
Option C: Reduce funding factor to $800 (a 9.91% reduction).						

Public Schools Budget - Possible Reduction Options for Discussion
May 7, 2002

Category	FY 2002-03 Appropriation		Reduction Options			Submitted to Governor
	Positions	Amount	A	B	C	
14. At-Risk		176,716,205	(17,671,621)	(2,862,330)	-	*none*
Option A: Reduce the budget 10%.						
Option B: Allot School Safety Officer @75% of Instr. Support ($31,303) rather than $37,838.						
Option C: None.						
15. Charter School Reserve		1,003,976	-	-	-	*none*
No Options presented. Funding is for private and home school students not funded previously in ADM. Reduced 998,310 from FY 2001-02).						
16. Children with Disabilities		509,051,043	(25,452,552)	(19,721,093)	-	*none*
Option A: Reduce the budget 5%.						
Option B: Use federal funds to cover increase in student population.						
Option C: None.						
17. Improving Student Accountability		44,879,457	(448,795)	(2,243,973)	-	*none*
Option A: Reduce the budget 1%.						
Option B: Reduce the budget 5%.						
Option C: None.						
18. Assistance Teams		2,738,277	-	-	-	*none*
No Options presented. Currently DPI is authorized to move funding to cover Assistance Teams. Really budgeted from reversions.						
19. Limited English		28,663,372	(286,634)	(1,433,169)	-	*none*
Option A: Reduce the budget 1%.						
Option B: Reduce the budget 5%.						
Option C: None.						
20. Low Wealth		90,559,651	(905,597)	(4,527,983)	-	*none*
Option A: Reduce the budget 1%.						
Option B: Reduce the budget 5%.						
Option C: None.						

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Public Schools Budget - Possible Reduction Options for Discussion
May 7, 2002

Category	FY 2002-03 Appropriation		Reduction Options			Submitted to Governor
	Positions	Amount	A	B	C	
21. RESA		3,017,317	(301,732)	(3,017,317)	-	*none*
Option A: Reduce the budget 10%.						
Option B: Eliminate Funding.						
Option C: None.	Note, allotment reduced $3.7 million (55%) in FY 2001-02.					
22. School Technology		10,000,000	(1,000,000)	(10,000,000)	(8,000,000)	*none*
Option A: Reduce the budget 10%.						
Option B: Eliminate Funding for 1-year.						
Option C: Reduce funding by the average of the fines and forfeitures place in the fund annually.						
23. Small County		30,475,816	(304,758)	(1,523,791)	(4,482,000)	*none*
Option A: Reduce the budget 1%.						
Option B: Reduce the budget 5%.						
Option C: Reduce minimum for instructional supplies to $250,000 per eligible LEA (currently $466,000).						
24. Staff Development		11,858,523	(118,585)	(592,926)	-	*none*
Option A: Reduce the budget 1%.						
Option B: Reduce the budget 5%.						
Option C: None.						
25. Transportation		245,863,084	(12,293,154)	(3,000,000)	-	*none*
Option A: Reduce the budget 5%.						
Option B: Reduce inventories by taking a one-time cut of $3 million (nonrecurring).						
Option C: None.						
26. Vocational Ed.	6,123.3	308,203,928	(56,343,427)	(14,382,927)	(16,017,907)	*none*
Option A: Fund based on ADM in grades 8-12 (rather than 7-12). Estimated to impact 1,146 10-month positions.						
Option B: Increase month of employment budget build ratio to 1:10 (from 1:9.5). Estimated to impact 306 10-month positions.						
Option C: Option B and a 10% reduction in Program Support (with a total budget of $16,349,797).						
27. ADM Reserve		6,000,000	-	-	-	*none*
No Options presented. Funds are used to assure that LEA's are funded based on the actual student population enrolled.						

Public Schools Budget - Possible Reduction Options for Discussion
May 7, 2002

Category	FY 2002-03 Appropriation		Reduction Options			Submitted to Governor
	Positions	Amount	A	B	C	
28. Character Education		200,000	(200,000)	(100,000)	-	*none*
Option A: Eliminate Funding.						
Option B: Reduce funding 50%.						
Option C: None.						
29. Teaching Fellows		10,160,000	(800,000)	-	-	
Option A: Reduce Scholarship to $6,000. Note scholarships for FY 2002-03 have been awarded. Nov 6500						
Submitted to Governor by DPI as a possible reduction: Up to an 11% reduction (shown).						***(1,117,600)***
30. Prospective Teacher		2,252,535	(112,627)	-	-	
Option: Reduce allotment by 5%. The Department of Public Instruction will identify loans and scholarships to reduce.						
Submitted to Governor by DPI as a possible reduction: Up to an 11% reduction (shown).						***(247,779)***
31. NCWISE OWL		628,000	(628,000)	-	-	*none*
Option A: Eliminate Funding.						
32. School Report Cards		200,000	(200,000)	(100,000)	-	*none*
Option A: Eliminate Funding.						
Option B: Reduce funding 50%.						
Option C: None.						
33. Non-Profits		2,082,298	(2,082,298)	-	-	
Option A: Eliminate Funding.						
Submitted to Governor by DPI as a possible reduction: Up to an 11% reduction (shown).						***(229,053)***
34. NBPTS		3,274,500	(3,274,500)	-	-	*none*
Option A: Eliminate Funding.						
35. Other Insurance		48,944	(48,944)	-	-	*none*
Option A: Eliminate Funding. Require LEAs to bond the finance officers.						
36. Personnel Services		101,803,778	-	-	-	*none*
No Options presented. Based on actual pay-out of vacation when an employee terminates.						

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Public Schools Budget - Possible Reduction Options for Discussion
May 7, 2002

Category	FY 2002-03 Appropriation		Reduction Options			Submitted to Governor
	Positions	Amount	A	B	C	
37. School Breakfast		2,700,000	(2,700,000)	(135,000)	-	
Option A: Eliminate Funding (see DPI recommendation).						
Option B: Reduce funding a set percentage and eliminate certain schools. For example, 5%.						
Option C: None.						
Submitted to Governor by DPI as a possible reduction: Eliminate program.						(2,700,000)
38. School Bus Replacement		30,015,377	(20,000,000)	(20,000,000)	-	
Option A: Delay school bus purchases (see DPI recommendation).						
Option B: Lease-Purchase School Buses						
Option C: None.						
Submitted to Governor by DPI as a possible reduction: Delay school bus purchases.						(20,000,000)
39. Testing		5,820,515	-	-	-	*none*
No Options presented. Reduction must relate to specific test. Development of the high school exit exam is paid from reversions not appropriations.						
40. Textbook Freight		205,616	(205,616)	-	-	*none*
Option A: Eliminate funding and require the freight cost to be a part of the textbook warehouse overhead cost (amount reflects actual expenditures).						
41. Tort Claims		3,774,000	-	-	-	*none*
No Options presented. Based on actual expenditures.						
42. UERS		15,018,927	(5,000,000)	-	-	
Option A: Go with DPI recommendation.						
Submitted to Governor by DPI as a possible reduction: Delay implementation of NC WISE.						(5,000,000)
43. DPI		32,425,247	(1,621,262)	(3,638,277)	-	
Option A: Reduce DPI budget 5%						
Option B: Reduce DPI budget 11% (see information sent to Governor below).						
Option C: none.						
Submitted to Governor by DPI as a possible reduction: Up to an 11% Reduction (shown) includes eliminating 15 positions.						(3,638,277)

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Public Schools Budget - Possible Reduction Options for Discussion
May 7, 2002

Category	FY 2002-03 Appropriation		Reduction Options			Submitted to Governor
	Positions	Amount	A	B	C	
Submitted to Governor by DPI as a possible reduction: Negative Reserve ... allows LEAs to identify what to reduce						**(38,709,237)**
					Total	**$ (124,388,256)**

Other Options Using Federal Resources

Reduce Kindergarten Class Size to 1:18 $ (13,932,810)

Impacts 309 teaching positions.

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If a reduction is identified above as an option, the total of the lowest reductions: $ (209,155,929)

If a reduction is identified above as an option, the total of the highest reductions: $ (561,697,365)

Possible other adjustments which are not included above:

Additional Average Salary Adjustment	$ (5,964,427)	
Possible Charter School Projected ADM ADJ.	(3,000,000)	*approximate*
	$ (8,964,427)	

Attachment A

NORTH CAROLINA

TEACHING FELLOWS

PROGRAM

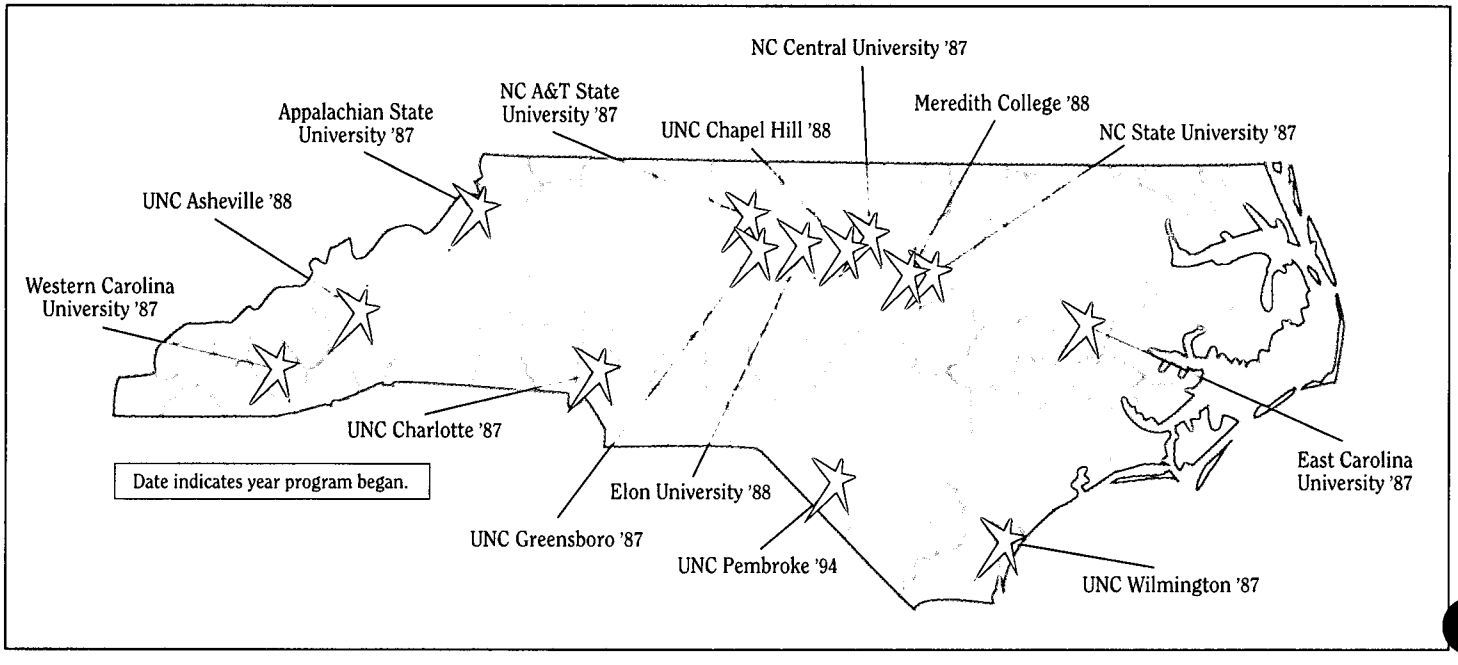
DOCUMENT A

PROGRAM INFORMATION

Documents A and B are to be given in their entirety to applicant. Applicant should return document B (application) only.

2001-2002

Colleges and Universities Participating in the North Carolina Teaching Fellows Program



Key Dates for 2001-2002 Applicants

2001	Oct 31	Completed application and three references submitted to the Teaching Fellows Liaison Counselor
	Nov 21	Local Interviews and writing essay completed
	Nov 30	Deadline for Teaching Fellows applications in Raleigh office by 5:00 pm
	Dec 31	Deadline for new SAT/ACT scores to be received in Teaching Fellows office
2002	Jan 14	Regional finalists notified (letter mailed from Raleigh by this date)
	Jan 26, Feb 2 & 3	Optional recruitment days at specific campuses for regional finalists
	Feb 9	Screening interviews for regional finalists in regions 1, 2, and 3
	Feb 16	Screening interviews for regional finalists in regions 4, 5, and 6
	Feb 23	Screening interviews for regional finalists in regions 7 and 8
	Mar 2	Statewide make-up day for regional interviews for regional finalists
	Apr 3	2002 recipient notification (letter mailed from Raleigh by this date)
	Apr 17	Deadline for award acceptance
	June 15	Freshman Orientation, Raleigh Conference and Convention Center (All recipients and parents or guardians are required to attend; alternates are encouraged to attend.)

Teaching: A Career for the Future

As people look to the future of North Carolina, one profession is cited more and more as holding the key to the state's well-being. That profession is teaching. Economic, political and business leaders are realizing that an ever changing economy requires people who can "think for a living." Thinking for a living depends on the quality of the education provided by the teachers who work with North Carolina's 1.3 million young people. This recognition, combined with rapidly increasing numbers of students in schools, has dramatically heightened the demand for highly qualified teachers.

As a result of this increased demand, the North Carolina General Assembly has initiated pay raises and other program innovations to make the teaching profession more attractive. While teacher salaries historically have been lower than those paid to other college graduates, North Carolina's teacher salaries continue to increase. Today, a beginning teacher in North Carolina will make $25,250. For teachers holding a masters degree, the beginning salary will be $27,780.

Also, the state is improving working conditions by making class sizes smaller and providing teachers with more time to plan and work with individual students. In addition, the State Board of Education and legislative action are bringing a real opportunity for true involvement at the school level. In short, North Carolina is making a major drive to improve the salaries and conditions of teaching. There are also new support programs for beginning teachers that include mentors, professional development, and more time for new teacher orientation.

The Demand for Teaching is Increasing – NC Facing Teacher Shortage

A basic question for any college student is whether there will be a job waiting after graduation from college. For students **preparing to be teachers** the answer to that question is "Yes."

North Carolina, with the rest of the country, has seen major shifts in the job market in recent years. North Carolina's student population will increase by 20,000 every year for the next several years. Between 7,000 to 9,000 new teachers will be needed each year in our public schools. Additional teacher allotments have added thousands of new teaching positions over the past decade. Combined with the fact that North Carolina is one of the country's fastest-growing states, the job outlook for future teachers is excellent, particularly **if they are willing to relocate and accept challenging positions.**

The North Carolina Teaching Fellows Program

In order to meet the increasing demand for top quality teachers for North Carolina's public schools, the General Assembly in 1986 established the North Carolina Teaching Fellows Program. **The most ambitious teacher recruitment program in the nation, the Teaching Fellows Program provides $6,500 per year, for a maximum of four years of college, to 450* high school seniors who agree to teach for four years in North Carolina's public schools after being graduated from college.** The Program is governed by the North Carolina Teaching Fellows Commission, a group of 11 individuals who are appointed by the Governor, Senate President Pro Tempore, Speaker of the House, and State Board of Education Chair. The Commission Chair is appointed by the Lieutenant Governor. The Program is administered by the Public School Forum of North Carolina.

The Goals of the Program

- Provide an academically and culturally enriched preparation program that extends beyond the regular college program
- Provide opportunities and experiences that encourage the development of leaders and decisionmakers
- Provide opportunities for building an understanding of education's place in a greater social context
- Instill a sense of mission, service and professionalism in the Teaching Fellows
- Improve the image of teacher education candidates and programs campus-wide
- Recruit and retain greater numbers of male and minority teacher education candidates in North Carolina

*Pending final approval by the General Assembly.

Not Everyone Can Be a Teaching Fellow

The qualifications for becoming a Teaching Fellow are stringent. Applicants are screened and interviewed by committees within their school district and, then, by a regional screening committee. **The local and regional committees examine a number of criteria, including high school grades, a writing sample, class standing, SAT/ACT scores, extracurricular activities, references and an interview.**

The Teaching Fellows Program is succeeding in attracting many of North Carolina's brightest and best students into teaching. Since the first awards in 1987, Teaching Fellows award recipients have had SAT scores at or above the state average, while maintaining very high standards in other academic areas. The state average in 2000-2001 was 988.

Application Selection & Process

The North Carolina Teaching Fellows Program is open to current 2001-2002 North Carolina high school seniors and high qualifying juniors accepted for college admission who are interested in becoming teachers and are legal residents of North Carolina under General Statutes 116-11(7) and 116-144 and citizens of the United States. **(Dependents of military personnel are eligible only if the parent/guardian has declared North Carolina as their state of residence.)**

Each applicant file must include:

- An application form completed by the candidate
- A high school transcript and verification of SAT/ACT scores
- A writing sample *(to be completed at a time and place designated by the Teaching Fellows School District Screening Committee chairperson)*
- Three reference forms obtained from the counselor. *No other references will be considered. Students are encouraged to select persons who know them well to complete their references.*
- If in a home school, verification of the school's registration with the NC Division of Non-Public Schools

All applicants for the Teaching Fellows awards with Scholastic Profile Composite Scores of 35 or above will be interviewed by a local committee composed of people from the applicant's community. (Superintendents may choose to interview applicants with scores below 35.) Applicants who are selected as regional finalists will be screened by a committee composed of people from the educational region in which the applicant lives. At both the local and regional levels, applicant files will be reviewed and selected candidates will be interviewed. The committees will evaluate the applicants on their application material and the quality of their interviews. All application material is confidential. **Completed applications must be returned to the Teaching Fellows Liaison Counselor's office no later than October 31, 2001.**

Local screening and interviews will be completed by **November 21, 2001.** Regional screening and interviews will be completed by **March 2, 2002.** Award winners will be informed of the Teaching Fellows Commission's decision by letter postmarked by **April 3, 2002.**

Applicants must apply to and be accepted by the colleges of their choice offering the Teaching Fellows Program.

Recipient Requirements

Teaching Fellows award recipients will be required to maintain a **2.25 cumulative grade point average** on work attempted during the freshman year of college. By the end of the sophomore year, Teaching Fellows will be required to maintain a **cumulative grade point average of 2.5** and to meet the standards required for admission into a teacher education program. Several campuses require 2.75 or higher for admission to Teacher Education. A **cumulative grade point average of 2.5** must be maintained throughout the Teaching Fellows junior and senior years. Students should obtain information about unique features and requirements of specific campus programs and majors from each campus admissions office.

Teaching Fellows **will be required to participate in designated campus activities and selected summer programs.** Some programs will be limited in duration (1-3 weeks) and others will be designed as extended internships. Up to $400 per year of the Teaching Fellows award may be held in escrow to defray the costs of summer programs. **Teaching Fellows will be required to participate in each summer experience unless specifically exempted by the Teaching Fellows Commission. This may delay summer school or job participation until after the completion of the summer experience.**

Teaching Fellows are required to live in on-campus housing assigned by the institution during their freshman year and reside on site for all summer experiences. Living in private dorms, apartments, fraternities or sororities is not permitted. There are no exceptions to this policy.

Academic Year & Summer Activities

Unique programs have been designed for the Teaching Fellows at each of the selected institutions. These programs include seminars, cultural events, faculty mentor programs, local school visitations and study-abroad programs. A strong emphasis is placed on leadership development skills and activities that will give the Teaching Fellows a broad range of experiences beyond the required course work.

Each summer during their college career, Teaching Fellows participate in special activities to expand their knowledge about the role of education and to enhance their preparation as effective teachers.

- **Rising Sophomores: Discovery Trip,** a seven-day trip across the state exploring schools, business and culture
- **Rising Juniors: Junior Enrichment,** a choice of week-long seminars, travel opportunities or internships and **Junior Conference,** focusing on cultural diversity issues
- **Rising Seniors: Senior Orientation,** a week-long visit to a school system, and **Senior Conference,** focusing on new systems of teaching and learning

Each Teaching Fellow is required to participate in these special activities and summer programs.

Frequently Asked Questions

Q1: If I am selected as a Teaching Fellow, what are my obligations?

A:
- Accept the scholarship offer and secure a co-signer for the promissory note (co-signer must be a parent or guardian if you are under 18).
- Enroll as a full-time student at an institution designated by the Teaching Fellows Commission for the academic year after receiving the award. There are 14 institutions designated as Teaching Fellows campuses.
- Pursue studies, as a full-time student, leading to licensure at graduation to teach in North Carolina's public schools.
- Maintain a minimum 2.25 cumulative grade point average on work attempted during the freshman year. By the end of the sophomore year, Teaching Fellows will be required to have a 2.5 cumulative grade point average on work attempted and meet the requirements for admission into a teacher education program. Campuses may have different GPA requirements for admission into Teacher Education.
- Participate in special summer programs each summer and other special activities as established by the Teaching Fellows Commission and campus programs. Summer programs may vary in length from seven days to employment/internship in summer schools or with other state agencies or businesses. Up to $400 per year of the Teaching Fellows award may be held in escrow to defray the costs of summer programs.
- If male, show evidence of registration with the military selective service.

Q2: How many years do I have to repay the scholarship/loan? Can I do graduate work or begin a family and still fulfill my obligations for repayment?

A: You will have seven years after graduation from college to repay your obligation to the state of North Carolina **by teaching as a licensed full-time teacher in a NC public school.** If you teach for four of the seven years, your debt is repaid. If you do not teach, you will begin repayment of the loan, with a 10% interest charge, payable in equal installments over a period of seven years. You do not have to begin teaching or repaying the loan immediately after graduation if you are enrolled as a full-time graduate student in related studies at an institution of higher education. (**The seven-year pay back period may not be used by Fellows to complete doctoral studies or advanced degrees in fields not related to teaching, i.e., law, medicine, pharmacy, engineering, and so on.**) If you begin teaching and leave for graduate work to enhance your teaching license or to begin a family, you are obligated to begin repayment at such time as you no longer have enough years remaining to fulfill your teaching obligation. The Commission can, on request, make an exception in cases of emergency. If you withdraw from the Program, or if you are removed from the Program because you do not meet the required GPA/credit hours or are not attending required activities, your scholarship/loan repayment begins 180 days from notification, even if you are still attending college. The Commission may call in your loan at any time if it determines you will not repay in teaching service.

Q3: Will I be guaranteed a job when I graduate?

A: No, but with teacher shortage, additional teacher allotments, and the increased student enrollment in North Carolina, there will be a strong demand for new teachers. Also, the status and quality of Teaching Fellows are such that school districts are eager to employ those who have completed the Program. Due to supply and demand, Fellows are encouraged to consider all job opportunities regardless of locale in North Carolina.

Q4: What are some of the features of the Teaching Fellows Program that make it different from other scholarships or teacher education programs?

A: Teaching Fellows will be recognized on each campus as outstanding students and future teachers. Every effort will be made through a variety of training experiences to expose Teaching Fellows to the worlds of education and business. Classes, seminars, field trips, internships, conferences, and social and cultural events will be integrated into your program during the academic year and during the summer months. Many campuses will have faculty mentors or teachers from elementary and secondary schools working with Teaching Fellows on a one-to-one basis as coaches and advisors. Some campus programs include travel and study abroad.

Q5: Do I have to live on campus?

A: Teaching Fellows **must** live in on-campus housing during their **freshman year** and reside on site for all summer experiences. No exceptions will be made for any reason for freshman residency. Several institutions make arrangements for you to live in the same dorm with other Teaching Fellows.

Q6: Does this scholarship automatically guarantee my acceptance as a student at one of the institutions listed?

A: No. You must apply and be accepted by the institution you wish to attend. This includes requests for housing and all other requirements of application by that particular institution. We encourage applicants to apply to at least their first, second and third choice institutions. *Since the Commission has set a limit of 60 Teaching Fellows per campus, you may not be able to attend your first choice institution if you accept a Teaching Fellows award. Institution choices must be made carefully. Teaching Fellows identified as regional finalists will have an opportunity to make a final selection for their first, second, third, fourth and fifth choice institutions on the day of their regional interview.* ***These choices are final.***

Q7: What would happen if I decided to transfer to another college?

A: You may remain in the Teaching Fellows Program as long as you transfer to another institution participating in the Program, provided space is available in your class in the Teaching Fellows Program on that campus. There are 14 institutions where the Program is currently being offered *(see list on page 5)*. If you decide to transfer to an institution not offering the Teaching Fellows Program, you will be required to repay any amount of the scholarship, with 10% interest, which you have received to that date. Payment will begin 180 days after notification. Teaching Fellows freshmen may NOT transfer until the sophomore year. Teaching Fellows who wish to transfer must be in good standing academically.

College Selection

Teaching Fellows award recipients must apply to and be accepted by the college or university they wish to attend. Applicants will be notified as to which institution they have been assigned when they receive notification of having been selected for a Teaching Fellows award. The Teaching Fellows Commission has set a limit of 60 Teaching Fellows per campus; therefore, some students may not be able to attend their first choice.

After Teaching Fellows are selected, each participating institution receives the names of all applicants who have designated it as their first choice. **If there are more than 60 applicants on the list, the college or university selects the applicants it wishes to accept into the Program at its institution.**

Names of applicants who are not selected by their first choice will be forwarded to their second choice institution. If necessary, names will be forwarded to the institution of third choice, fourth choice and fifth choice.

Laura Bilbro-Berry, North Carolina Teacher of the Year 2000-01, is a graduate of the Teaching Fellows Program at UNC-Chapel Hill. She has returned to teaching in Beaufort County Schools.

College Costs

Teaching Fellows award recipients receive a state grant of $6,500 per year for four years. Up to $400 may be escrowed each year by the Commission to fund the summer experiences. The remaining funds are transferred in semester installments to the institution in each Fellow's name.

The financial aid office at each of **the public institutions** will subtract all costs for tuition, room, board, and fees and issue a check to the Fellow for the remaining funds, if any. Fellows will be responsible for all costs which exceed the state grant of $6,500.

The two private colleges participating in the Teaching Fellows Program must guarantee to Teaching Fellows who choose to attend them, at a minimum, an amount for costs of tuition, room, board and fees equal to the amount of the state grant of $6,500 per year. **Fellows attending private colleges will be responsible for all costs which exceed the grant and the college match. Elon and Meredith both include the legislative tuition grant and campus awards as a part of their match.**

Funds are disbursed at the beginning of each semester, **but only after the Fellows' grades and credit hours have been verified by the Commission staff. Teaching Fellows should have enough money on hand until scholarship funds arrive each semester. Funds are not disbursed for summer school.**

Information regarding specific costs at each campus may be obtained from the admissions office at each institution.

ADDITIONAL NOTES

LOWER CAPS The following institutions have lower caps: Elon College - 25; Meredith - 30; NCSU - 40; UNC-Wilmington - 35.

EARLY BINDING AGREEMENTS Applicants accepting Early Binding Agreements at colleges and universities limit their options if selected as Teaching Fellows recipients. Early Binding Agreements **DO NOT** guarantee that the Fellow will be accepted by the Teaching Fellows Program on that campus. The Early Binding Agreement does not permit application to other institutions.

RECONSIDERATION A recipient who accepts the award at a campus other than his/her first choice may keep his/her name active for reconsideration if a vacancy occurs at the first choice campus by signing the statement of request on the acceptance form.

REJECTION OF AWARD Rejection of the award by the recipient removes that recipient from further consideration, even if a vacancy occurs at the recipient's first choice campus.

Participating Colleges & Universities Directors

The North Carolina Teaching Fellows Program is currently offered at 14 North Carolina colleges and universities. For information about these institutions, contact your high school counselor or the Teaching Fellows Directors listed below.

Appalachian State University
Mr. Joe Murphy
301 Duncan Hall
Boone, NC 28608
(828) 262-2298
murphyjr@conrad.appstate.edu

East Carolina University
Dr. Ronny VanSant
123 Speight Building
Greenville, NC 27858-4353
(252) 328-4126
vansantf@mail.ecu.edu

Elon University
Dr. Janet Warman
Campus Box 2105
Elon, NC 27244-2010
(336) 278-5887
warman@elon.edu

Meredith College
Ms. Alma Lane Lee
209 Ledford Hall
3800 Hillsborough Street
Raleigh, NC 27607-5298
(919) 760-2334
leea@meredith.edu

NC A&T State University
Ms. Sharon Hoard
1601 East Market Street
Greensboro, NC 27411
(336) 334-7175
shoard@ncat.edu

NC Central University
Mr. Dietrich A. Morrison-Danner
2082, New School of Education
712 Cecil Street
Durham, NC 27707
(919) 530-7292
dmorrison@wpo.nccu.edu

NC State University
Dr. Terry Wall
College of Education
528-B Poe Hall - Box 7801
Raleigh, NC 27695-7801
(919) 515-5519
terry_wall@ncsu.edu

UNC-Asheville
Ms. Brenda Hopper
Department of Education
146-A Zageir Hall
Asheville, NC 28804-3299
(828) 251-6901
bhopper@unca.edu

UNC-Chapel Hill
Howard Machtinger
School of Education
CB #015 Peabody Hall
Chapel Hill, NC 27599-3500
(919) 962-0897

UNC-Charlotte
Ms. Misty Hathcock
College of Education/Dean's Office
9201 University City Boulevard
Charlotte, NC 28223
(704) 547-4542
mhathcock@email.uncc.edu

UNC-Greensboro
Ms. Toni Knight
Curry Building, Room 323
P.O. Box 26171
Greensboro, NC 27412
(336) 334-3410
knightt@uncg.edu

UNC-Pembroke
Dr. Irene Aiken
Department of Education
P.O. Box 1510
Pembroke, NC 28372-1510
(910) 521-6450
irene.aiken@uncp.edu

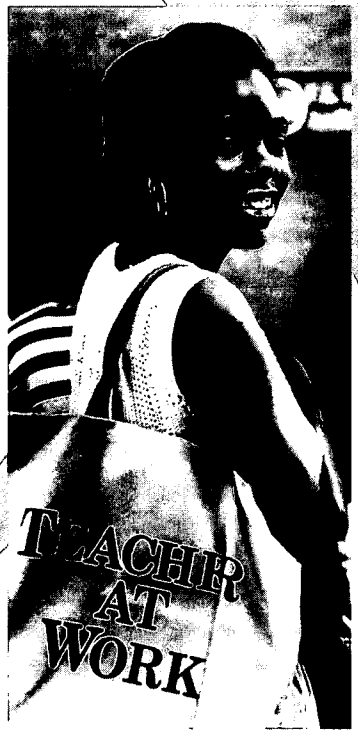
UNC-Wilmington
Ms. Kathleen Benzaquin
601 S. College Road
Wilmington, NC 28403-5986
(910) 962-4001
tfellows@uncwil.edu

Western Carolina University
Ms. Carol Burton
137 Killian Annex
Cullowhee, NC 28723
(828) 227-7056
burton@email.wcu.edu

NOTE

Documents A and B are to be given to the applicant.

ONLY Document B should be returned.



NORTH CAROLINA
TEACHING FELLOWS
PROGRAM

The Honorable Susan Burgess, Chair

This application and supporting information are the property of the Teaching Fellows Commission and are confidential. Photocopying and/or sharing the material is expressly prohibited.

Questions about the Teaching Fellows Program and all correspondence should be directed to the Teaching Fellows Commission located at the office of the Public School Forum of NC, which serves as the Program administrator.

Direct inquiries to:
Jo Ann Norris, Administrator
Gladys Graves, Director
Danny Bland, Coordinator of Special Programs
Sherry Woodruff, Program Officer
Lynne Mikielski, Administrative Assistant
Lara Nowell, Coordinator of Information Services
tfellows@ncforum.org

DOCUMENT B

APPLICATION FORM

To the Applicant: Only current high school seniors who are U.S. citizens and legal residents of North Carolina are eligible. *Complete this application and return with three sealed reference forms to your Teaching Fellows Liaison Counselor by* ***October 31, 2001.***

NORTH CAROLINA
TEACHING
FELLOWS
PROGRAM

APPLICANT INFORMATION NC Teaching Fellows Program

Date _____

Name _____ ❑ Male ❑ Female
Last First Middle Preferred Name

Permanent Address _____
Street/Box City State Zip Code County

Current Telephone Number (____) _____ Social Security Number _____-_____-_____
(Application will not be processed without SS#)

Birth Date ___/___/___ Race *(check one)* ❑ Native American ❑ Asian ❑ Black ❑ Hispanic ❑ White
❑ Multi-racial ❑ Other *(specify)* _____

LEGAL RESIDENCY

By my signature I, **the parent/guardian of the applicant**, affirm that I qualify as a **legal resident, for purpose of domicile** (own property, registered to vote, pay state income taxes, etc.) in the state of North Carolina (General Statutes 116.11 (7) and 116-144) and **the applicant is a U.S. citizen.**

If you have questions, contact your Teaching Fellows Liaison Counselor.

_____
Signature of parent/guardian

SELECTION OF COLLEGE

The Teaching Fellows Program is located only on select campuses. To receive the Teaching Fellows award, students must attend one of these campuses. Listed below are participating campuses. Indicate your preference of colleges by ranking them - **circle 1 by your first choice, 2 by your second choice, and so on.** ***Note***: *No campus may have more than 60 Fellows in each class. The following campuses have lower caps: Elon College - 25; Meredith - 30: NCSU - 40; UNC-Wilmington - 35. Make your choices carefully, and* ***be sure to give five choices.***

		Applied?				Applied?	
Appalachian State University	1 2 3 4 5	Yes	No	UNC-Asheville	1 2 3 4 5	Yes	No
East Carolina University	1 2 3 4 5	Yes	No	UNC-Chapel Hill***	1 2 3 4 5	Yes	No
Elon College*	1 2 3 4 5	Yes	No	UNC-Charlotte	1 2 3 4 5	Yes	No
Meredith College	1 2 3 4 5	Yes	No	UNC-Greensboro	1 2 3 4 5	Yes	No
NC A&T State University	1 2 3 4 5	Yes	No	UNC-Pembroke	1 2 3 4 5	Yes	No
NC Central University	1 2 3 4 5	Yes	No	UNC-Wilmington	1 2 3 4 5	Yes	No
NC State University**	1 2 3 4 5	Yes	No	Western Carolina University	1 2 3 4 5	Yes	No

**All Fellows must participate in the Studies in England semester.*
***Does not offer a degree in Elementary Education. Fellows cannot do Meredith College Collaborative Program.*
****Fellows seeking preparation for secondary education teaching, K-12 music and foreign language must complete an M.A.T., i.e., a fifth-year program at UNC-Chapel Hill. A strong academic record and GRE are required to be admitted into the UNC-Chapel Hill fifth-year program.*

HIGH SCHOOL INFORMATION *(Please fill in every space)*

School _____ School System _____

School Address _____

Name of Principal _____ Telephone ( ) _____

Name of Teaching Fellows Liaison Counselor _____ Telephone ( ) _____

❑ Check if attending a home school. Provide verification of the schools' registration with the NC Division of Non-Public Schools.

The following must be completed and signed by your Teaching Fellows Liaison Counselor.

State Department of Public Instruction School Code # *(see NC Education Directory)* _____-_____
(for public schools only)

Class Rank_____ Class Size_____ **Weighted** GPA *(4.0 Scale)*_____ Educational Region *(1-8 – see list)* _____

SAT Composite_____ ACT Composite _____ *(Use the SAT-ACT Concordance Table to convert scores)*

SAT Math _____ Verbal _____ Date _____ Math _____ Verbal _____ Date _____ Math _____ Verbal _____ Date _____

SAT Math _____ Verbal _____ Date _____ Math _____ Verbal _____ Date _____ Math _____ Verbal _____ Date _____

ACT Date_____ Date _____ Date _____

Note: *List scores for each time the applicant has taken the SAT/ACT. Use highest math and verbal scores to determine composite. Pre-April '95 scores must be recentered before determining composite. Use the SAT Recentering and the SAT-ACT Concordance Tables provided by the Teaching Fellows Commission.*

_____ _____
Signature of Teaching Fellows Liaison Counselor *Telephone Number*

SCHOOL/COMMUNITY ACTIVITIES – Do not add any additional sheets

The applicant should be careful to include all activities that would indicate personal leadership, commitment and initiative. Place a check in the appropriate box opposite the listed activity showing the year in which you participated in that activity. Also, indicate any positions of office **("A" for appointed, "E" for elected)** held for that activity in the column for the year during which you held the office. This form is to be used as a guide. If you participated in any activity not shown on this form, add this information in the space provided at the end of each section. **Do not include additional sheets.** If the activity was not offered at your school, include this by writing **N/A once beside the listing.** Under **Credit** Column, **write "Y" for "Yes" and "N" for "No" to indicate if you receive course credit for the listing.**

Membership & Offices Held (specify)

Student Government	Credit	F	S	Jr.	Sr.
Student Council	___	___	___	___	___
Honor Committee	___	___	___	___	___
Prefect	___	___	___	___	___
Office Assistant	___	___	___	___	___
Class Committee	___	___	___	___	___
Home Room Officer	___	___	___	___	___
Other *(specify)* _____					

Clubs	Credit	F	S	Jr.	Sr.
Beta Club	___	___	___	___	___
National Honor Society	___	___	___	___	___
Service Club	___	___	___	___	___
Debate Club	___	___	___	___	___
Monogram Club	___	___	___	___	___
FFA	___	___	___	___	___
FHA	___	___	___	___	___
FTA	___	___	___	___	___
FCA	___	___	___	___	___
Young Life	___	___	___	___	___
Quiz Bowl/High IQ	___	___	___	___	___
Pep Club	___	___	___	___	___
FBLA	___	___	___	___	___
DECA	___	___	___	___	___
VICA	___	___	___	___	___
Academic Club *(specify)* _____					
Other *(specify)* _____					

Music/Fine Arts	Credit	F	S	Jr.	Sr.
Glee Club	___	___	___	___	___
Chorus	___	___	___	___	___
Band	___	___	___	___	___
All-State Band	___	___	___	___	___
All-State Chorus	___	___	___	___	___
MSEN	___	___	___	___	___
Theatre, Dance and/or Visual Arts Program	___	___	___	___	___
Other *(specify)* _____					

School Paper	Credit	F	S	Jr.	Sr.
Editor	___	___	___	___	___
Associate Editor	___	___	___	___	___
Other Editor *(specify)* _____					
Photographer	___	___	___	___	___
Staff	___	___	___	___	___
Contributor	___	___	___	___	___
Other *(specify)* _____					

School Yearbook	Credit	F	S	Jr.	Sr.
Editor	___	___	___	___	___
Associate Editor	___	___	___	___	___
Other Editor *(specify)* _____					
Photographer	___	___	___	___	___
Staff	___	___	___	___	___
Contributor	___	___	___	___	___
Other *(specify)* _____					

Membership & Offices Held (specify)

School Literary Magazine	Credit	F	S	Jr.	Sr.
Editor	___	___	___	___	___
Associate Editor	___	___	___	___	___
Other Editor *(specify)* _____					
Photographer	___	___	___	___	___
Staff	___	___	___	___	___
Contributor	___	___	___	___	___
Other *(specify)* _____					

School Military	Credit	F	S	Jr.	Sr.
Rank *(specify)*	___	___	___	___	___
Other *(specify)* _____					

Representing School in Convention or Conference	F	S	Jr.	Sr.
National Honor Society	___	___	___	___
Beta Club	___	___	___	___
FTA	___	___	___	___
FHA	___	___	___	___
FFA	___	___	___	___
Other Club	___	___	___	___
Student Government	___	___	___	___
Governor's School Officer	___	___	___	___
(area) _____				
Boy's/Girl's State	___	___	___	___
NC Close-Up	___	___	___	___
US Close-Up	___	___	___	___
Model United Nations	___	___	___	___
Other *(specify)* _____				

Teaching Opportunities	Credit	F	S	Jr.	Sr.
Teacher Cadet	___	___	___	___	___
Project Teach	___	___	___	___	___
Other *(specify)* _____					

Other School/Community/ Charitable Activities	F	S	Jr.	Sr.
(specify) _____	___	___	___	___
_____	___	___	___	___
_____	___	___	___	___
_____	___	___	___	___
_____	___	___	___	___
_____	___	___	___	___
_____	___	___	___	___
_____	___	___	___	___
_____	___	___	___	___
_____	___	___	___	___
_____	___	___	___	___
_____	___	___	___	___
_____	___	___	___	___

Applications must be submitted on original forms. Photocopying and/or sharing the information in the applications is expressly prohibited. All applications and supporting information are the property of the Teaching Fellows Commission and are confidential.

FOR RESEARCH ONLY

The following information is optional. It is for research only and will not be considered in the selection process; it is being collected for a long-term research project being conducted by the North Carolina Teaching Fellows Commission. The Commission seeks to determine where there is a strong interest in the teaching profession. As Fellows join the ranks of active teachers, the Commission will follow their careers and ask for advice on how best to shape the Teaching Fellows Program in the future.

INTENDED FIELD OF STUDY

What are your preferences for the grade level and/or subject you would like to **teach** after graduation?

Grade Level *(check one)*

- ❑ Birth to Kindergarten *(B-K)*
- ❑ Elementary Education *(K-6)*
- ❑ Middle School *(6-9)*
- ❑ Secondary *(9-12)*

Subject Area _____

DESIRED LOCATION

What are your preferences for the type of school system/location where you would like to **teach** after graduation?

Type of System *(check one)* ❑ Rural ❑ Suburban ❑ Urban

Region *(check one)* ❑ Coast ❑ East ❑ Piedmont ❑ West

INFLUENCE

What factor has most influenced your decision to pursue **teaching** as a career? *(check one)*

- ❑ Parent/guardian
- ❑ Teacher/counselor
- ❑ Desire to help society
- ❑ Job satisfaction
- ❑ Job security
- ❑ Other *(specify)* _____
- ❑ Improved working conditions
- ❑ Higher salaries
- ❑ Like to work with children
- ❑ Teaching Fellows Program
- ❑ Have summers off

_____

PARENT/GUARDIAN INFORMATION

Father

Check one: ❑ Living ❑ Deceased ❑ Unknown

Full Name _____

Address _____
street

_____
city state zip

Mother

Check one: ❑ Living ❑ Deceased ❑ Unknown

Full Name _____

Address _____
street

_____
city state zip

continued

Parent Occupation *(check one)*

Father	Mother	Occupation
❑	❑	Precision Production/Craft/Repair
❑	❑	Professional/Educator/Specialty
❑	❑	Technician/Related Support
❑	❑	Sales
❑	❑	Administrative Support/Clerical
❑	❑	Military Service
❑	❑	Executive/Administrative/Managerial
❑	❑	Farming/Forestry/Fishing
❑	❑	Machine Operator/Assembler/Inspector
❑	❑	Transportation/Material Moving
❑	❑	Handler/Equipment Cleaner/Helper/Laborer
❑	❑	Homemaker
❑	❑	Other *(specify)* _____

Which description best represents the area in which you have grown up?

Type of Area *(check one)* ❑ Rural ❑ Suburban ❑ Urban

Region *(check one)* ❑ Coast ❑ East ❑ Piedmont ❑ West

What is the highest level of education completed by your **father?** *(check one)*

❑ Some high school ❑ High school graduate ❑ Attended college
❑ College graduate ❑ Attended community/technical college
❑ Community/technical college graduate ❑ Advanced college degree

What is the highest level of education completed by your **mother?** *(check one)*

❑ Some high school ❑ High school graduate ❑ Attended college
❑ College graduate ❑ Attended community/technical college
❑ Community/technical college graduate ❑ Advanced college degree

How many brothers and sisters do you have?

❑ 0 ❑ 1 ❑ 2 ❑ 3 ❑ 4 or more

What is the total combined income of your household?

❑ 0-$14,999 ❑ $15,000-$29,999 ❑ $30,000-$44,999
❑ $45,000-$59,999 ❑ $60,000 or over

Is anyone in your immediate family (father, mother, brother or sister) currently an educator?

❑ Yes ❑ No

Applicant's Name *(please print)* _____

School System _____

High School _____

EMPLOYMENT

Please list any jobs you have held (indicate whether during school year or summer)

Employer _____ Position _____ Dates _____ Hrs/Wk _____
Employer _____ Position _____ Dates _____ Hrs/Wk _____
Employer _____ Position _____ Dates _____ Hrs/Wk _____

ATHLETICS

Please put "V" for Varsity Sports sponsored by your school in which you were awarded a letter or monogram, "P" if participated but did not receive a monogram, and "B" for participation in non-varsity sports sponsored by your school. Note: If you were a captain or co-captain of a varsity team, please put "C" or "CC."

	Credit	F	S	Jr.	Sr.		Credit	F	S	Jr.	Sr.
Football	___	___	___	___	___	Wrestling	___	___	___	___	___
Basketball	___	___	___	___	___	Soccer	___	___	___	___	___
Baseball	___	___	___	___	___	Golf	___	___	___	___	___
Tennis	___	___	___	___	___	Volleyball	___	___	___	___	___
Field Hockey	___	___	___	___	___	Softball	___	___	___	___	___
Swimming	___	___	___	___	___	Cheerleader	___	___	___	___	___
Lacrosse	___	___	___	___	___	Other (specify) _____					
Track	___	___	___	___	___						
Cross Country	___	___	___	___	___						

HOBBIES & SPECIAL INTERESTS *(Please describe)*

_____
_____
_____
_____

HONORS & AWARDS

Academic *(list)* _____
_____

Athletic *(list)* _____
_____

Other *(list)* _____
_____

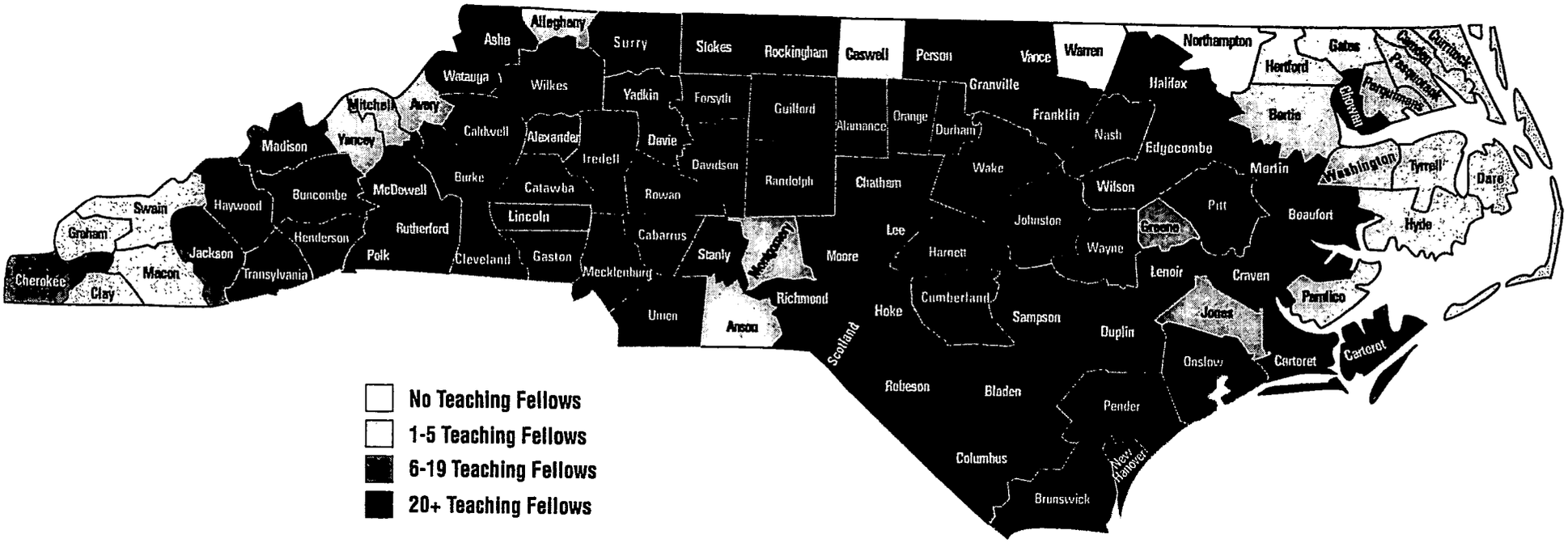
MEANINGFUL ACTIVITIES In all your school/community activities, what two activities have been most meaningful to you, and why?

_____
_____
_____
_____
_____

DESCRIBE WHY YOU WANT TO TEACH (Please include the major and grade level you think you will pursue.) Use only the lines provided.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

TEACHING FELLOWS IN THE FIELD



- No Teaching Fellows
- 1-5 Teaching Fellows
- 6-19 Teaching Fellows
- 20+ Teaching Fellows

2,144 Fellows Employed in 2001-02

**(Includes 917 Teaching Fellows in 6+ years of teaching service)*

3/02

Teaching Fellows Graduates Employed by System

System	System Name	Total
010	Alamance-Burlington	50
020	Alexander	10
030	Alleghany	1
040	Anson	2
050	Ashe	14
060	Avery	3
070	Beaufort	12
080	Bertie	2
090	Bladen	6
100	Brunswick	22
110	Buncombe	41
111	Asheville City	13
120	Burke	35
130	Cabarrus	36
132	Kannapolis City	4
140	Caldwell	30
150	Camden	2
160	Carteret	9
180	Catawba	43
181	Hickory City	14
182	Newton-Conover City	4
190	Chatham	11
200	Cherokee	9
210	Chowan	9
220	Clay	2
230	Cleveland	12
231	Kings Mountain City	10
232	Shelby City	6
240	Columbus	7
241	Whiteville City	7
250	Craven	18
260	Cumberland	43
269	Ft. Bragg	2
270	Currituck	4
280	Dare	4
290	Davidson	27
291	Lexington City	6
292	Thomasville City	1
300	Davie	12
310	Duplin	18
320	Durham	64
330	Edgecombe	15
340	Forsyth	75
350	Franklin	7
360	Gaston	20
370	Gates	4
380	Graham	3
390	Granville	14
400	Greene	5
410	Guilford	146
420	Halifax	1
421	Roanoke Rapids City	4
422	Weldon City Schools	2
430	Harnett	25
440	Haywood	22
450	Henderson	30
460	Hertford	4
470	Hoke	7
480	Hyde	2
490	Iredell-Statesville	22
491	Mooresville Graded Schools	6
500	Jackson	7
510	Johnston	50
520	Jones	2
530	Lee	8
540	Lenoir	15
550	Lincoln	16
560	Macon	3
570	Madison	11
580	Martin	12
590	McDowell	11
600	Charlotte-Mecklenburg	117
610	Mitchell	4
620	Montgomery	4
630	Moore	13
640	Nash-Rocky Mt	21
650	New Hanover	49
670	Onslow	22
680	Orange	17
681	Chapel Hill-Carrboro	34
690	Pamlico	5
700	Pasquotank	4
710	Pender	22
720	Perquimans	5
730	Person	7
740	Pitt	53
750	Polk	8
760	Randolph	28
761	Asheboro City	11
770	Richmond	11
780	Robeson	12
790	Rockingham	18
800	Rowan-Salisbury	20
810	Rutherford	15
820	Sampson	9
821	Clinton City	4
830	Scotland	11
840	Stanly-Albemarle	7
850	Stokes	8
860	Surry	18
861	Elkin City	2
862	Mt. Airy City	7
870	Swain	4
880	Transylvania	22
890	Tyrrell	4
900	Union	22
910	Vance	7
920	Wake	243
940	Washington	3
950	Watauga	11
960	Wayne	33
970	Wilkes	23
980	Wilson	13
990	Yadkin	16
995	Yancey	3
	TOTAL	2144

(from SDPI File)

Teaching Fellows Grads - Service Complete *

Class	Tot. Comp. Service	Teaching	Instruct. Support	Admin.	Central Office	Unknown	% Teaching this Class	% Teaching + IS/Ad/CO
1987	255	131	9	15	0	100	51%	61%
1988	270	128	5	17	2	118	47%	56%
1989	248	133	9	6	1	99	54%	60%
1990	255	152	5	8	2	88	60%	65%
1991	241	142	14	13	1	71	59%	71%
1992	148	112	3	4	1	28	76%	81%
1993	2	2	0	0	0	0	100%	100%
1994	4	2	0	0	0	2	50%	50%
Totals	1423	802	45	63	7 (9/11)	506		64%
Total %		56%	3.2%	4.4%	0.49%	36%		

* 6th – 11th year of teaching –

03/01/2002

Teaching Fellows Graduates Completed 4 Years Payback *

	Total	Percentage
Total Teaching	193	80.42%
No Response	6	2.50%
In Graduate School	4	1.67%
Unemployed	6	2.50%
In Private Schools	1	0.42%
In Non-Certified Positions	0	0.00%
In Non-Education/Business	19	7.92%
Teaching Parttime-Certified	1	0.42%
Teaching - NOT in N.C.	5	2.08%
In School Administration	3	1.25%
No Longer Teaching	2	0.83%
Total	240	100.00%

* Where they are in the 5th year after completing the four-year service obligation.

The Teaching Fellows Program....at a Glance

From the Program's First Class in 1987-88 through 2001-02, there have been:

- **Teaching Fellows applications: 31,186**
- **Teaching Fellows regional finalists: 10,699**
- **Teaching Fellows Awards: 6,387**
- **Teaching Fellows Graduates: 3,674** ***(as of 12/01)***
- **Teaching Fellows Graduates employed in 2001-02 in 97 counties: 2,144**
- **Teaching Fellows Graduates completing 4-year teaching service obligation: 1,663**
- **Teaching Fellows Graduates in graduate school 98-99, 123; 99-00, 131; 00-01, 133; 01-02, 111**
- **Teaching Fellows Graduates with National Board Certification: 15**
- **Teaching Fellows Graduates in Principal Fellows Program: 55**
- **Teaching Fellows Graduates in central Office/administration: 66**

OVER

at a Glance 2001-02 cont.

- **Teaching Fellows Graduates employed in 5th year after 4-year service payback (2001-02): 80%**

- **Teaching Fellows Graduates employed after 5th (6th-11th) year of service (2001-02): 63%**

- **<u>All</u> Teaching Fellows Graduates employed in public schools after service payback (5th-11th year, 2001-02): 72%***

- **1987 Teaching Fellows who finished service payback and are teaching in 11th year: 61%**

- **Teaching Fellows Graduation Rate: *(Classes 1987-1997): 84%***

- **Cancelled Notes: 2,034 *(of which 82% were in 4 year teaching service payback)***

- **Scholastic Profile of 2002 recipients: SAT Avg., 1183 *(NC avg. 992);* GPA, 4.17; Class Rank, 7.6%**

- **Of the 541 "terminated graduates", 50% did not teach, 17% left after 1 year, 19% left after 2 years, and 14% left after 3 years**

* ***Fellows may return after graduate school, travel, and/or childcare.***

Profile of Applicants, Finalists, & Recipients: 1987 - 2002

Applicants

	Total	Number Minorities	Percent Minorities	Number Males	Percent Males
1987	1,509	257	17%	311	21%
1988	2,230	416	19%	458	21%
1989	2,197	456	21%	453	21%
1990	1,754	367	21%	355	20%
1991	1,844	407	22%	385	21%
1992	1,644	389	24%	351	21%
1993	1,811	434	24%	407	22%
1994	1,571	320	20%	370	24%
1995	1,823	400	22%	421	23%
1996	1,880	453	24%	444	24%
1997	1,865	390	21%	401	22%
1998	1,765	367	21%	389	22%
1999	1,775	354	20%	335	19%
2000	1,835	345	19%	425	23%
2001	1,787	327	18%	368	21%
2002	2,031	373	18%	402	20%

Regional Finalists

	Total	Number of Minorities	Percent Minorities	Number of Males	Percent Males
1987	596	65	11%	140	23%
1988	617	112	18%	151	24%
1989	635	179	28%	275	43%
1990	650	133	20%	165	25%
1991	670	130	19%	159	24%
1992	648	123	19%	168	26%
1993	683	160	23%	203	30%
1994	649	127	20%	193	30%
1995	658	121	18%	182	28%
1996	650	106	16%	163	25%
1997	685	142	21%	167	24%
1998	691	144	21%	139	20%
1999	726	106	15%	128	18%
2000	706	107	15%	165	23%
2001	707	89	13%	160	23%
2002	728	178	24%	218	30%

Recipients

Year	Total	Number of Minorities	Percent Minorities	Number of Males	Percent Males
1987	400	51	13%	103	26%
1988	401	69	17%	107	27%
1989	401	65	16%	113	28%
1990	400	80	20%	123	31%
1991	400	82	21%	98	25%
1992	408	94	23%	118	29%
1993	403	96	24%	116	29%
1994	412	85	21%	122	30%
1995	414	87	21%	136	33%
1996	410	93	23%	131	32%
1997	407	109	27%	105	26%
1998	407	112	28%	94	23%
1999	413	80	19%	98	24%
2000	414	71	17%	96	23%
2001	415	78	19%	108	26%
2002	408	114	28%	107	26%

Profile of Applicants, Finalists, & Recipients: 1987 - 2002

Region	2002 Applicants			2002 Regional Finalists			2002 Recipients		
	Total	Minorities	Males	Total	Minorities	Males	Total	Minorities	Males
1	105	38	20	50	24	11	32	19	6
2	229	51	45	82	28	23	43	19	14
3	319	92	56	108	44	23	59	26	13
4	239	76	46	90	37	23	52	21	12
5	406	67	73	148	17	38	78	12	17
6	337	40	68	116	26	42	68	16	21
7	210	6	51	70	2	36	39	1	15
8	186	3	43	64	0	22	37	0	9
State	2,031	373	402	728	178	218	408	114	107
Percent	100%	18%	20%	100%	24%	30%	100%	28%	26%

Region	2001 Applicants			2001 Regional Finalists			2001 Recipients		
	Total	Minorities	Males	Total	Minorities	Males	Total	Minorities	Males
1	115	33	25	39	7	9	22	4	5
2	229	35	53	90	15	29	55	13	23
3	258	80	54	102	23	16	59	18	13
4	218	79	48	85	23	19	56	22	15
5	336	51	67	139	10	32	77	9	19
6	280	38	44	109	6	16	63	6	10
7	177	6	37	73	2	17	43	3	13
8	174	5	40	70	3	22	40	3	10
State	1,787	327	368	707	89	160	415	78	108
Percent	100%	18%	21%	100%	13%	23%	100%	19%	26%

Region	2000 Applicants			2000 Regional Finalists			2000 Recipients		
	Total	Minorities	Males	Total	Minorities	Males	Total	Minorities	Males
1	126	33	38	49	11	14	33	9	10
2	224	52	47	86	13	20	50	7	11
3	285	64	59	96	29	21	64	21	15
4	233	66	61	91	22	31	52	13	17
5	329	57	69	138	10	20	76	8	7
6	302	49	62	115	16	22	64	10	16
7	160	10	42	66	4	16	38	2	8
8	176	14	47	65	2	21	37	1	12
State	1,835	345	425	706	107	165	414	71	96
Percent	100%	19%	23%	100%	15%	23%	100%	17%	23%

Region	1999 Applicants			1999 Regional Finalists			1999 Recipients		
	Total	Minorities	Males	Total	Minorities	Males	Total	Minorities	Males
1	94	22	17	38	5	7	21	3	6
2	218	51	53	103	22	25	67	18	21
3	286	78	47	112	27	15	66	20	10
4	241	93	46	94	27	15	49	20	9
5	331	64	47	125	15	15	69	10	10
6	274	36	57	106	8	17	58	8	15
7	174	9	35	72	2	19	43	1	15
8	157	1	33	76	0	15	40	0	12
State	1,775	354	335	726	106	128	413	80	98
Percent	100%	20%	19%	100%	15%	18%	100%	19%	24%

Region	1998 Applicants			1998 Regional Finalists			1998 Recipients		
	Total	Minorities	Males	Total	Minorities	Males	Total	Minorities	Males
1	94	12	9	36	3	8	21	3	6
2	210	54	40	81	29	17	50	25	13
3	276	80	63	101	33	19	57	23	14
4	261	115	56	97	41	24	67	35	18
5	335	64	80	128	25	28	68	16	14
6	261	27	66	109	6	15	65	5	10
7	176	6	42	76	2	18	43	1	12
8	152	9	36	63	5	10	36	4	7
State	1,765	367	392	691	144	139	407	112	94
Percent	100%	21%	22%	100%	21%	20%	100%	28%	23%

Region	1997 Applicants			1997 Regional Finalists			1997 Recipients		
	Total	Minorities	Males	Total	Minorities	Males	Total	Minorities	Males
1	99	19	18	37	5	8	24	4	7
2	228	57	50	84	26	24	55	21	16
3	307	84	66	107	39	27	62	30	19
4	223	87	46	82	35	21	49	27	13
5	380	88	103	141	20	37	82	12	19
6	282	40	47	97	10	14	56	9	8
7	178	10	34	66	4	14	40	4	7
8	168	5	37	71	3	22	39	2	16
State	1,865	390	401	685	142	167	407	109	105
Percent	100%	21%	22%	100%	21%	24%	100%	27%	26%

Region	1996 Applicants			1996 Regional Finalists			1996 Recipients		
	Total	Minorities	Males	Total	Minorities	Males	Total	Minorities	Males
1.	128	48	36	47	13	10	33	11	7
2	222	56	43	73	12	19	48	11	14
3	338	108	72	103	20	18	64	18	16
4	220	96	49	81	28	18	57	25	14
5	371	62	93	120	13	33	71	11	27
6	261	58	65	88	9	24	50	7	19
7	185	18	43	74	6	23	46	6	19
8	155	7	43	64	5	18	41	4	15
State	1,880	453	444	650	106	163	410	93	131
Percent	100%	24%	24%	100%	16%	25%	100%	23%	32%

Region	1995 Applicants			1995 Regional Finalists			1995 Recipients		
	Total	Minorities	Males	Total	Minorities	Males	Total	Minorities	Males
1	110	32	16	38	9	6	24	5	5
2	226	46	52	88	18	27	55	16	23
3	283	69	64	104	24	32	66	17	22
4	217	99	49	73	30	19	51	23	17
5	370	82	91	130	23	36	82	14	27
6	244	45	57	82	9	23	49	7	19
7.	189	16	44	71	6	15	42	4	10
8	184	11	48	72	2	24	45	1	13
State	1,823	400	421	658	121	182	414	87	136
Percent	100%	22%	23%	100%	18%	28%	100%	21%	33%

Region	1994 Applicants			1994 Regional Finalists			1994 Recipients		
	Total	Minorities	Males	Total	Minorities	Males	Total	Minorities	Males
1	96	18	24	35	5	13	20	2	11
2	213	54	48	101	23	32	59	13	18
3.	233	60	47	99	25	25	59	18	16
4	220	91	51	91	42	28	68	33	24
5	298	57	75	116	18	35	74	8	19
6	187	24	41	71	10	20	46	7	17
7	180	7	43	74	1	20	44	1	5
8	144	9	41	62	3	20	42	3	12
State	1,571	320	370	649	127	193	412	85	122
Percent	100%	20%	24%	100%	20%	30%	100%	21%	30%

Region	1993 Applicants			1993 Regional Finalists			1993 Recipients		
	Total	Minorities	Males	Total	Minorities	Males	Total	Minorities	Males
1	121	37	30	50	13	19	33	6	14
2	276	82	60	105	37	34	68	27	24
3	272	86	58	100	35	28	58	16	10
4.	232	105	50	91	43	24	56	29	15
5	301	60	58	115	15	28	62	8	16
6	268	48	55	75	9	15	43	6	10
7	164	11	52	76	6	34	43	2	16
8	177	5	44	71	2	21	40	2	11
State	1,811	434	407	683	160	203	403	96	116
Percent	100%	24%	22%	100%	23%	30%	100%	24%	29%

Region	1992 Applicants			1992 Regional Finalists			1992 Recipients		
	Total	Minorities	Males	Total	Minorities	Males	Total	Minorities	Males
1	103	33	26	34	8	10	22	6	7
2	222	60	44	98	20	20	61	14	13
3	272	95	58	107	35	29	67	25	17
4	236	111	60	91	33	28	60	26	20
5	276	42	58	107	12	30	67	11	23
6	233	32	37	67	6	11	42	6	8
7	153	5	34	83	4	25	54	3	21
8	149	11	34	61	5	15	35	3	9
State	1,644	389	351	648	123	168	408	94	118
Percent	100%	24%	21%	100%	19%	26%	100%	23%	29%

Region	1991 Applicants			1991 Regional Finalists			1991 Recipients		
	Total	Minorities	Males	Total	Minorities	Males	Total	Minorities	Males
1	124	47	35	38	9	15	23	7	8
2	270	59	64	109	22	32	70	12	23
3	273	93	56	76	23	16	32	8	4
4	231	95	45	111	41	18	58	29	12
5	324	65	52	113	22	21	71	16	17
6	249	37	42	71	8	13	42	5	7
7	198	9	52	78	5	26	55	5	17
8	175	2	39	74	0	18	49	0	10
State	1,844	407	385	670	130	159	400	82	98
Percent	100%	22%	21%	100%	19%	24%	100%	21%	25%

Region	1990 Applicants			1990 Regional Finalists			1990 Recipients		
	Total	Minorities	Males	Total	Minorities	Males	Total	Minorities	Males
1	95	31	16	41	14	9	30	9	9
2	250	50	46	102	19	26	64	13	19
3	270	87	47	95	32	17	59	16	13
4	245	97	46	91	39	17	55	22	12
5	315	49	65	112	15	32	64	11	22
6	225	39	43	62	7	13	40	6	8
7	188	10	50	76	4	26	45	2	20
8	166	4	42	71	3	25	43	1	20
State	1,754	367	355	650	133	165	400	80	123
Percent	100%	21%	20%	100%	20%	25%	100%	20%	31%

Region	1989 Applicants			1989 Regional Finalists			1989 Recipients		
	Total	Minorities	Males	Total	Minorities	Males	Total	Minorities	Males
1	120	30	27	44	15	15	26	8	7
2	283	60	61	84	25	34	56	11	19
3	352	106	68	80	37	31	45	11	12
4	257	118	50	79	45	20	51	21	13
5	423	78	82	120	32	68	79	8	24
6	317	46	58	80	18	27	55	5	11
7	221	12	54	70	3	42	40	0	13
8	224	6	53	78	4	38	49	1	14
State	2,197	456	453	635	179	275	401	65	113
Percent	100%	21%	21%	100%	28%	43%	100%	16%	28%

Region	1988 Applicants			1988 Regional Finalists			1988 Recipients		
	Total	Minorities	Males	Total	Minorities	Males	Total	Minorities	Males
1	161	46	34	52	14	13	31	10	8
2	267	55	65	78	14	22	49	10	13
3	329	96	58	85	17	21	58	11	16
4	247	84	47	76	29	20	50	17	13
5	409	73	83	104	21	26	70	12	19
6	343	38	53	78	8	10	49	5	8
7	268	15	64	74	5	24	51	2	19
8	206	9	54	70	4	15	43	2	11
State	2,230	416	458	617	112	151	401	69	107
Percent	100%	19%	21%	100%	18%	25%	100%	17%	27%

Region	1987 Applicants			1987 Regional Finalists			1987 Recipients		
	Total	Minorities	Males	Total	Minorities	Males	Total	Minorities	Males
1	118	33	27	64	8	15	48	7	11
2	213	41	43	75	7	17	49	6	12
3	247	67	53	95	26	28	61	19	19
4	174	53	37	69	15	12	46	14	9
5	241	30	47	78	4	15	51	2	11
6	184	21	34	75	3	17	49	1	13
7	182	9	33	72	2	16	48	2	12
8	150	3	37	68	0	20	48	0	16
State	1,509	257	311	596	65	140	400	51	103
Percent	100%	17%	21%	100%	11%	24%	100%	13%	26%

Teaching Fellows Class Statistics as of April 2002

(While the "original number" may be more than 400, there are never more than 400 in a class at any given time.)

Graduate Class Statistics

1987 Class					
	Total	Male	Female	White	Minority
# Original Fellows	387	89	298	345	42
# Graduated	315	61	254	283	32
# Still in School	0	0	0	0	0
# Out of Program	130	50	80	111	19
--Undergraduates	72	28	44	62	10
--Graduates	58	22	36	49	9
#Cancelled Notes	306	56	250	279	27
--Service Payback	257	39	218	234	23
--Monetary Payback	42	14	28	39	3
--Forgiven	7	3	4	6	1

Graduate Class Statistics

1988 Class					
	Total	Male	Female	White	Minority
# Original Fellows	400	94	306	332	68
# Graduated	352	71	281	294	58
# Still in School	0	0	0	0	0
# Out of Program	124	44	80	100	24
--Undergraduates	48	23	25	38	10
--Graduates	76	21	55	62	14
#Cancelled Notes	321	68	253	273	48
--Service Payback	270	50	220	226	44
--Monetary Payback	48	16	32	44	4
--Forgiven	3	2	1	3	0

Graduate Class Statistics

1989 Class					
	Total	Male	Female	White	Minority
# Original Fellows	403	113	290	336	67
# Graduated	360	90	270	303	57
# Still in School	0	0	0	0	0
# Out of Program	140	55	85	114	26
--Undergraduates	43	23	20	33	10
--Graduates	97	32	65	81	16
#Cancelled Notes	301	73	228	256	45
--Service Payback	255	57	198	215	40
--Monetary Payback	45	16	29	40	5
--Forgiven	1	0	1	1	0

Graduate Class Statistics

1990 Class					
	Total	Male	Female	White	Minority
# Original Fellows	398	100	298	329	69
# Graduated	340	74	266	282	58
# Still in School	0	0	0	0	0
# Out of Program	121	45	76	99	22
--Undergraduates	58	26	32	47	11
--Graduates	63	19	44	52	11
#Cancelled Notes	311	73	238	265	46
--Service Payback	265	54	211	222	43
--Monetary Payback	46	19	27	43	3
--Forgiven	0	0	0	0	0

Graduate Class Statistics

1991 Class	Total	Male	Female	White	Minority
# Original Fellows	398	75	323	336	62
# Graduated	348	59	289	299	49
# Still in School	0	0	0	0	0
# Out of Program	99	31	68	81	18
--Undergraduates	50	16	34	37	13
--Graduates	49	15	34	44	5
#Cancelled Notes	291	48	243	254	37
--Service Payback	264	40	224	227	37
--Monetary Payback	25	7	18	25	0
--Forgiven	2	1	1	2	0

Graduate Class Statistics

1992 Class	Total	Male	Female	White	Minority
# Original Fellows	400	105	295	327	73
# Graduated	330	83	247	274	56
# Still in School	0	0	0	0	0
# Out of Program	125	45	80	97	28
--Undergraduates	70	22	48	53	17
--Graduates	55	23	32	44	11
#Cancelled Notes	240	56	184	209	31
--Service Payback	211	45	166	181	30
--Monetary Payback	26	9	17	26	0
--Forgiven	3	2	1	2	1

Graduate Class Statistics

1993 Class					
	Total	Male	Female	White	Minority
# Original Fellows	399	95	304	322	77
# Graduated	319	69	250	259	60
# Still in School	0	0	0	0	0
# Out of Program	134	43	91	106	28
--Undergraduates	80	26	54	63	17
--Graduates	54	17	37	43	11
#Cancelled Notes	171	33	138	147	24
--Service Payback	136	22	114	115	21
--Monetary Payback	31	10	21	28	3
--Forgiven	4	1	3	4	0

Graduate Class Statistics

1994 Class					
	Total	Male	Female	White	Minority
# Original Fellows	401	97	304	348	53
# Graduated	343	74	269	304	39
# Still in School	0	0	0	0	0
# Out of Program	91	35	56	72	19
--Undergraduates	58	23	35	44	14
--Graduates	33	12	21	28	5
#Cancelled Notes	29	6	23	28	1
--Service Payback	4	0	4	3	1
--Monetary Payback	25	6	19	25	0
--Forgiven	0	0	0	0	0

Graduate Class Statistics

1995 Class					
	Total	Male	Female	White	Minority
# Original Fellows	401	101	300	336	65
# Graduated	341	76	265	288	53
# Still in School	2	1	1	2	0
# Out of Program	78	30	48	59	19
--Undergraduates	58	24	34	46	12
--Graduates	20	6	14	13	7
#Cancelled Notes	12	3	9	10	2
--Service Payback	1	0	1	1	0
--Monetary Payback	11	3	8	9	2
--Forgiven	0	0	0	0	0

Graduate Class Statistics

1996 Class					
	Total	Male	Female	White	Minority
# Original Fellows	401	98	303	331	70
# Graduated	315	62	253	264	51
# Still in School	7	2	5	5	2
# Out of Program	90	38	52	72	18
--Undergraduates	79	34	45	62	17
--Graduates	11	4	7	10	1
#Cancelled Notes	15	6	9	12	3
--Service Payback	0	0	0	0	0
--Monetary Payback	15	6	9	12	3
--Forgiven	0	0	0	0	0

Graduate Class Statistics

1997 Class	Total	Male	Female	White	Minority
# Original Fellows	400	82	318	323	77
# Graduated	301	57	244	250	51
# Still in School	36	10	26	25	11
# Out of Program	65	16	49	50	15
--Undergraduates	63	15	48	48	15
--Graduates	2	1	1	2	0
#Cancelled Notes	10	1	9	10	0
--Service Payback	0	0	0	0	0
--Monetary Payback	10	1	9	10	0
--Forgiven	0	0	0	0	0

Graduate Class Statistics

1998 Class	Total	Male	Female	White	Minority
# Original Fellows	400	77	323	312	88
# Graduated	10	0	10	9	1
# Still in School	336	62	274	271	65
# Out of Program	54	15	39	32	22
--Undergraduates	54	15	39	32	22
--Graduates	0	0	0	0	0
#Cancelled Notes	11	4	7	7	4
--Service Payback	0	0	0	0	0
--Monetary Payback	11	4	7	7	4
--Forgiven	0	0	0	0	0

Graduate Class Statistics

1999 Class					
	Total	Male	Female	White	Minority
# Original Fellows	403	85	318	344	59
# Graduated	0	0	0	0	0
# Still in School	373	74	299	317	56
# Out of Program	30	11	19	27	3
--Undergraduates	30	11	19	27	3
--Graduates	0	0	0	0	0
#Cancelled Notes	11	6	5	10	1
--Service Payback	0	0	0	0	0
--Monetary Payback	11	6	5	10	1
--Forgiven	0	0	0	0	0

Graduate Class Statistics

2000 Class					
	Total	Male	Female	White	Minority
# Original Fellows	403	70	333	354	49
# Graduated	0	0	0	0	0
# Still in School	386	63	323	338	48
# Out of Program	17	7	10	16	1
--Undergraduates	17	7	10	16	1
--Graduates	0	0	0	0	0
#Cancelled Notes	5	3	2	5	0
--Service Payback	0	0	0	0	0
--Monetary Payback	5	3	2	5	0
--Forgiven	0	0	0	0	0

Graduate Class Statistics

2001 Class					
	Total	Male	Female	White	Minority
# Original Fellows	401	86	315	348	53
# Graduated	0	0	0	0	0
# Still in School	400	86	314	347	53
# Out of Program	1	0	1	1	0
--Undergraduates	1	0	1	1	0
--Graduates	0	0	0	0	0
#Cancelled Notes	0	0	0	0	0
--Service Payback	0	0	0	0	0
--Monetary Payback	0	0	0	0	0
--Forgiven	0	0	0	0	0

NC TEACHING FELLOWS PROGRAM
TERMINATED SUMMARY BY COLLEGE

COLLEGE	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	TOTAL	UNDER GRADS	GRADS
APPALACHIAN STATE UNIV.	29	12	11	15	9	10	15	16	7	6	4	4	2			140	75	65
EAST CAROLINA UNIV.	24	7	9	6	10	11	12	8	10	11	11	4	2	2		127	90	37
ELON COLLEGE		12	4	4	3	5	5	4	3	1	1	2	1	2	1	48	20	28
MEREDITH COLLEGE		4	7	6	5	9	11	6	6	2	6	3	2			67	32	35
N.C. A&T UNIV.	3	5	6	4	2	5	1	3	3		3	3	1			39	16	23
N.C. CENTRAL UNIV.		2	2			3	5	5		3	1	1				22	10	12
N.C. STATE UNIV.	44	29	28	21	15	14	22	12	9	11	6	3	1	3		218	116	102
UNC-ASHEVILLE		4	10	4	8	6	7	2	5	6	5	1	2	3		63	39	24
UNC-CHAPEL HILL		14	27	20	21	26	23	14	18	17	10	9	6	4		209	133	76
UNC-CHARLOTTE	10	11	5	6	7	3	8	5	3	6	7	8	1	1		81	53	28
UNC-GREENSBORO	9	18	16	16	6	18	14	1	6	13	3	6	6			132	89	43
UNC-PEMBROKE								3	2	2	2	4	1	1		15	13	2
UNC-WILMINGTON	8	3	9	10	8	8	9	9	3	8	5	4	3	1		88	62	26
WESTERN CAROLINA UNIV.	3	3	6	9	5	7	2	3	3	4	1	2	2			50	37	13
GRAND TOTALS	130	124	140	121	99	125	134	91	78	90	65	54	30	17	1	1299	785	514

EDR0154 DATE 2/25/02

NC TEACHING FELLOWS PROGRAM
RECIPIENT SUMMARY BY COLLEGE

TERMINATED ONLY

COLLEGE	TOTAL ALL	UNDERGRADUATES TOTAL	MALE	WHITE MALE	MINOR MALE	FEMALE	WHITE FEMALE	MINOR FEMALE	GRADUATES TOTAL	MALE	WHITE MALE	MINOR MALE	FEMALE	WHITE FEMALE	MINOR FEMALE
APPALACHIAN STATE UNIV.	29	16	7	7	0	9	8	1	13	6	6	0	7	6	1
EAST CAROLINA UNIV.	24	17	6	6	0	11	10	1	7	1	1	0	6	5	1
N.C. A&T UNIV.	3	1	1	0	1	0	0	0	2	1	0	1	1	0	1
N.C. STATE UNIV.	44	20	6	4	2	14	9	5	24	8	7	1	16	13	3
UNC-CHARLOTTE	10	6	1	1	0	5	5	0	4	2	2	0	2	2	0
UNC-GREENSBORO	9	4	2	2	0	2	2	0	5	3	3	0	2	1	1
UNC-WILMINGTON	8	5	4	4	0	1	1	0	3	1	1	0	2	2	0
WESTERN CAROLINA UNIV.	3	3	1	1	0	2	2	0	0	0	0	0	0	0	0
TOTAL FOR 1987	130	72	28	25	3	44	37	7	58	22	20	2	36	29	7
APPALACHIAN STATE UNIV.	12	5	2	2	0	3	3	0	7	5	5	0	2	2	0
EAST CAROLINA UNIV.	7	4	1	1	0	3	2	1	3	1	0	1	2	2	0
ELON COLLEGE	12	2	0	0	0	2	1	1	10	3	3	0	7	6	1
MEREDITH COLLEGE	4	0	0	0	0	0	0	0	4	0	0	0	4	4	0
N.C. A&T UNIV.	5	1	1	0	1	0	0	0	4	0	0	0	4	0	4
N.C. CENTRAL UNIV.	2	0	0	0	0	0	0	0	2	1	0	1	1	0	1
N.C. STATE UNIV.	29	10	7	7	0	3	2	1	19	6	4	2	13	11	2
UNC-ASHEVILLE	4	2	0	0	0	2	2	0	2	0	0	0	2	2	0
UNC-CHAPEL HILL	14	4	3	3	0	1	1	0	10	4	3	1	6	5	1
UNC-CHARLOTTE	11	5	2	2	0	3	2	1	6	0	0	0	6	6	0
UNC-GREENSBORO	18	10	4	3	1	6	5	1	8	1	1	0	7	7	0
UNC-WILMINGTON	3	3	2	1	1	1	0	1	0	0	0	0	0	0	0
WESTERN CAROLINA UNIV.	3	2	1	1	0	1	0	1	1	0	0	0	1	1	0
TOTAL FOR 1988	124	48	23	20	3	25	18	7	76	21	16	5	55	46	9
APPALACHIAN STATE UNIV.	11	3	0	0	0	3	2	1	8	3	3	0	5	5	0
EAST CAROLINA UNIV.	9	3	3	1	2	0	0	0	6	2	2	0	4	3	1
ELON COLLEGE	4	1	0	0	0	1	1	0	3	1	1	0	2	1	1
MEREDITH COLLEGE	7	1	0	0	0	1	1	0	6	0	0	0	6	6	0
N.C. A&T UNIV.	6	1	0	0	0	1	0	1	5	0	0	0	5	0	5
N.C. CENTRAL UNIV.	2	1	0	0	0	1	0	1	1	0	0	0	1	0	1
N.C. STATE UNIV.	28	11	7	6	1	4	4	0	17	7	6	1	10	7	3
UNC-ASHEVILLE	10	1	0	0	0	1	1	0	9	5	5	0	4	3	1
UNC-CHAPEL HILL	27	8	4	3	1	4	2	2	19	7	6	1	12	11	1
UNC-CHARLOTTE	5	0	0	0	0	0	0	0	5	3	3	0	2	2	0
UNC-GREENSBORO	16	6	4	4	0	2	2	0	10	1	1	0	9	8	1
UNC-WILMINGTON	9	6	4	4	0	2	1	1	3	1	1	0	2	2	0
WESTERN CAROLINA UNIV.	6	1	1	1	0	0	0	0	5	2	2	0	3	3	0
TOTAL FOR 1989	140	43	23	19	4	20	14	6	97	32	30	2	65	51	14
APPALACHIAN STATE UNIV.	15	6	4	4	0	2	1	1	9	5	5	0	4	4	0
EAST CAROLINA UNIV.	6	4	1	1	0	3	2	1	2	1	1	0	1	1	0
ELON COLLEGE	4	1	1	1	0	0	0	0	3	0	0	0	3	2	1
MEREDITH COLLEGE	6	1	0	0	0	1	1	0	5	0	0	0	5	5	0
N.C. A&T UNIV.	4	1	0	0	0	1	0	1	3	1	0	1	2	0	2

NC TEACHING FELLOWS PROGRAM
RECIPIENT SUMMARY BY COLLEGE

COLLEGE	TOTAL ALL	UNDERGRADUATES TOTAL	MALE	WHITE MALE	MINOR MALE	FEMALE	WHITE FEMALE	MINOR FEMALE	GRADUATES TOTAL	MALE	WHITE MALE	MINOR MALE	FEMALE	WHITE FEMALE	MINOR FEMALE
N.C. STATE UNIV.	21	10	4	3	1	6	3	3	11	6	6	0	5	4	1
UNC-ASHEVILLE	4	1	0	0	0	1	1	0	3	1	1	0	2	2	0
UNC-CHAPEL HILL	20	12	7	7	0	5	4	1	8	1	1	0	7	6	1
UNC-CHARLOTTE	6	2	2	2	0	0	0	0	4	0	0	0	4	2	2
UNC-GREENSBORO	16	8	4	4	0	4	2	2	8	1	0	1	7	5	2
UNC-WILMINGTON	10	6	2	2	0	4	3	1	4	1	1	0	3	3	0
WESTERN CAROLINA UNIV.	9	6	1	1	0	5	5	0	3	2	2	0	1	1	0
TOTAL FOR 1990	121	58	26	25	1	32	22	10	63	19	17	2	44	35	9
APPALACHIAN STATE UNIV.	9	4	1	1	0	3	3	0	5	3	2	1	2	2	0
EAST CAROLINA UNIV.	10	4	2	2	0	2	1	1	6	3	3	0	3	3	0
ELON COLLEGE	3	1	0	0	0	1	0	1	2	0	0	0	2	2	0
MEREDITH COLLEGE	5	1	0	0	0	1	1	0	4	0	0	0	4	3	1
N.C. A&T UNIV.	2	1	0	0	0	1	0	1	1	1	0	1	0	0	0
N.C. STATE UNIV.	15	8	2	1	1	6	2	4	7	2	2	0	5	4	1
UNC-ASHEVILLE	8	6	1	1	0	5	5	0	2	0	0	0	2	2	0
UNC-CHAPEL HILL	21	11	7	5	2	4	2	2	10	3	2	1	7	7	0
UNC-CHARLOTTE	7	3	0	0	0	3	3	0	4	1	1	0	3	3	0
UNC-GREENSBORO	6	3	0	0	0	3	3	0	3	2	2	0	1	1	0
UNC-WILMINGTON	8	4	2	2	0	2	2	0	4	0	0	0	4	4	0
WESTERN CAROLINA UNIV.	5	4	1	1	0	3	2	1	1	0	0	0	1	1	0
TOTAL FOR 1991	99	50	16	13	3	34	24	10	49	15	12	3	34	32	2
APPALACHIAN STATE UNIV.	10	3	1	1	0	2	2	0	7	5	5	0	2	1	1
EAST CAROLINA UNIV.	11	5	1	1	0	4	1	3	6	4	3	1	2	2	0
ELON COLLEGE	5	2	1	1	0	1	1	0	3	1	1	0	2	2	0
MEREDITH COLLEGE	9	6	0	0	0	6	6	0	3	0	0	0	3	2	1
N.C. A&T UNIV.	5	3	2	0	2	1	0	1	2	2	0	2	0	0	0
N.C. CENTRAL UNIV.	3	0	0	0	0	0	0	0	3	1	0	1	2	0	2
N.C. STATE UNIV.	14	7	3	3	0	4	3	1	7	3	3	0	4	3	1
UNC-ASHEVILLE	6	5	3	3	0	2	2	0	1	0	0	0	1	1	0
UNC-CHAPEL HILL	26	18	5	4	1	13	9	4	8	1	1	0	7	6	1
UNC-CHARLOTTE	3	2	1	1	0	1	0	1	1	0	0	0	1	1	0
UNC-GREENSBORO	18	12	4	4	0	8	5	3	6	0	0	0	6	5	1
UNC-WILMINGTON	8	5	1	1	0	4	3	1	3	2	2	0	1	1	0
WESTERN CAROLINA UNIV.	7	4	2	2	0	2	2	0	3	2	2	0	1	1	0
TOTAL FOR 1992	125	72	24	21	3	48	34	14	53	21	17	4	32	25	7
APPALACHIAN STATE UNIV.	15	8	2	2	0	6	6	0	7	2	2	0	5	4	1
EAST CAROLINA UNIV.	12	10	4	4	0	6	6	0	2	1	0	1	1	1	0
ELON COLLEGE	5	2	1	1	0	1	0	1	3	1	1	0	2	2	0
MEREDITH COLLEGE	11	3	0	0	0	3	3	0	8	0	0	0	8	7	1
N.C. A&T UNIV.	1	0	0	0	0	0	0	0	1	0	0	0	1	0	1
N.C. CENTRAL UNIV.	5	2	1	0	1	1	0	1	3	0	0	0	3	0	3
N.C. STATE UNIV.	22	11	5	4	1	6	4	2	11	6	5	1	5	3	2

NC TEACHING FELLOWS PROGRAM
RECIPIENT SUMMARY BY COLLEGE

COLLEGE	TOTAL ALL	UNDERGRADUATES TOTAL	MALE	WHITE MALE	MINOR MALE	FEMALE	WHITE FEMALE	MINOR FEMALE	GRADUATES TOTAL	MALE	WHITE MALE	MINOR MALE	FEMALE	WHITE FEMALE	MINOR FEMALE
UNC-ASHEVILLE	7	4	1	1	0	3	3	0	3	2	2	0	1	1	0
UNC-CHAPEL HILL	23	15	6	5	1	9	8	1	8	2	2	0	6	6	0
UNC-CHARLOTTE	8	6	3	2	1	3	1	2	2	1	1	0	1	1	0
UNC-GREENSBORO	14	13	2	2	0	11	7	4	1	0	0	0	1	1	0
UNC-WILMINGTON	9	4	1	1	0	3	2	1	5	2	1	1	3	3	0
WESTERN CAROLINA UNIV.	2	2	0	0	0	2	1	1	0	0	0	0	0	0	0
TOTAL FOR 1993	134	80	26	22	4	54	41	13	54	17	14	3	37	29	8
APPALACHIAN STATE UNIV.	16	9	4	4	0	5	4	1	7	2	2	0	5	5	0
EAST CAROLINA UNIV.	8	6	3	2	1	3	2	1	2	0	0	0	2	2	0
ELON COLLEGE	4	1	1	1	0	0	0	0	3	2	2	0	1	1	0
MEREDITH COLLEGE	6	4	0	0	0	4	4	0	2	0	0	0	2	2	0
N.C. A&T UNIV.	3	1	1	0	1	0	0	0	2	1	0	1	1	0	1
N.C. CENTRAL UNIV.	5	3	0	0	0	3	0	3	2	1	0	1	1	0	1
N.C. STATE UNIV.	12	8	3	3	0	5	4	1	4	1	1	0	3	3	0
UNC-ASHEVILLE	2	2	2	2	0	0	0	0	0	0	0	0	0	0	0
UNC-CHAPEL HILL	14	8	4	4	0	4	4	0	6	3	3	0	3	3	0
UNC-CHARLOTTE	5	4	0	0	0	4	2	2	1	0	0	0	1	1	0
UNC-GREENSBORO	1	1	0	0	0	1	1	0	0	0	0	0	0	0	0
UNC-PEMBROKE	3	2	0	0	0	2	1	1	1	0	0	0	1	0	1
UNC-WILMINGTON	9	6	4	4	0	2	1	1	3	2	2	0	1	1	0
WESTERN CAROLINA UNIV.	3	3	1	0	1	2	1	1	0	0	0	0	0	0	0
TOTAL FOR 1994	91	58	23	20	3	35	24	11	33	12	10	2	21	18	3
APPALACHIAN STATE UNIV.	7	5	1	1	0	4	3	1	2	1	1	0	1	1	0
EAST CAROLINA UNIV.	10	9	6	5	1	3	2	1	1	1	0	1	0	0	0
ELON COLLEGE	3	2	0	0	0	2	2	0	1	0	0	0	1	1	0
MEREDITH COLLEGE	6	3	0	0	0	3	3	0	3	0	0	0	3	3	0
N.C. A&T UNIV.	3	0	0	0	0	0	0	0	3	0	0	0	3	0	3
N.C. STATE UNIV.	9	9	5	3	2	4	3	1	0	0	0	0	0	0	0
UNC-ASHEVILLE	5	3	1	1	0	2	2	0	2	1	1	0	1	1	0
UNC-CHAPEL HILL	18	14	7	7	0	7	4	3	4	0	0	0	4	3	1
UNC-CHARLOTTE	3	3	0	0	0	3	2	1	0	0	0	0	0	0	0
UNC-GREENSBORO	6	6	3	2	1	3	3	0	0	0	0	0	0	0	0
UNC-PEMBROKE	2	1	0	0	0	1	0	1	1	0	0	0	1	0	1
UNC-WILMINGTON	3	2	0	0	0	2	2	0	1	1	1	0	0	0	0
WESTERN CAROLINA UNIV.	3	3	3	2	1	0	0	0	0	0	0	0	0	0	0
TOTAL FOR 1995	78	60	26	21	5	34	26	8	18	4	3	1	14	9	5
APPALACHIAN STATE UNIV.	6	6	5	4	1	1	1	0	0	0	0	0	0	0	0
EAST CAROLINA UNIV.	11	10	3	3	0	7	4	3	1	1	1	0	0	0	0
ELON COLLEGE	1	1	0	0	0	1	1	0	0	0	0	0	0	0	0
MEREDITH COLLEGE	2	2	0	0	0	2	2	0	0	0	0	0	0	0	0
N.C. CENTRAL UNIV.	3	2	1	0	1	1	0	1	1	0	0	0	1	0	1
N.C. STATE UNIV.	11	9	5	5	0	4	2	2	2	0	0	0	2	2	0

NC TEACHING FELLOWS PROGRAM
RECIPIENT SUMMARY BY COLLEGE

COLLEGE	TOTAL ALL	UNDERGRADUATES TOTAL	MALE	WHITE MALE	MINOR MALE	FEMALE	WHITE FEMALE	MINOR FEMALE	GRADUATES TOTAL	MALE	WHITE MALE	MINOR MALE	FEMALE	WHITE FEMALE	MINOR FEMALE
UNC-ASHEVILLE	6	4	2	2	0	2	2	0	2	1	1	0	1	1	0
UNC-CHAPEL HILL	17	15	9	9	0	6	5	1	2	1	1	0	1	1	0
UNC-CHARLOTTE	6	5	2	2	0	3	2	1	1	0	0	0	1	1	0
UNC-GREENSBORO	13	11	1	1	0	10	5	5	2	1	1	0	1	1	0
UNC-PEMBROKE	2	2	1	0	1	1	1	0	0	0	0	0	0	0	0
UNC-WILMINGTON	8	8	2	2	0	6	5	1	0	0	0	0	0	0	0
WESTERN CAROLINA UNIV.	4	4	3	3	0	1	1	0	0	0	0	0	0	0	0
TOTAL FOR 1996	90	79	34	31	3	45	31	14	11	4	4	0	7	6	1
APPALACHIAN STATE UNIV.	4	4	2	1	1	2	2	0	0	0	0	0	0	0	0
EAST CAROLINA UNIV.	11	10	2	2	0	8	7	1	1	1	1	0	0	0	0
ELON COLLEGE	1	1	0	0	0	1	1	0	0	0	0	0	0	0	0
MEREDITH COLLEGE	6	6	0	0	0	6	5	1	0	0	0	0	0	0	0
N.C. A&T UNIV.	3	3	0	0	0	3	0	3	0	0	0	0	0	0	0
N.C. CENTRAL UNIV.	1	1	1	0	1	0	0	0	0	0	0	0	0	0	0
N.C. STATE UNIV.	6	6	3	2	1	3	1	2	0	0	0	0	0	0	0
UNC-ASHEVILLE	5	5	1	1	0	4	4	0	0	0	0	0	0	0	0
UNC-CHAPEL HILL	10	9	2	2	0	7	7	0	1	0	0	0	1	1	0
UNC-CHARLOTTE	7	7	1	1	0	6	4	2	0	0	0	0	0	0	0
UNC-GREENSBORO	3	3	1	1	0	2	2	0	0	0	0	0	0	0	0
UNC-PEMBROKE	2	2	0	0	0	2	1	1	0	0	0	0	0	0	0
UNC-WILMINGTON	5	5	1	1	0	4	2	2	0	0	0	0	0	0	0
WESTERN CAROLINA UNIV.	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0
TOTAL FOR 1997	65	63	15	12	3	48	36	12	2	1	1	0	1	1	0
APPALACHIAN STATE UNIV.	4	4	2	2	0	2	2	0	0	0	0	0	0	0	0
EAST CAROLINA UNIV.	4	4	1	0	1	3	1	2	0	0	0	0	0	0	0
ELON COLLEGE	2	2	0	0	0	2	1	1	0	0	0	0	0	0	0
MEREDITH COLLEGE	3	3	0	0	0	3	1	2	0	0	0	0	0	0	0
N.C. A&T UNIV.	3	3	1	0	1	2	0	2	0	0	0	0	0	0	0
N.C. CENTRAL UNIV.	1	1	0	0	0	1	0	1	0	0	0	0	0	0	0
N.C. STATE UNIV.	3	3	1	0	1	2	0	2	0	0	0	0	0	0	0
UNC-ASHEVILLE	1	1	0	0	0	1	1	0	0	0	0	0	0	0	0
UNC-CHAPEL HILL	9	9	3	2	1	6	6	0	0	0	0	0	0	0	0
UNC-CHARLOTTE	8	8	3	1	2	5	4	1	0	0	0	0	0	0	0
UNC-GREENSBORO	6	6	0	0	0	6	5	1	0	0	0	0	0	0	0
UNC-PEMBROKE	4	4	1	1	0	3	1	2	0	0	0	0	0	0	0
UNC-WILMINGTON	4	4	2	1	1	2	1	1	0	0	0	0	0	0	0
WESTERN CAROLINA UNIV.	2	2	1	1	0	1	1	0	0	0	0	0	0	0	0
TOTAL FOR 1998	54	54	15	8	7	39	24	15	0	0	0	0	0	0	0
APPALACHIAN STATE UNIV.	2	2	0	0	0	2	2	0	0	0	0	0	0	0	0
EAST CAROLINA UNIV.	2	2	0	0	0	2	1	1	0	0	0	0	0	0	0
ELON COLLEGE	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0
MEREDITH COLLEGE	2	2	0	0	0	2	2	0	0	0	0	0	0	0	0

NC TEACHING FELLOWS PROGRAM
RECIPIENT SUMMARY BY COLLEGE

COLLEGE	TOTAL ALL	UNDERGRADUATES TOTAL	MALE	WHITE MALE	MINOR MALE	FEMALE	WHITE FEMALE	MINOR FEMALE	GRADUATES TOTAL	MALE	WHITE MALE	MINOR MALE	FEMALE	WHITE FEMALE	MINOR FEMALE
N.C. A&T UNIV.	1	1	0	0	0	1	1	0	0	0	0	0	0	0	0
N.C. STATE UNIV.	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0
UNC-ASHEVILLE	2	2	2	2	0	0	0	0	0	0	0	0	0	0	0
UNC-CHAPEL HILL	6	6	2	1	1	4	4	0	0	0	0	0	0	0	0
UNC-CHARLOTTE	1	1	0	0	0	1	1	0	0	0	0	0	0	0	0
UNC-GREENSBORO	6	6	2	2	0	4	4	0	0	0	0	0	0	0	0
UNC-PEMBROKE	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0
UNC-WILMINGTON	3	3	0	0	0	3	2	1	0	0	0	0	0	0	0
WESTERN CAROLINA UNIV.	2	2	2	2	0	0	0	0	0	0	0	0	0	0	0
TOTAL FOR 1999	30	30	11	10	1	19	17	2	0	0	0	0	0	0	0
EAST CAROLINA UNIV.	2	2	2	2	0	0	0	0	0	0	0	0	0	0	0
ELON COLLEGE	2	2	0	0	0	2	2	0	0	0	0	0	0	0	0
N.C. STATE UNIV.	3	3	1	1	0	2	1	1	0	0	0	0	0	0	0
UNC-ASHEVILLE	3	3	1	1	0	2	2	0	0	0	0	0	0	0	0
UNC-CHAPEL HILL	4	4	3	3	0	1	1	0	0	0	0	0	0	0	0
UNC-CHARLOTTE	1	1	0	0	0	1	1	0	0	0	0	0	0	0	0
UNC-PEMBROKE	1	1	0	0	0	1	1	0	0	0	0	0	0	0	0
UNC-WILMINGTON	1	1	0	0	0	1	1	0	0	0	0	0	0	0	0
TOTAL FOR 2000	17	17	7	7	0	10	9	1	0	0	0	0	0	0	0
ELON COLLEGE	1	1	0	0	0	1	1	0	0	0	0	0	0	0	0
TOTAL FOR 2001	1	1	0	0	0	1	1	0	0	0	0	0	0	0	0
GRAND TOTALS	1299	785	297	254	43	488	358	130	514	168	144	24	346	281	65

Name of Organization: Teaching Fellows Collections (Trust Fund)

Receipts/Operating Expenses	FY 1996-97	FY 1997-98	FY 1998-99	FY 1999-00	FY 00-01	FY 01-02	FY 02-03
State Appropriation**	$36,000	$36,000	$36,000	$96,000	$96,000	$106,000	$116,000
Recurring (Trust Fund)	$36,000	$36,000	$36,000	$96,000	$96,000	$106,000	$116,000
Non-Recurring							
Other Sources of Funding							
Total Available	$36,000	$36,000	$36,000	$96,000	$96,000	$106,000	$116,000 (pending)
Total Actual Expenditures	$36,000	$36,000	$36,000	$93,456	$70,770.07	$68,515.67	
Total Actual Encumbrances	$47,176	$48,839	$57,310	-0-	-0-	FY not final	
Amount of Encumbrance*** Carried Over to Next Fiscal Year	$11,176	$12,839	$21,310	$ 2,543****	$25,229.93****		
Cash Balance	-0-	-0-	-0-	-0-	-0-	FY not final	

* Projected figures for FY 2000-01
**Appropriation used for payment to contracted vendor to implement collections.
***Amount over appropriation carried over to next fiscal year with RMA
**** Returned to Trust Fund

Note: During the Scholarship Trust Fund history, the fund balance has been decreased by over $15 million by legislative and budget office action. Decreases of over $2 million occurred prior to 1996-97.

Attached: Collection History

S:/Tfellows/TFEdAppropCollections42002.doc

Teaching Fellows Collections History

Prior to 1991, the Teaching Fellows staff served as collector of loan payments. In 1991, the legislation was amended to allow interest from the trust fund to be used for the costs related to collection of loan payments. The Teaching Fellows Commission contracts with Risk Management Alternatives, RMA, (formerly Equifax) to implement the collections process. Below is the history of collections.

Year	Appropriation	Expenditures	Amount Returned To Trust Fund at End of Fiscal Year	Amount of Collections
1987-91	N/A	N/A	N/A	$280,000.00
1991-92	$18,000	$ 6,755.48	$11,244.52	In Archives
1992-93	$22,000	$13,890.91	$ 8,109.09	In Archives
1993-94	$22,000	$21,854.48	$ 142.52	$214,057.88
1994-95	$22,000	$21,042.82	$ 957.18	$231,513.39
1995-96	$30,000	$22,609.22	$ 7,390.78	$284,314.74
1996-97	$36,000	$47,176.40	-0-	$457,001.54
1997-98	$36,000	$48,839.38	-0-	$515,200.98
1998-99	$36,000	$57,310.83	-0-	$728,765.82
1999-00	$96,000	$93,456.81	$ 2,543.21	$813,824.00
2000-01	$96,000	$70,770.07	$25,229.93	$878,309.36
2001-02	$106,000	$68,515.67	(FY not final)	$868,756.50

Note: Approximately $5,000,000 has been returned to the Trust Fund through the contracted collection agency. Over $2,000,000 through the Commission staff office. This rigorous effort to collect loans along with the semester payment of scholarship funds has made it possible for the trust fund balance to be decreased by over $15 million since the beginning of the program in 1986-87 by the state budget office and legislative action.

Number of Fellows in cash repayment with RMA: 533
Number of paid out loans with RMA: 157
Number of loans in bad debt: 205

Name of Organization: Public School Forum (2001-02)
(Teaching Fellows Administration)

Receipts/Operating Expenses	FY 96-97	FY 97-98	FY 98-99	FY 99-00	FY 00-01	FY 01-02	FY 02-03
State Appropriation	$420,564	$420,564	$570,564*	$570,564	$570,564	$499,068**	$528,408***
Recurring	$420,544	$420,564	$570,564	$570,564	$570,564	$499,068	$528,408***
Non-Recurring							
Other Sources of Funds	$ 23,543****			$ 12,500*****			
Total Available	$444,107	$420,564	$570,564	$588,764	$570,564	$499,068	$528,408***
Total Actual Expenditures	$468,132	$454,630	$576,475	$601,264	$585,882	$493,920+ (FY not final)	-
Total Actual Encumbrances	-0-	-0-	-0-	-0-	-0-	-0-	
Cash Balance	-0-	-0-	-0-	-0-	-0-	-0-	

* $420,564 Appropriations & $150,000 Trust Fund
**$349,068Appropriations (17% cut) & $150,000 Trust Fund
*** Projected figures for FY 2002-03 ($378,408 & $150,000 Trust Fund)
**** Corporate Contributions for 10 yr Celebration
***** Z. Smith Reynolds Grant for TF Video
\+ Expenditures to date, ($559,412 budgeted for 2001-02)

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Public School Forum (Teaching Fellows Program)
2001-02 Fiscal Year
Budgeted Expenditures

Types of Expenditures	Requirements		% of Total Budget
Temporary Help	$ 8,500		
Other Staff	$ 305,809		
Fringe Benefits	$ 67,278		
Total Personnel Services		$ 381,587	68%
Accounting	$ 14,500		
Bank Charges	$ 175		
Insurance	$ 1,500		
Sales Tax	$ 150		
Equipment Lease/Maint.	$ 10,500		
Equipment Purchases	$ 1,000		
Furniture Purchase	$ 1,000		
Rent	$ 50,400		
Phone/Communications	$ 6,000		
Answering Service	$ 200		
Total Operating/Contractual Services		$ 85,425	15%
Application Forms	$ 9,500		
Supplies	$ 5,500		
Postage	$ 10,000		
Printing	$ 30,000		
Total Supplies/Print/Postage		$ 55,000	10%
Campus Evaluations	$ 4,000		
Commission Meetings	$ 5,500		
Conferences/Meetings	$ -0-		
Directors' Meetings	$ 2,500		
Regional Screening	$ 14,000		
Travel, Staff	$ 7,500		
Total Meetings/Travel		$ 33,500	6%
Software	$ 500		
Webpage/Tech. Maint.	$ 500		
Total Technology/Maint.		$ 1,000	.2%
Affiliations	$ 400		
Subscriptions & Books	$ 1,000		
Staff Development	$ 500		
Other/Misc.	$ 1,000		
Total Affil/Staff Development		$ 2,900	.5%
Total Budget		$ 559,412	100%

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VISITOR REGISTRATION SHEET

Joint Approp.Subcommittee on Ed.-Higher Ed.Comm. May 7, 2002

Name of Committee **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Hal Miller	NCACCT
Ken Grogan	UNC
Joyce Moreland	DPI
Audrey L. Galloway	NCAE
Molly Freeman	NCAE
Ellen Russell	The Arc of NC
Colleen Kochanek	Hafer & Caldwell
Tim Simmons	N&O
Ed Regan	N.C. Assoc. of County Comm.
David Brown	OSBM
Carol Lauler	EGHS

VISITOR REGISTRATION SHEET

Joint Approp.Subcommittee on Ed.-Higher Ed.Comm. May 7, 2002

Name of Committee **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Karen Gore	NBPJL
Elizabeth Grovenstein	OSBM
Lydia W. Prude	DPI
John [illegible]	NCFPC
Susan Markham	Professional Educators
[illegible]	Gov's office
Robin Riddick	NCAOA
Mark Edwards	DPI
Becky McCoukey	DPI
Sharon McMillon	DPI
[illegible]	SBE

VISITOR REGISTRATION SHEET

Joint Approp.Subcommittee on Ed.-Higher Ed.Comm. May 7, 2002

Name of Committee **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Jolene Morris	Public School Forum of NC
Ben Bryan	North Carolina Teacher Academy
Sandra Griffin	NC Teacher Academy
Jan Ramquist	NCATA
Mary Burch	Auditory Learning Center
[illegible]	NCICU
Jennifer Bennett	NCDPI
Leanne Winner	NCSBA

VISITOR REGISTRATION SHEET

Joint Approp.Subcommittee on Ed.-Higher Ed.Comm. May 7, 2002

Name of Committee **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Sam Watts	N.C. Center for Public Policy Research
Mark Fleming	UNC System
Suzanne Williams	NCCS

MINUTES

JOINT APPROPRIATIONS SUBCOMMITTEE ON EDUCATION
Wednesday, May 8, 2002, 9:00 a.m.
Room 421, Legislative Office Building

The Joint Appropriations Subcommittee on Education met Wednesday, May 8, 2002, at 9:00 a.m. in Room 421, Legislative Office Building. Representative Boyd- McIntyre, presiding chair called the meeting to order with opening remarks and recognized staff.

The following members were present: Representatives Rogers and Yongue, Chairs; and Representatives Barnhart, Bell, Bonner, Carpenter, McLawhorn, Michaux, Morgan, Preston, Russell, Smith, Teague and Warner. Three Senators were present: Lucas, Dalton and Garrou. The Agenda (*Exhibit 1)* and the Visitor Registration Sheet (*Exhibit 2*) are attached hereto and incorporated into the minutes.

Representative Boyd-McIntyre advised the committee that the purpose of the meeting was to look at $695 million in reductions. Chairs Rogers and Yongue were asked to make opening comments.

Jim Newlin, Fiscal Research Analyst, was recognized to discuss responses to questions raised by Committee Members at prior meetings and appears in greater detail on pages 1-14 in the attached *Exhibit 3.*

Proceeding to the first agenda item of possible reduction options to the UNC budget, Mr. Newlin referred to pages 38-46 A of the attached *Exhibit 4* that was also prepared in response to questions raised at a prior meeting and was used as a reference while going through the options. Beginning on page 47 of UNC Budget Options 2002-2003, Mr. Newlin explained the following:

Item 1 – At the end of February about $100 million in balances remained in overhead receipts. One concern that the Education Oversight committee heard expressed in their report had to do with debt service for some of the special obligation bonds that the University had issued. With each of the percentages presented, staff took a look at this and it would not endanger the potential use of those bonds. It may delay some capital projects; but you are in a tight budget year and have to find $695 million.

Item 2 – To reduce building reserves for new facilities is an option the University provided and was in their proposal to the Governor.

Items 3 through 5 – These are items that came out of a summary and were proposed to the Governor by the University System. Mr. Newlin cautioned the Committee that once they have identified items they are interested in funding, make sure that these items on a campus-by-campus basis do not overlap with reductions that may be proposed more specifically at a later time.

Item 6 – SPA positions are subject to the Personnel Act and include positions such as clerical and administrative officers.

Item 7 – EPA Non-faculty positions include positions such as Chancellors, Deans, Research Personnel and any one who is not paid out of teaching faculty line items.

Item 8 – Mr. Newlin explained that there are no numbers corresponding to the recommendations because staff could not cost out this item but would have these figures in the next couple of weeks.

Item 10 - The bulk of tuition remission money is spent at UNC Chapel Hill and N. C. State Universities.

Item 13 - For the current year, the appropriation to the endowment of the Center for Alcohol Studies is reduced by half ($250,000). Eliminating this appropriation will not affect the operating budget of the center; these funds go directly into an endowment. Mr. Newlin will provide the endowment balance at a later time.

Item 14 – The Legislative Tuition Grant Program has a budget of about $46 million and provides money for students attending private colleges: $1800/year and $900/semester. Students must be full-time undergraduates and reside in North Carolina. Funds are credited to the individual student accounts. This is not a need-based program.

Item 15 – The State provides for every full-time North Carolinian attending a private college an equivalent of $1100 per student. The money goes to the campus and placed in a pool.

Items 16 & 17 – These items reflect no cost and are suggested for Committee consideration.

Item 18 – The General Fund subsidy for operations of the Dean Smith Center for the current year is between $1.1 million and $1.2 million. The recommended reduction is reflected in the handout. In response to the question as to when this item got back into the budget, Mr. Newlin explained that it was about 1993 or '94.

Items 19-23 – The recommended reductions are reflected in the handout.

Item 24 – UNC-G gets about $600,000/year for a Reading Together program and also receives significant grants. If the Committee eliminates State funding for this program, staff suggest they can apply for Federal funding.

Items 25- 30 – The recommended reductions are reflected in the handout.

Item 31 – Center for International Understanding – In response to questions as to which countries are involved in the program and what the funds are used for, Mr. Newlin stated that trips are taken all over the world and funds are used for staff and possibly some

subsidy for travel. Mr. Newlin recognized Jo Ann Norris with the Public School Forum of North Carolina who clarified aspects of the program.

Item 32 – The budget for the Center for School Leadership is $580,000. Some reductions were proposed is this item in the General Administration's message to the Governor.

Item 33 – In response to a previously asked question as to what is appropriated for scholarships, Mr. Newlin responded that it is just over $3.6 million. Currently there is about a $540,000 cash balance in the fund. It is suggested to fund scholarships at $3.1 rather than $3.6 million without affecting the number of scholarships offered.

Item 34 – The Cooperative Extension program operates out of NC State University. Recommended reductions are so noted in the handout.

Item 35 – Staff recommended a review of other scholarship fund accounts to see if there are one-time savings.

Item 36 – Mr. Newlin stated that collections from tuition surcharges have gone up some over the past three years. For the current year there is over $900,000 in collections.

In the final item, it was recommended to use tuition receipts to fund enrollment. Mr. Newlin explained that $66 million is requested for enrollment increases this year. The Board of Governors has approved tuition increases that total about $39 million on an across-the-board basis for in-state and out-of-state students. In addition, the Board approved campus initiated tuition increases of $35+ million. The amount of increase that would stay at the campus level exceeds the amount that is across-the-board increase.

At this point Mr. Newlin and University staff addressed questions relating to Board initiated and campus initiated increases as well as other questions.

After a brief break, the meeting resumed with the next agenda item.

Fiscal Research staff Kristine Leggett was recognized to present the Community College Budget Overview and Possible Reduction Options. This section is explained in greater detail on pages CC33-CC49 of *Exhibit #5*. The pie chart on page CC33 shows the total sources of funding for Community Colleges. Page CC34 shows the tuition rates that are currently in effect. Page CC35 gives a visual picture of how the tuition has changed over the years for in state and CC36 reflects the out-of-state tuition increases. Page CC37 shows that North Carolina has the lowest Community College tuition among all the SREB States.

The chart on page CC38 reflects where the most tuition waivers happened by category for 1999-2000. The total for last year was $28.6 million. The General Assembly gives the State Board permission to waive tuition for certain categories of people. The language reads, "They may waive tuition". For seniors and high school students, "they must".

Ms. Leggett responded to questions and provided clarification as needed. Some of the questions related to the AKA Regional High Tech Center, the Nursing Disadvantage Program, and a request from Senator Lucas to provide a profile of each Community College's total operating budget with all of the categories that are funded.

Ms. Leggett continued with her presentation of recommended reduction options for Committee consideration and is reflected in the handout on pages CC46-CC49. On pages CC46 & CC47, Option A includes a list of items that the Community College system put together and were offered as reductions to the Governor. Senator Lucas asked which items would produce the most negative consequences for the Community Colleges if reductions were made. Community College staff responded that the Community Colleges would give up the Option A cuts first and appealed to the Committee to consider these options before going to the State formula to reach its goal. What is given back in reductions, the Community Colleges must fairly distribute regardless of the size of the college. They must maintain equity.

At the conclusion of the presentation, Ms. Leggett entertained more questions.

Representative Boyd-McIntyre gave closing comments, indicating that this is the final joint House and Senate Committee meeting. The Senate will begin its work and the House members will await their budget and will respond to it, moving toward a final stage of voting on a budget. She also announced Special Session that is scheduled Tuesday, May 14th at 1:00 P.M.

With no further business, the meeting was adjourned.

Respectfully submitted,

Flossie Boyd-McIntyre

Rep. Flossie Boyd-McIntyre
Presiding Chair

Patricia Christmas

Patricia Christmas
Committee Assistant

Rep. R. Eugene Rogers, Chair
Rep. Douglas Y. Yongue, Chair

Attachments:
Agenda *(Exhibit1)*
Visitor Registration Sheet *(Exhibit 2)*
Exhibit 3
Exhibit 4
Exhibit 5

EXHIBIT 1

Joint Appropriations on Education Committee

Agenda

Tuesday, May 7, 2002, 9:00 pm
Room 421, Legislative Office Building

Senator Jeanne Lucas, Chairing

9:00 – 9:10 **Opening Comments** .....Chair

9:10 – 10:30 **No Child Left Behind Federal Legislation**
Funding Changes ..... Sharon McMillon, Department *of Public Instruction*
Possible Impact on State Budget ..... Jim Newlin, ***Fiscal Research***

10:30 – 12:00 **Public Schools**
Complete the Budget Overview..... Philip Price, *Fiscal Research*

12:00 – 1:30 **Lunch**

1:30 – 4:00 **Public Schools**
Discussion of Reduction Options ..... Philip Price, *Fiscal Research*

Wednesday, May 8, 2002, 9:00 pm
Room 421, Legislative Office Building

Representative Flossie Boyd-McIntyre, Chairing

9:00 – 9:10 **Opening Comments** .....Chair

9:10 – 11:30 **University Possible Reduction Options** ..... Jim Newlin, *Fiscal Research*

11:30 – 1:30 **Community College Budget Overview & Possible Reduction Options**
Kristine Leggett, *Fiscal Research*

House Appropriations Subcommittee on Education
Rep. Boyd-McIntyre (Chair)
Rep. Rogers (Chair)
Rep. Yongue (Chair)
Rep. Barnhart, Rep. Bell, Rep. Bonner, Rep. Carpenter
Rep. Holmes, Rep. McLawhorn, Rep. Michaux,
Rep. Morgan, Rep. Preston, Rep. Russell, Rep. Smith,
Rep. Teague, Rep. Warner

Senate Appropriations on Education/Higher Education
Sen. Lucas (Chair)
Sen. Garrou (Chair)
Sen. Dalton (Chair)
Sen. Carter, Sen. Cunningham, Sen. Garwood, Sen. Hartsell,
Sen. Wellons

Fiscal Research Division (g:\Fiscal\Education April\2002 Agenda wTimes)

EXHIBIT 2

VISITOR REGISTRATION SHEET

Joint Approp.Subcommittee on Ed.-Higher Ed.Comm. ~~[redacted]~~ May 8, 2002

Name of Committee **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Robyn [illegible]	NCASA
Tim McDowell	NCICU
Julia Kunz	NC Teacher Academy
Sondra Griffin	NC Teacher Academy
Hal Miller	NCACCT
Lana Yow	UNC
Angie Jones	UNC
Jer Sayer	UNC
GARY VANDERPOOL	ECU
PETER KRAGEL	ECU
James D. Smith	UNC

VISITOR REGISTRATION SHEET

Joint Approp.Subcommittee on Ed.-Higher Ed.Comm. May 8, 2002

Name of Committee **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Suzanne Williams	NCCS
JB Milliken	UNC
Jeff Davies	UNC
RB Nelson	UNC
Alan	UNC
Sam Watts	NCCPPR
Jim Ayer	SBE
Julian Mann	Public School Forum of NC
Elizabeth Spaunhurst	OSBM
Susan Harrison	NCPS
Gene Causby	NCSFSA

VISITOR REGISTRATION SHEET

Joint Approp.Subcommittee on Ed.-Higher Ed.Comm. ~~May 7, 2002~~ May 8, 2002

Name of Committee **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Mark Gleason	UNC System
Audrey S. Galloway	NCAE
Susan Markham	Professional Educators
Steve Hoffman	NCSBA
Tim Simmons	N&O
[illegible]	NCPAPA
Mary Burch	The Auditory Learning Center
David Brown	OSBM
Brenda Rogers	NCCCS
Joanne Shaw Stevens	musing
Paul Teglemann	CHA

VISITOR REGISTRATION SHEET

May 8, 2002

Joint Approp.Subcommittee on Ed.-Higher Ed.Comm. [redacted]2

Name of Committee **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Bill McDonald	City of Hickory 28601
Kennon Briggs	Dept of CC
Bryan Brooks	Davidson Co. Comm. College

EXHIBIT 3

Responses to the Questions from the Appropriations Subcommittee on Education:

What is the anticipated impact of changes in Medicaid and Medicare on projected UNC Hospitals' revenues?

Payments to teaching hospitals known as the Medicare Indirect Medical Education (IME) adjustment will be reduced by 15 percent in FY 2003. This adjustment is critical to help teaching hospitals cover the higher costs of providing care to the sickest patients and most complicated cases. The American Hospital Association projects that major teaching hospitals will lose on average $2M each in FY 2003. UNC Hospitals projects that this adjustment will result in a decrease in reimbursement of approximately $2.5M.

UNC Hospitals' annual Medicaid cost reimbursement is $78.7M, which represents approximately 60% of total Medicaid patient charges. Attachment 1 depicts UNC Hospitals total payer mix based on gross patient charges, with Medicaid representing 21.9% of the total. For each 1% reduction in the level of Medicaid reimbursement, UNC Hospitals would forego $787,000 in reimbursement. This would significantly impact UNC Hospitals' ability to fulfill its mission. One should also note that due to the Federal matching sponsorship for the Medicaid entitlement program, it only costs the State 1/3 as much for a Medicaid eligible patient to utilize UNC Hospitals as it does for an indigent patient sponsored by State appropriation.

Why is there no estimated increase in net operating revenue from March 31 to June 30?

- With the recent opening of the Children's and Women's Hospitals, depreciation expense will be increased by approximately $1.5M over the current amount recorded to reflect the prorated portion applicable to the months the facilities were open in the current fiscal year.
- Traditionally, UNC Hospitals experiences the highest number of nursing personnel vacancies in the fourth quarter of the fiscal year, and in order to keep the inpatient beds staffed we have to utilize contract agency nursing personnel. Currently there are 203.9 RN positions vacant at UNC Hospitals. When filled with full time personnel, these positions earn on average $23.00 per hour, but when utilizing agency nurses these same positions cost $56.00 per hour. As of May 6, 2002 there are 182.6 RN agency personnel under contract. Therefore, the projected negative variance for the fourth quarter is $2.9M.
- With the downturn in the economy, patients are having difficulty paying their bills. We have a year-to-date negative variance in bad debt expense of $2.7M and we project that will increase to $4.0M by fiscal year end.
- With the opening of the Children's and Women's hospitals, we can no longer capitalize interest expense. Interest expense (not capitalized) will be approximately $900,000 per month for the remaining months of the fiscal year.

In the Schedule of Cash and Cash Equivalents, what is the item labeled "Operating Reserve-long"? What investment format contains these funds?

The rating agencies and the liquidity provider, under the Standby Agreements, expect UNC Hospitals to maintain an adequate level of cash reserves for daily operations. Currently, we have 68.4 days of expenses in cash and these funds are invested with the State Treasurer and follow the same investment format as exists for the State of North Carolina. The portion that is labeled "long" means that it is invested with the State Treasurer in the "LTIF" – Long-Term Investment Fund for the purpose of maximizing interest earnings. We need to work to increase this balance above 90 days before the next renewal of our Standby Agreement for the $110M variable rate outstanding bond issue to not only lower the cost of the liquidity instrument, but to insure that we can obtain one.

What are the recommendations from bond rating agencies or from JCAHO on cash reserves as a proportion of annual operating expenses? How does UNC Hospitals stack up in this area?

UNC Hospitals' bond rating from Moody's is A1 because the Hospitals do not have at a minimum 6 months of days of expenses in cash.

		Moody's A rating	S & P's A rating	UNC Hospitals FY02 proj	UNC Hospitals FY03 proj
Profitability					
	Operating Margin	1.2%	1.6%	1.9%	2.1%
	Excess Margin	3.7%	4.7%	7.7%	5.7%
Debt					
	Debt Service Coverage	3.8x	3.4x	3.6x	1.8x
	Debt to Capitalization	36.5%	32.6%	33.6%	32.7%
	Cash to Debt	105.1%	108.4%	121.6%	120.5%
Liquidity/Other					
	Days Cash on Hand – Operating	164.2	168.0	69.4	62.9
	Days in Accts Rec – net	66.4	67.6	76.3	67.6
	Average Age of Plant (years)	8.5	8.5	11.7	8.7

Of the assets whose use is restricted, how much of each line is legally required to be reserved because of bond covenants? For example, is the Maintenance reserve-long fully required to meet bond covenants? Provide some documentation of the requirements and how the required amounts are calculated.

I think it is important to note that UNC Hospitals is approximately $285M in debt, of which $108M is variable rate debt requiring a "Standby Agreement" for liquidity purposes. Prior to the economic downturn in the economy, UNC Hospitals only had one company submit a bid to provide the Standby Agreement because of the financial risks inherent in the healthcare industry. In lieu of this, sufficient cash reserves have been designated as a fiscally prudent

measure to enable UNC Hospitals to be positioned to fund a self-administered liquidity agreement should the current liquidity provider elect not to renew.

The General Trust Indenture contains a requirement that a cash balance be established in a Maintenance Reserve Fund equivalent to 7.5% of gross patient revenues ($67.5M) for the purpose of maintaining the financed facilities and providing a source of working capital for debt service should annual operating funds proved to be insufficient. Any use of these funds, until the overall debt balance drops below the fund balance of the maintenance reserve fund, is required to be repaid within twelve months.

The General Trust Indenture also requires that the "Long-term Debt Service Coverage Ratio" cannot drop below 1.2x. With a maximum annual debt service of $19.5M, provided there is no sudden surge in the variable interest rate, UNC Hospitals must have income available for the long-term debt service coverage ratio of approximately $23.5M. Therefore, interest income of approximately $13.7 is needed from Maintenance reserve–long investments to make up the shortage from operations.

With the core building being 50 years old and the bed tower facility being 40 years old, we are currently utilizing the balances in funded depreciation to bring these facilities into compliance with JCAHO standards after funding essential patient care equipment. We have been unable to open all of our licensed rehabilitation beds because of inadequate facilities.

What investment format contains the funds ($324.5M) in "Maintenance reserve-long"?

These funds are invested with the State Treasurer and follow the same investment format as exists for the State of North Carolina.

Do these statements of operating income and net income, as well as the Statement of Cash and Cash Equivalents include income and cash balances from subsidiary operations or corporations? For example, is Rex Hospital included here? Are your satellite offices or operations such as Home Health Care agencies included here? If not, please provide a separate accounting for net income and cash balances in these entities.

These statements include all operating income and cash balances from the entities owned by UNC Hospitals, to include Home Health, Hospice, Dialysis and other offsite clinical operations. These balances do not include Rex Healthcare, since we only own control of Rex and not their assets; and Rex remains private and not subject to public disclosure.

Please provide data for last year (2000-01) and estimates for the current year (2001-02) on unreimbursed costs of medical and health professional education, unreimbursed indigent care (both on a charges and a cost basis), bad debts, and write downs of unreimbursed care (based on charges and costs).

Exhibit 1 provides a Summary of Uncompensated Care by County for fiscal year 2000-01 based on charges. The cost conversion factor for FY 2000-01 is .69:1. Exhibit 2 provides a Summary of Uncompensated Care by County for the current fiscal year through the ten-

month period ending April 30, 2002 based on charges. The cost conversion factor for FY 2001-02 is .695:1. Exhibits 3 & 4 provide a summary of UNC Hospitals' Societal Contributions for FY 2000-01 and FY 2001-02, respectively.

If there are factors such as rising costs for debt service on existing debt over the next few years, provide some information for the committee to review as to how this may impact operating revenue and cash balances.

Exhibit 5 represents a financial forecast for the next several fiscal years, inclusive of the basic assumptions driving the model. This will include both an income/loss projection and a cash flow projection.

I would focus on FY 2003 and FY 2004 given the proposed changes in reimbursement and the difficulty we are having maintaining adequate nursing and other allied health professional staffing. We currently have 465 full-time equivalent non-nursing positions vacant in addition to the 203.9 RN positions vacant as mentioned above. Use of overtime and temporary agency personnel is essential to maintaining services in our ancillary service areas such as Radiology, the Laboratories, Oncology and the Operating Rooms. Projected volume levels and the related income and expenses are highly dependent on adequate staffing levels, so we have to be somewhat conservative at this point. The tentativeness of the labor market exacerbates an already hard-to-chart course.

Attachment 1

UNC Hospitals - Jul-Mar 2002

Payor Mix (based on Gross Revenue)

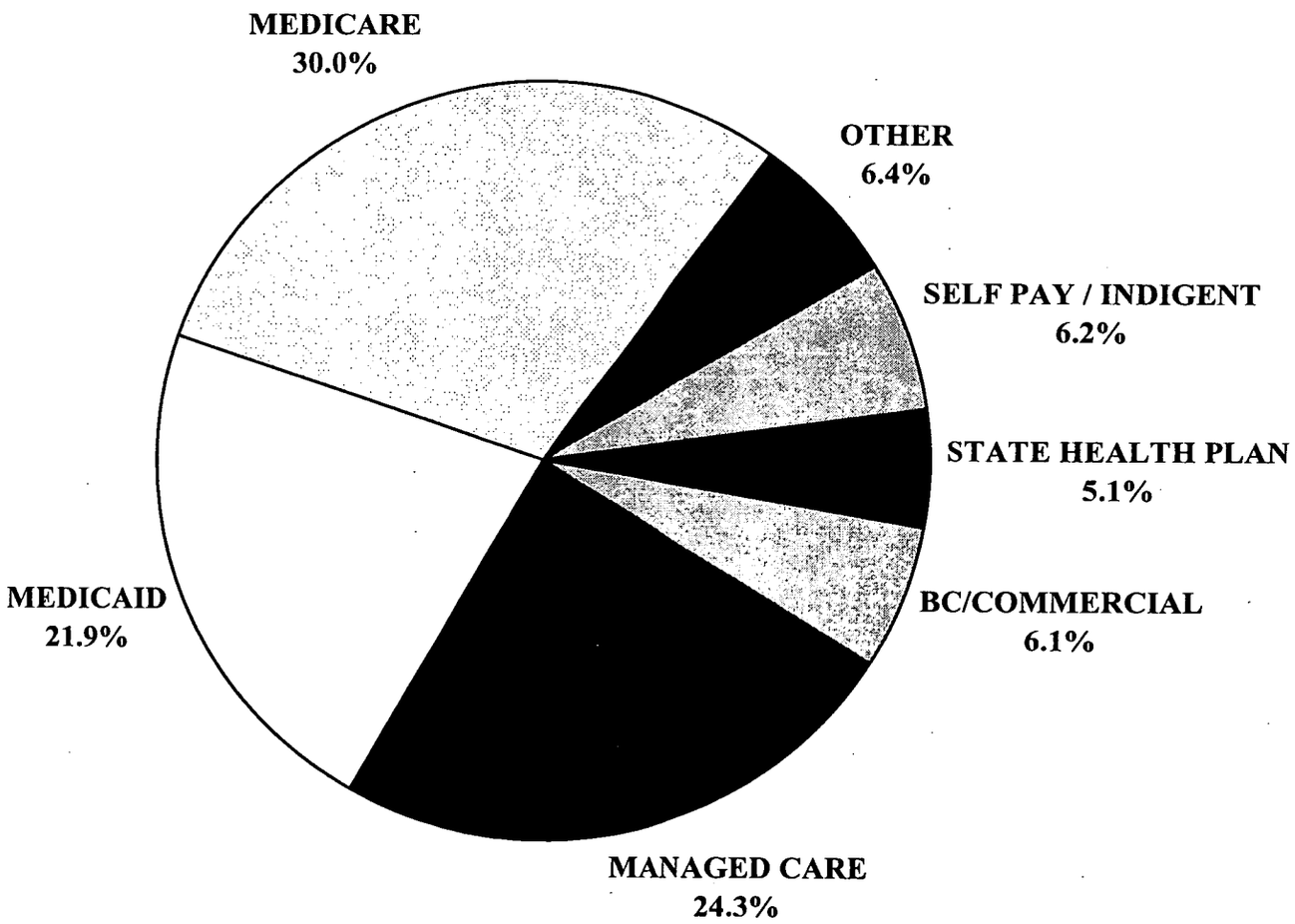

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Exhibit 1

University of North Carolina Hospitals
Analysis of Uncompensated Care (Charges) by County
FY2001 - 12 Months Ending June 30, 2001
Ranked Alphabetically
2/6/02

County	(1) Charges	(2) Indigency	(3) BadDebt	(4) Medicaid Adjustments	(5) =(2)+(3)+(4) Uncompensated Care	(6) =(5) / (1) Percent Uncomp	(7) =(5) / (5 Tot) Pct Uncomp to Total Uncomp
ALAMANCE	60,377,814	3,552,565	2,544,422	4,236,556	10,333,543	18.4%	11.1%
ALEXANDER	171,046	26,044	13,612	11,835	51,491	32.3%	0.1%
ALLEGHANY	69,742	847	(363)	248	731	1.1%	0.0%
ANSON	1,520,583	16,220	49,470	62,652	128,341	9.1%	0.1%
ASHE	188,897	18,013	518	(861)	17,670	10.0%	0.0%
AVERY	173,781	0	5,885	13,057	18,941	11.7%	0.0%
BEAUFORT	768,461	19,811	1,140	3,056	24,006	3.4%	7.5%
BERTIE	464,348	1,506	11,339	178,536	191,381	44.3%	0.2%
BLADEN	2,745,678	113,852	22,364	265,500	401,717	15.7%	0.4%
BRUNSWICK	5,508,189	78,671	69,201	729,679	877,552	17.1%	0.9%
BUNCOMBE	2,386,376	34,256	18,894	290,577	343,727	15.5%	0.4%
BURKE	1,826,062	582	16,443	77,677	94,703	5.6%	0.1%
CABARRUS	1,757,662	22,270	(16,739)	8,399	13,930	0.9%	0.0%
CALDWELL	507,080	8,896	8,716	10,999	28,610	6.1%	0.0%
CAMDEN	10,094	0	(9)	1,108	1,099	11.7%	0.0%
CARTERET	2,286,668	5,175	52,586	36,393	94,155	4.4%	0.1%
CASWELL	6,807,537	334,002	278,079	471,786	1,083,866	17.1%	1.2%
CATAWBA	1,364,998	14,600	12,293	31,964	58,857	4.6%	0.1%
CHATHAM	39,133,123	1,422,204	1,547,766	1,457,162	4,427,132	12.2%	4.8%
CHEROKEE	159,476	1,962	(2,528)	53,956	53,391	36.0%	0.1%
CHOWAN	65,237	2,141	25,020	677	27,839	45.8%	0.0%
CLAY	324	0	-	9	9	3.0%	0.0%
CLEVELAND	1,340,943	10,226	44,396	(6,738)	47,884	3.8%	0.1%
COLUMBUS	5,181,123	165,071	124,719	892,821	1,182,611	24.5%	1.3%
CRAVEN	3,788,735	57,311	34,833	698,539	790,683	22.4%	0.9%
CUMBERLAND	34,137,623	765,174	811,229	1,691,445	3,267,848	10.3%	3.5%
CURRITUCK	155,790	4,097	(1,486)	(2,118)	494	0.3%	0.0%
DARE	542,517	12,409	2,871	2,797	18,077	3.6%	0.0%
DAVIDSON	1,820,007	208,165	17,752	(11,825)	214,093	12.6%	0.2%
DAVIE	384,809	178	1,320	297	1,795	0.5%	0.0%
DUPLIN	4,146,310	93,572	227,539	309,364	630,475	16.3%	0.7%
DURHAM	30,881,484	1,236,832	1,133,254	928,702	3,298,787	11.5%	3.6%
EDGECOMBE	4,369,966	157,441	32,990	130,326	320,758	7.9%	0.3%
FORSYTH	4,131,132	90,169	78,979	127,776	296,925	7.7%	0.3%
FRANKLIN	4,280,964	98,397	194,583	303,954	596,934	15.0%	0.6%
GASTON	2,157,652	74,758	13,694	(7,765)	80,687	4.0%	0.1%
GATES	36,376	0	8,725	165	8,890	26.3%	0.0%
GRAHAM	75,901	103	266	2,488	2,858	4.0%	0.0%
GRANVILLE	5,802,790	156,194	100,181	922,090	1,178,465	21.8%	1.3%
GREENE	849,823	4,890	24,465	47,279	76,634	9.7%	0.1%
GUILFORD	12,016,116	376,200	261,220	1,090,586	1,728,007	15.4%	1.9%
HALIFAX	6,062,455	140,452	140,028	475,308	755,789	13.4%	0.8%
HARNETT	19,886,464	845,110	907,250	3,092,316	4,844,676	26.2%	5.2%
HAYWOOD	772,670	2,422	4,297	2,040	8,759	1.2%	0.0%
HENDERSON	715,064	6,592	142,840	2,176	151,609	22.8%	0.2%
HERTFORD	322,735	379	2,475	11,958	14,812	4.9%	0.0%
HOKE	5,613,392	154,734	88,231	250,710	493,674	9.4%	0.5%
HYDE	321,868	2,106	2,072	(1,067)	3,110	1.0%	0.0%
IREDELL	661,137	7,041	779	417	8,237	1.3%	0.0%

JACKSON	199,026	-1,151	1,406	59,571	59,827	32.3%	0.1%
JOHNSTON	19,845,717	1,022,722	1,048,852	2,370,054	4,441,628	24.0%	4.8%
JONES	901,156	27,952	(22,595)	7,622	12,978	1.5%	0.0%
LEE	24,895,190	1,453,321	1,118,994	1,534,453	4,106,768	17.7%	4.4%
LENOIR	3,238,364	70,724	64,954	227,193	362,871	12.0%	0.4%
LINCOLN	389,544	6,184	(1,294)	42,067	46,956	12.9%	0.1%
MACON	84,981	0	(322)	1,373	1,051	1.3%	0.0%
MADISON	203,842	1,676	(437)	984	2,223	1.2%	0.0%
MARTIN	529,011	7,655	9,078	38,865	55,598	11.3%	0.1%
MCDOWELL	1,087,771	11,664	395	13,257	25,316	2.5%	0.0%
MECKLENBURG	4,100,000	106,564	73,886	79,054	259,504	6.8%	0.3%
MITCHELL	492,934	580	1,812	5,929	8,322	1.8%	0.0%
MONTGOMERY	2,793,668	104,012	93,239	528,629	725,880	27.9%	0.8%
MOORE	14,478,452	380,821	430,549	1,072,360	1,883,730	14.0%	2.0%
NASH	6,862,940	32,349	118,064	518,552	668,964	10.5%	0.7%
NEW HANOVER	10,294,147	196,538	(69,021)	1,227,623	1,355,140	14.1%	1.5%
NORTHAMPTON	1,681,471	14,100	59,853	77,334	151,287	9.7%	0.2%
ONSLOW	9,554,329	134,006	95,098	273,668	502,772	5.7%	0.5%
ORANGE	105,970,099	4,163,292	4,044,935	3,146,614	11,354,841	11.5%	12.2%
PAMLICO	519,419	3,465	36,092	62,051	101,609	21.0%	0.1%
PASQUOTANK	729,481	24,571	(17,228)	118,842	126,186	18.6%	0.1%
PENDER	3,760,799	639	70,463	602,651	673,752	19.2%	0.7%
PERQUIMANS	119,984	6,318	(5,104)	23,744	24,958	22.3%	0.0%
PERSON	5,802,501	218,204	287,748	568,764	1,074,716	19.9%	1.2%
PITT	3,251,725	20,095	26,222	300,940	347,257	11.5%	0.4%
POLK	23,337	0	1,720	27	1,747	8.0%	0.0%
RANDOLPH	12,020,772	900,663	516,450	2,270,689	3,687,802	33.0%	4.0%
RICHMOND	8,899,551	284,683	359,471	882,625	1,526,779	18.4%	1.6%
ROBESON	13,590,796	352,343	399,951	1,573,366	2,325,660	18.4%	2.5%
ROCKINGHAM	3,919,889	58,318	140,456	506,506	705,280	19.3%	0.8%
ROWAN	1,200,878	50,885	12,151	65,330	128,366	11.5%	0.1%
RUTHERFORD	649,030	-3,568	1,954	112,044	110,431	18.3%	0.1%
SAMPSON	15,807,337	590,281	821,090	1,423,896	2,835,267	19.3%	3.1%
SCOTLAND	4,571,834	118,562	353,541	459,203	931,307	21.9%	1.0%
STANLY	1,178,504	12,362	50,938	141,751	205,051	18.7%	0.2%
STOKES	1,209,158	69,718	3,483	8,267	81,469	7.2%	0.1%
SURRY	299,819	16,261	696	29,066	46,023	16.5%	0.0%
SWAIN	162,446	2,828	(173)	5,407	8,062	5.3%	0.0%
TRANSYLVANIA	162,078	70,012	2,161	(1,005)	71,167	47.2%	0.1%
TYRRELL	219,781	738	613	47,529	48,880	23.9%	0.1%
UNION	1,404,654	39,286	46,959	138,168	224,412	17.2%	0.2%
VANCE	9,321,656	224,788	201,438	1,066,220	1,492,446	17.2%	1.6%
WAKE	64,403,656	1,617,376	1,327,862	4,496,060	7,441,298	12.4%	8.0%
WARREN	3,052,875	30,251	169,232	320,284	519,767	18.3%	0.6%
WASHINGTON	510,648	2,839	(1,448)	36,271	37,663	7.9%	0.0%
WATAUGA	586,334	4,612	30,045	1,303	35,960	6.6%	0.0%
WAYNE	8,229,353	92,385	199,963	475,861	768,209	10.0%	0.8%
WILKES	433,644	3,633	6,892	37,576	48,101	11.9%	0.1%
WILSON	4,062,665	55,052	163,373	394,284	612,709	16.2%	0.7%
YADKIN	245,976	4,238	2,151	2,713	9,101	4.0%	0.0%
YANCEY	73,755	30	(314)	15,769	15,485	22.6%	0.0%
OUT OF STATE	21,055,248	570,906	573,010	1,067,753	2,211,669	11.3%	2.4%
HOSPITAL TOTAL	$677,831,247	$23,519,423	$21,906,919	$47,374,163	$92,800,505	14.7%	

University of North Carolina Hospitals
Analysis of Uncompensated Care(Charges) by County
For the Period of 7/2001 - 4/2002
Ranked Alphabetically
5/6/02

County	(1) Charges	(2) Indigency	(3) Bad Debt	(4) Medicaid Adjustments	(5) =(2)+(3)+(4) Uncompensated Care	(6) =(5)/(1) Percent Uncomp	(7) =(5)/(5 Tot) Pct Uncomp to Total Uncomp
ALAMANCE	56,771,151	4,593,249	1,419,107	4,055,429	8,865,975	16%	10%
ALEXANDER	148,039	1,497	-541	2,243	3,122	2%	0%
ALLEGHANY	59,772	1,966	156	431	1,711	3%	0%
ANSON	1,181,663	49,320	699	141,572	190,275	16%	0%
ASHE	315,329	32	340	2,229	2,602	1%	0%
AVERY	43,591	-301	1,160	19,402	20,261	46%	0%
BEAUFORT	825,143	35,514	5,903	99,028	139,474	17%	0%
BERTIE	417,190	1,618	9,090	102,728	113,437	27%	0%
BLADEN	2,921,222	136,064	24,336	721,789	860,014	29%	1%
BRUNSWICK	6,176,498	110,298	49,168	1,259,588	1,401,436	23%	2%
BUNCOMBE	1,999,713	21,211	9,310	32,588	49,460	2%	0%
BURKE	543,726	7,851	69,255	13,624	90,089	17%	0%
CABARRUS	1,102,501	11,609	17,396	93,086	121,921	11%	0%
CALDWELL	180,800	5,722	4,120	8,180	14,898	8%	0%
CAMDEN	75,616	0	7	38	46	0%	0%
CARTERET	3,837,342	18,593	18,072	87,127	117,359	3%	0%
CASWELL	4,883,791	300,383	112,983	385,295	734,069	15%	1%
CATAWBA	1,006,957	31,621	13,081	59,761	94,568	9%	0%
CHATHAM	40,322,317	1,547,252	1,002,925	1,611,475	3,789,182	9%	4%
CHEROKEE	148,198	12,414	0	1,386	10,251	7%	0%
CHOWAN	67,853	409	730	2,058	3,197	5%	0%
CLAY	55,337	0	-125	748	623	1%	0%
CLEVELAND	1,059,501	95,175	1,205	30,107	56,310	5%	0%
COLUMBUS	3,476,754	158,992	87,260	496,977	699,454	20%	1%
CRAVEN	2,350,231	86,237	22,099	148,977	235,806	10%	0%
CUMBERLAND	31,770,605	876,167	560,601	3,223,160	4,446,508	14%	5%
CURRITUCK	92,041	312	-216	0	95	0%	0%
DARE	464,193	146	2,460	102,229	104,836	23%	0%
DAVIDSON	2,057,000	102,172	92,067	14,301	192,981	9%	0%
DAVIE	163,565	92	1,472	704	2,268	1%	0%
DUPLIN	5,137,476	143,882	165,883	464,835	745,494	15%	1%
DURHAM	31,668,323	1,637,891	823,344	985,874	3,198,069	10%	4%
EDGECOMBE	3,972,879	26,904	107,099	1,515,447	1,642,914	41%	2%
FORSYTH	3,104,011	80,721	68,754	145,777	272,434	9%	0%
FRANKLIN	4,105,307	223,189	102,749	130,512	415,015	10%	0%
GASTON	3,040,555	33,224	20,299	659,194	712,377	23%	1%
GATES	55,458	0	1,048	205	1,254	2%	0%
GRAHAM	85,811	871	6,073	1,473	8,418	10%	0%
GRANVILLE	5,542,345	181,268	80,224	358,677	592,295	11%	1%
GREENE	488,616	6,415	5,407	4,525	14,379	3%	0%
GUILFORD	12,615,218	539,312	148,875	1,136,992	1,708,534	14%	2%
HALIFAX	6,444,083	130,020	29,467	486,928	617,801	10%	1%
HARNETT	17,707,985	960,309	538,007	2,213,436	3,499,751	20%	4%
HAYWOOD	585,267	1,849	16,365	23,767	41,982	7%	0%
HENDERSON	1,145,517	8,949	-110,951	114,423	6,967	1%	0%

HERTFORD	418,271	45	7,422	1,931	9,398	2%	0%
HOKE	2,884,968	121,828	82,761	319,942	478,004	17%	1%
HYDE	119,704	788	2,681	113	3,584	3%	0%
IREDELL	1,168,464	12,402	4,321	-93	15,071	1%	0%
JACKSON	92,690	882	2,115	6,608	9,607	10%	0%
JOHNSTON	18,546,118	1,203,429	561,768	2,024,836	3,550,267	19%	4%
JONES	371,764	29,173	1,254	30,143	60,571	16%	0%
LEE	22,744,923	1,459,612	774,980	2,073,678	3,975,192	17%	4%
LENOIR	3,370,883	71,283	36,701	354,652	440,927	13%	0%
LINCOLN	572,938	828	10,967	3,026	14,823	3%	0%
MACON	73,470	738	703	3,611	5,054	7%	0%
MADISON	98,403	398	122	-2,685	-2,563	-3%	0%
MARTIN	1,349,780	8,953	-2,638	137,549	140,617	10%	0%
MCDOWELL	488,917	11,292	5,926	61,096	74,782	15%	0%
MECKLENBURG	4,901,144	59,796	21,909	368,631	439,153	9%	0%
MITCHELL	193,664	117	1,209	437	1,763	1%	0%
MONTGOMERY	2,827,407	93,927	18,338	420,486	532,752	19%	1%
MOORE	12,648,115	703,808	451,087	1,569,805	2,605,777	21%	3%
NASH	6,703,093	167,531	54,374	687,346	863,309	13%	1%
NEW HANOVER	8,836,614	142,394	112,320	758,619	982,736	11%	1%
NORTHAMPTON	1,481,730	7,451	1,672	166,473	172,711	12%	0%
ONSLOW	6,142,260	100,214	49,479	152,518	289,170	5%	0%
ORANGE	109,484,356	4,573,438	1,969,510	4,759,921	10,516,655	10%	12%
PAMLICO	274,305	367	59	45,615	46,042	17%	0%
PASQUOTANK	329,947	1,200	-2,819	50,305	48,686	15%	0%
PENDER	3,211,489	46,759	30,676	757,162	826,839	26%	1%
PERQUIMANS	229,851	11,012	1,405	15,134	27,552	12%	0%
PERSON	7,006,899	436,307	88,578	759,829	1,223,538	17%	1%
PITT	3,415,232	34,998	24,790	263,666	314,807	9%	0%
POLK	28,395	0	2,843	6,691	9,535	34%	0%
RANDOLPH	9,627,457	660,960	409,924	691,105	1,600,426	17%	2%
RICHMOND	8,117,617	490,528	-121,401	1,099,827	1,384,410	17%	2%
ROBESON	12,892,121	453,414	319,327	1,894,933	2,570,813	20%	3%
ROCKINGHAM	2,322,800	157,740	-32,792	71,898	156,974	7%	0%
ROWAN	1,331,911	28,384	-15,995	65,847	68,504	5%	0%
RUTHERFORD	356,851	2,839	2,018	23,235	28,094	8%	0%
SAMPSON	10,274,596	454,590	622,075	1,331,158	2,339,282	23%	3%
SCOTLAND	4,214,687	105,540	108,457	621,184	806,186	19%	1%
STANLY	676,568	1,793	7,361	-1,126	7,721	1%	0%
STOKES	528,304	13,845	-4,459	-3,185	4,209	1%	0%
SURRY	690,120	6,178	1,406	3,716	8,753	1%	0%
SWAIN	40,581	-359	1,804	976	2,420	6%	0%
TRANSYLVANIA	382,403	1,989	7,465	52,032	61,374	16%	0%
TYRRELL	33,337	0	5,535	34	5,570	17%	0%
UNION	1,300,887	4,054	1,664	2,136	5,470	0%	0%
VANCE	6,093,384	284,215	124,312	444,246	833,172	14%	1%
WAKE	61,408,560	1,995,423	1,588,692	3,112,187	6,292,470	10%	7%
WARREN	2,528,287	46,870	16,625	68,554	118,082	5%	0%
WASHINGTON	457,819	650	-385	872	1,137	0%	0%
WATAUGA	189,327	430	12,621	316	13,343	7%	0%
WAYNE	7,043,645	118,771	70,202	458,615	622,375	9%	1%
WILKES	376,825	5,600	-27,001	75,846	53,763	14%	0%
WILSON	3,933,002	215,493	106,383	256,685	550,771	14%	1%
YADKIN	144,506	13,825	1,029	1,579	9,148	6%	0%
YANCEY	75,561	0	3,248	482	3,731	5%	0%
OUT OF STATE	20,174,589	585,702	508,855	1,710,299	2,804,858	14%	3%
HOSPITAL TOTAL	$635,448,028	$27,129,864	$13,558,246	$48,738,821	$89,426,931	14%	

Exhibit 3

	Actual 1999	Actual 2000	Projected 2001	Projected 2002	Projected 2003	Projected 2004
State Appropriations:						
Authorized Appropriation	37,035,730	36,616,815	39,910,182	38,975,740	38,975,740	38,975,740
Uncompensated Care Costs:						
Indigent Care, Stated at Cost	18,013,875	11,032,129	16,226,220	19,331,326	18,239,120	18,797,029
Loss On Medicaid, Stated at Cost	9,914,620	12,290,101	11,683,435	16,003,643	20,677,546	21,030,191
Bad Debt, Stated at Cost	10,550,232	13,839,966	15,113,742	15,800,229	14,069,833	14,500,724
Loss (Gain) On Medicare, Stated at Cost	(1,256,999)	7,893,493	(1,869,658)	8,437,550	18,039,971	21,905,781
Total Uncompensated Care Costs	37,221,728	45,055,689	41,153,739	59,572,748	71,026,470	76,233,724
Graduate Medical Education Costs:						
Trainee Cost	32,063,596	31,544,516	32,394,688	33,235,612	34,398,859	35,602,819
Malpractice Insurance	2,822,195	536,021	630,148	630,148	2,650,000	906,644
Total GMECosts	34,885,791	32,080,537	33,024,836	33,865,760	37,048,859	36,509,463
Less Reimbursement Received:						
Medicare Direct Reimbursement	(10,190,469)	(9,150,489)	(9,333,499)	(9,520,169)	(10,790,572)	(12,086,384)
AHEC Revenue	(538,291)	(217,500)	(224,025)	(230,746)	(237,668)	(244,798)
Other Revenue/Dual Employment	(4,718,398)	(4,886,372)	(5,032,963)	(5,183,952)	(5,339,471)	(5,499,655)
Total Reimbursement Received	(15,447,158)	(14,254,361)	(14,590,487)	(14,934,867)	(16,367,711)	(17,830,836)
Net Graduate Medical Education Costs	19,438,633	17,826,176	18,434,349	18,930,894	20,681,148	18,678,626
Total Uncompensated Care and Teaching Cost	56,660,361	62,881,865	59,588,088	78,503,641	91,707,618	94,912,351
Excess Societal Contributions Over Appropriation	19,624,631	26,265,050	19,677,906	39,527,901	52,731,878	55,936,611

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Exhibit 4

UNC HCS - Base Year Proj 2002 - 10 Yr Custom Exhibits	2000	2001	2002	Projection Years 2003	2004	2005	2006	2007

Financial Plan Assumptions - UNC Hospitals

Volumes/Utilization

1. Inpatient discharges increase 6.6% in FY 2003, then 3.0% each year after.
2. Average length of stay for inpatients remains 6.4 in FY 2003, then decreases by 1.0% per year.
3. Inpatient case mix increases to reflect DRG changes and product line focus.
4. Outpatient volume increase 4.7% in FY 2002, then 5.0% per year.
5. Emergency department visits increase 2.0% in FY 2002, then 2.0% per year.
6. Surgical cases increase 14.2% in FY 2003, then 10% per year.

Revenue

7. State appropriations of $39.0 million in 2002 then flat each year after.
8. Gross revenue rate increases of 5.3 in FY 2002, then 7.0% per year.
9. Payer mix constant except for .25% conversion of commercial to managed care per year.

Expenses

10. Programmatic increase in FTE's subsequent to the opening of Women's and Children's Hospital.
11. Continuing programmatic reviews and benchmarking initiatives to improve productivity each year. Strategic reduction of FTEs during FY 2004-2006.
12. Benefits as a percentage of salary at 22.5%.
13. Salary inflation of 4.0% per year.
14. Other inflation of 3.5% per year.

Capital

15. Capital expenditures at $53 mil. in 02, $80 mil. in 03, $65 mil. in 04, $84 mil. in 05, and $95 in 06

Statement of Revenue and Expenses ($ 000's) - UNC Hospitals

	2000	2001	2002	2003	2004	2005	2006	2007
Patient Revenue								
Inpatient Services	$425,953	$475,372	$523,473	$613,396	$644,036	$702,254	$765,735	$834,954
Outpatient Services	161,762	202,459	246,950	277,124	311,314	349,723	392,870	441,340
Gross Patient Revenue	$587,715	$677,831	$770,423	$890,520	$955,350	$1,051,977	$1,158,605	$1,276,294
Deductions from Patient Revenue								
Contractual Discounts	168,315	224,510	255,328	314,640	365,851	430,584	503,405	585,243
Provision for Charity	14,073	23,519	35,847	36,514	25,103	27,034	29,120	31,372
Total Deductions from Revenue	182,388	248,029	291,175	351,154	390,954	457,618	532,525	616,615
Net Patient Revenue	**405,327**	**429,802**	**479,248**	**539,366**	**564,396**	**594,359**	**626,080**	**659,679**
Other Operating Revenue	16,946	7,616	7,630	11,192	11,416	11,645	11,878	12,115
State Appropriations	36,617	39,910	38,976	38,976	38,976	38,976	38,976	38,976
Total Operating Revenue	**458,890**	**477,328**	**525,854**	**589,534**	**614,788**	**644,980**	**676,934**	**710,770**
Operating Expenses								
Salaries and Wages	177,866	193,442	222,870	249,308	254,713	262,144	271,257	282,086
Employee Benefits	41,489	36,234	36,612	48,145	49,189	50,624	52,384	54,475
Personnel Contracts	24,043	21,958	25,891	23,605	25,447	27,391	29,485	31,740
Supplies	85,861	84,935	92,132	106,028	114,941	123,304	132,317	142,031
Purchased Services	50,691	42,099	48,356	55,300	58,014	60,694	63,521	66,505
Depreciation & Amortization	17,131	16,578	17,153	25,999	30,088	35,063	39,297	42,019
Utilities	12,100	11,491	12,739	13,794	14,277	14,777	15,294	15,829
Other	25,240	27,494	26,424	32,692	34,296	35,880	37,552	39,316
Medical Malpractice Insurance	1,402	330	1,103	0	0	0	0	0
Non-Recurring Expense	0	1,722	6,503	0	0	0	0	0
Unidentified Net Revenue/Expense Reductions Adjustment								
Bad Debt	17,655	21,907	26,240	30,275	26,640	28,689	30,902	33,292
Total Operating Expenses Before Interest	**453,478**	**458,190**	**516,023**	**585,146**	**607,605**	**638,566**	**672,009**	**707,293**
Operating Income Before Interest Expense	**5,412**	**19,138**	**9,831**	**4,388**	**7,183**	**6,414**	**4,925**	**3,477**
% of Total Operating Revenue	1.2%	4.0%	1.9%	0.7%	1.2%	1.0%	0.7%	0.5%
Nonoperating Revenue & Interest Expense								
Investment Income	47,235	27,671	28,432	22,173	19,340	16,632	15,861	15,200
Unrealized Gains (Loss) on Investments	(28,418)	9,597	0	0	0	0	0	0
Interest Expense	0	0	0	0	0	0	(1,555)	(4,086)
Unrestricted Contributions	268	476	1,586	495	505	515	526	536
Other - Loss on Affiliates	(9,309)	(9,090)	(2,099)	(1,376)	(1,376)	(1,376)	(1,376)	(1,376)
Operating Interest Expense	(6,512)	(5,893)	(8,219)	(12,834)	(12,669)	(12,452)	(12,222)	(11,979)
Net Nonoperating Revenue & Interest Expense	**3,264**	**22,761**	**19,700**	**8,458**	**5,800**	**3,319**	**1,234**	**(1,705)**
Excess of Revenue over Expenses Before Extraordinary Items	**$ 8,676**	**$ 41,899**	**$ 29,531**	**$ 12,846**	**$ 12,983**	**$ 9,733**	**$ 6,159**	**$ 1,772**
Extraordinary Items	0	0	0	0	0	0	0	0
Excess of Revenue over Expenses	**$ 8,676**	**$ 41,899**	**$ 29,531**	**$ 12,846**	**$ 12,983**	**$ 9,733**	**$ 6,159**	**$ 1,772**
% of Total Operating Revenue	1.9%	8.8%	5.6%	2.2%	2.1%	1.5%	0.9%	0.2%

Capital Expenditures ($000's) - UNC Hospitals	2002	2003	2004	2005	2006	2007
Equipment	$ 15,574	$ 22,812	$ 15,000	$ 16,000	$ 16,000	$17,000
Other Capital and Renovations	18,738	25,731	19,000	18,000	18,000	17,000
Sub-Total Capital Expenditures Before New Projects	34,312	48,543	34,000	34,000	34,000	34,000
Net New Projects/Capital	15,970	16,772	50,925	30,895	47,756	58,727
Total Additions to PP&E - Net (Non Bond Funded)	$ 50,282	$ 65,315	$ 84,925	$ 64,895	$ 81,756	$ 92,727

Summary Statistics and Ratios

	2000	2001	2002	2003	2004	2005	2006	2007
Inpatient Discharges	28,996	29,073	28,351	30,212	31,119	32,052	33,014	34,004
Inpatient Days (Excluding Newborns)	179,809	183,723	181,446	193,360	190,048	193,739	197,502	201,337
Average Length of Stay	6.20	6.32	6.40	6.40	6.11	6.04	5.98	5.92
Outpatient Visits	889,489	1,006,131	1,061,04	1,143,134	1,200,291	1,260,305	1,323,321	1,389,487
FTE's	4,425	4,676	4,892	5,257	5,129	5,036	4,974	4,940

Summary Balance Sheet ($ 000's)

	2000	2001	2002	2003	2004	2005	2006	2007
Current Assets								
Cash	$22,853	$20,124	$20,124	$44,524	$46,319	$48,268	$50,468	$52,928
Accounts Receivable Net of Reserves	92,766	91,046	102,718	111,124	116,281	122,454	128,990	135,912
Other Current Assets	38,602	35,781	31,741	35,154	37,019	38,874	40,897	43,092
Total Current Assets	154,221	146,951	154,583	190,802	199,619	209,596	220,355	231,932
Assets Limited as to Use								
Trustee Assets	237,553	237,553	262,532	253,772	244,884	235,895	226,582	217,148
Board Designated Assets	99,266	218,226	76,205	22,477	0	0	0	0
Total Assets Limited as to Use	336,819	455,779	338,737	276,249	244,884	235,895	226,582	217,148
Net Property, Plant, and Equipment	273,491	314,527	347,656	386,972	441,809	471,641	514,101	564,808
Other Assets	11,604	10,465	10,224	10,238	10,252	10,266	10,280	10,295
Total Assets	**$ 776,135**	**$ 927,722**	**$ 851,200**	**$ 864,261**	**$ 896,564**	**$ 927,398**	**$ 971,318**	**$ 1,024,183**
Liabilities and Net Assets								
Current Liabilities								
A/P and Accrued Expenses	$ 28,983	$ 39,575	$ 30,619	$ 34,537	$ 35,636	$ 37,192	$ 38,942	$ 40,893
Other Current Liabilities	20,959	14,341	18,616	19,478	42,425	67,086	108,403	162,843
Total Current Liabilities	49,942	53,916	49,235	54,015	78,061	104,278	147,345	203,736
Total Other Liabilities	29,178	29,427	29,865	30,310	30,764	31,223	31,692	32,169
Long Term Debt	179,062	284,527	171,687	166,677	161,497	155,922	150,147	144,372
Net Assets								
Unrestricted	176,525	218,424	247,955	260,801	273,784	283,517	289,676	291,448
Restricted	341,428	341,428	352,458	352,458	352,458	352,458	352,458	352,458
Total Net Assets	517,953	559,852	600,413	613,259	626,242	635,975	642,134	643,906
Total Liabilities & Net Assets	**$ 776,135**	**$ 927,722**	**$ 851,200**	**$ 864,261**	**$ 896,564**	**$ 927,398**	**$ 971,318**	**$ 1,024,183**

Summary Cash Flow Statement ($ 000's)

	2001	2002	2003	2004	2005	2006	2007
Sources of Cash:							
Excess Revenue over Expense from Operations	$ 13,245	$ 1,612	$ (8,446)	$ (5,486)	$ (6,038)	$ (7,297)	$ (8,502)
Net Nonoperating Income, Excl. Int. Inc. & Exp.	(8,614)	(513)	(881)	(871)	(861)	(850)	(840)
Extraordinary Items	0	0	0	0	0	0	0
Items Not Affecting Working Capital							
Depreciation	16,578	17,153	25,999	30,088	35,063	39,297	42,019
Amortization	0	0	0	0	0	0	0
Other	1,388	11,709	431	440	445	455	462
Long Term Debt Proceeds	0	0	0	0	0	0	0
Total Sources of Cash	**22,597**	**29,961**	**17,103**	**24,171**	**28,609**	**31,605**	**33,139**
Uses of Cash:							
Change in Working Capital, Excluding Current Portion of Debt	(7,653)	12,618	7,078	5,545	6,003	6,319	6,654
Additions to Property, Plant, & Equipment, Net	57,614	50,282	65,315	84,925	64,895	81,757	92,726
Long Term Debt Principal Repayments	(109,260)	112,535	4,840	5,010	5,180	5,575	5,775
Total Uses of Cash	**(59,299)**	**175,435**	**77,233**	**95,480**	**76,078**	**93,651**	**105,155**
Cash Provided (Used) Prior to Interest Income	**81,896**	**(145,474)**	**(60,130)**	**(71,309)**	**(47,469)**	**(62,046)**	**(72,016)**
Cash Provided from Interest Income	37,268	28,432	22,173	19,340	16,632	14,306	11,114
Cash Used by Interest Expense	0	0	0	0	0	0	0
Cash Provided (Used)	**119,164**	**(117,042)**	**(37,957)**	**(51,969)**	**(30,837)**	**(47,740)**	**(60,902)**
Cash Balance , beginning of period	363,300	482,464	365,422	327,465	275,496	244,659	196,919
Cash Balance , end of period	**$ 482,464**	**$ 365,422**	**$ 327,465**	**$ 275,496**	**$ 244,659**	**$196,919**	**$ 136,017**

Exhibit 4

University of North Carolina - General Administration
Budget Code 16010 State Appropriated Program Descriptions

FRS Account	Program Type	Division / Function	Program Purpose
201000	Affiliate	UNC Center for Public Television	The University of North Carolina Center for Public Television is a public service activity which provides television programs throughout the state for educational purposes, information dissemination, and cultural enrichment.
202000	Affiliate	UNC Network Services	Networking and Media Services provides desktop support, training, networking design and maintenance, system administration, videoconferencing services, specialized training and audio-visual services to meet the needs of the University of North Carolina, Office of the President, and affiliated organizations.
202700	Affiliate	UNC Supercomputing and NCREN	The North Carolina Supercomputing Center, a division of MCNC, supports and promotes the use of computational science for education, research and commercial applications. Resources include high performance computing platforms, a diverse application software suite, visualization resources, training support and collaboration. The North Carolina Research and Education Network (www.ncren.net) is a telecommunications network serving education and research affiliated institutions such as universities, community colleges, government, libraries and non-profit organizations. Members are interconnected via a broadband digital WAN that supports both data communications and video services. In addition, members share high performance commodity Internet gateway services and Abilene access for Internet2 members.
2022XX	Office of the President	Office of the President	The mission of the University of North Carolina Office of the President is to provide leadership and direct support to the sixteen constituent institutions and affiliated organizations. The organization includes the President as the chief administrative and executive officer. The President is responsible for the execution of all policies, rules, and regulations adopted by the Board of Governors. The President is assisted in performing these responsibilities by a Senior Vice President for Academic Affairs and by Vice Presidents leading the following areas: Finance, Public Affairs and University Advancement, Legal Affairs and General Counsel, Academic Planning, Research and Sponsored Programs, Program Assessment and Public Service, Human Resources, Information Resources, and University-School Programs. The Secretary of the University, who coordinates all activities with the Board of Governors, also assists the President. The enterprise also serves as the fiscal agent to 21 affiliated and public school programs for UNC - General Administration.
202263	Affiliate	EDP Collaborative Procurement	UNC EDP Collaborative Procurement identifies common information technology products and services used by UNC campuses and negotiates group acquisitions and system-wide contracts to contain costs.
202269	Affiliate	NC Progress Board	The NC Progress Board was created by the General Assembly in 1995, upon the recommendation of the Commission for a Competitive North Carolina. Its mission is to help the state's leaders and citizens pause, reflect, take stock and keep score, based upon a long-term view of what the state is to become, together with what it needs. That means setting milestones, checking progress, reporting data, recommending course corrections, and considering and reporting imaginative solutions to jumpstart change.

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University of North Carolina - General Administration
Budget Code 16010 State Appropriated Program Descriptions

FRS Account	Program Type	Division / Function	Program Purpose
202211	Affiliate	NC Center for International Understanding	NCCIU provides international experiential education to address challenges facing North Carolina policy leaders, K-12 educators, and citizens. NCCIU is a public service program of UNC conducting global study programs for educators and policymakers, international school partnerships through technology, and the Latino Initiative, which provide resources and programs to inform NC leaders of the potential effects of Latino/Hispanic immigration and to assist public service providers in understanding issues which affect their service delivery. Since 1979, NCCIU has supported 343 exchanges, sending approximately 7000 North Carolinians abroad and hosting over 4000 international visitors.
202216	Affiliate	NC Center for Nursing	Created in 1991, the North Carolina Center for Nursing conducts strategic nurse workforce research and planning for the State of North Carolina.
202212	Affiliate	NC Center for Nursing (Reward & Recognition)	NC Center for Nursing's Recruitment and Retention (R&R) Program provides innovative and exciting nursing recruitment and retention programs throughout North Carolina. The program is designed to promote awareness of the challenges and rewards for the nursing profession; reward outstanding direct care nurses, encourages them to remain in nursing, increases their capability for leadership and enhances their ability to be role models and attract others into the profession; and provides R&R grants to expand recognition, reward and renewal programs to a broader focus which promotes creation of new recruitment and retention activities for nurses.
202213	Affiliate	NC Higher Education Facilities Commission	This Commission, which was established by Executive Order in 1964, serves as a facilities information coordinating office and survey center for public and private higher education institutions throughout North Carolina. In addition to supplying detailed statistical printouts and tables to each institution based on an annual data collection and analysis, the Commission office, located at UNC General Administration in Chapel Hill, also provides direct technical assistance to campuses for collecting/reporting of facilities data; data search services, software, special analyses, and other requested data processing services; and assistance in responding to inter-institutional or national comparative studies and surveys.
202231	Affiliate	NC Education Pathways	Pathways of North Carolina is a joint partnership between UNC, NC Community College System, NC Independent Colleges and Universities, State Department of Public Instruction, North Carolina State Education Assistance Authority, and the State Occupational Information Coordinating Committee. The purpose is to increase the college-going rate in North Carolina with particular attention to low-income and first generation college students. An Internet (www.CFNC.org) and Resource Center (866-866-CFNC) information and support system provides a single source location for planning, applying, and paying to attend any of the 110 colleges in NC. This program also provides the major match (dollar for dollar) for the state GEAR UP grant ($7.3M for 5 years).
202240	Affiliate	State Education Assistance Authority	The State Education Assistance Authority provides leadership and support for higher education student financial aid and loans for the State of North Carolina. The program also administers the Related Education Loan Programs (Budget Code 16012).

UNC-39

University of North Carolina - General Administration
Budget Code 16010 State Appropriated Program Descriptions

FRS Account	Program Type	Division / Function	Program Purpose
202234	Affiliate	UNC Teaching & Learning Thru Tech	The Teaching and Learning with Technology (TLT) Collaborative, an integral part of UNC's Information Technology Strategy, serves as a focal point for the wealth of TLT knowledge created on the University's 16 campuses. The multidisciplinary organization, which includes representatives from each constituent institution, facilitates the collection, development, exchange, and storage of TLT and distance education information.
202235	Affiliate	UNC Shared Service Alliance	The UNC Shared Services Alliance ("Alliance"), the organizational home for administrative systems, provides a forum for UNC's 16 campuses to explore new and better ways to collaborate on administrative information technology issues. The Alliance spearheads a number of projects to bring new applications to UNC's campuses. (e.g. Web Enabling Student Services, Prospective Student Portal) The UNC Shared Services Alliance evaluates and creates IT technologies to develop or enhance common administrative and student service systems on the web.
202270	Public School Program	Math Science Education Network	The Mathematics and Science Education Network (MSEN), created in 1984, has a mission to improve the quality of mathematics and science teaching and learning in the schools of North Carolina. MSEN conducts programs for in-service educators aimed at improving mathematics and science instruction and curricula.
202271	Public School Program	Math Science Education Network-Pre-College	MSEN's pre-college programs focus on increasing the pool of students who graduate from North Carolina high schools prepared to pursue careers requiring mathematics and science. MSEN has ten centers located on university campuses statewide.
202225	Public School Program	NC Center for School Leadership Development Building Operations	This program ensures that the NC Center for School Leadership Development facility, and its embedded conferencing assets, function efficiently, effectively, and within prudent fiscal parameters.
202229	Public School Program	NC Model Teacher Education Consortium	NCMTEC, established in 1989, is a collaborative effort which provides affordable, accessible, high-quality education and training to aspiring and practicing educators in participating school systems in eastern North Carolina. Currently, forty-four local school systems, ten colleges and universities, twenty seven community colleges, and the Department of Public Instruction are involved.
202210	Public School Program	NC Teacher Academy	The North Carolina Teacher Academy (NCTA), created in 1993, recognizes the importance of continuous learning to the growth of the career teacher by providing quality professional development in the areas of school committee leadership, instruction, core content and the use of modern technology.
202246	Public School Program	Principal Executive Program	The Principals' Executive Program (PEP), created by legislative action in 1984, improves the education of K-12 student in North Carolina by increasing the commitment, enlarging the knowledge, and developing or improving the skills of public school administrators as instructional leaders and managers of personnel, property, and budgets.

UNC-40

University of North Carolina - General Administration
Budget Code 16010 State Appropriated Program Descriptions

FRS Account	Program Type	Division / Function	Program Purpose
202223	Public School Program	NC Education Research Council	The North Carolina Education Research Council provides research to support decision making on major policy issues by the Education Cabinet and the units of state government its members represent.
202226	Public School Program	Principal Fellows Program	The North Carolina Principal Fellows Program (PFP) is a scholarship loan program which assists individuals in preparing for a career as a principal or assistant principal by earning a Master of School Administration (MSA) degree at one of eight constituent institutions of the University of North Carolina.

UNC-41

Funding of Graduate/Teaching Assistants from Teaching Faculty Budget

University of North Carolina

Based on faculty workload studies in 1999-00, we asked those campuses with student credit hours attributable to teaching assistants to provide budgetary data on the use of funds from the teaching faculty budget to support graduate/teaching assistants. This data is for the year 2001-02.

University	Dollar Amount	Percent	FTE	Grad/Teach Ast
ASU	1,963,611	4.4	32.5	279
ECU	4,137,595	4.7	65.8	450 (est)
NCA&T	1,462,000	5.3	24.6	172
NCSU	9,200,000	7.6	129.6	991
UNC-CH	16,348,960	16.3	214.8	1593
UNC-C	2,255,831	3.9	36.5	396
UNC-G	4,078,360	8.4	63.9	408
UNC-W	1,177,500	3.4	19.7	143
WCU	1,039,704	4.6	17.7	252
UNC-CH HA	3,214,294	3.9	31.6	646
Total	44,877,855		636.7	5051

UNC-42

Degree Completion for Master's and Doctoral Students

University of North Carolina

A Composite Snapshot for Students Beginning Graduate Work in Fall 1991

National Picture: There is little available information on graduation rates for graduate students, so comparative standards are not available and there are no national benchmarks in this area.

Time to Degree: Studies of graduation rates at the graduate level can also provide information about time to degree, that is, how long after entering a program does a student receive a degree. At the master's level there is little national data. By practice, most graduate schools place a limit on the timeframe within which a master's degree is to be completed. The standard is typically seven years. Master's degrees, by plan, range from one to three years in terms of the time needed for completion when enrolled full time. On the other hand, graduate students may enroll part time or not enroll for one or more terms and then return to the program.

For doctoral programs we do have national data for select fields. The National Research Council as part of its evaluation of doctoral programs records the time it takes students to complete doctoral programs. It varies by discipline and type of institution ranging from a median of approximately 8 years in Engineering (the shortest) to a median of approximately 11 years in the arts and humanities (the longest). The period that is measured is the time from first enrollment to receipt of degree regardless of the number of terms they may or may not be enrolled between those two points.

UNC Study:

Master: Institutional Research used the Fall Term 1991 for the entering group of master's students to track. Across the universities there were 3,044 new full-time graduate students enrolled. They were tracked to determine when they received the degree at the intended level. If they took licensure or completed a certificate without completing the degree program they would not show up, or if they switched from a master's program to a doctoral program without taking a master's degree they would not show up in the graduated column. Students also transfer to other schools, and due to the rigor of master's programs some students are not successful.

MASTERS	Fall Term 1991	Year 4	Year 6	Year 8
Enrolled	3,044			
Graduated By		2,273	2,367	2,411
Percent		74.7	77.8	79.3

UNC-43

Doctoral: All doctoral students who enrolled in Fall Term 1991 were followed for all subsequent years that graduation data is available to determine the percent who completed their program. Two measures are used. First, the percent that received a degree at the level sought, i.e., a doctorate, and the percent that received any degree either at the doctoral level or at a level other then that initially sought. For one reason or another, many doctoral students will find that they prefer to take a master's degree and seek employment or delay continuing their graduate work. In other cases, students may be advised that their work may not be adequate for doctorate level work and drop out, or take a different degree such as a master's, specialist, or advanced master's degree. Doctoral students do transfer, particularly if they can find a more attractive funding situation at another university. Given the national median we can expect that additional students will receive a doctorate from this pool, as we continue to track these students.

DOCTORATE	Fall Term 1991	Year 7	Year 10
Enrolled	1023		
Doctorate By		429	538
Percent		41.9	52.6
Degree By		700	774
Percent		68.4	75.6

First Professional: We used the same year for the entering class for all full-time first-professional degree-seeking students.

FIRST PROF	Fall Term 1991	Year 4	Year 6
Enrolled	708		
Degree By		616	656
Percent		87%	92.7

Tuition Remission and Graduation Rates. The data system contains a field for tuition remission only for the past five years, so we are not at a point that meaningful results can be achieved. It is unlikely that graduation would be more rapid for this group since students funded to work for the university usually have a heavy work load in addition to the requirements of their studies. Compared to part-time, employed students tuition-remission students will likely proceed to the degree more rapidly but compared to a fellowship student or a student who pays for their education without working, they will likely proceed at a slower pace.

Retention of Graduate Students after Graduation

University of North Carolina

The in-state employment of graduates of master's and doctoral programs is tracked more closely by some institutions than others. It is difficult to provide a University-wide account, but we can provide two case studies from UNC Chapel Hill and North Carolina State University.

Please find their studies attached.

UNC-45

The Graduate School
North Carolina State University
Retention of Graduates in North Carolina

Residency Status of Students Upon Admission to Graduate School																
	North Carolina				Non-NC Residents				Unknown (2)				TOTALS			
Year Grad	# Grd	W/ Known Addresses (1)	# Still in NC	% Still in NC	# Grd	W/ Known Addresses (1)	# Still in NC	% Still in NC	# Grd	W/ Known Addresses (1)	# Still in NC	% Still in NC	# Grd	W/ Known Addresses (1)	# Still in NC	% Still in NC
82	361	110	76	69%	290	93	20	22%	46	11	4	36%	697	214	100	47%
83	331	324	213	66%	279	240	64	27%	44	41	18	44%	654	605	295	49%
84	373	368	260	71%	362	321	75	23%	44	42	25	60%	779	731	360	49%
85	328	265	189	71%	344	282	66	23%	47	32	13	41%	719	579	268	46%
86	368	302	209	69%	363	300	74	25%	40	31	17	55%	771	633	300	47%
87	396	340	226	66%	344	287	71	25%	56	39	20	51%	796	666	317	48%
88	391	387	265	68%	438	381	95	25%	59	49	17	35%	888	817	377	46%
89	354	349	240	69%	370	327	81	25%	51	39	22	56%	775	715	343	48%
90	403	389	277	71%	429	383	93	24%	28	23	10	43%	860	795	380	48%
91	386	380	267	70%	436	413	106	26%	22	21	14	67%	844	814	387	48%
92	466	431	302	70%	463	443	138	31%	20	18	8	44%	949	892	448	50%
93	525	522	387	74%	451	433	122	28%	7	6	2	33%	983	961	511	53%
94	569	568	423	74%	531	517	176	34%	14	12	8	67%	1,114	1,097	607	55%
95	656	656	471	72%	533	525	156	30%	8	6	4	67%	1,197	1,187	631	53%
96	710	708	540	76%	561	559	218	39%	5	5	1	20%	1,276	1,272	759	60%
97	748	747	561	75%	521	521	184	35%	5	4	3	75%	1,274	1,272	748	59%
98	797	795	617	78%	558	556	233	42%	4	3	3	100%	1,359	1,354	853	63%
99	800	797	656	82%	630	628	319	51%	3	3	2	67%	1,433	1,428	977	68%
00	846	842	720	86%	616	615	369	60%	3	3	2	67%	1,465	1,460	1,091	75%
01	815	814	733	90%	665	665	457	69%	8	8	7	88%	1,488	1,487	1,197	80%
	10,623	10,094	7,632	76%	9,184	8,489	3,117	37%	514	396	200	51%	20,321	18,979	10,949	58%

These data were compiled by selecting students graduating in each of the fifteen years presented from the "Graduation History files (Mouse)". This information was joined with data from the Alumni Office, "Advance" database in order to provide the most recent residency status where possible. The next step was to search prior years historical data ("Registration Address Totals files (RAT)") for a record of each student's residency status at the time of initial admission to NCSU. This review began one year prior to the most recent graduating class and extends back to the fall of 1972. For the most recent complete academic year graduating class it was assumed that no student could have "started" in the academic year in which they graduated thus the RAT file from the most recent completed academic year was not used.

Footnotes:

(1) The current residency status of these Graduates is "Known" based on Alumni records. There were approximately 1,342 students graduating during the period under observation for whom no match was made in the current Alumni database. Some of these students may now reside in North Carolina but were removed from the statistical population for purposes of calculating percentages.

(2) Students, whose residency status at the time of initial admission is unknown. These are Graduates for which no match could be made between the "Graduation History File" and "Registration Address Totals Files (RAT)" files (possibly due to SSN changes) or who were located, but for which no starting residency code was available.

Source: retentio.zip{retens02.xls}

MC-44

UNIVERISTY OF NORTH CAROLINA - CHAPEL HILL
Degree Recipients and Place of Residence

Summary:

Of the North Carolina residents who earned graduate and professional degrees at UNC-Chapel Hill, over two-thirds are currently living/working in North Carolina.

Of the out-of-state residents who earned graduate and professional degrees at UNC-Chapel Hill, approximately 31% remain in North Carolina, with slightly more health professions graduates opting to stay in the state than non-health degree recipients.

Regardless of student residency status, a little over half of graduate and professional degree recipients are now reportedly living/working outside North Carolina.

Over the last four years, an average of 69% of in-state residents and 26% of out-of-state residents who earn undergraduate degrees at UNC-Chapel Hill take jobs in North Carolina.

The percentage of undergraduate degree recipients who stay in North Carolina has dropped over the past four years from 76% to 68% for in-state students and from 31% to 25% for out-of-state students.

Graduate Degree Holders for Whom Original Home Town Address is on File and Residency Status While Enrolled as A Student Can Be Inferred [1]

	Total	Non-Health	Health
IN-STATE RESIDENTS AS STUDENTS			
Now living/working in NC	68.3%	68.8%	67.5%
Now living/working outside of NC	31.7%	31.2%	32.5%
Total In-State Residents	100.0%	100.0%	100.0%
OUT-OF-STATE RESIDENTS AS STUDENTS			
Now living/working in NC	31.1%	30.0%	33.5%
Now living/working outside of NC	68.9%	70.0%	66.5%
Total Out of State Residents	100.0%	100.0%	100.0%
ALL DEGREE HOLDERS, REGARDLESS OF STUDENT RESIDENCY STATUS			
Now living/working in NC	47.5%	46.1%	50.1%
Now living/working outside of NC	52.5%	53.9%	49.9%
Total, All Degree Holders	100.0%	100.0%	100.0%

[1] Source: UNC-Chapel Hill University Advancement Office Alumni Data Base

Bachelor's Degree Holders That Remained in North Carolina for Employment [2] According to Job Location Survey

May 2000: 59.0% of all student respondents (in state and out of state) chose NC for employment
By residency status: 66.1% Of NC Residents
24.8% Of Out-of-State Residents

May 1999: 54.0% of all student respondents (in state and out of state) chose NC for employment
By residency status: 61.5% Of NC Residents
23.9% Of Out-of-State Residents

May 1998: 61.1% of all student respondents (in state and out of state) chose NC for employment
By residency status: 70.6% Of NC Residents
23.9% Of Out-of-State Residents

May 1997: 66.8% of all student respondents (in state and out of state) chose NC for employment
By residency status: 76.4% Of NC Residents
31.0% Of Out-of-State Residents

[2] Source: UNC-Chapel Hill University Career Services Office

UNC-46A

UNC Budget Options 2002-03

Items	Reductions (millions of $) Option A	Option B	Option C	Recommended by Campuses?
1 **Budget some % of overhead receipts (estimated at $121 million for 2001-02)**				
a. 25%	30.25			
b. 50%		60.50		
c. 75%			90.75	
2 **Reduce building reserves for new facilities** due to delays in completion of projects (non-recurring)	2.67	2.67	2.67	2.67
3 **Reduce non-personnel budgets in community service/outreach**				
a. Reduce at 1% recommendation	1.86			1.86
b. Reduce at 3% recommendation		5.85		5.85
c. Reduce at 5% recommendation			8.47	8.47
4 **Reduce Temporary/contracted wages**				
a. Reduce at 1% recommendation	0.46			0.46
b. Reduce at 2% recommendation		0.92		0.92
c. Reduce at 3% recommendation			1.20	1.20
5 **Reduce non-personnel budgets in administrative support**				
a. Reduce at 1% recommendation	1.60			1.60
b. Reduce at 3% recommendation		4.00		4.00
c. Reduce at 5% recommendation			6.35	6.35

UNC-47

UNC Budget Options 2002-03

Items	Reductions (millions of $) Option A	Option B	Option C	Recommended by Campuses?
6 **Eliminate SPA positions**				
a. All vacant for longer than 6 months as of April 1	6.46			
b. 50% of all vacant positions as of April 1		11.35		9.30
c. All positions vacant as of April 1			22.70	
7 **Eliminate EPA Non-faculty Positions**				
a. All vacant for longer than 6 months as of April 1	7.23			
b. 50% of all vacant positions as of April 1		6.88		5.40
c. All positions vacant as of April 1			13.76	
8 **Increase faculty teaching productivity.**				
a. Increase average teaching loads by 1 hour per semester at research campuses.				
b. Increase average teaching loads to a minimum of 18 hours per year at doctoral campuses				
c. Increase average teaching loads at baccalaureate and masters campuses to at least 20.5 hours per year				

UNC-48

UNC Budget Options 2002-03

Items	Reductions (millions of $) Option A	Option B	Option C	Recommended by Campuses?
9 **Increase student/faculty ratios**				
a. Increase by 0.5 or 3%	27.30			
b. Increase to 15 at baccalaureate campuses, to 16 at masters campuses, to 15.5 at doctoral campuses, and to a minimum of 14.5 at research campuses		23.70	23.70	
10 **Reduce tuition remission for out-of-state graduate students**				
a. Reduce by 33%	10.00			
b. Reduce by 10%		3.00		
c. Reduce by 25%			7.63	
11 **Reduce GF subsidy to UNC Hospitals**				
a. Reduce funding by $5 million	5.00			
b. Reduce funding by 25%		10.00		
c. Reduce funding by 50%			20.00	
12 **Shift ECU Medicare Funds Balance to support operation of Medical School (non-recurring)**				
a. Use 2/3 of uncommitted balance	10.00			
b. Use 1/2 of uncommitted balance		7.50		
c. Budget additional portion of annual receipts in regular operating budget (recurring)			0.50	

UNC-49

UNC Budget Options 2002-03

	Items	Reductions (millions of $) Option A	Option B	Option C	Recommended by Campuses?
13	**Eliminate appropriation to Endowment of Center for Alcohol Studies**	0.50	0.50	0.50	
14	**Reduce funding for Legislative Tuition Grant Program by $150 per student**	3.70			
	a. by $150 per student				
	b. by $200 per student		4.90		
	c. Limit grants to students in families with adjusted gross incomes of $80,000 or less			?	
15	**Reduce funding for need-based scholarships program for private colleges to 50% of current amounts for FTE's at off-campus sites**	3.40	3.40	3.40	
16	**Change enrollment increase formulas to reduce differential funding for graduate and higher cost programs (Saves on enrollment increase funding)**				

UNC-50

UNC Budget Options 2002-03

Items	Reductions (millions of $) Option A	Option B	Option C	Recommended by Campuses?
17 **Increase student/faculty ratio for students taught by distance education to eliminate research subsidy for distance ed/off-campus faculty positions (Base and enrollment increase reductions)**				
18 **Eliminate General Fund subsidy for operations of Dean Smith Center at UNC-CH**	1.00	1.00	1.00	
19 **Increase charges for continuing education of health care professionals by UNC-CH Health Affairs Division**	0.50	0.50	0.50	
20 **Reduce Strategic Initiatives Reserve in Office of the President**				
a. by 1/3	**1.00**			
b. by 2/3		**2.00**		
c. entirely			**3.00**	
21 **Reduce UNC General Administration EPA non-teaching positions**				
a. by 5%	0.5			
b. by 10%		1.00		

UNC-51

UNC Budget Options 2002-03

Items	Reductions (millions of $) Option A	Option B	Option C	Recommended by Campuses?
22 **Reduce UNC General Administration SPA positions by 5%**	0.40	0.40	0.40	
23 **Reduce contract with MCNC ($8.36 million)**				
a. by 10%	0.84			
b. by $1 million		1.00		
c. by $3 million			3.00	
24 **Use federal funds from No Child Left Behind for reading training: Eliminate Reading Together program at UNC-G**	0.60	0.60	0.60	
25 **Reduce UNC-TV budget**				
a. by 10%	1.00			
b. by 5%		0.50		
c. by 15%			1.50	
26 **Phase out Model Teacher Consortium over 2 years**	0.35	0.35	0.35	
27 **Eliminate Education Research Council**	0.25	0.25	0.25	
28 **Eliminate State funding for NC Progress Board**	0.25	0.25	0.25	

UNC-52

UNC Budget Options 2002-03

Items	Reductions (millions of $) Option A	Option B	Option C	Recommended by Campuses?
29 **Reduce funding for NC Center for Nursing**	0.10	0.10	0.10	
30 **Reduce funding for NC Teacher Academy**				
a. by 5%	0.18			
b. by 10%		0.37		
c. by 25%			0.92	
31 **Reduce funding for Center for International Understanding**				
a. Reduce by 20%	0.10			
b. Reduce by 50%		0.25		
c. Eliminate program funding			0.50	
32 **Reduce funding for Center for School Leadership**				
a. Reduce by 5%	0.03			
b. Reduce by 10%		0.06		
c. Reduce by 25%			0.15	
33 **Principal Fellows Program: Use fund balance for current requirements (non-recurring)**	0.50	0.50	0.50	
34 **Reduce Cooperative Extension budget**				
a. by 10%	3.80			
b. by 5%		1.90		

UNC-53

UNC Budget Options 2002-03

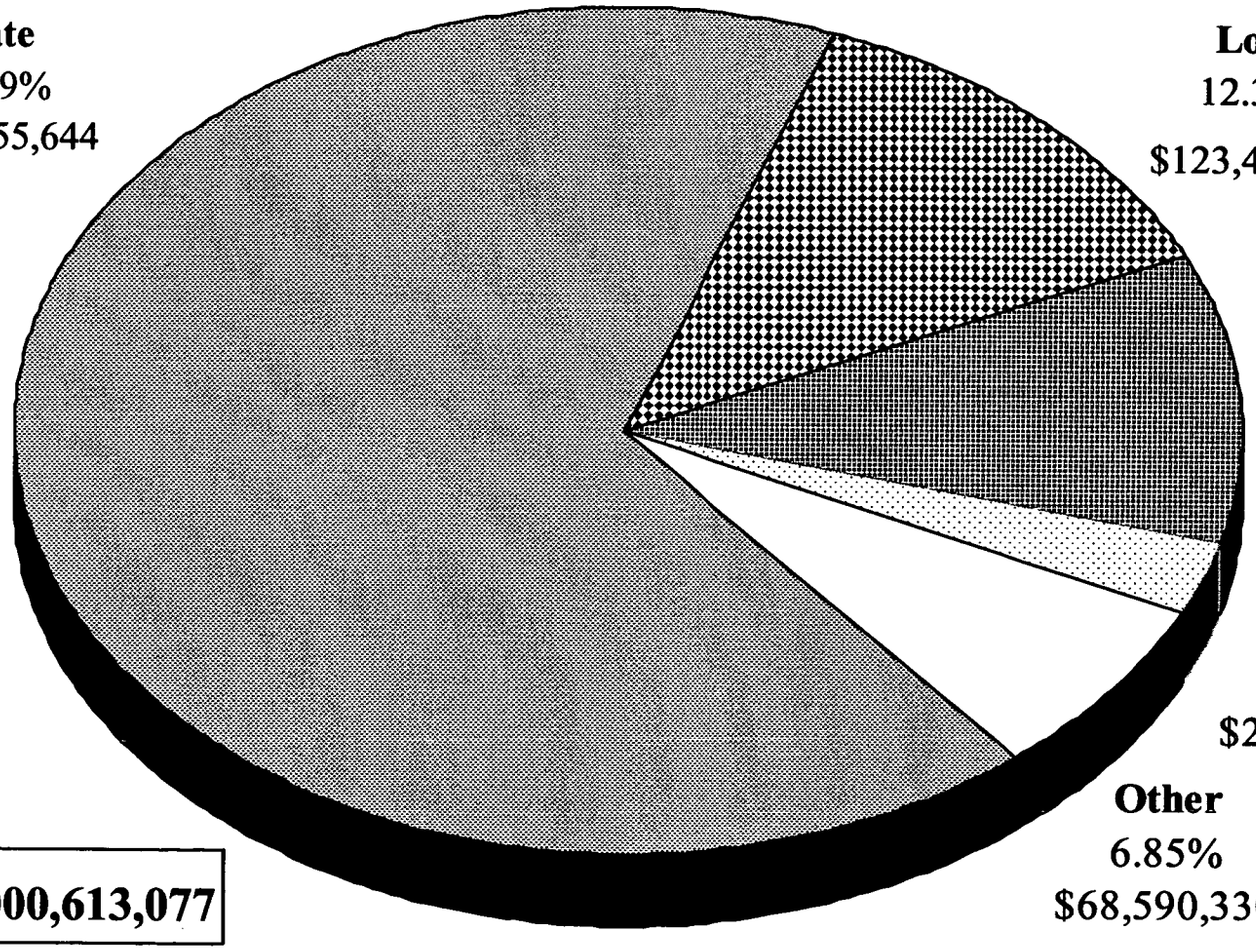
	Items	Reductions (millions of $) Option A	Option B	Option C	Recommended by Campuses?
35	**Review balances in scholarship fund accounts for non-recurring reductions**				
36	**Budget receipts from 25% tuition surcharge for extra courses**	0.8	0.8	0.8	

Use tuition receipts to fund enrollment. Eliminate campus-initiated tuition increases for 2002-03. Each 1% across-the-board yields approximately $4 million. A 20% increase would provide $80 million.

UNC-54

Sources of Funding *EXHIBIT 5*

FY 2001-2002

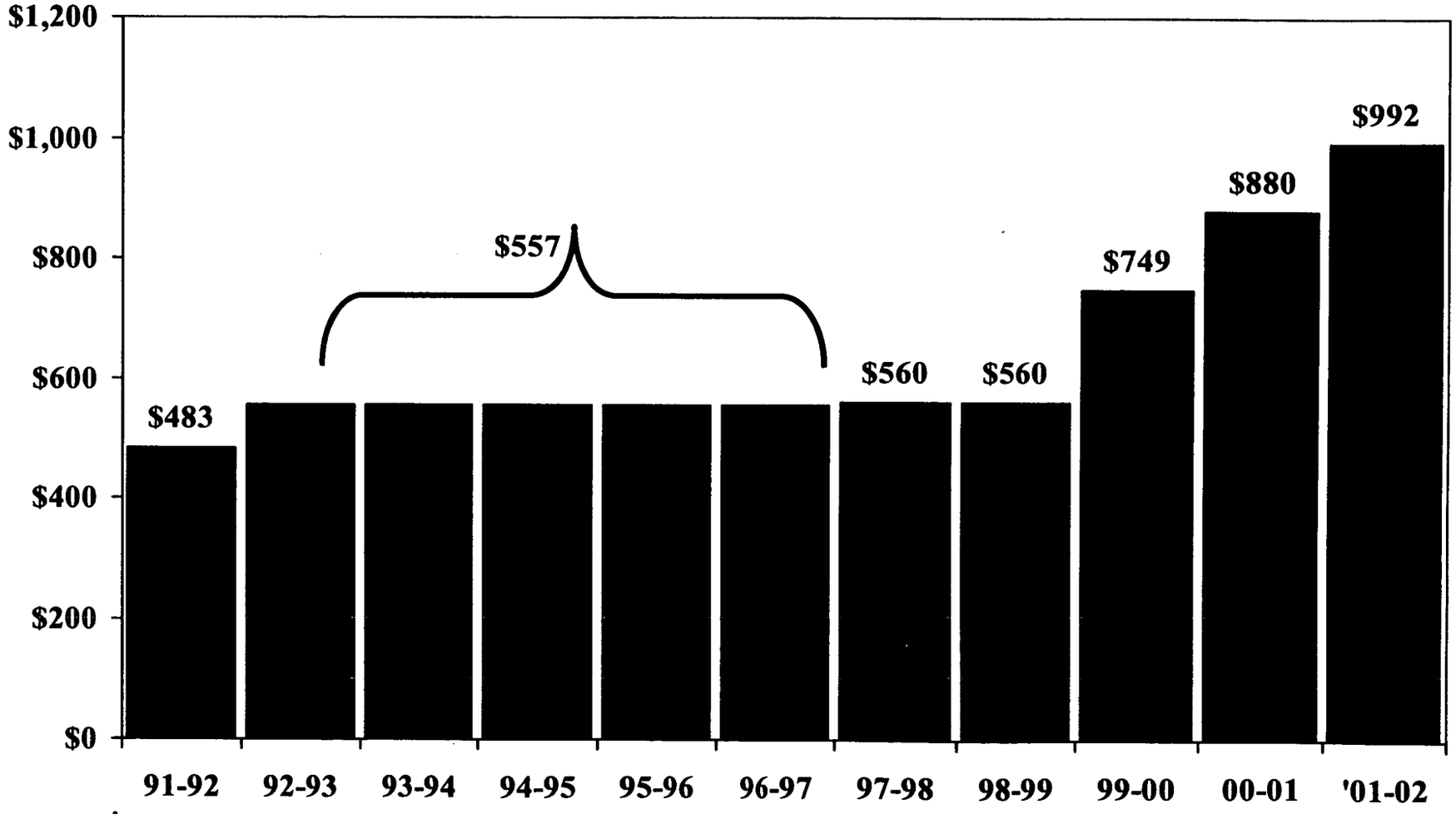


Total: $1,000,613,077

Tuition and Fees
2001-02

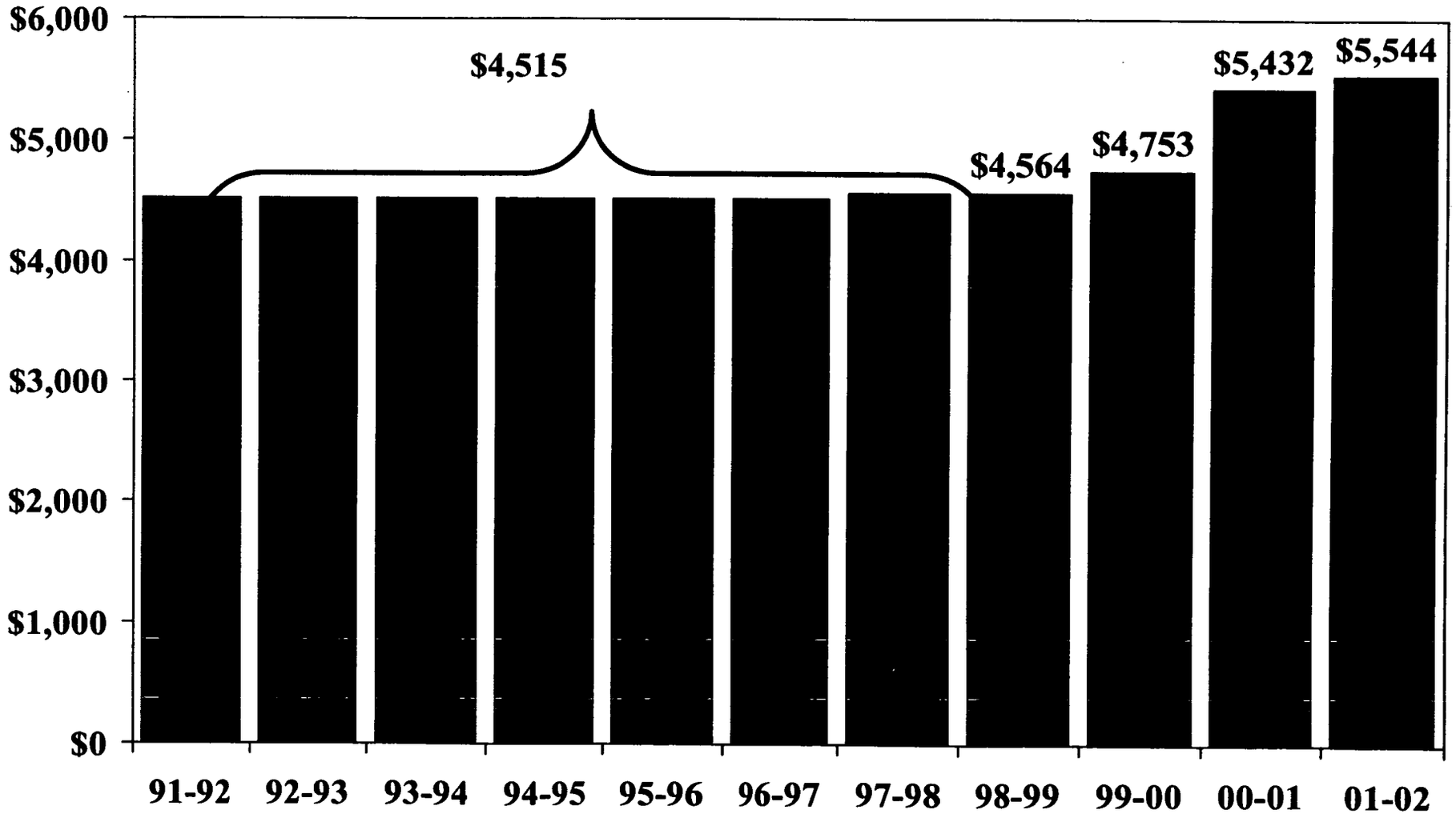
- **In-State**: $31.00/credit hour up to 16 hours (Full-time = $496/semester or $992/year)
- **Out-of-State**: $173.25/credit hour up to 16 hours (Full-time = $2,772/semester or $5,544/year)
- **Summer**: Same rates as regular term, up to 9 hours
- **Occupational Continuing Education**: Sliding scale based on course length:
  - 0-10 hours $50.00
  - 11-30 hours $55.00
  - 31-100 hours $60.00
  - > 100 hours $65.00

Curriculum In-State Tuition Rates*
(Academic Year)



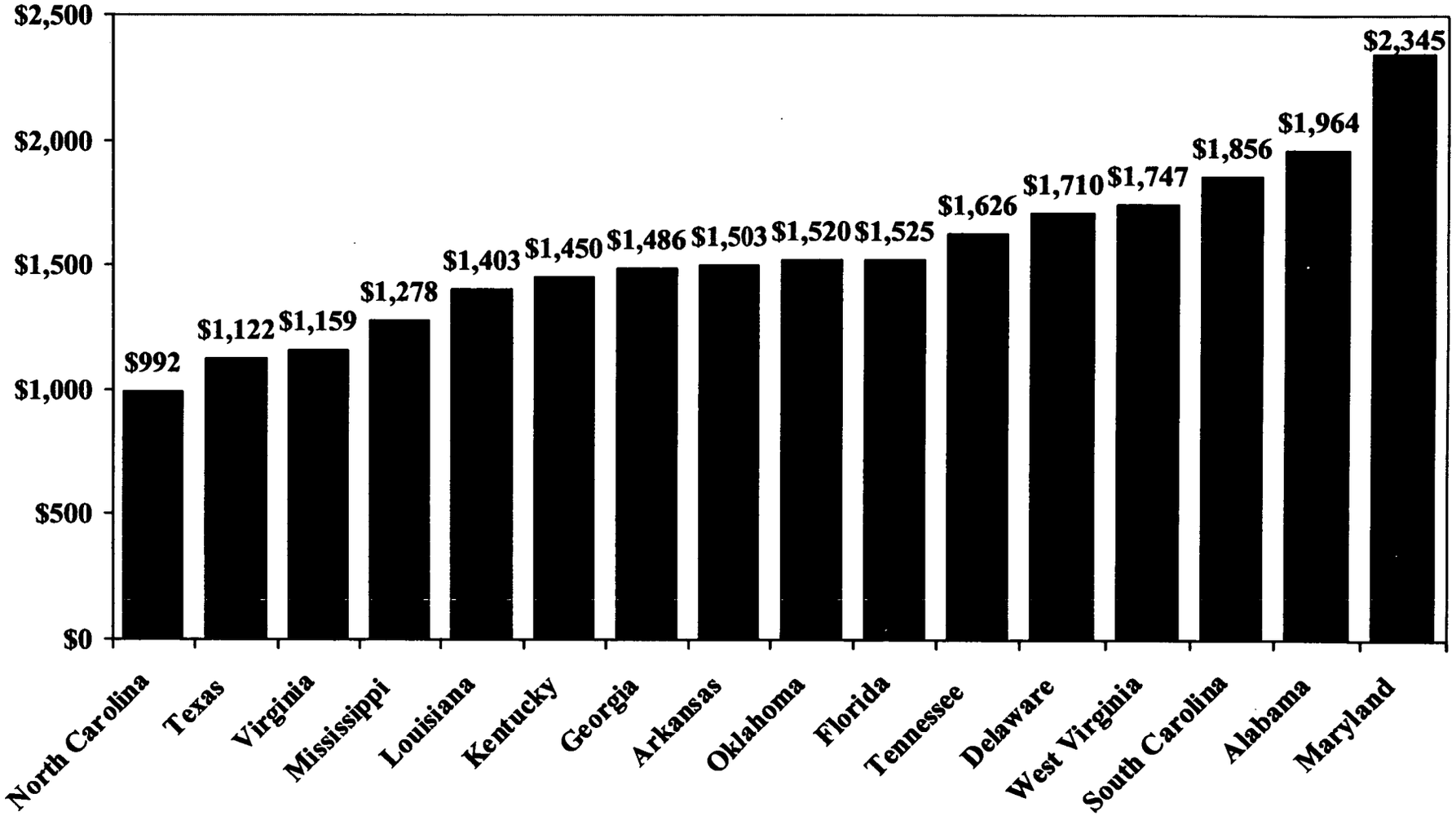
*Maximum Amount for Full-Time Student

Out-of-State Curriculum Tuition Rates*
(Academic Year)

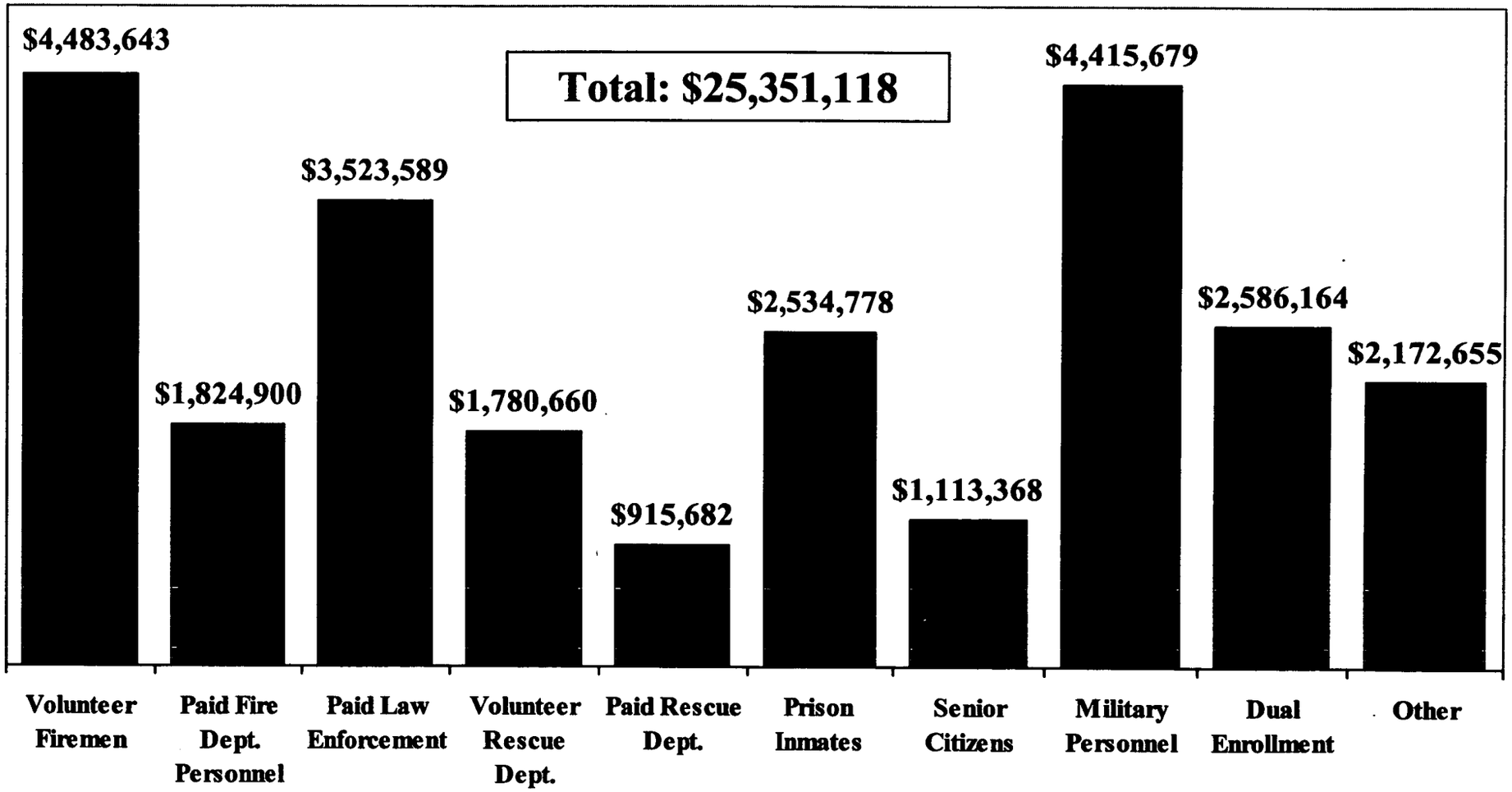


*Maximum Amount for Full-Time Student

SREB States
In-State Tuition
2001-2002



Waivers by Category
1999-2000



Need Based Financial Aid
FY01-02

General Fund Appropriation: $6,062,806

- Increased last Session by $1,062,806 (10% of increased tuition).
-
- Approximately $5.5 million is used for the community college grant program.
- Approximately $250,000 is used to provide short term loans to students.
- Approximately $300,000 is used to provide grants for high demand/low enrollment programs.

Instructional Formula: $381 million
(Includes Curriculum, Continuing Ed, and Basic Skills)

Basic Skills Formula
$49,455,216 (13%)

Regular Allotment

- Base allotment: $20,000
- $2,236.56 per FTE
- $0.25 per target population age 16-54 with less than a high school education based on 1990 census in college's service area
- Federal allotment: $688.06

Incentive Funding

- $50 per GED certificate awarded
- $150 per Adult High School Diploma awarded

Level of Effort

- $10,000 per percent of population above the statewide level of effort of the eligible population to be served. (Statewide average is 10.68%.)

Basic Skills funds may only be used for basic skills programs. These funds may not be transferred to any other area.

Basic skills funds may not be used for administrative functions.

Federal regulations require statewide expenditures for Basic Skills to remain at or above the expenditure level of the previous year.

NCCCS
System Office Budget
FY01-02

System Office Budget	State Appropriation	Receipts	Total Budget	State Supported Positions	State Vacancies	Division Travel Budgets
Management Information System (MIS)	$15,000,000		$15,000,000	2	0	$216,352
Divisions						
Executive	$1,410,424		$1,410,424	16.5	1	$84,872
Administration	$4,858,907	$120,916	$4,979,823	69	6	$110,940
Business & Finance	$1,653,376	$3,000	$1,656,376	28.5	1	$15,741
Academic Support Services	$1,976,152	$2,011,740	$3,987,892	27.5	1.5	$64,937
Economic & Workforce Development	$1,127,615	$146,138	$1,273,753	14.5	0	$79,711
Total	**$26,026,474**	**$2,281,794**	**$28,308,268**	**158**	**9.5**	**$572,553**

NCCCS Categoricals and Miscellaneous Programs
FY 01-02

Program	General Fund Appropriation
Child Care Grants	**$2,000,000**
Provides child care assistance to students. Each college recieves $20,000 base and then an additional allocation per FTE.	
Summer Term	**$7,177,623**
Funds for curriculum summer term course offerings are provided to each college based on their curriculum summer FTE.	
Longevity	**$6,808,000**
Benefits paid to eligible state employees in the community college system.	
Multi-Campus	**$1,650,000**
12 colleges currently receive funding: Caldwell, Cape Fear, Central Carolina, Central Piedmont, College of the Albermarle, Edgecombe, Gaston College, Guilford, Rowan-Cabarrus, South Piedmont, Vance-Granville, & Wake. Each college recieves a pro rata share based on FTE at the multi-campus site.	
Prison Program Start-Up	**$50,000**
Provides instructional classes at private prisons located in Mayland & Pamlico's service areas that would otherwise be funded by the college's normal operating budget. These are pass through funds from the Department of Corrections.	
Unemployment Insurance	**$440,751**
Unemployment Insurance contributions. Item was reduced last year by $81,000, the amount that had typically been reverted every year.	
HRD	**$4,000,000**
Provides employability training to unemployed or under-employed adults. Last year, the appropriation was reduced 42% and the program was reorganized. Colleges can now earn budgeted continuing education FTE for these classes.	
NEIT	**$6,028,541**
Provides customized training to new employees of new or expanding industries. In FY00-01, the program served 203 companies and trained over 24,000 workers at an average cost of $292 per trainee. Additional funding for this program was provided from HB275 funds (approximatly $5.5 million). No HB275 funds will be available in FY02-03.	

NCCCS Categoricals and Miscellaneous Programs
FY 01-02

Program	General Fund Appropriation
Special Allotments	$1,683,299
Provides funds to certain colleges operating high cost programs. Last year this appropriation was reduced by 25%. A pro rata share of the reduction was applied to each of the five programs. *Truck Driver Training - $356,763 (Caldwell & Johnston) *Sawmill - $158,615 (Haywood) *Marine Technology - $399,459 (Cape Fear) *Heavy Equipment - $245,501 (Wilson) *Robotics (AKA Regional High Tech Center) - $509,168 (Haywood)	
Maintenance of Plant	$787,877
Provides funds for operation and maintenance of plant to colleges serving out-of-county headcount in excess of 50%. Five colleges (Central Carolina, College of the Albermarle, Mayland, Southwestern, & Vance Granville) receive a pro rata share of the amount appropriated for this item. Last year, this program was increased by $274,209.	
FIT	$1,962,032
Provides job specific retraining in the manufactuing and technology sectors. There are 40 FIT centers. Additional funding is provided through HB275 ($1.5 million) and the Worker Training Trust Fund ($1.6 million). It is anticipated that there will be no HB275 funds available in FY02-03.	
Systemwide Projects	$27,000
Pays for the reprint of GS 115D each biennium after the long session. Additional funding for statewide licensing fees is provided from the "other costs" portion of the formula.	
Community Service	$1,500,000
Provides funds to colleges for senior programs. Last year this program was reduced by 17%.	
Public Radio Craven	$149,912
Provides funds to Craven to help operate a public radio station.	
Public Radio Isothermal	$149,912
Provides funds to Isothermal to help operate a public radio station.	
Small Business Centers	$3,881,208
Provides funding for a Small Business Center at all 58 colleges. Each center offers free education and training, counseling, information and referral services to potential entrepreneurs and existing small businesses.	

NCCCS Categoricals and Miscellaneous Programs
FY 01-02

Program	General Fund Appropriation
Networking Provides high speed data connections to the 58 colleges and the Center for Applied Textile Technology.	**$618,600**
Compensatory Ed Provides education programs to adults with developmental disabilities in order to help them attain a level of independence commiserate with their ability. Last year this program was reduced by $150,537, the amount that had typically been reverted each year.	**$1,000,000**
Faculty Upgrade Professional development funds for full-time faculty and staff.	**$1,014,135**
Liability Insurance Provides liability insurance to employees at the 58 colleges. Last year this item was reduced by $20,000, the amount that had typically been reverted each year.	**$33,000**
GED Scoring Provides funds to pay for GED test scoring, including writing skills, math, science, literature, and social studies.	**$61,000**
CATT The Center for Applied Textile Technology provides training for occupational preparation and skills upgrading specifically to the fiber, textile, and apparel industries.	**$1,526,549**
Hosiery Tech Provides technical services (product testing, research & development, and training) to hosiery manufacturers in the State. This program is funded through Catawba Valley. An additional $250,000 was provided through the HB275 FIT appropropriation. It is anticipated that there will be no HB275 funds available in FY02-03.	**$125,000**
Criminal Justice Provides funding for four regional coordinators to provide comprehensive education and training to law enforcement. Last year this program was reduced by 50% and reorganized into three regions.	**$339,889**
Fire Training Currently, there are 8 regional fire coordinators.	**$602,420**

NCCCS Categoricals and Miscellaneous Programs
FY 01-02

Program	General Fund Appropriation
Nursing Disadvantage Provides academic support to disadvantaged students enrolled in nursing curriculum.	**$80,000**
Hearing Impaired Provides additional services to students who are hearing impaired. Three colleges receive funding: Central Piedmont - $64,000 (FY00-01 Hearing Impaired undiplicated headcount: 27); Western Piedmont - $64,000 (32); & Wilson - $62,000 (21).	**$190,000**
State Board Reserve Provides funds for start-up of new programs, feasability studies, studies requested by the General Assembly, and systemwide projects such as the Virtual Learning Community. Last year this appropriation was reduced by $350,000.	**$800,000**
Equipment colleges on a weighted FTE basis. Additional funding for this program was provided from HB275 funds (approximatly $28 million). It is anticipated that there will be no HB275 funds available in FY02-03.	**$16,319,732**
Books Provides funding for the purchase of library books and materials to meet SACS accreditation standards. College allocations are based on a weighted FTE formula.	**$3,134,035**
Total	**$64,140,515**

System Office, Categorical and Miscellaneous Programs
Reduction Options for Your Consideration

	Program	Funding	Option A Agency Cuts	Option B 10% Across the Board	Option C Program Reductions
1	System Office (includes MIS).	$26,026,474	($1,102,647)	($2,602,647)	
2	Child Care Grants	$2,000,000		($200,000)	
3	Summer Term	$7,177,623	($1,794,405)	($717,762)	
4	Longevity	$6,808,000		($680,800)	
5	Multi-Campus	$1,650,000		($165,000)	
6	Prison Program Start-Up	$50,000		($5,000)	
7	Unemployment	$440,751		($44,075)	
8	HRD	$4,000,000	($1,010,483)	($400,000)	
9	NEIT	$6,028,541		($602,854)	
10	Special Allotments	$1,683,299	($418,805)	($168,330)	
11	*Truck Driver Training - $356,763 (Caldwell & Johnston)				
12	*Sawmill - $158,615 (Haywood)				
13	*Marine Technology - $399,459 (Cape Fear)				
14	*Heavy Equipment - $245,501 (Wilson)				
15	*Robotics (AKA Regional High Tech Center) - $509,168 (Haywood)				
16	Maintenance of Plant	$787,877	($196,969)	($78,788)	
17	FIT	$1,962,032		($196,203)	
18	Systemwide Projects	$27,000		($2,700)	
19	Community Service	$1,500,000	($1,500,000)	($150,000)	

System Office, Categorical and Miscellaneous Programs
Reduction Options for Your Consideration

	Program	Funding	Option A Agency Cuts	Option B 10% Across the Board	Option C Program Reductions
20	Public Radio Craven	$149,912		($14,991)	
21	Public Radio Isothermal	$149,912		($14,991)	
22	Small Business Centers	$3,881,208		($388,121)	
23	Networking	$618,600		($61,860)	
24	Compensatory Ed	$1,000,000	($515,864)	($100,000)	
25	Faculty Upgrade	$1,014,135	($507,067)	($101,414)	
26	Liability Insurance	$33,000		($3,300)	
27	GED Scoring	$61,000		($6,100)	
28	CATT	$1,526,549		($152,655)	
29	Hosiery Tech	$125,000	($31,250)	($12,500)	
30	Criminal Justice	$339,889		($33,989)	
31	Fire Training	$602,420	($305,569)	($60,242)	
32	Nursing Disadvantage	$80,000		($8,000)	
33	Hearing Impaired	$190,000	($190,000)	($19,000)	
34	Equipment	$16,319,732		($1,631,973)	
35	Books	$3,134,035		($313,404)	
	Total	**$89,366,989**	**($7,573,059)**	**($8,936,699)**	

Administration

Institutional & Academic Support Formula: $178.8 million

- Base Allotment: $1.61 million (31 positions) per college
- Colleges receive $1,103 per FTE for every FTE over 750
- President's salary
- **Adjusted Average Administrative Allotment: $3.9 million**
- Full-time Staff: 7,079
  Part-time Staff: 2,659

Options for Your Consideration

Option A: Reduce the base allotment by 1 senior administrator position (approximately $4.5 million)

Option B: Reduce the base allotment by 5 positions and lower the FTE requirement to 600 (approximately $9 million)

Option C: Reduce the base allotment by 5 positions, lower the FTE floor to 600, and restore the enrollment allotment to FY00-01 levels (approximately $10 million)

Other Options: Reduce other costs in the base allotment; change the formula structure to a sliding scale based on FTE or headcount enrollment.

Instruction

Instructional Formula: $381 million
(Includes Curriculum, Continuing Ed, and Basic Skills)

Curriculum Formula

- Sliding scale
  - 1st 500 1:16.449
  - > 500 1:19.914
- Unit Value $43,374
- Social Security, Retirement, and hospitalization
- Other costs $178.50

Continuing Education Formula

- Sliding scale
  - 1st 500 1:16.449
  - > 500 1:19.914
- Unit Value $34,667
- Social Security
- Other costs $178.50

Option A: Reduce the other cost allotment to $175 (FY00-01 level). Estimated savings: $600,000

Option B: Curriculum Formula Only – Adjust the allotments for retirement and hospitalization to more accurately match actual expenditures. Savings estimate is not available at this time.

Option C: Increase the ratio allotment by 1 (from 1:16.449 to 1:17.449 and from 1:19.914 to 1:20.914. Estimated savings: approximately $22 million.

ATTENDANCE

JOINT APPROPRIATIONS SUBCOMMITTEE ON EDUCATION

(Name of Committee)

DATES HOUSE MEMBERS	5-8-02														
Boyd-McIntyre, Flossie, Chair	✓														
Rogers, Gene, Chair	✓														
Yongue, Douglas, Chair	✓														
Barnhart, Jeff	✓														
Bell, Larry M.	✓														
Bonner, Donald	✓														
Carpenter, Margaret "Marge"	✓														
Holmes, George M.															
McLawhorn, Marian	✓														
Michaux, Mickey	✓														
Morgan, Richard T.	✓														
Preston, Jean R.	✓														
Russell, Carolyn B.	✓														
Smith, Ronald L.	✓														
Teague, W. B. Jr.	✓														
Warner, Alex	✓														
SENATE MEMBERS															
Dalton, Walter, Chair	✓														
Lucas, Jeanne, Chair	✓														
Garrou, Linda, Chair	✓														
Carter, Charles, Vice Chair															
Cunningham, Cal															
Garwood, John															
Hartsell, Fletcher															
Wellons, Allen															

ATTENDANCE

JOINT APPROPRIATIONS SUBCOMMITTEE ON EDUCATION

(Name of Committee)

DATES															
Fiscal Division Staff															
Leggett, Kristine	✓														
Newlin, Jim	✓														
Price, Philip															
Todd, Charlotte															
Ex-Officio Members															
Hackney, Joe, Speaker Pro Tem															
Baddour, Phillip A., Maj. Leader															
Dedmon, Andrew T., Majority Whip															
Earle, Beverly M. Majority Whip															
House Committee Assistants															
Gillis, Sally															
Umstead, Jenny															
Christmas, Pat	✓														
Senate Committee Assistant															
Fitzgerald, Mona															

Senate Appropriations Subcommittee on Education/Higher Education
June 11, 2002 Minutes

The Senate Appropriations Subcommittee on Education/Higher Education met on Tuesday, June 11, 2002 at 10:00 a.m. in Room 414 of the Legislative Office Building. There were seven Senators present.

Senator Dalton, Co-Chair, presided and called the meeting to order. Senator Dalton welcomed members, staff, and guests. He expressed special thanks to Senator Garrou and Senator Lucas, Co-Chairs, for their diligent and faithful work on this difficult budget. He also expressed his sincere appreciation to the entire staff for working on this monumental budget effort. Senator Dalton then recognized and welcomed Pages Laura Padgett and Audra Tessnear from Rutherford County.

Senator Dalton provided the first presentation -- the proposed Public School Budget.

Public Schools -- Proposed Budget
Senator Walter Dalton, Senior Chairman

Senator Dalton provided a line item breakdown of the proposed Public School Budget. (see pages 1-4, Attachment 1) He detailed the adjustments to budget requirements, reduction of administration costs, continuation budget reductions, management flexibility, and other budget adjustments.

He referenced the balance of budget changes (both recurring and non-recurring funds) at over 69 million dollars, total position changes at 103.10, and a revised total budget of $5,852,735,133.

Senator Dalton continued his presentation by briefly summarizing the special provisions to be included in the Public School Budget (see pages 9-29, Attachment 1). After Senator Dalton's presentation, the committee members engaged in comments and questions regarding the proposed public school budget.

Community Colleges -- Proposed Budget
Senator Jeannie Lucas, Co-Chair

Senator Dalton relinquished the gavel to Senator Lucas who supplied the committee with an explanation of the proposed Community College budget. (see pages 7-8, Attachment 1). She outlined budget adjustments to the Community College System office, categorical programs, formula modifications, and tuition, enrollment, and financial aid changes.

She mentioned that there were budget changes totaling $26,994,200 (both recurring and non-recurring funds), 11.50 position changes, and a revised total budget of $668,189,659. Senator Lucas further reviewed the special provisions for Community Colleges (see pages 29-32, Attachment 1). After a question and answer period of the proposed Community College System budget, Senator Lucas relinquished the gavel to Senator Garrou who presented the proposed UNC System budget.

UNC System -- Proposed Budget
Senator Linda Garrou, Co-Chair

Senator Garrou gave a line item breakdown of the proposed UNC System Budget (see pages 5-6, Attachment 1) She detailed budget changes in campus reductions, related educational programs, UNC General Administration, and University Expansion Funds. reduction of administration costs, continuation budget reductions, management flexibility, and other budget adjustments.

She cited budget changes (both recurring and non-recurring funds) at $16,910,721, for a total revised budget of $1,781,410,109. Senator Garrou continued her presentation by briefly summarizing the special provisions to be included in the UNC system Budget (see pages 32-38, Attachment 1). After Senator Garrou's presentation the committee members engaged in comments and questions regarding the UNC System budget.

Senator Dalton thanked Senator Lucas and Senator Garrou for their presentations, and asked for any questions or comments from the floor. Mr. Kennon Briggs, Vice President for Business and Finance for the North Carolina Community College System, rose to thank the committee for their hard work in developing this proposed budget.

Senator Dalton then opened the floor for a motion to adopt the proposed budget. Senator Cunningham moved to approve the proposed education budget, and without objection, the committed voted unanimously to approve the proposed education budget. Senator Dalton adjourned the meeting at 10:50 a.m.

Walter Dalton

Senator Walter Dalton, Co-Chair, Presiding

Senator Linda Garrou, Co-Chair
Senator Jeanne Lucas, Co-Chair

Ramona R. Fitzgerald

Ramona R. Fitzgerald, Committee Clerk

Attachment 1

Senate Education Budget Proposal
Draft

Senate Appropriations Subcommittee on Education

June 11, 2002

Public Education

GENERAL FUND

	FY 02-03
Total Budget Approved 2001 Session	**$5,922,188,546**

Budget Changes

A. Adjustments to Budget Requirements

1 Continuation Adjustment for Average Daily Membership Revise the projected increase for FY 2002-03 to reflect an additional 8,695 in average daily membership (total increase over FY 2001-02 is 25,817). The dollar amount reflects the Continuation Budget impact of this increase on all position, dollar, and categorical allotments. Total funded student population for FY 2002-03: 1,326,865. The increase for ADM growth for Driver Education is $236,139 which is transferred to the General Fund from the Highway Fund. Total ADM increase for the General Fund and Highway Fund is $30,093,413.	$29,857,304 461.90	R
2 Average Annual Salary Adjustment Annual adjustment of average budgeted salary for certified personnel. Adjustment is based on actual salaries paid to certified personnel through December 2001.	($22,788,638)	R
3 Additional Adjustments to Average Salary Projections In addition to the annual Continuation Budget adjustment to average budgeted salary for certified personnel, a more recent review of certified personnel salaries from updated salary data identified an additional reduction in projected salary needs for FY 2001-03.	($5,964,427)	R
4 Classroom Materials/Instructional Supplies/Equipment Adjust the increase for inflation to a 3% growth (in line with the Consumer Price Index) from the 5% growth used to build the Continuation Budget. The Instructional Supply allotment for FY 2002-03 will be $41.45 per ADM after this adjustment.	($2,273,979)	R
5 Transportation Current inventory levels (oil, tires, and parts) at local school administrative units indicate that additional supply needs for next year will be minimized. Last year's non-recurring adjustment of $4 million will become a recurring reduction.	($4,000,000)	R
6 School Bus Purchases Implement a lease/purchase process that will allow for the payment of school buses over a 3-year period.	($19,600,000)	NR

7 Redirect Capital Funds to Support Public Schools through the General Fund ($45,000,000) NR

For the 2002-03 fiscal year, do not transfer corporate tax funds to the Public School Building Capital Fund or the Critical School Facility Needs Fund. Instead, transfer the funds as a receipt to the Public School Fund to temporarily offset the costs for public school operations. For FY 2002-03, General Fund appropriations will be reduced by the amount that was scheduled to be transferred to the capital accounts.

8 Funding for Visiting International Faculty ($5,659,856) R

State Board of Education Policy allows Local School Administrative Units to convert teaching positions to dollars to cover the contract cost for Visiting International Faculty. The conversion to dollars shall not include matching benefits and shall be $37,423 for FY 2002-03 (not $45,090). The reduction included is based on FY 2001-02 program enrollment of 738.21 teachers.

9 Revise Headcount for Children with Special Needs ($4,768,604) R

Adjust Continuation Budget to reflect actual April 1, 2002, headcount. The Continuation Budget was constructed based on an estimated population of children with special needs.

B. Reduction of Administration Cost

10 Central Office Administration ($3,300,000) R

Freeze local school administration units (LEAs) allotments at the FY 2001-02 allotment level($1,574,452 reduction to the Continuation Budget) and reduce each LEA by 1.72% ($1,725,548) from their FY 2001-02 funding level. The new allotment formula developed by the State Board of Education is not to be implemented in FY 2002-03. -50.00

11 School Building Administration ($9,255,127) R

Decrease the allotment for Assistant Principals by changing the allotment formula to one ten-month position for every 797.5 students in average daily membership (ADM). The FY 2001-02 allotment was one ten-month position per 725 ADM. -166.00

12 Regional Education Service Alliances ($3,017,317) R

Eliminate State funding distributed to local school administrative units that could be used to support the Regional Education Service Alliances.

13 Uniform Education and Reporting System (UERS) ($5,000,000) NR

Based on the current NC WISE implementation schedule, the Department of Public Instruction has indicated that a one-time reduction in funding is possible.

14 Department of Public Instruction ($3,000,000) R

The Department of Public Instruction will eliminate 40 positions. Thirty-six positions will be eliminated and 4 positions will be transferred to the Office of State Personnel. Of the 36 eliminated positions, 9.5 are paid from receipts and 26.5 are paid from State funds. Three (3) of the State positions are currently vacant. -40.00

Total State savings from Positions: $1,676,763
Total Other Departmental Reductions: $1,323,237
Reductions to receipt-supported positions are not included in meeting the $3,000,000 reduction target but are included in the position reduction count.

C. Continuation Budget Reductions

15 Mentor Pay ($3,134,984) R

Restrict funding to mentor teachers assigned to State-paid first and second year teachers and first-year instructional support.

16 Payments for Teacher Unused Vacation Days (Forfeited Vacation) ($3,750,000) R

Teachers are allowed to have excess annual leave over 30 days either converted to sick leave or paid at the end of the year. The amount of leave that can be paid is limited to the excess days that can be attributed to required work days which made it impossible for the teacher to take the leave during the school year. The payment option was established since the amount of sick-leave allowed to be converted to employment credit at retirement was restricted to the amount earned over the employees term of employment. Last year the sick leave conversion maximum was eliminated. By eliminating this maximum, teachers can now convert all sick leave earned towards retirement credit; therefore, this special payment option is no longer needed.

17 Appropriations to Non-Public School Agencies ($491,730) R

Eliminate funding for NC Network.
Reduce funding to Schools Attuned, Public School Forum, Cities/Communities in Schools, and Teacher Cadet programs by 10%.

18 Reduction of Kindergarten Class Size to 1:18 ($13,932,810) R

The Continuation Budget includes funding to reduce kindergarten class size to 1:18 (from 1:19). Due to the current budget shortfall, class size allotments in kindergarten will remain at 1:19. -309.00

E. Management Flexibility

19 Local Education Agency Discretionary Reduction

The State Board of Education shall distribute this local education agency discretionary reduction in an equitable manner and require allotment reductions in this amount within 30 days of budget passage.

Local School Administrative Units have flexibility to adjust their budgets to implement this reduction; therefore, it is not possible to identify the number of positions impacted.

($23,373,245) NR

F. Other Budget Adjustments

20 ABC Bonuses

Provide funding for ABC bonuses for schools meeting or exceeding expected growth in 2001-02.

$79,000,000 NR

Budget Changes	**($55,480,168)**	**R**
	($13,973,245)	**NR**
Total Position Changes	-103.10	
Revised Total Budget	**$5,852,735,133**	

GENERAL FUND

	FY 02-03
Total Budget Approved 2001 Session	**$1,798,320,830**

Budget Changes

Campus Reductions

21 Reserves for New Facilities
Reduce funding in reserves for operation of new facilities due to delays in completion dates. ($2,666,533) NR

22 Tuition Surcharges ($800,000) R
Budget tuition collected from 25% surcharge for taking more than 110% of required credit hours for degree.

23 Campus Flexibility Reserve ($41,995,059) R
Budget a reduction of 2.39% in all campus and other related budget codes. Decisions on where to take the reductions will be made at campus or operating level.

Related Educational Programs

24 Scholarships
Use fund balances in scholarship trust funds to reduce General Fund requirements for one year. Fund balances in Principal Fellows, Nursing Fellows, Nursing Need-based, and dormant funds in old Social Work Scholarship Funds are affected. ($1,938,000) NR

UNC General Administration

25 Budget Reduction ($2,063,801) R
Reduce UNC General Administration and its programs. Board of Governors has authority to allocate reductions.

University Expansion Funds

26 Enrollment Increases $66,803,142 R
Provide funding for enrollment increases as proposed by the UNC Board of Governors. Provides funding for regular term enrollment, distance education enrollment, and holding 3 campuses harmless from enrollment declines.

27 Enrollment: Focused Growth $800,000 R
Provide funding to 7 campuses designated by UNC as "focused growth" institutions to prepare for enrollment increases. $2,666,533 NR

	FY 02-03	
28 Tuition Increases Tuition increases of 8% for in-state students and 12% for out-of-state students have been approved by the Board of Governors for the 2002-03 academic year.	($39,966,108)	R
29 Aid to Students Attending Private Colleges Provides financial aid funding for additional NC students attending private college in North Carolina.	$2,249,105	R
Budget Changes	**($14,972,721)**	**R**
Total Position Changes	**($1,938,000)**	**NR**
Revised Total Budget	**$1,781,410,109**	

Community Colleges

GENERAL FUND

	FY 02-03
Total Budget Approved 2001 Session	**$643,195,459**

Budget Changes

A. Community College System Office

30 Operating Efficiencies ($882,117) R

Reduces the Executive Division by 2.5 positions totaling $109,356 and operating line items totaling $30,650. Reduces the Administration Division by 5 positions totaling $180,522 and operating line items totaling $262,096. Reduces the Business and Finance Division by 1 position totaling $29,026 and operating line items totaling $43,697. Reduces the Academic and Student Services Division by 2 positions totaling $98,862 and operating line items totaling $67,034. Reduces the Workforce Development Division by 1 position totaling $32,110 and operating line items totaling $28,694. -11.50

B. State Aid - Categorical Programs

31 Systemwide Projects ($27,000) R

Eliminates the appropriation for Systemwide Projects. This funding was used to pay for the printing of G.S. 115D. Since the Statutes are now available on-line, the printing is no longer necessary.

32 Public Radio Isothermal ($14,991) R

Reduces the appropriation for the public radio station at Isothermal Community College by 10% from $149,912 to $134,921.

33 Public Radio Craven ($14,991) R

Reduces the appropriation for the public radio station at Craven Community College by 10% from $149,912 to $134,921.

34 Special Allotments ($309,704) R

Eliminates the state subsidy for the sawmill program at Haywood Community College. Reduces the remaining special allotment programs by 10%.

35 Faculty Upgrade ($507,067) R

Reduces the appropriation for professional development programs by 50%, from $1,014,135 to $507,068.

36 Summer Term Block Grant ($7,177,623) R

Removes the supplemental appropriation for curriculum summer term programs. Historically, curriculum summer term courses have been offered using regular term funding. Colleges can continue to offer these courses from the funds appropriated for regular term curriculum instruction.

E. Formula Modifications

37 Academic Support Supplement ($3,000,000) R

Transfers funds previously appropriated in the Curriculum formula for the Academic Support Supplement to a separate line item in State aid fund code 1600. Reduces the amount appropriated for the Academic Support Supplement by $3,000,000, from $11,886,683 to $8,886,683.

F. Tuition, Enrollment, and Financial Aid

38 Adjustment for Over-Realized Receipts ($3,000,000) R
($1,000,000) NR

Increases the budgeted amount of tuition and registration fees to more accurately reflect anticipated receipts.

39 Increase Curriculum Tuition Charge ($10,754,640) R

Increases the in-state tuition charge per semester hour by $3.25 from $31.00 to $34.25. Increases the out-of-state tuition charge per semester hour by $17.50 from $173.25 to $190.75. Changes the semester credit hour limit for summer term curriculum tuition from 9 hours to 16 hours. It is anticipated that for most students, this increase will be off-set by federal and State financial assistance programs.

40 Enrollment Adjustment $50,682,333 R

Fully funds the Community College enrollment request.

41 Increase Need-Based Financial Aid $1,000,000 R

Increases the Need-Based Financial Aid fund from $6,062,806 to $7,062,806.

Budget Changes	**$25,994,200**	R
	($1,000,000)	NR
Total Position Changes	-11.50	
Revised Total Budget	**$668,189,659**	

PART VII. PUBLIC SCHOOLS

Special Provision 2002-DPI-S1-P [v9], Modified 6/6/02 2:44 PM
Requested by: Senators Plyler, Odom, Lee

TEACHER SALARY SCHEDULES

SECTION #.(a) Effective for the 2002-2003 school year, the annual longevity payments for teachers whose salaries are supported from the State's General Fund are one and one-half percent (1.5%) of base salary for 10 to 14 years of State service, two and twenty-five hundredths percent (2.25%) of base salary for 15 to 19 years of State service, three and twenty-five hundredths percent (3.25%) of base salary for 20 to 24 years of State service, and four and one-half percent (4.5%) of base salary for 25 or more years of State service. These funds shall be allocated to individuals according to rules adopted by the State Board of Education. The longevity payment shall be paid in a lump sum once a year.

SECTION #.(b) For the 2002-2003 school year, the following monthly salary schedules shall apply to certified personnel of the public schools who are classified as teachers. The schedule contains 30 steps with each step corresponding to one year of teaching experience.

2002-2003 MONTHLY SALARY SCHEDULE
"A" TEACHERS

Years of Experience	"A" Teachers	NBPTS Certification
0	$2,525	N/A
1	$2,525	N/A
2	$2,567	N/A
3	$2,611	$2,924
4	$2,764	$3,096
5	$2,904	$3,252
6	$3,036	$3,400
7	$3,164	$3,544
8	$3,266	$3,658
9	$3,314	$3,712
10	$3,362	$3,765
11	$3,412	$3,821
12	$3,461	$3,876
13	$3,511	$3,932
14	$3,561	$3,988
15	$3,614	$4,048
16	$3,667	$4,107
17	$3,722	$4,169

18	$3,777	$4,230
19	$3,834	$4,294
20	$3,892	$4,359
21	$3,950	$4,424
22	$4,011	$4,492
23	$4,072	$4,561
24	$4,136	$4,632
25	$4,200	$4,704
26	$4,264	$4,776
27	$4,330	$4,850
28	$4,398	$4,926
29	$4,467	$5,003

2002-2003 MONTHLY SALARY SCHEDULE
"M" TEACHERS

Years of Experience	"M" Teachers	NBPTS Certification
0	$2,778	N/A
1	$2,778	N/A
2	$2,824	N/A
3	$2,872	$3,217
4	$3,040	$3,405
5	$3,194	$3,577
6	$3,340	$3,741
7	$3,480	$3,898
8	$3,593	$4,024
9	$3,645	$4,082
10	$3,698	$4,142
11	$3,753	$4,203
12	$3,807	$4,264
13	$3,862	$4,325
14	$3,917	$4,387
15	$3,975	$4,452
16	$4,034	$4,518
17	$4,094	$4,585
18	$4,155	$4,654
19	$4,217	$4,723
20	$4,281	$4,795
21	$4,345	$4,866
22	$4,412	$4,941
23	$4,479	$5,016

24	$4,550	$5,096
25	$4,620	$5,174
26	$4,690	$5,253
27	$4,763	$5,335
28	$4,838	$5,419
29	$4,914	$5,504

SECTION #.(c) Notwithstanding the salary schedules set out in subsection (b) of this subsection:

(1) Certified personnel of the public schools who are classified as "A" teachers for 2002-2003 fiscal year and who had 30 or more years of experience during the 2001-2002 fiscal year shall receive a monthly salary of four thousand five hundred thirty-eight dollars ($4,538);

(2) Certified personnel of the public schools who are classified as "A" teachers for 2002-2003 fiscal year who had 30 or more years of experience during the 2001-2002 fiscal year and have a NBPTS Certification shall receive a monthly salary of five thousand eighty-three dollars ($5,083);

(3) Certified personnel of the public schools who are classified as "M" teachers for 2002-2003 fiscal year and who had 30 or more years of experience during the 2001-2002 fiscal year shall receive a monthly salary of four thousand nine hundred ninety-two dollars ($4,992); and

(4) Certified personnel of the public schools who are classified as "A" teachers for 2002-2003 fiscal year who had 30 or more years of experience during the 2001-2002 fiscal year and have a NBPTS Certification shall receive a monthly salary of five thousand five hundred ninety-one dollars ($5,591).

SECTION #.(d) Certified public school teachers with certification based on academic preparation at the six-year degree level shall receive a salary supplement of one hundred twenty-six dollars ($126.00) per month in addition to the compensation provided for certified personnel of the public schools who are classified as "M" teachers. Certified public school teachers with certification based on academic preparation at the doctoral degree level shall receive a salary supplement of two hundred fifty-three dollars ($253.00) per month in addition to the compensation provided for certified personnel of the public schools who are classified as "M" teachers.

SECTION #.(e) Effective for the 2002-2003 school year, the first step of the salary schedule for school psychologists shall be equivalent to Step 5, corresponding to five years of experience, on the salary schedule established in this section for certified personnel of the public schools who are classified as "M" teachers. Certified psychologists shall be placed on the salary schedule at an appropriate step based on their years of experience. Certified psychologists shall receive longevity payments based on years of State service in the same manner as teachers.

Certified psychologists with certification based on academic preparation at the six-year degree level shall receive a salary supplement of one hundred twenty-six

dollars ($126.00) per month in addition to the compensation provided for certified psychologists. Certified psychologists with certification based on academic preparation at the doctoral degree level shall receive a salary supplement of two hundred fifty-three dollars ($253.00) per month in addition to the compensation provided for certified psychologists.

SECTION #.(f) Effective for the 2002-2003 school year, speech pathologists who are certified as speech pathologists at the masters degree level and audiologists who are certified as audiologists at the masters degree level and who are employed in the public schools as speech and language specialists and audiologists shall be paid on the school psychologist salary schedule.

Speech pathologists and audiologists with certification based on academic preparation at the six-year degree level shall receive a salary supplement of one hundred twenty-six dollars ($126.00) per month in addition to the compensation provided for speech pathologists and audiologists. Speech pathologists and audiologists with certification based on academic preparation at the doctoral degree level shall receive a salary supplement of two hundred fifty-three dollars ($253.00) per month in addition to the compensation provided for speech pathologists and audiologists.

SECTION #.(g) Certified school nurses who are employed in the public schools as nurses shall be paid on the "M" salary schedule.

SECTION #.(h) As used in this section, the term "teacher" shall also include instructional support personnel.

Special Provision 2002-DPI-S2-P **[v9], Modified 5/24/02 3:20 PM**
Requested by: Senators Plyler, Odom, Lee

SCHOOL-BASED ADMINISTRATOR SALARY SCHEDULE

SECTION #.(a) The base salary schedule for school-based administrators shall apply only to principals and assistant principals. The base salary schedule for the 2002-2003 fiscal year, commencing July 1, 2002, is as follows:

2002-2003
PRINCIPAL AND ASSISTANT PRINCIPAL SALARY SCHEDULES

CLASSIFICATION

Yrs of Exp	Assistant Principal	Prin I (0-10)	Prin II (11-21)	Prin III (22-32)	Prin IV (33-43)
0-4	$3,226				
5	$3,226				
6	$3,373				
7	$3,515				
8	$3,629				
9	$3,681	$3,681			
10	$3,735	$3,735			

11	$3,791	$3,791	$3,845		
12	$3,845	$3,845	$3,901		
13	$3,901	$3,901	$3,956	$4,015	
14	$3,956	$3,956	$4,015	$4,074	$4,135
15	$4,015	$4,015	$4,074	$4,135	$4,197
16	$4,074	$4,074	$4,135	$4,197	$4,259
17	$4,135	$4,135	$4,197	$4,259	$4,324
18	$4,197	$4,197	$4,259	$4,324	$4,388
19	$4,259	$4,259	$4,324	$4,388	$4,456
20	$4,324	$4,324	$4,388	$4,456	$4,524
21	$4,388	$4,388	$4,456	$4,524	$4,596
22	$4,456	$4,456	$4,524	$4,596	$4,666
23	$4,524	$4,524	$4,596	$4,666	$4,737
24	$4,596	$4,596	$4,666	$4,737	$4,811
25	$4,666	$4,666	$4,737	$4,811	$4,886
26	$4,737	$4,737	$4,811	$4,886	$4,963
27	$4,811	$4,811	$4,886	$4,963	$5,042
28	$4,886	$4,886	$4,963	$5,042	$5,143
29	$4,963	$4,963	$5,042	$5,143	$5,246
30	$5,042	$5,042	$5,143	$5,246	$5,351
31	$5,143	$5,143	$5,246	$5,351	$5,458
32	$5,246	$5,246	$5,351	$5,458	$5,567
33		$5,351	$5,458	$5,567	$5,678
34			$5,567	$5,678	$5,792
35			$5,678	$5,792	$5,908
36				$5,908	$6,026
37				$6,026	$6,147
38					$6,270

2002-2003

PRINCIPAL AND ASSISTANT PRINCIPAL SALARY SCHEDULES

CLASSIFICATION

Yrs of Exp	Prin V (44-54)	Prin VI (55-65)	Prin VII (66-100)	Prin VIII (101+)
0-4				
5				
6				

7				
8				
9				
10				
11				
12				
13				
14				
15	$4,259			
16	$4,324			
17	$4,388	$4,456		
18	$4,456	$4,524	$4,666	
19	$4,524	$4,596	$4,737	$4,811
20	$4,596	$4,666	$4,811	$4,886
21	$4,666	$4,737	$4,886	$4,963
22	$4,737	$4,811	$4,963	$5,042
23	$4,811	$4,886	$5,042	$5,143
24	$4,886	$4,963	$5,143	$5,246
25	$4,963	$5,042	$5,246	$5,351
26	$5,042	$5,143	$5,351	$5,458
27	$5,143	$5,246	$5,458	$5,567
28	$5,246	$5,351	$5,567	$5,678
29	$5,351	$5,458	$5,678	$5,792
30	$5,458	$5,567	$5,792	$5,908
31	$5,567	$5,678	$5,908	$6,026
32	$5,678	$5,792	$6,026	$6,147
33	$5,792	$5,908	$6,147	$6,270
34	$5,908	$6,026	$6,270	$6,395
35	$6,026	$6,147	$6,395	$6,523
36	$6,147	$6,270	$6,523	$6,653
37	$6,270	$6,395	$6,653	$6,786
38	$6,395	$6,523	$6,786	$6,922
39	$6,523	$6,653	$6,922	$7,060
40		$6,786	$7,060	$7,201
41		$6,922	$7,201	$7,345
42			$7,345	$7,492

SECTION #.(b) The appropriate classification for placement of principals and assistant principals on the salary schedule, except for principals in alternative schools, shall be determined in accordance with the following schedule:

Classification	**Number of Teachers Supervised**
Assistant Principal	
Principal I	Fewer than 11 Teachers

Principal II	11-21 Teachers
Principal III	22-32 Teachers
Principal IV	33-43 Teachers
Principal V	44-54 Teachers
Principal VI	55-65 Teachers
Principal VII	66-100 Teachers
Principal VIII	More than 100 Teachers

The number of teachers supervised includes teachers and assistant principals paid from State funds only; it does not include teachers or assistant principals paid from non-State funds or the principal or teacher assistants.

The beginning classification for principals in alternative schools shall be the Principal III level. Principals in alternative schools who supervise 33 or more teachers shall be classified according to the number of teachers supervised.

SECTION #.(c) A principal shall be placed on the step on the salary schedule that reflects:

(1) The total number of years of experience as a certificated employee of the public schools and

(2) An additional step for every three years of experience as a principal prior to the 2001-2002 school year.

SECTION #.(d) A principal or assistant principal shall continue to receive any additional State-funded percentage increases earned for the 1997-1998, 1998-1999, and 1999-2000 school years for improvement in student performance or maintaining a safe and orderly school.

SECTION #.(e) Principals and assistant principals with certification based on academic preparation at the six-year degree level shall be paid a salary supplement of one hundred twenty-six dollars ($126.00) per month and at the doctoral degree level shall be paid a salary supplement of two hundred fifty-three dollars ($253.00) per month.

SECTION #.(f) There shall be no State requirement that superintendents in each local school unit shall receive in State-paid salary at least one percent (1%) more than the highest paid principal receives in State salary in that school unit: Provided, however, the additional State-paid salary a superintendent who was employed by a local school administrative unit for the 1992-93 fiscal year received because of that requirement shall not be reduced because of this subsection for subsequent fiscal years that the superintendent is employed by that local school administrative unit so long as the superintendent is entitled to at least that amount of additional State-paid salary under the rules in effect for the 1992-93 fiscal year.

SECTION #.(g) Longevity pay for principals and assistant principals shall be as provided for State employees under the State Personnel Act.

SECTION #.(h)

(1) If a principal is reassigned to a higher job classification because the principal is transferred to a school within a local school administrative unit with a larger number of State-allotted teachers, the principal shall

be placed on the salary schedule as if the principal had served the principal's entire career as a principal at the higher job classification.

(2) If a principal is reassigned to a lower job classification because the principal is transferred to a school within a local school administrative unit with a smaller number of State-allotted teachers, the principal shall be placed on the salary schedule as if the principal had served the principal's entire career as a principal at the lower job classification.

This subsection applies to all transfers on or after the effective date of this section, except transfers in school systems that have been created, or will be created, by merging two or more school systems. Transfers in these merged systems are exempt from the provisions of this subsection for one calendar year following the date of the merger.

SECTION #.(i) Participants in an approved full-time Masters in School Administration program shall receive up to a 10-month stipend at the beginning salary of an assistant principal during the internship period of the masters program. Certification of eligible full-time interns shall be supplied to the Department of Public Instruction by the Principal Fellows Program or a school of education where the intern participates in a full-time Masters in School Administration.

SECTION #.(j) During the 2002-2003 fiscal year, the placement on the salary schedule of an administrator with a one-year provisional assistant principal's certificate shall be at the entry-level salary for an assistant principal or the appropriate step on the teacher salary schedule, whichever is higher.

Special Provision 2002-DPI-S3A-P [v4], Modified 5/24/02 2:17 PM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee
LITIGATION RESERVE FUNDS

SECTION #. The State Board of Education may expend up to five hundred thousand dollars ($500,000) for the 2002-2003 fiscal year from unexpended funds for certified employees' salaries to pay expenses related to pending litigation.

Special Provision 2002-DPI-S4A-P [v4], Modified 6/7/02 5:31 PM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee
CHILDREN WITH DISABILITIES

SECTION #. The State Board of Education shall allocate funds for children with disabilities on the basis of two thousand six hundred eighty-six dollars and fifty cents ($2,686.50) per child for a maximum of 161,845 children for the 2002-2003 school year. Each local school administrative unit shall receive funds for the lesser of (i) all children who are identified as children with disabilities or (ii) twelve and five-tenths percent (12.5%) of the 2002-2003 allocated average daily membership in the local school administrative unit.

Special Provision 2002-DPI-S5-P [v8], Modified 6/10/02 10:04 AM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee
FUNDS FOR ACADEMICALLY GIFTED CHILDREN

SECTION 28.3. The State Board of Education shall allocate funds for academically or intellectually gifted children on the basis of eight hundred eighty-eight dollars ($888.00) per child. A local school administrative unit shall receive funds for a maximum of four percent (4%) of its 2002-2003 allocated average daily membership, regardless of the number of children identified as academically or intellectually gifted in the unit. The State Board shall allocate funds for no more than 53,075 children for the 2002-2003 school year.

The dollar amounts allocated under this section for academically or intellectually gifted children shall also increase in accordance with legislative salary increments for personnel who serve academically or intellectually gifted children.

Special Provision 2002-DPI-S6-P [v5], Modified 5/24/02 2:14 PM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

FUNDS FOR THE TESTING AND IMPLEMENTATION OF THE NEW STUDENT INFORMATION SYSTEM

SECTION #. Section 28.32 of S.L. 2001-424 reads as rewritten:

"**SECTION 28.32.** The State Board of Education may transfer up to one million dollars ($1,000,000) in funds appropriated for the Uniform Education Reporting System for the 2001-2002 fiscal year and up to one million dollars ($1,000,000) in funds appropriated for the Uniform Education Reporting System for the 2002-2003 fiscal year to the Department of Public Instruction to lease or purchase equipment necessary for the testing and implementation of NC WISE, the new student information system in the public schools."

Special Provision 2002-DPI-S9-P [v6], Modified 6/7/02 5:53 PM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

FUNDS TO IMPLEMENT THE ABCs OF PUBLIC EDUCATION

SECTION #.(a) The State Board of Education shall use funds appropriated for State Aid to Local School Administrative Units for the 2002-2003 fiscal year to provide incentive funding for schools that met or exceeded the projected levels of improvement in student performance during the 2001-2002 school year, in accordance with the ABCs of Public Education Program. In accordance with State Board of Education policy:

(1) Incentive awards in schools that achieve higher than expected improvements may be up to:
   a. One thousand five hundred dollars ($1,500) for each teacher and for certified personnel; and
   b. Five hundred dollars ($500.00) for each teacher assistant.

(2) Incentive awards in schools that meet the expected improvements may be up to:
   a. Seven hundred fifty dollars ($750.00) for each teacher and for certified personnel; and
   b. Three hundred seventy-five dollars ($375.00) for each teacher assistant.

SECTION #.(b) The State Board of Education may use funds appropriated to State Aid to Local School Administrative Units for assistance teams to low-performing schools.

Special Provision 2002-DPI-S11-P [v7], Modified 6/7/02 6:21 PM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee
REVISION OF READING AND WRITING ASSESSMENTS

SECTION #. Of the funds appropriated to State Aid to Local School Administrative Units, the State Board of Education may use up to one million dollars ($1,000,000) for the 2002-2003 fiscal year to revise the reading and writing assessments.

Special Provision 2002-DPI-S13-P [v7], Modified 5/24/02 2:42 PM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee
FUNDS FOR INSTRUCTIONAL SUPPLIES

SECTION #. Section 28.39(a) of S.L. 2001-424 applies only to funds appropriated for the 2001-2002 fiscal year.

Special Provision 2002-DPI-S17-P [v6], Modified 5/24/02 10:53 AM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee
FUNDS FOR MENTOR PAY

SECTION #. State funds appropriated for mentor pay shall be used only to provide mentors for employees who are in State-funded positions and who are either (i) newly certified teachers in their first two years of employment as teachers or (ii) entry-level instructional support personnel who have not previously been teachers and who are in their first year of employment as instructional support personnel.

Special Provision 2002-DPI-S19-P [v8], Modified 5/24/02 1:04 PM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee
CONVERSION OF ACCUMULATED LEAVE TIME

SECTION #.(a) G.S. 115C-302.1 reads as rewritten:
"**115C-302.1. Salary.**

...

~~(c1) Conversion of Leave. — Teachers may accumulate annual vacation leave days without any applicable maximum until June 30 of each year. In order that only 30 days of annual vacation leave carry forward to July 1, on June 30 of each year any teacher or other personnel paid on the teacher salary schedule who has accumulated more than 30 days of annual vacation leave shall:~~

~~(1) Convert to either sick leave or to pay the excess accumulation that is the result of the teacher having to forfeit annual vacation leave in order to attend required workdays; and~~

~~(2) Convert to sick leave the remaining excess accumulation.~~

~~Local boards of education shall identify which days are accumulated due to the teacher forfeiting annual vacation leave in order to attend required workdays. Actual payment for excess accumulated annual vacation leave may be made after July 1.~~

~~(c2) Conversion of Leave Upon Separation of Service. — Upon separation from service due to service retirement, resignation, dismissal, reduction in force, or death, an employee shall be paid in a lump sum for accumulated annual vacation leave not to exceed a maximum of 30 days. Employees going onto term disability may exhaust annual leave rather than be paid in a lump sum.~~

~~Any teacher or other personnel paid on the teacher salary schedule who has more than 30 days of accumulated annual vacation leave at the time the person retires shall:~~

~~(1) Convert to either sick leave or to pay the excess accumulation that is the result of the teacher having to forfeit annual vacation leave in order to attend required workdays; and~~

~~(2) Convert to sick leave the remaining excess accumulation which may be used for creditable service at retirement in accordance with G.S. 135-4(e).~~

~~Local boards of education shall identify which days are accumulated due to the teacher forfeiting annual vacation leave in order to attend required workdays.~~

(c3) Teachers may accumulate annual vacation leave days without any applicable maximum until June 30 of each year. In order that only 30 days of annual vacation leave carry forward to July 1, on June 30 of each year any teacher or other personnel paid on the teacher salary schedule who has accumulated more than 30 days of annual vacation leave shall convert to sick leave the remaining excess accumulation.

Upon separation from service due to service retirement, resignation, dismissal, reduction in force, or death, an employee shall be paid in a lump sum for accumulated annual leave not to exceed a maximum of 30 days. In addition to the maximum of 30 days pay for accumulated annual leave, upon separation from service due to service retirement, any teacher or other personnel paid on the teacher salary schedule with more than 30 days of accumulated annual vacation leave may convert some or all of the excess accumulation to sick leave for creditable service towards retirement. Employees going onto term disability may exhaust annual leave rather than be paid in a lump sum.

...."

SECTION #.(b) This section applies only to leave days accruing after the date this act becomes law.

Special Provision 2002-DPI-S21-P **[v3], Modified 5/24/02 10:54 AM**

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

RESA FUNDS SHALL BE USED FOR STAFF DEVELOPMENT

SECTION #.(a) Funds allocated to local school administrative units for Regional Education and Technical Assistance Centers and not expended prior to July 1, 2002, shall remain available to local school administrative units for the 2002-2003 fiscal year. These funds shall be transferred to the staff development funding allotment and shall be used only for staff development.

SECTION #.(b) This section becomes effective June 30, 2002.

Special Provision 2002-DPI-S28A-P [v9], Modified 6/7/02 6:20 PM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

BASE BUDGET REDUCTION TO DEPARTMENT OF PUBLIC INSTRUCTION

SECTION #.(a) Notwithstanding any other provision of law, the Department of Public Instruction may use salary reserve funds and other funds in the Department's continuation budget to transfer and reclassify positions as necessary to implement the reduction in force for the 2002-2003 fiscal year. The Department of Public Instruction shall transfer personnel operations to the Office of State Personnel, thereby eliminating four personnel positions and leaving one at the Department.

The State Board of Education shall study the appropriate management structure and budget size of the Department of Public Instruction. The Board shall report the results of this study to the Joint Legislative Education Oversight Committee.

SECTION #.(b) The Office of State Budget and Management shall issue a Request for Proposals for an analysis of the structure and operation of the Department of Public Instruction that identifies potential efficiencies and savings in the operations of the Department. The analysis may consider consolidation of functions with other agencies and automation of functions.

The Request for Proposals may include contingency proposals based on potential savings.

The Office of State Budget and Management shall consult with the Joint Legislative Oversight Committee prior to the award of the contract.

Special Provision 2002-DPI-S29C-P [v8], Modified 6/7/02 4:58 PM
Requested by: Senators Dalton, Lucas, Garrou , Plyler, Odom, Lee

REPLACEMENT SCHOOL BUSES FUNDS

SECTION #.(a) Of the funds appropriated to the State Board of Education for the 2002-2003 fiscal year, the Board may use up to ten million dollars ($10,000,000) for grants to local boards of education for replacement school buses under G.S. 115C-249(c) and (d). In making these grants, the State Board of Education may impose any of the following conditions:

(1) The local board of education must use the funds only to make the first year's payment on a financing contract entered into pursuant to G.S. 115C-528.

(2) The term of a financing contract entered into under this section shall not exceed three years.

(3) The local board of education must purchase the buses only from vendors selected by the State Board of Education and on terms approved by the State Board of Education.

(4) The State Board of Education shall solicit bids for the direct purchase of buses and for the purchasing of buses through financing. The State Board of Education may solicit separate bids for financing if the Board determines that multiple financing options are more cost-efficient.

(5) A bus financed pursuant to this section must meet all federal motor vehicle safety regulations for school buses.

(6) Any other condition the State Board of Education considers appropriate.

SECTION #.(b) It is the intent of the General Assembly to continue its annual appropriations to the State Board of Education for replacement school buses.

SECTION #.(c) No local school administrative unit nor the State Public School Fund shall be charged any fees associated with participation in the North Carolina E-Procurement Service to purchase school buses.

Special Provision 2002-DPI-S30-P [v5], Modified 5/24/02 12:40 PM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

CURRICULUM REVIEW REQUIRED ON A REGULAR BASIS

SECTION #. G.S. 115C-12(9a) reads as rewritten:

"(9a) Power to Develop Content Standards. – The Board shall develop a comprehensive plan to revise content standards and the standard course of study in the core academic areas of reading, writing, mathematics, science, history, geography, and civics. The Board shall involve and survey a representative sample of parents, teachers, and the public to help determine academic content standard priorities and usefulness of the content standards. A full review of available and relevant academic content standards that are rigorous, specific, sequenced, clear, focused, and measurable, whenever possible, shall be a part of the process of the development of content standards. The revised content standards developed in the core academic areas shall (i) reflect high expectations for students and an in-depth mastery of the content; (ii) be clearly grounded in the content of each academic area; (iii) be defined grade-by-grade and course-by-course; (iv) be understandable to parents and teachers; (v) be developed in full recognition of the time available to teach the core academic areas at each grade level; and (vi) be measurable, whenever possible, in a reliable, valid, and efficient manner for accountability purposes.

High school course content standards shall include the knowledge and skills necessary to enter the workforce and also shall be aligned with the coursework required for admission to the constituent institutions of The University of North Carolina. The Board shall develop and implement a plan for end-of-course tests for the minimum courses required for admission to the constituent institutions. All end-of-course tests shall be aligned with the content standards.

The Board also shall develop and implement an ongoing process to align State programs and support materials with the revised academic content standards for each core academic area ~~every five years.~~ on a regular basis. Alignment shall include revising textbook criteria, support materials, State tests, teacher and school administrator

preparation, and ongoing professional development programs to be compatible with content standards. The Board shall develop and make available to teachers and parents support materials, including teacher and parent guides, for academic content standards. The State Board of Education shall work in collaboration with the Board of Governors of The University of North Carolina to ensure that teacher and school administrator degree programs, ongoing professional development and other university activity in the State's public schools align with the State Board's priorities."

Special Provision 2002-DPI-S32-P [v4], Modified 5/23/02 9:22 AM
Requested by: Senators Dalton, Lucas, Garrou , Plyler, Odom, Lee
CORPORATE TAX TRANSFER MORATORIUM

SECTION #.(a) Notwithstanding the provisions of G.S. 115C-489.1(b), the Secretary of Revenue shall not deposit any funds in the Critical School Facility Needs Fund during the 2002-2003 fiscal year but shall deposit in the State Public School Fund the funds that would have otherwise been deposited in the Critical School Facility Needs Fund pursuant to G.S. 115C-489.1(b).

SECTION #.(b) Notwithstanding the provisions of G.S. 115C-546.1(b), the Secretary of Revenue shall not remit any funds for credit to the Public School Building Capital Fund during the 2002-2003 fiscal year but shall deposit in the State Public School Fund the funds that would have otherwise been deposited in the Public School Building Capital Fund pursuant to G.S. 115C-546.1(b).

Special Provision 2002-DPI-S35-P [v11], Modified 5/24/02 1:06 PM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee
STUDY MODIFICATIONS

SECTION #.(a) Supplemental Funding in Low-Wealth Counties (Compliance with the Nonsupplant Requirement). – Section 28.6(i) of S.L. 2001-424 reads as rewritten:

"**SECTION 28.6.(i)** Reports. – The State Board of Education shall report to the Joint Legislative Education Oversight Committee prior to ~~May 1, 2002,~~ May 1, 2002, and May 1, 2003, if it determines that counties have supplanted funds."

SECTION #.(b) Small School System Supplemental Funding (Compliance with the Nonsupplant Requirement). – Section 28.7(e) of S.L. 2001-424 reads as rewritten:

"**SECTION 28.7.(e)** Reports. – The State Board of Education shall report to the Joint Legislative Education Oversight Committee prior to ~~May 1, 2002,~~ May 1, 2002, and May 1, 2003, if it determines that counties have supplanted funds."

SECTION #.(c) Study of the Textbook Distribution System. – Section 28.24 of S.L. 2001-424 reads as rewritten:

"**SECTION 28.24.** The State Board of Education shall contract for an analysis of the best and most efficient method to manage textbook distribution to the local schools. The Board shall prepare a Request for Proposals (RFP) outlining the scope of the analysis

required and select a private consultant to perform the analysis. The analysis shall include such issues as timely delivery, total costs to the local school systems in providing textbooks to school buildings, use of currently available technology in the process, pricing practices among the textbook publishing industry, and other issues the Board considers relevant to a comprehensive review of the system.

Prior to award of a contract, the State Board shall present the Request for Proposals to the Joint Legislative Education Oversight Committee for comment. The State Board shall report to the Joint Legislative Education Oversight Committee on the results of the consultant's analysis, including the Board's recommendations for changes in the current system. The Board shall make its final report to the Committee by ~~April 1, 2002.~~February 1, 2003."

SECTION #.(d) Study of the Salaries of School Food Service Workers and Custodians. – Section 28.34 of S.L. 2001-424 reads as rewritten:

"**SECTION 28.34.** The Joint Legislative Education Oversight Committee shall study the salaries of food service workers and custodians employed by the public schools. The Committee shall report its findings to the ~~2002 Regular Session of the 2001 General Assembly.~~2003 General Assembly."

SECTION #.(e) Study of Salary Differentials for Instructional Personnel and for Instructional Support Personnel. – Section 28.37 of S.L. 2001-424 reads as rewritten:

"~~**SECTION 28.37.(a)** The Joint Legislative Education Oversight Committee shall study salary differentials for instructional personnel. In the course of the study, the Committee shall consider the correlation between student performance and salary differentials in the current teacher compensation system, including differentials based on degrees, national certification, and years of service. The Committee shall report its findings and recommendations to the 2002 Regular Session of the 2001 General Assembly.~~

SECTION 28.37.(b) The Joint Legislative Education Oversight Committee shall study salary differentials for instructional support personnel. In the course of the study, the Committee shall consider salary differentials based on degrees and other educational credentials, licensure or certification by State agencies, licensure or certification by private entities, and other factors. The Committee shall report its findings and recommendations to the ~~2002 Regular Session of the 2001 General Assembly.~~2003 General Assembly."

SECTION #.(f) Fairness in Testing (Study of the State's Testing Program). – Section 28.17(i) of S.L. 2001-424 reads as rewritten:

"**SECTION 28.17.(i)** The Joint Legislative Education Oversight Committee shall study the State's testing program. As part of this study, the Committee shall consider:

(1) The number of tests currently mandated at the State level and the process and cost of developing, validating, and scoring them.

(2) Whether the State should consider the use of nationally developed tests as a substitute to State-developed testing. In particular, the Committee shall determine whether this use would (i) affect the ABCs Program, (ii) adequately measure student achievement and performance, (iii)

provide more than minimum levels of achievement, (iv) provide a better comparison to student achievement and performance in other states, (v) be practical for high school courses or higher level courses, (vi) reduce the need for field testing, and (vii) offer any cost savings to the State.

(3) The number of grades in which State tests are given. The Committee shall determine the necessity for testing all grades in third through eighth grades, whether a reduction in the grades tested would affect the receipt of federal money, and the extent to which a reduction would impair the State's ability to identify schools under the ABCs Program.

(4) The high school courses for which State tests are given and whether there is an appropriate distribution of tests across grades nine through 12 and that test an appropriate array of the minimum courses required for admission to the constituent institutions of The University of North Carolina. In addition, the Committee shall examine whether students who take higher level courses and students in 12th grade are held accountable for their academic growth and performance.

(5) The advantages and disadvantages of using a composite of end-of-course tests or other tests such as the SAT, AP tests, or other nationally standardized tests in high school rather than developing a high school exit exam. If the Committee finds a high school exit exam is preferable, then it shall determine whether it must be administered to all students or limited to certain students, for example, those who do not take the SAT or a certain number of courses for which there are end-of-course tests.

(6) The extent to which additional testing, including field testing, practice testing, and locally mandated testing, is occurring and whether this should be limited or prohibited.

(7) Evaluate alternative schools to determine how educational achievement is being advanced in these alternative school programs and that placement in these programs is to improve student performance rather than improve the performance of the school in which the student originally was assigned.

(8) Any other issue the Committee considers relevant.

The Committee shall report its findings and any recommendations, including recommended legislation, to the ~~2002 Regular Session of the 2001 General Assembly.~~2003 General Assembly."

SECTION #.(g) Noncitizen Tuition Rates. – Section 8.9 of S.L. 2001-491 is repealed.

SECTION #.(h) Study of Professional Development for School Personnel. – Section 31.4(d) of S.L. 2001-424 reads as rewritten:

"**SECTION 31.4.(d)** The Joint Legislative Education Oversight Committee shall review the consultant's findings and recommendations and shall submit to the ~~2002 Regular Session of the 2001 General Assembly~~ 2003 General Assembly

recommendations to streamline, reorganize, and improve the delivery of professional development for public school professionals. The recommendations may address revisions to program governance and mission, reallocation of funds, methods of program delivery, and methods to institute ongoing program evaluation."

Special Provision 2002-DPI-S36A-P [v6], Modified 6/8/02 5:33 PM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee
PERFORMANCE-BASED LICENSURE PROGRAM

SECTION #. G.S. 115C-296(b) reads as rewritten:

"(b) (See Note) It is the policy of the State of North Carolina to maintain the highest quality teacher education programs and school administrator programs in order to enhance the competence of professional personnel certified in North Carolina. To the end that teacher preparation programs are upgraded to reflect a more rigorous course of study, the State Board of Education, as lead agency in coordination and cooperation with the University Board of Governors, the Board of Community Colleges and such other public and private agencies as are necessary, shall continue to refine the several certification requirements, standards for approval of institutions of teacher education, standards for institution-based innovative and experimental programs, standards for implementing consortium-based teacher education, and standards for improved efficiencies in the administration of the approved programs. The certification program shall provide for initial certification after completion of preservice training, continuing certification after at least three years of teaching experience but before obtaining career status, and certificate renewal every five years thereafter.

The State Board of Education, as lead agency in coordination with the Board of Governors of The University of North Carolina and any other public and private agencies as necessary, shall continue to raise standards for entry into teacher education programs.

The State Board of Education, in consultation with the Board of Governors of The University of North Carolina, shall evaluate and develop enhanced requirements for continuing certification. The new requirements shall reflect more rigorous standards for continuing certification and to the extent possible shall be aligned with quality professional development programs that reflect State priorities for improving student achievement. If the completion of a portfolio is a requirement for continuing certification, then a teacher is exempt if the teacher completed a comparable portfolio during a year-long preservice clinical teaching placement in a school that is an integral part of an approved teacher preparation program.

The State Board of Education, in consultation with local boards of education and the Board of Governors of The University of North Carolina, shall reevaluate and enhance the requirements for renewal of teacher certificates. The State Board shall consider modifications in the certificate renewal achievement and to make it a mechanism for teachers to renew continually their knowledge and professional skills. The State Board shall adopt new standards for the renewal of teacher certificates by May 15, 1998.

The standards for approval of institutions of teacher education shall require that teacher education programs for students who do not major in special education include

demonstrated competencies in the identification and education of children with learning disabilities. The State Board of Education shall incorporate the criteria developed in accordance with G.S. 116-74.21 for assessing proposals under the School Administrator Training Program into its school administrator program approval standards.

All North Carolina institutions of higher education that offer teacher education programs, masters degree programs in education, or masters degree programs in school administration shall provide performance reports to the State Board of Education. The performance reports shall follow a common format, shall be submitted according to a plan developed by the State Board, and shall include the information required under the plan developed by the State Board."

SECTION #. G.S. 115C-325(c)(3) reads as rewritten:

"(3) Ineligible for Career Status. – No employee of a local board of education except a teacher as defined by G.S. 115C-325(a)(6) is eligible to obtain career status or continue in a career status as a teacher if he no longer performs the responsibilities of a teacher as defined in G.S. 115C-325(a)(6). A teacher is ineligible to obtain career status if the teacher has not met the State Board's requirements for continuing certification. No person who is employed as a school administrator who did not acquire career status as a school administrator by June 30, 1997, shall have career status as an administrator. Further, no director or assistant principal is eligible to obtain career status as a school administrator unless he or she has already been conferred that status by the local board of education."

SECTION #. The Education Cabinet shall review teacher preparation programs and determine how these programs can be modified to eliminate the need for performance-based licensure and continuing certification. In addition, the Cabinet may evaluate whether the performance-based licensure program has improved the teaching quality of those individuals who have completed the program and attained continuing certification status. The Cabinet shall report its findings and any recommendations by December 15, 2002, to the Joint Legislative Education Oversight Committee.

Special Provision 2002-DPI-S37-P [v7], Modified 5/24/02 3:20 PM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

STUDY OF COORDINATION OF CENTRAL OFFICE DUTIES

SECTION #. The State Board of Education shall study whether local school administrative units can effectively and efficiently coordinate central office operations and functions between systems. The State Board shall report to the Senate Appropriations Committee on Education/Higher Education and the House Appropriations Subcommittee on Education prior to March 1, 2003, on how base funding formulas for central office administrations can be reduced based on the coordination of duties.

Special Provision 2002-DPI-S38-P [v6], Modified 5/24/02 2:26 PM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

DISCREPANCIES BETWEEN ANTICIPATED AND ACTUAL ADM

SECTION #.(a) If the State Board of Education does not have sufficient resources in the ADM Contingency Reserve line item to make allotment adjustments in accordance with the Allotment Adjustments for ADM Growth provisions of the North Carolina Public Schools Allotment Policy Manual, the State Board of Education may use funds appropriated to State Aid for Public Schools for this purpose.

SECTION #.(b) If the first-month average daily membership in a local school administrative unit is at least two percent (2%) or 100 students lower than the anticipated average daily membership used for allotments for the unit, the State Board of Education shall reduce allotments for the unit. The reduced allotments shall be based on the first-month average daily membership plus one-half of the number of students overestimated in the anticipated average daily membership.

The allotments reduced pursuant to this subsection shall include only those allotments that may be increased pursuant to the Allotment Adjustments for ADM Growth provisions of the North Carolina Public Schools Allotment Policy Manual.

Special Provision 2002-DPI-S39-P [v11], Modified 5/24/02 4:28 PM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

HIGH SCHOOL EXIT EXAMINATION

SECTION #. Notwithstanding Section 8.27(f) of S.L. 1997-443, the State Board of Education shall review the requirements of the federal "No Child Left Behind Act of 2001." (20 USCS §§ 6301 et seq.) and any regulations adopted to implement this legislation before the Board completes the development of the high school exit examinations and implements the high school exit examinations. The Board shall consider whether revisions to the State testing program and School-Based Management and Accountability Program are necessary to comply with federal requirements. The Board shall not adopt any revisions prior to reporting them and a proposed timetable for their implementation to the Joint Legislative Education Oversight Committee.

Special Provision 2002-DPI-S40-P [v4], Modified 5/24/02 2:38 PM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

CLARIFICATION TO PROVISION ON ADDRESSING TEACHER SHORTAGE

SECTION #. Section 29.2(a)(2) of S.L. 2001-424 reads as rewritten:

"(2) The sum of $1,500,000 for the 2001-2002 fiscal year and the sum of $1,500,000 for the 2002-2003 fiscal year shall be used to provide annual bonuses of one thousand eight hundred dollars ($1,800) to teachers certified in and teaching in the fields of mathematics, science, or special education in grades 6 through 12 at middle and high schools with eighty percent (80%) or more of the students eligible for free or reduced lunch or with fifty percent (50%) or more of students performing below grade level in Algebra I and Biology. The bonus shall be paid monthly with matching benefits. Teachers shall remain eligible for the bonuses so long as they continue to teach in one of

these disciplines at a school that was eligible for the bonus program when the teacher first received the bonus."

Special Provision 2002-DPI-S41-P [v3], Modified 5/24/02 4:07 PM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee
CLARIFICATION OF PROGRAM OF SUPPORT FOR INITIALLY CERTIFIED TEACHERS

SECTION #. Section 28.19(b) of S.L. 2001-424 reads as rewritten:

"**SECTION 28.19.(b)** The State Board of Education shall modify the Performance-Based Licensure Program to provide additional support for initially certified teachers. Initially certified teachers shall receive up to three days of approved paid leave during ~~their second year of employment~~ the year the teachers submit a performance-based product to work on their performance-based products or to consult with their mentors. If teachers ~~have not successfully completed the performance-based requirements by their third year of employment,~~are required to resubmit all or a portion of the performance-based product during their subsequent year of employment the teachers shall receive up to three days of approved paid leave to complete all requirements. Teachers participating in the program shall take paid leave only with the approval of their supervisors."

Special Provision 2002-DPI-S42-P [v4], Modified 5/28/02 9:32 AM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee
SUPPORT FOR THE BUSINESS SYSTEMS IMPROVEMENT PROJECT (BSIP)

SECTION #. The State Board of Education may use up to one hundred twenty thousand dollars ($120,000) of driver education funds for the 2002-2003 fiscal year for software maintenance and other support for the Business Systems Improvement Project (BSIP), a new school bus transportation system operated by the Department of Transportation.

Special Provision 2002-DPI-S43-P [v3], Modified 5/24/02 4:10 PM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee
EXTEND ALTERNATIVE LATERAL ENTRY PROGRAM

SECTION #. Section 2 of S.L. 1998-226 reads as rewritten:

"**Section 2.** This act is effective when it becomes law and expires ~~September 1, 2002.~~September 1, 2006, except that it remains effective for any teacher employed under this act before ~~September 1, 2002.~~ September 1, 2006."

Special Provision 2002-DPI-S48-P [v5], Modified 6/8/02 5:01 PM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee
USE OF FUNDS FOR KINDERGARTEN

SECTION #. The maximum class size limits for kindergarten for the 2002-2003 school year shall be the same as the class size limits established by the State Board of Education for the 2001-2002 school year.

Special Provision 2002-DPI-S49-P [v4], Modified 6/7/02 6:18 PM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee
LOCAL EDUCATION AGENCY FLEXIBILITY

SECTION #. Within seven days of the date this act becomes law, the State Board of Education shall notify each local school administrative unit of the amount the unit must reduce from State General Fund appropriations. The State Board shall determine the amount of the reduction for each unit on the basis of average daily membership.

Each unit shall report to the Department of Public Instruction on the discretionary budget reductions it has identified for the unit within 30 days of the date this act becomes law.

The General Assembly urges local school administrative units to make every effort not to reduce either direct classroom services or services directly targeted to at-risk students and children with special needs. If reductions to these allotment categories are necessary in order to meet the reduction target, the local board of education must submit an explanation of the anticipated impact of the reduction to services to the parents of these targeted students.

PART VIII. COMMUNITY COLLEGES

Special Provision 2002-DOCC-S2-P [v5], Modified 5/24/02 11:24 AM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee
COMMUNITY COLLEGE FUNDING FLEXIBILITY

SECTION #. A local community college may use all State funds allocated to it, except for Literacy Funds and Funds for New and Expanding Industries, for any authorized purpose that is consistent with the college's Institutional Effectiveness Plan. Each local community college shall include in its Institutional Effectiveness Plan a section on how funding flexibility allows the college to meet the demands of the local community and to maintain a presence in all previously funded categorical programs.

No more than two percent (2%) systemwide shall be transferred from faculty salaries without the approval of the State Board of Community Colleges. The State Board shall report on any such transfers above two percent (2%) systemwide to the Joint Legislative Commission on Governmental Operations at its next meeting.

Special Provision 2002-DOCC-S3-P [v13], Modified 6/8/02 5:56 PM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee
REGIONAL PROGRAMS

SECTION #. G.S. 115D-5(f) reads as rewritten:

"(f) A community college may not offer a new program without the approval of the State Board of Community Colleges except that approval shall not be required if the tuition for the program will fully cover the cost of the program. If at any time tuition fails to fully cover the cost of a program that falls under the exception, the program shall be discontinued unless approved by the State Board of Community Colleges. ~~If a~~

~~proposed new program would serve more than one community college, the State Board of Community Colleges shall perform a feasibility study prior to acting on the proposal.~~

The State Board of Community Colleges shall require that all new programs it approves be developed using a regional approach unless there are extreme extenuating circumstances documented by the college detailing reasons a regional program is not feasible. The college shall demonstrate that it has attempted to develop a regional program and explain what barriers were in existence.

It is the intent of the General Assembly to increase the number of regional program offerings in community colleges and to reduce duplication of programs by colleges that are within reasonably close proximity to each other; therefore, the State Board of Community Colleges shall review existing programs to determine which of the existing programs can be offered regionally.

The State Board of Community Colleges shall report on an annual basis to the Governor, Lieutenant Governor, the Speaker of the House of Representatives, ~~the Joint Legislative Commission on Governmental Operations, and the Advisory Budget Commission~~ and the Joint Legislative Education Oversight Committee on all new programs it approved and on the progress made on regional programs during the year. The report shall include the specific reasons for which each new program was ~~approved.~~approved, a progress report on regionalization of programs, a list of all programs approved by the State Board that are not regional and the reasons for their approval, and a list of program terminations approved by the State Board."

Special Provision 2002-DOCC-S4-P **[v7], Modified 5/24/02 11:21 AM**
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

REGIONAL ECONOMIC DEVELOPMENT VISION PLANS

SECTION #. The State Board of Community Colleges and the Department of Commerce, in conjunction with the North Carolina Board of Economic Development and the seven regional economic development commissions, shall adopt a joint policy that requires the development of a five-year vision plan for each of the economic development regions in the State. The joint policy shall establish a task force for each economic development region. Each task force shall consist of at least one representative from each of the following: the regional economic development commission, the president, and board of trustees of the community colleges located in that region, and any additional persons as may be designated by the policy. The task force may appoint an executive committee and any subcommittees it deems appropriate.

The policy shall direct each task force to develop a five-year vision plan for its economic development region. At a minimum, each vision plan shall determine the realistic economic development goals and the future job market in that region and shall identify community college courses currently offered or needed to effectuate the vision plan. The policy shall require the task forces to review and update their respective vision plans every five years.

If the service area of any community college is in more than one economic development region, then the State Board of Community Colleges shall determine how the participation in the various task forces will be addressed.

Special Provision 2002-DOCC-S5-P [v6], Modified 5/24/02 11:45 AM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

HAYWOOD REGIONAL HIGH TECHNOLOGY CENTER

SECTION #. The Office of State Budget and Management shall transfer funding for Haywood Regional High Technology Center from the special allotments line item to a new line item entitled "Haywood Regional High Technology Center".

Special Provision 2002-DOCC-S8-P [v16], Modified 6/8/02 4:21 PM
Requested by: Senators Dalton, Lucas, Garrou, Rand, Plyler, Odom, Lee

REALIGNMENT OF FUNDING

SECTION #.(a) Academic Support Supplement. – Effective July 1, 2002, funding for the Academic Support Supplement shall no longer be included as part of the curriculum instruction formula but shall be allocated from a separate line item in State Aid fund code 1600. The State Board of Community Colleges shall allocate these funds to the colleges on the basis of the budgeted FTE curriculum student enrollment for the current fiscal year.

Nothing in this section shall be construed to provide or to indicate the intent of the General Assembly to provide additional funding for the Academic Support Supplement.

SECTION #.(b) Formula Modification Restrictions. – The State Board of Community Colleges may examine and recommend to the General Assembly new State Aid allocation options that more closely align the allocation and expenditure of State-appropriated resources. The State Board shall report any recommendations regarding modifications to the formula to the Senate Appropriations Committee on Education/Higher Education, the House Appropriations Subcommittee on Education, the President Pro Tempore of the Senate, the Speaker of the House of Representatives, and the Fiscal Research Division.

SECTION #.(c) Effective July 1, 2002, the State Board of Community Colleges shall no longer allocate funds for the Botanical Laboratory from General Fund appropriations. Instead, no more than two hundred thousand dollars ($200,000) from excess overrealized receipts shall be used for this purpose.

Special Provision 2002-DOCC-S9-P [v8], Modified 5/24/02 2:23 PM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

TEMPORARY RULES ON FTE FOR TRAINING PROVIDED TO LAW ENFORCEMENT PERSONNEL

SECTION #.(a) The State Board of Community Colleges may adopt temporary rules clarifying the conditions under which community colleges may earn budgeted FTE for training provided to personnel in law enforcement, fire and rescue services, and emergency medical service agencies.

SECTION #.(b) This section becomes effective when this act becomes law and expires six months after that date.

Special Provision 2002-DOCC-S10-P [v4], Modified 6/7/02 5:32 PM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee
COMMUNITY COLLEGE SYSTEM STUDY

SECTION #. The State Board of Community Colleges shall hire an outside consultant to consider:

(1) The organization and structure of the Community College System, the number of colleges within the System, the location and size of the colleges, and whether the State could realize any administrative savings from the consolidation of some colleges or programs, and

(2) The formula used to fund administration at the colleges, appropriate funding levels for administration of the various colleges, and the appropriate number of administrative staff members for colleges of different sizes.

The State Board of Community Colleges shall report the results of the study to the Joint Legislative Education Oversight Committee and the Fiscal Research Division no later than February 1, 2003.

PART IX. UNIVERSITIES

Special Provision 2002-UNC-S1-P [v5], Modified 5/24/02 1:56 PM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee
ELIZABETH CITY STATE UNIVERSITY PHARMACY SCHOOL

SECTION #. The Board of Governors of The University of North Carolina shall establish an accredited and fully staffed stand-alone school of pharmacy at Elizabeth City State University no later than the 2004-2005 academic year. The Board of Governors shall immediately begin to implement the proposals regarding establishment of a fully staffed stand-alone school of pharmacy at Elizabeth City State University as set out in the feasibility study conducted in compliance with Section 31.10(c) of S.L. 2001-424.

Special Provision 2002-UNC-S2-P [v8], Modified 6/8/02 6:06 PM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee
TRANSFER COLLECTION RESPONSIBILITIES FOR CERTAIN SCHOLARSHIP PROGRAMS TO STATE EDUCATION ASSISTANCE AUTHORITY

SECTION #.(a) The statutory authority, powers, duties, and functions, records, personnel, property, and unexpended balances of appropriations, allocations, or other funds of the North Carolina Teaching Fellows Commission relating to the collection of loans awarded under G.S. 115C-363.23A when the loan repayments are outstanding for more than 30 days are transferred from the North Carolina Teaching Fellows Commission to the State Education Assistance Authority. This transfer has all of the elements of a Type II transfer as defined by G.S. 143A-6.

SECTION #.(b) The statutory authority, powers, duties, and functions, records, personnel, property, and unexpended balances of appropriations, allocations, or

other funds of the Department of Public Instruction relating to the collection of loan repayments for loans awarded under Article 32A of Chapter 115C of the General Statutes when the loans are outstanding for more than 30 days are transferred from the Department of Public Instruction to the State Education Assistance Authority. This transfer has all of the elements of a Type II transfer as defined by G.S. 143A-6.

SECTION #.(c) G.S. 115C-363.23A is amended by adding a new subsection to read:

"(g) The State Education Assistance Authority is responsible for the collection of a loan awarded under this section if the loan repayment is outstanding for more than 30 days."

SECTION #.(d) G.S. 115C-363.23A(f) reads as rewritten:

"(f) All funds appropriated to or otherwise received by the Teaching Fellows Program for scholarships, all funds received as repayment of scholarship loans, and all interest earned on these funds, shall be placed in a revolving fund. This revolving fund shall be used for scholarship loans granted under the Teaching Fellows Program. With the prior approval of the General Assembly in the Current Operations Appropriations Act, the revolving fund may also be used for campus and summer program support, and costs related to disbursement of awards and collection of loan repayments.

The Public School Forum, as administrator for the Teaching Fellows Program, may use up to one hundred fifty thousand dollars ($150,000) annually from the fund balance for costs associated with administration of the Teaching Fellows Program. ~~These funds are in addition to funds required for collection costs related to loan repayments.~~"

SECTION #.(e) Article 32A of Chapter 115C of the General Statutes is amended by adding a new section to read:

"**§ 115C-472.1. State Education Assistance Authority collect loan repayments.**

The State Education Assistance Authority is responsible for the collection of a loan awarded under this Article if the loan repayment is outstanding for more than 30 days."

SECTION #.(f) G.S. 116-204 is amended by adding the following new subdivisions to read:

"(9) To collect loan repayments for loans awarded under the Teaching Fellows Program pursuant to G.S. 115C-363.23A if the loan repayment is outstanding for more than 30 days.

(10) To collect loan repayments for loans awarded from the Scholarship Loan Fund for Prospective Teachers pursuant to Article 32A of Chapter 115C of the General Statutes if the loan repayment is outstanding for more than 30 days."

Special Provision 2002-UNC-S5-P [v6], Modified 6/8/02 4:21 PM

Requested by: Senators Dalton, Garrou, Lucas , Plyler, Odom, Lee

SUBSTITUTION OF UNC BOND PROJECTS

SECTION #.(a) Pursuant to Section 2(b) of S.L. 2000-3, the General Assembly finds that it is in the best interest of the State to respond to current educational and research program requirements at North Carolina State University by substituting a project entitled Animal and Food Science Facilities for the Meat

Processing Laboratory, as contained in Section 2(a) of S.L. 2000-3, and by transferring a portion of the funds from the project entitled Main Campus – Infrastructure (Including Water System), as contained in Section 2(a) of S.L. 2000-3, to this substitute project. Section 2(a) of S.L. 2000-3 is therefore amended as follows:

(1) In the portion under Projects Whose Funding Was Transferred to Disaster Recovery Fund – North Carolina State University, by deleting "Meat Processing Laboratory....$4,853,755".

(2) In the portion under North Carolina State University, by adding "Animal and Food Science Facilities....$6,460,980" and by decreasing by $1,607,225 the $9,330,700 for Main Campus – Infrastructure (Including Water System) so that it reads "Main Campus - Infrastructure (Including Water System)....$7,723,475".

SECTION #.(b) Pursuant to Section 2(b) of S.L. 2000-3, the General Assembly finds that it is in the best interest of the State to respond to current educational requirements at the North Carolina School of the Arts by substituting a project entitled High School Student Residential Facility for the Residential Facility as contained in Section 2(a) of S.L. 2000-3, which was anticipated to be built for college students. Section 2(a) of S.L. 2000-3 is therefore amended in the portion under North Carolina School of the Arts, by deleting "Residence Hall...$1,832,100" and by adding "High School Student Residential Facility...$1,832,100".

SECTION #.(c) Nothing in this section is intended to supersede any other requirement of law or policy for approval of the substituted capital improvement projects.

Special Provision 2002-UNC-S6A-P **[v7], Modified 6/8/02 3:53 PM**
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

UNC SCHOLARSHIP PROGRAMS CONSOLIDATED

SECTION #.(a) Effective July 1, 2003, all funds in the continuation budget for the following scholarship programs shall be combined into one scholarship fund to be known as the "UNC Campus Scholarships":

(1) Minority Presence Grants for undergraduate and doctoral, law and veterinary medicine students as described in the 1979 Consent Decree between the University of North Carolina and the United States Department of Health Education and Welfare at § VI, paragraphs 6.a. and 6.b.

(2) Minority Presence Grants-II as established in Section 17.3A of S.L. 1994-769.

(3) Incentive Scholarship Program for Native Americans as established in Section 17.3 of S.L. 1994-769.

(4) Elizabeth City State University Incentive Program as established by Section---of S.L. 1987.

(5) Incentive Grants for Certain Constituent Institutions as established by S.L. 1991-689.

(6) Freshman Scholars Programs as established by Section 46 of S.L. 1993- 561.

(7) Legislative College Opportunity Program as established by Section 17.14 of S.L. 1994-769.

SECTION #.(b) All obligations to students for uses of the funds set out in subsection (a) of this section that were made prior to the effective date of this act shall be fulfilled as to students who remain eligible under the provisions of the respective programs.

SECTION #.(c) Except as provided in subsection (d) of this section, funds in the UNC Campus Scholarships shall be distributed among the constituent institutions of The University of North Carolina in the same amounts as previous to the effective date of this act.

SECTION #.(d) Funds in the UNC Campus Scholarships allocated for doctoral study shall be reallocated based on the proportion of doctoral students enrolled at each of the campuses that have doctoral students. These funds shall continue to be committed only to doctoral students who are North Carolina residents and shall be allocated based on need. The funds previously in the Incentive Scholarship Program for Native Americans at the doctoral level shall be distributed evenly among the campuses with doctoral programs.

SECTION #.(e) The Board of Trustees of each constituent institution shall define its particular campus goals and guidelines for the use of the UNC Campus Scholarships for undergraduates. The chancellor of each constituent institution shall submit its proposed guidelines to the President of The University of North Carolina for approval before implementing them. Only residents of North Carolina shall be eligible to receive grants from the UNC Campus Scholarships. Unless a campus has determined that it has sufficient diversity in its undergraduate student population to provide the educational benefits of diversity, the campus shall use at least the portion of these funds that previously provided Minority Presence Grants for undergraduates to promote diversity within the undergraduate student body of the campus to the extent permitted by the constitution and laws of the State of North Carolina and of the United States.

SECTION #.(f) No constituent institution is required to have a community service requirement for receipt of grants from the UNC Campus Scholarships.

SECTION #.(g) The State Education Assistance Authority shall administer the UNC Campus Scholarships. Upon the naming of recipients of grants from the UNC Campus Scholarships, each constituent institution shall inform the State Education Assistance Authority (SEAA) of its decisions. The SEAA shall perform all of the administrative functions necessary to implement this program. The North Carolina State Education Assistance Authority shall conduct periodic evaluations of expenditures of the UNC Campus Scholarships to determine if allocations are being utilized, are addressing the financial needs of students or other needs identified by the constituent institutions, and are improving diversity on the campuses. SEAA may make recommendation for redistribution of funds to the President of The University of North Carolina who may authorize redistribution of unutilized funds for a particular fiscal year among the constituent institutions.

SECTION #.(h) Each constituent institution shall maintain the current proportion of allocation of these funds for undergraduate Native American students. To be eligible for such a grant, a student must be a resident of North Carolina and must be a Native American, defined as an individual who maintains cultural and political identification as a Native American through membership in an Indian tribe recognized by the State of North Carolina or by the United States. The North Carolina State Education Assistance Authority may redistribute to another constituent institution funds for Native Americans which are uncommitted by January 5 of each fiscal year.

Special Provision 2002-UNC-S7-P [v3], Modified 6/8/02 1:20 PM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee
ELIMINATE UNC MAILING LIST DUPLICATION

SECTION #. Section 10.11 of S.L. 1999-237 reads as rewritten:

"Section 10.11. Each constituent institution of The University of North Carolina and each community college shall provide to students and their families a brief, clear explanation of federal tax credits (the HOPE and Lifetime Learning Credits) that are available for educational purposes. The explanation shall include the limitations of the credits as well as examples of the potential benefits under certain tax situations. The constituent institution shall provide the tax credit information to the student ~~and~~ or the student's parents when the institution notifies each of the amount of tuition and fees paid for a calendar year."

Special Provision 2002-UNC-S9-P [v6], Modified 6/8/02 1:21 PM
Requested by: Senators Dalton, Garrou, Lucas, Plyler, Odom, Lee
AID TO PRIVATE COLLEGES TECHNICAL CORRECTIONS

SECTION #. G.S. 116-21.4(a) reads as rewritten:

"(a) Expenditures made pursuant to G.S. 116-19, 116-20, 116-21.1, or 116-21.2 may be used only for secular educational purposes at ~~an institution as defined by G.S. 116-22.~~nonprofit institutions of higher learning that meet the qualifications set out in G.S. 116-22."

Special Provision 2002-UNC-S10-P [v5], Modified 6/8/02 7:12 PM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee
UNC FLEXIBILITY GUIDELINES

SECTION #. The chancellor of each constituent institution shall report to the Board of Governors of The University of North Carolina on the reductions made to the General Fund budget codes in order to meet the reduction reserve amounts for that institution. The director of the North Carolina School of Science and Mathematics shall report to the Board of Governors of The University of North Carolina on the reductions made in its General Fund budget code in order to meet the reduction reserve amounts for that institution. The President of The University of North Carolina shall report to the Board of Governors of The University of North Carolina on the reductions made to the General Fund budget codes controlled by the Board in order to meet the reduction reserve amounts for those entities. The Board of Governors shall make a summary

report to the Fiscal Research Division by October 31, 2002, on all reductions made by these entities and constituent institutions in order to reduce the budgets by the targeted amounts.

Special Provision 2002-UNC-S13-P [v6], Modified 6/8/02 5:55 PM
Requested by: Senator Odom, Plyler, Lee

OUT-OF-STATE INSTITUTIONS WITH NC CAMPUSES

SECTION #. G. S. 116-22 reads as rewritten:

"§ 116-22. Definitions applicable to §§ 116-19 to 116-22.

As used in G.S. 116-19 through 116-22:

(1) "Institution" shall mean an educational institution with ~~its main~~ a main permanent campus located in this State that is not owned or operated by the State of North Carolina or by an agency or political subdivision of the State or by any combination thereof, ~~that is accredited by the Southern Association of Colleges and Schools under the standards of the College Delegate Assembly of said Association~~ and that satisfies all of the following:

a. Is accredited by the Southern Association of Colleges and Schools under the standards of the College Delegate Assembly of the Association or by the New England Association of Schools and Colleges through its Commissions on Institutions of Higher Education.

b. Awards a postsecondary degree as defined in G.S. 116-15. ~~and that is~~

c. Is not a seminary, Bible school, Bible college or similar religious institution.

(1a) "Main permanent campus" shall mean a campus owned by the institution that provides permanent on-premises housing, food services, and classrooms with full-time faculty members and administration that engages in postsecondary degree activity as defined in G.S. 116-15.

(2) "Student" shall mean a resident of North Carolina in accordance with definitions of residency that may from time to time be adopted by the Board of Governors of the University of North Carolina and published in the residency manual of said Board; and a person who has not received a bachelor's degree, or qualified therefor, and who is otherwise classified as an undergraduate under such regulations as the Board of Governors of the University of North Carolina may promulgate. The enrollment figures required by G.S. 116-19 through 116-22 shall be the number of full-time equivalent students as computed under regulations prescribed by the Board of Governors of the University of North Carolina. Qualification for in-State tuition under G.S. 116-143.3 makes a person a "student" as defined in this subdivision."

Special Provision 2002-UNC-S14-P [v4], Modified 6/8/02 4:20 PM
Requested by: Senator Robinson, Plyler, Odom, Lee

FOCUSED GROWTH PILOT PROGRAM

SECTION #. The Board of Governors of The University of North Carolina may allow Elizabeth City State University, the University of North Carolina at Pembroke, and Western Carolina University each to allocate up to one hundred seventy-eight thousand three hundred eighty dollars ($178,380) of the funds allocated to them for focused enrollment growth for a maximum of 20 Prospective Teacher Scholars. These funds may be used to recruit new nonresident students to enter into agreements to: (i) pursue a full-time course of study that will lead to teacher certification in North Carolina and (ii) teach in a North Carolina public school or a school operated by the United States government in North Carolina for one year for each year that they receive this benefit. The Board of Governors shall establish guidelines and regulations for this pilot program, including methodology for determining its success in increasing the supply of qualified teachers for North Carolina public schools. The Board shall report its guidelines and regulations to guide these pilot programs to the Joint Legislative Education Oversight Committee by September 15, 2002. The Board shall report annually to the Committee on the progress of the pilot programs and their costs.

VISITOR REGISTRATION SHEET

Senate Approp.Subcommittee on Ed.-Higher Ed.Comm. June 11, 2002

Name of Committee **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Karen Gaul	KBPIS
Becky McCoukey	DPI
Mark Hurd	DPI
Brad Sneed	DPI
Jennifer Barrett	DPI
Ed Reeger	N.C.A.C.C.
Gene Causby	NCSFSA
Kenny Briggs	NCCCS
Jim Pratt	NCASA
Frank Hugo	~~NC~~ SBE
Ann Bellamy	Bellamy Associates
Ann Norris	Public School Forum
Marty Babcock	Center for Civil Understanding

VISITOR REGISTRATION SHEET

Senate Approp.Subcommittee on Ed.-Higher Ed.Comm. June 11, 2002

Name of Committee **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Audrey H. Galloway	NCAE
Sandy W. Way	NCPAR
Suzanne Ellis	NCCCS
B. Harrison	WCBS
[illegible]	NCICU
Jeanne Krimee	NCSBA
Jan Ramquist	NCATA
S Markham	Professional Educators of NC
Jim Stegall	" " " "
Megan Stegall	" " " "
Ann McArthur	Governor's Office

VISITOR REGISTRATION SHEET

Senate Approp.Subcommittee on Ed.-Higher Ed.Comm. June 11, 2002

Name of Committee **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Carole Lawler	EGHS
Kimberly Jones	Intern
JP Mikkelson	UNC
Hal Miller	NCACCT
Mark Fancy	UNC System
Sam Lee	OSBM
David Brown	OSBM
Steve Hoffman	NCSBA
Margaret McNally	intern

Senate Appropriations Subcommittee on Education/Higher Education
Tuesday, June 18, 2002 Minutes

The Senate Appropriations Subcommittee on Education/Higher Education met at 8:50 a.m. on Tuesday, June 18, 2002, in Room 414 of the Legislative Office Building. Seven members of the subcommittee were present. Senator Jeanne Lucas, Co-Chair of the Subcommittee presided. She introduced the pages and the Sergeants-at Arms staff and commended the staff for their good work.

Senator Lucas introduced Senator Walter Dalton, Senior Co-Chair of the Subcommittee, to report to the subcommittee members some changes requested by the Appropriations/Base Budget Co-Chairs from the budget that had been presented at the previous meeting (see Attachment 1). The changes in money appropriations included:

- A-5, Transportation. Inventory levels are to be reduced an additional $1.8 million to $5.8 million, a recurring reduction.
- A-8, Funding for Visiting International Faculty. The original recommended reduction was $5.6 million, the current reduction has been reduced to $2 million.
- A-17, Appropriations to Non-Public School Agencies. A 10 percent reduction in funding to the Public School Forum, Cities/Communities in Schools and the Teacher Cadet programs; no adjustment to the Schools Attuned program for a further reduction of $433,851.
- A-19, Local Education Agency Discretionary Reduction. The reserve increased by $1.8 million.

Hearing no questions, Senator Dalton moved to accept the changes to the budget amounts adopted at the previous meeting. The motion carried.

The changes in the special provisions included:

- Page 16, Funds for Academically Gifted Children. The provision drops a reference to a pay raise.
- Page 18, Funds for Instructional Supplies. A new provision, requests the Joint Legislative Education Oversight Committee to study the viability of the State contracting with on-line school supply vendors to allow teachers free access to a specific amount of school supplies and textbooks. It would reverse the $100 language of the FY 2001-2002 budget to allow a more manageable solution.
- **Page 20, Budget Reduction to Department of Public Instruction. A technical correction, so the provision would read, "thereby eliminating four positions at DPI."**
- Page 20, Replacement of School Buses Bunds. Clarifies that lease procurement pertains to all school buses, including activity buses.

- Pages 24-25, Performance-Based Licensure Program. Eliminates the portfolio requirement in the performance-based licensure program.
- Page 28, Local Education Agency Flexibility. The anticipated impact of the reduction shall be reported to the Department of Public Instruction, not to the parents as had been provided for in the previous budget document.
- Pages 28-29, Business and Education Technology Alliance. A new provision provides for a task force to review what is done with technology in the schools.

Hearing no questions, Senator Dalton moved the acceptance of the special provisions. The motion carried.

There were no changes made to the university or community college budgets or special provisions.

The meeting was adjourned at 9:05 a.m.

Jeanne Lucas

Senator Jeanne Lucas, Co-Chair

Dot Waugaman

Dot Waugaman, Acting Committee Assistant

Attachment 1

North Carolina Senate

Education Budget and Special Provisions

June 18, 2002

Senate Appropriations Subcommittee on Education

Chairs:
Senator Walter Dalton
Senator Linda Garrou
Senator Jeanne Lucas

Senate Subcommittee on Education

Public Education

GENERAL FUND

	FY 02-03
Total Budget Approved 2001 Session	**$5,922,188,546**

Budget Changes

A. Adjustments to Budget Requirements

1 Continuation Adjustment for Average Daily Membership Revise the projected increase for FY 2002-03 to reflect an additional 8,695 in average daily membership (total increase over FY 2001-02 is 25,817). The dollar amount reflects the Continuation Budget impact of this increase on all position, dollar, and categorical allotments. Total funded student population for FY 2002-03: 1,326,865. The increase for ADM growth for Driver Education is $236,139 which is transferred to the General Fund from the Highway Fund. Total ADM increase for the General Fund and Highway Fund is $30,093,413.	$29,857,304 461.90	R
2 Average Annual Salary Adjustment Annual adjustment of average budgeted salary for certified personnel. Adjustment is based on actual salaries paid to certified personnel through December 2001.	($22,788,638)	R
3 Additional Adjustments to Average Salary Projections In addition to the annual Continuation Budget adjustment to average budgeted salary for certified personnel, a more recent review of certified personnel salaries from updated salary data identified an additional reduction in projected salary needs for FY 2001-03.	($5,964,427)	R
4 Classroom Materials/Instructional Supplies/Equipment Adjust the increase for inflation to a 3% growth (in line with the Consumer Price Index) from the 5% growth used to build the Continuation Budget. The Instructional Supply allotment for FY 2002-03 will be $41.45 per ADM after this adjustment.	($2,273,979)	R
5 Transportation Current inventory levels (oil, tires, and parts) at local school administrative units indicate that additional supply needs for next year will be minimized. Last year's non-recurring adjustment of $4 million will become a recurring reduction. Also, reduce for lower anticipated fuel cost $1.8 million.	($5,800,000)	R
6 School Bus Purchases Implement a lease/purchase process that will allow for the payment of school buses over a 3-year period.	($19,600,000)	NR

7 Redirect Capital Funds to Support Public Schools through the General Fund — ($45,000,000) NR

For the 2002-03 fiscal year, do not transfer corporate tax funds to the Public School Building Capital Fund or the Critical School Facility Needs Fund. Instead, transfer the funds as a receipt to the Public School Fund to temporarily offset the costs for public school operations. For FY 2002-03, General Fund appropriations will be reduced by the amount that was scheduled to be transferred to the capital accounts.

8 Funding for Visiting International Faculty — ($2,000,000) R

State Board of Education Policy allows Local School Administrative Units to convert teaching positions to dollars to cover the contract cost for Visiting International Faculty. The conversion to dollars shall not include matching benefits and shall be $42,423 ($37,423 avg. teacher salary without benefits plus $5,000 for FICA and other cost) for FY 2002-03 (not $45,090). The reduction included is based on FY 2001-02 program enrollment of approximately 750 teachers.

9 Revise Headcount for Children with Special Needs — ($4,768,604) R

Adjust Continuation Budget to reflect actual April 1, 2002, headcount. The Continuation Budget was constructed based on an estimated population of children with special needs.

B. Reduction of Administration Cost

10 Central Office Administration — ($3,300,000) R

Freeze local school administration units (LEAs) allotments at the FY 2001-02 allotment level($1,574,452 reduction to the Continuation Budget) and reduce each LEA by 1.72% ($1,725,548) from their FY 2001-02 funding level. The new allotment formula developed by the State Board of Education is not to be implemented in FY 2002-03. -50.00

11 School Building Administration — ($9,255,127) R

Decrease the allotment for Assistant Principals by changing the allotment formula to one ten-month position for every 797.5 students in average daily membership (ADM). The FY 2001-02 allotment was one ten-month position per 725 ADM. -166.00

12 Regional Education Service Alliances — ($3,017,317) R

Eliminate State funding distributed to local school administrative units that could be used to support the Regional Education Service Alliances.

13 Uniform Education and Reporting System (UERS) — ($5,000,000) NR

Based on the current NC WISE implementation schedule, the Department of Public Instruction has indicated that a one-time reduction in funding is possible.

14 Department of Public Instruction ($3,000,000) R

The Department of Public Instruction will eliminate 40 positions. Thirty-six positions will be eliminated and 4 positions will be transferred to the Office of State Personnel. Of the 36 eliminated positions, 9.5 are paid from receipts and 26.5 are paid from State funds. Three (3) of the State positions are currently vacant. -40.00

Total State savings from Positions: $1,676,763
Total Other Departmental Reductions: $1,323,237
Reductions to receipt-supported positions are not included in meeting the $3,000,000 reduction target but are included in the position reduction count.

C. Continuation Budget Reductions

15 Mentor Pay ($3,134,984) R

Restrict funding to mentor teachers assigned to State-paid first and second year teachers and first-year instructional support.

16 Payments for Teacher Unused Vacation Days (Forfeited Vacation) ($3,750,000) R

Teachers are allowed to have excess annual leave over 30 days either converted to sick leave or paid at the end of the year. The amount of leave that can be paid is limited to the excess days that can be attributed to required work days which made it impossible for the teacher to take the leave during the school year. The payment option was established since the amount of sick-leave allowed to be converted to employment credit at retirement was restricted to the amount earned over the employees term of employment. Last year the sick leave conversion maximum was eliminated. By eliminating this maximum, teachers can now convert all sick leave earned towards retirement credit; therefore, this special payment option is no longer needed.

17 Appropriations to Non-Public School Agencies ($433,851) R

Eliminate funding for NC Network.
Reduce funding to Public School Forum, Cities/Communities in Schools, and Teacher Cadet programs by 10%. No adjustment to Schools Attuned.

18 Maintain Kindergarten Class Size at 1:19 ($13,932,810) R

The Continuation Budget includes funding to reduce kindergarten class size to 1:18 (from 1:19). Due to the current budget shortfall, class size allotments in kindergarten will remain at 1:19. -309.00

E. Management Flexibility

19 Local Education Agency Discretionary Reduction

The State Board of Education shall distribute this local education agency discretionary reduction in an equitable manner and require allotment reductions in this amount within 30 days of budget passage.

Local School Administrative Units have flexibility to adjust their budgets to implement this reduction; therefore, it is not possible to identify the number of positions impacted.

($25,233,101) NR

F. Other Budget Adjustments

20 ABC Bonuses

Provide funding for ABC bonuses for schools meeting or exceeding expected growth in 2001-02.

$79,000,000 NR

Budget Changes	**($53,562,433)**	**R**
	($15,833,101)	**NR**
Total Position Changes	-103.10	
Revised Total Budget	**$5,852,793,012**	

	FY 02-03
Total Budget Approved 2001 Session	**$1,798,320,830**

Budget Changes

Campus Reductions

21 Reserves for New Facilities Reduce funding in reserves for operation of new facilities due to delays in completion dates.	($2,666,533)	NR
22 Tuition Surcharges Budget tuition collected from 25% surcharge for taking more than 110% of required credit hours for degree.	($800,000)	R
23 Campus Flexibility Reserve Budget a reduction of 2.39% in all campus and other related budget codes. Decisions on where to take the reductions will be made at campus or operating level.	($41,995,059)	R

Related Educational Programs

24 Scholarships Use fund balances in scholarship trust funds to reduce General Fund requirements for one year. Fund balances in Principal Fellows, Nursing Fellows, Nursing Need-based, and dormant funds in old Social Work Scholarship Funds are affected.	($1,938,000)	NR

UNC General Administration

25 Budget Reduction Reduce UNC General Administration and its programs. Board of Governors has authority to allocate reductions.	($2,063,801)	R

University Expansion Funds

26 Enrollment Increases Provide funding for enrollment increases as proposed by the UNC Board of Governors. Provides funding for regular term enrollment, distance education enrollment, and holding 3 campuses harmless from enrollment declines.	$66,803,142	R
27 Enrollment: Focused Growth Provide funding to 7 campuses designated by UNC as "focused growth" institutions to prepare for enrollment increases.	$800,000 $2,666,533	R NR

	FY 02-03	
28 Tuition Increases Tuition increases of 8% for in-state students and 12% for out-of-state students have been approved by the Board of Governors for the 2002-03 academic year.	($39,966,108)	R
29 Aid to Students Attending Private Colleges Provides financial aid funding for additional NC students attending private college in North Carolina.	$2,249,105	R
Budget Changes	**($14,972,721)**	**R**
Total Position Changes	**($1,938,000)**	**NR**
Revised Total Budget	**$1,781,410,109**	

Community Colleges

GENERAL FUND

	FY 02-03
Total Budget Approved 2001 Session	**$643,195,459**

Budget Changes

A. Community College System Office

30 Operating Efficiencies ($882,117) R

Reduces the Executive Division by 2.5 positions totaling $109,356 and operating line items totaling $30,650. Reduces the Administration Division by 5 positions totaling $180,522 and operating line items totaling $262,096. Reduces the Business and Finance Division by 1 position totaling $29,026 and operating line items totaling $43,697. Reduces the Academic and Student Services Division by 2 positions totaling $98,862 and operating line items totaling $67,034. Reduces the Workforce Development Division by 1 position totaling $32,110 and operating line items totaling $28,694.

-11.50

B. State Aid - Categorical Programs

31 Systemwide Projects ($27,000) R

Eliminates the appropriation for Systemwide Projects. This funding was used to pay for the printing of G.S. 115D. Since the Statutes are now available on-line, the printing is no longer necessary.

32 Public Radio Isothermal ($14,991) R

Reduces the appropriation for the public radio station at Isothermal Community College by 10% from $149,912 to $134,921.

33 Public Radio Craven ($14,991) R

Reduces the appropriation for the public radio station at Craven Community College by 10% from $149,912 to $134,921.

34 Special Allotments ($309,704) R

Eliminates the state subsidy for the sawmill program at Haywood Community College. Reduces the remaining special allotment programs by 10%.

35 Faculty Upgrade ($507,067) R

Reduces the appropriation for professional development programs by 50%, from $1,014,135 to $507,068.

36 Summer Term Block Grant ($7,177,623) R

Removes the supplemental appropriation for curriculum summer term programs. Historically, curriculum summer term courses have been offered using regular term funding. Colleges can continue to offer these courses from the funds appropriated for regular term curriculum instruction.

E. Formula Modifications

37 Academic Support Supplement — ($3,000,000) R

Transfers funds previously appropriated in the Curriculum formula for the Academic Support Supplement to a separate line item in State aid fund code 1600. Reduces the amount appropriated for the Academic Support Supplement by $3,000,000, from $11,886,683 to $8,886,683.

F. Tuition, Enrollment, and Financial Aid

38 Adjustment for Over-Realized Receipts — ($3,000,000) R; ($1,000,000) NR

Increases the budgeted amount of tuition and registration fees to more accurately reflect anticipated receipts.

39 Increase Curriculum Tuition Charge — ($10,754,640) R

Increases the in-state tuition charge per semester hour by $3.25 from $31.00 to $34.25. Increases the out-of-state tuition charge per semester hour by $17.50 from $173.25 to $190.75. Changes the semester credit hour limit for summer term curriculum tuition from 9 hours to 16 hours. It is anticipated that for most students, this increase will be off-set by federal and State financial assistance programs.

40 Enrollment Adjustment — $50,682,333 R

Fully funds the Community College enrollment request.

41 Increase Need-Based Financial Aid — $1,000,000 R

Increases the Need-Based Financial Aid fund from $6,062,806 to $7,062,806.

Budget Changes	**$25,994,200**	**R**
	($1,000,000)	**NR**
Total Position Changes	-11.50	
Revised Total Budget	**$668,189,659**	

required and select a private consultant to perform the analysis. The analysis shall include such issues as timely delivery, total costs to the local school systems in providing textbooks to school buildings, use of currently available technology in the process, pricing practices among the textbook publishing industry, and other issues the Board considers relevant to a comprehensive review of the system.

Prior to award of a contract, the State Board shall present the Request for Proposals to the Joint Legislative Education Oversight Committee for comment. The State Board shall report to the Joint Legislative Education Oversight Committee on the results of the consultant's analysis, including the Board's recommendations for changes in the current system. The Board shall make its final report to the Committee by ~~April 1, 2002.~~February 1, 2003."

SECTION #.(d) Study of the Salaries of School Food Service Workers and Custodians. – Section 28.34 of S.L. 2001-424 reads as rewritten:

"SECTION 28.34. The Joint Legislative Education Oversight Committee shall study the salaries of food service workers and custodians employed by the public schools. The Committee shall report its findings to the ~~2002 Regular Session of the 2001 General Assembly.~~2003 General Assembly."

SECTION #.(e) Study of Salary Differentials for Instructional Support Personnel. – Section 28.37(b) of S.L. 2001-424 reads as rewritten:

"SECTION 28.37.(b) The Joint Legislative Education Oversight Committee shall study salary differentials for instructional support personnel. In the course of the study, the Committee shall consider salary differentials based on degrees and other educational credentials, licensure or certification by State agencies, licensure or certification by private entities, and other factors. The Committee shall report its findings and recommendations to the ~~2002 Regular Session of the 2001 General Assembly.~~2003 General Assembly."

SECTION #.(f) Fairness in Testing (Study of the State's Testing Program). – Section 28.17(i) of S.L. 2001-424 reads as rewritten:

"SECTION 28.17.(i) The Joint Legislative Education Oversight Committee shall study the State's testing program. As part of this study, the Committee shall consider:

(1) The number of tests currently mandated at the State level and the process and cost of developing, validating, and scoring them.

(2) Whether the State should consider the use of nationally developed tests as a substitute to State-developed testing. In particular, the Committee shall determine whether this use would (i) affect the ABCs Program, (ii) adequately measure student achievement and performance, (iii) provide more than minimum levels of achievement, (iv) provide a better comparison to student achievement and performance in other states, (v) be practical for high school courses or higher level courses, (vi) reduce the need for field testing, and (vii) offer any cost savings to the State.

(3) The number of grades in which State tests are given. The Committee shall determine the necessity for testing all grades in third through eighth grades, whether a reduction in the grades tested would affect the

receipt of federal money, and the extent to which a reduction would impair the State's ability to identify schools under the ABCs Program.

(4) The high school courses for which State tests are given and whether there is an appropriate distribution of tests across grades nine through 12 and that test an appropriate array of the minimum courses required for admission to the constituent institutions of The University of North Carolina. In addition, the Committee shall examine whether students who take higher level courses and students in 12th grade are held accountable for their academic growth and performance.

(5) The advantages and disadvantages of using a composite of end-of-course tests or other tests such as the SAT, AP tests, or other nationally standardized tests in high school rather than developing a high school exit exam. If the Committee finds a high school exit exam is preferable, then it shall determine whether it must be administered to all students or limited to certain students, for example, those who do not take the SAT or a certain number of courses for which there are end-of-course tests.

(6) The extent to which additional testing, including field testing, practice testing, and locally mandated testing, is occurring and whether this should be limited or prohibited.

(7) Evaluate alternative schools to determine how educational achievement is being advanced in these alternative school programs and that placement in these programs is to improve student performance rather than improve the performance of the school in which the student originally was assigned.

(8) Any other issue the Committee considers relevant.

The Committee shall report its findings and any recommendations, including recommended legislation, to the ~~2002 Regular Session of the 2001 General Assembly.~~2003 General Assembly."

SECTION #.(g) Noncitizen Tuition Rates. – Section 8.9 of S.L. 2001-491 is repealed.

SECTION #.(h) Study of Professional Development for School Personnel. – Section 31.4(d) of S.L. 2001-424 reads as rewritten:

"**SECTION 31.4.(d)** The Joint Legislative Education Oversight Committee shall review the consultant's findings and recommendations and shall submit to the ~~2002 Regular Session of the 2001 General Assembly~~ 2003 General Assembly recommendations to streamline, reorganize, and improve the delivery of professional development for public school professionals. The recommendations may address revisions to program governance and mission, reallocation of funds, methods of program delivery, and methods to institute ongoing program evaluation."

Special Provision 2002-DPI-S36A-P [v6], Modified 6/8/02 5:33 PM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

PERFORMANCE-BASED LICENSURE PROGRAM

SECTION #.(a) G.S. 115C-296(b) reads as rewritten:

"(b) (See Note) It is the policy of the State of North Carolina to maintain the highest quality teacher education programs and school administrator programs in order to enhance the competence of professional personnel certified in North Carolina. To the end that teacher preparation programs are upgraded to reflect a more rigorous course of study, the State Board of Education, as lead agency in coordination and cooperation with the University Board of Governors, the Board of Community Colleges and such other public and private agencies as are necessary, shall continue to refine the several certification requirements, standards for approval of institutions of teacher education, standards for institution-based innovative and experimental programs, standards for implementing consortium-based teacher education, and standards for improved efficiencies in the administration of the approved programs. The certification program shall provide for initial certification after completion of preservice training, continuing certification after three years of teaching experience, and certificate renewal every five years thereafter.

The State Board of Education, as lead agency in coordination with the Board of Governors of The University of North Carolina and any other public and private agencies as necessary, shall continue to raise standards for entry into teacher education programs.

The State Board of Education, in consultation with the Board of Governors of The University of North Carolina, shall evaluate and develop enhanced requirements for continuing certification. The new requirements shall reflect more rigorous standards for continuing certification and to the extent possible shall be aligned with quality professional development programs that reflect State priorities for improving student achievement. <u>These rigorous standards shall not include a portfolio requirement for teachers.</u>

The State Board of Education, in consultation with local boards of education and the Board of Governors of The University of North Carolina, shall reevaluate and enhance the requirements for renewal of teacher certificates. The State Board shall consider modifications in the certificate renewal achievement and to make it a mechanism for teachers to renew continually their knowledge and professional skills. The State Board shall adopt new standards for the renewal of teacher certificates by May 15, 1998.

The standards for approval of institutions of teacher education shall require that teacher education programs for students who do not major in special education include demonstrated competencies in the identification and education of children with learning disabilities. The State Board of Education shall incorporate the criteria developed in accordance with G.S. 116-74.21 for assessing proposals under the School Administrator Training Program into its school administrator program approval standards.

All North Carolina institutions of higher education that offer teacher education programs, masters degree programs in education, or masters degree programs in school administration shall provide performance reports to the State Board of Education. The performance reports shall follow a common format, shall be submitted according to a plan developed by the State Board, and shall include the information required under the plan developed by the State Board."

SECTION #.(b) The State Board, in consultation with the Board of Governors of The University of North Carolina, shall revise the standards for continuing certification so that the portfolio requirement for teachers is no longer required. The standards shall continue to be rigorous and aligned with the State's priorities for improving student achievement.

SECTION #.(c) Section 28.19(b) of S.L. 2001-424 is repealed.

Special Provision 2002-DPI-S37-P [v7], Modified 5/24/02 3:20 PM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

STUDY OF COORDINATION OF CENTRAL OFFICE DUTIES

SECTION #. The State Board of Education shall study whether local school administrative units can effectively and efficiently coordinate central office operations and functions between systems. The State Board shall report to the Senate Appropriations Committee on Education/Higher Education and the House Appropriations Subcommittee on Education prior to March 1, 2003, on how base funding formulas for central office administrations can be reduced based on the coordination of duties.

Special Provision 2002-DPI-S38-P [v6], Modified 5/24/02 2:26 PM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

DISCREPANCIES BETWEEN ANTICIPATED AND ACTUAL ADM

SECTION #.(a) If the State Board of Education does not have sufficient resources in the ADM Contingency Reserve line item to make allotment adjustments in accordance with the Allotment Adjustments for ADM Growth provisions of the North Carolina Public Schools Allotment Policy Manual, the State Board of Education may use funds appropriated to State Aid for Public Schools for this purpose.

SECTION #.(b) If the first-month average daily membership in a local school administrative unit is at least two percent (2%) or 100 students lower than the anticipated average daily membership used for allotments for the unit, the State Board of Education shall reduce allotments for the unit. The reduced allotments shall be based on the first-month average daily membership plus one-half of the number of students overestimated in the anticipated average daily membership.

The allotments reduced pursuant to this subsection shall include only those allotments that may be increased pursuant to the Allotment Adjustments for ADM Growth provisions of the North Carolina Public Schools Allotment Policy Manual.

Special Provision 2002-DPI-S39-P [v11], Modified 5/24/02 4:28 PM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

HIGH SCHOOL EXIT EXAMINATION

SECTION #. Notwithstanding Section 8.27(f) of S.L. 1997-443, the State Board of Education shall review the requirements of the federal "No Child Left Behind Act of 2001." (20 USCS §§ 6301 et seq.) and any regulations adopted to implement this legislation before the Board completes the development of the high school exit examinations and implements the high school exit examinations. The Board shall

consider whether revisions to the State testing program and School-Based Management and Accountability Program are necessary to comply with federal requirements. The Board shall not adopt any revisions prior to reporting them and a proposed timetable for their implementation to the Joint Legislative Education Oversight Committee.

Special Provision 2002-DPI-S40-P [v4], Modified 5/24/02 2:38 PM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee
CLARIFICATION TO PROVISION ON ADDRESSING TEACHER SHORTAGE

SECTION #. Section 29.2(a)(2) of S.L. 2001-424 reads as rewritten:

"(2) The sum of $1,500,000 for the 2001-2002 fiscal year and the sum of $1,500,000 for the 2002-2003 fiscal year shall be used to provide annual bonuses of one thousand eight hundred dollars ($1,800) to teachers certified in and teaching in the fields of mathematics, science, or special education in grades 6 through 12 at middle and high schools with eighty percent (80%) or more of the students eligible for free or reduced lunch or with fifty percent (50%) or more of students performing below grade level in Algebra I and Biology. The bonus shall be paid monthly with matching benefits. Teachers shall remain eligible for the bonuses so long as they continue to teach in one of these disciplines at a school that was eligible for the bonus program when the teacher first received the bonus."

Special Provision 2002-DPI-S42-P [v4], Modified 5/28/02 9:32 AM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee
SUPPORT FOR THE BUSINESS SYSTEMS IMPROVEMENT PROJECT (BSIP)

SECTION #. The State Board of Education may use up to one hundred twenty thousand dollars ($120,000) of driver education funds for the 2002-2003 fiscal year for software maintenance and other support for the Business Systems Improvement Project (BSIP), a new school bus transportation system operated by the Department of Transportation.

Special Provision 2002-DPI-S43-P [v3], Modified 5/24/02 4:10 PM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee
EXTEND ALTERNATIVE LATERAL ENTRY PROGRAM

SECTION #. Section 2 of S.L. 1998-226 reads as rewritten:

"Section 2. This act is effective when it becomes law and expires ~~September 1, 2002,~~September 1, 2006, except that it remains effective for any teacher employed under this act before ~~September 1, 2002.~~ September 1, 2006."

Special Provision 2002-DPI-S48-P [v5], Modified 6/8/02 5:01 PM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee
USE OF FUNDS FOR KINDERGARTEN

SECTION #. The maximum class size limits for kindergarten for the 2002-2003 school year shall be the same as the class size limits established by the State Board of Education for the 2001-2002 school year.

Special Provision 2002-DPI-S49-P [v4], Modified 6/7/02 6:18 PM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee
LOCAL EDUCATION AGENCY FLEXIBILITY

SECTION #. Within seven days of the date this act becomes law, the State Board of Education shall notify each local school administrative unit of the amount the unit must reduce from State General Fund appropriations. The State Board shall determine the amount of the reduction for each unit on the basis of average daily membership.

Each unit shall report to the Department of Public Instruction on the discretionary budget reductions it has identified for the unit within 30 days of the date this act becomes law.

The General Assembly urges local school administrative units to make every effort not to reduce either direct classroom services or services directly targeted to at-risk students and children with special needs. If reductions to these allotment categories are necessary in order to meet the reduction target, the local board of education shall submit an explanation of the anticipated impact of the reduction to student services along with the budget reductions to the Department of Public Instruction.

Special Provision 2002-DPI-S50B [v1], Modified 6/13/02 3:08 PM
Requested by: Senators Dalton, Reeves, Lee, Plyler, Odom
BUSINESS AND EDUCATION TECHNOLOGY ALLIANCE

SECTION #.(a) There is created the State Board of Education's Business and Education Technology Alliance.

SECTION #.(b) The Business and Education Technology Alliance shall be composed of 25 members who have knowledge and interest in ensuring that the effective use of technology is built into the North Carolina School System for the purpose of preparing a globally competitive workforce and citizenry for the 21st Century. These members shall be appointed as follows:

(1) The Superintendent of Public Instruction or his or her designee;
(2) One member of the State Board of Education appointed by the State Board of Education;
(3) One parent of a public school child appointed by the State Board of Education after receiving recommendations from the North Carolina State Parent Teacher Association;
(4) Two members of the Senate;
(5) Two members of the House of Representatives;
(6) One member of a local board of education who represents a local education agency (LEA) that has successfully incorporated technology

into its schools, who is appointed by the Governor, after receiving recommendations from the North Carolina School Boards Association;

(7) One member of a local board of education who represents a local education agency (LEA) that has limited access to technology, who is appointed by the Governor, after receiving recommendations from the North Carolina School Boards Association;

(8) Two at-large members appointed by the Governor;

(9) One representative of business and industry appointed by the State Board of Education after receiving recommendations from the North Carolina Citizens for Business and Industry;

(10) One local school superintendent who represents a local education agency that is in an area of the State with limited access to technology, who is appointed by the President Pro Tempore of the Senate, after receiving recommendations from North Carolina professional associations representing school administrators;

(11) One local school superintendent who represents a local education agency that is in an area of the State with high access to the technology and has successfully incorporated the use of technology into its instructional programs, who is appointed by the Speaker of the House of Representatives after receiving recommendations from North Carolina professional associations representing school administrators;

(12) Two members appointed by the President Pro Tempore of the Senate. In making these appointments the President Pro Tempore is encouraged to consider appointing a school principal who works in a school that successfully incorporates technology into its instructional program and a school teacher who works in a school with limited access to technology. Professional associations representing school administrators and professional associations representing teachers may recommend appointees to the President Pro Tempore;

(13) Two members appointed by the Speaker of the House of Representatives. In making these appointments the Speaker of the House of Representatives is encouraged to consider appointing a school principal working in a school with limited access to technology and a school teacher who has successfully incorporated the use of technology into classroom instruction. Professional associations representing school administrators and professional associations representing teachers may recommend appointees to the Speaker of the House of Representatives;

(14) One chancellor or his or her designee of institutions of higher education who has demonstrated effective and innovative use of technology for education, appointed by the Board of Governors of The University of North Carolina;

(15) One president or his or her designee of the Community College System who has demonstrated effective and innovative use of

technology for education, appointed by the Community College Board of Trustees;

(16) Two county commissioners, one of whom represents a county that has successfully incorporated technology into its schools and community, who are appointed by the State Board of Education, after receiving recommendations from the North Carolina Association of County Commissioners;

(17) Two representatives of technology businesses who have either successfully developed innovative technology programs for education or have partnered with a local education agency (LEA) to develop a technology-based education environment in that LEA, who are appointed by the State Board of Education, after receiving recommendations from North Carolina Electronics and Information Technologies Association and the North Carolina Citizens for Business and Industry; and

(18) One representative of the Information Resource Management Commission appointed by the Commission's Chair.

SECTION #.(c) Each of the following organizations or agencies shall select a representative from its organization or agency to serve as a nonvoting member to the Alliance. These members shall provide information to the Alliance about technology in North Carolina: Rural Internet Access Authority; Information and Technology Services, North Carolina Department of Public Instruction; Office of State Information Technology Services, Office of the Governor.

SECTION #.(d) Members of the Business and Education Technology Alliance shall serve for two-year terms. All members of the Alliance shall be voting members unless they are designated as ex officio members. The officer who made the initial appointment shall fill vacancies in the appointed membership. The Business and Education Technology Alliance shall select a member of the Alliance to serve as chairperson of the Alliance.

SECTION #.(e) Members of the Business and Education Technology Alliance shall receive travel and subsistence expenses in accordance with the provisions of G.S. 120-3.1, 138-5, and 138-6.

SECTION #.(f) The Business and Education Technology Alliance shall:

(1) Advise the State Board of Education on the development of a vision for a technologically literate citizen in 2025. This vision should contain the educational standards needed to accomplish that vision, the educational uses of technology to accomplish that vision, and a plan for educating the community, educators, and business people about the vision and educational uses of technology. Incorporated within the vision and the plan for educating the public about the vision may include:

a. Various models and frameworks of the high quality and effective use of technology for education purposes including those students who have not learned with traditional

approaches. The models may include the Cumberland County Schools Web Academy, the Virtual High School, and Nova Net.

b. Opportunities for teachers to experience the uses of technology in work and business settings, which is the world for which they are preparing students to work.

c. Production of multimedia presentations such as videos, commercials, and publications that help citizens, students, and educators see and understand the current and future power of technology for educating our children and impacting our lives.

(2) Advise the State Board of Education on the development of a technology infrastructure, delivery, and support system that provides equity and access to all publics in North Carolina. The infrastructure, delivery, and support system may include:

a. Opportunities for access to high-speed connectivity to the Internet which impacts on the quality of instruction that can be provided for students at school and in the community.

b. Technology networks that enable communities to encompass the student and his/her family while maintaining the rights to privacy for all citizens, i.e., a social service, health, education, and mental health network. This network will increase collaboration among agencies and provide a coordinated, systemic service approach.

c. Continue to evaluate the status of current technology systems and structures from the State to local level as it relates to employing technology for improving instruction.

d. Continue to provide access to technology equipment and infrastructure at home, school and in the community such as extended hours of operation for schools and other community facilities and on-loan laptop computers for student and parent use.

e. Continue to develop surveys that provide information about the types and results of technological tools utilized by teachers, students, and others at school, in the community and home.

f. Sufficient personnel to maintain the operation of information technology systems.

g. Coordination with regional economic development planners to position local education agencies as an integral part of economic development.

(3) Advise the State Board of Education on the development of professional development programs for teachers to successfully implement and use technology in public schools for all students. These programs should also develop their leadership skills so that they can use technology as a tool to support the rethinking of the core business

of schools: student learning. The professional development programs may include:

a. Models of staff development from the State that are considered state of the art, support the vision for technology, and that could be used by local districts to train their staffs.

b. Designated time for professional development for using technology as well as skills for using technology as a delivery for curriculum and instructional programs.

c. Collegial planning time so that colleagues can coach and support each other in learning new ways in which to think about instruction.

d. Teacher and administrator preparation and other programs that ensure the Department of Public Instruction's Technology Foundation Standards for Teachers and Administrators in higher education are incorporated into classroom instruction.

e. Training teachers with skill sets to teach technical courses that are in growing demand to function at home and work.

f. Increase opportunities for sharing best practices in all areas of instruction.

g. Increase opportunities for learning how to use technology to customize instruction for all students.

h. Increase opportunities for learning how to use technology to diagnose student learning.

(4) Advise the State Board of Education on the development of a Funding and Accountability system to ensure statewide access and equity. The Funding and Accountability system may include:

a. Public-private partnerships.

b. Identification of resources and the cost of those resources.

c. Funding to keep hardware/software current.

d. Evaluating progress toward realizing the technology vision.

e. Evaluating the impact of various technology initiatives on alleviating some of the State's education and economic development problems.

f. Incentives to encourage risk taking and innovative uses of technology.

g. Funding for only those initiatives that are well-planned, demonstrate high commitment, and have a solid evaluation component.

(5) Report annually to the State Board of Education on the progress of the Alliance's recommendations for education technology in the public schools on the first Friday in December. This report may contain a summary of recommendations for changes to any law, rule, and policy that would improve implementing education technology in the public schools.

(6) Report annually to the Joint Legislative Education Oversight Committee in the General Assembly on the recommendations for education technology in the public schools on the first Friday in January. This report may contain a summary of recommendations for changes to any law, rule, and policy that would improve implementing education technology in the public schools.

SECTION #.(g) The State Board of Education is encouraged to use private partnerships to fund this initiative.

PART VIII. COMMUNITY COLLEGES

Special Provision 2002-DOCC-S2-P [v5], Modified 5/24/02 11:24 AM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

COMMUNITY COLLEGE FUNDING FLEXIBILITY

SECTION #. A local community college may use all State funds allocated to it, except for Literacy Funds and Funds for New and Expanding Industries, for any authorized purpose that is consistent with the college's Institutional Effectiveness Plan. Each local community college shall include in its Institutional Effectiveness Plan a section on how funding flexibility allows the college to meet the demands of the local community and to maintain a presence in all previously funded categorical programs.

No more than two percent (2%) systemwide shall be transferred from faculty salaries without the approval of the State Board of Community Colleges. The State Board shall report on any such transfers above two percent (2%) systemwide to the Joint Legislative Commission on Governmental Operations at its next meeting.

Special Provision 2002-DOCC-S3-P [v13], Modified 6/8/02 5:56 PM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

REGIONAL PROGRAMS

SECTION #. G.S. 115D-5(f) reads as rewritten:

"(f) A community college may not offer a new program without the approval of the State Board of Community Colleges except that approval shall not be required if the tuition for the program will fully cover the cost of the program. If at any time tuition fails to fully cover the cost of a program that falls under the exception, the program shall be discontinued unless approved by the State Board of Community Colleges. ~~If a proposed new program would serve more than one community college, the State Board of Community Colleges shall perform a feasibility study prior to acting on the proposal.~~

The State Board of Community Colleges shall require that all new programs it approves be developed using a regional approach unless there are extreme extenuating circumstances documented by the college detailing reasons a regional program is not feasible. The college shall demonstrate that it has attempted to develop a regional program and explain what barriers were in existence.

It is the intent of the General Assembly to increase the number of regional program offerings in community colleges and to reduce duplication of programs by colleges that are within reasonably close proximity to each other; therefore, the State Board of

Community Colleges shall review existing programs to determine which of the existing programs can be offered regionally.

The State Board of Community Colleges shall report on an annual basis to the Governor, Lieutenant Governor, the Speaker of the House of Representatives, ~~the Joint Legislative Commission on Governmental Operations, and the Advisory Budget Commission~~ and the Joint Legislative Education Oversight Committee on all new programs it approved and on the progress made on regional programs during the year. The report shall include the specific reasons for which each new program was ~~approved.~~approved, a progress report on regionalization of programs, a list of all programs approved by the State Board that are not regional and the reasons for their approval, and a list of program terminations approved by the State Board."

Special Provision 2002-DOCC-S4-P [v7], Modified 5/24/02 11:21 AM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

REGIONAL ECONOMIC DEVELOPMENT VISION PLANS

SECTION #. The State Board of Community Colleges and the Department of Commerce, in conjunction with the North Carolina Board of Economic Development and the seven regional economic development commissions, shall adopt a joint policy that requires the development of a five-year vision plan for each of the economic development regions in the State. The joint policy shall establish a task force for each economic development region. Each task force shall consist of at least one representative from each of the following: the regional economic development commission, the president, and board of trustees of the community colleges located in that region, and any additional persons as may be designated by the policy. The task force may appoint an executive committee and any subcommittees it deems appropriate.

The policy shall direct each task force to develop a five-year vision plan for its economic development region. At a minimum, each vision plan shall determine the realistic economic development goals and the future job market in that region and shall identify community college courses currently offered or needed to effectuate the vision plan. The policy shall require the task forces to review and update their respective vision plans every five years.

If the service area of any community college is in more than one economic development region, then the State Board of Community Colleges shall determine how the participation in the various task forces will be addressed.

Special Provision 2002-DOCC-S5-P [v6], Modified 5/24/02 11:45 AM
Requested by: Senators Dalton, Lucas, Garrou, Robinson, Plyler, Odom, Lee

HAYWOOD REGIONAL HIGH TECHNOLOGY CENTER

SECTION #. The Office of State Budget and Management shall transfer funding for Haywood Regional High Technology Center from the special allotments line item to a new line item entitled "Haywood Regional High Technology Center".

Special Provision 2002-DOCC-S8-P [v16], Modified 6/8/02 4:21 PM
Requested by: Senators Dalton, Lucas, Garrou, Rand, Plyler, Odom, Lee

REALIGNMENT OF FUNDING

SECTION #.(a) Academic Support Supplement. – Effective July 1, 2002, funding for the Academic Support Supplement shall no longer be included as part of the curriculum instruction formula but shall be allocated from a separate line item in State Aid fund code 1600. The State Board of Community Colleges shall allocate these funds to the colleges on the basis of the budgeted FTE curriculum student enrollment for the current fiscal year.

Nothing in this section shall be construed to provide or to indicate the intent of the General Assembly to provide additional funding for the Academic Support Supplement.

SECTION #.(b) Formula Modification Restrictions. – The State Board of Community Colleges may examine and recommend to the General Assembly new State Aid allocation options that more closely align the allocation and expenditure of State-appropriated resources. The State Board shall report any recommendations regarding modifications to the formula to the Senate Appropriations Committee on Education/Higher Education, the House Appropriations Subcommittee on Education, the President Pro Tempore of the Senate, the Speaker of the House of Representatives, and the Fiscal Research Division.

SECTION #.(c) Effective July 1, 2002, the State Board of Community Colleges shall no longer allocate funds for the Botanical Laboratory from General Fund appropriations. Instead, no more than two hundred thousand dollars ($200,000) from excess overrealized receipts shall be used for this purpose.

Special Provision 2002-DOCC-S9-P [v8], Modified 5/24/02 2:23 PM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

TEMPORARY RULES ON FTE FOR TRAINING PROVIDED TO LAW ENFORCEMENT PERSONNEL

SECTION #.(a) The State Board of Community Colleges may adopt temporary rules clarifying the conditions under which community colleges may earn budgeted FTE for training provided to personnel in law enforcement, fire and rescue services, and emergency medical service agencies.

SECTION #.(b) This section becomes effective when this act becomes law and expires six months after that date.

Special Provision 2002-DOCC-S10-P [v4], Modified 6/7/02 5:32 PM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

COMMUNITY COLLEGE SYSTEM STUDY

SECTION #. The State Board of Community Colleges shall hire an outside consultant to consider:

(1) The organization and structure of the Community College System, the number of colleges within the System, the location and size of the colleges, and whether the State could realize any administrative savings from the consolidation of some colleges or programs, and

(2) The formula used to fund administration at the colleges, appropriate funding levels for administration of the various colleges, and the appropriate number of administrative staff members for colleges of different sizes.

The State Board of Community Colleges shall report the results of the study to the Joint Legislative Education Oversight Committee and the Fiscal Research Division no later than February 1, 2003.

PART IX. UNIVERSITIES

Special Provision 2002-UNC-S1-P [v5], Modified 5/24/02 1:56 PM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

ELIZABETH CITY STATE UNIVERSITY PHARMACY SCHOOL

SECTION #. The Board of Governors of The University of North Carolina shall establish an accredited and fully staffed stand-alone school of pharmacy at Elizabeth City State University no later than the 2004-2005 academic year. The Board of Governors shall immediately begin to implement the proposals regarding establishment of a fully staffed stand-alone school of pharmacy at Elizabeth City State University as set out in the feasibility study conducted in compliance with Section 31.10(c) of S.L. 2001-424.

Special Provision 2002-UNC-S2-P [v8], Modified 6/8/02 6:06 PM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

TRANSFER COLLECTION RESPONSIBILITIES FOR CERTAIN SCHOLARSHIP PROGRAMS TO STATE EDUCATION ASSISTANCE AUTHORITY

SECTION #.(a) The statutory authority, powers, duties, and functions, records, personnel, property, and unexpended balances of appropriations, allocations, or other funds of the North Carolina Teaching Fellows Commission relating to the collection of loans awarded under G.S. 115C-363.23A when the loan repayments are outstanding for more than 30 days are transferred from the North Carolina Teaching Fellows Commission to the State Education Assistance Authority. This transfer has all of the elements of a Type II transfer as defined by G.S. 143A-6.

SECTION #.(b) The statutory authority, powers, duties, and functions, records, personnel, property, and unexpended balances of appropriations, allocations, or other funds of the Department of Public Instruction relating to the collection of loan repayments for loans awarded under Article 32A of Chapter 115C of the General Statutes when the loans are outstanding for more than 30 days are transferred from the Department of Public Instruction to the State Education Assistance Authority. This transfer has all of the elements of a Type II transfer as defined by G.S. 143A-6.

SECTION #.(c) G.S. 115C-363.23A is amended by adding a new subsection to read:

"(g) The State Education Assistance Authority is responsible for the collection of a loan awarded under this section if the loan repayment is outstanding for more than 30 days."

SECTION #.(d) G.S. 115C-363.23A(f) reads as rewritten:

"(f) All funds appropriated to or otherwise received by the Teaching Fellows Program for scholarships, all funds received as repayment of scholarship loans, and all interest earned on these funds, shall be placed in a revolving fund. This revolving fund shall be used for scholarship loans granted under the Teaching Fellows Program. With the prior approval of the General Assembly in the Current Operations Appropriations Act, the revolving fund may also be used for campus and summer program support, and costs related to disbursement of awards and collection of loan repayments.

The Public School Forum, as administrator for the Teaching Fellows Program, may use up to one hundred fifty thousand dollars ($150,000) annually from the fund balance for costs associated with administration of the Teaching Fellows Program. ~~These funds are in addition to funds required for collection costs related to loan repayments.~~"

SECTION #.(e) Article 32A of Chapter 115C of the General Statutes is amended by adding a new section to read:

"§ 115C-472.1. State Education Assistance Authority collect loan repayments.

The State Education Assistance Authority is responsible for the collection of a loan awarded under this Article if the loan repayment is outstanding for more than 30 days."

SECTION #.(f) G.S. 116-204 is amended by adding the following new subdivisions to read:

"(9) To collect loan repayments for loans awarded under the Teaching Fellows Program pursuant to G.S. 115C-363.23A if the loan repayment is outstanding for more than 30 days.

(10) To collect loan repayments for loans awarded from the Scholarship Loan Fund for Prospective Teachers pursuant to Article 32A of Chapter 115C of the General Statutes if the loan repayment is outstanding for more than 30 days."

Special Provision 2002-UNC-S5-P [v6], Modified 6/8/02 4:21 PM
Requested by: Senators Dalton, Garrou, Lucas , Plyler, Odom, Lee
SUBSTITUTION OF UNC BOND PROJECTS

SECTION #.(a) Pursuant to Section 2(b) of S.L. 2000-3, the General Assembly finds that it is in the best interest of the State to respond to current educational and research program requirements at North Carolina State University by substituting a project entitled Animal and Food Science Facilities for the Meat Processing Laboratory, as contained in Section 2(a) of S.L. 2000-3, and by transferring a portion of the funds from the project entitled Main Campus – Infrastructure (Including Water System), as contained in Section 2(a) of S.L. 2000-3, to this substitute project. Section 2(a) of S.L. 2000-3 is therefore amended as follows:

(1) In the portion under Projects Whose Funding Was Transferred to Disaster Recovery Fund – North Carolina State University, by deleting "Meat Processing Laboratory....$4,853,755".

(2) In the portion under North Carolina State University, by adding "Animal and Food Science Facilities....$6,460,980" and by decreasing by $1,607,225 the $9,330,700 for Main Campus – Infrastructure (Including Water System) so that it reads "Main Campus - Infrastructure (Including Water System)....$7,723,475".

SECTION #.(b) Pursuant to Section 2(b) of S.L. 2000-3, the General Assembly finds that it is in the best interest of the State to respond to current educational requirements at the North Carolina School of the Arts by substituting a project entitled High School Student Residential Facility for the Residential Facility as contained in Section 2(a) of S.L. 2000-3, which was anticipated to be built for college students. Section 2(a) of S.L. 2000-3 is therefore amended in the portion under North Carolina School of the Arts, by deleting "Residence Hall...$1,832,100" and by adding "High School Student Residential Facility...$1,832,100".

SECTION #.(c) Nothing in this section is intended to supersede any other requirement of law or policy for approval of the substituted capital improvement projects.

Special Provision 2002-UNC-S6A-P [v7], Modified 6/8/02 3:53 PM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

UNC SCHOLARSHIP PROGRAMS CONSOLIDATED

SECTION #.(a) Effective July 1, 2003, all funds in the continuation budget for the following scholarship programs shall be combined into one scholarship fund to be known as the "UNC Campus Scholarships":

(1) Minority Presence Grants for undergraduate and doctoral, law and veterinary medicine students as described in the 1979 Consent Decree between the University of North Carolina and the United States Department of Health Education and Welfare at § VI, paragraphs 6.a. and 6.b.

(2) Minority Presence Grants-II as established in Section 17.3A of S.L. 1994-769.

(3) Incentive Scholarship Program for Native Americans as established in Section 17.3 of S.L. 1994-769.

(4) Elizabeth City State University Incentive Program as established by Chapter 738 of the 1987 of the Session Laws.

(5) Incentive Grants for Certain Constituent Institutions as established by S.L. 1991-689.

(6) Freshman Scholars Programs as established by Section 46 of S.L. 1993- 561.

(7) Legislative College Opportunity Program as established by Section 17.14 of S.L. 1994-769.

SECTION #.(b) All obligations to students for uses of the funds set out in subsection (a) of this section that were made prior to the effective date of this act shall be fulfilled as to students who remain eligible under the provisions of the respective programs.

SECTION #.(c) Except as provided in subsection (d) of this section, funds in the UNC Campus Scholarships shall be distributed among the constituent institutions of The University of North Carolina in the same amounts as previous to the effective date of this act.

SECTION #.(d) Funds in the UNC Campus Scholarships allocated for doctoral study shall be reallocated based on the proportion of doctoral students enrolled at each of the campuses that have doctoral students. These funds shall continue to be committed only to doctoral students who are North Carolina residents and shall be allocated based on need. The funds previously in the Incentive Scholarship Program for Native Americans at the doctoral level shall be distributed evenly among the campuses with doctoral programs.

SECTION #.(e) The Board of Trustees of each constituent institution shall define its particular campus goals and guidelines for the use of the UNC Campus Scholarships for undergraduates. The chancellor of each constituent institution shall submit its proposed guidelines to the President of The University of North Carolina for approval before implementing them. Only residents of North Carolina shall be eligible to receive grants from the UNC Campus Scholarships. Unless a campus has determined that it has sufficient diversity in its undergraduate student population to provide the educational benefits of diversity, the campus shall use at least the portion of these funds that previously provided Minority Presence Grants for undergraduates to promote diversity within the undergraduate student body of the campus to the extent permitted by the constitution and laws of the State of North Carolina and of the United States.

SECTION #.(f) No constituent institution is required to have a community service requirement for receipt of grants from the UNC Campus Scholarships.

SECTION #.(g) The State Education Assistance Authority shall administer the UNC Campus Scholarships. Upon the naming of recipients of grants from the UNC Campus Scholarships, each constituent institution shall inform the State Education Assistance Authority (SEAA) of its decisions. The SEAA shall perform all of the administrative functions necessary to implement this program. The North Carolina State Education Assistance Authority shall conduct periodic evaluations of expenditures of the UNC Campus Scholarships to determine if allocations are being utilized, are addressing the financial needs of students or other needs identified by the constituent institutions, and are improving diversity on the campuses. SEAA may make recommendation for redistribution of funds to the President of The University of North Carolina who may authorize redistribution of unutilized funds for a particular fiscal year among the constituent institutions.

SECTION #.(h) Each constituent institution shall maintain the current proportion of allocation of these funds for undergraduate Native American students. To be eligible for such a grant, a student must be a resident of North Carolina and must be a Native American, defined as an individual who maintains cultural and political identification as a Native American through membership in an Indian tribe recognized by the State of North Carolina or by the United States. The North Carolina State Education Assistance Authority may redistribute to another constituent institution funds for Native Americans which are uncommitted by January 5 of each fiscal year.

Special Provision 2002-UNC-S7-P [v3], Modified 6/8/02 1:20 PM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee
ELIMINATE UNC MAILING LIST DUPLICATION

SECTION #. Section 10.11 of S.L. 1999-237 reads as rewritten:

"**Section 10.11**. Each constituent institution of The University of North Carolina and each community college shall provide to students and their families a brief, clear explanation of federal tax credits (the HOPE and Lifetime Learning Credits) that are available for educational purposes. The explanation shall include the limitations of the credits as well as examples of the potential benefits under certain tax situations. The constituent institution shall provide the tax credit information to the student ~~and~~ or the student's parents when the institution notifies each of the amount of tuition and fees paid for a calendar year."

Special Provision 2002-UNC-S9-P [v6], Modified 6/8/02 1:21 PM
Requested by: Senators Dalton, Garrou, Lucas, Plyler, Odom, Lee
AID TO PRIVATE COLLEGES TECHNICAL CORRECTIONS

SECTION #. G.S. 116-21.4(a) reads as rewritten:

"(a) Expenditures made pursuant to G.S. 116-19, 116-20, 116-21.1, or 116-21.2 may be used only for secular educational purposes at ~~an institution as defined by G.S. 116-22.~~nonprofit institutions of higher learning that meet the qualifications set out in G.S. 116-22."

Special Provision 2002-UNC-S10-P [v5], Modified 6/8/02 7:12 PM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee
UNC FLEXIBILITY GUIDELINES

SECTION #. The chancellor of each constituent institution shall report to the Board of Governors of The University of North Carolina on the reductions made to the General Fund budget codes in order to meet the reduction reserve amounts for that institution. The director of the North Carolina School of Science and Mathematics shall report to the Board of Governors of The University of North Carolina on the reductions made in its General Fund budget code in order to meet the reduction reserve amounts for that institution. The President of The University of North Carolina shall report to the Board of Governors of The University of North Carolina on the reductions made to the General Fund budget codes controlled by the Board in order to meet the reduction reserve amounts for those entities. The Board of Governors shall make a summary report to the Fiscal Research Division by October 31, 2002, on all reductions made by these entities and constituent institutions in order to reduce the budgets by the targeted amounts.

Special Provision 2002-UNC-S13-P [v6], Modified 6/8/02 5:55 PM
Requested by: Senators Dalton, Lucas, Garrou, Clodfelter, Dannelly, Hoyle, Odom, Plyler, Lee
OUT-OF-STATE INSTITUTIONS WITH NC CAMPUSES

SECTION #. G. S. 116-22 reads as rewritten:

"§ 116-22. Definitions applicable to §§ 116-19 to 116-22.

As used in G.S. 116-19 through 116-22:

(1) "Institution" shall mean an educational institution with ~~its main~~ a main permanent campus located in this State that is not owned or operated by the State of North Carolina or by an agency or political subdivision of the State or by any combination thereof, ~~that is accredited by the Southern Association of Colleges and Schools under the standards of the College Delegate Assembly of said Association~~ and that satisfies all of the following:

a. Is accredited by the Southern Association of Colleges and Schools under the standards of the College Delegate Assembly of the Association or by the New England Association of Schools and Colleges through its Commissions on Institutions of Higher Education.

b. Awards a postsecondary degree as defined in G.S. 116-15. ~~and that is~~

c. Is not a seminary, Bible school, Bible college or similar religious institution.

(1a) "Main permanent campus" shall mean a campus owned by the institution that provides permanent on-premises housing, food services, and classrooms with full-time faculty members and administration that engages in postsecondary degree activity as defined in G.S. 116-15.

(2) "Student" shall mean a person enrolled in an institution that is located in the State who qualifies as a resident of North Carolina in accordance with definitions of residency that may from time to time be adopted by the Board of Governors of the University of North Carolina and published in the residency manual of said Board; and a person who has not received a bachelor's degree, or qualified therefore, and who is otherwise classified as an undergraduate under such regulations as the Board of Governors of the University of North Carolina may promulgate. The enrollment figures required by G.S. 116-19 through 116-22 shall be the number of full-time equivalent students as computed under regulations prescribed by the Board of Governors of the University of North Carolina. Qualification for in-State tuition under G.S. 116-143.3 makes a person a "student" as defined in this subdivision."

Special Provision 2002-UNC-S14-P [v4], Modified 6/8/02 4:20 PM

Requested by: Senator Robinson, Plyler, Odom, Lee

FOCUSED GROWTH PILOT PROGRAM

SECTION #. The Board of Governors of The University of North Carolina may allow Elizabeth City State University, the University of North Carolina at

Pembroke, and Western Carolina University each to allocate up to one hundred seventy-eight thousand three hundred eighty dollars ($178,380) of the funds allocated to them for focused enrollment growth for a maximum of 20 Prospective Teacher Scholars. These funds may be used to recruit new nonresident students to enter into agreements to: (i) pursue a full-time course of study that will lead to teacher certification in North Carolina and (ii) teach in a North Carolina public school or a school operated by the United States government in North Carolina for one year for each year that they receive this benefit. The Board of Governors shall establish guidelines and regulations for this pilot program, including methodology for determining its success in increasing the supply of qualified teachers for North Carolina public schools. The Board shall report its guidelines and regulations to guide these pilot programs to the Joint Legislative Education Oversight Committee by September 15, 2002. The Board shall report annually to the Committee on the progress of the pilot programs and their costs.

PART VII. PUBLIC SCHOOLS

Special Provision 2002-DPI-S1-P [v9], Modified 6/6/02 2:44 PM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

TEACHER SALARY SCHEDULES

SECTION #.(a) Effective for the 2002-2003 school year, the annual longevity payments for teachers whose salaries are supported from the State's General Fund are one and one-half percent (1.5%) of base salary for 10 to 14 years of State service, two and twenty-five hundredths percent (2.25%) of base salary for 15 to 19 years of State service, three and twenty-five hundredths percent (3.25%) of base salary for 20 to 24 years of State service, and four and one-half percent (4.5%) of base salary for 25 or more years of State service. These funds shall be allocated to individuals according to rules adopted by the State Board of Education. The longevity payment shall be paid in a lump sum once a year.

SECTION #.(b) For the 2002-2003 school year, the following monthly salary schedules shall apply to certified personnel of the public schools who are classified as teachers. The schedule contains 30 steps with each step corresponding to one year of teaching experience.

2002-2003 MONTHLY SALARY SCHEDULE
"A" TEACHERS

Years of Experience	"A" Teachers	NBPTS Certification
0	$2,525	N/A
1	$2,525	N/A
2	$2,567	N/A
3	$2,611	$2,924
4	$2,764	$3,096
5	$2,904	$3,252
6	$3,036	$3,400
7	$3,164	$3,544
8	$3,266	$3,658
9	$3,314	$3,712
10	$3,362	$3,765
11	$3,412	$3,821
12	$3,461	$3,876
13	$3,511	$3,932
14	$3,561	$3,988
15	$3,614	$4,048
16	$3,667	$4,107
17	$3,722	$4,169

18	$3,777	$4,230
19	$3,834	$4,294
20	$3,892	$4,359
21	$3,950	$4,424
22	$4,011	$4,492
23	$4,072	$4,561
24	$4,136	$4,632
25	$4,200	$4,704
26	$4,264	$4,776
27	$4,330	$4,850
28	$4,398	$4,926
29	$4,467	$5,003

2002-2003 MONTHLY SALARY SCHEDULE
"M" TEACHERS

Years of Experience	"M" Teachers	NBPTS Certification
0	$2,778	N/A
1	$2,778	N/A
2	$2,824	N/A
3	$2,872	$3,217
4	$3,040	$3,405
5	$3,194	$3,577
6	$3,340	$3,741
7	$3,480	$3,898
8	$3,593	$4,024
9	$3,645	$4,082
10	$3,698	$4,142
11	$3,753	$4,203
12	$3,807	$4,264
13	$3,862	$4,325
14	$3,917	$4,387
15	$3,975	$4,452
16	$4,034	$4,518
17	$4,094	$4,585
18	$4,155	$4,654
19	$4,217	$4,723
20	$4,281	$4,795
21	$4,345	$4,866
22	$4,412	$4,941
23	$4,479	$5,016
24	$4,550	$5,096

25	$4,620	$5,174
26	$4,690	$5,253
27	$4,763	$5,335
28	$4,838	$5,419
29	$4,914	$5,504

SECTION #.(c) Notwithstanding the salary schedules set out in subsection (b) of this subsection:

(1) Certified personnel of the public schools who are classified as "A" teachers for 2002-2003 fiscal year and who had 30 or more years of experience during the 2001-2002 fiscal year shall receive a monthly salary of four thousand five hundred thirty-eight dollars ($4,538);

(2) Certified personnel of the public schools who are classified as "A" teachers for 2002-2003 fiscal year who had 30 or more years of experience during the 2001-2002 fiscal year and have a NBPTS Certification shall receive a monthly salary of five thousand eighty-three dollars ($5,083);

(3) Certified personnel of the public schools who are classified as "M" teachers for 2002-2003 fiscal year and who had 30 or more years of experience during the 2001-2002 fiscal year shall receive a monthly salary of four thousand nine hundred ninety-two dollars ($4,992); and

(4) Certified personnel of the public schools who are classified as "M" teachers for 2002-2003 fiscal year who had 30 or more years of experience during the 2001-2002 fiscal year and have a NBPTS Certification shall receive a monthly salary of five thousand five hundred ninety-one dollars ($5,591).

SECTION #.(d) Certified public school teachers with certification based on academic preparation at the six-year degree level shall receive a salary supplement of one hundred twenty-six dollars ($126.00) per month in addition to the compensation provided for certified personnel of the public schools who are classified as "M" teachers. Certified public school teachers with certification based on academic preparation at the doctoral degree level shall receive a salary supplement of two hundred fifty-three dollars ($253.00) per month in addition to the compensation provided for certified personnel of the public schools who are classified as "M" teachers.

SECTION #.(e) Effective for the 2002-2003 school year, the first step of the salary schedule for school psychologists shall be equivalent to Step 5, corresponding to five years of experience, on the salary schedule established in this section for certified personnel of the public schools who are classified as "M" teachers. Certified psychologists shall be placed on the salary schedule at an appropriate step based on their years of experience. Certified psychologists shall receive longevity payments based on years of State service in the same manner as teachers.

Certified psychologists with certification based on academic preparation at the six-year degree level shall receive a salary supplement of one hundred twenty-six dollars ($126.00) per month in addition to the compensation provided for certified

psychologists. Certified psychologists with certification based on academic preparation at the doctoral degree level shall receive a salary supplement of two hundred fifty-three dollars ($253.00) per month in addition to the compensation provided for certified psychologists.

SECTION #.(f) Effective for the 2002-2003 school year, speech pathologists who are certified as speech pathologists at the masters degree level and audiologists who are certified as audiologists at the masters degree level and who are employed in the public schools as speech and language specialists and audiologists shall be paid on the school psychologist salary schedule.

Speech pathologists and audiologists with certification based on academic preparation at the six-year degree level shall receive a salary supplement of one hundred twenty-six dollars ($126.00) per month in addition to the compensation provided for speech pathologists and audiologists. Speech pathologists and audiologists with certification based on academic preparation at the doctoral degree level shall receive a salary supplement of two hundred fifty-three dollars ($253.00) per month in addition to the compensation provided for speech pathologists and audiologists.

SECTION #.(g) Certified school nurses who are employed in the public schools as nurses shall be paid on the "M" salary schedule.

SECTION #.(h) As used in this section, the term "teacher" shall also include instructional support personnel.

Special Provision 2002-DPI-S2-P [v9], Modified 5/24/02 3:20 PM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

SCHOOL-BASED ADMINISTRATOR SALARY SCHEDULE

SECTION #.(a) The base salary schedule for school-based administrators shall apply only to principals and assistant principals. The base salary schedule for the 2002-2003 fiscal year, commencing July 1, 2002, is as follows:

2002-2003
PRINCIPAL AND ASSISTANT PRINCIPAL SALARY SCHEDULES

CLASSIFICATION

Yrs of Exp	Assistant Principal	Prin I (0-10)	Prin II (11-21)	Prin III (22-32)	Prin IV (33-43)
0-4	$3,226				
5	$3,226				
6	$3,373				
7	$3,515				
8	$3,629				
9	$3,681	$3,681			
10	$3,735	$3,735			
11	$3,791	$3,791	$3,845		

12	$3,845	$3,845	$3,901		
13	$3,901	$3,901	$3,956	$4,015	
14	$3,956	$3,956	$4,015	$4,074	$4,135
15	$4,015	$4,015	$4,074	$4,135	$4,197
16	$4,074	$4,074	$4,135	$4,197	$4,259
17	$4,135	$4,135	$4,197	$4,259	$4,324
18	$4,197	$4,197	$4,259	$4,324	$4,388
19	$4,259	$4,259	$4,324	$4,388	$4,456
20	$4,324	$4,324	$4,388	$4,456	$4,524
21	$4,388	$4,388	$4,456	$4,524	$4,596
22	$4,456	$4,456	$4,524	$4,596	$4,666
23	$4,524	$4,524	$4,596	$4,666	$4,737
24	$4,596	$4,596	$4,666	$4,737	$4,811
25	$4,666	$4,666	$4,737	$4,811	$4,886
26	$4,737	$4,737	$4,811	$4,886	$4,963
27	$4,811	$4,811	$4,886	$4,963	$5,042
28	$4,886	$4,886	$4,963	$5,042	$5,143
29	$4,963	$4,963	$5,042	$5,143	$5,246
30	$5,042	$5,042	$5,143	$5,246	$5,351
31	$5,143	$5,143	$5,246	$5,351	$5,458
32	$5,246	$5,246	$5,351	$5,458	$5,567
33		$5,351	$5,458	$5,567	$5,678
34			$5,567	$5,678	$5,792
35			$5,678	$5,792	$5,908
36				$5,908	$6,026
37				$6,026	$6,147
38					$6,270

2002-2003

PRINCIPAL AND ASSISTANT PRINCIPAL SALARY SCHEDULES

CLASSIFICATION

Yrs of Exp	Prin V (44-54)	Prin VI (55-65)	Prin VII (66-100)	Prin VIII (101+)
0-4				
5				
6				
7				
8				
9				
10				

11				
12				
13				
14				
15	$4,259			
16	$4,324			
17	$4,388	$4,456		
18	$4,456	$4,524	$4,666	
19	$4,524	$4,596	$4,737	$4,811
20	$4,596	$4,666	$4,811	$4,886
21	$4,666	$4,737	$4,886	$4,963
22	$4,737	$4,811	$4,963	$5,042
23	$4,811	$4,886	$5,042	$5,143
24	$4,886	$4,963	$5,143	$5,246
25	$4,963	$5,042	$5,246	$5,351
26	$5,042	$5,143	$5,351	$5,458
27	$5,143	$5,246	$5,458	$5,567
28	$5,246	$5,351	$5,567	$5,678
29	$5,351	$5,458	$5,678	$5,792
30	$5,458	$5,567	$5,792	$5,908
31	$5,567	$5,678	$5,908	$6,026
32	$5,678	$5,792	$6,026	$6,147
33	$5,792	$5,908	$6,147	$6,270
34	$5,908	$6,026	$6,270	$6,395
35	$6,026	$6,147	$6,395	$6,523
36	$6,147	$6,270	$6,523	$6,653
37	$6,270	$6,395	$6,653	$6,786
38	$6,395	$6,523	$6,786	$6,922
39	$6,523	$6,653	$6,922	$7,060
40		$6,786	$7,060	$7,201
41		$6,922	$7,201	$7,345
42			$7,345	$7,492

SECTION #.(b) The appropriate classification for placement of principals and assistant principals on the salary schedule, except for principals in alternative schools, shall be determined in accordance with the following schedule:

Classification	**Number of Teachers Supervised**
Assistant Principal	
Principal I	Fewer than 11 Teachers
Principal II	11-21 Teachers
Principal III	22-32 Teachers
Principal IV	33-43 Teachers
Principal V	44-54 Teachers

Principal VI	55-65 Teachers
Principal VII	66-100 Teachers
Principal VIII	More than 100 Teachers

The number of teachers supervised includes teachers and assistant principals paid from State funds only; it does not include teachers or assistant principals paid from non-State funds or the principal or teacher assistants.

The beginning classification for principals in alternative schools shall be the Principal III level. Principals in alternative schools who supervise 33 or more teachers shall be classified according to the number of teachers supervised.

SECTION #.(c) A principal shall be placed on the step on the salary schedule that reflects:

(1) The total number of years of experience as a certificated employee of the public schools and

(2) An additional step for every three years of experience as a principal prior to the 2001-2002 school year.

SECTION #.(d) A principal or assistant principal shall continue to receive any additional State-funded percentage increases earned for the 1997-1998, 1998-1999, and 1999-2000 school years for improvement in student performance or maintaining a safe and orderly school.

SECTION #.(e) Principals and assistant principals with certification based on academic preparation at the six-year degree level shall be paid a salary supplement of one hundred twenty-six dollars ($126.00) per month and at the doctoral degree level shall be paid a salary supplement of two hundred fifty-three dollars ($253.00) per month.

SECTION #.(f) There shall be no State requirement that superintendents in each local school unit shall receive in State-paid salary at least one percent (1%) more than the highest paid principal receives in State salary in that school unit: Provided, however, the additional State-paid salary a superintendent who was employed by a local school administrative unit for the 1992-93 fiscal year received because of that requirement shall not be reduced because of this subsection for subsequent fiscal years that the superintendent is employed by that local school administrative unit so long as the superintendent is entitled to at least that amount of additional State-paid salary under the rules in effect for the 1992-93 fiscal year.

SECTION #.(g) Longevity pay for principals and assistant principals shall be as provided for State employees under the State Personnel Act.

SECTION #.(h)

(1) If a principal is reassigned to a higher job classification because the principal is transferred to a school within a local school administrative unit with a larger number of State-allotted teachers, the principal shall be placed on the salary schedule as if the principal had served the principal's entire career as a principal at the higher job classification.

(2) If a principal is reassigned to a lower job classification because the principal is transferred to a school within a local school administrative unit with a smaller number of State-allotted teachers, the principal

shall be placed on the salary schedule as if the principal had served the principal's entire career as a principal at the lower job classification.

This subsection applies to all transfers on or after the effective date of this section, except transfers in school systems that have been created, or will be created, by merging two or more school systems. Transfers in these merged systems are exempt from the provisions of this subsection for one calendar year following the date of the merger.

SECTION #.(i) Participants in an approved full-time Masters in School Administration program shall receive up to a 10-month stipend at the beginning salary of an assistant principal during the internship period of the masters program. Certification of eligible full-time interns shall be supplied to the Department of Public Instruction by the Principal Fellows Program or a school of education where the intern participates in a full-time Masters in School Administration.

SECTION #.(j) During the 2002-2003 fiscal year, the placement on the salary schedule of an administrator with a one-year provisional assistant principal's certificate shall be at the entry-level salary for an assistant principal or the appropriate step on the teacher salary schedule, whichever is higher.

Special Provision 2002-DPI-S3A-P [v4], Modified 5/24/02 2:17 PM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee
LITIGATION RESERVE FUNDS

SECTION #. The State Board of Education may expend up to five hundred thousand dollars ($500,000) for the 2002-2003 fiscal year from unexpended funds for certified employees' salaries to pay expenses related to pending litigation.

Special Provision 2002-DPI-S4A-P [v4], Modified 6/7/02 5:31 PM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee
CHILDREN WITH DISABILITIES

SECTION #. The State Board of Education shall allocate funds for children with disabilities on the basis of two thousand six hundred eighty-six dollars and fifty cents ($2,686.50) per child for a maximum of 161,845 children for the 2002-2003 school year. Each local school administrative unit shall receive funds for the lesser of (i) all children who are identified as children with disabilities or (ii) twelve and five-tenths percent (12.5%) of the 2002-2003 allocated average daily membership in the local school administrative unit.

Special Provision 2002-DPI-S5-P [v8], Modified 6/10/02 10:04 AM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee
FUNDS FOR ACADEMICALLY GIFTED CHILDREN

SECTION #. The State Board of Education shall allocate funds for academically or intellectually gifted children on the basis of eight hundred eighty-eight dollars ($888.00) per child. A local school administrative unit shall receive funds for a maximum of four percent (4%) of its 2002-2003 allocated average daily membership, regardless of the number of children identified as academically or intellectually gifted in

the unit. The State Board shall allocate funds for no more than 53,075 children for the 2002-2003 school year.

The dollar amounts allocated under this section for academically or intellectually gifted children shall also increase in accordance with legislative salary increments for personnel who serve academically or intellectually gifted children.

Special Provision 2002-DPI-S6-P [v5], Modified 5/24/02 2:14 PM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee
FUNDS FOR THE TESTING AND IMPLEMENTATION OF THE NEW STUDENT INFORMATION SYSTEM

SECTION #. Section 28.32 of S.L. 2001-424 reads as rewritten:

"SECTION 28.32. The State Board of Education may transfer up to one million dollars ($1,000,000) in funds appropriated for the Uniform Education Reporting System for the 2001-2002 fiscal year <u>and up to one million dollars ($1,000,000) in funds appropriated for the Uniform Education Reporting System for the 2002-2003 fiscal year</u> to the Department of Public Instruction to lease or purchase equipment necessary for the testing and implementation of NC WISE, the new student information system in the public schools."

Special Provision 2002-DPI-S9-P [v6], Modified 6/7/02 5:53 PM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee
FUNDS TO IMPLEMENT THE ABCs OF PUBLIC EDUCATION

SECTION #.(a) The State Board of Education shall use funds appropriated for State Aid to Local School Administrative Units for the 2002-2003 fiscal year to provide incentive funding for schools that met or exceeded the projected levels of improvement in student performance during the 2001-2002 school year, in accordance with the ABCs of Public Education Program. In accordance with State Board of Education policy:

(1) Incentive awards in schools that achieve higher than expected improvements may be up to:
   a. One thousand five hundred dollars ($1,500) for each teacher and for certified personnel; and
   b. Five hundred dollars ($500.00) for each teacher assistant.

(2) Incentive awards in schools that meet the expected improvements may be up to:
   a. Seven hundred fifty dollars ($750.00) for each teacher and for certified personnel; and
   b. Three hundred seventy-five dollars ($375.00) for each teacher assistant.

SECTION #.(b) The State Board of Education may use funds appropriated to State Aid to Local School Administrative Units for assistance teams to low-performing schools.

Special Provision 2002-DPI-S11-P [v7], Modified 6/7/02 6:21 PM

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

REVISION OF READING AND WRITING ASSESSMENTS

SECTION #. Of the funds appropriated to State Aid to Local School Administrative Units, the State Board of Education may use up to one million dollars ($1,000,000) for the 2002-2003 fiscal year to revise the reading and writing assessments.

Special Provision 2002-DPI-S13-P [v7], Modified 5/24/02 2:42 PM

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

FUNDS FOR INSTRUCTIONAL SUPPLIES

SECTION #.(a) Section 28.39(a) of S.L. 2001-424 applies only to funds appropriated for the 2001-2002 fiscal year.

SECTION #.(b) The Joint Legislative Education Oversight Committee shall study the viability of the State contracting with on-line school supply vendors to allow teachers free access to a specific amount of school supplies, textbooks, test, and other classroom related materials. The Committee shall determine if the establishment of an on-line debit account for each teacher is cost effective and an efficient way to meet the supply needs of teachers. The Committee shall report to the General Assembly its findings and any recommended action by January 15, 2003.

Special Provision 2002-DPI-S17-P [v6], Modified 5/24/02 10:53 AM

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

FUNDS FOR MENTOR PAY

SECTION #. State funds appropriated for mentor pay shall be used only to provide mentors for employees who are in State-funded positions and who are either (i) newly certified teachers in their first two years of employment as teachers or (ii) entry-level instructional support personnel who have not previously been teachers and who are in their first year of employment as instructional support personnel.

Special Provision 2002-DPI-S19-P [v8], Modified 5/24/02 1:04 PM

Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

CONVERSION OF ACCUMULATED LEAVE TIME

SECTION #.(a) G.S. 115C-302.1 reads as rewritten:

"115C-302.1. Salary.

...

~~(c1) Conversion of Leave. Teachers may accumulate annual vacation leave days without any applicable maximum until June 30 of each year. In order that only 30 days of annual vacation leave carry forward to July 1, on June 30 of each year any teacher or other personnel paid on the teacher salary schedule who has accumulated more than 30 days of annual vacation leave shall:~~

~~(1) Convert to either sick leave or to pay the excess accumulation that is the result of the teacher having to forfeit annual vacation leave in order to attend required workdays; and~~

~~(2) Convert to sick leave the remaining excess accumulation.~~

~~Local boards of education shall identify which days are accumulated due to the teacher forfeiting annual vacation leave in order to attend required workdays. Actual payment for excess accumulated annual vacation leave may be made after July 1.~~

~~(c2) Conversion of Leave Upon Separation of Service. Upon separation from service due to service retirement, resignation, dismissal, reduction in force, or death, an employee shall be paid in a lump sum for accumulated annual vacation leave not to exceed a maximum of 30 days. Employees going onto term disability may exhaust annual leave rather than be paid in a lump sum.~~

~~Any teacher or other personnel paid on the teacher salary schedule who has more than 30 days of accumulated annual vacation leave at the time the person retires shall:~~

~~(1) Convert to either sick leave or to pay the excess accumulation that is the result of the teacher having to forfeit annual vacation leave in order to attend required workdays; and~~

~~(2) Convert to sick leave the remaining excess accumulation which may be used for creditable service at retirement in accordance with G.S. 135-4(e).~~

~~Local boards of education shall identify which days are accumulated due to the teacher forfeiting annual vacation leave in order to attend required workdays.~~

(c3) Teachers may accumulate annual vacation leave days without any applicable maximum until June 30 of each year. In order that only 30 days of annual vacation leave carry forward to July 1, on June 30 of each year any teacher or other personnel paid on the teacher salary schedule who has accumulated more than 30 days of annual vacation leave shall convert to sick leave the remaining excess accumulation.

Upon separation from service due to service retirement, resignation, dismissal, reduction in force, or death, an employee shall be paid in a lump sum for accumulated annual leave not to exceed a maximum of 30 days. In addition to the maximum of 30 days pay for accumulated annual leave, upon separation from service due to service retirement, any teacher or other personnel paid on the teacher salary schedule with more than 30 days of accumulated annual vacation leave may convert some or all of the excess accumulation to sick leave for creditable service towards retirement. Employees going onto term disability may exhaust annual leave rather than be paid in a lump sum.

...."

SECTION #.(b) This section applies only to leave days accruing after the date this act becomes law.

Special Provision 2002-DPI-S21-P [v3], Modified 5/24/02 10:54 AM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

RESA FUNDS SHALL BE USED FOR STAFF DEVELOPMENT

SECTION #.(a) Funds allocated to local school administrative units for Regional Education and Technical Assistance Centers and not expended prior to July 1, 2002, shall remain available to local school administrative units for the 2002-2003 fiscal year. These funds shall be transferred to the staff development funding allotment and shall be used only for staff development.

SECTION #.(b) This section becomes effective June 30, 2002.

Special Provision 2002-DPI-S28A-P [v9], Modified 6/7/02 6:20 PM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

BASE BUDGET REDUCTION TO DEPARTMENT OF PUBLIC INSTRUCTION

SECTION #.(a) Notwithstanding any other provision of law, the Department of Public Instruction may use salary reserve funds and other funds in the Department's continuation budget to transfer and reclassify positions as necessary to implement the reduction in force for the 2002-2003 fiscal year. The Department of Public Instruction shall transfer personnel operations to the Office of State Personnel, thereby eliminating four personnel positions.

The State Board of Education shall study the appropriate management structure and budget size of the Department of Public Instruction. The Board shall report the results of this study to the Joint Legislative Education Oversight Committee.

SECTION #.(b) The Office of State Budget and Management shall issue a Request for Proposals for an analysis of the structure and operation of the Department of Public Instruction that identifies potential efficiencies and savings in the operations of the Department. The analysis may consider consolidation of functions with other agencies and automation of functions.

The Request for Proposals may include contingency proposals based on potential savings.

The Office of State Budget and Management shall consult with the Joint Legislative Oversight Committee prior to the award of the contract.

Special Provision 2002-DPI-S29C-P [v8], Modified 6/7/02 4:58 PM
Requested by: Senators Dalton, Lucas, Garrou , Plyler, Odom, Lee

REPLACEMENT SCHOOL BUSES FUNDS

SECTION #.(a) Of the funds appropriated to the State Board of Education for the 2002-2003 fiscal year, the Board may use up to ten million dollars ($10,000,000) for grants to local boards of education for replacement school buses under G.S. 115C-249(c) and (d). In making these grants, the State Board of Education may impose any of the following conditions:

(1) The local board of education must use the funds only to make the first year's payment on a financing contract entered into pursuant to G.S. 115C-528.

(2) The term of a financing contract entered into under this section shall not exceed three years.

(3) The local board of education must purchase the buses only from vendors selected by the State Board of Education and on terms approved by the State Board of Education.

(4) The State Board of Education shall solicit bids for the direct purchase of buses and for the purchasing of buses through financing. The State Board of Education may solicit separate bids for financing if the Board determines that multiple financing options are more cost-efficient.

(5) A bus financed pursuant to this section must meet all federal motor vehicle safety regulations for school buses.

(6) Any other condition the State Board of Education considers appropriate.

SECTION #.(b) It is the intent of the General Assembly to continue its annual appropriations to the State Board of Education for replacement school buses.

SECTION #.(c) Any term contract for the purchase or lease-purchase of school buses or school activity buses shall not require vendor payment of the electronic procurement transaction fee of the North Carolina E-Procurement Service.

Special Provision 2002-DPI-S30-P [v5], Modified 5/24/02 12:40 PM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee

CURRICULUM REVIEW REQUIRED ON A REGULAR BASIS

SECTION #. G.S. 115C-12(9a) reads as rewritten:

"(9a) Power to Develop Content Standards. – The Board shall develop a comprehensive plan to revise content standards and the standard course of study in the core academic areas of reading, writing, mathematics, science, history, geography, and civics. The Board shall involve and survey a representative sample of parents, teachers, and the public to help determine academic content standard priorities and usefulness of the content standards. A full review of available and relevant academic content standards that are rigorous, specific, sequenced, clear, focused, and measurable, whenever possible, shall be a part of the process of the development of content standards. The revised content standards developed in the core academic areas shall (i) reflect high expectations for students and an in-depth mastery of the content; (ii) be clearly grounded in the content of each academic area; (iii) be defined grade-by-grade and course-by-course; (iv) be understandable to parents and teachers; (v) be developed in full recognition of the time available to teach the core academic areas at each grade level; and (vi) be measurable, whenever possible, in a reliable, valid, and efficient manner for accountability purposes.

High school course content standards shall include the knowledge and skills necessary to enter the workforce and also shall be aligned with the coursework required for admission to the constituent institutions of The University of North Carolina. The Board shall develop and implement a plan for end-of-course tests for the minimum courses required for admission to the constituent institutions. All end-of-course tests shall be aligned with the content standards.

The Board also shall develop and implement an ongoing process to align State programs and support materials with the revised academic content standards for each core academic area ~~every five years.~~ on a regular basis. Alignment shall include revising textbook criteria, support materials, State tests, teacher and school administrator

preparation, and ongoing professional development programs to be compatible with content standards. The Board shall develop and make available to teachers and parents support materials, including teacher and parent guides, for academic content standards. The State Board of Education shall work in collaboration with the Board of Governors of The University of North Carolina to ensure that teacher and school administrator degree programs, ongoing professional development and other university activity in the State's public schools align with the State Board's priorities."

Special Provision 2002-DPI-S32-P [v4], Modified 5/23/02 9:22 AM
Requested by: Senators Dalton, Lucas, Garrou , Plyler, Odom, Lee
CORPORATE TAX TRANSFER MORATORIUM

SECTION #.(a) Notwithstanding the provisions of G.S. 115C-489.1(b), the Secretary of Revenue shall not deposit any funds in the Critical School Facility Needs Fund during the 2002-2003 fiscal year but shall deposit in the State Public School Fund the funds that would have otherwise been deposited in the Critical School Facility Needs Fund pursuant to G.S. 115C-489.1(b).

SECTION #.(b) Notwithstanding the provisions of G.S. 115C-546.1(b), the Secretary of Revenue shall not remit any funds for credit to the Public School Building Capital Fund during the 2002-2003 fiscal year but shall deposit in the State Public School Fund the funds that would have otherwise been deposited in the Public School Building Capital Fund pursuant to G.S. 115C-546.1(b).

Special Provision 2002-DPI-S35-P [v11], Modified 5/24/02 1:06 PM
Requested by: Senators Dalton, Lucas, Garrou, Plyler, Odom, Lee
STUDY MODIFICATIONS

SECTION #.(a) Supplemental Funding in Low-Wealth Counties (Compliance with the Nonsupplant Requirement). – Section 28.6(i) of S.L. 2001-424 reads as rewritten:

"**SECTION 28.6.(i)** Reports. – The State Board of Education shall report to the Joint Legislative Education Oversight Committee prior to ~~May 1, 2002,~~ May 1, 2002, and May 1, 2003, if it determines that counties have supplanted funds."

SECTION #.(b) Small School System Supplemental Funding (Compliance with the Nonsupplant Requirement). – Section 28.7(e) of S.L. 2001-424 reads as rewritten:

"**SECTION 28.7.(e)** Reports. – The State Board of Education shall report to the Joint Legislative Education Oversight Committee prior to ~~May 1, 2002,~~ May 1, 2002, and May 1, 2003, if it determines that counties have supplanted funds."

SECTION #.(c) Study of the Textbook Distribution System. – Section 28.24 of S.L. 2001-424 reads as rewritten:

"**SECTION 28.24.** The State Board of Education shall contract for an analysis of the best and most efficient method to manage textbook distribution to the local schools. The Board shall prepare a Request for Proposals (RFP) outlining the scope of the analysis

VISITOR REGISTRATION SHEET

Senate Approp.Subcommittee on Ed.-Higher Ed.Comm. June 18, 2002

Name of Committee **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Sam Watts	N.C. Center for Public Policy Research
Audrey Galloway	NCAE
JBM, III	UNC
Alex Kopton	Daily Tar Heel
[illegible]	NCICU
Mark Fleming	UNC System
Suzanne Williams	CC System
Hart Isaacs	DPI
Linda Suggs	DPI
Hal Miller	NCACCT
[illegible]	NCPSS
[illegible]	PSF
[illegible]	NBPDS
Letitia Withrow	NC State Water

VISITOR REGISTRATION SHEET

Senate Approp.Subcommittee on Ed.-Higher Ed.Comm. June 18, 2002

Name of Committee **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Smark Ulram	PBNC
Leonie Winier	NCSBA
Chuck Crum	OSBM
Elizabeth Greenstein	OSBM
Steve Hoffman	NCSBA
Ann McArthur	Governor's Office
Jan Pratt	NCASA
Mack Paul	Helms Mulliss + Wicker
Tim Brewer	NCCCS

House Appropriations Subcommittee on Education
July 23, 2002

Rep. Boyd-McIntyre, Rep. Rogers, Rep. Yongue
Subcommittee Chairs

Welcome and Opening Remarks	Subcommittee Chairs
Summary of Budget Comparisons	Jim Newlin
Review of Governor's Budget Proposal:	
Public Schools	*Jim Newlin*
Community Colleges	*Kristine Leggett*
Universities	*Charlotte Todd*
Review of Senate Budget:	
Public Schools	*Philip Price*
Universities	*Charlotte Todd*
Community Colleges	*Kristine Leggett*
Review of House Options:	
Public Schools	*Philip Price*
Universities	*Charlotte Todd*
Community Colleges	*Kristine Leggett*
Committee Discussion	

MINUTES

HOUSE APPROPRIATIONS/Subcommittee on Education

July 23, 2002

The House Appropriations/Subcommittee on Education met Tuesday, July 23, 2002 at 1:30 p.m. in Room 421 of the Legislative Office Building with Rep. Douglas Yongue, Chair presiding. Members present were Chairs, Rep Yongue and Rep. Rogers, Representatives Barnhart, Bell, Bonner, Carpenter, Holmes, McLawhorn, Michaux, Preston, Russell, Smith, Teague and Warner. Forty-seven visitors attended.

Chairman Yongue called the meeting to order and introduced Courtney Enloe who is serving as an Intern in his office and pages Allison Jessup and Catherine Trottman of Raleigh, sponsored by Rep. Bill Culpepper. After dispensing of announcements the Chair called on Jim Newlin, Fiscal Staff to give a summary of Budget Comparisons, ***(Attachment 1).*** He began his presentation by referring to page one of the education proposals summary presented by the Governor, passed by the Senate and a House Option which would be a starting point for the Committee's deliberations. He also referred to page ***44 through 49*** for a detailed comparison of the Governor's proposal, what is in the Senate Bill and what is in the list of options that the House proposes.. Mr. Newlin then gave an overview of the Public Education recommended adjustments in the Governor's budget. (***Attachment 1, Pages 2-9).*** At the conclusion of his presentation, Mr. Newlin addressed questions from Rep. Michaux and Rep. Russell on Noninstructional Support Reductions and Rep. Smith on School Breakfast Program.

Chairman Yongue then called on Kristine Leggett, Fiscal Staff for her presentation of the Governor's Community College recommended reductions. ***(Attachment 1, Pages 10-15).*** Questions addressed by Ms. Leggett were from Rep. Carpenter on Special Allotments, Rep. Bonner on Compensatory Education, Rep. Smith on Eliminating Supplemental Nursing Student Support and Rep. Barnhart on Community Grants.

MINUTES
Appropriations/Subcommittee on Education
July 23, 2002

Next on the agenda was Charlotte Todd, Fiscal Staff to cover the Governor's recommended reductions for the University budget. ***(Attachment 1, Pages 16-23).*** Ms. Todd responded to questions from Rep. Russell on Position Reductions, Rep. Smith on recurring and non-recurring receipts based on lottery, and Rep. McLawhorn on funds for the North Carolina School of Science and Mathematics.

The Senate Money Report followed the Governor's recommended adjustments and Chairman Yongue asked Philip Price, Fiscal Staff to present the Senate money report on Public Education ***(Attachment 1, Pages 25-28).*** Charlotte Todd Fiscal Staff covered the Senate Budget changes for the Universities. ***(Attachment 1, Pages 29-30),*** and Kristine Leggett covered the Community College portion of the Senate money report. ***(Attachment 1, Pages 31-32)*** Questions and discussion followed.

The House Money Report was next on the agenda and the Chair again called on Philip Price to present Public Education, ***(Attachment 1, Pages 34-38),*** Charlotte Todd to cover the differences in the Senate and House budget, ***(Attachment 1, Pages 39-40)***, and Kristine Leggett to discuss the differences for Community Colleges (***Attachment 1, Pages 41-43).*** At the conclusion of the House Money Report, questions and discussion followed.

There being no further business the Chair adjourned the meeting.

Respectfully Submitted

Representative Douglas Yongue
Chair

Sally Gillis
Committee Assistant

Comparison Budget Presentation

House Appropriations Subcommittee on Education

July 23, 2002

Summary of Education Budget Proposals

	Governor	Senate	House Option
Public Schools	$5,922,582,942	$5,852,793,012	$5,884,636,558
Community Colleges	$641,822,250	$668,189,659	$669,369,729
UNC	$1,748,625,991	$1,781,410,109	$1,775,192,119
Total	$8,313,031,183	$8,302,392,780	$8,329,198,406

Total: General Fund	$8,107,386,137	$8,302,392,780	$8,329,198,406
Total: Lottery	$205,645,046	$0	$0

Current Proposed House Target →	$8,302,392,780 *

* House target does not include $26.8 million for class size reduction in grade 1 which is included in House Option.

Governor's Proposed Budget

House Appropriations Subcommittee on Education

July 23, 2002

1A

GOVERNOR'S PROPOSAL

Public Education

Recommended Adjustments

	2002-03

1. **Revise Average Daily Membership**
Positions, textbooks, instructional equipment, and supplies allocated to the public schools are budgeted on the basis of average daily membership (ADM) of students in the classroom. Budgeted ADM was 1,301,048 for 2001-02 and 1,318,170 for 2002-03. The revised budgeted ADM for 2002-03 is 1,326,865, which is a 8,695 net increase. Budgeted ADM for 2002-03 is based on the higher of 2001-02 actual ADM or 2002-03 projected ADM by local school system.

Receipts from the Highway Fund to be transferred to the Department of Public Instruction for the Driver Education program are adjusted by $1,249,069 due to a projected increase in ADM in the ninth grade.

Requirements	$ 30,238,504
Receipts	1,249,069
Appropriation	$ 28,989,435

Recommended Reductions

Department of Public Instruction

1. **Department of Public Instruction Reduction**
A 10% reduction in personnel and nonpersonnel budget line items is recommended for the Department of Public Instruction. These reductions include the Education Management, Financial and Business Services, Information and Technology Services and Instructional and Accountability Services budget purposes. This reduction includes the elimination of 15 positions in the department. (3,568,264)
Number of Positions (15.0)

Recommended Reductions

Department of Public Instruction - Continued	2002-03	
2. Reduction in Transfers and Reserves A 10% reduction is recommended for the following departmental transfers and reserves: the Public School Forum of North Carolina, Communities In Schools, Schools Attuned, Teacher Cadet Program, NC Network, and Children's Trust Fund.	$ (233,230)	
3. Reduction in Department of Public Instruction's Salary Reserve It is recommended that the Department of Public Instruction's salary reserve be reduced by 50%. Salary reserve consists of the annual remaining salary funds when positions are filled at lower levels than budgeted.	(52,509)	
Public Schools		
4. Average Annual Salary Adjustment An adjustment is recommended to revise the budgeted average annual salaries including principals and assistant principals using actual 2001-02 sixth pay period salaries as the base. This adjustment is made annually after reviewing budgeted salary projections for all certified personnel. Typically, because of turnover in these positions, the actual salaries are lower than budgeted salaries and a reduction is made accordingly. This adjustment does not reduce any salary paid to certified personnel.	(22,788,638)	
5. Delay School Bus Replacement A revision to the school bus replacement schedule is recommended for 2002-03. With this adjustment, the total 2002-03 budget for school bus purchases will be $10,015,377. The department will purchase approximately 161 buses during 2002-03.	(20,000,000)	NR

NR - Nonrecurring

Recommended Reductions

Public Schools - Continued	2002-03	
6. School Breakfast Program The 1999 Session of the General Assembly provided $1,100,000 for a new kindergarten school breakfast program, which began in January 2000. During the 2000 Session of the General Assembly, additional funds were provided to annualize the school breakfast program for all kindergarten students, regardless of income. The students in this program did not include students who were eligible for free or reduced lunch. It is recommended that the School Breakfast Program funding be reduced to reflect actual expenditures.	$ (200,000)	
7. Uniform Education and Reporting System (UERS) It is recommended the Department of Public Instruction extend the implementation schedule for its new statewide reporting system, Window of Information into Student Education (NCWISE) of the Uniform Education and Reporting system (UERS). A nonrecurring reduction is recommended for UERS/NCWISE.	(5,000,000)	NR
8. Noninstructional Support Reduction A reduction is recommended for Noninstructional Support in the State Public School Fund (SPSF). The reduction will reduce the clerical and custodial support allotment to the Local School Administrative Units. Approximately 90% of the Noninstructional Support budget funds clerical and custodial support positions. The remaining 2002-03 budget will be $256,453,571 after this reduction and the ADM revision.	(46,088,466)	
9. Eliminate Textbooks Inflationary Increase Elimination of the 2002-03 5% inflationary increase for textbooks is recommended. The 2001-02 inflationary increase will not be affected by the adjustment. The 2002-03 budget for textbooks will be $72,237,136 after this adjustment.	(3,423,312)	

NR – Nonrecurring

2002-2003 Recommended Adjustments
General Fund – Public Education - Continued

Recommended Reductions

Public Schools - Continued	2002-03
10. Eliminate Inflationary Increase for Instructional Supplies and Equipment Elimination of the 2002-03 5% inflationary increase for instructional supplies, materials, and equipment is recommended. The 2001-02 3% inflationary increase will not be affected by the adjustment. The budget for instructional supplies, materials, and equipment for 2002-03 will be $58,355,184 after this adjustment.	$ (6,185,968)
11. Combine TAC and Staff Development Allotments It is recommended that the Technical Assistance Centers (TAC) and the Staff Development allotment budgets be combined and a reduction taken. The 2002-03 Staff Development budget will be $8,704,044 after this adjustment.	(3,017,317)
12. Mentor Pay A reduction is recommended for mentor pay for teachers who serve as mentors to first and second year teachers in North Carolina. This adjustment more accurately reflects the actual expenditures for mentor pay.	(1,000,000)
13. Central Office Administration A reduction is recommended for the Central Office Administration allotment for Local School Administrative Units (LEA). The 2002-03 budget for Central Office Administration will be $98,821,628 after this reduction and the ADM adjustment.	(3,292,328)
Number of Positions	(50.0)
14. Assistant Principals A reduction is recommended for the School Building Administrators allotment for Local School Administrative Units. This reduction would eliminate 166 Assistant Principal positions. The 2002-03 budget for School Building Administrators will be $ 223,113,486 after this reduction.	(9,255,127)
Number of Positions	(166.0)

Recommended Reductions

Public Schools - Continued	2002-03	
15. Testing Appropriations Reduction A reduction in the state funding for testing is recommended. These funds will be replaced with federal grants, which are designed to strengthen the capacity of local educational agencies and schools to provide all students the opportunity to increase educational achievement.	$ (5,000,000)	
16. Transportation Reduction A nonrecurring reduction is recommended for the transportation allocations to the LEAs. These funds support the mechanics, garage operations, fuel costs, parts, bus drivers' salaries and fringe benefits and other operational costs for school bus operations. After this reduction and the ADM adjustment, $241,863,084 will remain in the transportation budget.	(4,000,000)	NR
Total Recurring Reductions		
Requirements	$(104,251,156)	
Receipts	-	
Appropriation	$(104,251,156)	
Number of Positions	(231.0)	
Total Nonrecurring Reductions		
Requirements	$ (29,000,000)	
Receipts	-	
Appropriation	$ (29,000,000)	NR

NR - Nonrecurring

Recommended Expansion

	2002-03	
1. School-Based Incentive Awards Under the ABCs Program The ABCs initiative directs that each year a school must assure that the students receive a year's worth of education for a year of instruction. According to G.S. 115C-105.36, incentive awards will be given when a school either meets or exceeds the projected levels of improvement in student performance. In accordance with State Board of Education policy, incentive awards in schools that achieve higher than expected improvement may be up to $1,500 for each teacher and certified personnel and $500 for each teacher assistant. In accordance with State Board of Education policy, incentive awards in schools that meet the expected improvements may be up to $750 for each teacher and certified personnel and $375 for each teacher assistant. One-time funds in the amount of $98 million were appropriated in the 1998 Short Session for those awards to be earned in the 1998-99 school year and awarded in July 1999. The 1999 General Assembly provided $140 million. The 2001 General Assembly provided $93.1 million in one-time funding for the ABC bonuses for schools meeting or exceeding expected growth during the 2000-01 school year. Non-recurring funds in the amount of $79,832,000 are recommended for awards earned in the 2001-02 school year and awarded in July of 2002. Funding for the school-based incentive awards is included in the Education Lottery Proposal.	$ 79,832,000	NR
2. Class Size Reduction In an effort to improve student performance, funds in the amount of $26,242,380 for 582 teachers are recommended to achieve an average class size of 18 students in every first grade classroom in 2002-03. It is the intent that class size be reduced to 18 for grade 2 in 2003-04 and in 2004-05 for grade 3. Funding for this class size reduction is included in the Education Lottery Proposal.	26,242,380	

NR - Nonrecurring

Recommended Expansion

	2002-03	
3. Teaching Fellows Program Funds are recommended to increase the number of participants in the Teaching Fellows Program operated by the Public School Forum of North Carolina. The Teaching Fellows Program began in 1987 and currently provides a $6,500 per year scholarship for four years to 400 high school seniors each year. Upon acceptance of the scholarship, the recipient agrees to teach for four years in a North Carolina public school or three years in a low-performing school. Funds in the amount of $650,000 are recommended for the Teaching Fellows Program to add 100 scholarships in 2002-03. The total number of scholarships will be 500 for high school seniors in 2002-03.	$ 650,000	
4. Teacher Assistant Scholarships Additional appropriation is recommended to provide additional scholarship funds for teacher assistants who take community college courses that are prerequisites for teacher certification programs. Approximately 50 additional scholarships will be available for the 2002-03 fiscal year.	200,000	
Total Recurring Expansion		
Requirements	$ 27,092,380	
Receipts	-	
Appropriation	$ 27,092,380	
Total Nonrecurring Expansion		
Requirements	$ 79,832,000	
Receipts	-	
Appropriation	$ 79,832,000	NR

NR - Nonrecurring

2002-2003 Recommended Adjustments
General Fund- Public Education – Continued

TOTAL Recommended Adjustments for Public Education (including Reductions and Expansion)

	2002-03	
TOTAL Recurring Adjustments		
Requirements	$ (46,774,275)	
Receipts	1,249,069	
Appropriation	$ (48,023,344)	
Number of Positions	(231.0)	
TOTAL Nonrecurring Adjustments		
Requirements	$ 50,832,000	
Receipts	-	
Appropriation	$ 50,832,000	NR

NR - Nonrecurring

Community Colleges

Recommended Reductions

Community College System Office	2002-03
1. Position and Operating Budget Reductions The following reductions in the North Carolina Community College System Office budget are recommended. In the Executive Division a reduction of 2.5 positions totaling $109,356 and operating line items totaling $32,475 is recommended. The elimination of three vacant and three filled positions ($225,429) and the reduction of operating line items ($267,668) are recommended for the Administration Division. Salary reserve ($27,328), a vacant processing assistant position ($29,096), and operating line items ($44,397) are recommended for reduction in the Business and Finance Division. A reduction is recommended in the Academic and Student Services Division. Three positions will be eliminated ($133,017) and operating line items ($64,334) will be reduced. In the Economic and Workforce Development Division it is recommended that 1.5 positions totaling $61,027 be eliminated and operating line items totaling $51,172 be reduced. A fire training coordinator position will be transferred to the Academic and Student Services Division consistent with item 12 below.	$ (1,045,299)
Number of Positions	(13.0)
2. Reduce Excess Salary Reserve The 2000 Session of the General Assembly appropriated $225,000 for salary adjustments within the Community College System Office. It is recommended that the unexpended balance of $6,462 be eliminated. It is also recommended that 50% of remaining salary reserve balances in the Executive, Administration, and Academic and Student Services Divisions be reduced for a savings of $50,705.	(57,167)
3. State Board Reserve Adjustment The State Board Reserve is limited by statute to funding feasibility studies, pilot projects, start-up of new programs, and innovative ideas. It is recommended that the $800,000 appropriation for the State Board Reserve be reduced by 10% for a savings of $80,000.	(80,000)

Recommended Reductions

Community College System Office - Continued	2002-03
4. College Information System A $714,379 reduction in the College Information System (CIS) budget is recommended. Training reductions totaling $511,572 and implementation contract staff reductions totaling $202,807 are recommended. After this adjustment the 2002-03 CIS budget will be $14.3 million.	$ (714,379)
Community Colleges	
5. Special Allotments Special allotments are provided to community colleges that have programs designated by the General Assembly as high cost. A $357,221 reduction in the appropriation for special allotments is recommended.	(357,221)
6. Community Service Grant The Community Service Grant provides funds for colleges to offer free hobby and leisure courses. The Community Service grant is recommended for a $500,000 reduction.	(500,000)
7. Summer Term "Other Costs" The 2000 Session of the General Assembly appropriated $7,177,623 for summer term curriculum instruction as a supplement to regular curriculum enrollment funding. A $452,190 reduction in the "other cost" budget for this supplement is recommended.	(452,190)
8. Human Resource Development The Human Resource Development (HRD) program provides employment, training, counseling, and assistance for individuals seeking job placement. The 2001 General Assembly directed that participants in the HRD program be allowed to take fee waived HRD classes under the Continuing Education Master Course list. For the first time, HRD classes will be funded by the Occupational Continuing Education formula budget. Therefore it is recommended that the HRD allotment be reduced by $1.5 million.	(1,510,483)

Recommended Reductions

	2002-03
9. Maintenance of Plant A state supplement of $787,877 is provided to five colleges that have an out-of-county headcount on the main campus greater than 50% of the total student headcount. The Maintenance of Plant appropriation supplements local funding for maintenance and operation of college facilities. It is recommended that the state supplement be reduced by 25%.	$ (196,969)
10. Compensatory Education The Compensatory Education appropriation provides course offerings for adults with documented mental retardation. Courses such as language, math, social science, community living, health, consumer education, and vocational education are provided. The appropriation for Compensatory Education was reduced by $150,537 in 2001-02. A similar reduction is recommended in 2002-03.	(150,000)
11. Faculty Upgrade The appropriation for faculty upgrade provides funds for professional development for community college faculty. It is recommended that professional development funds be reduced by $507,067.	(507,067)
12. Consolidate Fire Training Regions The Criminal Justice Regional Planning and Training Program was consolidated from six regions to three regions in 2001-02. It is recommended that a similar reorganization occur for the fire training regions. The eight fire training regional coordinating centers will be reduced to three regions and one position transferred to become the system office coordinator. The Community College System Office will determine the regions.	(272,484)

Recommended Reductions

	2002-03
13. Multi-Campus Allotment A multi-campus college functions as a convenience location in the service area to provide appropriate population and geographic access for community outreach, testing, faculty/staff offices, and instruction. At least one associate degree must be offered; and comprehensive support functions, including library, financial aid, and student service support, must be provided at each campus site. While multi-campus colleges receive regular formula funding for the full-time equivalent (FTE) students generated at each site, a multi-campus allotment is also provided as a supplement for additional support positions and operating costs. It is recommended that this supplement be reduced by 25%.	$ (412,500)
14. Eliminate Radio Subsidy It is recommended that the public radio subsidy be eliminated. Colleges shall utilize non-state funds to provide these services.	(299,824)
15. Eliminate Supplemental Nursing Student Support Nursing student enrollment generates FTE formula funding that provides for faculty, academic/student support services and operating supplies and materials. A supplemental nursing allotment provides additional resources for nursing programs. Elimination of this supplement is recommended.	(80,000)
16. Equipment It is recommended that the equipment budget be reduced by $1.5 million. Colleges may utilize other unexpended equipment funds, including the equipment reserve and the Employment Security Commission Employment and Training Account equipment balance.	(1,500,000)
17. Institutional and Academic Support Supplement A reduction of $18.8 million is recommended in the formula budget (base and enrollment allotments) for administration, support, and operating supplies. The base allotment will be reduced by $140,420 per college for a total of $8.1 million. The enrollment allotment will be reduced by $10.6 million. It is also recommended that $2.9 million be reduced from the academic support supplement budget.	(21,756,045)

2002-2003 Recommended Adjustments
General Fund – Community Colleges – Continued

Recommended Reductions

	2002-03
18. Overrealized Receipts	
Analysis of the tuition and fee budget indicates that receipts will be overrealized in 2001-02. It is recommended that $2 million of excess receipts be budgeted on a continuing basis to offset appropriation.	
Requirements	$ -
Receipts	2,000,000
Appropriation	$ (2,000,000)
Total Recurring Reductions	
Requirements	$ (29,891,628)
Receipts	2,000,000
Appropriation	$ (31,891,628)
Number of Positions	(13.0)

Recommended Expansion

1. Enrollment Changes

It is recommended that the 2002-03 budgeted enrollment be increased over the 2001-02 budgeted enrollment of 153,985 full time equivalent (FTE) by the three year average budgeted growth rate of 5.8%. Curriculum enrollment is recommended to increase 6.2% or 7,412 FTE; Continuing Education enrollment is recommended to increase 2.9% or 521 FTE; and Basic Skills enrollment is recommended to increase 7.0% or 1,098 FTE. The revised 2002-03 budgeted enrollment will be 162,979 FTE. Funding for enrollment is included in the Education Lottery Proposal.

Consistent with G.S. 115D-5, the State Board of Community Colleges may provide for the equitable distribution of state funds for enrollment growth among the several institutions. This includes the allocation of funds for both instruction, student services, and management operations of the institution. The distribution of enrollment growth funds through the "State Aid Formula Allocation" may be determined by the State Board to insure sufficient student services are provided for each community college.

Requirements	$ 36,070,883
Receipts	6,552,464
Appropriation	$ 29,518,419

2002-2003 Recommended Adjustments
General Fund – Community Colleges – Continued

Recommended Expansion

	2002-03	
2. Teacher Preparation Endowment		
It is recommended that $1 million of nonrecurring funds be appropriated to match a $1 million donation to create an Endowment for Teacher Preparation in the North Carolina Community College System. A fund shall be created in the Community College Trust Fund, Budget Code 66800, to account for this appropriation. The State Board of Community Colleges shall adopt rules and policies for the disbursement of these funds. Funding for the teacher preparation endowment is included in the Education Lottery Proposal.	$ 1,000,000	NR
Total Recurring Expansion		
Requirements	$ 36,070,883	
Receipts	6,552,464	
Appropriation	$ 29,518,419	
Total Nonrecurring Expansion		
Requirements	$ 1,000,000	
Receipts	-	
Appropriation	$ 1,000,000	NR

TOTAL Recommended Adjustments for Community Colleges (including Reductions and Expansion)

TOTAL Recurring Adjustments		
Requirements	$ 6,179,255	
Receipts	8,552,464	
Appropriation	$ (2,373,209)	
Number of Positions	(13.0)	
TOTAL Nonrecurring Adjustments		
Requirements	$ 1,000,000	
Receipts	-	
Appropriation	$ 1,000,000	NR

NR - Nonrecurring

The University of North Carolina

Recommended Reductions

UNC General Administration	2002-03
1. Operating Efficiencies In an effort to facilitate efficiencies at UNC General Administration (UNC-GA), a reduction in the operating budget for fiscal year 2002-03 is recommended. This reduction will reduce funds in non-personnel budgets for administrative travel, equipment, furniture replacement, and membership dues. Through budget flexibility UNC-GA has the authority to make the necessary budgetary adjustments to accommodate the reduction.	$ (1,751,294)
2. Position Reductions A reduction in positions is recommended for UNC–GA. This reduction will eliminate 4 SPA positions and 1.5 EPA positions as recommended by UNC-GA.	(234,965)
Number of Positions	(5.5)
3. Temporary and Contract Wages A reduction in temporary and contract wages is recommended for UNC-GA.	(218,256)
4. UNC – Inter-Institutional Transfers A 5% reduction in the funds that support system-wide UNC programs is recommended. These programs include technology and distance education, work-study matching, minority presence grants, and other system-wide programs. This also includes a $150,000 reduction to the Strategic Initiates Reserve.	(699,885)
5. UNC- Related Educational Programs A 5% reduction in the funds appropriated to related educational programs is recommended. These funds are pass-through funds that are used for various scholarship, financial aid, and loan programs. These programs include aid to private colleges, aid to private medical schools, UNC Board of Governors medical and dental scholarships, need based financial aid, incentive scholarships, and other aids and grants.	(5,678,295)

Recommended Reductions

UNC General Administration - Continued	2002-03	
6. MCNC Contract It is recommended that the General Fund appropriation for the Microelectronics Center for North Carolina be reduced. MCNC may charge a fee for service to UNC institutions for MCNC usage.	$ (950,000)	
UNC Campuses and Affiliates		
7. Current Operations Efficiencies In an effort to facilitate efficiencies at the constituent institutions of The University of North Carolina and affiliates, a reduction in the operating budgets for fiscal year 2002-03 is recommended. This reduction will reduce funds in non-personnel budgets for supplies, materials, equipment, membership dues, printing, postage, staff development, and travel. The 1990 Session of the General Assembly established Special Responsibility Constituent Institutions (SCRIs) and granted budget flexibility to constituent institutions with this status. Therefore, SRCIs have the authority to make the necessary budgetary adjustments to accommodate the reduction required by each campus. This recommendation does not include UNC-GA Inter-Institutional Transfers and Related Education, UNC Hospitals, or the North Carolina School of Science and Mathematics (NCSSM).	(26,203,045)	
8. Reserves for Operating New Facilities As a result of adjustments to schedules in constructing or renovating facilities at the constituent institutions throughout the University system and the NCSSM, funds that had been appropriated for facilities operations in 2002-03 are recommended for a nonrecurring reduction.	(2,666,533)	NR

NR - Nonrecurring

2002-2003 Recommended Adjustments
General Fund – University of North Carolina – Continued

Recommended Reductions

	2002-03
UNC Campuses and Affiliates - Continued	
9. Position Reductions A reduction in positions is recommended for the constituent institutions of The University of North Carolina and affiliates except for UNC-Hospitals and the NCSSM. This reduction will eliminate 556.95 SPA positions and 495.82 EPA positions as recommended by the constituent institutions of The University of North Carolina and affiliates and is consistent with the Governor's priority to protect the classroom, as no permanent faculty will be eliminated.	$ (51,365,142)
Number of Positions	(1,052.77)
10. Temporary and Contract Wages A reduction in temporary and contract wages is recommended for the constituent institutions of The University of North Carolina. This does not include the North Carolina School of Science and Mathematics or UNC Hospitals.	(1,800,956)
11. UNC Hospitals A 5% reduction in appropriation to the UNC Hospitals is recommended. This reduction eliminates 12 SPA positions.	(2,030,000)
Number of Positions	(12.0)
12. North Carolina School of Science and Mathematics The 2001 Session of the General Assembly extended budget flexibility to the North Carolina School of Science and Mathematics (NCSSM). Therefore, the NCSSM has the authority to make the necessary budgetary adjustments to accommodate the recommended 2% reduction in appropriation.	(235,364)

Recommended Reductions

UNC Campuses and Affiliates - Continued

	2002-03	
13. Tuition Increase		
In support of recommendations by the Board of Governors' Task Force on Tuition Policy, an 8% tuition increase for in-state students and a 12% increase for out-of-state students at the 16 University of North Carolina campuses is recommended. The percentage increases apply to total tuition, including campus-initiated increases and increases for campus enhancements that have been approved in the past. Implementation of these recommendations would result in increased receipts in 2002-03 of $39,966,108.		
Requirements	$ -	
Receipts	39,966,108	
Appropriation	$ (39,966,108)	
Total Recurring Reductions		
Requirements	$ (91,167,202)	
Receipts	39,966,108	
Appropriation	$(131,133,310)	
Number of Positions	(1,070.27)	
Total Nonrecurring Reductions		
Requirements	$ (2,666,533)	
Receipts	-	
Appropriation	$ (2,666,533)	NR

Recommended Expansion

1. Schedule of Priorities:

General Statute 116-11(9) requires the Board of Governors (BOG) of the University of North Carolina to "develop, prepare, and present to the Governor, Advisory Budget Commission, and the General Assembly a single, unified recommended budget for all of public senior education." Funds requested for expansion, new programs and activities, increases in enrollment, remedying deficiencies, etc. are to be itemized in priority order, and any funds appropriated for the priority schedule are to be in a lump sum.

NR - Nonrecurring

Recommended Expansion

	2002-2003

In response to the Board of Governors' 2002-03 "Schedule of Priorities," the following items are recommended:

Line 1a - Enrollment Changes
Regular Term Enrollment Increase

Regular Term Enrollment projections from the Board of Governors indicate an increase in enrollment for 2002-03 over the current budgeted 141,272 full-time equivalent (FTE) students. Based upon the Board's estimate, enrollment in the University is projected to increase by 5,506 FTE or 3.9% to 146,778 FTE in 2002-03. This represents an increase in student credit hours (SCHs) from 3,743,204 in 2001-02 to 3,897,328 in 2002-03. The recommended increase of $54,554,262 is to support this enrollment growth after accounting for an expected increase in receipts of $16,796,576. The requirements amount includes a hold-harmless of $1,262,688 for UNCA, ECSU and WSSU. Funding for the Regular Term Enrollment increase is included in the Education Lottery proposal.

Requirements	$ 71,350,838
Receipts	16,796,576
Appropriation	$ 54,554,262
Number of Positions	449.5

Line 1a - Enrollment Changes
Distance Education Enrollment Increase

Enrollment projections from the Board of Governors indicate an increase in distance education enrollment for 2002-03 over the current budgeted student credit hours (SCHs). Additional funds of $12,248,880 are recommended to support enrollment growth in distance education programs. This recommended increase represents an increase in funded distance education student credit hours from 97,610 in 2001-02 to 126,402 in 2002-03. This is the appropriation needed after accounting for an expected increase in receipts of $1,988,675 in 2002-03. Funding for the Distance Education Enrollment increase is included in the Education Lottery proposal.

Requirements	$ 14,237,555
Receipts	1,988,675
Appropriation	$ 12,248,880
Number of Positions	92.9

2002-2003 Recommended Adjustments
General Fund – University of North Carolina – Continued

Recommended Expansion

	2002-2003
Line 1b – Need - Based Student Financial Aid Plan A Task Force on Student Financial Aid estimated that the aggregate amount of unmet need for UNC resident students in 1997-98 was at least $143 million and recommended funding for a new UNC Grant Program to help students with financial need. The program was partially funded with an appropriation of $8.9 million in 2001-02, which when combined with $1.3 million appropriated in 1999-2000 and $5 million in 2000-01, is currently being used to make grants to qualifying freshmen, sophomores, and some juniors during the 2001-02 year. The program requires that eligibility requirements for the new grants include a "self-help" expectation of at least $4,500 per student and that federal Pell grants and tax credits be used first to meet students' needs. Funds are recommended to fully fund the Need-Based Student Financial Aid Plan, as requested by the Board of Governors.	$ 13,129,074
Line 1e – Focused Growth Institutions – Special Needs In April 1998 the Board of Governors of the University of North Carolina adopted a ten-year enrollment plan that would enable the University to serve significant enrollment growth projected over the following decade. The Board of Governors' plan targets enrollment growth in underutilized campuses in the system. As a result, seven campuses developed strategies that would enable them to grow by 20% by fall 2003 and by up to 50% over the coming decade. The seven campuses are Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, the University of North Carolina at Pembroke, Western Carolina University and Winston-Salem State University. The 2001 Session of the General Assembly appropriated $2,247,850 of the Board of Governors' request of $3,121,534 to assist in this effort and be used for assessment of needs, better operating efficiencies through economies of scale, physical facilities management, faculty improvement, and development capacity. Funds in the amount of $873,684 are recommended to fully fund the Board of Governors' request for Focused Growth Institutions – Special Needs from $2,247,850 to $3,121,534.	873,684

Recommended Expansion

	2002-2003
Line 3 – North Carolina TEACH NC TEACH (Teachers of Excellence for All Children) is a statewide lateral entry teacher licensure program developed jointly by the State Board of Education and the Board of Governors' of the University of North Carolina, with funding from Title II of the Higher Education Act. North Carolina TEACH was developed in response to Senate Bill 1125 and prepares mid-career professionals to transition into teaching. The program prepares teachers for all grades and disciplines, but includes a focus on areas of critical shortage in North Carolina. Funds in the amount of $800,000 are recommended to prepare a minimum of 500 teachers.	$ 800,000
2. **Aid to Students Attending North Carolina Private Colleges and Universities – Enrollment Changes** The program "Aid to Students Attending Private Colleges and Universities" is composed of: the Legislative Tuition Grant (LTG) and the State Contractual Scholarsip Fund (SCSF). The LTG provides a payment of $1,800 to private institutions for each North Carolina resident undergraduate student, which is credited directly to the student's account. The SCSF makes available $1,100 to each institution for each full-time equivalent (FTE) North Carolina undergraduate resident student, which is then provided as scholarships to needy North Carolina students attending private colleges.	
It is recommended that the amount of the LTG be increased by $1,560,946 to allow for an increase of 1,091 full-time North Carolina undergraduate resident students. It is also recommended that the amount for the SCSF be increased by $688,159 to allow for an 883 FTE increase in North Carolina undergraduate resident students. Funding for the Aid to Students Attending North Carolina Private Colleges and Universities Enrollment change is included in the Education Lottery proposal.	2,249,105

2002-2003 Recommended Adjustments
General Fund – University of North Carolina – Continued

Recommended Expansion

	2002-2003
3. North Carolina School of Science and Mathematics Recurring funds in the amount of $250,000 are recommended in lieu of the $850 per student activity fee approved by the Board of Trustees of the North Carolina School on Science and Mathematics. These funds will be used for academic projects, equipment and supplies, athletics, student conferences, residence hall needs, transportation, and other student related activities.	$ 250,000
Total Expansion	
Requirements	$ 102,890,256
Receipts	18,785,251
Appropriation	$ 84,105,005
Number of Positions	542.40

TOTAL Recommended Adjustments for University of North Carolina (including Reductions and Expansion)

TOTAL Recurring Adjustments		
Requirements	$ 11,723,054	
Receipts	58,751,359	
Appropriation	$ (47,028,305)	
Number of Positions	(527.87)	
TOTAL Nonrecurring Adjustments		
Requirements	$ (2,666,533)	
Receipts	-	
Appropriation	$ (2,666,533)	NR

NR - Nonrecurring

Senate Money Report

House Appropriations Subcommittee on Education

July 23, 2002

Public Education

GENERAL FUND

	FY 02-03
Total Budget Approved 2001 Session	**$5,922,188,546**

Budget Changes

A. Adjustments to Budget Requirements

1 Continuation Adjustment for Average Daily Membership Revise the projected increase for FY 2002-03 to reflect an additional 8,695 in average daily membership (total increase over FY 2001-02 is 25,817). The dollar amount reflects the Continuation Budget impact of this increase on all position, dollar, and categorical allotments. Total funded student population for FY 2002-03: 1,326,865. The increase for ADM growth for Driver Education is $236,139 which is transferred to the General Fund from the Highway Fund. Total ADM increase for the General Fund and Highway Fund is $30,093,413.	$29,857,304 461.90	R
2 Average Annual Salary Adjustment Annual adjustment of average budgeted salary for certified personnel. Adjustment is based on actual salaries paid to certified personnel through December 2001.	($22,788,638)	R
3 Additional Adjustments to Average Salary Projections In addition to the annual Continuation Budget adjustment to average budgeted salary for certified personnel, a more recent review of certified personnel salaries from updated salary data identified an additional reduction in projected salary needs for FY 2001-03.	($5,964,427)	R
4 Classroom Materials/Instructional Supplies/Equipment Adjust the increase for inflation to a 3% growth (in line with the Consumer Price Index) from the 5% growth used to build the Continuation Budget. The Instructional Supply allotment for FY 2002-03 will be $41.45 per ADM after this adjustment.	($2,273,979)	R
5 Transportation Current inventory levels (oil, tires, and parts) at local school administrative units indicate that additional supply needs for next year will be minimized. Last year's non-recurring adjustment of $4 million will become a recurring reduction. Also, reduce for lower anticipated fuel cost $1.8 million.	($5,800,000)	R
6 School Bus Purchases Implement a lease/purchase process that will allow for the payment of school buses over a 3-year period.	($19,600,000)	NR

7 Redirect Capital Funds to Support Public Schools through the General Fund ($45,000,000) NR

For the 2002-03 fiscal year, do not transfer corporate tax funds to the Public School Building Capital Fund or the Critical School Facility Needs Fund. Instead, transfer the funds as a receipt to the Public School Fund to temporarily offset the costs for public school operations. For FY 2002-03, General Fund appropriations will be reduced by the amount that was scheduled to be transferred to the capital accounts.

8 Funding for Visiting International Faculty ($2,000,000) R

State Board of Education Policy allows Local School Administrative Units to convert teaching positions to dollars to cover the contract cost for Visiting International Faculty. The conversion to dollars shall not include matching benefits and shall be $42,423 ($37,423 avg. teacher salary without benefits plus $5,000 for FICA and other cost) for FY 2002-03 (not $45,090). The reduction included is based on FY 2001-02 program enrollment of approximately 750 teachers.

9 Revise Headcount for Children with Special Needs ($4,768,604) R

Adjust Continuation Budget to reflect actual April 1, 2002, headcount. The Continuation Budget was constructed based on an estimated population of children with special needs.

B. Reduction of Administration Cost

10 Central Office Administration ($3,300,000) R

Freeze local school administration units (LEAs) allotments at the FY 2001-02 allotment level($1,574,452 reduction to the Continuation Budget) and reduce each LEA by 1.72% ($1,725,548) from their FY 2001-02 funding level. The new allotment formula developed by the State Board of Education is not to be implemented in FY 2002-03. -50.00

11 School Building Administration ($9,255,127) R

Decrease the allotment for Assistant Principals by changing the allotment formula to one ten-month position for every 797.5 students in average daily membership (ADM). The FY 2001-02 allotment was one ten-month position per 725 ADM. -166.00

12 Regional Education Service Alliances ($3,017,317) R

Eliminate State funding distributed to local school administrative units that could be used to support the Regional Education Service Alliances.

13 Uniform Education and Reporting System (UERS) ($5,000,000) NR

Based on the current NC WISE implementation schedule, the Department of Public Instruction has indicated that a one-time reduction in funding is possible.

14 Department of Public Instruction ($3,000,000) R

The Department of Public Instruction will eliminate 40 positions. Thirty-six positions will be eliminated and 4 positions will be transferred to the Office of State Personnel. Of the 36 eliminated positions, 9.5 are paid from receipts and 26.5 are paid from State funds. Three (3) of the State positions are currently vacant. -40.00

Total State savings from Positions: $1,676,763
Total Other Departmental Reductions: $1,323,237
Reductions to receipt-supported positions are not included in meeting the $3,000,000 reduction target but are included in the position reduction count.

C. Continuation Budget Reductions

15 Mentor Pay ($3,134,984) R

Restrict funding to mentor teachers assigned to State-paid first and second year teachers and first-year instructional support.

16 Payments for Teacher Unused Vacation Days (Forfeited Vacation) ($3,750,000) R

Teachers are allowed to have excess annual leave over 30 days either converted to sick leave or paid at the end of the year. The amount of leave that can be paid is limited to the excess days that can be attributed to required work days which made it impossible for the teacher to take the leave during the school year. The payment option was established since the amount of sick-leave allowed to be converted to employment credit at retirement was restricted to the amount earned over the employees term of employment. Last year the sick leave conversion maximum was eliminated. By eliminating this maximum, teachers can now convert all sick leave earned towards retirement credit; therefore, this special payment option is no longer needed.

17 Appropriations to Non-Public School Agencies ($433,851) R

Eliminate funding for NC Network.
Reduce funding to Public School Forum, Cities/Communities in Schools, and Teacher Cadet programs by 10%. No adjustment to Schools Attuned.

18 Maintain Kindergarten Class Size at 1:19 ($13,932,810) R

The Continuation Budget includes funding to reduce kindergarten class size to 1:18 (from 1:19). Due to the current budget shortfall, class size allotments in kindergarten will remain at 1:19. -309.00

E. Management Flexibility

19 Local Education Agency Discretionary Reduction

The State Board of Education shall distribute this local education agency discretionary reduction in an equitable manner and require allotment reductions in this amount within 30 days of budget passage. ($25,233,101) NR

Local School Administrative Units have flexibility to adjust their budgets to implement this reduction; therefore, it is not possible to identify the number of positions impacted.

F. Other Budget Adjustments

20 ABC Bonuses

Provide funding for ABC bonuses for schools meeting or exceeding expected growth in 2001-02. $79,000,000 NR

Budget Changes	**($53,562,433)**	**R**
	($15,833,101)	**NR**
Total Position Changes	-103.10	
Revised Total Budget	**$5,852,793,012**	

UNC System

GENERAL FUND

	FY 02-03	
Total Budget Approved 2001 Session	**$1,798,320,830**	
Budget Changes		
Campus Reductions		
21 Reserves for New Facilities Reduce funding in reserves for operation of new facilities due to delays in completion dates.	($2,666,533)	NR
22 Tuition Surcharges Budget tuition collected from 25% surcharge for taking more than 110% of required credit hours for degree.	($800,000)	R
23 Canpus Flexibility Reserve Budget a reduction of 2.39% in all campus and other related budget codes. Decisions on where to take the reductions wil be made at campus or operating level.	($41,995,059)	R
Related Educational Programs		
24 Scholarships Use fund balances in scholarship trust funds to reduce General Fund requirements for one year. Fund balances in Principal Fellows, Nursing Fellows, Nursing Need-based, and dormant funds in old Social Work Scholarship Funds are affected.	($1,938,000)	NR
UNC General Administration		
25 Budget Reduction Reduce UNC General Administration and its programs. Board of Governors has authority to allocate reductions.	($2,063,801)	R
University Expansion Funds		
26 Enrollment Increases Provide funding for enrollment increases as proposed by the UNC Board of Governors. Provides funding for regular term enrollment, distance education enrollment, and holding 3 campuses harmless from enrollment declines.	$66,803,142	R
27 Enrollment: Focused Growth Provide funding to 7 campuses designated by UNC as "focused growth" institutions to prepare for enrollment increases.	$800,000 $2,666,533	R NR

	FY 02-03	
28 Tuition Increases Tuition increases of 8% for in-state students and 12% for out-of-state students have been approved by the Board of Governors for the 2002-03 academic year.	($39,966,108)	R
29 Aid to Students Attending Private Colleges Provides financial aid funding for additional NC students attending private college in North Carolina.	$2,249,105	R
Budget Changes	**($14,972,721)**	**R**
	($1,938,000)	**NR**
Total Position Changes		
Revised Total Budget	**$1,781,410,109**	

GENERAL FUND

	FY 02-03
Total Budget Approved 2001 Session	**$643,195,459**

Budget Changes

A. Community College System Office

30 Operating Efficiencies ($882,117) R

Reduces the Executive Division by 2.5 positions totaling $109,356 and operating line items totaling $30,650. Reduces the Administration Division by 5 positions totaling $180,522 and operating line items totaling $262,096. Reduces the Business and Finance Division by 1 position totaling $29,026 and operating line items totaling $43,697. Reduces the Academic and Student Services Division by 2 positions totaling $98,862 and operating line items totaling $67,034. Reduces the Workforce Development Division by 1 position totaling $32,110 and operating line items totaling $28,694. -11.50

B. State Aid - Categorical Programs

31 Systemwide Projects ($27,000) R

Eliminates the appropriation for Systemwide Projects. This funding was used to pay for the printing of G.S. 115D. Since the Statutes are now available on-line, the printing is no longer necessary.

32 Public Radio Isothermal ($14,991) R

Reduces the appropriation for the public radio station at Isothermal Community College by 10% from $149,912 to $134,921.

33 Public Radio Craven ($14,991) R

Reduces the appropriation for the public radio station at Craven Community College by 10% from $149,912 to $134,921.

34 Special Allotments ($309,704) R

Eliminates the state subsidy for the sawmill program at Haywood Community College. Reduces the remaining special allotment programs by 10%.

35 Faculty Upgrade ($507,067) R

Reduces the appropriation for professional development programs by 50%, from $1,014,135 to $507,068.

36 Summer Term Block Grant ($7,177,623) R

Removes the supplemental appropriation for curriculum summer term programs. Historically, curriculum summer term courses have been offered using regular term funding. Colleges can continue to offer these courses from the funds appropriated for regular term curriculum instruction.

E. Formula Modifications

37 Academic Support Supplement ($3,000,000) R

Transfers funds previously appropriated in the Curriculum formula for the Academic Support Supplement to a separate line item in State aid fund code 1600. Reduces the amount appropriated for the Academic Support Supplement by $3,000,000, from $11,886,683 to $8,886,683.

F. Tuition, Enrollment, and Financial Aid

38 Adjustment for Over-Realized Receipts ($3,000,000) R
($1,000,000) NR

Increases the budgeted amount of tuition and registration fees to more accurately reflect anticipated receipts.

39 Increase Curriculum Tuition Charge ($10,754,640) R

Increases the in-state tuition charge per semester hour by $3.25 from $31.00 to $34.25. Increases the out-of-state tuition charge per semester hour by $17.50 from $173.25 to $190.75. Changes the semester credit hour limit for summer term curriculum tuition from 9 hours to 16 hours. It is anticipated that for most students, this increase will be off-set by federal and State financial assistance programs.

40 Enrollment Adjustment $50,682,333 R

Fully funds the Community College enrollment request.

41 Increase Need-Based Financial Aid $1,000,000 R

Increases the Need-Based Financial Aid fund from $6,062,806 to $7,062,806.

Budget Changes	**$25,994,200**	R
	($1,000,000)	NR
Total Position Changes	-11.50	
Revised Total Budget	**$668,189,659**	

House Money Options
Draft

House Appropriations Subcommittee on Education

July 23, 2002

	FY 02-03
Total Budget Approved 2001 Session	**$5,922,188,546**

Budget Changes

A. Adjustments to Budget Requirements

1 Continuation Adjustment for Average Daily Membership — $29,857,304 — R

Revise the projected increase for FY 2002-03 to reflect an additional 8,695 in average daily membership (total increase over FY 2001-02 is 25,817). The dollar amount reflects the Continuation Budget impact of this increase on all position, dollar, and categorical allotments. Total funded student population for FY 2002-03: 1,326,865. — 461.90

The increase for ADM growth for Driver Education is $236,139 which is transferred to the General Fund from the Highway Fund.
Total ADM increase for the General Fund and Highway Fund is $30,093,413.

2 Average Annual Salary Adjustment — ($22,788,638) — R

Annual adjustment of average budgeted salary for certified personnel. Adjustment is based on actual salaries paid to certified personnel through December 2001.

3 Additional Adjustments to Average Salary Projections — ($5,964,427) — R

In addition to the annual Continuation Budget adjustment to average budgeted salary for certified personnel, a more recent review of certified personnel salaries from updated salary data identified an additional reduction in projected salary needs for FY 2001-03.

4 Classroom Materials/Instructional Supplies/Equipment — ($2,273,979) — R

Adjust the increase for inflation to a 3% growth (in line with the Consumer Price Index) from the 5% growth used to build the Continuation Budget. The Instructional Supply allotment for FY 2002-03 will be $41.45 per ADM after this adjustment.

5 Transportation — ($5,800,000) — R

Current inventory levels (oil, tires, and parts) at local school administrative units indicate that additional supply needs for next year will be minimized. Last year's non-recurring adjustment of $4 million will become a recurring reduction. Also, reduce for lower anticipated fuel cost $1.8 million.

6 School Bus Purchases ($19,600,000) NR

Implement a lease/purchase process that will allow for the payment of school buses over a 3-year period.

7 Redirect Capital Funds to Support Public Schools through the General Fund ($44,549,776) NR

For the 2002-03 fiscal year, do not transfer corporate tax funds to the Public School Building Capital Fund or the Critical School Facility Needs Fund. Instead, transfer the funds as a receipt to the Public School Fund to temporarily offset the costs for public school operations. For FY 2002-03, General Fund appropriations will be reduced by the amount that was scheduled to be transferred to the capital accounts.

Based on 1987 legislation (HB 1514, Sec. 178), the Office of State Budget Management shall continue to transfer funding to support six staff members in the School Planning Division of the Department of Public Instruction ($450,224).

8 Funding for Visiting International Faculty ($1,000,000) R

State Board of Education Policy allows Local School Administrative Units to convert teaching positions to dollars to cover the contract cost for Visiting International Faculty. The conversion to dollars shall not include matching benefits and shall be $43,756 ($37,423 avg. teacher salary without benefits plus $6,333 for FICA and other cost) for FY 2002-03 (not $45,090). The reduction included is based on FY 2001-02 program enrollment of approximately 750 teachers.

9 Revise Headcount for Children with Special Needs ($4,768,604) R

Adjust Continuation Budget to reflect actual April 1, 2002, headcount. The Continuation Budget was constructed based on an estimated population of children with special needs.

B. Reduction of Administration Cost

10 Central Office Administration ($3,333,893) R

Freeze local school administration units (LEAs) allotments at the FY 2001-02 allotment level($1,574,452 reduction to the Continuation Budget) and reduce each LEA by 1.75% ($1,759,441) from their FY 2001-02 funding level. The new allotment formula developed by the State Board of Education is not to be implemented in FY 2002-03. -50.00

11 School Building Administration ($9,255,127) R

Decrease the allotment for Assistant Principals by changing the allotment formula to one ten-month position for every 797.5 students in average daily membership (ADM). The FY 2001-02 allotment was one ten-month position per 725 ADM. -166.00

12 Regional Education Service Alliances ($3,017,317) R

Eliminate State funding distributed to local school administrative units that could be used to support the Regional Education Service Alliances.

13 Uniform Education and Reporting System (UERS)

Based on the current NC WISE implementation schedule, the Department of Public Instruction has indicated that a one-time reduction in funding is possible. ($5,000,000) NR

14 Department of Public Instruction ($2,500,000) R

The Department of Public Instruction will eliminate 35 positions. Thirty-one positions will be eliminated and 4 positions will be transferred to the Office of State Personnel. Of the 31 eliminated positions, 8.5 are paid from receipts and 22.5 are paid from State funds. Three (3) of the State positions are currently vacant. -35.00

Total State savings from Positions: $1,219,015
Total Other Departmental Reductions: $1,280,985

Reductions to receipt-supported positions and transferred positions are not included in meeting the $2,500,000 reduction target but are included in the position reduction count.

Transferred to State Personnel: $216,480
Position #: 3510-0800-0014-418 Personnel Director
Position #: 3510-0800-0013-856 Personnel Technician II
Position #: 3510-0800-0013-850 Personnel Technician II
Position #: 3510-0800-0013-864 Program Assistant V

C. Continuation Budget Reductions

15 Teacher Assistants ($29,533,950) R

Reduction in Continuation Budget to cover the class size reduction in Kindergarten to allow for an allotment of 1 teacher for every 17 students. This 8.5% reduction to the teacher assistant allotment could be absorbed based on annual teacher assistant turnover. -1384.00

16 Mentor Pay ($3,134,984) R

Restrict funding to mentor teachers assigned to State-paid first and second year teachers and first-year instructional support.

17 Payments for Teacher Unused Vacation Days (Forfeited Vacation) ($3,750,000) R

Teachers are allowed to have excess annual leave over 30 days either converted to sick leave or paid at the end of the year. The amount of leave that can be paid is limited to the excess days that can be attributed to required work days which made it impossible for the teacher to take the leave during the school year. The payment option was established since the amount of sick-leave allowed to be converted to employment credit at retirement was restricted to the amount earned over the employees term of employment. Last year the sick leave conversion maximum was eliminated. By eliminating this maximum, teachers can now convert all sick leave earned towards retirement credit; therefore, this special payment option is no longer needed.

18 Appropriations to Non-Public School Agencies ($512,641) R

Reduce funding to Public School Forum, Cities/Communities in Schools, NC Network, and Teacher Cadet programs by 10%. Reduce Schools Attuned by $362,290 (to $216,500).

E. Management Flexibility

19 Local Education Agency Discretionary Reduction ($27,233,101) NR

The State Board of Education shall distribute this local education agency discretionary reduction in an equitable manner and require allotment reductions in this amount within 30 days of budget passage.

Local School Administrative Units have flexibility to adjust their budgets to implement this reduction; therefore, it is not possible to identify the number of positions impacted.

F. Other Budget Adjustments

20 ABC Bonuses $79,000,000 NR

Provide funding for ABC bonuses for schools meeting or exceeding expected growth in 2001-02.

21 Reduction in Class Size $42,407,145 R

Kindergarten: 940.50

Reduce the teacher to student allotment ratio for kindergarten students to 1:17. This is an additional reduction from the Continuation Budget of a kindergarten teacher to student allotment ratio of 1:18 (down from 1:19 in FY 2001-02) +346 positions. The Continuation Budget adjustment added 309 teachers and $13,932,810.

First Grade:
Reduce the teacher to student allotment ratio for first grade to 1:18 (down from 1:20) $26,806,005 and 594.5 positions.

	FY 02-03	
22 Information Highway Line Charges Continue State funding for payment of Information Highway connectivity for sites previously funded.	$1,200,000	R
23 Low Wealth Supplemental Funding Increase funding for school districts in counties with less ability to generate local resources for public schools	$4,000,000	R
Budget Changes	**($20,169,111)**	R
	($17,382,877)	NR
Total Position Changes	-232.60	
Revised Total Budget	**$5,884,636,558**	

	FY 02-03
Total Budget Approved 2001 Session	**$1,798,320,830**

Budget Changes

Campus Reductions

24 Reserves for New Facilities
Reduce funding in reserves for operation of new facilities due to delays in completion dates. ($2,666,533) NR

25 Tuition Surcharges ($800,000) R
Budget tuition collected from 25% surcharge for taking more than 110% of required credit hours for degree.

26 Campus Flexibility Reserve ($52,356,164) R
Budget a reduction of 3% in all campus and other related budget codes. Decisions on where to take the reductions will be made at campus or operating level. This reduction does not apply to the NC School of Science and Mathematics.

27 Subsidy for Smith Center ($1,168,885) R
Eliminate General Fund appropriations for the operations of the Smith Center on the UNC at Chapel Hill campus.

Related Educational Programs

28 Scholarships
Use fund balances in scholarship trust funds to reduce General Fund requirements for one year. Fund balances in Principal Fellows, Nursing Fellows, Nursing Need-based, and dormant funds in old Social Work Scholarship Funds are affected. ($1,938,000) NR

UNC General Administration

29 Budget Reduction ($2,063,801) R
Reduce UNC General Administration and its programs. Board of Governors has authority to allocate reductions.

University Expansion Funds

30 Enrollment Increases $66,803,142 R
Provide funding for enrollment increases as proposed by the UNC Board of Governors. Provides funding for regular term enrollment, distance education enrollment, and holding 3 campuses harmless from enrollment declines.

	FY 02-03	
31 Enrollment: Focused Growth Provide funding to 7 campuses designated by UNC as "focused growth" institutions to prepare for enrollment increases.	$1,000,000 $2,666,533	R NR
32 NC School of Science and Mathematics: Inflationary Increases Provide funds for inflationary increases for operating budget.	$115,000	R
33 NC TEACH Funds to continue the operation of the NC TEACH program to provide lateral entry alternatives for prospective public school teachers.	$500,000	R
34 Tuition Increases Tuition increases of 8% for in-state students and 12% for out-of-state students have been approved by the Board of Governors for the 2002-03 academic year.	($39,966,108)	R
35 Student Financial Aid Additional funds for need-based student financial aid program for UNC students.	$4,497,000	R
36 Aid to Students Attending Private Colleges Provides financial aid funding for additional NC students attending private college in North Carolina.	$2,249,105	R
Budget Changes	**($21,190,711)** **($1,938,000)**	**R** **NR**
Total Position Changes		
Revised Total Budget	**$1,775,192,119**	

	FY 02-03
Total Budget Approved 2001 Session	**$643,195,459**

Budget Changes

A. Community College System Office

37 Operating Efficiencies ($882,117) R

Reduces the Executive Division by 2.5 positions totaling $109,356 and operating line items totaling $30,650. Reduces the Administration Division by 5 positions totaling $180,522 and operating line items totaling $262,096. Reduces the Business and Finance Division by 1 position totaling $29,026 and operating line items totaling $43,697. Reduces the Academic and Student Services Division by 2 positions totaling $98,862 and operating line items totaling $67,034. Reduces the Workforce Development Division by 1 position totaling $32,110 and operating line items totaling $28,694.

-11.50

B. State Aid - Categorical Programs

38 Systemwide Projects ($27,000) R

Eliminates the appropriation for Systemwide Projects. This funding was used to pay for the printing of G.S. 115D. Since the Statutes are now available on-line, the printing is no longer necessary.

39 Public Radio Isothermal ($149,912) R

$74,956 NR

Eliminates the State subsidy for the public radio station at Isothermal Community College over two years by reducing the appropriation by 50% from $149,912 to $74,956, and funding the remainder on a non-recurring basis.

40 Public Radio Craven ($149,912) R

$74,956 NR

Eliminates the State subsidy for the public radio station at Craven Community College over two years by reducing the appropriation by 50% from $149,912 to $74,956, and funding the remainder on a non-recurring basis.

41 Special Allotments ($166,950) R

Reduces all special allotment programs by 10%.

42 Faculty Upgrade ($507,067) R

Reduces the appropriation for professional development programs by 50%, from $1,014,135 to $507,068.

43 Summer Term Block Grant ($5,177,623) R

Reduces the supplemental appropriation for curriculum summer term programs. Historically, curriculum summer term courses have been offered using regular term funding. Colleges can continue to offer these courses from the funds appropriated for regular term curriculum instruction.

44 Equipment Reduction ($2,000,000) R

Reduces the state appropriation for equipment by $2 million, from $16,319,732 to $14,319,732.

45 NC Information Highway Line Charges $1,300,000 R

Continues the funding for the operation of the NC Information Highway at 45 colleges.

E. Formula Modifications

46 Academic Support Supplement ($3,000,000) R

Transfers funds previously appropriated in the Curriculum formula for the Academic Support Supplement to a separate line item in State aid fund code 1600. Reduces the amount appropriated for the Academic Support Supplement by $3,000,000, from $11,886,683 to $8,886,683.

F. Tuition, Enrollment, and Financial Aid

47 Adjustment for Over-Realized Receipts ($3,000,000) R
($2,309,234) NR

Increases the budgeted amount of tuition and registration fees to more accurately reflect anticipated receipts.

48 Increase Curriculum Tuition Charge ($10,754,640) R

Increases the in-state tuition charge per semester hour by $3.25 from $31.00 to $34.25. Increases the out-of-state tuition charge per semester hour by $17.50 from $173.25 to $190.75. Changes the semester credit hour limit for summer term curriculum tuition from 9 hours to 16 hours. It is anticipated that for most students, this increase will be off-set by federal and State financial assistance programs.

49 Enrollment Adjustment $51,848,813 R

Fully funds the Community College enrollment request.

50 Increase Need-Based Financial Aid $1,000,000 R

Increases the Need-Based Financial Aid fund from $6,062,806 to $7,062,806.

	FY 02-03	
Budget Changes	**$28,333,592**	**R**
	($2,159,322)	**NR**
Total Position Changes	-11.50	
Revised Total Budget	**$669,369,729**	

Public Schools Budget Comparisons

Beginning Budget	$ 5,922,188,546	$ 5,922,188,546	$ 5,922,188,546
Avg. Daily Membership Adjustment	28,989,435	29,857,304	29,857,304
Avg. Salary Adjustment	(22,788,638)	(22,788,638)	(22,788,638)

The ADM and Salary adjustments are included in the FY 2002-03 Cont. Budget amounts.

Category	FY 2002-03 Cont. Budget		Reduction Options		
	Amount	% of Budget	Governor	Senate	House
Administrative Support					
Central Office	$102,113,956	1.70%	($3,292,328)	($3,300,000)	($3,333,893)
DPI	32,425,247	0.54%	(3,620,773)	(3,000,000)	(2,500,000)
Other Insurance	48,944	0.00%	-	-	-
School Building Admin.	277,313,295	4.61%	(9,255,127)	(9,255,127)	(9,255,127)
Sub-Total Admin. Support	$411,901,442	6.85%	($16,168,228)	($15,555,127)	($15,089,020)
Outside of Classroom					
Average Salary Adjustment	$0	0.00%	$0	($5,964,427)	($5,964,427)
Character Education	200,000	0.00%	-	-	-
Corporate Tax to State Public School Fund	-	0.00%	0	(45,000,000)	(44,549,776)
Instructional Support	338,461,200	5.63%	-	-	-
Information Highway Lines	-	0.00%	-	-	1,200,000
NBPTS	3,274,500	0.05%	-	-	-
NCWISE OWL	628,000	0.01%	-	-	-
Noninstructional Support	302,542,037	5.03%	(46,088,466)	-	-
Non-Profits	2,082,298	0.03%	(233,230)	(433,851)	(512,641)
Prospective Teacher	2,252,535	0.04%	200,000	-	-
RESA	3,017,317	0.05%	(3,017,317)	(3,017,317)	(3,017,317)
School Breakfast	2,700,000	0.04%	(200,000)	-	-
School Bus Replacement	30,015,377	0.50%	(20,000,000)	(19,600,000)	(19,600,000)
School Report Cards	200,000	0.00%	-	-	-
Teaching Fellows	10,160,000	0.17%	650,000	-	-
Textbook Freight	205,616	0.00%	-	-	-

Public Schools Budget Comparisons

Beginning Budget	$ 5,922,188,546	$ 5,922,188,546	$ 5,922,188,546
Avg. Daily Membership Adjustment	28,989,435	29,857,304	29,857,304
Avg. Salary Adjustment	(22,788,638)	(22,788,638)	(22,788,638)

The ADM and Salary adjustments are included in the FY 2002-03 Cont. Budget amounts.

Category	FY 2002-03 Cont. Budget		Reduction Options		
	Amount	% of Budget	Governor	Senate	House
Transportation	245,863,084	4.09%	(4,000,000)	(5,800,000)	(5,800,000)
UERS	15,018,927	0.25%	(5,000,000)	(5,000,000)	(5,000,000)
Sub-Total Outside of Classroom	$956,620,891	15.89%	($77,689,013)	($84,815,595)	($83,244,161)
Classroom					
Academically Gifted	$47,130,600	0.78%	$0	$0	$0
At-Risk	176,716,205	2.94%	-	-	-
Children with Disabilities	509,051,043	8.47%	-	(4,768,604)	(4,768,604)
Classroom Materials/Supplies	66,092,099	1.10%	(6,185,968)	(2,273,979)	(2,273,979)
Classroom Teachers: Class Size	2,737,471,615	45.53% *	26,242,380	(13,932,810)	42,407,145
Forfeited Vacation	3,750,000	0.06%	-	(3,750,000)	(3,750,000)
Improving Student Accountability	44,879,457	0.75%	-	-	-
Incentive Awards (ABCs)	-	0.00% *	79,832,000	79,000,000	79,000,000
Limited English	28,663,372	0.48%	-	-	-
Low Wealth	90,559,651	1.51%	-	-	4,000,000
Mentor Pay	11,235,124	0.19%	(1,000,000)	(3,134,984)	(3,134,984)
School Technology	10,000,000	0.17%	-	-	-
Small County	30,475,816	0.51%	-	-	-
Staff Development	11,858,523	0.20%	-	-	-
Teacher Assistants	347,106,515	5.77%	-	-	(29,533,950)
Testing	5,820,515	0.10%	(5,000,000)	-	-
Textbooks	76,250,272	1.27%	(3,423,312)	-	-
Visiting International Faculty	-	0.00%	-	(2,000,000)	(1,000,000)
Vocational Ed.	308,203,928	5.13%	-	-	-
Sub-Total Classroom	$4,505,264,735	74.96%	$90,465,100	$49,139,623	$80,945 628

45

Public Schools Budget Comparisons

Beginning Budget	$ 5,922,188,546	$ 5,922,188,546	$ 5,922,188,546
Avg. Daily Membership Adjustment	28,989,435	29,857,304	29,857,304
Avg. Salary Adjustment	(22,788,638)	(22,788,638)	(22,788,638)

The ADM and Salary adjustments are included in the FY 2002-03 Cont. Budget amounts.

Category	FY 2002-03 Cont. Budget		Reduction Options		
	Amount	% of Budget	Governor	Senate	House
Not Discussed					
ADM Reserve	$6,000,000	0.10%	$0	$0	$0
Annual Leave	22,343,001	0.37%	-	-	-
Assistance Teams	2,738,277	0.05%	-	-	-
Charter School Reserve	1,003,976	0.02%	-	-	-
Personnel Services	101,803,778	1.69%	-	-	-
Targeted Teacher Bonus	1,500,000	0.02%	-	-	-
Tort Claims	3,774,000	0.06%	-	-	-
Sub-Total Other	$139,163,032	2.31%	$0	$0	$0

LEA Discretionary Reduction	$ -	$ (25,233,101)	$ (27,233,101)
Total	$ (3,392,141)	$ (76,464,200)	$ (44,620,654)
Revised Budget	$ 5,924,997,202	$ 5,852,793,012	$ 5,884,636,558
Proposed Lotterry Funds	106,074,380	-	-
General Fund	$ 5,818,922,822	$ 5,852,793,012	$ 5,884,636,558

** Governor's budget used lottery funds to fund this expansion item*

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UNC Budget Comparison: Summary

		Governor	Senate	House Option
	Beginning Budget	$1,798,320,830	$1,798,320,830	$1,798,320,830
1.	Reductions in UNC General Administration Operations	($2,204,515)	($2,063,801)	($2,063,801)
2.	Reserves for New Facilities: Slower Completion	($2,666,533)	($2,666,533)	($2,666,533)
		NR	NR	NR
3.	Reduce UNC GA Contract with MCNC	($950,000)	$0	$0
4.	Budget Tuition Surcharge Collections	$0	($800,000)	($800,000)
5.	Reduce Related Education and Instituional Programs Budget Codes by 5% (See # 6 below)	($6,378,180)		
6.	Campus Flexibility Reserves (Senate:2.39%, House 3% but not NC SSM, Governor: Unspecified)	($26,203,045)	($41,995,059)	($52,356,164)
7.	Position Reductions	($51,365,142)	(See # 6)	(See # 6)
8.	Reduce Temporary and Contract Wages	($1,800,956)	(See # 6)	(See # 6)
9.	UNC Hospitals: Reduce General Fund Support by 5%	($2,030,000)	(See # 6)	(See # 6)
10.	NC School of Science and Mathematics: Reduce 2%	($235,364)	(See # 6)	(See # 6)
11.	Use Scholarship Fund Balances to Reduce General Fund Requirements		($1,938,000)	($1,938,000)
			NR	NR

UNC Budget Comparison: Summary

		Governor		Senate	House Option
12.	Eliminate GF Subsidy for Operation of Smith Center	$0		$0	($1,168,885)
13.	Fund UNC Enrollment Growth Request	$66,803,142	*	$66,803,142	$66,803,142
14.	Need-Based Financial Aid Program Increase	$13,129,074		$0	$4,497,000
15.	Enrollment Increase for Aid to Private College Students	$2,249,105	*	$2,249,105	$2,249,105
16.	Tuition Increase: 8% in-state/12% out-of-state	($39,966,108)		($39,966,108)	($39,966,108)
17.	Funds for Focused Growth Institutions				
	a. Recurring	$873,684		$800,000	$1,000,000
	b. Non-recurring	$0		$2,666,533	$2,666,533
				NR	NR
18.	NC TEACH Program for Teacher Preparation	$800,000		$0	$500,000
19.	NC School of Science and Mathematics	$250,000		$0	$115,000
	Totals: General Fund	**$1,679,573,745**		**$1,781,410,109**	**$1,775,192,119**
*	**Total: Lottery Proceeds**	**$69,052,247**		**$0**	**$0**
	Total Budget	**$1,748,625,992**		**$1,781,410,109**	**$1,775,192,119**

Community College Budget
Comparison Sheet

	Categoricals and Misc. Programs	Governor		Senate		House Options
	System Office	($1,182,466)		($882,117)		($882,117)
2	College Information System (CIS)	($714,379)		$0		$0
3	Summer Term	($452,190)		($7,177,623)		($5,177,623)
4	Multi-Campus	($412,500)		$0		$0
5	HRD	($1,510,483)		$0		$0
6	Special Allotments	($357,221)				
7	*Truck Driver Training - $356,763 (Caldwell & Johnston)			($35,676)		($35,676)
8	*Sawmill - $158,615 (Haywood)			($158,615)		($15,861)
9	*Marine Technology - $399,459 (Cape Fear)			($39,946)		($39,946)
10	*Heavy Equipment - $245,501 (Wilson)			($24,550)		($24,550)
11	*Robotics (Regional High Tech Center) - $509,168 (Haywood)			($50,917)		($50,917)
12	Maintenance of Plant	($196,969)		$0		$0
13	Systemwide Projects	$0		($27,000)		($27,000)
14	Community Service	($500,000)		$0		$0
15	Public Radio Craven	($149,912)		($14,991)		($74,956)
16	Public Radio Isothermal	($149,912)		($14,991)		($74,956)
17	Compensatory Ed	($150,000)		$0		$0
18	Faculty Upgrade	($507,067)		($507,067)		($507,067)
19	Fire Training	($272,484)		$0		$0
20	Nursing Disadvantage	($80,000)		$0		$0
21	Equipment	($1,500,000)		$0		($2,000,000)
22	Overrealized Receipts	($2,000,000)		($4,000,000)		($5,245,788)
	Categorical Subtotal	**($10,135,583)**		**($12,933,493)**		**($14,156,457)**
Administration & Institutional Support Formula						
23	Reduce base & change FTE supplement	($18,856,045)		$0		$0
Instructional Formula						
24	Student Support Supplement	($2,900,000)		($3,000,000)		($3,000,000)
	Formula Subtotal	**($21,756,045)**		**($3,000,000)**		**($3,000,000)**
	Total Reductions	**($31,891,628)**		**($15,933,493)**		**($17,156,457)**
Expansion Funding						
25	Enrollment	$29,518,419	*	$50,682,333		$51,848,813
26	Teacher Preparation Endowment	$1,000,000	*	$0		$0
27	Tuition Increase	$0		($10,754,640)		($10,754,640)
28	NCIH Line Charges	$0		$0		$1,300,000
29	Financial Aid	$0		$1,000,000		$1,000,000
	Total Expansion	**$30,518,419**		**$40,927,693**		**$43,394,173**
	Net Change	**($1,373,209)**		**$24,994,200**		**$26,237,716**
	***Funded from Lottery Proceeds**	**$30,518,419**		**$0**		**$0**

VISITOR REGISTRATION SHEET

Appropriations/Sub Committee on Education 7-23-02
Name of Committee Date

VISITORS:. PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Barbara Carolus	
CHARLES Ayscue	UNC Health Care System
J BNILLIKEN	UNC
JEFF DAVIES	UNC
ROB NELSON	UNC
Ann McArthur	Governor's office
[illegible]	NC BTC
Charles R. Crane	OSBM
Sam Lee	OSBM
Jennifer Bennett	NCDPI
Gene Causby	NCSFSA
[illegible]	NCICU
[illegible]	NCASA
JB Byrd	Gov's off
Elizabeth Bruvontari	OSBM
Jordan Dyer	SBE
[illegible]	NC Schools Boards Assoc.
[illegible]	N.C.ACC
Peyton Mann	[illegible]
Susan Harrison	[illegible]
Leonna Wynn	NCCSBA
Jay Smith	UNC
Carol Lauer	EGIS
Mark Lanier	UNCW
[illegible]	Bowman & Assoc

VISITOR REGISTRATION SHEET

Approp. Subcommittee on Education 7/23/02

Name of Committee Date

VISITORS:. PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Courtney Enlow	Intern
D. Bollier	Exponent
Nicole Hare	"
Marla Fleming	University System
Dan Kane	N+O
Alex Kaplun	Daily Tar Heel
Mike Rawand	NCCH
Mary Domm	VIF
Melissa Lin	Daily Tar Heel
Spice Hagner	
Susan Markham	
Tony Waldrop	UNC-Chapel Hill
John McKnight	Governor's Office
Ivan Ryan	DHHS
Ed Kizer	UNC Charlotte
Becky McConkey	DPI
Mark Johnson	Charlotte Observer
Hal Miller	NCAECT
[illegible]	NCCCS
[illegible]	NCCCS
SAM WATTS	NC Center for Public Policy Research
Mary Bruce	Auditory Learning Center
[illegible]	NCGA

EXHIBIT 1

House Appropriations Subcommittee on Education

Agenda

Wednesday, July 24, 2002, 8:30 am
Room 421, Legislative Office Building

Representative Flossie Boyd-McIntyre, Chairing

Opening Comments ..... Chair

Review of Budget Alternatives

Public Schools ..... Philip Price and Jim Newlin

A. List of House Budget Options

B. Review of Reduction Options Discussed in May

C. Committee Ideas for Changes Within House Target

Universities ..... Charlotte Todd and Jim Newlin

A. List of House Budget Options

B. Review of Reduction Options Discussed in May

C. Committee Ideas for Changes Within House Target

Community Colleges ..... Kristine Leggett

A. List of House Budget Options

B. Review of Reduction Options Discussed in May

C. Committee Ideas for Changes Within House Target

Committee Proposals for Changes ..... Chair

House Appropriations Subcommittee on Education
Rep. Boyd-McIntyre (Chair)
Rep. Rogers (Chair)
Rep. Yongue (Chair)
Rep. Barnhart, Rep. Bell, Rep. Bonner, Rep. Carpenter
Rep. Holmes, Rep. McLawhorn, Rep. Michaux,
Rep. Morgan, Rep. Preston, Rep. Russell, Rep. Smith,
Rep. Teague, Rep. Warner

Fiscal Research Division (g:\Fiscal\Education July\2002 Agenda)

MINUTES

HOUSE APPROPRIATIONS SUBCOMMITTEE ON EDUCATION
Wednesday, July 24, 2002
Room 421, Legislative Office Building

The House Appropriations Subcommittee on Education met Wednesday, July 24, 2002 at 8:40 AM in Room 421, Legislative Office Building. Representative Boyd-McIntyre, presiding Chair, called the meeting to order with opening remarks and recognized staff.

The following members were present: Representatives Rogers and Yongue, Chairs; and Representatives Barnhart, Bell, Bonner, Carpenter, Holmes, McLawhorn, Michaux, Preston, Russell, Smith, and Warner. The Agenda *(Exhibit 1)* and the Visitor Registration Sheet *(Exhibit 2)* are attached hereto and incorporated into the minutes.

The purpose of the meeting was to continue discussions of Budget Alternatives with comparisons of the budgets presented by the Governor, Senate and House. Fiscal Research staff, Jim Newlin and Philip Price, were recognized for the first agenda item, Public Schools. Mr. Newlin explained that staff would go over the three different items for each area. First, to review the House Budget Options list as presented on 7/23/02 starting on page 34 *(Exhibit 3)* to see if there were questions; second, to review the list of reduction options that were presented in May and third; committee discussion for other ideas for changes to the options. Mr. Newlin began with items 1-23 on page 34.

Items 1-3 similar in both Senate and House with a slight difference in the Governor's budget.
Item 6 – Last year school bus purchases were reduced significantly. Thirty million dollars was left in the base budget. The Department proposed to the Governor to take $20 million out and leave $10 million in to be used as a lease/ purchase. The Chairs recommended taking $20 million and allow $10 million to be used as a lease/ purchase arrangement.
Item 7 – Capital Funds is a non-recurring item. For one year, money going into the Critical School Needs Fund and the Public School Building Capital Fund would be shifted. It would have two effects: (1) delay capital construction in some cases, and (2) some counties would use this money for debt service.
Item 8 – The Visiting International Faculty program is a conversion of positions. Local school systems contract with private corporations to furnish teachers from around the world.

Committee questions and responses were as follows:
- School Bus Purchases – What is the oldest model?
Answer: Mr. Newlin explained that the school buses are not in bad shape in terms of replacement. It is mileage-based as opposed to years. Based on last years' reduction in bus purchases the schools are still falling behind on what the replacement schedule should be, they are not keeping up.
- In response to questions relating to Item 7, "Redirect Capital Funds to Support Public Schools through the General Fund", Philip Price gave details.
- Questions relative to Certificates of Participation vs. using local property tax for school construction were referred to County Commissioners Association member Ed Regan who was present at the meeting. Mr. Regan also explained the difference between General Obligation Debt and Certificates of Participation.

Rep. Rogers stated that the Committee had informed the Appropriation Chairs that some of the School Systems were using Capital Funds to pay off their bond indebtedness and suggested that these six counties be held harmless if these funds are taken away. The Appropriation Chairs have not rejected or accepted the recommendation. The six counties are: Chatham, Cleveland, Greene, Lincoln, Pasquotank and Pitt. In response to questions, Mr. Newlin explained that these six counties have spent down their balance, which is not a management issue, but rather how these counties chose to use their source of revenue.
- In response to questions relating to the Visiting International Faculty program, Philip Price gave details and explained that the process is contracted between the Local School Systems and a "for profit" corporation. The Local School Systems request permission to convert a teaching position to dollars, which is $45,090. They then pay the teachers who are brought in for 1-3 years at an average salary of $29,000. Social Security is paid on the 2nd and 3rd years for the teachers. The company is paid a fee to operate and manage the program. Any money left over is given to the teachers for supplies.

Mr. Newlin proceeded with his presentation of items 9-23. Upon completion, the Chair continued with questions and comments.

- Item 15- Rep. Warner wanted to flag this item because of his concerns for the need for Teacher Assistants and the vital services they provide to the school system.

-Rep. Michaux, indicating that he had noted several items, asked if the reductions would place more of a burden on local units, requiring them to find additional resources. Mr. Newlin responded that it would. While some units may not have the resources at this point in the school year, others may choose not to fund those items.

-Item 18- Rep. Bonner inquired about the non-recurring items funded last year. They are: A+ Schools - $200,000; Total Quality Education - $200,000; ExplorNet - $1,250,000; Geographic Alliance - $25,000; Cued Speech - $36,875; Global Curriculum - $75,000.

- Rep. Carpenter wanted to go on record that she is having an extremely difficult time with a lack of information in making decisions about the budget. Mr. Newlin referred the Committee to pages 44-49 in the handout and the committee notebooks under Tab 2. He reminded them that these options were discussed in May.

-Rep. Holmes asked if the reductions that are recommended would have some adverse effect as far as the Leandro decision. Mr. Newlin explained that there are no proposed reductions affecting students "at risk". Efforts were made to avoid reducing areas where the Leandro decision had the most impact. Efforts were made to avoid reducing teachers and those other special pots of money affecting "at risk" students.

- Rep. Holmes was concerned that if low wealth counties cannot fund the cuts that are being passed on to them, there could be trouble down the road.
Mr. Newlin further explained that in the Leandro decision the Judge is not requiring an additional expenditure of funds. He feels that funds can be shifted around. In both the Senate and House, options are crafted in an effort to reduce areas.
-Rep. Bonner shared some of the same concerns, indicating that we have become a model state in education. If these cuts are made, how can the local schools systems be held accountable for all of the things we are requiring them to do?

Representative Boyd-McIntyre commented that the Committee could not lose sight of the task they are charged with. She further commented that the committee is very supportive of education and will do all they can to stay out of the classroom. Education and Health and Human Services get the most money. The committee is asked to cut $695 million. Reductions have to be made in the least harmful way in order to achieve a balanced budget. We have a constitutional mandate to get a balanced budget.

-Mr. Newlin was asked if he had any ideas on the recent edict handed down by Judge Manning. Mr. Newlin responded that the Judge was not pleased with the plan of July 4th and did not feel that the State had submitted a concrete comprehensive plan.

The meeting adjourned at 9:50 A.M. to reconvene after adjournment of today's Legislative Session. The time will be announced on the floor.

Respectfully submitted,

Flossie Boyd-McIntyre

Rep. Flossie Boyd-McIntyre
Presiding Chair

Patricia Christmas

Patricia Christmas
Committee Assistant

Rep. R. Eugene Rogers, Chair
Rep. Douglas Y. Yongue, Chair

Attachments:
Agenda (*Exhibit 1)*
Visitor Registration Sheet (*Exhibit 2)*
Exhibit 3

EXHIBIT 2

VISITOR REGISTRATION SHEET

APPROPRIATIONS Subcommittee on Education July 24, 2002 8:30 a.m.

Name of Committee Date

VISITORS: PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
JoAnne Norris	Public School Forum
Finch Sugg	SBE
Marty Babcock	NC Center for Int'l. Understanding
Katherine Mills	NCASA
Elizabeth H. Grossman	OSBM
Jane Ramquist	NCAHA
Becky McCoy	DPI
Gary Moore	NC School Counselor Assn
[illegible]	NCKA
[illegible] Harrison	WCPS
Sam Lee	OSBM
Jennifer Bennett	NCDPI
[illegible]	Gov's office
James O. Smith	UNC
Rob Nelson	UNC
Jerry Davis	UNC
J.B. Milliken	UNC
Alan Mabe	UNC
Charles Crispine	UNC Hospitals
Ed Rega	
Gene Causby	NCSFSA
Allyson Duncan	NC Bar Assn
Michelle Frazier	NC Bar Ass'n
Leanne Winner	NCSBA
Jere Royall	NC Family Policy Council
[illegible]	Hunton & Williams
[illegible]	[illegible]

VISITOR REGISTRATION SHEET

APPROPRIATIONS Subcommittee on Education July 24, 2002 8:30 a.m.

Name of Committee Date

VISITORS: PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Alex Kaplun	Daily Tar Heel
Mark Lanier	UNCW
Ed Kizer	UNCC
Tommy Rhodes	WTCC
Tony Waldrop	UNC-Chapel Hill
Kenneth Briggs	NCCCS
Lucy Bode	Wake Forest Medical School
Charles K. Crann	OSBM
[illegible]	UNCCH
[illegible]	UTF
[illegible]	N&O
Elizabeth Dalton	Fore & Associates
Mary Burch	Auditory Learning Center
Audrey O. Galloway	NCAE
[illegible]	[illegible]
Hal Miller	NCACCT
Jean H Shubert	NCGA

EXHIBIT 3

Comparison Budget Presentation

House Appropriations Subcommittee on Education

July 23, 2002

Summary of Education Budget Proposals

	Governor	Senate	House Option
Public Schools	$5,922,582,942	$5,852,793,012	$5,884,636,558
Community Colleges	$641,822,250	$668,189,659	$669,369,729
UNC	$1,748,625,991	$1,781,410,109	$1,775,192,119
Total	$8,313,031,183	$8,302,392,780	$8,329,198,406

Total: General Fund	$8,107,386,137	$8,302,392,780	$8,329,198,406
Total: Lottery	$205,645,046	$0	$0

Current Proposed House Target →	$8,302,392,780 *

* House target does not include $26.8 million for class size reduction in grade 1 which is included in House Option.

Governor's Proposed Budget

House Appropriations Subcommittee on Education

July 23, 2002

1A

GOVERNOR'S PROPOSAL

Public Education

Recommended Adjustments

	2002-03

1. **Revise Average Daily Membership**
Positions, textbooks, instructional equipment, and supplies allocated to the public schools are budgeted on the basis of average daily membership (ADM) of students in the classroom. Budgeted ADM was 1,301,048 for 2001-02 and 1,318,170 for 2002-03. The revised budgeted ADM for 2002-03 is 1,326,865, which is a 8,695 net increase. Budgeted ADM for 2002-03 is based on the higher of 2001-02 actual ADM or 2002-03 projected ADM by local school system.

Receipts from the Highway Fund to be transferred to the Department of Public Instruction for the Driver Education program are adjusted by $1,249,069 due to a projected increase in ADM in the ninth grade.

Requirements	$ 30,238,504
Receipts	1,249,069
Appropriation	$ 28,989,435

Recommended Reductions

Department of Public Instruction

1. **Department of Public Instruction Reduction**
A 10% reduction in personnel and nonpersonnel budget line items is recommended for the Department of Public Instruction. These reductions include the Education Management, Financial and Business Services, Information and Technology Services and Instructional and Accountability Services budget purposes. This reduction includes the elimination of 15 positions in the department.

	(3,568,264)
Number of Positions	(15.0)

Recommended Reductions

Department of Public Instruction - Continued	2002-03	
2. Reduction in Transfers and Reserves A 10% reduction is recommended for the following departmental transfers and reserves: the Public School Forum of North Carolina, Communities In Schools, Schools Attuned, Teacher Cadet Program, NC Network, and Children's Trust Fund.	$ (233,230)	
3. Reduction in Department of Public Instruction's Salary Reserve It is recommended that the Department of Public Instruction's salary reserve be reduced by 50%. Salary reserve consists of the annual remaining salary funds when positions are filled at lower levels than budgeted.	(52,509)	
Public Schools		
4. Average Annual Salary Adjustment An adjustment is recommended to revise the budgeted average annual salaries including principals and assistant principals using actual 2001-02 sixth pay period salaries as the base. This adjustment is made annually after reviewing budgeted salary projections for all certified personnel. Typically, because of turnover in these positions, the actual salaries are lower than budgeted salaries and a reduction is made accordingly. This adjustment does not reduce any salary paid to certified personnel.	(22,788,638)	
5. Delay School Bus Replacement A revision to the school bus replacement schedule is recommended for 2002-03. With this adjustment, the total 2002-03 budget for school bus purchases will be $10,015,377. The department will purchase approximately 161 buses during 2002-03.	(20,000,000)	NR

NR - Nonrecurring

2002-2003 Recommended Adjustments
General Fund – Public Education - Continued

Recommended Reductions

Public Schools - Continued	2002-03	
6. School Breakfast Program The 1999 Session of the General Assembly provided $1,100,000 for a new kindergarten school breakfast program, which began in January 2000. During the 2000 Session of the General Assembly, additional funds were provided to annualize the school breakfast program for all kindergarten students, regardless of income. The students in this program did not include students who were eligible for free or reduced lunch. It is recommended that the School Breakfast Program funding be reduced to reflect actual expenditures.	$ (200,000)	
7. Uniform Education and Reporting System (UERS) It is recommended the Department of Public Instruction extend the implementation schedule for its new statewide reporting system, Window of Information into Student Education (NCWISE) of the Uniform Education and Reporting system (UERS). A nonrecurring reduction is recommended for UERS/NCWISE.	(5,000,000)	NR
8. Noninstructional Support Reduction A reduction is recommended for Noninstructional Support in the State Public School Fund (SPSF). The reduction will reduce the clerical and custodial support allotment to the Local School Administrative Units. Approximately 90% of the Noninstructional Support budget funds clerical and custodial support positions. The remaining 2002-03 budget will be $256,453,571 after this reduction and the ADM revision.	(46,088,466)	
9. Eliminate Textbooks Inflationary Increase Elimination of the 2002-03 5% inflationary increase for textbooks is recommended. The 2001-02 inflationary increase will not be affected by the adjustment. The 2002-03 budget for textbooks will be $72,237,136 after this adjustment.	(3,423,312)	

NR – Nonrecurring

Recommended Reductions

Public Schools - Continued	2002-03
10. Eliminate Inflationary Increase for Instructional Supplies and Equipment Elimination of the 2002-03 5% inflationary increase for instructional supplies, materials, and equipment is recommended. The 2001-02 3% inflationary increase will not be affected by the adjustment. The budget for instructional supplies, materials, and equipment for 2002-03 will be $58,355,184 after this adjustment.	$ (6,185,968)
11. Combine TAC and Staff Development Allotments It is recommended that the Technical Assistance Centers (TAC) and the Staff Development allotment budgets be combined and a reduction taken. The 2002-03 Staff Development budget will be $8,704,044 after this adjustment.	(3,017,317)
12. Mentor Pay A reduction is recommended for mentor pay for teachers who serve as mentors to first and second year teachers in North Carolina. This adjustment more accurately reflects the actual expenditures for mentor pay.	(1,000,000)
13. Central Office Administration A reduction is recommended for the Central Office Administration allotment for Local School Administrative Units (LEA). The 2002-03 budget for Central Office Administration will be $98,821,628 after this reduction and the ADM adjustment.	(3,292,328)
Number of Positions	(50.0)
14. Assistant Principals A reduction is recommended for the School Building Administrators allotment for Local School Administrative Units. This reduction would eliminate 166 Assistant Principal positions. The 2002-03 budget for School Building Administrators will be $ 223,113,486 after this reduction.	(9,255,127)
Number of Positions	(166.0)

Recommended Reductions

Public Schools - Continued	2002-03	
15. Testing Appropriations Reduction A reduction in the state funding for testing is recommended. These funds will be replaced with federal grants, which are designed to strengthen the capacity of local educational agencies and schools to provide all students the opportunity to increase educational achievement.	$ (5,000,000)	
16. Transportation Reduction A nonrecurring reduction is recommended for the transportation allocations to the LEAs. These funds support the mechanics, garage operations, fuel costs, parts, bus drivers' salaries and fringe benefits and other operational costs for school bus operations. After this reduction and the ADM adjustment, $241,863,084 will remain in the transportation budget.	(4,000,000)	NR
Total Recurring Reductions		
Requirements	$(104,251,156)	
Receipts	-	
Appropriation	$(104,251,156)	
Number of Positions	(231.0)	
Total Nonrecurring Reductions		
Requirements	$ (29,000,000)	
Receipts	-	
Appropriation	$ (29,000,000)	NR

NR - Nonrecurring

Recommended Expansion

	2002-03	
1. School-Based Incentive Awards Under the ABCs Program The ABCs initiative directs that each year a school must assure that the students receive a year's worth of education for a year of instruction. According to G.S. 115C-105.36, incentive awards will be given when a school either meets or exceeds the projected levels of improvement in student performance. In accordance with State Board of Education policy, incentive awards in schools that achieve higher than expected improvement may be up to $1,500 for each teacher and certified personnel and $500 for each teacher assistant. In accordance with State Board of Education policy, incentive awards in schools that meet the expected improvements may be up to $750 for each teacher and certified personnel and $375 for each teacher assistant. One-time funds in the amount of $98 million were appropriated in the 1998 Short Session for those awards to be earned in the 1998-99 school year and awarded in July 1999. The 1999 General Assembly provided $140 million. The 2001 General Assembly provided $93.1 million in one-time funding for the ABC bonuses for schools meeting or exceeding expected growth during the 2000-01 school year. Non-recurring funds in the amount of $79,832,000 are recommended for awards earned in the 2001-02 school year and awarded in July of 2002. Funding for the school-based incentive awards is included in the Education Lottery Proposal.	$ 79,832,000	NR
2. Class Size Reduction In an effort to improve student performance, funds in the amount of $26,242,380 for 582 teachers are recommended to achieve an average class size of 18 students in every first grade classroom in 2002-03. It is the intent that class size be reduced to 18 for grade 2 in 2003-04 and in 2004-05 for grade 3. Funding for this class size reduction is included in the Education Lottery Proposal.	26,242,380	

NR - Nonrecurring

2002-2003 Recommended Adjustments
General Fund- Public Education – Continued

Recommended Expansion

		2002-03	
3.	**Teaching Fellows Program** Funds are recommended to increase the number of participants in the Teaching Fellows Program operated by the Public School Forum of North Carolina. The Teaching Fellows Program began in 1987 and currently provides a $6,500 per year scholarship for four years to 400 high school seniors each year. Upon acceptance of the scholarship, the recipient agrees to teach for four years in a North Carolina public school or three years in a low-performing school. Funds in the amount of $650,000 are recommended for the Teaching Fellows Program to add 100 scholarships in 2002-03. The total number of scholarships will be 500 for high school seniors in 2002-03.	$ 650,000	
4.	**Teacher Assistant Scholarships** Additional appropriation is recommended to provide additional scholarship funds for teacher assistants who take community college courses that are prerequisites for teacher certification programs. Approximately 50 additional scholarships will be available for the 2002-03 fiscal year.	200,000	
	Total Recurring Expansion		
	Requirements	$ 27,092,380	
	Receipts	-	
	Appropriation	$ 27,092,380	
	Total Nonrecurring Expansion		
	Requirements	$ 79,832,000	
	Receipts	-	
	Appropriation	$ 79,832,000	NR

NR - Nonrecurring

2002-2003 Recommended Adjustments
General Fund- Public Education – Continued

TOTAL Recommended Adjustments for Public Education (including Reductions and Expansion)

	2002-03	
TOTAL Recurring Adjustments		
Requirements	$ (46,774,275)	
Receipts	1,249,069	
Appropriation	$ (48,023,344)	
Number of Positions	(231.0)	
TOTAL Nonrecurring Adjustments		
Requirements	$ 50,832,000	
Receipts	-	
Appropriation	$ 50,832,000	NR

NR - Nonrecurring

Community Colleges

Recommended Reductions

Community College System Office	2002-03
1. Position and Operating Budget Reductions The following reductions in the North Carolina Community College System Office budget are recommended. In the Executive Division a reduction of 2.5 positions totaling $109,356 and operating line items totaling $32,475 is recommended. The elimination of three vacant and three filled positions ($225,429) and the reduction of operating line items ($267,668) are recommended for the Administration Division. Salary reserve ($27,328), a vacant processing assistant position ($29,096), and operating line items ($44,397) are recommended for reduction in the Business and Finance Division. A reduction is recommended in the Academic and Student Services Division. Three positions will be eliminated ($133,017) and operating line items ($64,334) will be reduced. In the Economic and Workforce Development Division it is recommended that 1.5 positions totaling $61,027 be eliminated and operating line items totaling $51,172 be reduced. A fire training coordinator position will be transferred to the Academic and Student Services Division consistent with item 12 below.	$ (1,045,299)
Number of Positions	(13.0)
2. Reduce Excess Salary Reserve The 2000 Session of the General Assembly appropriated $225,000 for salary adjustments within the Community College System Office. It is recommended that the unexpended balance of $6,462 be eliminated. It is also recommended that 50% of remaining salary reserve balances in the Executive, Administration, and Academic and Student Services Divisions be reduced for a savings of $50,705.	(57,167)
3. State Board Reserve Adjustment The State Board Reserve is limited by statute to funding feasibility studies, pilot projects, start-up of new programs, and innovative ideas. It is recommended that the $800,000 appropriation for the State Board Reserve be reduced by 10% for a savings of $80,000.	(80,000)

2002-2003 Recommended Adjustments
General Fund – Community Colleges – Continued

Recommended Reductions

Community College System Office - Continued	2002-03
4. College Information System A $714,379 reduction in the College Information System (CIS) budget is recommended. Training reductions totaling $511,572 and implementation contract staff reductions totaling $202,807 are recommended. After this adjustment the 2002-03 CIS budget will be $14.3 million.	$ (714,379)
Community Colleges	
5. Special Allotments Special allotments are provided to community colleges that have programs designated by the General Assembly as high cost. A $357,221 reduction in the appropriation for special allotments is recommended.	(357,221)
6. Community Service Grant The Community Service Grant provides funds for colleges to offer free hobby and leisure courses. The Community Service grant is recommended for a $500,000 reduction.	(500,000)
7. Summer Term "Other Costs" The 2000 Session of the General Assembly appropriated $7,177,623 for summer term curriculum instruction as a supplement to regular curriculum enrollment funding. A $452,190 reduction in the "other cost" budget for this supplement is recommended.	(452,190)
8. Human Resource Development The Human Resource Development (HRD) program provides employment, training, counseling, and assistance for individuals seeking job placement. The 2001 General Assembly directed that participants in the HRD program be allowed to take fee waived HRD classes under the Continuing Education Master Course list. For the first time, HRD classes will be funded by the Occupational Continuing Education formula budget. Therefore it is recommended that the HRD allotment be reduced by $1.5 million.	(1,510,483)

Recommended Reductions

	2002-03
9. Maintenance of Plant A state supplement of $787,877 is provided to five colleges that have an out-of-county headcount on the main campus greater than 50% of the total student headcount. The Maintenance of Plant appropriation supplements local funding for maintenance and operation of college facilities. It is recommended that the state supplement be reduced by 25%.	$ (196,969)
10. Compensatory Education The Compensatory Education appropriation provides course offerings for adults with documented mental retardation. Courses such as language, math, social science, community living, health, consumer education, and vocational education are provided. The appropriation for Compensatory Education was reduced by $150,537 in 2001-02. A similar reduction is recommended in 2002-03.	(150,000)
11. Faculty Upgrade The appropriation for faculty upgrade provides funds for professional development for community college faculty. It is recommended that professional development funds be reduced by $507,067.	(507,067)
12. Consolidate Fire Training Regions The Criminal Justice Regional Planning and Training Program was consolidated from six regions to three regions in 2001-02. It is recommended that a similar reorganization occur for the fire training regions. The eight fire training regional coordinating centers will be reduced to three regions and one position transferred to become the system office coordinator. The Community College System Office will determine the regions.	(272,484)

Recommended Reductions

	2002-03
13. Multi-Campus Allotment A multi-campus college functions as a convenience location in the service area to provide appropriate population and geographic access for community outreach, testing, faculty/staff offices, and instruction. At least one associate degree must be offered; and comprehensive support functions, including library, financial aid, and student service support, must be provided at each campus site. While multi-campus colleges receive regular formula funding for the full-time equivalent (FTE) students generated at each site, a multi-campus allotment is also provided as a supplement for additional support positions and operating costs. It is recommended that this supplement be reduced by 25%.	$ (412,500)
14. Eliminate Radio Subsidy It is recommended that the public radio subsidy be eliminated. Colleges shall utilize non-state funds to provide these services.	(299,824)
15. Eliminate Supplemental Nursing Student Support Nursing student enrollment generates FTE formula funding that provides for faculty, academic/student support services and operating supplies and materials. A supplemental nursing allotment provides additional resources for nursing programs. Elimination of this supplement is recommended.	(80,000)
16. Equipment It is recommended that the equipment budget be reduced by $1.5 million. Colleges may utilize other unexpended equipment funds, including the equipment reserve and the Employment Security Commission Employment and Training Account equipment balance.	(1,500,000)
17. Institutional and Academic Support Supplement A reduction of $18.8 million is recommended in the formula budget (base and enrollment allotments) for administration, support, and operating supplies. The base allotment will be reduced by $140,420 per college for a total of $8.1 million. The enrollment allotment will be reduced by $10.6 million. It is also recommended that $2.9 million be reduced from the academic support supplement budget.	(21,756,045)

2002-2003 Recommended Adjustments
General Fund – Community Colleges – Continued

Recommended Reductions

	2002-03
18. Overrealized Receipts	
Analysis of the tuition and fee budget indicates that receipts will be overrealized in 2001-02. It is recommended that $2 million of excess receipts be budgeted on a continuing basis to offset appropriation.	
Requirements	$ -
Receipts	2,000,000
Appropriation	$ (2,000,000)
Total Recurring Reductions	
Requirements	$ (29,891,628)
Receipts	2,000,000
Appropriation	$ (31,891,628)
Number of Positions	(13.0)

Recommended Expansion

1. Enrollment Changes

It is recommended that the 2002-03 budgeted enrollment be increased over the 2001-02 budgeted enrollment of 153,985 full time equivalent (FTE) by the three year average budgeted growth rate of 5.8%. Curriculum enrollment is recommended to increase 6.2% or 7,412 FTE; Continuing Education enrollment is recommended to increase 2.9% or 521 FTE; and Basic Skills enrollment is recommended to increase 7.0% or 1,098 FTE. The revised 2002-03 budgeted enrollment will be 162,979 FTE. Funding for enrollment is included in the Education Lottery Proposal.

Consistent with G.S. 115D-5, the State Board of Community Colleges may provide for the equitable distribution of state funds for enrollment growth among the several institutions. This includes the allocation of funds for both instruction, student services, and management operations of the institution. The distribution of enrollment growth funds through the "State Aid Formula Allocation" may be determined by the State Board to insure sufficient student services are provided for each community college.

Requirements	$ 36,070,883
Receipts	6,552,464
Appropriation	$ 29,518,419

2002-2003 Recommended Adjustments
General Fund – Community Colleges – Continued

Recommended Expansion

	2002-03	
2. Teacher Preparation Endowment It is recommended that $1 million of nonrecurring funds be appropriated to match a $1 million donation to create an Endowment for Teacher Preparation in the North Carolina Community College System. A fund shall be created in the Community College Trust Fund, Budget Code 66800, to account for this appropriation. The State Board of Community Colleges shall adopt rules and policies for the disbursement of these funds. Funding for the teacher preparation endowment is included in the Education Lottery Proposal.	$ 1,000,000	NR
Total Recurring Expansion		
Requirements	$ 36,070,883	
Receipts	6,552,464	
Appropriation	$ 29,518,419	
Total Nonrecurring Expansion		
Requirements	$ 1,000,000	
Receipts	-	
Appropriation	$ 1,000,000	NR

TOTAL Recommended Adjustments for Community Colleges (including Reductions and Expansion)

TOTAL Recurring Adjustments		
Requirements	$ 6,179,255	
Receipts	8,552,464	
Appropriation	$ (2,373,209)	
Number of Positions	(13.0)	
TOTAL Nonrecurring Adjustments		
Requirements	$ 1,000,000	
Receipts	-	
Appropriation	$ 1,000,000	NR

NR - Nonrecurring

The University of North Carolina

Recommended Reductions

UNC General Administration	2002-03
1. Operating Efficiencies In an effort to facilitate efficiencies at UNC General Administration (UNC-GA), a reduction in the operating budget for fiscal year 2002-03 is recommended. This reduction will reduce funds in non-personnel budgets for administrative travel, equipment, furniture replacement, and membership dues. Through budget flexibility UNC-GA has the authority to make the necessary budgetary adjustments to accommodate the reduction.	$ (1,751,294)
2. Position Reductions A reduction in positions is recommended for UNC–GA. This reduction will eliminate 4 SPA positions and 1.5 EPA positions as recommended by UNC-GA.	(234,965)
Number of Positions	(5.5)
3. Temporary and Contract Wages A reduction in temporary and contract wages is recommended for UNC-GA.	(218,256)
4. UNC – Inter-Institutional Transfers A 5% reduction in the funds that support system-wide UNC programs is recommended. These programs include technology and distance education, work-study matching, minority presence grants, and other system-wide programs. This also includes a $150,000 reduction to the Strategic Initiates Reserve.	(699,885)
5. UNC- Related Educational Programs A 5% reduction in the funds appropriated to related educational programs is recommended. These funds are pass-through funds that are used for various scholarship, financial aid, and loan programs. These programs include aid to private colleges, aid to private medical schools, UNC Board of Governors medical and dental scholarships, need based financial aid, incentive scholarships, and other aids and grants.	(5,678,295)

Recommended Reductions

UNC General Administration - Continued	2002-03	
6. MCNC Contract It is recommended that the General Fund appropriation for the Microelectronics Center for North Carolina be reduced. MCNC may charge a fee for service to UNC institutions for MCNC usage.	$ (950,000)	
UNC Campuses and Affiliates		
7. Current Operations Efficiencies In an effort to facilitate efficiencies at the constituent institutions of The University of North Carolina and affiliates, a reduction in the operating budgets for fiscal year 2002-03 is recommended. This reduction will reduce funds in non-personnel budgets for supplies, materials, equipment, membership dues, printing, postage, staff development, and travel. The 1990 Session of the General Assembly established Special Responsibility Constituent Institutions (SCRIs) and granted budget flexibility to constituent institutions with this status. Therefore, SRCIs have the authority to make the necessary budgetary adjustments to accommodate the reduction required by each campus. This recommendation does not include UNC-GA Inter-Institutional Transfers and Related Education, UNC Hospitals, or the North Carolina School of Science and Mathematics (NCSSM).	(26,203,045)	
8. Reserves for Operating New Facilities As a result of adjustments to schedules in constructing or renovating facilities at the constituent institutions throughout the University system and the NCSSM, funds that had been appropriated for facilities operations in 2002-03 are recommended for a nonrecurring reduction.	(2,666,533)	NR

NR - Nonrecurring

2002-2003 Recommended Adjustments
General Fund – University of North Carolina – Continued

Recommended Reductions

	2002-03
UNC Campuses and Affiliates - Continued	
9. Position Reductions	
A reduction in positions is recommended for the constituent institutions of The University of North Carolina and affiliates except for UNC-Hospitals and the NCSSM. This reduction will eliminate 556.95 SPA positions and 495.82 EPA positions as recommended by the constituent institutions of The University of North Carolina and affiliates and is consistent with the Governor's priority to protect the classroom, as no permanent faculty will be eliminated.	$ (51,365,142)
Number of Positions	(1,052.77)
10. Temporary and Contract Wages	
A reduction in temporary and contract wages is recommended for the constituent institutions of The University of North Carolina. This does not include the North Carolina School of Science and Mathematics or UNC Hospitals.	(1,800,956)
11. UNC Hospitals	
A 5% reduction in appropriation to the UNC Hospitals is recommended. This reduction eliminates 12 SPA positions.	(2,030,000)
Number of Positions	(12.0)
12. North Carolina School of Science and Mathematics	
The 2001 Session of the General Assembly extended budget flexibility to the North Carolina School of Science and Mathematics (NCSSM). Therefore, the NCSSM has the authority to make the necessary budgetary adjustments to accommodate the recommended 2% reduction in appropriation.	(235,364)

Recommended Reductions

UNC Campuses and Affiliates - Continued

	2002-03	
13. Tuition Increase		
In support of recommendations by the Board of Governors' Task Force on Tuition Policy, an 8% tuition increase for in-state students and a 12% increase for out-of-state students at the 16 University of North Carolina campuses is recommended. The percentage increases apply to total tuition, including campus-initiated increases and increases for campus enhancements that have been approved in the past. Implementation of these recommendations would result in increased receipts in 2002-03 of $39,966,108.		
Requirements	$ -	
Receipts	39,966,108	
Appropriation	$ (39,966,108)	
Total Recurring Reductions		
Requirements	$ (91,167,202)	
Receipts	39,966,108	
Appropriation	$(131,133,310)	
Number of Positions	(1,070.27)	
Total Nonrecurring Reductions		
Requirements	$ (2,666,533)	
Receipts	-	
Appropriation	$ (2,666,533)	NR

Recommended Expansion

1. Schedule of Priorities:

General Statute 116-11(9) requires the Board of Governors (BOG) of the University of North Carolina to "develop, prepare, and present to the Governor, Advisory Budget Commission, and the General Assembly a single, unified recommended budget for all of public senior education." Funds requested for expansion, new programs and activities, increases in enrollment, remedying deficiencies, etc. are to be itemized in priority order, and any funds appropriated for the priority schedule are to be in a lump sum.

NR - Nonrecurring

2002-2003 Recommended Adjustments
General Fund – University of North Carolina – Continued

Recommended Expansion

	2002-2003

In response to the Board of Governors' 2002-03 "Schedule of Priorities," the following items are recommended:

Line 1a - Enrollment Changes
Regular Term Enrollment Increase

Regular Term Enrollment projections from the Board of Governors indicate an increase in enrollment for 2002-03 over the current budgeted 141,272 full-time equivalent (FTE) students. Based upon the Board's estimate, enrollment in the University is projected to increase by 5,506 FTE or 3.9% to 146,778 FTE in 2002-03. This represents an increase in student credit hours (SCHs) from 3,743,204 in 2001-02 to 3,897,328 in 2002-03. The recommended increase of $54,554,262 is to support this enrollment growth after accounting for an expected increase in receipts of $16,796,576. The requirements amount includes a hold-harmless of $1,262,688 for UNCA, ECSU and WSSU. Funding for the Regular Term Enrollment increase is included in the Education Lottery proposal.

Requirements	$ 71,350,838
Receipts	16,796,576
Appropriation	$ 54,554,262
Number of Positions	449.5

Line 1a - Enrollment Changes
Distance Education Enrollment Increase

Enrollment projections from the Board of Governors indicate an increase in distance education enrollment for 2002-03 over the current budgeted student credit hours (SCHs). Additional funds of $12,248,880 are recommended to support enrollment growth in distance education programs. This recommended increase represents an increase in funded distance education student credit hours from 97,610 in 2001-02 to 126,402 in 2002-03. This is the appropriation needed after accounting for an expected increase in receipts of $1,988,675 in 2002-03. Funding for the Distance Education Enrollment increase is included in the Education Lottery proposal.

Requirements	$ 14,237,555
Receipts	1,988,675
Appropriation	$ 12,248,880
Number of Positions	92.9

Recommended Expansion

	2002-2003
Line 1b – Need - Based Student Financial Aid Plan A Task Force on Student Financial Aid estimated that the aggregate amount of unmet need for UNC resident students in 1997-98 was at least $143 million and recommended funding for a new UNC Grant Program to help students with financial need. The program was partially funded with an appropriation of $8.9 million in 2001-02, which when combined with $1.3 million appropriated in 1999-2000 and $5 million in 2000-01, is currently being used to make grants to qualifying freshmen, sophomores, and some juniors during the 2001-02 year. The program requires that eligibility requirements for the new grants include a "self-help" expectation of at least $4,500 per student and that federal Pell grants and tax credits be used first to meet students' needs. Funds are recommended to fully fund the Need-Based Student Financial Aid Plan, as requested by the Board of Governors.	$ 13,129,074
Line 1e – Focused Growth Institutions – Special Needs In April 1998 the Board of Governors of the University of North Carolina adopted a ten-year enrollment plan that would enable the University to serve significant enrollment growth projected over the following decade. The Board of Governors' plan targets enrollment growth in underutilized campuses in the system. As a result, seven campuses developed strategies that would enable them to grow by 20% by fall 2003 and by up to 50% over the coming decade. The seven campuses are Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, the University of North Carolina at Pembroke, Western Carolina University and Winston-Salem State University. The 2001 Session of the General Assembly appropriated $2,247,850 of the Board of Governors' request of $3,121,534 to assist in this effort and be used for assessment of needs, better operating efficiencies through economies of scale, physical facilities management, faculty improvement, and development capacity. Funds in the amount of $873,684 are recommended to fully fund the Board of Governors' request for Focused Growth Institutions – Special Needs from $2,247,850 to $3,121,534.	873,684

Recommended Expansion

	2002-2003
Line 3 – North Carolina TEACH NC TEACH (Teachers of Excellence for All Children) is a statewide lateral entry teacher licensure program developed jointly by the State Board of Education and the Board of Governors' of the University of North Carolina, with funding from Title II of the Higher Education Act. North Carolina TEACH was developed in response to Senate Bill 1125 and prepares mid-career professionals to transition into teaching. The program prepares teachers for all grades and disciplines, but includes a focus on areas of critical shortage in North Carolina. Funds in the amount of $800,000 are recommended to prepare a minimum of 500 teachers.	$ 800,000
2. **Aid to Students Attending North Carolina Private Colleges and Universities – Enrollment Changes** The program "Aid to Students Attending Private Colleges and Universities" is composed of: the Legislative Tuition Grant (LTG) and the State Contractual Scholarsip Fund (SCSF). The LTG provides a payment of $1,800 to private institutions for each North Carolina resident undergraduate student, which is credited directly to the student's account. The SCSF makes available $1,100 to each institution for each full-time equivalent (FTE) North Carolina undergraduate resident student, which is then provided as scholarships to needy North Carolina students attending private colleges.	
It is recommended that the amount of the LTG be increased by $1,560,946 to allow for an increase of 1,091 full-time North Carolina undergraduate resident students. It is also recommended that the amount for the SCSF be increased by $688,159 to allow for an 883 FTE increase in North Carolina undergraduate resident students. Funding for the Aid to Students Attending North Carolina Private Colleges and Universities Enrollment change is included in the Education Lottery proposal.	2,249,105

2002-2003 Recommended Adjustments
General Fund – University of North Carolina – Continued

Recommended Expansion

	2002-2003
3. North Carolina School of Science and Mathematics Recurring funds in the amount of $250,000 are recommended in lieu of the $850 per student activity fee approved by the Board of Trustees of the North Carolina School on Science and Mathematics. These funds will be used for academic projects, equipment and supplies, athletics, student conferences, residence hall needs, transportation, and other student related activities.	$ 250,000
Total Expansion	
Requirements	$ 102,890,256
Receipts	18,785,251
Appropriation	$ 84,105,005
Number of Positions	542.40

TOTAL Recommended Adjustments for University of North Carolina (including Reductions and Expansion)

TOTAL Recurring Adjustments		
Requirements	$ 11,723,054	
Receipts	58,751,359	
Appropriation	$ (47,028,305)	
Number of Positions	(527.87)	
TOTAL Nonrecurring Adjustments		
Requirements	$ (2,666,533)	
Receipts	-	
Appropriation	$ (2,666,533)	NR

NR - Nonrecurring

Senate Money Report

House Appropriations Subcommittee on Education

July 23, 2002

Public Education

GENERAL FUND

	FY 02-03
Total Budget Approved 2001 Session	**$5,922,188,546**

Budget Changes

A. Adjustments to Budget Requirements

1 Continuation Adjustment for Average Daily Membership Revise the projected increase for FY 2002-03 to reflect an additional 8,695 in average daily membership (total increase over FY 2001-02 is 25,817). The dollar amount reflects the Continuation Budget impact of this increase on all position, dollar, and categorical allotments. Total funded student population for FY 2002-03: 1,326,865. The increase for ADM growth for Driver Education is $236,139 which is transferred to the General Fund from the Highway Fund. Total ADM increase for the General Fund and Highway Fund is $30,093,413.	$29,857,304 461.90	R
2 Average Annual Salary Adjustment Annual adjustment of average budgeted salary for certified personnel. Adjustment is based on actual salaries paid to certified personnel through December 2001.	($22,788,638)	R
3 Additional Adjustments to Average Salary Projections In addition to the annual Continuation Budget adjustment to average budgeted salary for certified personnel, a more recent review of certified personnel salaries from updated salary data identified an additional reduction in projected salary needs for FY 2001-03.	($5,964,427)	R
4 Classroom Materials/Instructional Supplies/Equipment Adjust the increase for inflation to a 3% growth (in line with the Consumer Price Index) from the 5% growth used to build the Continuation Budget. The Instructional Supply allotment for FY 2002-03 will be $41.45 per ADM after this adjustment.	($2,273,979)	R
5 Transportation Current inventory levels (oil, tires, and parts) at local school administrative units indicate that additional supply needs for next year will be minimized. Last year's non-recurring adjustment of $4 million will become a recurring reduction. Also, reduce for lower anticipated fuel cost $1.8 million.	($5,800,000)	R
6 School Bus Purchases Implement a lease/purchase process that will allow for the payment of school buses over a 3-year period.	($19,600,000)	NR

7 Redirect Capital Funds to Support Public Schools through the General Fund

For the 2002-03 fiscal year, do not transfer corporate tax funds to the Public School Building Capital Fund or the Critical School Facility Needs Fund. Instead, transfer the funds as a receipt to the Public School Fund to temporarily offset the costs for public school operations. For FY 2002-03, General Fund appropriations will be reduced by the amount that was scheduled to be transferred to the capital accounts. ($45,000,000) NR

8 Funding for Visiting International Faculty ($2,000,000) R

State Board of Education Policy allows Local School Administrative Units to convert teaching positions to dollars to cover the contract cost for Visiting International Faculty. The conversion to dollars shall not include matching benefits and shall be $42,423 ($37,423 avg. teacher salary without benefits plus $5,000 for FICA and other cost) for FY 2002-03 (not $45,090). The reduction included is based on FY 2001-02 program enrollment of approximately 750 teachers.

9 Revise Headcount for Children with Special Needs ($4,768,604) R

Adjust Continuation Budget to reflect actual April 1, 2002, headcount. The Continuation Budget was constructed based on an estimated population of children with special needs.

B. Reduction of Administration Cost

10 Central Office Administration ($3,300,000) R

Freeze local school administration units (LEAs) allotments at the FY 2001-02 allotment level($1,574,452 reduction to the Continuation Budget) and reduce each LEA by 1.72% ($1,725,548) from their FY 2001-02 funding level. The new allotment formula developed by the State Board of Education is not to be implemented in FY 2002-03. -50.00

11 School Building Administration ($9,255,127) R

Decrease the allotment for Assistant Principals by changing the allotment formula to one ten-month position for every 797.5 students in average daily membership (ADM). The FY 2001-02 allotment was one ten-month position per 725 ADM. -166.00

12 Regional Education Service Alliances ($3,017,317) R

Eliminate State funding distributed to local school administrative units that could be used to support the Regional Education Service Alliances.

13 Uniform Education and Reporting System (UERS)

Based on the current NC WISE implementation schedule, the Department of Public Instruction has indicated that a one-time reduction in funding is possible. ($5,000,000) NR

14 Department of Public Instruction ($3,000,000) R

The Department of Public Instruction will eliminate 40 positions. Thirty-six positions will be eliminated and 4 positions will be transferred to the Office of State Personnel. Of the 36 eliminated positions, 9.5 are paid from receipts and 26.5 are paid from State funds. Three (3) of the State positions are currently vacant. -40.00

Total State savings from Positions: $1,676,763
Total Other Departmental Reductions: $1,323,237
Reductions to receipt-supported positions are not included in meeting the $3,000,000 reduction target but are included in the position reduction count.

C. Continuation Budget Reductions

15 Mentor Pay ($3,134,984) R

Restrict funding to mentor teachers assigned to State-paid first and second year teachers and first-year instructional support.

16 Payments for Teacher Unused Vacation Days (Forfeited Vacation) ($3,750,000) R

Teachers are allowed to have excess annual leave over 30 days either converted to sick leave or paid at the end of the year. The amount of leave that can be paid is limited to the excess days that can be attributed to required work days which made it impossible for the teacher to take the leave during the school year. The payment option was established since the amount of sick-leave allowed to be converted to employment credit at retirement was restricted to the amount earned over the employees term of employment. Last year the sick leave conversion maximum was eliminated. By eliminating this maximum, teachers can now convert all sick leave earned towards retirement credit; therefore, this special payment option is no longer needed.

17 Appropriations to Non-Public School Agencies ($433,851) R

Eliminate funding for NC Network.
Reduce funding to Public School Forum, Cities/Communities in Schools, and Teacher Cadet programs by 10%. No adjustment to Schools Attuned.

18 Maintain Kindergarten Class Size at 1:19 ($13,932,810) R

The Continuation Budget includes funding to reduce kindergarten class size to 1:18 (from 1:19). Due to the current budget shortfall, class size allotments in kindergarten will remain at 1:19. -309.00

E. Management Flexibility

19 Local Education Agency Discretionary Reduction

The State Board of Education shall distribute this local education agency discretionary reduction in an equitable manner and require allotment reductions in this amount within 30 days of budget passage. ($25,233,101) NR

Local School Administrative Units have flexibility to adjust their budgets to implement this reduction; therefore, it is not possible to identify the number of positions impacted.

F. Other Budget Adjustments

20 ABC Bonuses

Provide funding for ABC bonuses for schools meeting or exceeding expected growth in 2001-02. $79,000,000 NR

Budget Changes	**($53,562,433)**	**R**
	($15,833,101)	**NR**
Total Position Changes	-103.10	
Revised Total Budget	**$5,852,793,012**	

UNC System

GENERAL FUND

	FY 02-03	
Total Budget Approved 2001 Session	**$1,798,320,830**	
Budget Changes		
Campus Reductions		
21 Reserves for New Facilities Reduce funding in reserves for operation of new facilities due to delays in completion dates.	($2,666,533)	NR
22 Tuition Surcharges Budget tuition collected from 25% surcharge for taking more than 110% of required credit hours for degree.	($800,000)	R
23 Campus Flexibility Reserve Budget a reduction of 2.39% in all campus and other related budget codes. Decisions on where to take the reductions will be made at campus or operating level.	($41,995,059)	R
Related Educational Programs		
24 Scholarships Use fund balances in scholarship trust funds to reduce General Fund requirements for one year. Fund balances in Principal Fellows, Nursing Fellows, Nursing Need-based, and dormant funds in old Social Work Scholarship Funds are affected.	($1,938,000)	NR
UNC General Administration		
25 Budget Reduction Reduce UNC General Administration and its programs. Board of Governors has authority to allocate reductions.	($2,063,801)	R
University Expansion Funds		
26 Enrollment Increases Provide funding for enrollment increases as proposed by the UNC Board of Governors. Provides funding for regular term enrollment, distance education enrollment, and holding 3 campuses harmless from enrollment declines.	$66,803,142	R
27 Enrollment: Focused Growth Provide funding to 7 campuses designated by UNC as "focused growth" institutions to prepare for enrollment increases.	$800,000 $2,666,533	R NR

	FY 02-03	
28 Tuition Increases Tuition increases of 8% for in-state students and 12% for out-of-state students have been approved by the Board of Governors for the 2002-03 academic year.	($39,966,108)	R
29 Aid to Students Attending Private Colleges Provides financial aid funding for additional NC students attending private college in North Carolina.	$2,249,105	R
Budget Changes	**($14,972,721)**	**R**
Total Position Changes	**($1,938,000)**	**NR**
Revised Total Budget	**$1,781,410,109**	

Community Colleges

GENERAL FUND

	FY 02-03
Total Budget Approved 2001 Session	**$643,195,459**

Budget Changes

A. Community College System Office

30 Operating Efficiencies ($882,117) R

Reduces the Executive Division by 2.5 positions totaling $109,356 and operating line items totaling $30,650. Reduces the Administration Division by 5 positions totaling $180,522 and operating line items totaling $262,096. Reduces the Business and Finance Division by 1 position totaling $29,026 and operating line items totaling $43,697. Reduces the Academic and Student Services Division by 2 positions totaling $98,862 and operating line items totaling $67,034. Reduces the Workforce Development Division by 1 position totaling $32,110 and operating line items totaling $28,694. -11.50

B. State Aid - Categorical Programs

31 Systemwide Projects ($27,000) R

Eliminates the appropriation for Systemwide Projects. This funding was used to pay for the printing of G.S. 115D. Since the Statutes are now available on-line, the printing is no longer necessary.

32 Public Radio Isothermal ($14,991) R

Reduces the appropriation for the public radio station at Isothermal Community College by 10% from $149,912 to $134,921.

33 Public Radio Craven ($14,991) R

Reduces the appropriation for the public radio station at Craven Community College by 10% from $149,912 to $134,921.

34 Special Allotments ($309,704) R

Eliminates the state subsidy for the sawmill program at Haywood Community College. Reduces the remaining special allotment programs by 10%.

35 Faculty Upgrade ($507,067) R

Reduces the appropriation for professional development programs by 50%, from $1,014,135 to $507,068.

36 Summer Term Block Grant ($7,177,623) R

Removes the supplemental appropriation for curriculum summer term programs. Historically, curriculum summer term courses have been offered using regular term funding. Colleges can continue to offer these courses from the funds appropriated for regular term curriculum instruction.

E. Formula Modifications

37 Academic Support Supplement ($3,000,000) R

Transfers funds previously appropriated in the Curriculum formula for the Academic Support Supplement to a separate line item in State aid fund code 1600. Reduces the amount appropriated for the Academic Support Supplement by $3,000,000, from $11,886,683 to $8,886,683.

F. Tuition, Enrollment, and Financial Aid

38 Adjustment for Over-Realized Receipts ($3,000,000) R
($1,000,000) NR

Increases the budgeted amount of tuition and registration fees to more accurately reflect anticipated receipts.

39 Increase Curriculum Tuition Charge ($10,754,640) R

Increases the in-state tuition charge per semester hour by $3.25 from $31.00 to $34.25. Increases the out-of-state tuition charge per semester hour by $17.50 from $173.25 to $190.75. Changes the semester credit hour limit for summer term curriculum tuition from 9 hours to 16 hours. It is anticipated that for most students, this increase will be off-set by federal and State financial assistance programs.

40 Enrollment Adjustment $50,682,333 R

Fully funds the Community College enrollment request.

41 Increase Need-Based Financial Aid $1,000,000 R

Increases the Need-Based Financial Aid fund from $6,062,806 to $7,062,806.

Budget Changes	**$25,994,200**	**R**
	($1,000,000)	**NR**
Total Position Changes	-11.50	
Revised Total Budget	**$668,189,659**	

House Money Options
Draft

House Appropriations Subcommittee on Education

July 23, 2002

	FY 02-03
Total Budget Approved 2001 Session	**$5,922,188,546**

Budget Changes

A. Adjustments to Budget Requirements

1 Continuation Adjustment for Average Daily Membership Revise the projected increase for FY 2002-03 to reflect an additional 8,695 in average daily membership (total increase over FY 2001-02 is 25,817). The dollar amount reflects the Continuation Budget impact of this increase on all position, dollar, and categorical allotments. Total funded student population for FY 2002-03: 1,326,865. The increase for ADM growth for Driver Education is $236,139 which is transferred to the General Fund from the Highway Fund. Total ADM increase for the General Fund and Highway Fund is $30,093,413.	$29,857,304 461.90	R
2 Average Annual Salary Adjustment Annual adjustment of average budgeted salary for certified personnel. Adjustment is based on actual salaries paid to certified personnel through December 2001.	($22,788,638)	R
3 Additional Adjustments to Average Salary Projections In addition to the annual Continuation Budget adjustment to average budgeted salary for certified personnel, a more recent review of certified personnel salaries from updated salary data identified an additional reduction in projected salary needs for FY 2001-03.	($5,964,427)	R
4 Classroom Materials/Instructional Supplies/Equipment Adjust the increase for inflation to a 3% growth (in line with the Consumer Price Index) from the 5% growth used to build the Continuation Budget. The Instructional Supply allotment for FY 2002-03 will be $41.45 per ADM after this adjustment.	($2,273,979)	R
5 Transportation Current inventory levels (oil, tires, and parts) at local school administrative units indicate that additional supply needs for next year will be minimized. Last year's non-recurring adjustment of $4 million will become a recurring reduction. Also, reduce for lower anticipated fuel cost $1.8 million.	($5,800,000)	R

6 School Bus Purchases ($19,600,000) NR

Implement a lease/purchase process that will allow for the payment of school buses over a 3-year period.

7 Redirect Capital Funds to Support Public Schools through the General Fund ($44,549,776) NR

For the 2002-03 fiscal year, do not transfer corporate tax funds to the Public School Building Capital Fund or the Critical School Facility Needs Fund. Instead, transfer the funds as a receipt to the Public School Fund to temporarily offset the costs for public school operations. For FY 2002-03, General Fund appropriations will be reduced by the amount that was scheduled to be transferred to the capital accounts.

Based on 1987 legislation (HB 1514, Sec. 178), the Office of State Budget Management shall continue to transfer funding to support six staff members in the School Planning Division of the Department of Public Instruction ($450,224).

8 Funding for Visiting International Faculty ($1,000,000) R

State Board of Education Policy allows Local School Administrative Units to convert teaching positions to dollars to cover the contract cost for Visiting International Faculty. The conversion to dollars shall not include matching benefits and shall be $43,756 ($37,423 avg. teacher salary without benefits plus $6,333 for FICA and other cost) for FY 2002-03 (not $45,090). The reduction included is based on FY 2001-02 program enrollment of approximately 750 teachers.

9 Revise Headcount for Children with Special Needs ($4,768,604) R

Adjust Continuation Budget to reflect actual April 1, 2002, headcount. The Continuation Budget was constructed based on an estimated population of children with special needs.

B. Reduction of Administration Cost

10 Central Office Administration ($3,333,893) R

Freeze local school administration units (LEAs) allotments at the FY 2001-02 allotment level($1,574,452 reduction to the Continuation Budget) and reduce each LEA by 1.75% ($1,759,441) from their FY 2001-02 funding level. The new allotment formula developed by the State Board of Education is not to be implemented in FY 2002-03. -50.00

11 School Building Administration ($9,255,127) R

Decrease the allotment for Assistant Principals by changing the allotment formula to one ten-month position for every 797.5 students in average daily membership (ADM). The FY 2001-02 allotment was one ten-month position per 725 ADM. -166.00

12 Regional Education Service Alliances ($3,017,317) R

Eliminate State funding distributed to local school administrative units that could be used to support the Regional Education Service Alliances.

13 Uniform Education and Reporting System (UERS)

Based on the current NC WISE implementation schedule, the Department of Public Instruction has indicated that a one-time reduction in funding is possible. ($5,000,000) NR

14 Department of Public Instruction ($2,500,000) R

The Department of Public Instruction will eliminate 35 positions. Thirty-one positions will be eliminated and 4 positions will be transferred to the Office of State Personnel. Of the 31 eliminated positions, 8.5 are paid from receipts and 22.5 are paid from State funds. Three (3) of the State positions are currently vacant. -35.00

Total State savings from Positions: $1,219,015
Total Other Departmental Reductions: $1,280,985

Reductions to receipt-supported positions and transferred positions are not included in meeting the $2,500,000 reduction target but are included in the position reduction count.

Transferred to State Personnel: $216,480
Position #: 3510-0800-0014-418 Personnel Director
Position #: 3510-0800-0013-856 Personnel Technician II
Position #: 3510-0800-0013-850 Personnel Technician II
Position #: 3510-0800-0013-864 Program Assistant V

C. Continuation Budget Reductions

15 Teacher Assistants ($29,533,950) R

Reduction in Continuation Budget to cover the class size reduction in Kindergarten to allow for an allotment of 1 teacher for every 17 students. This 8.5% reduction to the teacher assistant allotment could be absorbed based on annual teacher assistant turnover. -1384.00

16 Mentor Pay ($3,134,984) R

Restrict funding to mentor teachers assigned to State-paid first and second year teachers and first-year instructional support.

17 Payments for Teacher Unused Vacation Days (Forfeited Vacation) ($3,750,000) R

Teachers are allowed to have excess annual leave over 30 days either converted to sick leave or paid at the end of the year. The amount of leave that can be paid is limited to the excess days that can be attributed to required work days which made it impossible for the teacher to take the leave during the school year. The payment option was established since the amount of sick-leave allowed to be converted to employment credit at retirement was restricted to the amount earned over the employees term of employment. Last year the sick leave conversion maximum was eliminated. By eliminating this maximum, teachers can now convert all sick leave earned towards retirement credit; therefore, this special payment option is no longer needed.

18 Appropriations to Non-Public School Agencies ($512,641) R

Reduce funding to Public School Forum, Cities/Communities in Schools, NC Network, and Teacher Cadet programs by 10%. Reduce Schools Attuned by $362,290 (to $216,500).

E. Management Flexibility

19 Local Education Agency Discretionary Reduction ($27,233,101) NR

The State Board of Education shall distribute this local education agency discretionary reduction in an equitable manner and require allotment reductions in this amount within 30 days of budget passage.

Local School Administrative Units have flexibility to adjust their budgets to implement this reduction; therefore, it is not possible to identify the number of positions impacted.

F. Other Budget Adjustments

20 ABC Bonuses $79,000,000 NR

Provide funding for ABC bonuses for schools meeting or exceeding expected growth in 2001-02.

21 Reduction in Class Size $42,407,145 R

Kindergarten: 940.50

Reduce the teacher to student allotment ratio for kindergarten students to 1:17. This is an additional reduction from the Continuation Budget of a kindergarten teacher to student allotment ratio of 1:18 (down from 1:19 in FY 2001-02) +346 positions. The Continuation Budget adjustment added 309 teachers and $13,932,810.

First Grade:
Reduce the teacher to student allotment ratio for first grade to 1:18 (down from 1:20) $26,806,005 and 594.5 positions.

	FY 02-03	
22 Information Highway Line Charges Continue State funding for payment of Information Highway connectivity for sites previously funded.	$1,200,000	R
23 Low Wealth Supplemental Funding Increase funding for school districts in counties with less ability to generate local resources for public schools	$4,000,000	R
Budget Changes	**($20,169,111)**	**R**
	($17,382,877)	**NR**
Total Position Changes	-232.60	
Revised Total Budget	**$5,884,636,558**	

	FY 02-03
Total Budget Approved 2001 Session	**$1,798,320,830**

Budget Changes

Campus Reductions

24 Reserves for New Facilities — ($2,666,533) NR
Reduce funding in reserves for operation of new facilities due to delays in completion dates.

25 Tuition Surcharges — ($800,000) R
Budget tuition collected from 25% surcharge for taking more than 110% of required credit hours for degree.

26 Campus Flexibility Reserve — ($52,356,164) R
Budget a reduction of 3% in all campus and other related budget codes. Decisions on where to take the reductions will be made at campus or operating level. This reduction does not apply to the NC School of Science and Mathematics.

27 Subsidy for Smith Center — ($1,168,885) R
Eliminate General Fund appropriations for the operations of the Smith Center on the UNC at Chapel Hill campus.

Related Educational Programs

28 Scholarships — ($1,938,000) NR
Use fund balances in scholarship trust funds to reduce General Fund requirements for one year. Fund balances in Principal Fellows, Nursing Fellows, Nursing Need-based, and dormant funds in old Social Work Scholarship Funds are affected.

UNC General Administration

29 Budget Reduction — ($2,063,801) R
Reduce UNC General Administration and its programs. Board of Governors has authority to allocate reductions.

University Expansion Funds

30 Enrollment Increases — $66,803,142 R
Provide funding for enrollment increases as proposed by the UNC Board of Governors. Provides funding for regular term enrollment, distance education enrollment, and holding 3 campuses harmless from enrollment declines.

	FY 02-03	
31 Enrollment: Focused Growth Provide funding to 7 campuses designated by UNC as "focused growth" institutions to prepare for enrollment increases.	$1,000,000 $2,666,533	R NR
32 NC School of Science and Mathematics: Inflationary Increases Provide funds for inflationary increases for operating budget.	$115,000	R
33 NC TEACH Funds to continue the operation of the NC TEACH program to provide lateral entry alternatives for prospective public school teachers.	$500,000	R
34 Tuition Increases Tuition increases of 8% for in-state students and 12% for out-of-state students have been approved by the Board of Governors for the 2002-03 academic year.	($39,966,108)	R
35 Student Financial Aid Additional funds for need-based student financial aid program for UNC students.	$4,497,000	R
36 Aid to Students Attending Private Colleges Provides financial aid funding for additional NC students attending private college in North Carolina.	$2,249,105	R
Budget Changes	**($21,190,711)** **($1,938,000)**	**R** **NR**
Total Position Changes		
Revised Total Budget	**$1,775,192,119**	

	FY 02-03
Total Budget Approved 2001 Session	**$643,195,459**

Budget Changes

A. Community College System Office

37 Operating Efficiencies ($882,117) R

Reduces the Executive Division by 2.5 positions totaling $109,356 and operating line items totaling $30,650. Reduces the Administration Division by 5 positions totaling $180,522 and operating line items totaling $262,096. Reduces the Business and Finance Division by 1 position totaling $29,026 and operating line items totaling $43,697. Reduces the Academic and Student Services Division by 2 positions totaling $98,862 and operating line items totaling $67,034. Reduces the Workforce Development Division by 1 position totaling $32,110 and operating line items totaling $28,694.

-11.50

B. State Aid - Categorical Programs

38 Systemwide Projects ($27,000) R

Eliminates the appropriation for Systemwide Projects. This funding was used to pay for the printing of G.S. 115D. Since the Statutes are now available on-line, the printing is no longer necessary.

39 Public Radio Isothermal ($149,912) R

Eliminates the State subsidy for the public radio station at Isothermal Community College over two years by reducing the appropriation by 50% from $149,912 to $74,956, and funding the remainder on a non-recurring basis.

$74,956 NR

40 Public Radio Craven ($149,912) R

Eliminates the State subsidy for the public radio station at Craven Community College over two years by reducing the appropriation by 50% from $149,912 to $74,956, and funding the remainder on a non-recurring basis.

$74,956 NR

41 Special Allotments ($166,950) R

Reduces all special allotment programs by 10%.

42 Faculty Upgrade ($507,067) R

Reduces the appropriation for professional development programs by 50%, from $1,014,135 to $507,068.

43 Summer Term Block Grant ($5,177,623) R

Reduces the supplemental appropriation for curriculum summer term programs. Historically, curriculum summer term courses have been offered using regular term funding. Colleges can continue to offer these courses from the funds appropriated for regular term curriculum instruction.

44 Equipment Reduction ($2,000,000) R

Reduces the state appropriation for equipment by $2 million, from $16,319,732 to $14,319,732.

45 NC Information Highway Line Charges $1,300,000 R

Continues the funding for the operation of the NC Information Highway at 45 colleges.

E. Formula Modifications

46 Academic Support Supplement ($3,000,000) R

Transfers funds previously appropriated in the Curriculum formula for the Academic Support Supplement to a separate line item in State aid fund code 1600. Reduces the amount appropriated for the Academic Support Supplement by $3,000,000, from $11,886,683 to $8,886,683.

F. Tuition, Enrollment, and Financial Aid

47 Adjustment for Over-Realized Receipts ($3,000,000) R ($2,309,234) NR

Increases the budgeted amount of tuition and registration fees to more accurately reflect anticipated receipts.

48 Increase Curriculum Tuition Charge ($10,754,640) R

Increases the in-state tuition charge per semester hour by $3.25 from $31.00 to $34.25. Increases the out-of-state tuition charge per semester hour by $17.50 from $173.25 to $190.75. Changes the semester credit hour limit for summer term curriculum tuition from 9 hours to 16 hours. It is anticipated that for most students, this increase will be off-set by federal and State financial assistance programs.

49 Enrollment Adjustment $51,848,813 R

Fully funds the Community College enrollment request.

50 Increase Need-Based Financial Aid $1,000,000 R

Increases the Need-Based Financial Aid fund from $6,062,806 to $7,062,806.

	FY 02-03	
Budget Changes	**$28,333,592**	**R**
	($2,159,322)	**NR**
Total Position Changes	-11.50	
Revised Total Budget	**$669,369,729**	

Public Schools Budget Comparisons

Beginning Budget	$ 5,922,188,546	$ 5,922,188,546	$ 5,922,188,546
Avg. Daily Membership Adjustment	28,989,435	29,857,304	29,857,304
Avg. Salary Adjustment	(22,788,638)	(22,788,638)	(22,788,638)

The ADM and Salary adjustments are included in the FY 2002-03 Cont. Budget amounts.

Category	FY 2002-03 Cont. Budget		Reduction Options		
	Amount	% of Budget	Governor	Senate	House
Administrative Support					
Central Office	$102,113,956	1.70%	($3,292,328)	($3,300,000)	($3,333,893)
DPI	32,425,247	0.54%	(3,620,773)	(3,000,000)	(2,500,000)
Other Insurance	48,944	0.00%	-	-	-
School Building Admin.	277,313,295	4.61%	(9,255,127)	(9,255,127)	(9,255,127)
Sub-Total Admin. Support	$411,901,442	6.85%	($16,168,228)	($15,555,127)	($15,089,020)
Outside of Classroom					
Average Salary Adjustment	$0	0.00%	$0	($5,964,427)	($5,964,427)
Character Education	200,000	0.00%	-	-	-
Corporate Tax to State Public School Fund	-	0.00%	0	(45,000,000)	(44,549,776)
Instructional Support	338,461,200	5.63%	-	-	-
Information Highway Lines	-	0.00%	-	-	1,200,000
NBPTS	3,274,500	0.05%	-	-	-
NCWISE OWL	628,000	0.01%	-	-	-
Noninstructional Support	302,542,037	5.03%	(46,088,466)	-	-
Non-Profits	2,082,298	0.03%	(233,230)	(433,851)	(512,641)
Prospective Teacher	2,252,535	0.04%	200,000	-	-
RESA	3,017,317	0.05%	(3,017,317)	(3,017,317)	(3,017,317)
School Breakfast	2,700,000	0.04%	(200,000)	-	-
School Bus Replacement	30,015,377	0.50%	(20,000,000)	(19,600,000)	(19,600,000)
School Report Cards	200,000	0.00%	-	-	-
Teaching Fellows	10,160,000	0.17%	650,000	-	-
Textbook Freight	205,616	0.00%	-	-	-

Public Schools Budget Comparisons

Beginning Budget	$ 5,922,188,546	$ 5,922,188,546	$ 5,922,188,546
Avg. Daily Membership Adjustment	28,989,435	29,857,304	29,857,304
Avg. Salary Adjustment	(22,788,638)	(22,788,638)	(22,788,638)

The ADM and Salary adjustments are included in the FY 2002-03 Cont. Budget amounts.

Category	FY 2002-03 Cont. Budget		Reduction Options		
	Amount	% of Budget	Governor	Senate	House
Transportation	245,863,084	4.09%	(4,000,000)	(5,800,000)	(5,800,000)
UERS	15,018,927	0.25%	(5,000,000)	(5,000,000)	(5,000,000)
Sub-Total Outside of Classroom	$956,620,891	15.89%	($77,689,013)	($84,815,595)	($83,244,161)
Classroom					
Academically Gifted	$47,130,600	0.78%	$0	$0	$0
At-Risk	176,716,205	2.94%	-	-	-
Children with Disabilities	509,051,043	8.47%	-	(4,768,604)	(4,768,604)
Classroom Materials/Supplies	66,092,099	1.10%	(6,185,968)	(2,273,979)	(2,273,979)
Classroom Teachers: Class Size	2,737,471,615	45.53% *	26,242,380	(13,932,810)	42,407,145
Forfeited Vacation	3,750,000	0.06%	-	(3,750,000)	(3,750,000)
Improving Student Accountability	44,879,457	0.75%	-	-	-
Incentive Awards (ABCs)	-	0.00% *	79,832,000	79,000,000	79,000,000
Limited English	28,663,372	0.48%	-	-	-
Low Wealth	90,559,651	1.51%	-	-	4,000,000
Mentor Pay	11,235,124	0.19%	(1,000,000)	(3,134,984)	(3,134,984)
School Technology	10,000,000	0.17%	-	-	-
Small County	30,475,816	0.51%	-	-	-
Staff Development	11,858,523	0.20%	-	-	-
Teacher Assistants	347,106,515	5.77%	-	-	(29,533,950)
Testing	5,820,515	0.10%	(5,000,000)	-	-
Textbooks	76,250,272	1.27%	(3,423,312)	-	-
Visiting International Faculty	-	0.00%	-	(2,000,000)	(1,000,000)
Vocational Ed.	308,203,928	5.13%	-	-	-
Sub-Total Classroom	$4,505,264,735	74.96%	$90,465,100	$49,139,623	$80,945,628

Public Schools Budget Comparisons

Beginning Budget	$ 5,922,188,546	$ 5,922,188,546	$ 5,922,188,546
Avg. Daily Membership Adjustment	28,989,435	29,857,304	29,857,304
Avg. Salary Adjustment	(22,788,638)	(22,788,638)	(22,788,638)

The ADM and Salary adjustments are included in the FY 2002-03 Cont. Budget amounts.

Category	FY 2002-03 Cont. Budget		Reduction Options		
	Amount	% of Budget	Governor	Senate	House
Not Discussed					
ADM Reserve	$6,000,000	0.10%	$0	$0	$0
Annual Leave	22,343,001	0.37%	-	-	-
Assistance Teams	2,738,277	0.05%	-	-	-
Charter School Reserve	1,003,976	0.02%	-	-	-
Personnel Services	101,803,778	1.69%	-	-	-
Targeted Teacher Bonus	1,500,000	0.02%	-	-	-
Tort Claims	3,774,000	0.06%	-	-	-
Sub-Total Other	$139,163,032	2.31%	$0	$0	$0

LEA Discretionary Reduction	$ -	$ (25,233,101)	$ (27,233,101)
Total	$ (3,392,141)	$ (76,464,200)	$ (44,620,654)
Revised Budget	$ 5,924,997,202	$ 5,852,793,012	$ 5,884,636,558
Proposed Lotterry Funds	106,074,380	-	-
General Fund	$ 5,818,922,822	$ 5,852,793,012	$ 5,884,636,558

** Governor's budget used lottery funds to fund this expansion item*

46

UNC Budget Comparison: Summary

		Governor	Senate	House Option
	Beginning Budget	$1,798,320,830	$1,798,320,830	$1,798,320,830
1.	Reductions in UNC General Administration Operations	($2,204,515)	($2,063,801)	($2,063,801)
2.	Reserves for New Facilities: Slower Completion	($2,666,533)	($2,666,533)	($2,666,533)
		NR	NR	NR
3.	Reduce UNC GA Contract with MCNC	($950,000)	$0	$0
4.	Budget Tuition Surcharge Collections	$0	($800,000)	($800,000)
5.	Reduce Related Education and Instituional Programs Budget Codes by 5% (See # 6 below)	($6,378,180)		
6.	Campus Flexibility Reserves (Senate:2.39%, House 3% but not NC SSM, Governor: Unspecified)	($26,203,045)	($41,995,059)	($52,356,164)
7.	Position Reductions	($51,365,142)	(See # 6)	(See # 6)
8.	Reduce Temporary and Contract Wages	($1,800,956)	(See # 6)	(See # 6)
9.	UNC Hospitals: Reduce General Fund Support by 5%	($2,030,000)	(See # 6)	(See # 6)
10.	NC School of Science and Mathematics: Reduce 2%	($235,364)	(See # 6)	(See # 6)
11.	Use Scholarship Fund Balances to Reduce General Fund Requirements		($1,938,000)	($1,938,000)
			NR	NR

UNC Budget Comparison: Summary

		Governor		Senate	House Option
12.	Eliminate GF Subsidy for Operation of Smith Center	$0		$0	($1,168,885)
13.	Fund UNC Enrollment Growth Request	$66,803,142	*	$66,803,142	$66,803,142
14.	Need-Based Financial Aid Program Increase	$13,129,074		$0	$4,497,000
15.	Enrollment Increase for Aid to Private College Students	$2,249,105	*	$2,249,105	$2,249,105
16.	Tuition Increase: 8% in-state/12% out-of-state	($39,966,108)		($39,966,108)	($39,966,108)
17.	Funds for Focused Growth Institutions				
	a. Recurring	$873,684		$800,000	$1,000,000
	b. Non-recurring	$0		$2,666,533	$2,666,533
				NR	NR
18.	NC TEACH Program for Teacher Preparation	$800,000		$0	$500,000
19.	NC School of Science and Mathematics	$250,000		$0	$115,000
	Totals: General Fund	**$1,679,573,745**		**$1,781,410,109**	**$1,775,192,119**
*	**Total: Lottery Proceeds**	**$69,052,247**		**$0**	**$0**
	Total Budget	**$1,748,625,992**		**$1,781,410,109**	**$1,775,192,119**

Community College Budget
Comparison Sheet

	Categoricals and Misc. Programs	Governor		Senate		House Options
1	System Office	($1,182,466)		($882,117)		($882,117)
2	College Information System (CIS)	($714,379)		$0		$0
3	Summer Term	($452,190)		($7,177,623)		($5,177,623)
4	Multi-Campus	($412,500)		$0		$0
5	HRD	($1,510,483)		$0		$0
6	Special Allotments	($357,221)				
7	*Truck Driver Training - $356,763 (Caldwell & Johnston)			($35,676)		($35,676)
8	*Sawmill - $158,615 (Haywood)			($158,615)		($15,861)
9	*Marine Technology - $399,459 (Cape Fear)			($39,946)		($39,946)
10	*Heavy Equipment - $245,501 (Wilson)			($24,550)		($24,550)
11	*Robotics (Regional High Tech Center) - $509,168 (Haywood)			($50,917)		($50,917)
12	Maintenance of Plant	($196,969)		$0		$0
13	Systemwide Projects	$0		($27,000)		($27,000)
14	Community Service	($500,000)		$0		$0
15	Public Radio Craven	($149,912)		($14,991)		($74,956)
16	Public Radio Isothermal	($149,912)		($14,991)		($74,956)
17	Compensatory Ed	($150,000)		$0		$0
18	Faculty Upgrade	($507,067)		($507,067)		($507,067)
19	Fire Training	($272,484)		$0		$0
20	Nursing Disadvantage	($80,000)		$0		$0
21	Equipment	($1,500,000)		$0		($2,000,000)
22	Overrealized Receipts	($2,000,000)		($4,000,000)		($5,245,788)
	Categorical Subtotal	($10,135,583)		($12,933,493)		($14,156,457)
	Administration & Institutional Support Formula					
23	Reduce base & change FTE supplement	($18,856,045)		$0		$0
	Instructional Formula					
24	Student Support Supplement	($2,900,000)		($3,000,000)		($3,000,000)
	Formula Subtotal	($21,756,045)		($3,000,000)		($3,000,000)
	Total Reductions	($31,891,628)		($15,933,493)		($17,156,457)
	Expansion Funding					
25	Enrollment	$29,518,419	*	$50,682,333		$51,848,813
26	Teacher Preparation Endowment	$1,000,000	*	$0		$0
27	Tuition Increase	$0		($10,754,640)		($10,754,640)
28	NCIH Line Charges	$0		$0		$1,300,000
29	Financial Aid	$0		$1,000,000		$1,000,000
	Total Expansion	$30,518,419		$40,927,693		$43,394,173
	Net Change	($1,373,209)		$24,994,200		$26,237,716
	*Funded from Lottery Proceeds	$30,518,419		$0		$0

ATTENDANCE

APPROPRIATIONS/Subcommittee on Education

(Name of Committee)

DATES / HOUSE MEMBERS	7-24-02 8:30 a.m.	7-24-02 10:00 a.m.													
Rogers, Gene, Chair	✓	✓													
Boyd-McIntyre, Flossie, Chair	✓	✓													
Yongue, Douglas, Chair	✓														
Barnhart, Jeff	✓														
Bell, Larry M.	✓														
Bonner, Donald	✓														
Carpenter, Margaret "Marge"	✓														
Holmes, George M.	✓														
McLawhorn, Marian	✓														
Michaux, Mickey	✓														
Morgan, Richard T.															
Preston, Jean R.	✓	✓													
Russell, Carolyn B.	✓														
Smith, Ronald L.	✓														
Teague, W. B. Jr.															
Warner, Alex	✓														
SENATE MEMBERS															
Dalton, Walter, Chair															
Lucas, Jeanne, Chair															
Garrou, Linda, Chair															
Carter, Charles, Vice Chair															
Cunningham, Cal															
Garwood, John															
Hartsell, Fletcher															
Wellons, Allen															

ATTENDANCE

APPROPRIATIONS/Subcommittee on Education

(Name of Committee)

DATES	7-24-02 8:30 a.m.	7-24-02 10:14 p.m.												
Fiscal Division Staff														
Leggett, Kristine	✓	✓												
Newlin, Jim	✓													
Price, Philip	✓													
Todd, Charlotte	✓													
Ex-Officio Members														
Hackney, Joe, Speaker Pro Tem														
Baddour, Phillip A., Maj. Leader														
Dedmon, Andrew T., Majority Whip														
Earle, Beverly M., Majority Whip														
House Committee Assistants														
Gillis, Sally														
Umstead, Jenny														
Christmas, Pat	✓													
Senaate Committee Assistant														
Fitzgerald, Mona														
Ann Cole	✓	✓												
Tonia Jacobs														
2 Pages														

House Appropriations Subcommittee on Education

Agenda

Thursday, July 25, 2002, 8:30 am
Room 421, Legislative Office Building

Representative Gene Rogers, Chairing

Opening Comments ..... Chair

Review of Budget Alternatives

Public Schools ..... Philip Price and Jim Newlin

A. Review of Reduction Options Discussed in May

B. Committee Ideas for Changes Within House Target

Universities ..... Charlotte Todd and Jim Newlin

A. List of House Budget Options

B. Review of Reduction Options Discussed in May

C. Committee Ideas for Changes Within House Target

Community Colleges ..... Kristine Leggett

A. List of House Budget Options

B. Review of Reduction Options Discussed in May

C. Committee Ideas for Changes Within House Target

Committee Proposals for Changes ..... Chair

House Appropriations Subcommittee on Education
Rep. Boyd-McIntyre (Chair)
Rep. Rogers (Chair)
Rep. Yongue (Chair)
Rep. Barnhart, Rep. Bell, Rep. Bonner, Rep. Carpenter
Rep. Holmes, Rep. McLawhorn, Rep. Michaux,
Rep. Morgan, Rep. Preston, Rep. Russell, Rep. Smith,
Rep. Teague, Rep. Warner

MINUTES

HOUSE APPROPRIATIONS SUB COMMITTEE ON EDUCATION

JULY 25, 2002, 8:30 A.M.

Co-Chairman Representative Gene Rogers called the meeting to order. All members were present with the exception of Representatives George Holmes, Richard Morgan and W. B. Teague, Jr. who were absent.

Chairman Rogers recognized Philip Price of the Fiscal research staff, who reviewed the reduction options discussed in May with regards to the public school system. **(SEE ATTACHMENT 1, PUBLIC SCHOOLS REDUCTION OPTIONS.)**

Representative Barnhart wanted to know about he status of federal funds for the "No-Student-Left-Behind" program. Philip Price stated that the department was continuing to develop proposal and the federal funding was forthcoming.

Representative Michaux wanted to know if there were any federal funds used in the school breakfast program. Mr. Price stated that federal funds were used and state funds were used to supplement the federal funds. He also stated that if the $2.7 million in state funds were eliminated, only those children not covered under the federal program would be affected.

Representative Carpenter wanted to know the savings amount if the writing test was eliminated next year. The total saving would be approximately $1million.

Representative Russell wanted to know if eliminating the Portfolio Program would save a tangible amount of money. The answer was not enough to make it worthwhile.

Representatives Smith and Warner put forth an amendment to the proposed House options list to eliminate Item 15 and its reduction and on Page 35, item 11, by eliminating that item, and on Page 37 by adding a new item 18(a) to read, "18a. Textbooks reduce funding for textbooks for one year resulting in a reduction of 50.8%. Representative Bonner and Boyd-McIntyre wanted an opportunity to get more information on this so Representative Warner agreed to postpone his amendment until a later date. No action was taken on the amendment. **(SEE ATTACHMENT 2, AMENDMENT AND ACCOMPANYING LETTER.)**

The meeting was then adjourned and the committee will re-convene after session.

Respectfully submitted,

Gene Rogers

Chairman, Representative Gene Rogers

Jenny Umstead

Jenny Umstead, Committee Asst.

7/25/02
Phil Price
ATTACHMENT 1

Public Schools Reduction Options

Public Schools Budget - Possible Reduction Options for Discussion
May 7, 2002

Category	FY 2002-03 Appropriation		Reduction Options			Submitted to Governor
	Positions	Amount	A	B	C	
1. Central Office	1.7% of budget	$ 102,113,956	$ (1,574,452)	$ (10,211,396)	$ (6,758,872)	*none*
Option A: Fund at FY 2001-02 Level.						
Option B: Reduce proposed budget 10%.						
Option C: Fund at FY 2001-02 Level and reduce budget 5%.						
2. Classroom Teachers	60,711.28	2,271,998,233	(119,556,135)	(39,859,560)	(114,551,145)	
Option A: Increase the allotment ratio for every grade by 1 (-2,651 positions)..						
Option B: Increase the allotment ratio for grades 7 and 8 by 2 (-884 positions).						
Option C: Increase the allotment ratio for grades 4-6 by 1 and the allotment ratios in grades 7-12 by 2 (-2,540 positions)						
Submitted to Governor by DPI as a possible reduction: Do not reduce Kindergarten allotment to 1:18 (from 1:19).						**(14,037,073)**
3. Teacher Assistants		347,106,515	(80,725,888)	(121,487,280)	(45,123,847)	*none*
Option A: Fund for Only Grades K-2 (between 3,780 and 4,140 positions).						
Option B: Reduce proposed budget 35% (between 5,300 and 5,692 positions).						
Option C: Reduce proposed budget by 13% (between 2,050 and 2,115 positions).						
4. Instructional Support	6,776.0	282,809,912	(1,698,300)	(16,258,725)	(8,341,650)	*none*
Option A: Increase budgeted ratio by 1 (1:197 to 1:198). Allotment ratio would remain @ 1:201. Eliminates 34 positions.						
Option B: Increase budgeted ratio by 10 (1:197 to 1:207). Eliminates 325.5 positions.						
Option C: Increase budgeted ratio by 5 (1:197 to 1:202). Eliminates 167 positions.						
5. School Building Admin.	4,105.3	235,507,740	(10,117,170)	(771,240)	(15,476,265)	*none*
Option A: Adjust assistant principal allotment from 1:725 to 1:800. A reduction of approximately 181 10-month positions.						
Option B: Reduce estimate of the number of new schools opening. 10 less schools (actual number being verified by DPI).						
Option C: Adjust assistant principal allotment from 1:725 to 1:850. A reduction of approximately 278 10-month positions.						
6. Classroom Materials/Supplies		66,092,099	(2,273,979)	(6,609,210)	-	*none*
Option A: Change Inflation Increase to 3% (from 5%).						
Option B: Reduce proposed budget 10%.						
Option C: None.						

Public Schools Budget - Possible Reduction Options for Discussion
May 7, 2002

Category	FY 2002-03 Appropriation		Reduction Options			Submitted to Governor
	Positions	Amount	A	B	C	
7. Textbooks		76,250,272	(2,188,130)	(7,625,027)	-	*none*
Option A: Change Inflation Increase to 3% (from 5%).						
Option B: Reduce proposed budget 10%.						
Option C: None.						
8. Annual Leave		22,343,001	-	-	-	*none*
No Options presented. Based on actual pay-out of vacation when an employee terminates.						
9. Targeted Teacher Bonus		1,500,000	(250,500)	(1,500,000)	(875,250)	*none*
Option A: Reduce Bonus to $1,500.						
Option B: Eliminate Bonus.						
Option C: Reduce Bonus to $750.						
10. Mentor Pay		11,235,124	(2,808,781)	(11,235,124)	(3,134,984)	*none*
Option A: Reduce monthly pay to $75 (from $100). As with all dollar amounts, the reduction is an estimate.						
Option B: Eliminate Mentor Pay.						
Option C: Pay Mentors for State Teachers/Instr. Support Only. Based on 6,470 teachers (3,352 1st year) and 350 instructional support.						
11. Forfeited Vacation		3,750,000	(3,750,000)	-	-	*none*
Option A: Eliminate Funding. Note law change that eliminated the maximize amount of sick leave that can be converted towards retirement.						
12. Noninstructional Support		302,542,037	(38,709,237)	(15,127,102)	(45,324,137)	
Option A: Go With DPI Submitted Reduction. If the reduction is split evenly between custodians and clerical, -928 custodians and -666 clerical.						
Option B: Reduce the Allotment 5%.						
Option C: Allot funding for 2 custodians per school (2,275 schools) and 2 clerical positions per school (total $227.2 million) plus $30 million for Sub Pay.						
Submitted to Governor by DPI as a possible reduction: A 12.9% reduction.						**(38,709,237)**
13. Academically Gifted		47,130,600	(11,782,872)	(2,356,530)	(4,670,600)	*none*
Option A: Base allotment on 3% of ADM (rather than 4%). 39,806 students @ $888.00.						
Option B: Reduce the Allotment 5%.						
Option C: Reduce funding factor to $800 (a 9.91% reduction).						

Public Schools Budget - Possible Reduction Options for Discussion
May 7, 2002

Category	FY 2002-03 Appropriation		Reduction Options			Submitted to Governor
	Positions	Amount	A	B	C	
14. At-Risk		176,716,205	(17,671,621)	(2,862,330)	-	*none*
Option A: Reduce the budget 10%.						
Option B: Allot School Safety Officer @75% of Instr. Support ($31,303) rather than $37,838.						
Option C: None.						
15. Charter School Reserve		1,003,976	-	-	-	*none*
No Options presented. Funding is for private and home school students not funded previously in ADM. Reduced 998,310 from FY 2001-02).						
16. Children with Disabilities		509,051,043	(25,452,552)	(19,721,093)	-	*none*
Option A: Reduce the budget 5%.						
Option B: Use federal funds to cover increase in student population.						
Option C: None.						
17. Improving Student Accountability		44,879,457	(448,795)	(2,243,973)	-	*none*
Option A: Reduce the budget 1%.						
Option B: Reduce the budget 5%.						
Option C: None.						
18. Assistance Teams		2,738,277	-	-	-	*none*
No Options presented. Currently DPI is authorized to move funding to cover Assistance Teams. Really budgeted from reversions.						
19. Limited English		28,663,372	(286,634)	(1,433,169)	-	*none*
Option A: Reduce the budget 1%.						
Option B: Reduce the budget 5%.						
Option C: None.						
20. Low Wealth		90,559,651	(905,597)	(4,527,983)	-	*none*
Option A: Reduce the budget 1%.						
Option B: Reduce the budget 5%.						
Option C: None.						

Public Schools Budget - Possible Reduction Options for Discussion
May 7, 2002

Category	FY 2002-03 Appropriation		Reduction Options			Submitted to Governor
	Positions	Amount	A	B	C	
21. RESA		3,017,317	(301,732)	(3,017,317)	-	*none*
Option A: Reduce the budget 10%.						
Option B: Eliminate Funding.						
Option C: None. Note, allotment reduced $3.7 million (55%) in FY 2001-02.						
22. School Technology		10,000,000	(1,000,000)	(10,000,000)	(8,000,000)	*none*
Option A: Reduce the budget 10%.						
Option B: Eliminate Funding for 1-year.						
Option C: Reduce funding by the average of the fines and forfeitures place in the fund annually.						
23. Small County		30,475,816	(304,758)	(1,523,791)	(4,482,000)	*none*
Option A: Reduce the budget 1%.						
Option B: Reduce the budget 5%.						
Option C: Reduce minimum for instructional supplies to $250,000 per eligible LEA (currently $466,000).						
24. Staff Development		11,858,523	(118,585)	(592,926)	-	*none*
Option A: Reduce the budget 1%.						
Option B: Reduce the budget 5%.						
Option C: None.						
25. Transportation		245,863,084	(12,293,154)	(3,000,000)	-	*none*
Option A: Reduce the budget 5%.						
Option B: Reduce inventories by taking a one-time cut of $3 million (nonrecurring).						
Option C: None.						
26. Vocational Ed.	6,123.3	308,203,928	(56,343,427)	(14,382,927)	(16,017,907)	*none*
Option A: Fund based on ADM in grades 8-12 (rather than 7-12). Estimated to impact 1,146 10-month positions.						
Option B: Increase month of employment budget build ratio to 1:10 (from 1:9.5). Estimated to impact 306 10-month positions.						
Option C: Option B and a 10% reduction in Program Support (with a total budget of $16,349,797).						
27. ADM Reserve		6,000,000	-	-	-	*none*
No Options presented. Funds are used to assure that LEA's are funded based on the actual student population enrolled.						

Public Schools Budget - Possible Reduction Options for Discussion
May 7, 2002

Category	FY 2002-03 Appropriation		Reduction Options			Submitted to Governor
	Positions	Amount	A	B	C	
28. Character Education		200,000	(200,000)	(100,000)	-	*none*
Option A: Eliminate Funding.						
Option B: Reduce funding 50%.						
Option C: None.						
29. Teaching Fellows		10,160,000	(800,000)	-	-	
Option A: Reduce Scholarship to $6,000. Note scholarships for FY 2002-03 have been awarded.						
Submitted to Governor by DPI as a possible reduction: Up to an 11% reduction (shown).						***(1,117,600)***
30. Prospective Teacher		2,252,535	(112,627)	-	-	
Option: Reduce allotment by 5%. The Department of Public Instruction will identify loans and scholarships to reduce.						
Submitted to Governor by DPI as a possible reduction: Up to an 11% reduction (shown).						***(247,779)***
31. NCWISE OWL		628,000	(628,000)	-	-	*none*
Option A: Eliminate Funding.						
32. School Report Cards		200,000	(200,000)	(100,000)	-	*none*
Option A: Eliminate Funding.						
Option B: Reduce funding 50%.						
Option C: None.						
33. Non-Profits		2,082,298	(2,082,298)	-	-	
Option A: Eliminate Funding.						
Submitted to Governor by DPI as a possible reduction: Up to an 11% reduction (shown).						***(229,053)***
34. NBPTS		3,274,500	(3,274,500)	-	-	*none*
Option A: Eliminate Funding.						
35. Other Insurance		48,944	(48,944)	-	-	*none*
Option A: Eliminate Funding. Require LEAs to bond the finance officers.						
36. Personnel Services		101,803,778	-	-	-	*none*
No Options presented. Based on actual pay-out of vacation when an employee terminates.						

Public Schools Budget - Possible Reduction Options for Discussion
May 7, 2002

Category	FY 2002-03 Appropriation		Reduction Options			Submitted to Governor
	Positions	Amount	A	B	C	
37. School Breakfast		2,700,000	(2,700,000)	(135,000)	-	
Option A: Eliminate Funding (see DPI recommendation).						
Option B: Reduce funding a set percentage and eliminate certain schools. For example, 5%.						
Option C: None.						
Submitted to Governor by DPI as a possible reduction: Eliminate program.						**(2,700,000)**
38. School Bus Replacement		30,015,377	(20,000,000)	(20,000,000)	-	
Option A: Delay school bus purchases (see DPI recommendation).						
Option B: Lease-Purchase School Buses						
Option C: None.						
Submitted to Governor by DPI as a possible reduction: Delay school bus purchases.						**(20,000,000)**
39. Testing		5,820,515	-	-	-	*none*
No Options presented. Reduction must relate to specific test. Development of the high school exit exam is paid from reversions not appropriations.						
40. Textbook Freight		205,616	(205,616)	-	-	*none*
Option A: Eliminate funding and require the freight cost to be a part of the textbook warehouse overhead cost (amount reflects actual expenditures).						
41. Tort Claims		3,774,000	-	-	-	*none*
No Options presented. Based on actual expenditures.						
42. UERS		15,018,927	(5,000,000)	-	-	
Option A: Go with DPI recommendation.						
Submitted to Governor by DPI as a possible reduction: Delay implementation of NC WISE.						**(5,000,000)**
43. DPI		32,425,247	(1,621,262)	(3,638,277)	-	
Option A: Reduce DPI budget 5%						
Option B: Reduce DPI budget 11% (see information sent to Governor below).						
Option C: none.						
Submitted to Governor by DPI as a possible reduction: Up to an 11% Reduction (shown) includes eliminating 15 positions.						**(3,638,277)**

Public Schools Budget - Possible Reduction Options for Discussion
May 7, 2002

Category	FY 2002-03 Appropriation		Reduction Options			Submitted to Governor
	Positions	Amount	A	B	C	
Submitted to Governor by DPI as a possible reduction: Negative Reserve ... allows LEAs to identify what to reduce						**(38,709,237)**
					Total	**$ (124,388,256)**

Other Options Using Federal Resources

Reduce Kindergarten Class Size to 1:18 $ (13,932,810)

Impacts 309 teaching positions.

If a reduction is identified above as an option, the total of the lowest reductions: $ (209,155,929)

If a reduction is identified above as an option, the total of the highest reductions: $ (561,697,365)

Possible other adjustments which are not included above:

Additional Average Salary Adjustment	$ (5,964,427)	
Possible Charter School Projected ADM ADJ.	(3,000,000)	*approximate*
	$ (8,964,427)	

ATTACHMENT 2

NORTH CAROLINA GENERAL ASSEMBLY AMENDMENT

(Please type or use ballpoint pen)

EDITION No. _____

H. B. No. _____ DATE _____

S. B. No. _____ Amendment No. _____ (to be filled in by Principal Clerk)

COMMITTEE SUBSTITUTE _____

Rep.)
) _____
Sen.)

HOUSE OPTIONS LIST

1 moves to amend the ~~bill~~ on page 36 ~~, line~~ ITEM 15

2 ( ) WHICH CHANGES THE TITLE

3 by ELIMINATING THAT ITEM AND ITS

4 REDUCTION

5 AND ON

6 PAGE 35, ITEM 11, BY ELIMINATING

7 THAT ITEM,

AND ON

9 PAGE 37, BY ADDING A NEW

10 ITEM 18(a) TO READ:

11

12 "18a. TEXTBOOKS

13 Reduce funding for textbooks

14 for one year. This is a (\$38,789,077)"

15 reduction of 50.8%. NR

16

17

18

19

SIGNED _____

ADOPTED _____ FAILED _____ TABLED _____

GA-33-A

PRINCIPAL CLERK'S OFFICE (FOR ENGROSSMENT)

ATTACHMENT 2

North Carolina General Assembly
House of Representatives
State Legislative Building
Raleigh, NC 27601-1096

REPRESENTATIVE ALEX WARNER
75TH DISTRICT

OFFICE ADDRESS: LEGISLATIVE BUILDING
RALEIGH, NC 27601-1096

TELEPHONE: (919) 733-5853
(919) 733-2599 FAX

HOME ADDRESS: 433 LEGION ROAD
HOPE MILLS, NC 28348

COMMITTEES:

EDUCATION, CHAIRMAN
MILITARY, VETERANS AND INDIANS AFFAIRS, CHAIRMAN
APPROPRIATIONS
SUBCOMMITTEE ON EDUCATION
CONGRESSIONAL REDISTRICTING
ENVIRONMENT AND NATURAL RESOURCES
ETHICS
INSURANCE
NEW LICENSING BOARDS

July 24, 2002

Representative Flossie Boyd-McIntyre
Representative Doug Yongue
Representative Gene Rogers
Chairs of House Appropriations Subcommittee on Education

Dear Chairs:

After the Education budget discussions of July 23-24, 2002, Rep. Ronnie Smith and I met at length to continue analysis of certain items thus proposed before the Education Appropriations Committee. One item, in particular, for which we have deep concerns, is the proposed cut of public school Teacher Assistants in the amount of $29 million. Both of us have taken time to call administrators and principals from our home counties for further advise on this item. Naturally, all educators contacted were very much alarmed at the thought of cutting TA's. Rep. Smith and I asked for input as to where cuts could be made in lieu of proposed TA cuts. The majority of those contacted suggested cutting proposed appropriations for textbooks. Superintendent Bill Harrison of Cumberland even suggested a full delay in textbook purchases altogether. Dr. Harrison reminded us that we have gained much ground in educational achievements over the last few years and "we certainly don't need to cut any classroom personnel who make direct contact with contribution to our students."

Having surveyed a sample of our local educators, Rep. Smith and I are convinced that proposed cuts to TA's and Assistant Principals should be avoided. We therefore propose:

(1) That funding be replaced for Teacher Assistants under the previous local flexibility procedures;

(2) that the proposed formula change under consideration for Assistant Principals remain as presently exercised; and

(3) that funding appropriations to restore the proposed cuts to TA's and Assistant Principals come from proposed appropriations from the category of "textbooks".

Sincerely,

Rep. Alex Warner
Representative Alex Warner

Rep. Ronnie Smith
Representative Ronnie Smith

7/25
item 3.3
list of
NP

Adjustment for Non-Profits for Public Schools
FY 2002-03 Appropriations Bill (SB 1115)

Revised 7/22/02

		FINAL			Senate Proposed FY 2002-03			House Proposed FY 2002-03		
Nonprofit	FY 2000-01 Appropriation	FY 2001-02 Direct Appropriation		Not Directly Funded	FY 2002-03 Direct Appropriation		Not Funded	FY 2002-03 Direct Appropriation		Not Funded
AVID Pilot Project	$ 150,000	$ -		*$ (150,000)*	$ -		$ -	$ -		$ -
A+ Schools	400,000	200,000	NR	*(200,000)*	-		*(200,000)*	-		*(200,000)*
TQE	400,000	200,000	NR	(200,000)	-		*(200,000)*	-		*(200,000)*
ExplorNet	2,500,000	1,250,000	NR	(1,250,000)	-		*(1,250,000)*	-		*(1,250,000)*
Cities in Schools	750,000	675,000	R	*(75,000)*	607,500	R	*(67,500)*	607,500	R	*(67,500)*
NC Network	350,000	315,000	R	*(35,000)*	-	R	*(315,000)*	283,500	R	*(31,500)*
Teacher Cadet	150,000	135,000	R	*(15,000)*	121,500	R	*(13,500)*	121,500	R	*(13,500)*
Geographic Alliance	50,000	25,000	NR	*(25,000)*	-		*(25,000)*	-		*(25,000)*
Public School Forum	420,564	378,508	R	*(42,056)*	340,657	R	*(37,851)*	340,657	R	*(37,851)*
Cued Speech Center	73,750	36,875	NR	*(36,875)*	-		*(36,875)*	-		*(36,875)*
Schools Attuned	643,100	578,790	R	*(64,310)*	578,790	R	-	216,500	R	*(362,290)*
Global Curriculum	150,000	75,000	NR	*(75,000)*	-		*(75,000)*	-		*(75,000)*
	$ 6,037,414	$ 3,869,173		$ (2,168,241)	$ 1,648,447		$ (2,220,726)	$ 1,569,657		$(2,299,516)
		$ 2,082,298	R		$ 1,648,447	R	**(433,851)**	$ 1,569,657	R	**(512,641)**
		1,786,875	NR		-	NR	(1,786,875)	-	NR	(1,786,875)

Fiscal Research/April 15, 2002

F:/Mydocuments/2002-03 ADM and Budget/nonprofit reductions

VISITOR REGISTRATION SHEET

APPROPRIATIONS Subcommittee on Education July 25, 2002 8:30 a.m.

Name of Committee Date

VISITORS: PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Charles Ayscue	UNC Health Care System
Alan Mabe	UNC-OP
J B Mullen	UNC
Jeff Davies	UNC
James Smith	UNC
Robert O. Nelson	UNC
Katherine Miller	NCASA
Sam Lee	OSBM
Steve Hoffman	NCSBA
[illegible]	NCICU
Gene Causby	NCSFSA
Kay Omey	NCSCA
Becky McCoukey	DPI
Jennifer Bennett	NC DPI
Elizabeth Grovenden	OSBM
[illegible]	Gov's office
[illegible]	SBE
[illegible]	PSF

VISITOR REGISTRATION SHEET

APPROPRIATIONS Subcommittee on Education July 25, 2002 8:30 a.m.

Name of Committee Date

VISITORS: PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Mary Denny	VIE Programs
Molly Freeman	NCAE
Mark Fleming	University System
Mark Lanier	UNCW
Pete Hunt	NC State Univ
Charles K. [illegible]	OSBM
[illegible]	[illegible]
Tony Walbrop	UNC
Kevin Fitzgerald	UNC CH
Kennon Bruce	NCCCS
Suzanne [illegible]	NCCCS
Hal Miller	DPI ACCT
Fern Shubert	NCGA
Roz Sawyer	NC Child Care Coalition
Hrabon Dalton	Bone & Assoc.
Audrey L. Galloway	NCAE
Mary Burke	Auditory Learning Center
Simon Harrison	WCPSS
Jim Bocce	Wake Forest Med. School
Ron Aycock	County Comm. Assoc

House Appropriations Subcommittee on Education

Agenda

Thursday, July 25, 2002, ~~8:30~~ 3:00 am
Room 421, Legislative Office Building

Representative Gene Rogers, Chairing

Opening Comments ..... Chair

Review of Budget Alternatives

Public Schools ..... Philip Price and Jim Newlin

A. Review of Reduction Options Discussed in May

B. Committee Ideas for Changes Within House Target

Universities ..... Charlotte Todd and Jim Newlin

A. List of House Budget Options

B. Review of Reduction Options Discussed in May

C. Committee Ideas for Changes Within House Target

Community Colleges ..... Kristine Leggett

A. List of House Budget Options

B. Review of Reduction Options Discussed in May

C. Committee Ideas for Changes Within House Target

Committee Proposals for Changes ..... Chair

House Appropriations Subcommittee on Education
Rep. Boyd-McIntyre (Chair)
Rep. Rogers (Chair)
Rep. Yongue (Chair)
Rep. Barnhart, Rep. Bell, Rep. Bonner, Rep. Carpenter
Rep. Holmes, Rep. McLawhorn, Rep. Michaux,
Rep. Morgan, Rep. Preston, Rep. Russell, Rep. Smith,
Rep. Teague, Rep. Warner

Fiscal Research Division (g:\Fiscal\Education July\2002 Agenda)

MINUTES

HOUSE APPROPRIATIONS SUB COMMITTEE ON EDUCATION

JULY 25, 2002, 3:00 P.M.

Chairman Gene Rogers called the meeting to order. Members absent were Representatives Barnhart, Holmes, Morgan, Preston, Russell and Teague.

Kristine Leggett of the Fiscal Research staff presented the Community College Budget Reduction Options to the committee. **(SEE ATTACHMENT #1.)**

After some very general discussion and some clarification, Representative Carpenter asked to hear from someone in Community Colleges as to whether they were satisfied with the proposed House budget for Community Colleges. Kennon Brigs, Financial Office for the department stated that President Lancaster and the staff were very pleased with the House proposals. He further stated that the House had addressed two issues that the Senate had opted not to fund and they were pleased that the House addressed those issues.

Representative Michaux moved to approve the House proposal as presented and the motion passed.

The meeting was then adjourned.

Respectfully submitted,

Representative Gene Rogers, Chairman

Jenny Umstead, Committee Asst.

July 25, 02
2:00 p.m
meeting

Community College Budget

Reduction Options

July 22, 2002

System Office, Categorical and Miscellaneous Programs
Reduction Options for Your Consideration

	Program	Funding	Option A Agency Cuts	Option B 10% Across the Board	Option C Program Reductions
1	System Office (includes MIS).	$26,026,474	($1,102,647)	($2,602,647)	
2	Child Care Grants	$2,000,000		($200,000)	
3	Summer Term	$7,177,623	($1,794,405)	($717,762)	
4	Longevity	$6,808,000		($680,800)	
5	Multi-Campus	$1,650,000		($165,000)	
6	Prison Program Start-Up	$50,000		($5,000)	
7	Unemployment	$440,751		($44,075)	
8	HRD	$4,000,000	($1,010,483)	($400,000)	
9	NEIT	$6,028,541		($602,854)	
10	Special Allotments	$1,683,299	($418,805)	($168,330)	
11	*Truck Driver Training - $356,763 (Caldwell & Johnston)				
12	*Sawmill - $158,615 (Haywood)				
13	*Marine Technology - $399,459 (Cape Fear)				
14	*Heavy Equipment - $245,501 (Wilson)				
15	*Robotics (AKA Regional High Tech Center) - $509,168 (Haywood)				
16	Maintenance of Plant	$787,877	($196,969)	($78,788)	
17	FIT	$1,962,032		($196,203)	
18	Systemwide Projects	$27,000		($2,700)	
19	Community Service	$1,500,000	($1,500,000)	($150,000)	

System Office, Categorical and Miscellaneous Programs
Reduction Options for Your Consideration

	Program	Funding	Option A Agency Cuts	Option B 10% Across the Board	Option C Program Reductions
20	Public Radio Craven	$149,912		($14,991)	
21	Public Radio Isothermal	$149,912		($14,991)	
22	Small Business Centers	$3,881,208		($388,121)	
23	Networking	$618,600		($61,860)	
24	Compensatory Ed	$1,000,000	($515,864)	($100,000)	
25	Faculty Upgrade	$1,014,135	($507,067)	($101,414)	
26	Liability Insurance	$33,000		($3,300)	
27	GED Scoring	$61,000		($6,100)	
28	CATT	$1,526,549		($152,655)	
29	Hosiery Tech	$125,000	($31,250)	($12,500)	
30	Criminal Justice	$339,889		($33,989)	
31	Fire Training	$602,420	($305,569)	($60,242)	
32	Nursing Disadvantage	$80,000		($8,000)	
33	Hearing Impaired	$190,000	($190,000)	($19,000)	
34	Equipment	$16,319,732		($1,631,973)	
35	Books	$3,134,035		($313,404)	
	Total	**$89,366,989**	**($7,573,059)**	**($8,936,699)**	

2

Administration

Institutional & Academic Support Formula: $178.8 million

- Base Allotment: $1.61 million (31 positions) per college
- Colleges receive $1,103 per FTE for every FTE over 750
- President's salary
- **Adjusted Average Administrative Allotment: $3.9 million**
- Full-time Staff: 7,079
  Part-time Staff: 2,659

Options for Your Consideration

Option A: Reduce the base allotment by 1 senior administrator position (approximately $4.5 million)

Option B: Reduce the base allotment by 5 positions and lower the FTE requirement to 600 (approximately $9 million)

Option C: Reduce the base allotment by 5 positions, lower the FTE floor to 600, and restore the enrollment allotment to FY00-01 levels (approximately $10 million)

Other Options: Reduce other costs in the base allotment; change the formula structure to a sliding scale based on FTE or headcount enrollment.

Instruction

Instructional Formula: $381 million
(Includes Curriculum, Continuing Ed, and Basic Skills)

Curriculum Formula

- Sliding scale
  - 1st 500 1:16.449
  - > 500 1:19.914
- Unit Value $43,374
- Social Security, Retirement, and hospitalization
- Other costs $178.50

Continuing Education Formula

- Sliding scale
  - 1st 500 1:16.449
  - > 500 1:19.914
- Unit Value $34,667
- Social Security
- Other costs $178.50

Option A: Reduce the other cost allotment to $175 (FY00-01 level). Estimated savings: $600,000

Option B: Curriculum Formula Only – Adjust the allotments for retirement and hospitalization to more accurately match actual expenditures. Savings estimate is not available at this time.

Option C: Increase the ratio allotment by 1 (from 1:16.449 to 1:17.449 and from 1:19.914 to 1:20.914. Estimated savings: approximately $22 million.

VISITOR REGISTRATION SHEET

APPROPRIATIONS Subcommittee on Education July 25, 2002 2:00 p.m.

Name of Committee Date

VISITORS: PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Elizabeth Dalton	Tone & Associates
John McHugh	Gov Office
Jan Crotts	NCASA
Sam Lee	OSBM
Elizabeth Grossenstein	OSBM
Jennifer Bennett	NCDPI
[illegible]	NCICU
Suzanne Helms	NCCCS
Kathryn Briggs	NCCCS
Katie Hunter	NC State Watch
Barbara Cansler	
Stacy Flannery	NCHCFA
Steve Hoffman	NCSBA
Ann McArthur	Governor's Office
Hal Miller	NCACCT
Fred Sayre	SBE
Gary Barnes	UNC
[illegible]	Auditory Learning Center
Mark [illegible]	University System
Rob Ousesson	NC State Watch
[illegible]	Gov's Off
Katherine Miller	NCASA

House Appropriations Subcommittee on Education

Agenda

Monday, July 29, 2002, 3:00 pm
Room 421, Legislative Office Building

Representative Doug Yongue, Chairing

Opening Comments .....Chair

Review of Budget Alternatives

Universities ..... Charlotte Todd and Jim Newlin

A. List of House Budget Options
B. Review of Reduction Options Discussed in May
C. Committee Ideas for Changes Within House Target

Committee Proposals for Changes ..... Chair

House Appropriations Subcommittee on Education
Rep. Boyd-McIntyre (Chair)
Rep. Rogers (Chair)
Rep. Yongue (Chair)
Rep. Barnhart, Rep. Bell, Rep. Bonner, Rep. Carpenter
Rep. Holmes, Rep. McLawhorn, Rep. Michaux,
Rep. Morgan, Rep. Preston, Rep. Russell, Rep. Smith,
Rep. Teague, Rep. Warner

Fiscal Research Division (g:\Fiscal\Education July\2002 Agenda)

MINUTES

HOUSE APPROPRIATIONS SUB COMMITTEE ON APPROPRIATIONS

JULY 29, 2002 – 3:00 P.M.

Chairman Representative Douglas Yongue called the meeting to order. Representatives not in attendance were Barnhart, Carpenter, Holmes, Morgan, Preston, Russell and Teague.

The first order of business was a review of budget options regarding the University System. Charlotte Todd of the Fiscal Research staff presented these options. **(SEE ATTACHMENT # 1).** Representative Michaux noted that item 27, funding for the Dean Smith Center at UNC Chapel Hill had been in and out of the budget for years. Representative Smith wanted to know if there was a way that it could be included permanently so that it would not have to be dealt with year after year. Staff will work on that recommendation.

The next order of business was a review of University reduction options, which were discussed in May prior to convening of the short session. **(SEE ATTACHMENT # 2).** On page 5 of attachment #2 was a recommendation for reduction to the Cooperative Extension Service. Representative Smith requested that item be flagged and the funding for this item not be reduced. He suggested the committee look elsewhere for funds to restore the proposed cut.

After some further general discussion on the University reduction options, Representative Michaux asked about overhead receipts to make up some of the cuts. Representative Smith asked that the committee consider using overhead receipt money to restore funding to the Cooperative Extension Service.

Representative Michaux asked to have updated figures relating to the UNC Healthcare Systems.

After some further general discussion, Representative Smith moved for tentative approval of the chairs recommendations regarding the University System. Representative Boyd-McIntyre seconded and the motion passed,

The meeting was then adjourned

Representative Douglas Yongue, Co-Chairman

Jenny Umstead, Committee Assistant

ATT # 1

UNC System

GENERAL FUND

Total Budget Approved 2001 Session	FY 02-03 $1,798,320,830	

Budget Changes

Campus Reductions

24 Reserves for New Facilities
Reduce funding in reserves for operation of new facilities due to delays in completion dates. ($2,666,533) NR

25 Tuition Surcharges ($800,000) R
Budget tuition collected from 25% surcharge for taking more than 110% of required credit hours for degree.

26 Campus Flexibility Reserve ($52,356,164) R
Budget a reduction of 3% in all campus and other related budget codes. Decisions on where to take the reductions will be made at campus or operating level. This reduction does not apply to the NC School of Science and Mathematics.

27 Subsidy for Smith Center ($1,168,885) R
Eliminate General Fund appropriations for the operations of the Smith Center on the UNC at Chapel Hill campus.

Related Educational Programs

28 Scholarships
Use fund balances in scholarship trust funds to reduce General Fund requirements for one year. Fund balances in Principal Fellows, Nursing Fellows, Nursing Need-based, and dormant funds in old Social Work Scholarship Funds are affected. ($1,938,000) NR

UNC General Administration

29 Budget Reduction ($2,063,801) R
Reduce UNC General Administration and its programs. Board of Governors has authority to allocate reductions.

University Expansion Funds

30 Enrollment Increases $66,803,142 R
Provide funding for enrollment increases as proposed by the UNC Board of Governors. Provides funding for regular term enrollment, distance education enrollment, and holding 3 campuses harmless from enrollment declines.

	FY 02-03	
31 Enrollment: Focused Growth Provide funding to 7 campuses designated by UNC as "focused growth" institutions to prepare for enrollment increases.	$1,000,000 $2,666,533	R NR
32 NC School of Science and Mathematics: Inflationary Increases Provide funds for inflationary increases for operating budget.	$115,000	R
33 NC TEACH Funds to continue the operation of the NC TEACH program to provide lateral entry alternatives for prospective public school teachers.	$500,000	R
34 Tuition Increases Tuition increases of 8% for in-state students and 12% for out-of-state students have been approved by the Board of Governors for the 2002-03 academic year.	($39,966,108)	R
35 Student Financial Aid Additional funds for need-based student financial aid program for UNC students.	$4,497,000	R
36 Aid to Students Attending Private Colleges Provides financial aid funding for additional NC students attending private college in North Carolina.	$2,249,105	R
Budget Changes	**($21,190,711)** **($1,938,000)**	**R** **NR**
Total Position Changes		
Revised Total Budget	**$1,775,192,119**	

att 2
7/29/02

University Reduction Options

UNC Budget Options 2002-03

Items	Reductions (millions of $) Option A	Option B	Option C
Budget some % of overhead receipts (estimated at $121 million for 2001-02)			
a. 25%	30.25		
b. 50%		60.50	
c. 75%			90.75
Reduce building reserves for new facilities due to delays in completion of projects (non-recurring)	2.67	2.67	2.67
Reduce non-personnel budgets in community service/outreach			
a. Reduce at 1% recommendation	1.86		
b. Reduce at 3% recommendation		5.85	
c. Reduce at 5% recommendation			8.47
Reduce Temporary/contracted wages			
a. Reduce at 1% recommendation	0.46		
b. Reduce at 2% recommendation		0.92	
c. Reduce at 3% recommendation			1.20
Reduce non-personnel budgets in administrative support			
a. Reduce at 1% recommendation	1.60		
b. Reduce at 3% recommendation		4.00	
c. Reduce at 5% recommendation			6.35
Eliminate SPA positions			
a. All vacant for longer than 6 months as of April 1	6.46		
b. 50% of all vacant positions as of April 1		11.35	
c. All positions vacant as of April 1			22.70

Eliminate EPA Non-faculty Positions			
a. All vacant for longer than 6 months as of April 1	7.23		
b. 50% of all vacant positions as of April 1		6.88	
c. All positions vacant as of April 1			13.76
Increase faculty teaching productivity.			
a. Increase average teaching loads by 1 hour per semester at research campuses.	?		
b. Increase average teaching loads to a minimum of 18 hours per year at doctoral campuses			
c. Increase average teaching loads at baccalaureate and masters campuses to at least 20.5 hours per year			
Increase student/faculty ratios			
a. Increase by 0.5 or 3%	27.30		
b. Increase to 15 at baccalaureate campuses, to 16 at masters campuses, to 15.5 at doctoral campuses, and to a minimum of 14.5 at research campuses		23.70	23.70
Reduce tuition remission for out-of-state graduate students			
a. Reduce by 33%	10.00		
b. Reduce by 10%		3.00	
c. Reduce by 25%			7.63
Reduce GF subsidy to UNC Hospitals			
a. Reduce funding by $5 million	5.00		
b. Reduce funding by 25%		10.00	
c. Reduce funding by 50%			20.00
Shift ECU Medicare Funds Balance to support operation of Medical School (non-recurring)			

a. Use 2/3 of uncommitted balance	10.00		
b. Use 1/2 of uncommitted balance		7.50	
c. Budget additional portion of annual receipts in regular operating budget (recurring)			0.50
Eliminate appropriation to Endowment of Center for Alcohol Studies	0.50	0.50	0.50
Reduce funding for Legislative Tuition Grant Program per student	3.70		
a. by $150 per student			
b. by $200 per student		4.90	
c. Limit grants to students in families with adjusted gross incomes of $80,000 or less		?	
Reduce funding for need-based scholarships program for private colleges to 50% of current amounts for FTE's at off-campus sites	3.40	3.40	3.40
Change enrollment increase formulas to reduce differential funding for graduate and higher cost programs (Saves on enrollment increase funding)	?		
Increase student/faculty ratio for students taught by distance education to eliminate research subsidy for distance ed/off-campus faculty positions (Base and enrollment increase reductions)	?		
Eliminate General Fund subsidy for operations of Dean Smith Center at UNC-CH	1.16	1.16	1.16

Increase charges for continuing education of health care professionals by UNC-CH Health Affairs Division	0.50	0.50	0.50
Reduce Strategic Initiatives Reserve in Office of the President			
a. by 1/3	**1.00**		
b. by 1/2		**1.50**	
c. entirely			**3.00**
Reduce UNC General Administration EPA non-teaching positions			
a. by 5%	0.5		
b. by 10%		1.00	
Reduce UNC General Administration SPA positions by 5%	0.40	0.40	0.40
Reduce contract with MCNC ($8.36 million)			
a. by 10%	0.84		
b. by $1 million		1.00	
c. by $3 million			3.00
Use federal funds from No Child Left Behind for reading training: Eliminate Reading Together program at UNC-G	0.60	0.60	0.60
Reduce UNC-TV budget			
a. by 10%	1.00		
b. by 5%		0.50	
c. by 15%			1.50
Phase out Model Teacher Consortium over 2 years	0.35	0.35	0.35
Eliminate Education Research Council	0.25	0.25	0.25

Eliminate State funding for NC Progress Board	0.25	0.25	0.25
Reduce funding for NC Center for Nursing	0.10	0.25	
Reduce funding for NC Teacher Academy			
a. by 5%	0.18		
b. by 10%		0.37	
c. by 25%			0.92
Reduce funding for Center for International Understanding			
a. Reduce by 20%	0.10		
b. Reduce by 50%		0.25	
c. Eliminate program funding			0.50
Reduce funding for Center for School Leadership			
a. Reduce by 5%	0.03		
b. Reduce by 10%		0.06	
c. Reduce by 25%			0.15
Principal Fellows Program: Use fund balance for current requirements (non-recurring)	0.50	0.50	0.50
Reduce Cooperative Extension budget			
a. by 10%	3.80		
b. by 5%		1.90	
Use balances in scholarship fund accounts for non-recurring reductions	1.438		
Budget receipts from 25% tuition surcharge for extra courses	0.8	0.8	0.8

Use tuition receipts to fund enrollment. Eliminate campus-initiated tuition increases for 2002-03. Each 1% across-the-board yields approximately $4 million. A 20% increase would provide $80 million.

High Options Total	$240.9
Low Options Total	$108.9

ATT # 3
7/29/02

University of North Carolina
Summary of Board of Governors Tuition Increases
FY 2002-03

Budget Code	Institution	Revenues from 8% Resident & 12% Non-resident Tuition Increase	Estimated Revenues from Campus-initiated Tuition Increases	
16080	ASU	2,678,701	2,394,000	
16065	ECU, AA	4,735,406	4,198,000	
16066	ECU, HA	70,800	See note 1	
16086	ECSU	326,194	298,435	
16088	FSU	661,120	374,700	
16070	NCA&T	2,248,725	1,060,200	Note 2
16090	NCCU	1,033,452	1,101,200	
16092	NCSA	568,035	338,000	
16030	NCSU, AA	7,596,260	6,900,000	
16055	UNC-A	564,658	828,000	
16020	UNC-CH, AA	7,260,933	6,416,000	
16021	UNC-CH, HA	1,853,346	See note 1	
16050	UNC-C	3,809,585	3,780,000	
16040	UNC-G	2,427,891	2,915,000	
16082	UNC-P	484,936	525,000	
16060	UNC-W	2,274,779	2,370,000	
16075	WCU	975,918	1,162,600	
16084	WSSU	395,369	596,600	
	Total UNC	39,966,108	35,257,735	

Note 1: Revenues for Health Affairs (HA) included in revenues for Academic Affairs (AA
Note 2: NCA&T revenues from campus-initiated tuition increase subject to change.

DRAFT

University of North Carolina
Campus-Based Tuition Increase Revenues for 2002-03
Summary of Expenditure Plans

Institution	CBTI Approved by BOG	Need-Based Financial Aid	Faculty Salaries	Instructional/ Academic Support	Total
ASU*	200	492,000	0	1,968,000	2,460,000
ECU*	250	1,457,661	1,663,481	1,043,608	4,164,750
ECSU	150	141,757	156,678	0	298,435
FSU*	100	187,350	101,169	86,181	374,700
NCA&T*	150	402,732	402,732	201,366	1,006,830
NCCU*	200	314,800	0	629,600	944,400
NCSA*	400	145,340	156,208	36,452	338,000
NCSU*	300	4,500,000	2,500,000	0	7,000,000
UNCA	300	385,000	0	715,000	1,100,000
UNC-CH*	300	2,566,400	3,464,640	384,960	6,416,000
UNCC*	250	962,500	1,899,964	987,536	3,850,000
UNCG*	250	1,041,390	1,446,375	404,985	2,892,750
UNCP*	150	157,500	0	367,500	525,000
UNCW*	200	364,080	750,000	706,320	1,820,400
WCU	200	465,040	0	697,560	1,162,600
WSSU	200	238,640	357,960	0	596,600
Total		13,822,190	12,899,207	8,229,068	34,950,465

*Indicates a change in the campus's initial request; change in amount and/or expenditure plan for additional revenue.

22,051,258

House Tuition Alternative

BOG Tuition Increases	Rate	Revenue
In-state	8%	
Out-of-state	12%	
Increased Availability: Enrollment		**$39,966,108**
Campus-Based Approval		$35,257,735
Total Cost to Students		**$75,223,843**

House Option	Rate	Revenue
In-state	10%	
Out-of-state	14%	
Increased Availability: Enrollment		**$48,032,933**
Campus-Based Approval: Limited to $100		$14,599,023
Total Cost to Students		**$62,631,956**

Savings to Students with House Option	$12,591,887

Additional Availability to Fund Enrollment	**$8,066,825**

TUITION-3

UNC Tuition Alternative for 2002-03

	2001-02 Tuition		2002-03 BOG Tuition Increase			Total 02-03 BOG Increases		House Option		Difference in BOG Plan & House Option for Students	
	Resident	Nonresident	Resident (8%)	Nonresident (12%)	02-03 BOG-Approved Campus-Initiated Increase	Resident	Nonresident	Resident (10% + $100 Campus)	Nonresident (14% + $100 Campus)	Resident	Nonresident
NCSU (3)	$2,328	$12,320	186	1,478	300	486	1,778	333	1,824	($153)	$46
UNC-CH (4)	$2,328	$12,320	186	1,478	300	486	1,778	333	1,824	($153)	$46
ECU (1)	$1,453	$10,022	116	1,203	250	366	1,453	245	1,504	($121)	$51
UNCC	$1,417	$9,637	113	1,156	250	363	1,406	241	1,449	($122)	$43
UNCG	$1,358	$10,572	109	1,269	250	359	1,519	236	1,581	($123)	$62
ASU	$1,222	$9,144	98	1,097	200	298	1,297	223	1,380	($75)	$83
FSU	$1,072	$8,994	86	1,079	100	186	1,179	208	1,359	$22	$180
NCA&T	$1,222	$9,144	98	1,097	150	248	1,247	223	1,380	($25)	$133
NCCU (2)	$1,272	$9,194	102	1,103	200	302	1,303	228	1,387	($74)	$84
UNCP	$1,152	$9,074	92	1,089	150	242	1,239	215	1,371	($27)	$132
UNCW	$1,317	$9,412	105	1,129	200	305	1,329	231	1,417	($74)	$88
WCU	$1,072	$8,994	86	1,079	200	286	1,279	208	1,359	($78)	$80
UNCA	$1,196	$8,658	96	1,039	300	396	1,339	220	1,312	($176)	($27)
ECSU	$896	$7,892	72	947	150	222	1,097	190	1,205	($32)	$108
WSSU	$896	$7,892	72	947	200	272	1,147	190	1,205	($82)	$58
NCSA (5)	$1,662	$11,067	133	1,328	400	533	1,728	266	1,649	($267)	($79)

(1) Does not include Medical School
(2) Does not include Law School
(3) Does not include Veterinary School
(4) Does not include Health Sciences Schools and Law School
(5) Does not include High School

TUITION-4

**Increases at ECU reflect reclassification to a Doctoral II institution; increases at UNCA reflect peer comparisons; increases at UNCC reflect doctoral/research intensive classification.*

University of North Carolina
Summary of Board of Governors Tuition Increases
FY 2002-03

Budget Code	Institution	Revenues from 8% Resident & 12% Non-resident Tuition Increase	Estimated Revenues from Campus-initiated Tuition Increases		Rate of Increase	Estimated Revenues from Campus-initiated Tuition Increases (if limited to $100)
16080	ASU	2,678,701	2,394,000		$200	$1,197,000
16065	ECU, AA	4,735,406	4,198,000		$250	$1,679,200
16066	ECU, HA	70,800	See note 1			
16086	ECSU	326,194	298,435		$150	$198,957
16088	FSU	661,120	374,700		$100	$374,700
16070	NCA&T	2,248,725	1,060,200	Note 2	$150	$706,800
16090	NCCU	1,033,452	1,101,200		$200	$550,600
16092	NCSA	568,035	338,000		$400	$84,500
16030	NCSU, AA	7,596,260	6,900,000		$300	$2,300,000
16055	UNC-A	564,658	828,000		$300	$276,000
16020	UNC-CH, AA	7,260,933	6,416,000		$300	$2,138,667
16021	UNC-CH, HA	1,853,346	See note 1			
16050	UNC-C	3,809,585	3,780,000		$250	$1,512,000
16040	UNC-G	2,427,891	2,915,000		$250	$1,166,000
16082	UNC-P	484,936	525,000		$150	$350,000
16060	UNC-W	2,274,779	2,370,000		$200	$1,185,000
16075	WCU	975,918	1,162,600		$200	$581,300
16084	WSSU	395,369	596,600		$200	$298,300
	Total UNC	39,966,108	35,257,735			14,599,023
						66.2%
						$22,051,258

Non-salary increase plans

Note 1: Revenues for Health Affairs (HA) included in revenues for Academic Affairs (AA)
Note 2: NCA&T revenues from campus-initiated tuition increase subject to change.

TUITIO[redacted]

ATT 4
7/29/02

University of North Carolina
Summary of Facilities and Administrative Receipt Information
As of June 30, 2002

Institution	6/30/02 Balance	2001-02 Receipts	Projected 2002-03 Receipts
ASU	440,406	415,857	395,857
ECU	1,023,640	2,610,317	2,610,317
ECSU	110,000	252,500	240,000
FSU	308,104	239,800	363,860
NCA&T	50,000	2,250,000	2,250,000
NCCU	1,112,858	562,000	820,000
NCSA	N/A	N/A	N/A
NCSU	5,067,636	23,392,460	25,000,000
UNCA	85,157	118,774	115,000
UNC-CH	49,250,000	82,929,000	86,900,000
UNCC	1,055,255	1,484,304	1,600,000
UNCG	6,497,000	3,512,000	3,512,000
UNCP	308,438	219,512	178,600
UNCW	1,200,000	1,800,000	1,700,000
WCU	608,921	296,565	235,000
WSSU	100,000	315,000	315,000
UNC-GA	40,000	149,135	38,000
Totals	67,257,415	120,547,224	126,273,634

VISITOR REGISTRATION SHEET

SUB ON EDUCATION
Name of Committee

7/29/02
Date

VISITORS: PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Mary Sonny	VIF Program
Sabah Rafeek	VIF Program
Charles K. Crann, Jr.	OSBM
[illegible]	Governor
[illegible]	Mallon Co
Dave Brin	Explornet
Angela Hare	Explornet
[illegible]	NCICU
Barbara S. Cambon	MESS
Roy Marshall	NCCU
Elizabeth Stevenstein	OSBM
Ann McArthur	Governor's Office

VISITOR REGISTRATION SHEET

SUB ON EDUCATION — 7/29/02

Name of Committee — Date

VISITORS: PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Becky M. Conkey	DPI
Frida Hugg	SBE
GEORGE WORSLEY	NC STATE UNIV
Tom Blanford	NCPTC
Karen Gaul	NBPTS
Mark Lanier	UNCW
Gene Causby	NC SESA
Kay Owen	NC School Counselor Assn
Katherine Miller	NCASA
Carole Lauer	EGHS
Jamie D. Smith	UNC
Fred Lea	UNC
J Brunemer	UNC
Joy Dunn	UNC
Alan Mabe	UNC
Rob Nelson	UNC
Mark Hurd	DPI
Jennifer Barrett	DPI
Mary Burke	Auditory Learning Center
Mim Fitzgerald	UNC
Jeffrey Houpt	UNC
Mark Fleming	University System
Kate Hill	NC Statewatch
G Rumquist	NCATA
ANN LORE	DUHS
Audrey A. Galloway	NCAE
Molly Freeman	NCAE

EXHIBIT 1

House Appropriations Subcommittee on Education

Agenda

Tuesday, July 30, 2002, 9:00 am
Room 421, Legislative Office Building

Representative Flossie Boyd-McIntyre, Chairing

Opening Comments .....Chair

Committee Proposals for Changes ..... Chair

Universities ..... Jim Newlin

A. List of House Budget Options
B. Review of Reduction Options Discussed in May
C. Committee Ideas for Changes Within House Target

House Appropriations Subcommittee on Education
Rep. Boyd-McIntyre (Chair)
Rep. Rogers (Chair)
Rep. Yongue (Chair)
Rep. Barnhart, Rep. Bell, Rep. Bonner, Rep. Carpenter
Rep. Holmes, Rep. McLawhorn, Rep. Michaux,
Rep. Morgan, Rep. Preston, Rep. Russell, Rep. Smith,
Rep. Teague, Rep. Warner

Fiscal Research Division (g:\Fiscal\Education July\2002 Agenda)

MINUTES

HOUSE APPROPRIATIONS SUBCOMMITTEE ON EDUCATION
Tuesday, July 30, 2002
Room 421, Legislative Office Building

The House Appropriations Subcommittee on Education met on Tuesday, July 30, 2002, in Room 421 of the Legislative Office Building. Representative Boyd-McIntyre, presiding Chair, called the meeting to order at 9:08 A.M. with opening remarks and recognized staff.

The following members were present: Representatives Rogers and Yongue, Chairs; and Representatives Barnhart, Bell, Bonner, Carpenter, McLawhorn, Michaux, Preston, Russell, Smith, Teague and Warner. The Agenda *(Exhibit 1)* and the Visitor Registration Sheet *(Exhibit 2)* are attached hereto and incorporated into the minutes.

Representative Boyd-McIntyre announced that the meeting held on Monday, July 29th would be held again after session today due to communication concerns.

Starting with the first agenda item, Representative Boyd-McIntyre explained that the purpose of today's meeting was to look at amended items to the House Options lists. In response to questions, she further explained that the House Options list is not a formal bill but a working document. Informal amendments would be taken on an informal document. Fiscal staff advised that Representative Warner had submitted an amendment that would reduce funding for textbooks to reinstate Teacher Assistants and Assistant Principals *(Exhibit 3)*. The meeting was opened for other amendments to be submitted.

Beginning with Public Schools and Representative Warner's amendment, Representative Rogers reminded the committee that this item was put in by the House and the Senate did not have anything in the budget regarding this item. Therefore, any action taken would be in controversy. In response to questions, Fiscal staff Philip Price explained that the House proposed to reduce class size in kindergarten to 1:18 and utilized Teacher Assistant resources to do that. The Senate Budget did not reduce class size in kindergarten and maintained a 1:19 ratio. The House proposed to take it to 1:17. By taking $38 million out of Text Books for Teacher Assistants and Assistant Principals, kindergarten class size would be reduced to 1:17.

Mr. Price also explained the attached document *(Exhibit 4)* was prepare by the Department and reflects the impact that the adjustment would have on local school systems and how it would affect textbooks that have already been ordered. As reflected in the handout, the Department of Public Instruction highlighted the nineteen schools systems that currently (as of June 24th) have placed orders for textbooks that would exceed the amount of money available to them in their fund. DPI representative Hank Hurd further explained the handout and responded to questions.

Representative Warner moved for the adoption of his amendment and was seconded by Representative Bell. The amendment was adopted by unanimous vote.

The meeting adjourned at 9:50 A.M. to reconvene after Session. The time would be announced on the House floor.

Respectfully submitted,

Flossie Boyd-McIntyre (P.C.)

Rep. Flossie Boyd-McIntyre
Presiding Chair

Patricia Christmas

Patricia Christmas
Committee Assistant

Rep. R. Eugene Rogers, Chair
Rep. Douglas Y. Yongue, Chair

Attachments:
Agenda *(Exhibit 1)*
Visitor Registration Sheet *(Exhibit 2)*
Exhibit 3
Exhibit 4

Exhibit 2

VISITOR REGISTRATION SHEET

Name of Committee: _____ Date: 1-30-12

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
[illegible]	Public School Forum
[illegible]	SBE
Katherine Miller	NCASA
Helen Lipman	Meck. County
Carole Lawler	ECWS
Karen Gaul	NBPJS
Peyton Maynard	[illegible]
John Goodman	MEKER & ASSOC.
Barbara Candler	
[illegible]	NCAST

Exhibit 2

VISITOR REGISTRATION SHEET

Name of Committee: _____ Date: 7-30-02

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Steve Hoffman	NCSBA
Mike Ravenel	NCCIU
Marty Babcock	NCCIU
Roz Sawyer	NCCCC
Alex Kaplan	Daily Tar Heel
Dan Kane	NCO
Audrey Galloway	NCAE
Mike Fitzgerald	UNC CH
Ed Regan	N.C.A.C.C.
[illegible]	NCCS
Leane Winner	NCSBA

EXHIBIT 2

VISITOR REGISTRATION SHEET

House Appr. Sub Com. On Education — 7-30-02

Name of Committee — **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
K. Miller	Miller Co
Mary Dorsey	VI FRopon
Molly Freeman	NCAE
Susan Markham	PENC
Hal Willey	DCACCT
Susan Fannon	WCPSS
Nicole Hare	Exploris Cell
Dave Dillard	"
Jan Lamquist	NCATB
Betty Turner	Bank of America
Mark Flaherty	University System

EXHIBIT 2

VISITOR REGISTRATION SHEET

House Appr. Subcom. on Education — 7-30-02

Name of Committee — **Date**

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Hank Idleo	DPI
Becky McCarley	DPI
Jennifer Bennett	NCDPI
Letitia Withrow	NC State Watch
Elizabeth Dalton	Bone & Associates
Sharon McMullen	NCDPI
Elizabeth Grovenstein	OSBM
Kay Quarles	NC School Counselor Assoc
Tim McDowell	NC ICU
Gene Causby	NCSFSA
Ann Lore	DUHS

NORTH CAROLINA GENERAL ASSEMBLY AMENDMENT *EXHIBIT 3*

(Please type or use ballpoint pen)

EDITION No. _____

H. B. No. _____ DATE _____

S. B. No. _____ Amendment No. _____
(to be filled in by Principal Clerk)

COMMITTEE SUBSTITUTE _____

Rep.)
) _____
Sen.)

1 moves to amend the ~~bill~~ HOUSE OPTIONS LIST on page 36 ~~, line~~ ITEM 15
2 ( ) WHICH CHANGES THE TITLE
3 by ELIMINATING THAT ITEM AND ITS
4 REDUCTION
5 AND ON
6 PAGE 35, ITEM 11, BY ELIMINATING
7 THAT ITEM,
8 AND ON
9 PAGE 37, BY ADDING A NEW
10 ITEM 18(G) TO READ:
11
12 "18a TEXTBOOKS
13 Reduce funding for textbooks
14 for one year. This is a ($38,789,077)"
15 reduction of 50.8%. NR
16
17
18
19

SIGNED _____

ADOPTED _____ FAILED _____ TABLED _____

GA-33-A

NEWS MEDIA

EXHIBIT 4

Public Schools of North Carolina

North Carolina Department of Public Instruction

Impact of Proposed Textbook Reduction

		LEA Credit Balance 6/30/01	Allotment 2001-02 $54.02	ABC Transfers/Charter Schools & 1st Month Adj	Textbook Purchases for 2001-02	LEA Carryover Available for 2002-03 Purchases	Planning Allotment @ $56.60	Proposed Reduction to Textbooks	Available to Purchase 2002-03 Textbooks	Textbook Orders for 2002-03 as of 7/24/02	LEA Balance as of 7/24/02 after Proposed Reduction
010	Alamance County	(138,272)	1,140,254	(9,129)	301,121	691,733	1,227,711	(634,108)	1,285,336	387,124	898,211
020	Alexander County	2,279	294,949	(29,098)	23,504	244,626	319,394	(164,966)	399,054	55,058	343,996
030	Alleghany County	(7,419)	76,816	(10,730)	16,537	42,129	81,108	(41,892)	81,345	21,295	60,051
040	Anson County	61,224	242,064	(10,085)	69,111	224,092	255,492	(131,960)	347,624	21,466	326,159
050	Ashe County	(95,641)	173,836	0	23,261	54,934	180,667	(93,314)	142,287	32,950	109,337
060	Avery County	27,690	126,677	(35,954)	25,488	92,924	133,010	(68,699)	157,235	43,807	113,429
070	Beaufort County	30,528	394,508	(22,278)	37,372	365,386	413,010	(213,318)	565,078	158,638	406,440
080	Bertie County	(189,284)	195,174	0	35,255	(29,364)	200,817	(103,721)	67,732	178,351	(110,620)
090	Bladen County	(156,300)	308,184	(49,575)	96,585	5,724	320,865	(165,725)	160,864	14,824	146,039
100	Brunswick County	(493,757)	553,921	7,941	285,938	(217,833)	607,375	(313,707)	75,835	436,246	(360,410)
110	Buncombe County	(485,562)	1,339,696	(181,727)	122,980	549,428	1,398,869	(722,511)	1,225,786	940,851	284,935
111	Asheville City	64,422	217,052	(36,053)	15,372	230,049	224,193	(115,795)	338,447	122,255	216,192
120	Burke County	(453,936)	795,985	(202,701)	122,871	16,477	828,001	(427,659)	416,819	152,704	264,115
130	Cabarrus County	(833,643)	1,065,923	(65,847)	417,089	(250,656)	1,184,751	(611,919)	322,176	180,679	141,497
132	Kannapolis City	(103,628)	235,581	(37,929)	50,932	43,092	253,115	(130,733)	165,474	103,907	61,567
140	Caldwell County	(4,153)	688,917	(155,600)	231,652	297,511	726,178	(375,068)	648,621	204,984	443,637
150	Camden County	1,254	69,578	2,431	35,283	37,980	76,580	(39,553)	75,007	13,413	61,593
160	Carteret County	(330,183)	445,611	(486)	66,103	48,839	462,139	(238,693)	272,285	127,300	144,985
170	Caswell County	(72,188)	192,797	(42,095)	58,650	19,864	197,817	(102,172)	115,509	59,656	55,853
180	Catawba County	(63,800)	889,331	(263,658)	197,488	364,384	938,315	(484,636)	818,063	144,731	673,333
181	Hickory City	(54,668)	251,139	(17,089)	(4,621)	184,003	253,172	(130,762)	306,413	20,204	286,209
182	Newton City	6,775	149,960	(52,741)	31,893	72,101	157,518	(81,358)	148,261	20,622	127,640
190	Chatham County	(128,183)	383,326	(89,261)	32,299	133,583	406,218	(209,810)	329,991	74,532	255,459
200	Cherokee County	(60,286)	193,662	(23,001)	20,969	89,406	203,251	(104,979)	187,678	30,364	157,314
210	Chowan County	15,886	133,862	(14,299)	50,225	85,223	139,462	(72,031)	152,654	59,247	93,407
220	Clay County	(51,769)	68,281	0	14,162	2,349	69,901	(36,104)	36,146	5,449	30,698
230	Cleveland County	27,140	522,427	(98,911)	64,949	385,707	543,756	(280,848)	648,615	94,563	554,052
231	Kings Mtn. District	8,691	240,389	(25,704)	33,929	189,447	261,605	(135,118)	315,934	76,862	239,072
232	Shelby City	(46,836)	172,702	(45,000)	38,048	42,817	186,837	(96,501)	133,153	42,640	90,513

Prepared by: NCDPI - Office of Budget Management
7/29/2002
Textbooks

		LEA Credit Balance 6/30/01	Allotment 2001-02 $54.02	ABC Transfers/Charter Schools & 1st Month Adj	Textbook Purchases for 2001-02	LEA Carryover Available for 2002-03 Purchases	Planning Allotment @ $56.60	Proposed Reduction to Textbooks	Available to Purchase 2002-03 Textbooks	Textbook Orders for 2002-03 as of 7/24/02	LEA Balance as of 7/24/02 after Proposed Reduction
240	Columbus County	(93,656)	394,400	(102,385)	163,470	34,889	407,180	(210,307)	231,762	179,346	52,416
241	Whiteville City	26,791	148,771	(82,683)	58,318	34,561	155,310	(80,217)	109,654	55,093	54,561
250	Craven County	(538,232)	796,849	(98,581)	111,820	48,216	824,888	(426,051)	447,053	154,560	292,493
260	Cumberland County	(2,684,833)	2,757,883	(864)	186,930	(114,744)	2,920,956	(1,508,663)	1,297,549	2,291,050	(993,501)
270	Currituck County	102,878	173,836	(19,797)	24,756	232,160	188,987	(97,611)	323,536	56,270	267,266
280	Dare County	(278,402)	257,567	0	12,711	(33,546)	268,227	(138,538)	96,143	70,154	25,989
290	Davidson County	(403,278)	1,041,830	(70,939)	130,363	437,250	1,085,475	(560,644)	962,081	222,834	739,246
291	Lexington City	548	178,482	(36,600)	47,387	95,043	183,044	(94,541)	183,546	23,837	159,709
292	Thomasville City	13,192	133,051	(54,752)	33,148	58,343	140,594	(72,616)	126,321	36,103	90,218
300	Davie County	(97,096)	319,474	(72,913)	37,315	112,150	343,902	(177,624)	278,428	53,323	225,105
310	Duplin County	(434,875)	466,355	0	68,094	(36,614)	491,967	(254,099)	201,254	80,397	120,856
320	Durham County	(588,017)	1,609,580	(2,647)	(53,326)	1,072,242	1,733,488	(895,340)	1,910,390	1,457,735	452,654
330	Edgecombe County	150,062	407,851	0	108,651	449,263	437,575	(226,006)	660,832	120,076	540,756
340	Forsyth County	(2,993,987)	2,439,165	125,000	116,423	(546,245)	2,603,374	(1,344,633)	712,496	1,222,537	(510,041)
350	Franklin County	(268,437)	419,789	(12,438)	53,578	85,336	452,291	(233,607)	304,020	349,735	(45,715)
360	Gaston County	445,945	1,627,353	(246,174)	361,044	1,466,080	1,743,563	(900,544)	2,309,099	630,341	1,678,758
370	Gates County	(77,060)	109,661	0	20,681	11,920	109,295	(56,451)	64,764	29,056	35,708
380	Graham County	(47,839)	66,661	0	23,764	(4,942)	69,222	(35,753)	28,527	19,381	9,146
390	Granville County	274,224	445,449	(250,000)	74,155	395,518	484,156	(250,065)	629,609	141,756	487,853
400	Greene County	(24,307)	167,084	(37,000)	20,550	85,227	180,780	(93,372)	172,635	60,337	112,298
410	Guilford County	(4,315,395)	3,418,872	(23,283)	(142,383)	(777,423)	3,617,023	(1,868,179)	971,421	1,667,411	(695,990)
420	Halifax County	(243,594)	324,552	(432)	162,681	(82,155)	330,487	(170,695)	77,637	26,721	50,916
421	Roanoke Rapids City	(5,513)	165,517	(12,431)	121,400	26,173	174,385	(90,069)	110,489	24,952	85,537
422	Weldon City	(36,454)	61,745	(3,223)	40,014	(17,945)	63,279	(32,683)	12,651	36,488	(23,837)
430	Harnett County	(476,096)	887,873	(68,596)	319,462	23,720	949,691	(490,512)	482,899	530,211	(47,313)
440	Haywood County	(253,175)	421,194	(141,230)	44,254	(17,464)	442,046	(228,315)	196,267	92,810	103,456
450	Henderson County	(177,083)	634,681	0	144,357	313,241	688,822	(355,774)	646,289	37,963	608,327
460	Hertford County	(44,839)	211,704	0	138,516	28,349	217,570	(112,374)	133,545	222,041	(88,496)
470	Hoke County	(299,897)	340,272	(216)	196,730	(156,571)	357,938	(184,873)	16,494	118,538	(102,044)
480	Hyde County	18,193	37,058	0	20,018	35,232	38,714	(19,995)	53,951	6,056	47,895
490	Iredell County	(150,638)	960,800	(328,923)	48,060	433,178	1,038,157	(536,204)	935,131	332,952	602,180
491	Mooresville City	(104,478)	225,804	0	82,022	39,304	239,758	(123,834)	155,228	99,276	55,951
500	Jackson County	165,412	191,609	(26,497)	42,292	288,232	205,571	(106,177)	387,626	121,303	266,323
510	Johnston County	(874,365)	1,206,321	(63,157)	972,632	(703,833)	1,326,874	(685,325)	(62,284)	271,323	(333,607)

Prepared by: NCDPI - Office of Budg[illegible]ment
[illegible]2002
[illegible]ooks

		LEA Credit Balance 6/30/01	Allotment 2001-02 $54.02	ABC Transfers/Charter Schools & 1st Month Adj	Textbook Purchases for 2001-02	LEA Carryover Available for 2002-03 Purchases	Planning Allotment @ $56.60	Proposed Reduction to Textbooks	Available to Purchase 2002-03 Textbooks	Textbook Orders for 2002-03 as of 7/24/02	LEA Balance as of 7/24/02 after Proposed Reduction
520	Jones County	(95,374)	78,599	0	(6,115)	(10,660)	83,032	(42,886)	29,486	42,164	(12,678)
530	Lee County	37,967	481,804	(20,092)	54,169	445,511	508,551	(262,665)	691,397	159,863	531,534
540	Lenoir County	(488,272)	549,491	0	52,016	9,203	575,735	(297,365)	287,573	439,075	(151,502)
550	Lincoln County	(170,110)	594,922	(100,302)	50,696	273,814	624,468	(322,535)	575,747	110,163	465,584
560	Macon County	(46,990)	217,268	(14,066)	129,881	26,331	234,098	(120,911)	139,518	40,826	98,692
570	Madison County	30,821	137,319	0	20,212	147,928	144,443	(74,604)	217,767	59,262	158,505
580	Martin County	24,067	257,513	0	115,310	166,270	262,341	(135,498)	293,113	46,714	246,398
590	McDowell County	(69,946)	349,617	(41,671)	5,855	232,145	366,428	(189,258)	409,315	57,721	351,594
600	Mecklenburg County	(9,083,827)	5,714,290	(9,777)	(1,121,087)	(2,258,227)	6,273,035	(3,239,999)	774,809	2,522,223	(1,747,414)
610	Mitchell County	(29,656)	128,406	(8,610)	28,129	62,011	135,727	(70,103)	127,635	35,513	92,122
620	Montgomery County	(3,921)	245,197	(70,000)	25,747	145,530	252,379	(130,353)	267,556	155,131	112,424
630	Moore County	4,438	608,697	(162)	13,668	599,305	645,806	(333,556)	911,555	199,591	711,964
640	Nash County	(358,168)	977,114	(54,715)	368,261	195,970	1,015,914	(524,716)	687,168	218,393	468,775
650	New Hanover County	(360,472)	1,162,835	(42,697)	108,463	651,203	1,237,050	(638,932)	1,249,321	690,609	558,711
660	Northampton County	(44,859)	194,472	(2,971)	134,874	11,768	193,968	(100,184)	105,552	87,383	18,169
670	Onslow County	50,017	1,123,022	(352,772)	287,208	533,059	1,205,580	(622,677)	1,115,962	248,290	867,672
680	Orange County	38,164	340,488	(33,644)	61,636	283,373	350,128	(180,840)	452,661	76,917	375,743
681	Chapel Hill City	(229,302)	545,980	(181,313)	143,930	(8,565)	586,036	(302,685)	274,786	115,557	159,229
690	Pamlico County	(9,656)	95,669	7,435	25,274	68,173	98,088	(50,662)	115,599	20,259	95,341
700	Pasquotank County	(44,069)	321,689	(100,263)	68,684	108,673	336,940	(174,028)	271,585	64,367	207,219
710	Pender County	(82,554)	360,475	(29,985)	125,503	122,433	397,106	(205,104)	314,435	88,384	226,051
720	Perquimans County	(81,092)	96,534	0	22,389	(6,947)	97,465	(50,340)	40,178	32,725	7,452
730	Person County	(217,939)	312,398	(30,820)	68,711	(5,072)	327,657	(169,233)	153,352	92,560	60,792
740	Pitt County	(1,197,633)	1,066,571	19,447	(1,240)	(110,376)	1,155,433	(596,777)	448,280	711,335	(263,054)
750	Polk County	(113,379)	134,240	0	17,766	3,094	138,783	(71,681)	70,196	11,567	58,629
760	Randolph County	(619,071)	952,589	(80,000)	118,088	135,430	1,023,272	(528,516)	630,186	324,629	305,557
761	Asheboro City	67,114	232,610	(4,553)	66,720	228,451	245,984	(127,050)	347,385	105,467	241,917
770	Richmond County	167,675	449,230	(25,057)	97,648	494,200	471,138	(243,341)	721,997	110,309	611,688
780	Robeson County	210,492	1,287,135	(45,776)	191,520	1,260,331	1,346,458	(695,441)	1,911,348	1,091,553	819,795
790	Rockingham County	(110,961)	782,372	(270,981)	9,981	390,449	830,888	(429,151)	792,186	229,780	562,406
800	Rowan County	(1,364,533)	1,107,518	0	(22,351)	(234,664)	1,179,544	(609,230)	335,650	353,932	(18,282)
810	Rutherford County	(28,441)	542,145	(96,792)	62,527	354,385	568,151	(293,448)	629,088	221,563	407,525
820	Sampson County	(385,262)	432,592	0	119,560	(72,230)	458,120	(236,617)	149,273	179,544	(30,270)
821	Clinton City	(145,633)	143,153	31,685	33,861	(4,656)	155,197	(80,159)	70,382	38,303	32,080

		LEA Credit Balance 6/30/01	Allotment 2001-02 $54.02	ABC Transfers/Charter Schools & 1st Month Adj	Textbook Purchases for 2001-02	LEA Carryover Available for 2002-03 Purchases	Planning Allotment @ $56.60	Proposed Reduction to Textbooks	Available to Purchase 2002-03 Textbooks	Textbook Orders for 2002-03 as of 7/24/02	LEA Balance as of 7/24/02 after Proposed Reduction
830	Scotland County	(79,571)	376,789	(17,377)	268,892	10,948	390,370	(201,625)	199,693	197,369	2,325
840	Stanly County	(51,977)	546,304	(50,000)	26,833	417,494	566,396	(292,541)	691,349	640,677	50,672
850	Stokes County	(145,215)	398,452	(30,150)	87,998	135,088	421,840	(217,879)	339,049	68,478	270,571
860	Surry County	(470,919)	454,200	(17,473)	(11,722)	(22,470)	476,402	(246,060)	207,872	79,165	128,707
861	Elkin City	(30,135)	62,177	(5,753)	23,969	2,320	64,581	(33,356)	33,545	7,019	26,525
862	Mt. Airy City	(83,974)	102,908	1,674	8,504	12,104	105,502	(54,491)	63,115	23,306	39,809
870	Swain County	(32,265)	95,940	(980)	14,738	47,958	101,031	(52,182)	96,807	61,577	35,230
880	Transylvania County	120,409	209,868	(432)	38,170	291,676	216,099	(111,614)	396,161	81,311	314,849
890	Tyrrell County	4,456	39,273	0	12,795	30,934	38,545	(19,909)	49,570	14,043	35,527
900	Union County	(1,046,644)	1,280,814	(540)	395,624	(161,993)	1,425,471	(736,250)	527,228	498,699	28,529
910	Vance County	(139,474)	440,749	(56,009)	60,082	185,184	475,610	(245,651)	415,143	147,898	267,245
920	Wake County	(1,341,201)	5,437,059	(1,309,872)	1,256,877	1,529,110	5,946,000	(3,071,087)	4,404,023	1,566,818	2,837,205
930	Warren County	(107,733)	171,459	(486)	43,715	19,525	175,686	(90,741)	104,470	116,853	(12,383)
940	Washington County	(74,824)	123,166	(3,972)	39,949	4,421	129,274	(66,769)	66,926	11,268	55,658
950	Watauga County	(155,857)	265,076	(75,366)	34,528	(675)	273,435	(141,228)	131,532	57,576	73,955
960	Wayne County	(1,040,874)	1,037,724	0	121,902	(125,052)	1,084,513	(560,147)	399,314	546,756	(147,442)
970	Wilkes County	(117,899)	561,970	(69,918)	99,172	274,982	577,660	(298,359)	554,283	188,023	366,260
980	Wilson County	(331,433)	659,800	(63,084)	108,286	156,997	691,652	(357,236)	491,413	117,173	374,240
990	Yadkin County	3,425	320,123	(96,617)	74,084	152,848	336,034	(173,560)	315,322	183,744	131,578
995	Yancey County	(92,216)	138,075	(4,328)	30,031	11,500	141,500	(73,084)	79,916	28,776	51,140
		(37,802,208)	69,357,575	(6,498,475)	10,516,251	14,540,641	73,928,260	(38,183,665)	50,285,236	28,284,889	22,000,347

Budget before Proposed Reduction				75,100,559
Proposed Reduction				38,789,077
Total Budget	70,282,613		75,100,559	36,311,482
Transfer to Charter Sch.	925,038		1,172,299	566,887
Amt. to Allot To LEAs	69,357,575		73,928,260	35,744,595
ADM	1,283,924		1,306,153	1,306,153
Funding Factor	54.020000		56.6000	27.3663

NOTE: 19 LEAs have already spent more on textbooks as of July 24 than they would receive if the textbook appropriation is reduced. The total "negatives" equals $ (5,694,599)

Prepared by: NCDPI - Office of Bu[redacted]ment 2002 [redacted]ooks

Exhibit 1

House Appropriations Subcommittee on Education

Agenda

Tuesday, July 30, 2002, 9:00 am
Room 421, Legislative Office Building

Representative Flossie Boyd-McIntyre, Chairing

Opening Comments .....Chair

Committee Proposals for Changes ..... Chair

Universities ..... Jim Newlin

A. List of House Budget Options
B. Review of Reduction Options Discussed in May
C. Committee Ideas for Changes Within House Target

House Appropriations Subcommittee on Education
Rep. Boyd-McIntyre (Chair)
Rep. Rogers (Chair)
Rep. Yongue (Chair)
Rep. Barnhart, Rep. Bell, Rep. Bonner, Rep. Carpenter
Rep. Holmes, Rep. McLawhorn, Rep. Michaux,
Rep. Morgan, Rep. Preston, Rep. Russell, Rep. Smith,
Rep. Teague, Rep. Warner

MINUTES

HOUSE APPROPRIATIONS SUBCOMMITTEE ON EDUCATION
Tuesday, July 30, 2002
Room 421, Legislative Office Building

The House Appropriations Subcommittee on Education reconvened on Tuesday, July 30, 2002 at 3:36 P.M. in Room 421 of the Legislative Office Building. Representative Boyd-McIntyre, presiding Chair, called the meeting to order and introduced Pages for the day.

The following members were present: Representatives Rogers and Yongue, Chairs; and Representatives Barnhart, Bell, Bonner, Carpenter, McLawhorn, Michaux, Preston, Smith, Teague and Warner. The Agenda *(Exhibit 1)* and the Visitor Registration Sheet *(Exhibit 2)* are attached hereto and incorporated into the minutes.

The meeting continued with amendments to the House Options lists. Representative Bonner was recognized to offer an amendment to move $625,000 in overhead receipts from Colleges and Universities to ExplorNet, which was not funded in this year's budget.

The meeting was opened for discussion, debate and questions. Representative Warner offered a perfecting amendment to change the amount from $625,000 to $1.25 million *(Exhibit3)*. After much discussion, ExplorNet Chief Executive Officer Dave Boliek was recognized to explain the program (*Exhibit 9*). Representative Smith moved for the adoption of the perfecting amendment to raise the amount to $1.25 million and was seconded by Representative Michaux. The perfecting amendment was adopted with eight (8) voting in the affirmative. Representative Bonner, agreed with Representative Rogers to postpone a vote on the amendment at this time in hopes that the three Committee Chairs could find the funds from sources other than University and College over head receipts.

Representative Michaux had several questions, one of which related to Tuition Remission. Fiscal staff responded to these questions, explaining this item again and stating that $30.5 million was in that fund for this year. This is an option that is funded and could be cut in the budget.

Representative Rogers was recognized to send forth and explain an amendment *(Exhibit 4)*. This amendment relates to Item #7 on page 35 of the Comparison Budget Presentation (*Exhibit 5*), "Redirect Capital Funds to Support Public Schools through the General Fund". This item is in both the Senate and House budget with different funded amounts of money. After questions and discussion Representative McLawhorn moved for adoption of the amendment and was seconded by Representative Rogers. The amendment was adopted with nine (9) members voting in the affirmative and 1 negative vote.

Representative Michaux was recognized to send forth and explain an amendment *(Exhibit 6)*. In the House Options list the Summer Term Block Grant for Community Colleges

was reduced by $5,177,623. The amendment would take Tuition Remission for the Universities back to its original amount. Representative Michaux noted that due to the high unemployment rate the Community Colleges would be overworked. The summer term programs are very important to the Community Colleges. Representative Michaux moved for adoption of the amendment, seconded by Representative Bell.

Dean Howell was recognized and spoke in support of the Universities and the importance of Tuition Remission. Chief Financial Officer George Worsley of NC State University was also recognized. After questions and discussion the amendment was adopted by unanimous vote.

With no further amendments, Representative Boyd-McIntyre continued with the next agenda item. As announced earlier, the presentations from the previous day would be repeated. Fiscal Staff Charlotte Todd was recognized to present the Comparison Budget (*Exhibit 5).* Ms. Todd reviewed items 1-36 on pages 39 and 40 of the document. The four additional cuts that was adopted this afternoon included:

1.	Tuition Remission	$1.5 million
2.	A reduction in the contract for MCNC	$400,000
3.	Elimination of funding for NC Progress Board	$250,000
4.	A non-recurring reduction to this year's appropriation to the Endowment for the Center of Alcohol Studies	$500,000

Fiscal Staff Jim Newlin was recognized to explain the following handouts again: University Reduction Options *(Exhibit 7)* and University of North Carolina Summary of Board of Governors Tuition Increases (*Exhibit 8*). In reviewing the University Reduction Options, Mr. Newlin noted the item on page 2 to Increase faculty teaching productivity would produce an increase of $2.3+ million; the item on page 3 to Change enrollment increases would produce a savings of $19.6 million; the item to Increase student/faculty ratio for students taught by distance education and to eliminate research subsidy would produce a savings of $1.5 million.

In response to questions, Director Millie Ravenel of the NC Center for International Understanding was recognized to explain the program.

Representative Michaux moved to accept the Committee Chairs' reports as amended and pending. Representative McLawhorn seconded the motion. The reports were accepted by unanimous vote.

The Chair announced that the Committee would meet on Wednesday, July 31st at 8:30 A.M. in Room 412. With no further business the meeting was adjourned.

Respectfully submitted,

Flossie Boyd-McIntyre (P.C.)

Rep. Flossie Boyd-McIntyre
Presiding Chair

Patricia Christmas

Patricia Christmas
Committee Assistant

Rep. R. Eugene Rogers, Chair
Rep. Douglas Y. Yongue, Chair

Attachments:
Agenda *(Exhibit 1)*
Visitor Registration Sheet (*Exhibit 2)*
Exhibit 3
Exhibit 4
Exhibit 5
Exhibit 6
Exhibit 7
Exhibit 8
Exhibit 9

Exhibit 2

VISITOR REGISTRATION SHEET

APPR. \ EDU.
Name of Committee

7/30/02
Date

VISITORS:. PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Sam Lee	OSBM
Elizabeth [illegible]	OSBM
ALAN MABE	UWL - UP
Jeff Davis	UNC
[illegible] D. Smith	UNC
John McKay	GOV OFFICE
Becky McCoakey	DPI
Hank Hurd	DPI
Elizabeth Dalton	Bone & Associates
[illegible] Nelson	UNC
Charles K. Crann	OSBM
[illegible]	NCLCL
Gene Causby	NCSEA
Barbara Cansler	Cansler & Assoc
Betty Turner	BOA
[illegible]	UNC
GEORGE WORSLEY	NCSU
Katherine Miller	NCASA
Linda [illegible]	SBE
[illegible] Norris	PSF
Ann McArthur	Gov.'s Ofc.
[illegible] Wilbanks	NCA
[illegible]	Gov's off

Exhibit 2

VISITOR REGISTRATION SHEET

APPR. / ED
Name of Committee

7/30/02
Date

VISITORS: PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Dave Dalton	Exploratory
Nicole Hare	Exploratory
Mary Doty	VIP Program
[illegible]	UNC-CH
[illegible]	UNC CH
[illegible]	UNC-CH
[illegible]	EGHS
[illegible]	N.C.A.C.C
Kate Hall	NC State Watch
Alex Kaplan	Daily Tar Heel
[illegible]	NCCCS
Wynn Bennett	NCPI
[illegible]	[illegible]
Susan Markham	PENC
Andrew Galloway	NCAE
[illegible]	NCCIM
Leanne Winner	NCSBA

NORTH CAROLINA GENERAL ASSEMBLY AMENDMENT

(Please type or use ballpoint pen)

EXHIBIT 3

EDITION No. _____

H. B. No. _____ DATE _____

S. B. No. _____ Amendment No. _____ (to be filled in by Principal Clerk)

COMMITTEE SUBSTITUTE _____

Rep.) Bonner

~~Sen.~~)

HOUSE OPTIONS LIST

1 moves to amend the ~~bill~~ A on page 39, line _____

2 ( ) WHICH CHANGES THE TITLE

3 by adding an item 27a to read

4

5 "27a. Overhead Receipts

6 Budget overhead receipts to

7 partially fund costs of

8 research infrastructure

9 currently paid by General (~~$625,000~~) ($1,250,000)

10 Fund. "

11

12 and on page 37 by adding

13 an item 18a to read

14

15 "18a. ExplorNet

16 Appropriate funds to ExplorNet

17 non-profit for assistance to

18 public schools. ~~$625,000.~~ $1,250,000 "

19

SIGNED Donald G. Bonner

ADOPTED _____ FAILED _____ TABLED _____

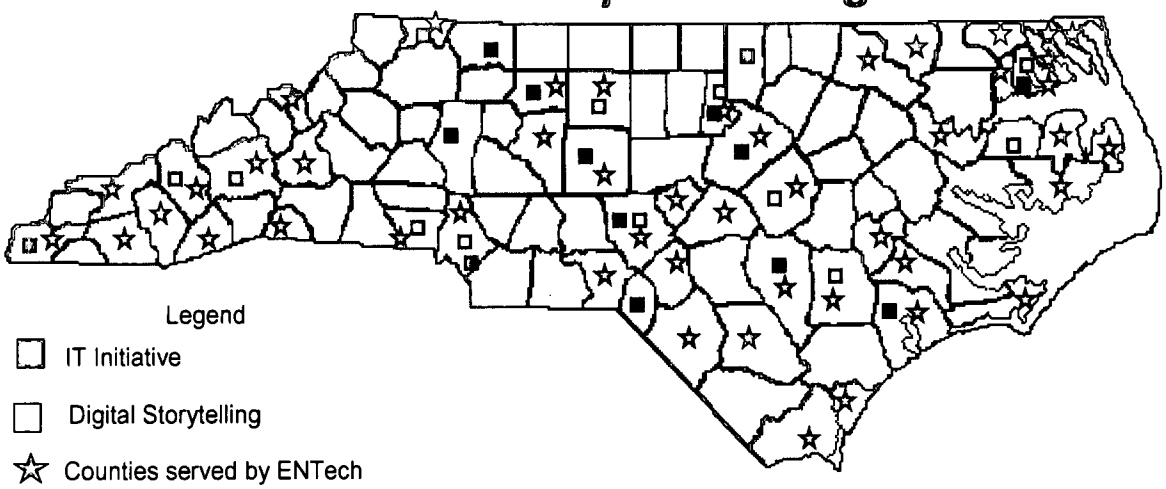
GA-33-A

PRINCIPAL CLERK'S OFFICE (FOR ENGROSSMENT)

EXHIBIT 9

ExplorNet

www.explornet.org



Legend

- IT Initiative
- Digital Storytelling
- ☆ Counties served by ENTech
- ENTech Centers
- ENTech Partner Centers

Participating Schools 2002-2003

Alamance County
CPR
Walter M. Williams High School
Western Alamance High School

Alexander County
CPR
Alexander Central High School

Alleghany County
ENTech-Partner
All elementary schools

Avery County
CPR
Avery County High School
Network Essentials
Avery County High School

Beaufort County
CPR
Washington High School
ENTech
Bath Elementary School

Bladen County
ENTech
Dublin Elementary School

Brunswick County
CPR
Brunswick Co. Tech. & Trade Ctr.
Brunswick Co. Ctr. for Adv. Studies
South Brunswick High School
* South Brunswick High School
* North Brunswick High School
* West Brunswick High School
ENTech
Supply Elementary School
Union Elementary School
Virginia Williamson Elementary School

Buncombe County
CPR
Buncombe Co. Career Education Center
* Enka High School
* Clyde A. Erwin High School
* North Buncombe High School
* Charles D. Owen High School
* A.C. Reynolds High School
* T.C. Roberson High School
Asheville City Schools
Asheville High School
ENTech-Partner
All elementary schools

Burke County
CPR
East Burke High School
Freedom High School

Camden County
ENTech
Grandy Primary School

Carteret County
ENTech
White Oak Elementary School

Catawba County
CPR
Bunker Hill High School
St. Stephens High School
Programming Essentials
Bunker Hill High School

Cherokee County
CPR
Murphy High School
Digital Storytelling
Murphy Elementary School
Murphy High School
ENTech
Hiwassee Dam School
Peachtree Elementary School

Chowan County
CPR
Edenton/Chowan Schools
John A. Holmes High School
Network Essentials
John A. Holmes High School
ENTech
D.F. Walker Elementary School
White Oak Elementary School

Cleveland County
Shelby City Schools
CPR
Shelby High School
Cleveland County Schools
Network Essentials
Crest High School

Craven County
CPR
Havelock High School
New Bern High School
West Craven High School

Cumberland County
CPR
Pine Forest High School
Network Essentials
Pine Forest High School

Currituck County
ENTech
Knapp Elementary School

Dare County
CPR
Cape Hatteras Secondary School
ENTech
Kitty Hawk Elementary School
Manteo Elementary School

Davidson County
Lexington City Schools
CPR
Lexington Senior High School
Thomasville City Schools
Thomasville High School
* East Davidson High School
* Ledford High School

ExplorNet's mission is to empower people through technology in education.

ExplorNet
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Davidson County (cont.)
ENTech
Central Davidson Middle School
Duplin County
CPR
East Duplin High School
Wallace-Rose Hill High School
ENTech
Rose Hill-Magnolia Elementary School
Durham County
CPR
Riverside High School
Network Essentials
Jordan High School
Riverside High School
Digital Storytelling
Parkwood Elementary School
ENTech-Partner
All elementary schools
Edgecombe County
CPR
SW Edgecombe High School
Tarboro High School
Forsyth County
Winston-Salem/Forsyth County
CPR
East Forsyth High School
Mount Tabor High School
Parkland High School
Digital Storytelling
Julian Gibson Elementary School
ENTech
Old Town Elementary School
Franklin County
CPR
Bunn High School
Louisburg High School
Gaston County
CPR
Highland School of Technology
Network Essentials
Highland School of Technology
ENTech-Partner
All elementary schools
Cherryville Elementary School
Gates County
ENTech
T.S. Cooper Elementary School
Central Middle School
Granville County
Digital Storytelling
Northern Granville Middle School
Greene County
CPR
Greene Central High School
Guilford County
CPR
P.J. Weaver Education Center
High Point Central High School
NW Guilford High School
* Page High School
* Southern Guilford High School
* Grimsley High School
* Dudley High School
* SE Guilford High School
* Eastern Guilford High School
* NW Guilford High School
* Ragsdale High School
* Ben L. Smith High School
* SW Guilford High School
* Western Guilford High School
Programming Essentials
Northwest Guilford High School
ENTech-Partner
All elementary schools
Halifax County
Roanoke Rapids Graded Schools
CPR
Roanoke Rapids High School
Halifax County Schools
ENTech
McIver Elementary School
Harnett County
ENTech
Anderson Creek Elementary School
Coats Elementary School
Johnsonville Elementary School
LaFayette Elementary School
North Harnett Primary School
Haywood County
CPR
Pisgah High School
Tuscola High School
ENTech
Hazelwood Elementary School
Bethel Middle School
Central Elementary School
Henderson County
CPR
North Henderson High School
Hoke County
CPR
Hoke County High School
ENTech
West Hoke Elementary School
Hyde County
CPR
Ocracoke High School
Iredell County
Mooresville Graded Schools
CPR
N. F. Woods Advanced Tech/Arts Ctr.
*Mooresville High School
Iredell County Schools
Network Essentials
North Iredell High School
Digital Storytelling
Mooresville Middle School
Jackson County
ENTech
Blue Ridge School
Johnston County
CPR
Clayton High School
North Johnston High School
Smithfield-Selma High School
West Johnston High School
ENTech-Partner
All elementary schools
Jones County
CPR
Jones Senior High School
ENTech
Maysville Elementary School
Pollocksville Elementary School
Trenton Elementary School
Lee County
CPR
Lee County Senior High School
Network Essentials
Lee County Senior High School
ENTech
J. Glenn Edwards Elementary School
Lenoir County
ENTech
Southeast Elementary School
Lincoln County
CPR
Lincoln Co. School of Technology
* East Lincoln High School
* Lincolnton High School
* West Lincoln High School
Programming Essentials
Lincoln Co. School of Technology
Macon County
CPR
Franklin High School
ENTech
East Franklin Elementary School
Martin County
CPR
Roanoke High School
Williamston High School
Network Essentials
Roanoke High School
Williamston High School
ENTech
Williamston Primary School
Jamesville Elementary School
E.J. Hayes Elementary School
Glenwood Elementary School
McDowell County
ENTech
Marion Elementary School
Old Fort Elementary School
Pleasant Garden Elementary School
West Marion Elementary School
Eastfield Elementary School
Glenwood Elementary School

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Mecklenburg County
Charlotte-Mecklenburg Schools
CPR
Phillip O. Berry Academy of Technology
Independence High School
Garinger High School
Hopewell High School
Midwood High School
Olympic High School
Waddell High School
West Mecklenburg High School
Network Essentials
Phillip O. Berry Academy of Technology
East Mecklenburg High School
Independence High School
Myers Park High School
Olympic High School
Providence High School
Vance High School
West Charlotte High School
Programming Essentials
Phillip O. Berry Academy of Technology
Harding University High School
Hopewell High School
Independence High School
Myers Park High School
Olympic High School
Providence High School
Vance High School
Waddell High School
Digital Storytelling
Hawk Ridge Elementary School
ENTech
Hornets Nest Elementary School

Mitchell County
CPR
Mitchell High School
ENTech
Buladean Elementary School
Deyton Elementary School
Gouge Elementary School
Greenlee Primary School
Tipton Hill Elementary School
Bowman Middle School

Moore County
CPR
Pinckney Academy
* North Moore High School
* Union Pines High School
* Pinecrest High School
Network Essentials
Pinckney Academy
Digital Storytelling
Southern Middle School
STAR
ENTech
Sandhills Farm Life

New Hanover County
CPR
Ashley High School
Emsley A. Laney High School
John T. Hoggard High School
New Hanover High School
ENTech
M.C. Williams Elementary School

Northampton County
ENTech
Rich Square-Creecy Elementary School
Willis Hare Elementary School
Jackson-Eastside Elementary School
Conway Middle School

Onslow County
CPR
Jacksonville High School
Richlands High School
Digital Storytelling
Jacksonville High School

Orange County
CPR
Orange Senior High School
Chapel Hill/Carrboro Schools
East Chapel Hill High School
Chapel Hill High School
Cedar Ridge High School
Network Essentials
Orange Senior High School

Pamlico County
CPR
Pamlico County High School

Pasquotank County
CPR
Elizabeth City/Pasquotank Schools
Northeastern High School
ENTech
J.C. Sawyer Elementary School
Pasquotank Elementary School
Central Elementary School

Perquimans County
CPR
Perquimans High School
Digital Storytelling
Perquimans High School
ENTech
Hertford Grammar School
Perquimans Central School
Perquimans Middle School

Person County
Programming Essentials
Person County High School

Pitt County
CPR
Ayden-Grifton High School
D.H. Conley High School
Farmville Central High School
J.H. Rose High School
Network Essentials
Ayden-Grifton High School
D.H. Conley High School
Farmville Central High School
J.H. Rose High School

Polk County
CPR
Polk County High School
ENTech
Polk Central School
Saluda School
Sunny View Elementary School
Tryon Elementary School

Randolph County
CPR
Trinity High School
Asheboro City Schools
Asheboro High School
Randolph County Schools
Digital Storytelling
Randleman Middle School
Braxton-Craven Middle School
ENTech
Hopewell Elementary School

Richmond County
CPR
Richmond Senior High School
ENTech
Ashley Chapel Elementary School
L.J. Bell Elementary School
Mineral Springs Elementary School
Fairview Heights Elementary School

Robeson County
CPR
Robeson County Career Center
* Fairmont High School
* Lumberton Sr. High School
* Purnell Swett High School
* Red Springs High School
* South Robeson High School
* St. Paul's High School
ENTech
East Robeson Elementary School
Oxendine Elementary School
Parkton Elementary School
Pembroke Elementary School
Rex-Rennert Elementary School
Rosenwald Elementary School
R.B. Dean Elementary School
Deep Branch Elementary School
Long Branch Elementary School
West Lumberton Elementary School

Rowan County
Rowan-Salisbury Schools
CPR
N. Rowan High School
Network Essentials
N. Rowan High School

Sampson County
Clinton City Schools
CPR
Clinton High School
Digital Storytelling
Clinton High School
Butler Avenue Elementary School

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Sampson County (cont.)
ENTech
Landon Kerr Elementary School
Sampson County Schools
Clement Elementary School
Scotland County
CPR
Scotland High School
Digital Storytelling
Carver Middle School
Stanly County
CPR
North Stanly High School
South Stanly High School
Stokes County
CPR
North Stokes High School
South Stokes High School
West Stokes High School
Surry County
Elkin City Schools
CPR
Elkin High School
Mount Airy City Schools
Mount Airy High School
Digital Storytelling
Elkin Elementary School
Elkin Middle/High School
Swain County
CPR
Swain County High School
ENTech
Swain West Elementary School
Transylvania County
CPR
Brevard High School
ENTech
Rosman Elementary School
Brevard Elementary School
Pisgah Forest Elementary School
T.C. Henderson Elementary School
Tyrrell County
ENTech
Tyrrell Elementary School
Union County
CPR
Union County Career Center
* Forest Hills High School
* Monroe High School
* Parkwood High School
* Piedmont High School
* Sun Valley High School
* Weddington High School
Vance County
CPR
Southern Vance High School
Network Essentials
Northern Vance High School
Wake County
CPR
Athens Drive High School
Cary High School
Green Hope High School
Sanderson High School
Wakefield High School
Network Essentials
Enloe High School
Millbrook Senior High School
Sanderson High School
Wakefield High School
Programming Essentials
Apex High School
East Wake High School
Garner High School
Digital Storytelling
Wakefield High School
ENTech
Timber Drive Elementary School
Warren County
Network Essentials
Warren County High School
Washington County
CPR
Creswell High School
Plymouth High School
Watauga County
CPR
Watauga High School
Network Essentials
Watauga High School
Wayne County
CPR
Southern Wayne High School
Goldsboro High School
Wilkes County
CPR
East Wilkes High School
West Wilkes High School
Wilkes Central High School
Yadkin County
CPR
Forbush High School
Starmount High School

OFFICE OF JUVENILE JUSTICE
Lenoir County
CPR
Dobbs Youth Development Center
Buncombe County
Swannanoa Youth Development

CPR LITE SCHOOLS
Forsyth County
Winston-Salem-Forsyth Schools
CPR Lite
Kernersville Middle School
Paisley Middle School

Fact
37% or 151 schools that wanted to participate in ExplorNet programs in 2002-2003 were unable to due to reduced state funding.

ExplorNet Accomplishments

- 3,000 students took CPR class
- 13,000 hours of student-provided tech support
- 33 Network Essentials schools
- 16 Programming Essentials schools
- 6 ENTech Centers, 5 partner districts
- 97 schools to be affected by ENTech
- 1,000+ teachers trained through ENTech
- 23 Digital Storytelling schools
- 750 students reached through Digital Storytelling
- 8 ExplorIT Technology Camps held in 2002

Computer Recycling (CPR)
Computer engineering provides a broad-based foundation in computer-building skills for students. ExplorNet developed the curriculum with the DPI. The class teaches students the high-tech job skills needed to build new comptuers, and to troubleshoot, maintain and upgrade old comptuers into high-speed, modern machines. Students are then prepared to take the A+ Exam, a nationally recognized industry standard for computer technicians.

Network Essentials
Network Essentials lays the groundwork for success careers in networking technology and network management. Student learn about the hardware that connects computers in a network, and the software that manages users and resources on the network.

Programming Essentials
Programming Essentials teaches the fundamentals of computer programming, using Visual Basic language as a tool for illustrating these concepts.

Digital Storytelling
Digital Storytelling equips young people with the interviewing, writing and organizational strategies that enable them to effectively tell their stories through a visual medium. The program uses technology in an integrated approach to improve oral, visual, and written communication skills.

ENTech
ENTech presents a new professional development model for teachers. ENTech is an intense, research-based, hands-on staff development program that blends educational strategies with technology. ENTech develops highly effective teachers who identify student-learning styles and involve technology as a tool to help students achieve, based on learning needs.

ExplorNet's mission is to empower people through technology in education.

EXHIBIT 4

NORTH CAROLINA GENERAL ASSEMBLY AMENDMENT
(Please type or use ballpoint pen)

EDITION NO. _____

H.B. No._____ DATE July 30, 2002

S.B. No. _____ Amendment No._____
(to be filled in by
Principal Clerk)

COMMITTEE SUBSTITUTE

Rep.)
) Rogers
Sen.)

1 moves to amend the House Options list on page 35, Item 7
2 ( ) WHICH CHANGES THE TITLE
3 by Adding a new item, 7a to read:
4
5 "7a Hold Harmless Loss of Public School Building Capital Fund for Selected Counties.
6 Appropriates funding to four local school administrative units $1,750,827 (NR)"
7 And on
8 p. 34, Item 4, by increasing that reduction by $500,000 (NR);
9 And on
10 p. 38 by adding a new item, 23a, to read: "23a Staff Development ($100,827) NR"
11 And on
12 p. 40 by adding new items to read:
13 "36A, MCNC Contract (400,000) R"
14 "36B, NC Progress Board (250,000) R"
15 "36C, Eliminate the endowment for the Center for Alcohol Studies. (500,000) NR"
16
17
18
19

SIGNED Gene Rogers

ADOPTED Gene Rogers FAILED _____ TABLED _____

PRINCIPAL CLERK'S OFFICE (FOR ENGROSSMENT)

EXHIBIT 5

Comparison Budget Presentation

House Appropriations Subcommittee on Education

July 23, 2002

Summary of Education Budget Proposals

	Governor	Senate	House Option
Public Schools	$5,922,582,942	$5,852,793,012	$5,884,636,558
Community Colleges	$641,822,250	$668,189,659	$669,369,729
UNC	$1,748,625,991	$1,781,410,109	$1,775,192,119
Total	$8,313,031,183	$8,302,392,780	$8,329,198,406

Total: General Fund	$8,107,386,137	$8,302,392,780	$8,329,198,406
Total: Lottery	$205,645,046	$0	$0

Current Proposed House Target →	$8,302,392,780 *

* House target does not include $26.8 million for class size reduction in grade 1 which is included in House Option.

Governor's Proposed Budget

House Appropriations Subcommittee on Education

July 23, 2002

1A

GOVERNOR'S PROPOSAL

Public Education

Recommended Adjustments

	2002-03
1. Revise Average Daily Membership	
Positions, textbooks, instructional equipment, and supplies allocated to the public schools are budgeted on the basis of average daily membership (ADM) of students in the classroom. Budgeted ADM was 1,301,048 for 2001-02 and 1,318,170 for 2002-03. The revised budgeted ADM for 2002-03 is 1,326,865, which is a 8,695 net increase. Budgeted ADM for 2002-03 is based on the higher of 2001-02 actual ADM or 2002-03 projected ADM by local school system.	
Receipts from the Highway Fund to be transferred to the Department of Public Instruction for the Driver Education program are adjusted by $1,249,069 due to a projected increase in ADM in the ninth grade.	
Requirements	$ 30,238,504
Receipts	1,249,069
Appropriation	$ 28,989,435

Recommended Reductions

Department of Public Instruction

1. Department of Public Instruction Reduction	
A 10% reduction in personnel and nonpersonnel budget line items is recommended for the Department of Public Instruction. These reductions include the Education Management, Financial and Business Services, Information and Technology Services and Instructional and Accountability Services budget purposes. This reduction includes the elimination of 15 positions in the department.	(3,568,264)
Number of Positions	(15.0)

2002-2003 Recommended Adjustments
General Fund – Public Education - Continued

Recommended Reductions

Department of Public Instruction - Continued	2002-03	
2. Reduction in Transfers and Reserves A 10% reduction is recommended for the following departmental transfers and reserves: the Public School Forum of North Carolina, Communities In Schools, Schools Attuned, Teacher Cadet Program, NC Network, and Children's Trust Fund.	$ (233,230)	
3. Reduction in Department of Public Instruction's Salary Reserve It is recommended that the Department of Public Instruction's salary reserve be reduced by 50%. Salary reserve consists of the annual remaining salary funds when positions are filled at lower levels than budgeted.	(52,509)	
Public Schools		
4. Average Annual Salary Adjustment An adjustment is recommended to revise the budgeted average annual salaries including principals and assistant principals using actual 2001-02 sixth pay period salaries as the base. This adjustment is made annually after reviewing budgeted salary projections for all certified personnel. Typically, because of turnover in these positions, the actual salaries are lower than budgeted salaries and a reduction is made accordingly. This adjustment does not reduce any salary paid to certified personnel.	(22,788,638)	
5. Delay School Bus Replacement A revision to the school bus replacement schedule is recommended for 2002-03. With this adjustment, the total 2002-03 budget for school bus purchases will be $10,015,377. The department will purchase approximately 161 buses during 2002-03.	(20,000,000)	NR

NR - Nonrecurring

2002-2003 Recommended Adjustments
General Fund – Public Education - Continued

Recommended Reductions

Public Schools - Continued	2002-03	
6. School Breakfast Program The 1999 Session of the General Assembly provided $1,100,000 for a new kindergarten school breakfast program, which began in January 2000. During the 2000 Session of the General Assembly, additional funds were provided to annualize the school breakfast program for all kindergarten students, regardless of income. The students in this program did not include students who were eligible for free or reduced lunch. It is recommended that the School Breakfast Program funding be reduced to reflect actual expenditures.	$ (200,000)	
7. Uniform Education and Reporting System (UERS) It is recommended the Department of Public Instruction extend the implementation schedule for its new statewide reporting system, Window of Information into Student Education (NCWISE) of the Uniform Education and Reporting system (UERS). A nonrecurring reduction is recommended for UERS/NCWISE.	(5,000,000)	NR
8. Noninstructional Support Reduction A reduction is recommended for Noninstructional Support in the State Public School Fund (SPSF). The reduction will reduce the clerical and custodial support allotment to the Local School Administrative Units. Approximately 90% of the Noninstructional Support budget funds clerical and custodial support positions. The remaining 2002-03 budget will be $256,453,571 after this reduction and the ADM revision.	(46,088,466)	
9. Eliminate Textbooks Inflationary Increase Elimination of the 2002-03 5% inflationary increase for textbooks is recommended. The 2001-02 inflationary increase will not be affected by the adjustment. The 2002-03 budget for textbooks will be $72,237,136 after this adjustment.	(3,423,312)	

NR – Nonrecurring

2002-2003 Recommended Adjustments
General Fund – Public Education - Continued

Recommended Reductions

Public Schools - Continued	2002-03
10. Eliminate Inflationary Increase for Instructional Supplies and Equipment Elimination of the 2002-03 5% inflationary increase for instructional supplies, materials, and equipment is recommended. The 2001-02 3% inflationary increase will not be affected by the adjustment. The budget for instructional supplies, materials, and equipment for 2002-03 will be $58,355,184 after this adjustment.	$ (6,185,968)
11. Combine TAC and Staff Development Allotments It is recommended that the Technical Assistance Centers (TAC) and the Staff Development allotment budgets be combined and a reduction taken. The 2002-03 Staff Development budget will be $8,704,044 after this adjustment.	(3,017,317)
12. Mentor Pay A reduction is recommended for mentor pay for teachers who serve as mentors to first and second year teachers in North Carolina. This adjustment more accurately reflects the actual expenditures for mentor pay.	(1,000,000)
13. Central Office Administration A reduction is recommended for the Central Office Administration allotment for Local School Administrative Units (LEA). The 2002-03 budget for Central Office Administration will be $98,821,628 after this reduction and the ADM adjustment.	(3,292,328)
Number of Positions	(50.0)
14. Assistant Principals A reduction is recommended for the School Building Administrators allotment for Local School Administrative Units. This reduction would eliminate 166 Assistant Principal positions. The 2002-03 budget for School Building Administrators will be $ 223,113,486 after this reduction.	(9,255,127)
Number of Positions	(166.0)

2002-2003 Recommended Adjustments
General Fund- Public Education – Continued

Recommended Reductions

Public Schools - Continued	2002-03	
15. Testing Appropriations Reduction A reduction in the state funding for testing is recommended. These funds will be replaced with federal grants, which are designed to strengthen the capacity of local educational agencies and schools to provide all students the opportunity to increase educational achievement.	$ (5,000,000)	
16. Transportation Reduction A nonrecurring reduction is recommended for the transportation allocations to the LEAs. These funds support the mechanics, garage operations, fuel costs, parts, bus drivers' salaries and fringe benefits and other operational costs for school bus operations. After this reduction and the ADM adjustment, $241,863,084 will remain in the transportation budget.	(4,000,000)	NR
Total Recurring Reductions		
Requirements	$(104,251,156)	
Receipts	-	
Appropriation	$(104,251,156)	
Number of Positions	(231.0)	
Total Nonrecurring Reductions		
Requirements	$ (29,000,000)	
Receipts	-	
Appropriation	$ (29,000,000)	NR

NR - Nonrecurring

2002-2003 Recommended Adjustments
General Fund- Public Education – Continued

Recommended Expansion

	2002-03	
1. School-Based Incentive Awards Under the ABCs Program The ABCs initiative directs that each year a school must assure that the students receive a year's worth of education for a year of instruction. According to G.S. 115C-105.36, incentive awards will be given when a school either meets or exceeds the projected levels of improvement in student performance. In accordance with State Board of Education policy, incentive awards in schools that achieve higher than expected improvement may be up to $1,500 for each teacher and certified personnel and $500 for each teacher assistant. In accordance with State Board of Education policy, incentive awards in schools that meet the expected improvements may be up to $750 for each teacher and certified personnel and $375 for each teacher assistant. One-time funds in the amount of $98 million were appropriated in the 1998 Short Session for those awards to be earned in the 1998-99 school year and awarded in July 1999. The 1999 General Assembly provided $140 million. The 2001 General Assembly provided $93.1 million in one-time funding for the ABC bonuses for schools meeting or exceeding expected growth during the 2000-01 school year. Non-recurring funds in the amount of $79,832,000 are recommended for awards earned in the 2001-02 school year and awarded in July of 2002. Funding for the school-based incentive awards is included in the Education Lottery Proposal.	$ 79,832,000	NR
2. Class Size Reduction In an effort to improve student performance, funds in the amount of $26,242,380 for 582 teachers are recommended to achieve an average class size of 18 students in every first grade classroom in 2002-03. It is the intent that class size be reduced to 18 for grade 2 in 2003-04 and in 2004-05 for grade 3. Funding for this class size reduction is included in the Education Lottery Proposal.	26,242,380	

NR - Nonrecurring

2002-2003 Recommended Adjustments
General Fund- Public Education – Continued

Recommended Expansion

		2002-03	
3.	**Teaching Fellows Program** Funds are recommended to increase the number of participants in the Teaching Fellows Program operated by the Public School Forum of North Carolina. The Teaching Fellows Program began in 1987 and currently provides a $6,500 per year scholarship for four years to 400 high school seniors each year. Upon acceptance of the scholarship, the recipient agrees to teach for four years in a North Carolina public school or three years in a low-performing school. Funds in the amount of $650,000 are recommended for the Teaching Fellows Program to add 100 scholarships in 2002-03. The total number of scholarships will be 500 for high school seniors in 2002-03.	$ 650,000	
4.	**Teacher Assistant Scholarships** Additional appropriation is recommended to provide additional scholarship funds for teacher assistants who take community college courses that are prerequisites for teacher certification programs. Approximately 50 additional scholarships will be available for the 2002-03 fiscal year.	200,000	
	Total Recurring Expansion		
	Requirements	$ 27,092,380	
	Receipts	-	
	Appropriation	$ 27,092,380	
	Total Nonrecurring Expansion		
	Requirements	$ 79,832,000	
	Receipts	-	
	Appropriation	$ 79,832,000	NR

NR - Nonrecurring

2002-2003 Recommended Adjustments
General Fund- Public Education – Continued

TOTAL Recommended Adjustments for Public Education (including Reductions and Expansion)

	2002-03	
TOTAL Recurring Adjustments		
Requirements	$ (46,774,275)	
Receipts	1,249,069	
Appropriation	$ (48,023,344)	
Number of Positions	(231.0)	
TOTAL Nonrecurring Adjustments		
Requirements	$ 50,832,000	
Receipts	-	
Appropriation	$ 50,832,000	NR

NR - Nonrecurring

Community Colleges

Recommended Reductions

Community College System Office	2002-03
1. Position and Operating Budget Reductions The following reductions in the North Carolina Community College System Office budget are recommended. In the Executive Division a reduction of 2.5 positions totaling $109,356 and operating line items totaling $32,475 is recommended. The elimination of three vacant and three filled positions ($225,429) and the reduction of operating line items ($267,668) are recommended for the Administration Division. Salary reserve ($27,328), a vacant processing assistant position ($29,096), and operating line items ($44,397) are recommended for reduction in the Business and Finance Division. A reduction is recommended in the Academic and Student Services Division. Three positions will be eliminated ($133,017) and operating line items ($64,334) will be reduced. In the Economic and Workforce Development Division it is recommended that 1.5 positions totaling $61,027 be eliminated and operating line items totaling $51,172 be reduced. A fire training coordinator position will be transferred to the Academic and Student Services Division consistent with item 12 below.	$ (1,045,299)
Number of Positions	(13.0)
2. Reduce Excess Salary Reserve The 2000 Session of the General Assembly appropriated $225,000 for salary adjustments within the Community College System Office. It is recommended that the unexpended balance of $6,462 be eliminated. It is also recommended that 50% of remaining salary reserve balances in the Executive, Administration, and Academic and Student Services Divisions be reduced for a savings of $50,705.	(57,167)
3. State Board Reserve Adjustment The State Board Reserve is limited by statute to funding feasibility studies, pilot projects, start-up of new programs, and innovative ideas. It is recommended that the $800,000 appropriation for the State Board Reserve be reduced by 10% for a savings of $80,000.	(80,000)

2002-2003 Recommended Adjustments
General Fund – Community Colleges – Continued

Recommended Reductions

Community College System Office - Continued	2002-03
4. College Information System A $714,379 reduction in the College Information System (CIS) budget is recommended. Training reductions totaling $511,572 and implementation contract staff reductions totaling $202,807 are recommended. After this adjustment the 2002-03 CIS budget will be $14.3 million.	$ (714,379)
Community Colleges	
5. Special Allotments Special allotments are provided to community colleges that have programs designated by the General Assembly as high cost. A $357,221 reduction in the appropriation for special allotments is recommended.	(357,221)
6. Community Service Grant The Community Service Grant provides funds for colleges to offer free hobby and leisure courses. The Community Service grant is recommended for a $500,000 reduction.	(500,000)
7. Summer Term "Other Costs" The 2000 Session of the General Assembly appropriated $7,177,623 for summer term curriculum instruction as a supplement to regular curriculum enrollment funding. A $452,190 reduction in the "other cost" budget for this supplement is recommended.	(452,190)
8. Human Resource Development The Human Resource Development (HRD) program provides employment, training, counseling, and assistance for individuals seeking job placement. The 2001 General Assembly directed that participants in the HRD program be allowed to take fee waived HRD classes under the Continuing Education Master Course list. For the first time, HRD classes will be funded by the Occupational Continuing Education formula budget. Therefore it is recommended that the HRD allotment be reduced by $1.5 million.	(1,510,483)

Recommended Reductions

	2002-03
9. Maintenance of Plant A state supplement of $787,877 is provided to five colleges that have an out-of-county headcount on the main campus greater than 50% of the total student headcount. The Maintenance of Plant appropriation supplements local funding for maintenance and operation of college facilities. It is recommended that the state supplement be reduced by 25%.	$ (196,969)
10. Compensatory Education The Compensatory Education appropriation provides course offerings for adults with documented mental retardation. Courses such as language, math, social science, community living, health, consumer education, and vocational education are provided. The appropriation for Compensatory Education was reduced by $150,537 in 2001-02. A similar reduction is recommended in 2002-03.	(150,000)
11. Faculty Upgrade The appropriation for faculty upgrade provides funds for professional development for community college faculty. It is recommended that professional development funds be reduced by $507,067.	(507,067)
12. Consolidate Fire Training Regions The Criminal Justice Regional Planning and Training Program was consolidated from six regions to three regions in 2001-02. It is recommended that a similar reorganization occur for the fire training regions. The eight fire training regional coordinating centers will be reduced to three regions and one position transferred to become the system office coordinator. The Community College System Office will determine the regions.	(272,484)

2002-2003 Recommended Adjustments
General Fund – Community Colleges– Continued

Recommended Reductions

	2002-03
13. Multi-Campus Allotment A multi-campus college functions as a convenience location in the service area to provide appropriate population and geographic access for community outreach, testing, faculty/staff offices, and instruction. At least one associate degree must be offered; and comprehensive support functions, including library, financial aid, and student service support, must be provided at each campus site. While multi-campus colleges receive regular formula funding for the full-time equivalent (FTE) students generated at each site, a multi-campus allotment is also provided as a supplement for additional support positions and operating costs. It is recommended that this supplement be reduced by 25%.	$ (412,500)
14. Eliminate Radio Subsidy It is recommended that the public radio subsidy be eliminated. Colleges shall utilize non-state funds to provide these services.	(299,824)
15. Eliminate Supplemental Nursing Student Support Nursing student enrollment generates FTE formula funding that provides for faculty, academic/student support services and operating supplies and materials. A supplemental nursing allotment provides additional resources for nursing programs. Elimination of this supplement is recommended.	(80,000)
16. Equipment It is recommended that the equipment budget be reduced by $1.5 million. Colleges may utilize other unexpended equipment funds, including the equipment reserve and the Employment Security Commission Employment and Training Account equipment balance.	(1,500,000)
17. Institutional and Academic Support Supplement A reduction of $18.8 million is recommended in the formula budget (base and enrollment allotments) for administration, support, and operating supplies. The base allotment will be reduced by $140,420 per college for a total of $8.1 million. The enrollment allotment will be reduced by $10.6 million. It is also recommended that $2.9 million be reduced from the academic support supplement budget.	(21,756,045)

2002-2003 Recommended Adjustments
General Fund – Community Colleges – Continued

Recommended Reductions

	2002-03
18. Overrealized Receipts	
Analysis of the tuition and fee budget indicates that receipts will be overrealized in 2001-02. It is recommended that $2 million of excess receipts be budgeted on a continuing basis to offset appropriation.	
Requirements	$ -
Receipts	2,000,000
Appropriation	$ (2,000,000)
Total Recurring Reductions	
Requirements	$ (29,891,628)
Receipts	2,000,000
Appropriation	$ (31,891,628)
Number of Positions	(13.0)

Recommended Expansion

1. Enrollment Changes

It is recommended that the 2002-03 budgeted enrollment be increased over the 2001-02 budgeted enrollment of 153,985 full time equivalent (FTE) by the three year average budgeted growth rate of 5.8%. Curriculum enrollment is recommended to increase 6.2% or 7,412 FTE; Continuing Education enrollment is recommended to increase 2.9% or 521 FTE; and Basic Skills enrollment is recommended to increase 7.0% or 1,098 FTE. The revised 2002-03 budgeted enrollment will be 162,979 FTE. Funding for enrollment is included in the Education Lottery Proposal.

Consistent with G.S. 115D-5, the State Board of Community Colleges may provide for the equitable distribution of state funds for enrollment growth among the several institutions. This includes the allocation of funds for both instruction, student services, and management operations of the institution. The distribution of enrollment growth funds through the "State Aid Formula Allocation" may be determined by the State Board to insure sufficient student services are provided for each community college.

Requirements	$ 36,070,883
Receipts	6,552,464
Appropriation	$ 29,518,419

2002-2003 Recommended Adjustments
General Fund – Community Colleges – Continued

Recommended Expansion

	2002-03	
2. Teacher Preparation Endowment		
It is recommended that $1 million of nonrecurring funds be appropriated to match a $1 million donation to create an Endowment for Teacher Preparation in the North Carolina Community College System. A fund shall be created in the Community College Trust Fund, Budget Code 66800, to account for this appropriation. The State Board of Community Colleges shall adopt rules and policies for the disbursement of these funds. Funding for the teacher preparation endowment is included in the Education Lottery Proposal.	$ 1,000,000	NR
Total Recurring Expansion		
Requirements	$ 36,070,883	
Receipts	6,552,464	
Appropriation	$ 29,518,419	
Total Nonrecurring Expansion		
Requirements	$ 1,000,000	
Receipts	-	
Appropriation	$ 1,000,000	NR

TOTAL Recommended Adjustments for Community Colleges (including Reductions and Expansion)

TOTAL Recurring Adjustments		
Requirements	$ 6,179,255	
Receipts	8,552,464	
Appropriation	$ (2,373,209)	
Number of Positions	(13.0)	
TOTAL Nonrecurring Adjustments		
Requirements	$ 1,000,000	
Receipts	-	
Appropriation	$ 1,000,000	NR

NR - Nonrecurring

The University of North Carolina

Recommended Reductions

UNC General Administration	2002-03
1. Operating Efficiencies In an effort to facilitate efficiencies at UNC General Administration (UNC-GA), a reduction in the operating budget for fiscal year 2002-03 is recommended. This reduction will reduce funds in non-personnel budgets for administrative travel, equipment, furniture replacement, and membership dues. Through budget flexibility UNC-GA has the authority to make the necessary budgetary adjustments to accommodate the reduction.	$ (1,751,294)
2. Position Reductions A reduction in positions is recommended for UNC–GA. This reduction will eliminate 4 SPA positions and 1.5 EPA positions as recommended by UNC-GA.	(234,965)
Number of Positions	(5.5)
3. Temporary and Contract Wages A reduction in temporary and contract wages is recommended for UNC-GA.	(218,256)
4. UNC – Inter-Institutional Transfers A 5% reduction in the funds that support system-wide UNC programs is recommended. These programs include technology and distance education, work-study matching, minority presence grants, and other system-wide programs. This also includes a $150,000 reduction to the Strategic Initiates Reserve.	(699,885)
5. UNC- Related Educational Programs A 5% reduction in the funds appropriated to related educational programs is recommended. These funds are pass-through funds that are used for various scholarship, financial aid, and loan programs. These programs include aid to private colleges, aid to private medical schools, UNC Board of Governors medical and dental scholarships, need based financial aid, incentive scholarships, and other aids and grants.	(5,678,295)

Recommended Reductions

UNC General Administration - Continued	2002-03	
6. MCNC Contract It is recommended that the General Fund appropriation for the Microelectronics Center for North Carolina be reduced. MCNC may charge a fee for service to UNC institutions for MCNC usage.	$ (950,000)	
UNC Campuses and Affiliates		
7. Current Operations Efficiencies In an effort to facilitate efficiencies at the constituent institutions of The University of North Carolina and affiliates, a reduction in the operating budgets for fiscal year 2002-03 is recommended. This reduction will reduce funds in non-personnel budgets for supplies, materials, equipment, membership dues, printing, postage, staff development, and travel. The 1990 Session of the General Assembly established Special Responsibility Constituent Institutions (SCRIs) and granted budget flexibility to constituent institutions with this status. Therefore, SRCIs have the authority to make the necessary budgetary adjustments to accommodate the reduction required by each campus. This recommendation does not include UNC-GA Inter-Institutional Transfers and Related Education, UNC Hospitals, or the North Carolina School of Science and Mathematics (NCSSM).	(26,203,045)	
8. Reserves for Operating New Facilities As a result of adjustments to schedules in constructing or renovating facilities at the constituent institutions throughout the University system and the NCSSM, funds that had been appropriated for facilities operations in 2002-03 are recommended for a nonrecurring reduction.	(2,666,533)	NR

NR - Nonrecurring

2002-2003 Recommended Adjustments
General Fund – University of North Carolina – Continued

Recommended Reductions

	2002-03
UNC Campuses and Affiliates - Continued	
9. Position Reductions	
A reduction in positions is recommended for the constituent institutions of The University of North Carolina and affiliates except for UNC-Hospitals and the NCSSM. This reduction will eliminate 556.95 SPA positions and 495.82 EPA positions as recommended by the constituent institutions of The University of North Carolina and affiliates and is consistent with the Governor's priority to protect the classroom, as no permanent faculty will be eliminated.	$ (51,365,142)
Number of Positions	(1,052.77)
10. Temporary and Contract Wages	
A reduction in temporary and contract wages is recommended for the constituent institutions of The University of North Carolina. This does not include the North Carolina School of Science and Mathematics or UNC Hospitals.	(1,800,956)
11. UNC Hospitals	
A 5% reduction in appropriation to the UNC Hospitals is recommended. This reduction eliminates 12 SPA positions.	(2,030,000)
Number of Positions	(12.0)
12. North Carolina School of Science and Mathematics	
The 2001 Session of the General Assembly extended budget flexibility to the North Carolina School of Science and Mathematics (NCSSM). Therefore, the NCSSM has the authority to make the necessary budgetary adjustments to accommodate the recommended 2% reduction in appropriation.	(235,364)

Recommended Reductions

UNC Campuses and Affiliates - Continued

	2002-03	
13. Tuition Increase		
In support of recommendations by the Board of Governors' Task Force on Tuition Policy, an 8% tuition increase for in-state students and a 12% increase for out-of-state students at the 16 University of North Carolina campuses is recommended. The percentage increases apply to total tuition, including campus-initiated increases and increases for campus enhancements that have been approved in the past. Implementation of these recommendations would result in increased receipts in 2002-03 of $39,966,108.		
Requirements	$ -	
Receipts	39,966,108	
Appropriation	$ (39,966,108)	
Total Recurring Reductions		
Requirements	$ (91,167,202)	
Receipts	39,966,108	
Appropriation	$(131,133,310)	
Number of Positions	(1,070.27)	
Total Nonrecurring Reductions		
Requirements	$ (2,666,533)	
Receipts	-	
Appropriation	$ (2,666,533)	NR

Recommended Expansion

1. Schedule of Priorities:

General Statute 116-11(9) requires the Board of Governors (BOG) of the University of North Carolina to "develop, prepare, and present to the Governor, Advisory Budget Commission, and the General Assembly a single, unified recommended budget for all of public senior education." Funds requested for expansion, new programs and activities, increases in enrollment, remedying deficiencies, etc. are to be itemized in priority order, and any funds appropriated for the priority schedule are to be in a lump sum.

NR - Nonrecurring

Recommended Expansion

	2002-2003

In response to the Board of Governors' 2002-03 "Schedule of Priorities," the following items are recommended:

Line 1a - Enrollment Changes
Regular Term Enrollment Increase

Regular Term Enrollment projections from the Board of Governors indicate an increase in enrollment for 2002-03 over the current budgeted 141,272 full-time equivalent (FTE) students. Based upon the Board's estimate, enrollment in the University is projected to increase by 5,506 FTE or 3.9% to 146,778 FTE in 2002-03. This represents an increase in student credit hours (SCHs) from 3,743,204 in 2001-02 to 3,897,328 in 2002-03. The recommended increase of $54,554,262 is to support this enrollment growth after accounting for an expected increase in receipts of $16,796,576. The requirements amount includes a hold-harmless of $1,262,688 for UNCA, ECSU and WSSU. Funding for the Regular Term Enrollment increase is included in the Education Lottery proposal.

Requirements	$ 71,350,838
Receipts	16,796,576
Appropriation	$ 54,554,262
Number of Positions	449.5

Line 1a - Enrollment Changes
Distance Education Enrollment Increase

Enrollment projections from the Board of Governors indicate an increase in distance education enrollment for 2002-03 over the current budgeted student credit hours (SCHs). Additional funds of $12,248,880 are recommended to support enrollment growth in distance education programs. This recommended increase represents an increase in funded distance education student credit hours from 97,610 in 2001-02 to 126,402 in 2002-03. This is the appropriation needed after accounting for an expected increase in receipts of $1,988,675 in 2002-03. Funding for the Distance Education Enrollment increase is included in the Education Lottery proposal.

Requirements	$ 14,237,555
Receipts	1,988,675
Appropriation	$ 12,248,880
Number of Positions	92.9

2002-2003 Recommended Adjustments
General Fund – University of North Carolina – Continued

Recommended Expansion

	2002-2003
Line 1b – Need - Based Student Financial Aid Plan A Task Force on Student Financial Aid estimated that the aggregate amount of unmet need for UNC resident students in 1997-98 was at least $143 million and recommended funding for a new UNC Grant Program to help students with financial need. The program was partially funded with an appropriation of $8.9 million in 2001-02, which when combined with $1.3 million appropriated in 1999-2000 and $5 million in 2000-01, is currently being used to make grants to qualifying freshmen, sophomores, and some juniors during the 2001-02 year. The program requires that eligibility requirements for the new grants include a "self-help" expectation of at least $4,500 per student and that federal Pell grants and tax credits be used first to meet students' needs. Funds are recommended to fully fund the Need-Based Student Financial Aid Plan, as requested by the Board of Governors.	$ 13,129,074
Line 1e – Focused Growth Institutions – Special Needs In April 1998 the Board of Governors of the University of North Carolina adopted a ten-year enrollment plan that would enable the University to serve significant enrollment growth projected over the following decade. The Board of Governors' plan targets enrollment growth in underutilized campuses in the system. As a result, seven campuses developed strategies that would enable them to grow by 20% by fall 2003 and by up to 50% over the coming decade. The seven campuses are Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, the University of North Carolina at Pembroke, Western Carolina University and Winston-Salem State University. The 2001 Session of the General Assembly appropriated $2,247,850 of the Board of Governors' request of $3,121,534 to assist in this effort and be used for assessment of needs, better operating efficiencies through economies of scale, physical facilities management, faculty improvement, and development capacity. Funds in the amount of $873,684 are recommended to fully fund the Board of Governors' request for Focused Growth Institutions – Special Needs from $2,247,850 to $3,121,534.	873,684

Recommended Expansion

	2002-2003
Line 3 – North Carolina TEACH NC TEACH (Teachers of Excellence for All Children) is a statewide lateral entry teacher licensure program developed jointly by the State Board of Education and the Board of Governors' of the University of North Carolina, with funding from Title II of the Higher Education Act. North Carolina TEACH was developed in response to Senate Bill 1125 and prepares mid-career professionals to transition into teaching. The program prepares teachers for all grades and disciplines, but includes a focus on areas of critical shortage in North Carolina. Funds in the amount of $800,000 are recommended to prepare a minimum of 500 teachers.	$ 800,000
2. **Aid to Students Attending North Carolina Private Colleges and Universities – Enrollment Changes** The program "Aid to Students Attending Private Colleges and Universities" is composed of: the Legislative Tuition Grant (LTG) and the State Contractual Scholarsip Fund (SCSF). The LTG provides a payment of $1,800 to private institutions for each North Carolina resident undergraduate student, which is credited directly to the student's account. The SCSF makes available $1,100 to each institution for each full-time equivalent (FTE) North Carolina undergraduate resident student, which is then provided as scholarships to needy North Carolina students attending private colleges.	
It is recommended that the amount of the LTG be increased by $1,560,946 to allow for an increase of 1,091 full-time North Carolina undergraduate resident students. It is also recommended that the amount for the SCSF be increased by $688,159 to allow for an 883 FTE increase in North Carolina undergraduate resident students. Funding for the Aid to Students Attending North Carolina Private Colleges and Universities Enrollment change is included in the Education Lottery proposal.	2,249,105

2002-2003 Recommended Adjustments
General Fund – University of North Carolina – Continued

Recommended Expansion

	2002-2003
3. North Carolina School of Science and Mathematics Recurring funds in the amount of $250,000 are recommended in lieu of the $850 per student activity fee approved by the Board of Trustees of the North Carolina School on Science and Mathematics. These funds will be used for academic projects, equipment and supplies, athletics, student conferences, residence hall needs, transportation, and other student related activities.	$ 250,000
Total Expansion	
Requirements	$ 102,890,256
Receipts	18,785,251
Appropriation	$ 84,105,005
Number of Positions	542.40

TOTAL Recommended Adjustments for University of North Carolina (including Reductions and Expansion)

TOTAL Recurring Adjustments		
Requirements	$ 11,723,054	
Receipts	58,751,359	
Appropriation	$ (47,028,305)	
Number of Positions	(527.87)	
TOTAL Nonrecurring Adjustments		
Requirements	$ (2,666,533)	
Receipts	-	
Appropriation	$ (2,666,533)	NR

NR - Nonrecurring

Senate Money Report

House Appropriations Subcommittee on Education

July 23, 2002

Public Education

GENERAL FUND

	FY 02-03
Total Budget Approved 2001 Session	**$5,922,188,546**

Budget Changes

A. Adjustments to Budget Requirements

1 Continuation Adjustment for Average Daily Membership Revise the projected increase for FY 2002-03 to reflect an additional 8,695 in average daily membership (total increase over FY 2001-02 is 25,817). The dollar amount reflects the Continuation Budget impact of this increase on all position, dollar, and categorical allotments. Total funded student population for FY 2002-03: 1,326,865. The increase for ADM growth for Driver Education is $236,139 which is transferred to the General Fund from the Highway Fund. Total ADM increase for the General Fund and Highway Fund is $30,093,413.	$29,857,304 461.90	R
2 Average Annual Salary Adjustment Annual adjustment of average budgeted salary for certified personnel. Adjustment is based on actual salaries paid to certified personnel through December 2001.	($22,788,638)	R
3 Additional Adjustments to Average Salary Projections In addition to the annual Continuation Budget adjustment to average budgeted salary for certified personnel, a more recent review of certified personnel salaries from updated salary data identified an additional reduction in projected salary needs for FY 2001-03.	($5,964,427)	R
4 Classroom Materials/Instructional Supplies/Equipment Adjust the increase for inflation to a 3% growth (in line with the Consumer Price Index) from the 5% growth used to build the Continuation Budget. The Instructional Supply allotment for FY 2002-03 will be $41.45 per ADM after this adjustment.	($2,273,979)	R
5 Transportation Current inventory levels (oil, tires, and parts) at local school administrative units indicate that additional supply needs for next year will be minimized. Last year's non-recurring adjustment of $4 million will become a recurring reduction. Also, reduce for lower anticipated fuel cost $1.8 million.	($5,800,000)	R
6 School Bus Purchases Implement a lease/purchase process that will allow for the payment of school buses over a 3-year period.	($19,600,000)	NR

7 Redirect Capital Funds to Support Public Schools through the General Fund

For the 2002-03 fiscal year, do not transfer corporate tax funds to the Public School Building Capital Fund or the Critical School Facility Needs Fund. Instead, transfer the funds as a receipt to the Public School Fund to temporarily offset the costs for public school operations. For FY 2002-03, General Fund appropriations will be reduced by the amount that was scheduled to be transferred to the capital accounts.

($45,000,000) NR

8 Funding for Visiting International Faculty

($2,000,000) R

State Board of Education Policy allows Local School Administrative Units to convert teaching positions to dollars to cover the contract cost for Visiting International Faculty. The conversion to dollars shall not include matching benefits and shall be $42,423 ($37,423 avg. teacher salary without benefits plus $5,000 for FICA and other cost) for FY 2002-03 (not $45,090). The reduction included is based on FY 2001-02 program enrollment of approximately 750 teachers.

9 Revise Headcount for Children with Special Needs

($4,768,604) R

Adjust Continuation Budget to reflect actual April 1, 2002, headcount. The Continuation Budget was constructed based on an estimated population of children with special needs.

B. Reduction of Administration Cost

10 Central Office Administration

($3,300,000) R

Freeze local school administration units (LEAs) allotments at the FY 2001-02 allotment level($1,574,452 reduction to the Continuation Budget) and reduce each LEA by 1.72% ($1,725,548) from their FY 2001-02 funding level. The new allotment formula developed by the State Board of Education is not to be implemented in FY 2002-03.

-50.00

11 School Building Administration

($9,255,127) R

Decrease the allotment for Assistant Principals by changing the allotment formula to one ten-month position for every 797.5 students in average daily membership (ADM). The FY 2001-02 allotment was one ten-month position per 725 ADM.

-166.00

12 Regional Education Service Alliances

($3,017,317) R

Eliminate State funding distributed to local school administrative units that could be used to support the Regional Education Service Alliances.

13 Uniform Education and Reporting System (UERS)

($5,000,000) NR

Based on the current NC WISE implementation schedule, the Department of Public Instruction has indicated that a one-time reduction in funding is possible.

14 Department of Public Instruction ($3,000,000) R

The Department of Public Instruction will eliminate 40 positions. Thirty-six positions will be eliminated and 4 positions will be transferred to the Office of State Personnel. Of the 36 eliminated positions, 9.5 are paid from receipts and 26.5 are paid from State funds. Three (3) of the State positions are currently vacant. -40.00

Total State savings from Positions: $1,676,763
Total Other Departmental Reductions: $1,323,237
Reductions to receipt-supported positions are not included in meeting the $3,000,000 reduction target but are included in the position reduction count.

C. Continuation Budget Reductions

15 Mentor Pay ($3,134,984) R

Restrict funding to mentor teachers assigned to State-paid first and second year teachers and first-year instructional support.

16 Payments for Teacher Unused Vacation Days (Forfeited Vacation) ($3,750,000) R

Teachers are allowed to have excess annual leave over 30 days either converted to sick leave or paid at the end of the year. The amount of leave that can be paid is limited to the excess days that can be attributed to required work days which made it impossible for the teacher to take the leave during the school year. The payment option was established since the amount of sick-leave allowed to be converted to employment credit at retirement was restricted to the amount earned over the employees term of employment. Last year the sick leave conversion maximum was eliminated. By eliminating this maximum, teachers can now convert all sick leave earned towards retirement credit; therefore, this special payment option is no longer needed.

17 Appropriations to Non-Public School Agencies ($433,851) R

Eliminate funding for NC Network.
Reduce funding to Public School Forum, Cities/Communities in Schools, and Teacher Cadet programs by 10%. No adjustment to Schools Attuned.

18 Maintain Kindergarten Class Size at 1:19 ($13,932,810) R

The Continuation Budget includes funding to reduce kindergarten class size to 1:18 (from 1:19). Due to the current budget shortfall, class size allotments in kindergarten will remain at 1:19. -309.00

E. Management Flexibility

19 Local Education Agency Discretionary Reduction

The State Board of Education shall distribute this local education agency discretionary reduction in an equitable manner and require allotment reductions in this amount within 30 days of budget passage. ($25,233,101) NR

Local School Administrative Units have flexibility to adjust their budgets to implement this reduction; therefore, it is not possible to identify the number of positions impacted.

F. Other Budget Adjustments

20 ABC Bonuses

Provide funding for ABC bonuses for schools meeting or exceeding expected growth in 2001-02. $79,000,000 NR

Budget Changes	**($53,562,433)**	**R**
	($15,833,101)	**NR**
Total Position Changes	-103.10	
Revised Total Budget	**$5,852,793,012**	

UNC System

GENERAL FUND

	FY 02-03
Total Budget Approved 2001 Session	**$1,798,320,830**

Budget Changes

Campus Reductions

21 Reserves for New Facilities Reduce funding in reserves for operation of new facilities due to delays in completion dates.	($2,666,533)	NR
22 Tuition Surcharges Budget tuition collected from 25% surcharge for taking more than 110% of required credit hours for degree.	($800,000)	R
23 Campus Flexibility Reserve Budget a reduction of 2.39% in all campus and other related budget codes. Decisions on where to take the reductions will be made at campus or operating level.	($41,995,059)	R

Related Educational Programs

24 Scholarships Use fund balances in scholarship trust funds to reduce General Fund requirements for one year. Fund balances in Principal Fellows, Nursing Fellows, Nursing Need-based, and dormant funds in old Social Work Scholarship Funds are affected.	($1,938,000)	NR

UNC General Administration

25 Budget Reduction Reduce UNC General Administration and its programs. Board of Governors has authority to allocate reductions.	($2,063,801)	R

University Expansion Funds

26 Enrollment Increases Provide funding for enrollment increases as proposed by the UNC Board of Governors. Provides funding for regular term enrollment, distance education enrollment, and holding 3 campuses harmless from enrollment declines.	$66,803,142	R
27 Enrollment: Focused Growth Provide funding to 7 campuses designated by UNC as "focused growth" institutions to prepare for enrollment increases.	$800,000 $2,666,533	R NR

	FY 02-03	
28 Tuition Increases Tuition increases of 8% for in-state students and 12% for out-of-state students have been approved by the Board of Governors for the 2002-03 academic year.	($39,966,108)	R
29 Aid to Students Attending Private Colleges Provides financial aid funding for additional NC students attending private college in North Carolina.	$2,249,105	R
Budget Changes	**($14,972,721)**	**R**
Total Position Changes	**($1,938,000)**	**NR**
Revised Total Budget	**$1,781,410,109**	

Community Colleges

GENERAL FUND

	FY 02-03
Total Budget Approved 2001 Session	**$643,195,459**

Budget Changes

A. Community College System Office

30 Operating Efficiencies ($882,117) R

-11.50

Reduces the Executive Division by 2.5 positions totaling $109,356 and operating line items totaling $30,650. Reduces the Administration Division by 5 positions totaling $180,522 and operating line items totaling $262,096. Reduces the Business and Finance Division by 1 position totaling $29,026 and operating line items totaling $43,697. Reduces the Academic and Student Services Division by 2 positions totaling $98,862 and operating line items totaling $67,034. Reduces the Workforce Development Division by 1 position totaling $32,110 and operating line items totaling $28,694.

B. State Aid - Categorical Programs

31 Systemwide Projects ($27,000) R

Eliminates the appropriation for Systemwide Projects. This funding was used to pay for the printing of G.S. 115D. Since the Statutes are now available on-line, the printing is no longer necessary.

32 Public Radio Isothermal ($14,991) R

Reduces the appropriation for the public radio station at Isothermal Community College by 10% from $149,912 to $134,921.

33 Public Radio Craven ($14,991) R

Reduces the appropriation for the public radio station at Craven Community College by 10% from $149,912 to $134,921.

34 Special Allotments ($309,704) R

Eliminates the state subsidy for the sawmill program at Haywood Community College. Reduces the remaining special allotment programs by 10%.

35 Faculty Upgrade ($507,067) R

Reduces the appropriation for professional development programs by 50%, from $1,014,135 to $507,068.

36 Summer Term Block Grant ($7,177,623) R

Removes the supplemental appropriation for curriculum summer term programs. Historically, curriculum summer term courses have been offered using regular term funding. Colleges can continue to offer these courses from the funds appropriated for regular term curriculum instruction.

E. Formula Modifications

37 Academic Support Supplement ($3,000,000) R

Transfers funds previously appropriated in the Curriculum formula for the Academic Support Supplement to a separate line item in State aid fund code 1600. Reduces the amount appropriated for the Academic Support Supplement by $3,000,000, from $11,886,683 to $8,886,683.

F. Tuition, Enrollment, and Financial Aid

38 Adjustment for Over-Realized Receipts ($3,000,000) R
($1,000,000) NR

Increases the budgeted amount of tuition and registration fees to more accurately reflect anticipated receipts.

39 Increase Curriculum Tuition Charge ($10,754,640) R

Increases the in-state tuition charge per semester hour by $3.25 from $31.00 to $34.25. Increases the out-of-state tuition charge per semester hour by $17.50 from $173.25 to $190.75. Changes the semester credit hour limit for summer term curriculum tuition from 9 hours to 16 hours. It is anticipated that for most students, this increase will be off-set by federal and State financial assistance programs.

40 Enrollment Adjustment $50,682,333 R

Fully funds the Community College enrollment request.

41 Increase Need-Based Financial Aid $1,000,000 R

Increases the Need-Based Financial Aid fund from $6,062,806 to $7,062,806.

Budget Changes	**$25,994,200**	R
	($1,000,000)	NR
Total Position Changes	-11.50	
Revised Total Budget	**$668,189,659**	

House Money Options
Draft

House Appropriations Subcommittee on Education

July 23, 2002

	FY 02-03
Total Budget Approved 2001 Session	**$5,922,188,546**

Budget Changes

A. Adjustments to Budget Requirements

1 Continuation Adjustment for Average Daily Membership Revise the projected increase for FY 2002-03 to reflect an additional 8,695 in average daily membership (total increase over FY 2001-02 is 25,817). The dollar amount reflects the Continuation Budget impact of this increase on all position, dollar, and categorical allotments. Total funded student population for FY 2002-03: 1,326,865. The increase for ADM growth for Driver Education is $236,139 which is transferred to the General Fund from the Highway Fund. Total ADM increase for the General Fund and Highway Fund is $30,093,413.	$29,857,304 461.90	R
2 Average Annual Salary Adjustment Annual adjustment of average budgeted salary for certified personnel. Adjustment is based on actual salaries paid to certified personnel through December 2001.	($22,788,638)	R
3 Additional Adjustments to Average Salary Projections In addition to the annual Continuation Budget adjustment to average budgeted salary for certified personnel, a more recent review of certified personnel salaries from updated salary data identified an additional reduction in projected salary needs for FY 2001-03.	($5,964,427)	R
4 Classroom Materials/Instructional Supplies/Equipment Adjust the increase for inflation to a 3% growth (in line with the Consumer Price Index) from the 5% growth used to build the Continuation Budget. The Instructional Supply allotment for FY 2002-03 will be $41.45 per ADM after this adjustment.	($2,273,979)	R
5 Transportation Current inventory levels (oil, tires, and parts) at local school administrative units indicate that additional supply needs for next year will be minimized. Last year's non-recurring adjustment of $4 million will become a recurring reduction. Also, reduce for lower anticipated fuel cost $1.8 million.	($5,800,000)	R

6 School Bus Purchases ($19,600,000) NR

Implement a lease/purchase process that will allow for the payment of school buses over a 3-year period.

7 Redirect Capital Funds to Support Public Schools through the General Fund ($44,549,776) NR

For the 2002-03 fiscal year, do not transfer corporate tax funds to the Public School Building Capital Fund or the Critical School Facility Needs Fund. Instead, transfer the funds as a receipt to the Public School Fund to temporarily offset the costs for public school operations. For FY 2002-03, General Fund appropriations will be reduced by the amount that was scheduled to be transferred to the capital accounts.

Based on 1987 legislation (HB 1514, Sec. 178), the Office of State Budget Management shall continue to transfer funding to support six staff members in the School Planning Division of the Department of Public Instruction ($450,224).

8 Funding for Visiting International Faculty ($1,000,000) R

State Board of Education Policy allows Local School Administrative Units to convert teaching positions to dollars to cover the contract cost for Visiting International Faculty. The conversion to dollars shall not include matching benefits and shall be $43,756 ($37,423 avg. teacher salary without benefits plus $6,333 for FICA and other cost) for FY 2002-03 (not $45,090). The reduction included is based on FY 2001-02 program enrollment of approximately 750 teachers.

9 Revise Headcount for Children with Special Needs ($4,768,604) R

Adjust Continuation Budget to reflect actual April 1, 2002, headcount. The Continuation Budget was constructed based on an estimated population of children with special needs.

B. Reduction of Administration Cost

10 Central Office Administration ($3,333,893) R

Freeze local school administration units (LEAs) allotments at the FY 2001-02 allotment level($1,574,452 reduction to the Continuation Budget) and reduce each LEA by 1.75% ($1,759,441) from their FY 2001-02 funding level. The new allotment formula developed by the State Board of Education is not to be implemented in FY 2002-03. -50.00

11 School Building Administration ($9,255,127) R

Decrease the allotment for Assistant Principals by changing the allotment formula to one ten-month position for every 797.5 students in average daily membership (ADM). The FY 2001-02 allotment was one ten-month position per 725 ADM. -166.00

12 Regional Education Service Alliances ($3,017,317) R

Eliminate State funding distributed to local school administrative units that could be used to support the Regional Education Service Alliances.

13 Uniform Education and Reporting System (UERS)

Based on the current NC WISE implementation schedule, the Department of Public Instruction has indicated that a one-time reduction in funding is possible. ($5,000,000) NR

14 Department of Public Instruction ($2,500,000) R

The Department of Public Instruction will eliminate 35 positions. Thirty-one positions will be eliminated and 4 positions will be transferred to the Office of State Personnel. Of the 31 eliminated positions, 8.5 are paid from receipts and 22.5 are paid from State funds. Three (3) of the State positions are currently vacant. -35.00

Total State savings from Positions: $1,219,015
Total Other Departmental Reductions: $1,280,985

Reductions to receipt-supported positions and transferred positions are not included in meeting the $2,500,000 reduction target but are included in the position reduction count.

Transferred to State Personnel: $216,480
Position #: 3510-0800-0014-418 Personnel Director
Position #: 3510-0800-0013-856 Personnel Technician II
Position #: 3510-0800-0013-850 Personnel Technician II
Position #: 3510-0800-0013-864 Program Assistant V

C. Continuation Budget Reductions

15 Teacher Assistants ($29,533,950) R

Reduction in Continuation Budget to cover the class size reduction in Kindergarten to allow for an allotment of 1 teacher for every 17 students. This 8.5% reduction to the teacher assistant allotment could be absorbed based on annual teacher assistant turnover. -1384.00

16 Mentor Pay ($3,134,984) R

Restrict funding to mentor teachers assigned to State-paid first and second year teachers and first-year instructional support.

FY 02-03

17 Payments for Teacher Unused Vacation Days (Forfeited Vacation) ($3,750,000) R

Teachers are allowed to have excess annual leave over 30 days either converted to sick leave or paid at the end of the year. The amount of leave that can be paid is limited to the excess days that can be attributed to required work days which made it impossible for the teacher to take the leave during the school year. The payment option was established since the amount of sick-leave allowed to be converted to employment credit at retirement was restricted to the amount earned over the employees term of employment. Last year the sick leave conversion maximum was eliminated. By eliminating this maximum, teachers can now convert all sick leave earned towards retirement credit; therefore, this special payment option is no longer needed.

18 Appropriations to Non-Public School Agencies ($512,641) R

Reduce funding to Public School Forum, Cities/Communities in Schools, NC Network, and Teacher Cadet programs by 10%. Reduce Schools Attuned by $362,290 (to $216,500).

E. Management Flexibility

19 Local Education Agency Discretionary Reduction ($27,233,101) NR

The State Board of Education shall distribute this local education agency discretionary reduction in an equitable manner and require allotment reductions in this amount within 30 days of budget passage.

Local School Administrative Units have flexibility to adjust their budgets to implement this reduction; therefore, it is not possible to identify the number of positions impacted.

F. Other Budget Adjustments

20 ABC Bonuses $79,000,000 NR

Provide funding for ABC bonuses for schools meeting or exceeding expected growth in 2001-02.

21 Reduction in Class Size $42,407,145 R

940.50

Kindergarten:
Reduce the teacher to student allotment ratio for kindergarten students to 1:17. This is an additional reduction from the Continuation Budget of a kindergarten teacher to student allotment ratio of 1:18 (down from 1:19 in FY 2001-02) +346 positions. The Continuation Budget adjustment added 309 teachers and $13,932,810.

First Grade:
Reduce the teacher to student allotment ratio for first grade to 1:18 (down from 1:20) $26,806,005 and 594.5 positions.

	FY 02-03	
22 Information Highway Line Charges Continue State funding for payment of Information Highway connectivity for sites previously funded.	$1,200,000	R
23 Low Wealth Supplemental Funding Increase funding for school districts in counties with less ability to generate local resources for public schools	$4,000,000	R
Budget Changes	**($20,169,111)**	**R**
	($17,382,877)	**NR**
Total Position Changes	-232.60	
Revised Total Budget	**$5,884,636,558**	

	FY 02-03
Total Budget Approved 2001 Session	**$1,798,320,830**

Budget Changes

Campus Reductions

24 Reserves for New Facilities Reduce funding in reserves for operation of new facilities due to delays in completion dates.	($2,666,533)	NR
25 Tuition Surcharges Budget tuition collected from 25% surcharge for taking more than 110% of required credit hours for degree.	($800,000)	R
26 Campus Flexibility Reserve Budget a reduction of 3% in all campus and other related budget codes. Decisions on where to take the reductions will be made at campus or operating level. This reduction does not apply to the NC School of Science and Mathematics.	($52,356,164)	R
27 Subsidy for Smith Center Eliminate General Fund appropriations for the operations of the Smith Center on the UNC at Chapel Hill campus.	($1,168,885)	R

Related Educational Programs

28 Scholarships Use fund balances in scholarship trust funds to reduce General Fund requirements for one year. Fund balances in Principal Fellows, Nursing Fellows, Nursing Need-based, and dormant funds in old Social Work Scholarship Funds are affected.	($1,938,000)	NR

UNC General Administration

29 Budget Reduction Reduce UNC General Administration and its programs. Board of Governors has authority to allocate reductions.	($2,063,801)	R

University Expansion Funds

30 Enrollment Increases Provide funding for enrollment increases as proposed by the UNC Board of Governors. Provides funding for regular term enrollment, distance education enrollment, and holding 3 campuses harmless from enrollment declines.	$66,803,142	R

	FY 02-03	
31 Enrollment: Focused Growth Provide funding to 7 campuses designated by UNC as "focused growth" institutions to prepare for enrollment increases.	$1,000,000 $2,666,533	R NR
32 NC School of Science and Mathematics: Inflationary Increases Provide funds for inflationary increases for operating budget. 250,000 Gov 0 Senate	$115,000	R
33 NC TEACH Funds to continue the operation of the NC TEACH program to provide lateral entry alternatives for prospective public school teachers. 0 Senate Gov. 800,000	$500,000	R
34 Tuition Increases Tuition increases of 8% for in-state students and 12% for out-of-state students have been approved by the Board of Governors for the 2002-03 academic year.	($39,966,108)	R
35 Student Financial Aid Additional funds for need-based student financial aid program for UNC students. 0 Senate 13.1 Gov.	$4,497,000	R
36 Aid to Students Attending Private Colleges Provides financial aid funding for additional NC students attending private college in North Carolina.	$2,249,105	R
Budget Changes	**($21,190,711)** **($1,938,000)**	**R** **NR**
Total Position Changes		
Revised Total Budget	**$1,775,192,119**	

Total Budget Approved 2001 Session	FY 02-03 $643,195,459

Budget Changes

A. Community College System Office

37 Operating Efficiencies ($882,117) R

Reduces the Executive Division by 2.5 positions totaling $109,356 and operating line items totaling $30,650. Reduces the Administration Division by 5 positions totaling $180,522 and operating line items totaling $262,096. Reduces the Business and Finance Division by 1 position totaling $29,026 and operating line items totaling $43,697. Reduces the Academic and Student Services Division by 2 positions totaling $98,862 and operating line items totaling $67,034. Reduces the Workforce Development Division by 1 position totaling $32,110 and operating line items totaling $28,694. -11.50

B. State Aid - Categorical Programs

38 Systemwide Projects ($27,000) R

Eliminates the appropriation for Systemwide Projects. This funding was used to pay for the printing of G.S. 115D. Since the Statutes are now available on-line, the printing is no longer necessary.

39 Public Radio Isothermal ($149,912) R

Eliminates the State subsidy for the public radio station at Isothermal Community College over two years by reducing the appropriation by 50% from $149,912 to $74,956, and funding the remainder on a non-recurring basis. $74,956 NR

40 Public Radio Craven ($149,912) R

Eliminates the State subsidy for the public radio station at Craven Community College over two years by reducing the appropriation by 50% from $149,912 to $74,956, and funding the remainder on a non-recurring basis. $74,956 NR

41 Special Allotments ($166,950) R

Reduces all special allotment programs by 10%.

42 Faculty Upgrade ($507,067) R

Reduces the appropriation for professional development programs by 50%, from $1,014,135 to $507,068.

FY 02-03

43 Summer Term Block Grant ($5,177,623) R

Reduces the supplemental appropriation for curriculum summer term programs. Historically, curriculum summer term courses have been offered using regular term funding. Colleges can continue to offer these courses from the funds appropriated for regular term curriculum instruction.

44 Equipment Reduction ($2,000,000) R

Reduces the state appropriation for equipment by $2 million, from $16,319,732 to $14,319,732.

45 NC Information Highway Line Charges $1,300,000 R

Continues the funding for the operation of the NC Information Highway at 45 colleges.

E. Formula Modifications

46 Academic Support Supplement ($3,000,000) R

Transfers funds previously appropriated in the Curriculum formula for the Academic Support Supplement to a separate line item in State aid fund code 1600. Reduces the amount appropriated for the Academic Support Supplement by $3,000,000, from $11,886,683 to $8,886,683.

F. Tuition, Enrollment, and Financial Aid

47 Adjustment for Over-Realized Receipts ($3,000,000) R
($2,309,234) NR

Increases the budgeted amount of tuition and registration fees to more accurately reflect anticipated receipts.

48 Increase Curriculum Tuition Charge ($10,754,640) R

Increases the in-state tuition charge per semester hour by $3.25 from $31.00 to $34.25. Increases the out-of-state tuition charge per semester hour by $17.50 from $173.25 to $190.75. Changes the semester credit hour limit for summer term curriculum tuition from 9 hours to 16 hours. It is anticipated that for most students, this increase will be off-set by federal and State financial assistance programs.

49 Enrollment Adjustment $51,848,813 R

Fully funds the Community College enrollment request.

50 Increase Need-Based Financial Aid $1,000,000 R

Increases the Need-Based Financial Aid fund from $6,062,806 to $7,062,806.

	FY 02-03	
Budget Changes	**$28,333,592**	**R**
	($2,159,322)	**NR**
Total Position Changes	-11.50	
Revised Total Budget	**$669,369,729**	

Public Schools Budget Comparisons

Beginning Budget	$ 5,922,188,546	$ 5,922,188,546	$ 5,922,188,546
Avg. Daily Membership Adjustment	28,989,435	29,857,304	29,857,304
Avg. Salary Adjustment	(22,788,638)	(22,788,638)	(22,788,638)

The ADM and Salary adjustments are included in the FY 2002-03 Cont. Budget amounts.

Category	FY 2002-03 Cont. Budget		Reduction Options		
	Amount	% of Budget	Governor	Senate	House
Administrative Support					
Central Office	$102,113,956	1.70%	($3,292,328)	($3,300,000)	($3,333,893)
DPI	32,425,247	0.54%	(3,620,773)	(3,000,000)	(2,500,000)
Other Insurance	48,944	0.00%	-	-	-
School Building Admin.	277,313,295	4.61%	(9,255,127)	(9,255,127)	(9,255,127)
Sub-Total Admin. Support	$411,901,442	6.85%	($16,168,228)	($15,555,127)	($15,089,020)
Outside of Classroom					
Average Salary Adjustment	$0	0.00%	$0	($5,964,427)	($5,964,427)
Character Education	200,000	0.00%	-	-	-
Corporate Tax to State Public School Fund	-	0.00%	0	(45,000,000)	(44,549,776)
Instructional Support	338,461,200	5.63%	-	-	-
Information Highway Lines	-	0.00%	-	-	1,200,000
NBPTS	3,274,500	0.05%	-	-	-
NCWISE OWL	628,000	0.01%	-	-	-
Noninstructional Support	302,542,037	5.03%	(46,088,466)	-	-
Non-Profits	2,082,298	0.03%	(233,230)	(433,851)	(512,641)
Prospective Teacher	2,252,535	0.04%	200,000	-	-
RESA	3,017,317	0.05%	(3,017,317)	(3,017,317)	(3,017,317)
School Breakfast	2,700,000	0.04%	(200,000)	-	-
School Bus Replacement	30,015,377	0.50%	(20,000,000)	(19,600,000)	(19,600,000)
School Report Cards	200,000	0.00%	-	-	-
Teaching Fellows	10,160,000	0.17%	650,000	-	-
Textbook Freight	205,616	0.00%	-	-	-

44

Public Schools Budget Comparisons

Beginning Budget	$ 5,922,188,546	$ 5,922,188,546	$ 5,922,188,546
Avg. Daily Membership Adjustment	28,989,435	29,857,304	29,857,304
Avg. Salary Adjustment	(22,788,638)	(22,788,638)	(22,788,638)

The ADM and Salary adjustments are included in the FY 2002-03 Cont. Budget amounts.

	FY 2002-03 Cont. Budget		Reduction Options		
Category	Amount	% of Budget	Governor	Senate	House
Transportation	245,863,084	4.09%	(4,000,000)	(5,800,000)	(5,800,000)
UERS	15,018,927	0.25%	(5,000,000)	(5,000,000)	(5,000,000)
Sub-Total Outside of Classroom	$956,620,891	15.89%	($77,689,013)	($84,815,595)	($83,244,161)
Classroom					
Academically Gifted	$47,130,600	0.78%	$0	$0	$0
At-Risk	176,716,205	2.94%	-	-	-
Children with Disabilities	509,051,043	8.47%	-	(4,768,604)	(4,768,604)
Classroom Materials/Supplies	66,092,099	1.10%	(6,185,968)	(2,273,979)	(2,273,979)
Classroom Teachers: Class Size	2,737,471,615	45.53% *	26,242,380	(13,932,810)	42,407,145
Forfeited Vacation	3,750,000	0.06%	-	(3,750,000)	(3,750,000)
Improving Student Accountability	44,879,457	0.75%	-	-	-
Incentive Awards (ABCs)	-	0.00% *	79,832,000	79,000,000	79,000,000
Limited English	28,663,372	0.48%	-	-	-
Low Wealth	90,559,651	1.51%	-	-	4,000,000
Mentor Pay	11,235,124	0.19%	(1,000,000)	(3,134,984)	(3,134,984)
School Technology	10,000,000	0.17%	-	-	-
Small County	30,475,816	0.51%	-	-	-
Staff Development	11,858,523	0.20%	-	-	-
Teacher Assistants	347,106,515	5.77%	-	-	(29,533,950)
Testing	5,820,515	0.10%	(5,000,000)	-	-
Textbooks	76,250,272	1.27%	(3,423,312)	-	-
Visiting International Faculty	-	0.00%	-	(2,000,000)	(1,000,000)
Vocational Ed.	308,203,928	5.13%	-	-	-
Sub-Total Classroom	$4,505,264,735	74.96%	$90,465,100	$49,139,623	$80,945,628

Public Schools Budget Comparisons

Beginning Budget	$ 5,922,188,546	$ 5,922,188,546	$ 5,922,188,546
Avg. Daily Membership Adjustment	28,989,435	29,857,304	29,857,304
Avg. Salary Adjustment	(22,788,638)	(22,788,638)	(22,788,638)

The ADM and Salary adjustments are included in the FY 2002-03 Cont. Budget amounts.

Category	FY 2002-03 Cont. Budget		Reduction Options		
	Amount	% of Budget	Governor	Senate	House
Not Discussed					
ADM Reserve	$6,000,000	0.10%	$0	$0	$0
Annual Leave	22,343,001	0.37%	-	-	-
Assistance Teams	2,738,277	0.05%	-	-	-
Charter School Reserve	1,003,976	0.02%	-	-	-
Personnel Services	101,803,778	1.69%	-	-	-
Targeted Teacher Bonus	1,500,000	0.02%	-	-	-
Tort Claims	3,774,000	0.06%	-	-	-
Sub-Total Other	$139,163,032	2.31%	$0	$0	$0

LEA Discretionary Reduction	$ -	$ (25,233,101)	$ (27,233,101)
Total	$ (3,392,141)	$ (76,464,200)	$ (44,620,654)

Revised Budget	$ 5,924,997,202	$ 5,852,793,012	$ 5,884,636,558
Proposed Lotterry Funds	106,074,380	-	-
General Fund	$ 5,818,922,822	$ 5,852,793,012	$ 5,884,636,558

** Governor's budget used lottery funds to fund this expansion item*

UNC Budget Comparison: Summary

		Governor	Senate	House Option
	Beginning Budget	$1,798,320,830	$1,798,320,830	$1,798,320,830
1.	Reductions in UNC General Administration Operations	($2,204,515)	($2,063,801)	($2,063,801)
2.	Reserves for New Facilities: Slower Completion	($2,666,533)	($2,666,533)	($2,666,533)
		NR	NR	NR
3.	Reduce UNC GA Contract with MCNC	($950,000)	$0	$0
4.	Budget Tuition Surcharge Collections	$0	($800,000)	($800,000)
5.	Reduce Related Education and Instituional Programs Budget Codes by 5% (See # 6 below)	($6,378,180)		
6.	Campus Flexibility Reserves (Senate:2.39%, House 3% but not NC SSM, Governor: Unspecified)	($26,203,045)	($41,995,059)	($52,356,164)
7.	Position Reductions	($51,365,142)	(See # 6)	(See # 6)
8.	Reduce Temporary and Contract Wages	($1,800,956)	(See # 6)	(See # 6)
9.	UNC Hospitals: Reduce General Fund Support by 5%	($2,030,000)	(See # 6)	(See # 6)
10.	NC School of Science and Mathematics: Reduce 2%	($235,364)	(See # 6)	(See # 6)
11.	Use Scholarship Fund Balances to Reduce General Fund Requirements		($1,938,000)	($1,938,000)
			NR	NR

UNC Budget Comparison: Summary

		Governor		Senate	House Option
12.	Eliminate GF Subsidy for Operation of Smith Center	$0		$0	($1,168,885)
13.	Fund UNC Enrollment Growth Request	$66,803,142	*	$66,803,142	$66,803,142
14.	Need-Based Financial Aid Program Increase	$13,129,074		$0	$4,497,000
15.	Enrollment Increase for Aid to Private College Students	$2,249,105	*	$2,249,105	$2,249,105
16.	Tuition Increase: 8% in-state/12% out-of-state	($39,966,108)		($39,966,108)	($39,966,108)
17.	Funds for Focused Growth Institutions				
	a. Recurring	$873,684		$800,000	$1,000,000
	b. Non-recurring	$0		$2,666,533	$2,666,533
				NR	NR
18.	NC TEACH Program for Teacher Preparation	$800,000		$0	$500,000
19.	NC School of Science and Mathematics	$250,000		$0	$115,000
	Totals: General Fund	**$1,679,573,745**		**$1,781,410,109**	**$1,775,192,119**
*	**Total: Lottery Proceeds**	**$69,052,247**		**$0**	**$0**
	Total Budget	**$1,748,625,992**		**$1,781,410,109**	**$1,775,192,119**

Community College Budget
Comparison Sheet

	Categoricals and Misc. Programs	Governor		Senate		House Options
1	System Office	($1,182,466)		($882,117)		($882,117)
2	College Information System (CIS)	($714,379)		$0		$0
3	Summer Term	($452,190)		($7,177,623)		($5,177,623)
4	Multi-Campus	($412,500)		$0		$0
5	HRD	($1,510,483)		$0		$0
6	Special Allotments	($357,221)				
7	*Truck Driver Training - $356,763 (Caldwell & Johnston)			($35,676)		($35,676)
8	*Sawmill - $158,615 (Haywood)			($158,615)		($15,861)
9	*Marine Technology - $399,459 (Cape Fear)			($39,946)		($39,946)
10	*Heavy Equipment - $245,501 (Wilson)			($24,550)		($24,550)
11	*Robotics (Regional High Tech Center) - $509,168 (Haywood)			($50,917)		($50,917)
12	Maintenance of Plant	($196,969)		$0		$0
13	Systemwide Projects	$0		($27,000)		($27,000)
14	Community Service	($500,000)		$0		$0
15	Public Radio Craven	($149,912)		($14,991)		($74,956)
16	Public Radio Isothermal	($149,912)		($14,991)		($74,956)
17	Compensatory Ed	($150,000)		$0		$0
18	Faculty Upgrade	($507,067)		($507,067)		($507,067)
19	Fire Training	($272,484)		$0		$0
20	Nursing Disadvantage	($80,000)		$0		$0
21	Equipment	($1,500,000)		$0		($2,000,000)
22	Overrealized Receipts	($2,000,000)		($4,000,000)		($5,245,788)
	Categorical Subtotal	**($10,135,583)**		**($12,933,493)**		**($14,156,457)**
Administration & Institutional Support Formula						
23	Reduce base & change FTE supplement	($18,856,045)		$0		$0
Instructional Formula						
24	Student Support Supplement	($2,900,000)		($3,000,000)		($3,000,000)
	Formula Subtotal	**($21,756,045)**		**($3,000,000)**		**($3,000,000)**
	Total Reductions	**($31,891,628)**		**($15,933,493)**		**($17,156,457)**
Expansion Funding						
25	Enrollment	$29,518,419	*	$50,682,333		$51,848,813
26	Teacher Preparation Endowment	$1,000,000	*	$0		$0
27	Tuition Increase	$0		($10,754,640)		($10,754,640)
28	NCIH Line Charges	$0		$0		$1,300,000
29	Financial Aid	$0		$1,000,000		$1,000,000
	Total Expansion	**$30,518,419**		**$40,927,693**		**$43,394,173**
	Net Change	**($1,373,209)**		**$24,994,200**		**$26,237,716**
	***Funded from Lottery Proceeds**	**$30,518,419**		**$0**		**$0**

NORTH CAROLINA GENERAL ASSEMBLY AMENDMENT *EXHIBIT 6*

(Please type or use ballpoint pen)

EDITION No. _____

H. B. No. _____ DATE July 30, 2002

S. B. No. _____ Amendment No. _____ (to be filled in by Principal Clerk)

COMMITTEE SUBSTITUTE _____

(Rep.) Sen.) Michaux

1 moves to amend the ~~bill on page~~ House options list, ~~line~~ Item 43

2 ( ) WHICH CHANGES THE TITLE

3 by eliminating item 43, Summer term block grant

4 and on

5 p. 40 by adding a new item to read

6

7 "37. Tuition Remission -

Reduce the General Fund budget

9 for tuition remission in the university

10 system."

11 ($5,177,623)

12

13

14

15

16

17

18

19

SIGNED _____

ADOPTED _____ FAILED _____ TABLED _____

GA-33-A

PRINCIPAL CLERK'S OFFICE (FOR ENGROSSMENT)

EXHIBIT 7

University Reduction Options

UNC Budget Options 2002-03

Items	Reductions (millions of $) Option A	Option B	Option C
Budget some % of overhead receipts (estimated at $121 million for 2001-02)			
a. 25%	30.25		
b. 50%		60.50	
c. 75%			90.75
Reduce building reserves for new facilities due to delays in completion of projects (non-recurring)	2.67	2.67	2.67
Reduce non-personnel budgets in community service/outreach			
a. Reduce at 1% recommendation	1.86		
b. Reduce at 3% recommendation		5.85	
c. Reduce at 5% recommendation			8.47
Reduce Temporary/contracted wages			
a. Reduce at 1% recommendation	0.46		
b. Reduce at 2% recommendation		0.92	
c. Reduce at 3% recommendation			1.20
Reduce non-personnel budgets in administrative support			
a. Reduce at 1% recommendation	1.60		
b. Reduce at 3% recommendation		4.00	
c. Reduce at 5% recommendation			6.35
Eliminate SPA positions			
a. All vacant for longer than 6 months as of April 1	6.46		
b. 50% of all vacant positions as of April 1		11.35	
c. All positions vacant as of April 1			22.70

Eliminate EPA Non-faculty Positions			
a. All vacant for longer than 6 months as of April 1	7.23		
b. 50% of all vacant positions as of April 1		6.88	
c. All positions vacant as of April 1			13.76
Increase faculty teaching productivity.	?		
a. Increase average teaching loads by 1 hour per semester at research campuses.			
b. Increase average teaching loads to a minimum of 18 hours per year at doctoral campuses			
c. Increase average teaching loads at baccalaureate and masters campuses to at least 20.5 hours per year			
Increase student/faculty ratios			
a. Increase by 0.5 or 3%	27.30		
b. Increase to 15 at baccalaureate campuses, to 16 at masters campuses, to 15.5 at doctoral campuses, and to a minimum of 14.5 at research campuses		23.70	23.70
Reduce tuition remission for out-of-state graduate students			
a. Reduce by 33%	10.00		
b. Reduce by 10%		3.00	
c. Reduce by 25%			7.63
Reduce GF subsidy to UNC Hospitals			
a. Reduce funding by $5 million	5.00		
b. Reduce funding by 25%		10.00	
c. Reduce funding by 50%			20.00
Shift ECU Medicare Funds Balance to support operation of Medical School (non-recurring)			

a. Use 2/3 of uncommitted balance	10.00		
b. Use 1/2 of uncommitted balance		7.50	
c. Budget additional portion of annual receipts in regular operating budget (recurring)			0.50
Eliminate appropriation to Endowment of Center for Alcohol Studies	0.50	0.50	0.50
Reduce funding for Legislative Tuition Grant Program per student	3.70		
a. by $150 per student			
b. by $200 per student		4.90	
c. Limit grants to students in families with adjusted gross incomes of $80,000 or less		?	
Reduce funding for need-based scholarships program for private colleges to 50% of current amounts for FTE's at off-campus sites	3.40	3.40	3.40
Change enrollment increase formulas to reduce differential funding for graduate and higher cost programs (Saves on enrollment increase funding)	?		
Increase student/faculty ratio for students taught by distance education to eliminate research subsidy for distance ed/off-campus faculty positions (Base and enrollment increase reductions)	?		
Eliminate General Fund subsidy for operations of Dean Smith Center at UNC-CH	1.16	1.16	1.16

Increase charges for continuing education of health care professionals by UNC-CH Health Affairs Division	0.50	0.50	0.50
Reduce Strategic Initiatives Reserve in Office of the President			
a. by 1/3	**1.00**		
b. by 1/2		**1.50**	
c. entirely			**3.00**
Reduce UNC General Administration EPA non-teaching positions			
a. by 5%	0.5		
b. by 10%		1.00	
Reduce UNC General Administration SPA positions by 5%	0.40	0.40	0.40
Reduce contract with MCNC ($8.36 million)			
a. by 10%	0.84		
b. by $1 million		1.00	
c. by $3 million			3.00
Use federal funds from No Child Left Behind for reading training: Eliminate Reading Together program at UNC-G	0.60	0.60	0.60
Reduce UNC-TV budget			
a. by 10%	1.00		
b. by 5%		0.50	
c. by 15%			1.50
Phase out Model Teacher Consortium over 2 years	0.35	0.35	0.35
Eliminate Education Research Council	0.25	0.25	0.25

Eliminate State funding for NC Progress Board	0.25	0.25	0.25
Reduce funding for NC Center for Nursing	0.10	0.25	
Reduce funding for NC Teacher Academy			
a. by 5%	0.18		
b. by 10%		0.37	
c. by 25%			0.92
Reduce funding for Center for International Understanding			
a. Reduce by 20%	0.10		
b. Reduce by 50%		0.25	
c. Eliminate program funding			0.50
Reduce funding for Center for School Leadership			
a. Reduce by 5%	0.03		
b. Reduce by 10%		0.06	
c. Reduce by 25%			0.15
Principal Fellows Program: Use fund balance for current requirements (non-recurring)	0.50	0.50	0.50
Reduce Cooperative Extension budget			
a. by 10%	3.80		
b. by 5%		1.90	
Use balances in scholarship fund accounts for non-recurring reductions	1.438		
Budget receipts from 25% tuition surcharge for extra courses	0.8	0.8	0.8

Use tuition receipts to fund enrollment. Eliminate campus-initiated tuition increases for 2002-03. Each 1% across-the-board yields approximately $4 million. A 20% increase would provide $80 million.

High Options Total	$240.9
Low Options Total	$108.9

EXHIBIT 8

University of North Carolina
Summary of Board of Governors Tuition Increases
FY 2002-03

Budget Code	Institution	Revenues from 8% Resident & 12% Non-resident Tuition Increase	Estimated Revenues from Campus-initiated Tuition Increases	
16080	ASU	2,678,701	2,394,000	
16065	ECU, AA	4,735,406	4,198,000	
16066	ECU, HA	70,800	See note 1	
16086	ECSU	326,194	298,435	
16088	FSU	661,120	374,700	
16070	NCA&T	2,248,725	1,060,200	Note 2
16090	NCCU	1,033,452	1,101,200	
16092	NCSA	568,035	338,000	
16030	NCSU, AA	7,596,260	6,900,000	
16055	UNC-A	564,658	828,000	
16020	UNC-CH, AA	7,260,933	6,416,000	
16021	UNC-CH, HA	1,853,346	See note 1	
16050	UNC-C	3,809,585	3,780,000	
16040	UNC-G	2,427,891	2,915,000	
16082	UNC-P	484,936	525,000	
16060	UNC-W	2,274,779	2,370,000	
16075	WCU	975,918	1,162,600	
16084	WSSU	395,369	596,600	
	Total UNC	39,966,108	35,257,735	

Note 1: Revenues for Health Affairs (HA) included in revenues for Academic Affairs (AA
Note 2: NCA&T revenues from campus-initiated tuition increase subject to change.

DRAFT

University of North Carolina
Campus-Based Tuition Increase Revenues for 2002-03
Summary of Expenditure Plans

Institution	CBTI Approved by BOG	Need-Based Financial Aid	Faculty Salaries	Instructional/ Academic Support	Total
ASU*	200	492,000	0	1,968,000	2,460,000
ECU*	250	1,457,661	1,663,481	1,043,608	4,164,750
ECSU	150	141,757	156,678	0	298,435
FSU*	100	187,350	101,169	86,181	374,700
NCA&T*	150	402,732	402,732	201,366	1,006,830
NCCU*	200	314,800	0	629,600	944,400
NCSA*	400	145,340	156,208	36,452	338,000
NCSU*	300	4,500,000	2,500,000	0	7,000,000
UNCA	300	385,000	0	715,000	1,100,000
UNC-CH*	300	2,566,400	3,464,640	384,960	6,416,000
UNCC*	250	962,500	1,899,964	987,536	3,850,000
UNCG*	250	1,041,390	1,446,375	404,985	2,892,750
UNCP*	150	157,500	0	367,500	525,000
UNCW*	200	364,080	750,000	706,320	1,820,400
WCU	200	465,040	0	697,560	1,162,600
WSSU	200	238,640	357,960	0	596,600
Total		13,822,190	12,899,207	8,229,068	34,950,465

*Indicates a change in the campus's initial request; change in amount and/or expenditure plan for additional revenue.

22,051,258

TU/7/02 –

House Tuition Alternative

BOG Tuition Increases	Rate	Revenue
In-state	8%	
Out-of-state	12%	
Increased Availability: Enrollment		**$39,966,108**
Campus-Based Approval		$35,257,735
Total Cost to Students		**$75,223,843**

House Option	Rate	Revenue
In-state	10%	
Out-of-state	14%	
Increased Availability: Enrollment		**$48,032,933**
Campus-Based Approval: Limited to $100		$14,599,023
Total Cost to Students		**$62,631,956**

Savings to Students with House Option	$12,591,887

Additional Availability to Fund Enrollment	**$8,066,825**

TUITION-3

UNC Tuition Alternative for 2002-03

	2001-02 Tuition		2002-03 BOG Tuition Increase			Total 02-03 BOG Increases		House Option		Difference in BOG Plan & House Option for Students	
	Resident	Nonresident	Resident (8%)	Nonresident (12%)	02-03 BOG-Approved Campus-Initiated Increase	Resident	Nonresident	Resident (10% + $100 Campus)	Nonresident (14% + $100 Campus)	Resident	Nonresident
NCSU (3)	$2,328	$12,320	186	1,478	300	486	1,778	333	1,824	($153)	$46
UNC-CH (4)	$2,328	$12,320	186	1,478	300	486	1,778	333	1,824	($153)	$46
ECU (1)	$1,453	$10,022	116	1,203	250	366	1,453	245	1,504	($121)	$51
UNCC	$1,417	$9,637	113	1,156	250	363	1,406	241	1,449	($122)	$43
UNCG	$1,358	$10,572	109	1,269	250	359	1,519	236	1,581	($123)	$62
ASU	$1,222	$9,144	98	1,097	200	298	1,297	223	1,380	($75)	$83
FSU	$1,072	$8,994	86	1,079	100	186	1,179	208	1,359	$22	$180
NCA&T	$1,222	$9,144	98	1,097	150	248	1,247	223	1,380	($25)	$133
NCCU (2)	$1,272	$9,194	102	1,103	200	302	1,303	228	1,387	($74)	$84
UNCP	$1,152	$9,074	92	1,089	150	242	1,239	215	1,371	($27)	$132
UNCW	$1,317	$9,412	105	1,129	200	305	1,329	231	1,417	($74)	$88
WCU	$1,072	$8,994	86	1,079	200	286	1,279	208	1,359	($78)	$80
UNCA	$1,196	$8,658	96	1,039	300	396	1,339	220	1,312	($176)	($27)
ECSU	$896	$7,892	72	947	150	222	1,097	190	1,205	($32)	$108
WSSU	$896	$7,892	72	947	200	272	1,147	190	1,205	($82)	$58
NCSA (5)	$1,662	$11,067	133	1,328	400	533	1,728	266	1,649	($267)	($79)

(1) Does not include Medical School
(2) Does not include Law School
(3) Does not include Veterinary School
(4) Does not include Health Sciences Schools and Law School
(5) Does not include High School

TUITION-4

**Increases at ECU reflect reclassification to a Doctoral II institution; increases at UNCA reflect peer comparisons; increases at UNCC reflect doctoral/research intensive classification.*

University of North Carolina
Summary of Board of Governors Tuition Increases
FY 2002-03

Budget Code	Institution	Revenues from 8% Resident & 12% Non-resident Tuition Increase	Estimated Revenues from Campus-initiated Tuition Increases		Rate of Increase	Estimated Revenues from Campus-initiated Tuition Increases (if limited to $100)
16080	ASU	2,678,701	2,394,000		$200	$1,197,000
16065	ECU, AA	4,735,406	4,198,000		$250	$1,679,200
16066	ECU, HA	70,800	See note 1			
16086	ECSU	326,194	298,435		$150	$198,957
16088	FSU	661,120	374,700		$100	$374,700
16070	NCA&T	2,248,725	1,060,200	Note 2	$150	$706,800
16090	NCCU	1,033,452	1,101,200		$200	$550,600
16092	NCSA	568,035	338,000		$400	$84,500
16030	NCSU, AA	7,596,260	6,900,000		$300	$2,300,000
16055	UNC-A	564,658	828,000		$300	$276,000
16020	UNC-CH, AA	7,260,933	6,416,000		$300	$2,138,667
16021	UNC-CH, HA	1,853,346	See note 1			
16050	UNC-C	3,809,585	3,780,000		$250	$1,512,000
16040	UNC-G	2,427,891	2,915,000		$250	$1,166,000
16082	UNC-P	484,936	525,000		$150	$350,000
16060	UNC-W	2,274,779	2,370,000		$200	$1,185,000
16075	WCU	975,918	1,162,600		$200	$581,300
16084	WSSU	395,369	596,600		$200	$298,300
	Total UNC	39,966,108	35,257,735			14,599,023
						66.2%
						$22,051,258

Non-salary increase plans

Note 1: Revenues for Health Affairs (HA) included in revenues for Academic Affairs (AA)
Note 2: NCA&T revenues from campus-initiated tuition increase subject to change.

TUITION 5

Jenny Umstead (Rep. Yongue)

From: Jenny Umstead (Rep. Yongue)
Sent: Tuesday, July 30, 2002 4:18 PM
To: @House/Sub/Approp/Education
Cc: @HouseCommitteeNotice
Subject: House Committee Meeting Template

NORTH CAROLINA HOUSE OF REPRESENTATIVES
COMMITTEE MEETING NOTICE
2001-2002 SESSION

You are hereby notified that the Committee on **EDUCATION/APPROPRIATIONS** will meet as follows:

DAY & DATE: **WEDNESDAY, JULY 31, 2002**

TIME: **8:30 AM**

LOCATION: **ROOM 421 LOB**

The following bills will be considered (Bill # & Short Title & Bill Sponsor):

Respectfully,

Representative GENE ROGERS, DOUG YONGUE,
FLOSSIE BOYD-MCINTYRE
Chairman

I hereby certify this notice was filed by the committee assistant at the following offices at **4:15 P,M.** on **JULY 30, 2002.**

___Principal Clerk
___Reading Clerk - House Chamber

(Committee Assistant)

House Appropriations Subcommittee on Education

Agenda

Wednesday 8:30 am
Room 421, Legislative Office Building

Representative Gene Rogers, Chairing

Committee Proposals for Changes ..... Members

Universities ..... Charlotte Todd
Draft Provision Options

Community Colleges..... Kristine Leggett
Draft Provision Options

House Appropriations Subcommittee on Education
Rep. Boyd-McIntyre (Chair)
Rep. Rogers (Chair)
Rep. Yongue (Chair)
Rep. Barnhart, Rep. Bell, Rep. Bonner, Rep. Carpenter
Rep. Holmes, Rep. McLawhorn, Rep. Michaux,
Rep. Morgan, Rep. Preston, Rep. Russell, Rep. Smith,
Rep. Teague, Rep. Warner

Fiscal Research Division (g:\Fiscal\Education July\2002 Agenda)

MINUTES

HOUSE APPROPRIATIONS SUB COMMITTEE ON EDUCATION

Wednesday, July 31, 2002 - 8:30 a.m.

Co-Chairman Representative Gene Rogers called the meeting to order. Absent from the meeting were Representatives Richard Morgan, Carolyn Russell, Junior Teague, and Alex Warner. All other members were present.

The first order of business was a revised amendment from Representative Donald Bonner regarding restoring funding for Explornet by taking the money from the Vocational Education Programs. **(SEE ATTACHMENT 1.)** After some discussion, Representative Bonner moved his amendment be adopted. The AYES and NOES were called for. **The resulting vote total was 6 AYES and 5 NOES.** The amendment passed.

The next order of business was a review of the draft provision options for the University System. Charlotte Todd from the Fiscal Research Division made the presentation. **(SEE ATTACHMENT A, UNC PROVISIONS, CHAIR OPTIONS.)** After the presentation, Representative Barnhart submitted an amendment to delete the funding for the Center for International Understanding and reduce funding for Visiting International Faculty Program by $500,000. **((SEE ATTACHMENT 2.)** After some discussion Representative Barnhart called the question and asked for AYES and NOES. **The resulting vote total was 5 AYES and 6 NOES.** The amendment failed.

The next order of business was a continuation of the provisions for the UNC System. Representative Smith submitted an amendment to amend the provisions on page 6 by changing the word "MAY" to "SHALL" on line 2, and on line 4, rewrite to read "Service for agricultural research budgets of the constituent institutions of the University by changed to "EPA". **(SEE ATTACHMENT 3.)** Representative Smith moved adoption of the amendment and the amendment passed. After that, Representative Michaux moved for approval of the Provisions Report. Representative McLawhorn seconded and the motion passed unanimously.

The next order of business was Draft Options for the Community Colleges System. Kristine Leggett of the Fiscal Research staff offered this report. After some discussion Representative Carpenter asked to hear from someone in the Community College System as to whether or not they were satisfied with the proposed provisions. Kennon Briggs, Financial Officer with the Community College System stated that the Department was thrilled with the House version of the budget for community colleges and hoped that the House version would be accepted in conference. Representative Carpenter moved for adoption of the Community Colleges Special Provisions and the motion passed.

The meeting was then adjourned.

Respectfully submitted,

Representative Gene Rogers, Co Chairman

Jenny Umstead, Committee Assistant

ATT 1
new amendment

NORTH CAROLINA GENERAL ASSEMBLY AMENDMENT

(Please type or use ballpoint pen)

EDITION No. _____

H. B. No. _____ DATE _____

S. B. No. _____ Amendment No. _____
(to be filled in by Principal Clerk)

COMMITTEE SUBSTITUTE _____

Rep.) BUNNER
~~Sen.~~)

HOUSE OPTIONS LIST

1 moves to amend the ~~bill~~ on page 35, ~~line~~ ITEM 8
2 ( ) WHICH CHANGES THE TITLE
3 by CHANGING THE REDUCTION FROM
4 "($1,000,000)" TO "($1,625,000)"
5
6 AND ON PAGE 37 BY ADDING
7 A NEW ITEM TO READ
8 "18b. VOCATIONAL EDUCATION
9 REDUCE PROGRAM SUPPORT ($625,000)"
10
11 AND ON PAGE 37 BY ADDING
12 AN ITEM TO READ
13
14 "18a. EXPLORNET
15 APPROPRIATE FUNDS TO EXPLORNET
16 NON-PROFIT FOR ASSISTANCE TO
17 PUBLIC SCHOOLS. "$1,250,000"
18
19

SIGNED Donald C. Bunner

ADOPTED _____ FAILED _____ TABLED _____

GA-33-A

PRINCIPAL CLERK'S OFFICE (FOR ENGROSSMENT)

Attachment A

UNC Provisions

Chair Options

Draft

July 31, 2002

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2002-UNC-H2

University of North Carolina and Private Instruction
Appropriations Subcommittee on Education

Requested by: Representatives Boyd-McIntyre, Rogers, Yongue, Nesbitt, Sherrill

UMSTEAD ACT EXEMPTION FOR THE NORTH CAROLINA ARBORETUM

SECTION #. G.S. 66-58(b) is amended by adding a new subdivision to read:

"(b) The provisions of subsection (a) of this section shall not apply to:

...

(8a) The University of North Carolina with regard to the operation of gift shops and snack or food service facilities connected to the North Carolina Arboretum, provided that the resulting profits are used to support the operation of the North Carolina Arboretum."

....

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2002-UNC-H3B(S9.8)

University of North Carolina and Private Instruction Appropriations Subcommittee on Education

Requested by: Representatives Boyd-McIntyre, Rogers, Yongue

OUT-OF STATE INSTITUTIONS WITH NC CAMPUSES

SECTION .(a) G. S. 116-22 reads as rewritten:

"**§ 116-22. Definitions applicable to §§ 116-19 to 116-22.**

As used in G.S. 116-19 through 116-22:

(1) "Institution" shall mean an educational institution with ~~its main~~ a main permanent campus located in this State that is not owned or operated by the State of North Carolina or by an agency or political subdivision of the State or by any combination ~~thereof, that is accredited by the Southern Association of Colleges and Schools under the standards of the College Delegate Assembly of said Association~~ thereof that satisfies all of the following:

a. Is accredited by the Southern Association of Colleges and Schools under the standards of the College Delegate Assembly of the Association or by the New England Association of Schools and Colleges through its Commission on Institutions of Higher Education.

b. Awards a postsecondary degree as defined in G.S. 116-15. ~~and that is~~

c. Is not a seminary, Bible school, Bible college or similar religious institution.

(1a) "Main permanent campus" shall mean a campus owned by the institution that provides permanent on-premises housing, food services, and classrooms with full-time faculty members and administration that engages in postsecondary degree activity as defined in G.S. 116-15.

(2) "Student" shall mean a person enrolled in and attending an institution's main permanent campus located in the State who qualifies as a resident of North Carolina in accordance with definitions of residency that may from time to time be adopted by the Board of Governors of the University of North Carolina and published in the residency manual of said Board; and a person who has not received a bachelor's degree, or qualified therefor, and who is otherwise classified as an undergraduate under such regulations as the Board of Governors of the University of North Carolina may promulgate. The enrollment figures required by G.S. 116-19 through 116-22 shall be the number of full-time

equivalent students as computed under regulations prescribed by the Board of Governors of the University of North Carolina. Qualification for in-State tuition under G.S. 116-143.3 makes a person a "student" as defined in this subdivision."

SECTION .(b) Notwithstanding the provisions of G.S. 116-22 as enacted by this section, any institution that met the definition of "institution" under G.S. 116-22 on January 1, 2001, shall continue to be eligible to receive funds appropriated in compliance with G.S. 116-19 through G.S. 116-22 when this act becomes law if it received funds for these purposes as of January 1, 2001..

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2002-UNC-H4

University of North Carolina and Private Instruction
Appropriations Subcommittee on Education

Requested by: Representatives Boyd-McIntyre, Rogers, Yongue

NORTH CAROLINA SCHOOL OF SCIENCE AND MATHEMATICS

SECTION #.(a) The Joint Legislative Education Oversight Committee shall study the North Carolina School of Science and Mathematics. In its study the Committee may consider all of the following with regard to the School: the purpose and goals of the School and whether those are still appropriate; the academic programs; student admission policies; administrative functions and personnel policies; finances, properties, and any financial obligations of the School; and any other relevant issues. The Joint Legislative Education Oversight Committee shall report its findings and recommendations to the 2003 General Assembly.

SECTION #.(b) Notwithstanding any other provision of law, neither the fee of eight hundred fifty dollars ($850) proposed by the Board of Trustees or any other fee shall be imposed for the 2002-2003 academic year.

SECTION #.(c) G.S. 116-235(d) is amended by adding a new subdivision to read:

"(7) The Board of Trustees shall not impose any fee without the approval of the General Assembly, unless the fee is a traffic, parking, or motor vehicle registration fee authorized under subsection (e) of this section."

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2002-UNC-H5B(S9.1)

University of North Carolina and Private Instruction Appropriations Subcommittee on Education

Requested by: Representatives Boyd-McIntyre, Rogers, Yongue

ELIZABETH CITY STATE UNIVERSITY PHARMACY SCHOOL/EAST CAROLINA UNIVERSITY ENGINEERING SCHOOL

SECTION 9.1.(a) The Board of Governors of The University of North Carolina shall establish an accredited and fully staffed stand-alone school of pharmacy at Elizabeth City State University no later than the 2004-2005 academic year. The Board of Governors shall begin to implement immediately the proposals to establish a fully staffed stand-alone school of pharmacy at Elizabeth City State University. The Board of Governors shall establish this school as set forth in the feasibility study conducted in compliance with Section 31.10(c) of S.L. 2001-424.

SECTION 9.1(b) The Board of Governors of The University of North Carolina shall establish an accredited and fully staffed stand-alone school of engineering at East Carolina University no later than the 2004-2005 academic year.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2002-UNC-H15

University of North Carolina and Private Instruction Appropriations Subcommittee on Education

Requested by: Representatives Boyd-McIntyre, Rogers, Yongue

COOPERATIVE EXTENSION FACULTY

SECTION #. The Board of Governors may promulgate policies that permit currently designated "EPA Non-Teaching" positions in the Cooperative Extension Service budgets of the constituent institutions of the university to be changed to "EPA Teaching" positions, if it is deemed by the Chancellor of any constituent institution of the university to be a more accurate definition of the faculty position's job responsibilities.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2002-UNC-H6(S9.2)i

University of North Carolina and Private Instruction Appropriations Subcommittee on Education

Requested by: Representatives Boyd-McIntyre, Rogers, Yongue

TRANSFER COLLECTION RESPONSIBILITIES FOR CERTAIN SCHOLARSHIP PROGRAMS TO STATE EDUCATION ASSISTANCE AUTHORITY

SECTION 9.2.(a) The statutory authority, powers, duties, and functions, records, personnel, property, and unexpended balances of appropriations, allocations, or other funds of the North Carolina Teaching Fellows Commission relating to the collection of loans awarded under G.S. 115C-363.23A when the loan repayments are outstanding for more than 30 days are transferred from the North Carolina Teaching Fellows Commission to the State Education Assistance Authority. This transfer has all of the elements of a Type II transfer as defined by G.S. 143A-6.

SECTION 9.2.(b) The statutory authority, powers, duties, and functions, records, personnel, property, and unexpended balances of appropriations, allocations, or other funds of the Department of Public Instruction relating to the collection of loan repayments for loans awarded under Article 32A of Chapter 115C of the General Statutes when the loans are outstanding for more than 30 days are transferred from the Department of Public Instruction to the State Education Assistance Authority. This transfer has all of the elements of a Type II transfer as defined by G.S. 143A-6.

SECTION 9.2.(c) G.S. 115C-363.23A is amended by adding a new subsection to read:

"(g) The State Education Assistance Authority is responsible for the collection of a loan awarded under this section if the loan repayment is outstanding for more than 30 days."

SECTION 9.2.(d) G.S. 115C-363.23A(f) reads as rewritten:

"(f) All funds appropriated to or otherwise received by the Teaching Fellows Program for scholarships, all funds received as repayment of scholarship loans, and all interest earned on these funds, shall be placed in a revolving fund. This revolving fund shall be used for scholarship loans granted under the Teaching Fellows Program. With the prior approval of the General Assembly in the Current Operations Appropriations Act, the revolving fund may also be used for campus and summer program support, and costs related to disbursement of awards and collection of loan repayments.

The Public School Forum, as administrator for the Teaching Fellows Program, may use up to one hundred fifty thousand dollars ($150,000) annually from the fund balance for costs associated with administration of the Teaching Fellows Program. ~~These funds are in addition to funds required for collection costs related to loan repayments.~~"

SECTION 9.2.(e) Article 32A of Chapter 115C of the General Statutes is amended by adding a new section to read:

"**§ 115C-472.1. State Education Assistance Authority collect loan repayments.**

The State Education Assistance Authority is responsible for the collection of a loan awarded under this Article if the loan repayment is outstanding for more than 30 days."

SECTION 9.2.(f) G.S. 116-204 is amended by adding the following new subdivisions to read:

"(9) To collect loan repayments for loans awarded under the Teaching Fellows Program pursuant to G.S. 115C-363.23A if the loan repayment is outstanding for more than 30 days.

(10) To collect loan repayments for loans awarded from the Scholarship Loan Fund for Prospective Teachers pursuant to Article 32A of Chapter 115C of the General Statutes if the loan repayment is outstanding for more than 30 days."

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2002-UNC-H7(S9.3)i

University of North Carolina and Private Instruction Appropriations Subcommittee on Education

Requested by: Representatives Boyd-McIntyre, Rogers, Yongue

SUBSTITUTION OF UNC BOND PROJECTS

SECTION 9.3.(a) Pursuant to Section 2(b) of S.L. 2000-3, the General Assembly finds that it is in the best interest of the State to respond to current educational and research program requirements at North Carolina State University by substituting a project entitled Animal and Food Science Facilities for the Meat Processing Laboratory, as contained in Section 2(a) of S.L. 2000-3, and by transferring a portion of the funds from the project entitled Main Campus – Infrastructure (Including Water System), as contained in Section 2(a) of S.L. 2000-3, to this substitute project. Section 2(a) of S.L. 2000-3 is therefore amended as follows:

(1) In the portion under Projects Whose Funding Was Transferred to Disaster Recovery Fund – North Carolina State University, by deleting "Meat Processing Laboratory....$4,853,755".

(2) In the portion under North Carolina State University, by adding "Animal and Food Science Facilities....$6,460,980" and by decreasing by $1,607,225 the $9,330,700 for Main Campus – Infrastructure (Including Water System) so that it reads "Main Campus - Infrastructure (Including Water System)....$7,723,475".

SECTION 9.3.(b) Pursuant to Section 2(b) of S.L. 2000-3, the General Assembly finds that it is in the best interest of the State to respond to current educational requirements at the North Carolina School of the Arts by substituting a project entitled High School Student Residential Facility for the Residential Facility as contained in Section 2(a) of S.L. 2000-3, which was anticipated to be built for college students. Section 2(a) of S.L. 2000-3 is therefore amended in the portion under North Carolina School of the Arts, by deleting "Residence Hall...$1,832,100" and by adding "High School Student Residential Facility...$1,832,100".

SECTION 9.3.(c) Nothing in this section is intended to supersede any other requirement of law or policy for approval of the substituted capital improvement projects.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2002-UNC-H8(S9.5)i

University of North Carolina and Private Instruction
Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

ELIMINATE UNC MAILING LIST DUPLICATION

SECTION 9.5. Section 10.11 of S.L. 1999-237 reads as rewritten:

"**Section 10.11**. Each constituent institution of The University of North Carolina and each community college shall provide to students and their families a brief, clear explanation of federal tax credits (the HOPE and Lifetime Learning Credits) that are available for educational purposes. The explanation shall include the limitations of the credits as well as examples of the potential benefits under certain tax situations. The constituent institution shall provide the tax credit information to the student ~~and~~ or the student's parents when the institution notifies each of the amount of tuition and fees paid for a calendar year."

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2002-UNC-H9(S9.4)i

University of North Carolina and Private Instruction Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

UNC SCHOLARSHIP PROGRAMS CONSOLIDATED

SECTION 9.4.(a) Effective July 1, 2003, all funds in the continuation budget for the following scholarship programs shall be combined into one scholarship fund to be known as the "UNC Campus Scholarships":

(1) Minority Presence Grants for undergraduate and doctoral, law and veterinary medicine students as described in the 1979 Consent Decree between the University of North Carolina and the United States Department of Health Education and Welfare at § VI, paragraphs 6.a. and 6.b.

(2) Minority Presence Grants-II as established in Section 17.3A of S.L. 1994-769.

(3) Incentive Scholarship Program for Native Americans as established in Section 17.3 of S.L. 1994-769.

(4) Elizabeth City State University Incentive Program as established by Chapter 738 of the 1987 of the Session Laws.

(5) Incentive Grants for Certain Constituent Institutions as established by S.L. 1991-689.

(6) Freshman Scholars Programs as established by Section 46 of S.L. 1993- 561.

(7) Legislative College Opportunity Program as established by Section 17.14 of S.L. 1994-769.

SECTION 9.4.(b) All obligations to students for uses of the funds set out in subsection (a) of this section that were made prior to the effective date of this act shall be fulfilled as to students who remain eligible under the provisions of the respective programs.

SECTION 9.4.(c) Except as provided in subsection (d) of this section, funds in the UNC Campus Scholarships shall be distributed among the constituent institutions of The University of North Carolina in the same amounts as previous to the effective date of this act.

SECTION 9.4.(d) Funds in the UNC Campus Scholarships allocated for doctoral study shall be reallocated based on the proportion of doctoral students enrolled at each of the campuses that have doctoral students. These funds shall continue to be committed only to doctoral students who are North Carolina residents and shall be allocated based on need. The funds previously in the Incentive Scholarship Program for

Native Americans at the doctoral level shall be distributed evenly among the campuses with doctoral programs.

SECTION 9.4.(e) The Board of Trustees of each constituent institution shall define its particular campus goals and guidelines for the use of the UNC Campus Scholarships for undergraduates. The chancellor of each constituent institution shall submit its proposed guidelines to the President of The University of North Carolina for approval before implementing them. Only residents of North Carolina shall be eligible to receive grants from the UNC Campus Scholarships. Unless a campus has determined that it has sufficient diversity in its undergraduate student population to provide the educational benefits of diversity, the campus shall use at least the portion of these funds that previously provided Minority Presence Grants for undergraduates to promote diversity within the undergraduate student body of the campus to the extent permitted by the constitution and laws of the State of North Carolina and of the United States.

SECTION 9.4.(f) No constituent institution is required to have a community service requirement for receipt of grants from the UNC Campus Scholarships.

SECTION 9.4.(g) The State Education Assistance Authority shall administer the UNC Campus Scholarships. Upon the naming of recipients of grants from the UNC Campus Scholarships, each constituent institution shall inform the State Education Assistance Authority (SEAA) of its decisions. The SEAA shall perform all of the administrative functions necessary to implement this program. The North Carolina State Education Assistance Authority shall conduct periodic evaluations of expenditures of the UNC Campus Scholarships to determine if allocations are being utilized, are addressing the financial needs of students or other needs identified by the constituent institutions, and are improving diversity on the campuses. SEAA may make recommendation for redistribution of funds to the President of The University of North Carolina who may authorize redistribution of unutilized funds for a particular fiscal year among the constituent institutions.

SECTION 9.4.(h) Each constituent institution shall maintain the current proportion of allocation of these funds for undergraduate Native American students. To be eligible for such a grant, a student must be a resident of North Carolina and must be a Native American, defined as an individual who maintains cultural and political identification as a Native American through membership in an Indian tribe recognized by the State of North Carolina or by the United States. The North Carolina State Education Assistance Authority may redistribute to another constituent institution funds for Native Americans which are uncommitted by January 5 of each fiscal year.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2002-UNC-H10(S9.6)i

University of North Carolina and Private Instruction Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

AID TO PRIVATE COLLEGES TECHNICAL CORRECTIONS

SECTION 9.6. G.S. 116-21.4(a) reads as rewritten:

"(a) Expenditures made pursuant to G.S. 116-19, 116-20, 116-21.1, or 116-21.2 may be used only for secular educational purposes at ~~an institution as defined by G.S. 116-22.~~nonprofit institutions of higher learning that meet the qualifications set out in G.S. 116-22."

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2002-UNC-H11(S9.7)

University of North Carolina and Private Instruction Appropriations Subcommittee on Education

Requested by: Representatives Boyd-McIntyre, Rogers, Yongue

UNC FLEXIBILITY GUIDELINES

SECTION 9.7. The chancellor of each constituent institution shall report to the Board of Governors of The University of North Carolina on the reductions made to the General Fund budget codes in order to meet the reduction reserve amounts for that institution. The President of The University of North Carolina shall report to the Board of Governors of The University of North Carolina on the reductions made to the General Fund budget codes controlled by the Board in order to meet the reduction reserve amounts for those entities. The Board of Governors shall make a summary report to the Fiscal Research Division by October 31, 2002, on all reductions made by these entities and constituent institutions in order to reduce the budgets by the targeted amounts.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2002-UNC-H12(S9.9)i

University of North Carolina and Private Instruction
Appropriations Subcommittee on Education

Requested by: Representatives Boyd-McIntyre, Rogers, Yongue

FOCUSED GROWTH PILOT PROGRAM

SECTION 9.9. The Board of Governors of The University of North Carolina may allow Elizabeth City State University, the University of North Carolina at Pembroke, and Western Carolina University each to allocate up to one hundred seventy-eight thousand three hundred eighty dollars ($178,380) of the funds allocated to them for focused enrollment growth for a maximum of 20 Prospective Teacher Scholars. These funds may be used to recruit new nonresident students to enter into agreements to: (i) pursue a full-time course of study that will lead to teacher certification in North Carolina and (ii) teach in a North Carolina public school or a school operated by the United States government in North Carolina for one year for each year that they receive this benefit. The Board of Governors shall establish guidelines and regulations for this pilot program, including methodology for determining its success in increasing the supply of qualified teachers for North Carolina public schools. The Board shall report its guidelines and regulations to guide these pilot programs to the Joint Legislative Education Oversight Committee by September 15, 2002. The Board shall report annually to the Committee on the progress of the pilot programs and their costs.

PLEASE PRESS HARD - 5 COPIES

Amendment #2

NORTH CAROLINA GENERAL ASSEMBLY AMENDMENT

(Please type or use ballpoint pen)

EDITION No. _____

H. B. No. _____ DATE _____

S. B. No. _____ Amendment No. _____ (to be filled in by Principal Clerk)

COMMITTEE SUBSTITUTE _____

Rep.) BARNHART
) _____
Sen.)

1 moves to amend the bill on page 35, line # 8 Funding for Visiting International Faculty
2 ( ) WHICH CHANGES THE TITLE
3 by Adding $500,000 (by reducing the reduction)
4
5 and page 39 creating a new item 29a to read:
6 "Center for International Understanding"
7 Eliminate the state funds
8 for the Center for International
9 Understanding in the university
10 system."
11 ($500,000)
12
13
14
15
16
17
18
19

SIGNED Jeff Barnhart

ADOPTED _____ FAILED _____ TABLED _____

Amend # 3

NORTH CAROLINA GENERAL ASSEMBLY AMENDMENT

(Please type or use ballpoint pen)

EDITION No. _____

H. B. No. _____ DATE _____

S. B. No. _____ Amendment No. _____ (to be filled in by Principal Clerk)

COMMITTEE SUBSTITUTE _____

Rep.) SMITH
)
~~Sen.~~)

1 moves to amend the ~~bill~~ PROVISIONS on page 6 ~~line~~ NUMBER 2002-UNC-H15

2 ( ) WHICH CHANGES THE TITLE

3 by

4 CHANGING THE WORD "MAY" ON

5 LINE 2 TO "SHALL" AND ON

6 LINE 4 BY ~~INSERTING~~ REWRITING

7 THAT LINE TO READ

"SERVICE OR AGRICULTURAL RESEARCH

9 BUDGETS OF THE CONSTITUENT INSTITUTIONS

10 OF THE UNIVERSITY TO BE CHANGED

11 TO "EPA".

12

13

14

15

16

17

18

19

SIGNED _____

ADOPTED _____ FAILED _____ TABLED _____

GA-33-A

PRINCIPAL CLERK'S OFFICE (FOR ENGROSSMENT)

House Special Provisions
Draft

House Appropriations Subcommittee on Education

July 31, 2002

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2002-DOCC-H3(S8.1)i

North Carolina Community College System Office
Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

COMMUNITY COLLEGE FUNDING FLEXIBILITY

SECTION 8.1. A local community college may use all State funds allocated to it, except for Literacy Funds and Funds for New and Expanding Industries, for any authorized purpose that is consistent with the college's Institutional Effectiveness Plan. Each local community college shall include in its Institutional Effectiveness Plan a section on how funding flexibility allows the college to meet the demands of the local community and to maintain a presence in all previously funded categorical programs.

No more than two percent (2%) systemwide shall be transferred from faculty salaries without the approval of the State Board of Community Colleges. The State Board shall report on any such transfers above two percent (2%) systemwide to the Joint Legislative Commission on Governmental Operations at its next meeting.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2002-DOCC-H5(S8.4)-P

North Carolina Community College System Office
Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

HAYWOOD REGIONAL HIGH TECHNOLOGY CENTER

SECTION 8.4.(a) The Office of State Budget and Management shall transfer funding for Haywood Regional High Technology Center from the special allotments line item to a new line item entitled "Haywood Regional High Technology Center".

Not in Senate

SECTION 8.4.(b) The State Board of Community Colleges shall study the operations of the Haywood Regional High Technology Center, the economic impact of the Center on the region, and the costs of the Center to determine whether similar centers should be created in other regions of the State. The Board shall report the results of this study to the Joint Legislative Education Oversight Committee prior to March 1, 2003.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2002-DOCC-H6(S8.5)-P

North Carolina Community College System Office
Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

REALIGNMENT OF FUNDING

SECTION 8.5.(a) Academic Support Supplement. – Effective July 1, 2002, funding for the Academic Support Supplement shall no longer be included as part of the curriculum instruction formula but shall be allocated from a separate line item in State Aid fund code 1600. The State Board of Community Colleges shall allocate these funds to the colleges on the basis of the budgeted FTE curriculum student enrollment for the current fiscal year.

Nothing in this section shall be construed to provide or to indicate the intent of the General Assembly to provide additional funding for the Academic Support Supplement.

SECTION 8.5.(b) Formula Modification Restrictions. – The State Board of Community Colleges may examine and recommend to the General Assembly new State Aid allocation options that more closely align the allocation and expenditure of State-appropriated resources. The State Board shall report any recommendations regarding modifications to the formula to the Senate Appropriations Committee on Education/Higher Education, the House Appropriations Subcommittee on Education, the President Pro Tempore of the Senate, the Speaker of the House of Representatives, and the Fiscal Research Division.

~~Section B deleted~~

Senate version included a Section C

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2002-DOCC-H7B(S8.6)

North Carolina Community College System Office
Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

TEMPORARY RULES ON FTE FOR TRAINING PROVIDED TO LAW ENFORCEMENT PERSONNEL AND ON GENERIC FEES

SECTION 8.6.(a) The State Board of Community Colleges may adopt temporary rules clarifying the conditions under which community colleges may earn budgeted FTE for training provided to personnel in law enforcement, fire and rescue services, and emergency medical service agencies.

Not in Sen.

SECTION 8.6.(b) The State Board of Community Colleges may adopt temporary rules clarifying the provisions of 23NCAC2(D).0201(c)(1) and (c)(2) pertaining to the definition of generic fees and specific fees charged to students attending community colleges.

SECTION 8.6.(c) This section constitutes a recent act of the General Assembly within the meaning of G.S. 150B-21.1(a)(2). Prior to adopting temporary rules pursuant to this section, the State Board of Community Colleges shall:

(1) Publish the proposed temporary rules in the North Carolina Register at least 30 days prior to adopting the temporary rules.

(2) Notify persons on its mailing list maintained pursuant to G.S. 150B-21.2(d) and any other interested parties of its intent to adopt temporary rules.

(3) Hold at least one public hearing on the proposed temporary rules.

SECTION 8.6.(d) This section becomes effective when this act becomes law and expires 180 days after that date.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2002-DOCC-H8(S8.7)

North Carolina Community College System Office
Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

COMMUNITY COLLEGE SYSTEM STUDY

SECTION 8.7.(a) The Joint Legislative Education Oversight Committee shall hire an outside consultant to consider:

(1) The organization and structure of the Community College System, the number of colleges within the System, the location and size of the colleges, and whether the State could realize any administrative savings from the consolidation of some colleges or programs;

(2) The formula used to fund administration at the colleges, appropriate funding levels for administration of the various colleges, and the appropriate number of administrative staff members for colleges of different sizes; and

(3) The funding of multi-campus colleges and off-campus centers, including the appropriate number of administrative staff members, and an appropriate funding mechanism for administration and for other purposes.

Not in Sen

SECTION 8.7.(b) The Joint Legislative Education Oversight Committee may hire an outside consultant to study Community College System funding, including State funds, county funds, and tuition rates. In the course of this study, the consultant shall:

(1) Compare the level of community college funding in North Carolina to that of other states, in view of the differences in their missions;

(2) Consider an appropriate level of county funding; and

(3) Consider the current level of resident tuition in view of the availability of financial aid at community colleges, the availability of financial aid at other institutions of higher education, and the current level of State funding.

SECTION 8.7.(c) The Committee shall report the results of these studies to the 2003 General Assembly.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2002-DOCC-H9

North Carolina Community College System Office
Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

FLEXIBILITY TO IMPLEMENT BUDGET REDUCTIONS

SECTION #.(a) Notwithstanding GS 143-23 or any other provision of law, the State Board of Community Colleges may transfer funds within the budget of the Community Colleges System Office to the extent necessary to implement base budget reductions and to reorganize the System Office to maintain management efficiencies.

SECTION ##.(b) This section expires June 30, 2003.

Not in Senate

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2002-DOCC-H10

North Carolina Community College System Office
Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

TRANSFER OF COMMUNITY COLLEGE POSITION

SECTION #. Personnel position # 6800-1500-0075-052, High School Apprenticeship Consultant, is transferred from the North Carolina Community College System to the Department of Public Instruction.

Not in Senate

VISITOR REGISTRATION SHEET

APPR. / ED
Name of Committee

7/~~30~~ 31/02
Date

VISITORS: PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Nicole Hare	Exploreleft
Suzanne Williams	NCCCS
Mark Fleming	Community System
[illegible]	[illegible] Co.
Gary Don	UEF Program
Carole Lauren	EOWS
Kathy R. Hunter	NC State Watch
Susan Markham	Professional Educators of NC
Mary J Freeman	NCAE
Audrey G Galloway	NCAE
Hal Miller	NC ACCT
Charles K. Crann	OSBM
Leanne Winner	NCSBE
John Motta	Gov Office
Michael Rusnak	NCCIM
Mary Babcock	"
Betty Turner	BJA
Elizabeth Dalton	Lane Associates
Elizabeth Hirsenstein	OSBM
Meg Imgwood	Amendment w/ MJ Carolina
[illegible]	NCAWA
Shayna [illegible]	intern
Fran Shubert	NCCCA
Diana Wrenn	Hawr & ASOS
[illegible]	N.C.A.C.C.

VISITOR REGISTRATION SHEET

APPR / EDU
Name of Committee

7/~~30~~ 31/02
Date

VISITORS: PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
[illegible]	PSE
[illegible]	SBE
James Ramquist	LTB
Jan Crotty	NCASA
Hank Hynes	DPI
Beth McCorkle	DPI
Jennifer [illegible]	DPI
ANN LOVE	DUHS
Gene Causby	NCSFSA
Susan Harrison	WCPSS
Shay Denning	NC School Communication Assoc
Sam Lee	OSBM
GEORGE [illegible]	NCSU
James O. Smith	UNC
BOB NELSON	UNC
[illegible] Buxton	Gov off
JB [illegible]	UNC
Jeff [illegible]	UNC
M. Moore	UNC
[illegible]	UNC
[illegible]	[illegible]
[illegible]	[illegible]
Barbara Canada	CEA
Katherine Miller	NCASA
[illegible]	Gov's office
[illegible]	NCLCC
[illegible]	[illegible]

MINUTES

HOUSE APPROPRIATIONS SUB COMMITTEE ON EDUCATION

July 31, 2002, 1:00 P.M.

Representative Gene Rogers, Chairman, called the meeting to order at 1:05 p.m. Absent from the afternoon meeting were Representatives Holmes, Morgan and Warner.

The first order of business was a discussion of an amendment to the University System Special Provisions by Representative Pryor Gibson regarding the Horace Williams Airport. **(SEE AMENDMENT #1, HORACE WILLIAMS AIRPORT.)** Representative Michaux moved for a favorable report and the amendment passed unanimously.

The second order of business was an amendment by Representative Baker regarding Viticulture/Enology Course Authorization. **(SEE AMENDMENT #2, VITICULTURE/ENOLOGY COURSE AUTHORIZATION.)** Representative Michaux asked if there was any money involved and Representative Bake stated that no money was involved. Representative Boyd McIntyre moved for passage of the amendment with a second by Representative Michaux. The motion passed unanimously.

The third item of business was an amendment by Representatives Boyd-McIntyre, Rogers and Yongue regarding the Hosiery Center Funds. **(SEE AMENDMENT #3, HOSIERY CENTER FUNDS.)** Representative Michaux moved for approval of the amendment with a second by Representative Boyd-McIntyre. The amendment passed unanimously.

The last item of business was a presentation of the House Public School Special Provisions. **(SEE ATTACHMENT #1, PUBLIC SCHOOL SPECIAL PROVISIONS.)** Fiscal Research staff member Philip Price made the presentation.

Representative Russell inquired as to the method for choosing the four counties to participate in the Pilot Program for Mentor Funds. Jim Newlin of the Fiscal Research staff stated that Charlotte-Mecklenburg had requested the program and the other three counties had asked to be included. He also stated that they were the only systems he was aware of that had asked to be included, since it would require local money.

Representative Michaux inquired about the money distribution for children with disabilities on page 10 and funds for academically gifted students on page 11. Philip Price stated that the distribution was based on the student population and the funding was to supplement services already provided for in the budget.

Representative Carpenter inquired about raising the percentage on children with disabilities to 13%. It was suggested that this might be better taken up in the full Appropriations Committee.

Representative Preston wanted to know how the criteria on page 29 had been changed. Previously the specific grades were no specified. The Department of Public Instruction requested that the grades be specified to make sure it applied to only those science and math teachers, not all teachers in the school.

After some further general discussion, Representative Michaux moved for passage of the special provisions. The report passed.

The meeting was then adjourned.

Respectfully submitted,

Gene Rogers

Representative Gene Rogers, Chairman

Jenny Umstead

Jenny Umstead, Committee Assistant

Amendment 1

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2002-UNC-H14

University of North Carolina and Private Instruction
Appropriations Subcommittee on Education

Requested by: Representative Gibson

HORACE WILLIAMS AIRPORT

SECTION #. The University of North Carolina at Chapel Hill shall maintain and continue to operate the Horace Williams Airport as a base for the Medical Air, Inc., operations in support of the Area Health Education Cooperative, and as a local public access airport, until the General Assembly otherwise provides.

Amendment 2

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2002-DOCC-H12

North Carolina Community College System Office
Appropriations Subcommittee on Education

Requested by: **Representative**

VITICULTURE/ENOLOGY COURSE AUTHORIZATION

SECTION #.(a) Article 11 of Chapter 18B of the General Statutes is amended by adding a new section to read:

"§ G.S. 18B-1114.4. Viticulture/Enology course authorization.

(a) Authorization. – The holder of a viticulture/enology course authorization may:

(1) Manufacture wine from grapes grown on the school's own campus or property for the purpose of providing instruction and education on the making of unfortified wines.

(2) Possess wines manufactured during the viticulture/enology program for the purpose of conducting wine-tasting seminars and classes for students who are 21 years of age or older.

(3) Sell wines produced during the course to wholesalers or to retailers upon obtaining a wine wholesaler permit under G.S. 18B-1107, except that the permittee may not receive shipments of wines from other producers.

(b) Limitation. – Authorization for a viticulture/enology course shall be granted by the Commission only for a community college or college that offers a viticulture/enology program as a part of its curriculum offerings for students of the school. No retail sales of wine shall be made by the students, instructor, or school. Wines may be manufactured only from grapes grown in a research vineyard, not to exceed five acres, that is located on the school's campus or property.

(c) The holder of a viticulture/enology course authorization may manufacture wines from grapes grown by others for a period of two years from the effective date of this act. Otherwise, wine may be manufactured only as provided in subsection (b) of this section.

(d) The holder of a viticulture/enology course authorization shall not be considered a winery for the purposes of this Chapter or Chapter 105 of the General Statutes."

SECTION #.(b) G.S. 66-58(c) is amended by adding a new subdivision to read:

"(1a) The sale of products raised or produced incident to the operation of a community college viticulture/enology program as authorized by G.S. 18B-1114.4."

Amend 3
1:00 session
7/31/02

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2002-DOCC-H11

North Carolina Community College System Office
Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

HOSIERY CENTER FUNDS

SECTION #. Notwithstanding any other provision of law, all fees collected by the Hosiery Technology Center of Catawba Valley Community College for the testing of hosiery products shall be retained by the Center and used for the operations of the center. Purchases made by the Center using these funds are not subject to the provisions of Article 3 of Chapter 143 of the General Statutes.

ATTACHMENT 1

D-R-A-F-T

House
Public Schools Special Provisions

July 31, 2002

D-R-A-F-T

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2002-DPI-H1(S7.1)i

Department of Public Instruction
Appropriations Subcommittee on Education

Stay Increase

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

TEACHER SALARY SCHEDULES

SECTION 7.1.(a) Effective for the 2002-2003 school year, the Director of the Budget shall transfer from the Reserve for Experience Step Salary Increase for Teachers and Principals in Public Schools for the 2002-2003 fiscal year funds necessary to implement the teacher salary schedule set out in subsection (b) of this section, including funds for the employer's retirement and social security contributions and funds for annual longevity payments at one and one-half percent (1.5%) of base salary for 10 to 14 years of State service, two and twenty-five hundredths percent (2.25%) of base salary for 15 to 19 years of State service, three and twenty-five hundredths percent (3.25%) of base salary for 20 to 24 years of State service, and four and one-half percent (4.5%) of base salary for 25 or more years of State service, commencing July 1, 2002, for all teachers whose salaries are supported from the State's General Fund. These funds shall be allocated to individuals according to rules adopted by the State Board of Education. The longevity payment shall be paid in a lump sum once a year.

SECTION 7.1.(b) For the 2002-2003 school year, the following monthly salary schedules shall apply to certified personnel of the public schools who are classified as teachers. The schedule contains 30 steps with each step corresponding to one year of teaching experience.

2002-2003 MONTHLY SALARY SCHEDULE
"A" TEACHERS

Years of Experience	"A" Teachers	NBPTS Certification
0	$2,525	N/A
1	$2,567	N/A
2	$2,611	N/A
3	$2,764	$3,096
4	$2,904	$3,252
5	$3,036	$3,400
6	$3,164	$3,544
7	$3,266	$3,658
8	$3,314	$3,712

9	$3,362	$3,765
10	$3,412	$3,821
11	$3,461	$3,876
12	$3,511	$3,932
13	$3,561	$3,988
14	$3,614	$4,048
15	$3,667	$4,107
16	$3,722	$4,169
17	$3,777	$4,230
18	$3,834	$4,294
19	$3,892	$4,359
20	$3,950	$4,424
21	$4,011	$4,492
22	$4,072	$4,561
23	$4,136	$4,632
24	$4,200	$4,704
25	$4,264	$4,776
26	$4,330	$4,850
27	$4,398	$4,926
28	$4,467	$5,003
29	$4,538	$5,083
30+	$4,538	$5,083

2002-2003 MONTHLY SALARY SCHEDULE
"M" TEACHERS

Years of Experience	"M" Teachers	NBPTS Certification
0	$2,778	N/A
1	$2,824	N/A
2	$2,872	N/A
3	$3,040	$3,405
4	$3,194	$3,577
5	$3,340	$3,741
6	$3,480	$3,898
7	$3,593	$4,024
8	$3,645	$4,082
9	$3,698	$4,142
10	$3,753	$4,203
11	$3,807	$4,264
12	$3,862	$4,325
13	$3,917	$4,387
14	$3,975	$4,452
15	$4,034	$4,518
16	$4,094	$4,585

17	$4,155	$4,654
18	$4,217	$4,723
19	$4,281	$4,795
20	$4,345	$4,866
21	$4,412	$4,941
22	$4,479	$5,016
23	$4,550	$5,096
24	$4,620	$5,174
25	$4,690	$5,253
26	$4,763	$5,335
27	$4,838	$5,419
28	$4,914	$5,504
29	$4,992	$5,591
30+	$4,992	$5,591

SECTION 7.1.(c) Certified public school teachers with certification based on academic preparation at the six-year degree level shall receive a salary supplement of one hundred twenty-six dollars ($126.00) per month in addition to the compensation provided for certified personnel of the public schools who are classified as "M" teachers. Certified public school teachers with certification based on academic preparation at the doctoral degree level shall receive a salary supplement of two hundred fifty-three dollars ($253.00) per month in addition to the compensation provided for certified personnel of the public schools who are classified as "M" teachers.

SECTION 7.1.(d) Effective for the 2002-2003 school year, the first step of the salary schedule for school psychologists shall be equivalent to Step 5, corresponding to five years of experience, on the salary schedule established in this section for certified personnel of the public schools who are classified as "M" teachers. Certified psychologists shall be placed on the salary schedule at an appropriate step based on their years of experience. Certified psychologists shall receive longevity payments based on years of State service in the same manner as teachers.

Certified psychologists with certification based on academic preparation at the six-year degree level shall receive a salary supplement of one hundred twenty-six dollars ($126.00) per month in addition to the compensation provided for certified psychologists. Certified psychologists with certification based on academic preparation at the doctoral degree level shall receive a salary supplement of two hundred fifty-three dollars ($253.00) per month in addition to the compensation provided for certified psychologists.

SECTION 7.1.(e) Effective for the 2002-2003 school year, speech pathologists who are certified as speech pathologists at the masters degree level and audiologists who are certified as audiologists at the masters degree level and who are employed in the public schools as speech and language specialists and audiologists shall be paid on the school psychologist salary schedule.

Speech pathologists and audiologists with certification based on academic preparation at the six-year degree level shall receive a salary supplement of one hundred twenty-six dollars ($126.00) per month in addition to the compensation provided for

speech pathologists and audiologists. Speech pathologists and audiologists with certification based on academic preparation at the doctoral degree level shall receive a salary supplement of two hundred fifty-three dollars ($253.00) per month in addition to the compensation provided for speech pathologists and audiologists.

SECTION 7.1.(f) Certified school nurses who are employed in the public schools as nurses shall be paid on the "M" salary schedule.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2002-DPI-H2(S7.2)-P

Department of Public Instruction
Appropriations Subcommittee on Education

Af Increase

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

SCHOOL-BASED ADMINISTRATOR SALARY SCHEDULE

SECTION 7.2.(a) Effective for the 2002-2003 school year, the Director of the Budget shall transfer from Reserve for Experience Step Salary Increase for Teachers and Principals in Public Schools for the 2002-2003 fiscal year funds necessary to implement the salary schedule for school-based administrators as provided in this section. These funds shall be used for State-paid employees only.

SECTION 7.2.(b) The base salary schedule for school-based administrators shall apply only to principals and assistant principals. The base salary schedule for the 2002-2003 fiscal year, commencing July 1, 2002, is as follows:

2002-2003
PRINCIPAL AND ASSISTANT PRINCIPAL SALARY SCHEDULES

CLASSIFICATION

Yrs of Exp	Assistant Principal	Prin I (0-10)	Prin II (11-21)	Prin III (22-32)	Prin IV (33-43)
0-4	$3,226	–	–	–	–
5	$3,373	–	–	–	–
6	$3,515	–	–	–	–
7	$3,629	–	–	–	–
8	$3,681	$3,681	–	–	–
9	$3,735	$3,735	–	–	–
10	$3,791	$3,791	$3,845	–	–
11	$3,845	$3,845	$3,901	–	–
12	$3,901	$3,901	$3,956	$4,015	–
13	$3,956	$3,956	$4,015	$4,074	$4,135
14	$4,015	$4,015	$4,074	$4,135	$4,197
15	$4,074	$4,074	$4,135	$4,197	$4,259
16	$4,135	$4,135	$4,197	$4,259	$4,324
17	$4,197	$4,197	$4,259	$4,324	$4,388
18	$4,259	$4,259	$4,324	$4,388	$4,456
19	$4,324	$4,324	$4,388	$4,456	$4,524

20	$4,388	$4,388	$4,456	$4,524	$4,596
21	$4,456	$4,456	$4,524	$4,596	$4,666
22	$4,524	$4,524	$4,596	$4,666	$4,737
23	$4,596	$4,596	$4,666	$4,737	$4,811
24	$4,666	$4,666	$4,737	$4,811	$4,886
25	$4,737	$4,737	$4,811	$4,886	$4,963
26	$4,811	$4,811	$4,886	$4,963	$5,042
27	$4,886	$4,886	$4,963	$5,042	$5,143
28	$4,963	$4,963	$5,042	$5,143	$5,246
29	$5,042	$5,042	$5,143	$5,246	$5,351
30	$5,143	$5,143	$5,246	$5,351	$5,458
31	$5,246	$5,246	$5,351	$5,458	$5,567
32	–	$5,351	$5,458	$5,567	$5,678
33	–	–	$5,567	$5,678	$5,792
34	–	–	$5,678	$5,792	$5,908
35	–	–	–	$5,908	$6,026
36	–	–	–	$6,026	$6,147
37	–	–	–	–	$6,270

2002-2003

PRINCIPAL AND ASSISTANT PRINCIPAL SALARY SCHEDULES

CLASSIFICATION

Yrs of Exp	Prin V (44-54)	Prin VI (55-65)	Prin VII (66-100)	Prin VIII (101+)
14	$4,259	–	–	–
15	$4,324	–	–	–
16	$4,388	$4,456	–	–
17	$4,456	$4,524	$4,666	–
18	$4,524	$4,596	$4,737	$4,811
19	$4,596	$4,666	$4,811	$4,886
20	$4,666	$4,737	$4,886	$4,963
21	$4,737	$4,811	$4,963	$5,042
22	$4,811	$4,886	$5,042	$5,143
23	$4,886	$4,963	$5,143	$5,246
24	$4,963	$5,042	$5,246	$5,351
25	$5,042	$5,143	$5,351	$5,458
26	$5,143	$5,246	$5,458	$5,567
27	$5,246	$5,351	$5,567	$5,678
28	$5,351	$5,458	$5,678	$5,792
29	$5,458	$5,567	$5,792	$5,908
30	$5,567	$5,678	$5,908	$6,026
31	$5,678	$5,792	$6,026	$6,147
32	$5,792	$5,908	$6,147	$6,270

33	$5,908	$6,026	$6,270	$6,395
34	$6,026	$6,147	$6,395	$6,523
35	$6,147	$6,270	$6,523	$6,653
36	$6,270	$6,395	$6,653	$6,786
37	$6,395	$6,523	$6,786	$6,922
38	$6,523	$6,653	$6,922	$7,060
39	–	$6,786	$7,060	$7,201
40	–	$6,922	$7,201	$7,345
41	–	–	$7,345	$7,492

SECTION 7.2.(c) The appropriate classification for placement of principals and assistant principals on the salary schedule, except for principals in alternative schools, shall be determined in accordance with the following schedule:

Classification	**Number of Teachers Supervised**
Assistant Principal	
Principal I	Fewer than 11 Teachers
Principal II	11-21 Teachers
Principal III	22-32 Teachers
Principal IV	33-43 Teachers
Principal V	44-54 Teachers
Principal VI	55-65 Teachers
Principal VII	66-100 Teachers
Principal VIII	More than 100 Teachers

The number of teachers supervised includes teachers and assistant principals paid from State funds only; it does not include teachers or assistant principals paid from non-State funds or the principal or teacher assistants.

The beginning classification for principals in alternative schools shall be the Principal III level. Principals in alternative schools who supervise 33 or more teachers shall be classified according to the number of teachers supervised.

SECTION 7.2.(d) A principal shall be placed on the step on the salary schedule that reflects total number of years of experience as a certificated employee of the public schools and an additional step for every three years of experience as a principal. A principal or assistant principal shall also continue to receive any additional State-funded percentage increases earned for the 1997-1998, 1998-1999, and the 1999-2000 school year for improvement in student performance or maintaining a safe and orderly school.

SECTION 7.2.(e) Principals and assistant principals with certification based on academic preparation at the six-year degree level shall be paid a salary supplement of one hundred twenty-six dollars ($126.00) per month and at the doctoral degree level shall be paid a salary supplement of two hundred fifty-three dollars ($253.00) per month.

SECTION 7.2.(f) There shall be no State requirement that superintendents in each local school unit shall receive in State-paid salary at least one percent (1%) more than the highest paid principal receives in State salary in that school unit: Provided, however, the additional State-paid salary a superintendent who was employed

by a local school administrative unit for the 1992-93 fiscal year received because of that requirement shall not be reduced because of this subsection for subsequent fiscal years that the superintendent is employed by that local school administrative unit so long as the superintendent is entitled to at least that amount of additional State-paid salary under the rules in effect for the 1992-93 fiscal year.

SECTION 7.2.(g) Longevity pay for principals and assistant principals shall be as provided for State employees under the State Personnel Act.

SECTION 7.2.(h)

(1) If a principal is reassigned to a higher job classification because the principal is transferred to a school within a local school administrative unit with a larger number of State-allotted teachers, the principal shall be placed on the salary schedule as if the principal had served the principal's entire career as a principal at the higher job classification.

(2) If a principal is reassigned to a lower job classification because the principal is transferred to a school within a local school administrative unit with a smaller number of State-allotted teachers, the principal shall be placed on the salary schedule as if the principal had served the principal's entire career as a principal at the lower job classification.

This subsection applies to all transfers on or after the effective date of this section, except transfers in school systems that have been created, or will be created, by merging two or more school systems. Transfers in these merged systems are exempt from the provisions of this subsection for one calendar year following the date of the merger.

SECTION 7.2.(i) Participants in an approved full-time Masters in School Administration program shall receive up to a 10-month stipend at the beginning salary of an assistant principal during the internship period of the masters program. Certification of eligible full-time interns shall be supplied to the Department of Public Instruction by the Principal Fellows Program or a school of education where the intern participates in a full-time Masters in School Administration.

SECTION 7.2.(j) During the 2002-2003 fiscal year, the placement on the salary schedule of an administrator with a one-year provisional assistant principal's certificate shall be at the entry-level salary for an assistant principal or the appropriate step on the teacher salary schedule, whichever is higher.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2002-DPI-H3(S7.3)i

Department of Public Instruction
Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

LITIGATION RESERVE FUNDS

SECTION 7.3. The State Board of Education may expend up to five hundred thousand dollars ($500,000) for the 2002-2003 fiscal year from unexpended funds for certified employees' salaries to pay expenses related to pending litigation.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2002-DPI-H4(S7.4)i

Department of Public Instruction
Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

CHILDREN WITH DISABILITIES

SECTION 7.4. The State Board of Education shall allocate funds for children with disabilities on the basis of two thousand six hundred eighty-six dollars and fifty cents ($2,686.50) per child for a maximum of 161,845 children for the 2002-2003 school year. Each local school administrative unit shall receive funds for the lesser of (i) all children who are identified as children with disabilities or (ii) twelve and five-tenths percent (12.5%) of the 2002-2003 allocated average daily membership in the local school administrative unit.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2002-DPI-H5(S7.5)i

Department of Public Instruction
Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

FUNDS FOR ACADEMICALLY GIFTED CHILDREN

SECTION 7.5. The State Board of Education shall allocate funds for academically or intellectually gifted children on the basis of eight hundred eighty-eight dollars ($888.00) per child. A local school administrative unit shall receive funds for a maximum of four percent (4%) of its 2002-2003 allocated average daily membership, regardless of the number of children identified as academically or intellectually gifted in the unit. The State Board shall allocate funds for no more than 53,075 children for the 2002-2003 school year.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2002-DPI-H6(S7.6)i

Department of Public Instruction
Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

FUNDS FOR THE TESTING AND IMPLEMENTATION OF THE NEW STUDENT INFORMATION SYSTEM

SECTION 7.6. Section 28.32 of S.L. 2001-424 reads as rewritten:

"**SECTION 28.32.** The State Board of Education may transfer up to one million dollars ($1,000,000) in funds appropriated for the Uniform Education Reporting System for the 2001-2002 fiscal year and up to one million dollars ($1,000,000) in funds appropriated for the Uniform Education Reporting System for the 2002-2003 fiscal year to the Department of Public Instruction to lease or purchase equipment necessary for the testing and implementation of NC WISE, the new student information system in the public schools."

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2002-DPI-H8(S7.8)-P

Department of Public Instruction
Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

REVISION OF READING AND WRITING ASSESSMENTS

SECTION 7.8.(a) Of the funds appropriated to State Aid to Local School Administrative Units, the State Board of Education may use up to one million dollars ($1,000,000) for the 2002-2003 fiscal year to revise the reading and writing assessments.

SECTION 7.8.(b) G.S. 115C-105.35 reads as rewritten:

"**§ 115C-105.35. Annual performance goals.**

The School-Based Management and Accountability Program shall (i) focus on student performance in the basics of reading, mathematics, and communications skills in elementary and middle schools, (ii) focus on student performance in courses required for graduation and on other measures required by the State Board in the high schools, and (iii) hold schools accountable for the educational growth of their students. To those ends, the State Board shall design and implement an accountability system that sets annual performance standards for each school in the State in order to measure the growth in performance of the students in each individual school. For purposes of this Article, beginning school year 2002-2003, the State Board shall include a "closing the achievement gap" component in its measurement of educational growth in student performance for each school. The "closing the achievement gap" component shall measure and compare the performance of each subgroup in a school's population to ensure that all subgroups as identified by the State Board are meeting State standards.

For purposes of this Article, beginning school year 2002-2003, the State Board shall also include a writing assessment component in its measurement of educational growth in student performance for each school."

Now in House

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2002-DPI-H9(S7.9)i

Department of Public Instruction
Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

FUNDS FOR INSTRUCTIONAL SUPPLIES

SECTION 7.9.(a) Section 28.39(a) of S.L. 2001-424 applies only to funds appropriated for the 2001-2002 fiscal year.

SECTION 7.9.(b) The Joint Legislative Education Oversight Committee shall study the viability of the State contracting with on-line school supply vendors to allow teachers free access to a specific amount of school supplies, textbooks, test, and other classroom related materials. The Committee shall determine if the establishment of an on-line debit account for each teacher is cost effective and an efficient way to meet the supply needs of teachers. The Committee shall report to the General Assembly its findings and any recommended action by January 15, 2003.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2002-DPI-H10(S7.10)i

Department of Public Instruction
Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

FUNDS FOR MENTOR PAY

SECTION 7.10. State funds appropriated for mentor pay shall be used only to provide mentors for employees who are in State-funded positions and who are either (i) newly certified teachers in their first two years of employment as teachers or (ii) entry-level instructional support personnel who have not previously been teachers and who are in their first year of employment as instructional support personnel.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2002-DPI-H11(S7.11)i

Department of Public Instruction
Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

CONVERSION OF ACCUMULATED LEAVE TIME

SECTION 7.11.(a) G.S. 115C-302.1 reads as rewritten:

"115C-302.1. Salary.

...

~~(c1) Conversion of Leave. — Teachers may accumulate annual vacation leave days without any applicable maximum until June 30 of each year. In order that only 30 days of annual vacation leave carry forward to July 1, on June 30 of each year any teacher or other personnel paid on the teacher salary schedule who has accumulated more than 30 days of annual vacation leave shall:~~

~~(1) Convert to either sick leave or to pay the excess accumulation that is the result of the teacher having to forfeit annual vacation leave in order to attend required workdays; and~~

~~(2) Convert to sick leave the remaining excess accumulation.~~

~~Local boards of education shall identify which days are accumulated due to the teacher forfeiting annual vacation leave in order to attend required workdays. Actual payment for excess accumulated annual vacation leave may be made after July 1.~~

~~(c2) Conversion of Leave Upon Separation of Service. — Upon separation from service due to service retirement, resignation, dismissal, reduction in force, or death, an employee shall be paid in a lump sum for accumulated annual vacation leave not to exceed a maximum of 30 days. Employees going onto term disability may exhaust annual leave rather than be paid in a lump sum.~~

~~Any teacher or other personnel paid on the teacher salary schedule who has more than 30 days of accumulated annual vacation leave at the time the person retires shall:~~

~~(1) Convert to either sick leave or to pay the excess accumulation that is the result of the teacher having to forfeit annual vacation leave in order to attend required workdays; and~~

~~(2) Convert to sick leave the remaining excess accumulation which may be used for creditable service at retirement in accordance with G.S. 135-4(e).~~

~~Local boards of education shall identify which days are accumulated due to the teacher forfeiting annual vacation leave in order to attend required workdays.~~

(c3) Teachers may accumulate annual vacation leave days without any applicable maximum until June 30 of each year. In order that only 30 days of annual vacation leave carry forward to July 1, on June 30 of each year any teacher or other personnel paid on

1 the teacher salary schedule who has accumulated more than 30 days of annual vacation
2 leave shall convert to sick leave the remaining excess accumulation.
3 Upon separation from service due to service retirement, resignation, dismissal,
4 reduction in force, or death, an employee shall be paid in a lump sum for accumulated
5 annual leave not to exceed a maximum of 30 days. In addition to the maximum of 30
6 days pay for accumulated annual leave, upon separation from service due to service
7 retirement, any teacher or other personnel paid on the teacher salary schedule with more
8 than 30 days of accumulated annual vacation leave may convert some or all of the
9 excess accumulation to sick leave for creditable service towards retirement. Employees
10 going onto term disability may exhaust annual leave rather than be paid in a lump sum.
11 ...."
12 **SECTION 7.11.(b)** This section applies only to leave days accruing after the
13 date this act becomes law.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2002-DPI-H12(S7.12)i

Department of Public Instruction
Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

RESA FUNDS SHALL BE USED FOR STAFF DEVELOPMENT

SECTION 7.12.(a) Funds allocated to local school administrative units for Regional Education and Technical Assistance Centers and not expended prior to July 1, 2002, shall remain available to local school administrative units for the 2002-2003 fiscal year. These funds shall be transferred to the staff development funding allotment and shall be used only for staff development.

SECTION 7.12.(b) This section becomes effective June 30, 2002.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2002-DPI-H13(S7.13)-P

Department of Public Instruction
Appropriations Subcommittee on Education

Requested by: Representatives Boyd-McIntyre, Rogers, Yongue

BASE BUDGET REDUCTION TO DEPARTMENT OF PUBLIC INSTRUCTION

SECTION 7.13.(a) Notwithstanding any other provision of law, the Department of Public Instruction may use salary reserve funds and other funds in the Department's continuation budget to transfer and reclassify positions as necessary to implement the reduction in force for the 2002-2003 fiscal year. The Department of Public Instruction shall transfer personnel operations to the Office of State Personnel, thereby eliminating four personnel positions.

SECTION 7.13.(b) The Office of State Budget and Management shall issue a Request for Proposals for an analysis of the structure and operation of the Department of Public Instruction that identifies potential efficiencies and savings in the operations of the Department. The analysis may consider consolidation of functions with other agencies and automation of functions.

The Request for Proposals may include contingency proposals based on potential savings.

The Office of State Budget and Management shall consult with the Joint Legislative Education Oversight Committee prior to the award of the contract.

changed to House
Dropped DPI study

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2002-DPI-H15(S7.15)i

Department of Public Instruction
Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

CURRICULUM REVIEW REQUIRED ON A REGULAR BASIS

SECTION 7.15. G.S. 115C-12(9a) reads as rewritten:

"(9a) Power to Develop Content Standards. – The Board shall develop a comprehensive plan to revise content standards and the standard course of study in the core academic areas of reading, writing, mathematics, science, history, geography, and civics. The Board shall involve and survey a representative sample of parents, teachers, and the public to help determine academic content standard priorities and usefulness of the content standards. A full review of available and relevant academic content standards that are rigorous, specific, sequenced, clear, focused, and measurable, whenever possible, shall be a part of the process of the development of content standards. The revised content standards developed in the core academic areas shall (i) reflect high expectations for students and an in-depth mastery of the content; (ii) be clearly grounded in the content of each academic area; (iii) be defined grade-by-grade and course-by-course; (iv) be understandable to parents and teachers; (v) be developed in full recognition of the time available to teach the core academic areas at each grade level; and (vi) be measurable, whenever possible, in a reliable, valid, and efficient manner for accountability purposes.

High school course content standards shall include the knowledge and skills necessary to enter the workforce and also shall be aligned with the coursework required for admission to the constituent institutions of The University of North Carolina. The Board shall develop and implement a plan for end-of-course tests for the minimum courses required for admission to the constituent institutions. All end-of-course tests shall be aligned with the content standards.

The Board also shall develop and implement an ongoing process to align State programs and support materials with the revised academic content standards for each core academic area ~~every five years.~~ on a regular basis. Alignment shall include revising textbook criteria, support materials, State tests, teacher and school administrator preparation, and ongoing professional development programs to be compatible with content standards. The Board shall develop and make

available to teachers and parents support materials, including teacher and parent guides, for academic content standards. The State Board of Education shall work in collaboration with the Board of Governors of The University of North Carolina to ensure that teacher and school administrator degree programs, ongoing professional development and other university activity in the State's public schools align with the State Board's priorities."

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2002-DPI-H17(S7.17)-P

Department of Public Instruction
Appropriations Subcommittee on Education

House (hung)

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

STUDY MODIFICATIONS

SECTION 7.17.(a) Supplemental Funding in Low-Wealth Counties (Compliance with the Nonsupplant Requirement). – Section 28.6(i) of S.L. 2001-424 reads as rewritten:

"**SECTION 28.6.(i)** Reports. – The State Board of Education shall report to the Joint Legislative Education Oversight Committee prior to ~~May 1, 2002,~~ May 1, 2002, and May 1, 2003, if it determines that counties have supplanted funds."

SECTION 7.17.(b) Small School System Supplemental Funding (Compliance with the Nonsupplant Requirement). – Section 28.7(e) of S.L. 2001-424 reads as rewritten:

"**SECTION 28.7.(e)** Reports. – The State Board of Education shall report to the Joint Legislative Education Oversight Committee prior to ~~May 1, 2002,~~ May 1, 2002, and May 1, 2003, if it determines that counties have supplanted funds."

SECTION 7.17.(c) Study of the Textbook Distribution System. – Section 28.24 of S.L. 2001-424 reads as rewritten:

"**SECTION 28.24.** The State Board of Education shall contract for an analysis of the best and most efficient method to manage textbook distribution to the local schools. The Board shall prepare a Request for Proposals (RFP) outlining the scope of the analysis required and select a private consultant to perform the analysis. The analysis shall include such issues as timely delivery, total costs to the local school systems in providing textbooks to school buildings, use of currently available technology in the process, pricing practices among the textbook publishing industry, and other issues the Board considers relevant to a comprehensive review of the system.

Prior to award of a contract, the State Board shall present the Request for Proposals to the Joint Legislative Education Oversight Committee for comment. The State Board shall report to the Joint Legislative Education Oversight Committee on the results of the consultant's analysis, including the Board's recommendations for changes in the current system. The Board shall make its final report to the Committee by ~~April 1, 2002.~~February 1, 2003."

SECTION 7.17.(d) Study of the Salaries of School Food Service Workers and Custodians. – Section 28.34 of S.L. 2001-424 reads as rewritten:

"**SECTION 28.34.** The Joint Legislative Education Oversight Committee shall study the salaries of food service workers and custodians employed by the public

schools. The Committee shall report its findings to the ~~2002 Regular Session of the 2001 General Assembly.~~2003 General Assembly."

SECTION 7.17.(e) Study of Salary Differentials for Instructional Support Personnel. – Section 28.37(b) of S.L. 2001-424 reads as rewritten:

"**SECTION 28.37.(b)** The Joint Legislative Education Oversight Committee shall study salary differentials for instructional support personnel. In the course of the study, the Committee shall consider salary differentials based on degrees and other educational credentials, licensure or certification by State agencies, licensure or certification by private entities, and other factors. The Committee shall report its findings and recommendations to the ~~2002 Regular Session of the 2001 General Assembly.~~2003 General Assembly."

SECTION 7.17.(f) Fairness in Testing (Study of the State's Testing Program). – Section 28.17(i) of S.L. 2001-424 reads as rewritten:

"**SECTION 28.17.(i)** The Joint Legislative Education Oversight Committee shall study the State's testing program. As part of this study, the Committee shall consider:

(1) The number of tests currently mandated at the State level and the process and cost of developing, validating, and scoring them.

(2) Whether the State should consider the use of nationally developed tests as a substitute to State-developed testing. In particular, the Committee shall determine whether this use would (i) affect the ABCs Program, (ii) adequately measure student achievement and performance, (iii) provide more than minimum levels of achievement, (iv) provide a better comparison to student achievement and performance in other states, (v) be practical for high school courses or higher level courses, (vi) reduce the need for field testing, and (vii) offer any cost savings to the State.

(3) The number of grades in which State tests are given. The Committee shall determine the necessity for testing all grades in third through eighth grades, whether a reduction in the grades tested would affect the receipt of federal money, and the extent to which a reduction would impair the State's ability to identify schools under the ABCs Program.

(4) The high school courses for which State tests are given and whether there is an appropriate distribution of tests across grades nine through 12 and that test an appropriate array of the minimum courses required for admission to the constituent institutions of The University of North Carolina. In addition, the Committee shall examine whether students who take higher level courses and students in 12th grade are held accountable for their academic growth and performance.

(5) The advantages and disadvantages of using a composite of end-of-course tests or other tests such as the SAT, AP tests, or other nationally standardized tests in high school rather than developing a high school exit exam. If the Committee finds a high school exit exam is preferable, then it shall determine whether it must be administered to all students or limited to certain students, for example, those who do not take the SAT or a certain number of courses for which there are end-of-course tests.

(6) The extent to which additional testing, including field testing, practice testing, and locally mandated testing, is occurring and whether this should be limited or prohibited.

(7) Evaluate alternative schools to determine how educational achievement is being advanced in these alternative school programs and that placement in these programs is to improve student performance rather than improve the performance of the school in which the student originally was assigned.

(8) Any other issue the Committee considers relevant.

The Committee shall report its findings and any recommendations, including recommended legislation, to the ~~2002 Regular Session of the 2001 General Assembly.~~2003 General Assembly."

SECTION 7.17.(g) Study of Professional Development for School Personnel. – Section 31.4(d) of S.L. 2001-424 reads as rewritten:

"**SECTION 31.4.(d)** The Joint Legislative Education Oversight Committee shall review the consultant's findings and recommendations and shall submit to the ~~2002 Regular Session of the 2001 General Assembly~~ 2003 General Assembly recommendations to streamline, reorganize, and improve the delivery of professional development for public school professionals. The recommendations may address revisions to program governance and mission, reallocation of funds, methods of program delivery, and methods to institute ongoing program evaluation."

Dropped language that deleted the non-citizen study.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2002-DPI-H16(S7.16)-P

Department of Public Instruction
Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

CORPORATE TAX TRANSFER MORATORIUM

SECTION 7.16.(a) Notwithstanding the provisions of G.S. 115C-489.1(b), the Secretary of Revenue shall not deposit any funds in the Critical School Facility Needs Fund during the 2002-2003 fiscal year but shall deposit in the State Public School Fund the funds that would have otherwise been deposited in the Critical School Facility Needs Fund pursuant to G.S. 115C-489.1(b).

SECTION 7.16.(b) Notwithstanding the provisions of G.S. 115C-546.1(b), the Secretary of Revenue shall not remit any funds for credit to the Public School Building Capital Fund during the 2002-2003 fiscal year but shall deposit in the State Public School Fund the funds that would have otherwise been deposited in the Public School Building Capital Fund pursuant to G.S. 115C-546.1(b). The Department of Public Instruction may continue to use these funds to support six positions in the School Planning Division.

new in HW

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2002-DPI-H19(S7.19)i

Department of Public Instruction
Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

STUDY OF COORDINATION OF CENTRAL OFFICE DUTIES

SECTION 7.19. The State Board of Education shall study whether local school administrative units can effectively and efficiently coordinate central office operations and functions between systems. The State Board shall report to the Senate Appropriations Committee on Education/Higher Education and the House Appropriations Subcommittee on Education prior to March 1, 2003, on how base funding formulas for central office administrations can be reduced based on the coordination of duties.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2002-DPI-H20(S7.20)i

Department of Public Instruction
Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

DISCREPANCIES BETWEEN ANTICIPATED AND ACTUAL ADM

SECTION 7.20.(a) If the State Board of Education does not have sufficient resources in the ADM Contingency Reserve line item to make allotment adjustments in accordance with the Allotment Adjustments for ADM Growth provisions of the North Carolina Public Schools Allotment Policy Manual, the State Board of Education may use funds appropriated to State Aid for Public Schools for this purpose.

SECTION 7.20.(b) If the first-month average daily membership in a local school administrative unit is at least two percent (2%) or 100 students lower than the anticipated average daily membership used for allotments for the unit, the State Board of Education shall reduce allotments for the unit. The reduced allotments shall be based on the first-month average daily membership plus one-half of the number of students overestimated in the anticipated average daily membership.

The allotments reduced pursuant to this subsection shall include only those allotments that may be increased pursuant to the Allotment Adjustments for ADM Growth provisions of the North Carolina Public Schools Allotment Policy Manual.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2002-DPI-H21(S7.21)i

Department of Public Instruction
Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

HIGH SCHOOL EXIT EXAMINATION

SECTION 7.21. Notwithstanding Section 8.27(f) of S.L. 1997-443, the State Board of Education shall review the requirements of the federal "No Child Left Behind Act of 2001." (20 USCS §§ 6301 et seq.) and any regulations adopted to implement this legislation before the Board completes the development of the high school exit examinations and implements the high school exit examinations. The Board shall consider whether revisions to the State testing program and School-Based Management and Accountability Program are necessary to comply with federal requirements. The Board shall not adopt any revisions prior to reporting them and a proposed timetable for their implementation to the Joint Legislative Education Oversight Committee.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2002-DPI-H22(S7.22)i

Department of Public Instruction
Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

CLARIFICATION TO PROVISION ON ADDRESSING TEACHER SHORTAGE

SECTION 7.22. Section 29.2(a)(2) of S.L. 2001-424 reads as rewritten:

"(2) The sum of $1,500,000 for the 2001-2002 fiscal year and the sum of $1,500,000 for the 2002-2003 fiscal year shall be used to provide annual bonuses of one thousand eight hundred dollars ($1,800) to teachers certified in and teaching in the fields of mathematics, science, or special education in grades 6 through 12 at middle and high schools with eighty percent (80%) or more of the students eligible for free or reduced lunch or with fifty percent (50%) or more of students performing below grade level in Algebra I and Biology. The bonus shall be paid monthly with matching benefits. Teachers shall remain eligible for the bonuses so long as they continue to teach in one of these disciplines at a school that was eligible for the bonus program when the teacher first received the bonus."

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2002-DPI-H23(S7.23)i

Department of Public Instruction
Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

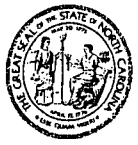
SUPPORT FOR THE BUSINESS SYSTEMS IMPROVEMENT PROJECT (BSIP)

SECTION 7.23. The State Board of Education may use up to one hundred twenty thousand dollars ($120,000) of driver education funds for the 2002-2003 fiscal year for software maintenance and other support for the Business Systems Improvement Project (BSIP), a new school bus transportation system operated by the Department of Transportation.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION



2002-DPI-H24(S7.24)i

Department of Public Instruction
Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

EXTEND ALTERNATIVE LATERAL ENTRY PROGRAM

SECTION 7.24. Section 2 of S.L. 1998-226 reads as rewritten:

"**Section 2.** This act is effective when it becomes law and expires ~~September 1, 2002,~~September 1, 2006, except that it remains effective for any teacher employed under this act before ~~September 1, 2002.~~ September 1, 2006."

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2002-DPI-H26A(S7.26)

Department of Public Instruction
Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

LOCAL EDUCATION AGENCY FLEXIBILITY

SECTION 7.26. Within seven days of the date this act becomes law, the State Board of Education shall notify each local school administrative unit of the amount the unit must reduce from State General Fund appropriations. The State Board shall determine the amount of the reduction for each unit on the basis of average daily membership.

Each unit shall report to the Department of Public Instruction on the discretionary budget reductions it has identified for the unit within 30 days of the date this act becomes law.

The General Assembly urges local school administrators to make every effort to reduce spending whenever and wherever such budget reductions are appropriate as long as the targeted reductions do not directly impact classroom services or any services for students at risk or children with special needs, including those services or supports that are called for in students' Personal Education Plans (PEP) and/or Individual Education Plans (IEP). If reductions to these allotment categories are necessary in order to meet the reduction target, the local board of education shall submit an explanation of the anticipated impact of the reductions to student services along with the budget reductions to the Department of Public Instruction.

Delete from Senate

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2002-DPI-H27B(S7.27)

Department of Public Instruction
Appropriations Subcommittee on Education

Second House Changes

Requested by: Representatives Boyd-McIntyre, Rogers, Yongue

BUSINESS AND EDUCATION TECHNOLOGY ALLIANCE

SECTION 7.27.(a) There is created the State Board of Education's Business and Education Technology Alliance.

SECTION 7.27.(b) The Business and Education Technology Alliance shall be composed of 27 members who have knowledge and interest in ensuring that the effective use of technology is built into the North Carolina School System for the purpose of preparing a globally competitive workforce and citizenry for the 21st Century. These members shall be appointed as follows:

(1) The Superintendent of Public Instruction or his or her designee;

(2) One member of the State Board of Education appointed by the State Board of Education;

(3) One parent of a public school child appointed by the State Board of Education after receiving recommendations from the North Carolina State Parent Teacher Association;

(4) Two members of the Senate, at least one of whom is a member of the State School Technology Commission, appointed by the President Pro Tempore of the Senate;

(5) Two members of the House of Representatives, at least one of whom is a member of the State School Technology Commission, appointed by the Speaker of the House of Representatives;

(6) One member of a local board of education who represents a local education agency (LEA) that has successfully incorporated technology into its schools, who is appointed by the Governor, after receiving recommendations from the North Carolina School Boards Association;

(7) One member of a local board of education who represents a local education agency (LEA) that has limited access to technology, who is appointed by the Governor, after receiving recommendations from the North Carolina School Boards Association;

(8) Two at-large members appointed by the Governor;

(9) One representative of business and industry appointed by the State Board of Education after receiving recommendations from the North Carolina Citizens for Business and Industry;

(10) Four members appointed by the President Pro Tempore of the Senate. In making these appointments the President Pro Tempore is

encouraged to consider appointing a local school superintendent or a local school administrator who represents a local education agency that has limited access to technology, a school principal who works in a school that successfully incorporates technology into its instructional program, a school teacher who works in a school with limited access to technology, and a technology director who represents a local education agency (LEA) that has successfully incorporated technology into its schools. Professional associations representing school administrators and professional associations representing teachers may recommend appointees to the President Pro Tempore;

(11) Four members appointed by the Speaker of the House of Representatives. In making these appointments the Speaker of the House of Representatives is encouraged to consider appointing a local school superintendent or a local school administrator from a local education agency that has successfully incorporated the use of technology into its instructional programs, a school principal working in a school with limited access to technology, a school teacher who has successfully incorporated the use of technology into classroom instruction, and a technology director who represents a local education agency (LEA) that has limited access to technology. Professional associations representing school administrators and professional associations representing teachers may recommend appointees to the Speaker of the House of Representatives;

(12) One chancellor or his or her designee of institutions of higher education who has demonstrated effective and innovative use of technology for education, appointed by the Board of Governors of The University of North Carolina;

(13) One president or his or her designee of the Community College System who has demonstrated effective and innovative use of technology for education, appointed by the State Board of Community Colleges;

(14) Two county commissioners, one of whom represents a county that has successfully incorporated technology into its schools and community, who are appointed by the State Board of Education, after receiving recommendations from the North Carolina Association of County Commissioners;

(15) Two representatives of technology businesses who have either successfully developed innovative technology programs for education or have partnered with a local education agency (LEA) to develop a technology-based education environment in that LEA, who are appointed by the State Board of Education, after receiving recommendations from North Carolina Electronics and Information Technologies Association and the North Carolina Citizens for Business and Industry; and

(16) One representative of the Information Resource Management Commission appointed by the Commission's Chair.

SECTION 7.27.(c) Each of the following organizations or agencies shall select a representative from its organization or agency to serve as a nonvoting member to the Alliance. These members shall provide information to the Alliance about technology in North Carolina: Rural Internet Access Authority; Information and Technology Services, North Carolina Department of Public Instruction; Office of State Information Technology Services, Office of the Governor.

SECTION 7.27.(d) Members of the Business and Education Technology Alliance shall serve for two-year terms. All members of the Alliance shall be voting members unless they are designated as ex officio members. The officer who made the initial appointment shall fill vacancies in the appointed membership. The Business and Education Technology Alliance shall select a member of the Alliance to serve as chairperson of the Alliance.

SECTION 7.27.(e) Members of the Business and Education Technology Alliance shall receive travel and subsistence expenses in accordance with the provisions of G.S. 120-3.1, 138-5, and 138-6.

SECTION 7.27.(f) The Business and Education Technology Alliance shall:

(1) Advise the State Board of Education on the development of a vision for a technologically literate citizen in 2025. This vision should contain the educational standards needed to accomplish that vision, the educational uses of technology to accomplish that vision, and a plan for educating the community, educators, and business people about the vision and educational uses of technology. The vision and the plan for educating the public about the vision may include:

a. Various models and frameworks of the high quality and effective use of technology for education purposes including those students who have not learned with traditional approaches. The models may include the Cumberland County Schools Web Academy, the Virtual High School, and Nova Net.

b. Opportunities for teachers to experience the uses of technology in work and business settings, which is the world for which they are preparing students to work.

c. Production of multimedia presentations such as videos, commercials, and publications that help citizens, students, and educators see and understand the current and future power of technology for educating our children and impacting our lives.

(2) Advise the State Board of Education on the development of a technology infrastructure, delivery, and support system that provides equity and access to all segments of the population in North Carolina. The infrastructure, delivery, and support system may include:

a. Opportunities for access to high-speed connectivity to the Internet which impacts on the quality of instruction that can be provided for students at school and in the community.

b. Technology networks that enable communities to encompass the student and his/her family while maintaining the rights to privacy for all citizens, i.e., a social service, health, education,

and mental health network. This network will increase collaboration among agencies and provide a coordinated, systemic service approach.

c. Continue to evaluate the status of current technology systems and structures from the State to local level as it relates to employing technology for improving instruction.

d. Continue to provide access to technology equipment and infrastructure at home, school, and in the community such as extended hours of operation for schools and other community facilities and on-loan laptop computers for student and parent use.

e. Continue to develop surveys that provide information about the types and results of technological tools utilized by teachers, students, and others at school, in the community, and home.

f. Sufficient personnel to maintain the operation of information technology systems.

g. Coordination with regional economic development planners to position local education agencies as an integral part of economic development.

(3) Advise the State Board of Education on the development of professional development programs for teachers to successfully implement and use technology in public schools for all students. These programs should also develop their leadership skills so that they can use technology as a tool to support the rethinking of the core business of schools: student learning. The professional development programs may include:

a. Models of staff development from the State that are considered state of the art, support the vision for technology, and that could be used by local districts to train their staffs.

b. Designated time for professional development for using technology as well as skills for using technology as a delivery for curriculum and instructional programs.

c. Collegial planning time so that colleagues can coach and support each other in learning new ways in which to think about instruction.

d. Teacher and administrator preparation and other programs that ensure the Department of Public Instruction's Technology Foundation Standards for Teachers and Administrators in higher education are incorporated into classroom instruction.

e. Training teachers with skill sets to teach technical courses that are in growing demand to function at home and work.

f. Increase opportunities for sharing best practices in all areas of instruction.

g. Increase opportunities for learning how to use technology to customize instruction for all students.

h. Increase opportunities for learning how to use technology to diagnose student learning.

(4) Advise the State Board of Education on the development of a Funding and Accountability system to ensure statewide access and equity. The Funding and Accountability system may include:

a. Public-private partnerships.

b. Identification of resources and the cost of those resources.

c. Funding to keep hardware/software current.

d. Evaluating progress toward realizing the technology vision.

e. Evaluating the impact of various technology initiatives on alleviating some of the State's education and economic development problems.

f. Incentives to encourage risk taking and innovative uses of technology.

g. Funding for only those initiatives that are well-planned, demonstrate high commitment, and have a solid evaluation component.

(5) Report annually to the State Board of Education on the progress of the Alliance's recommendations for education technology in the public schools on the first Friday in December. This report may contain a summary of recommendations for changes to any law, rule, and policy that would improve implementing education technology in the public schools.

(6) Report annually to the Joint Legislative Education Oversight Committee in the General Assembly on the recommendations for education technology in the public schools on the first Friday in January. This report may contain a summary of recommendations for changes to any law, rule, and policy that would improve implementing education technology in the public schools.

SECTION 7.27.(g) State funding shall not be used to support the Alliance. The Alliance shall be supported completely with private funds.

GENERAL ASSEMBLY OF NORTH CAROLINA

New

SESSION 2001

DRAFT
SPECIAL PROVISION

2002-DPI-H28-P

Department of Public Instruction
Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue, Gibson**

HIGH PRIORITY SCHOOL PROGRAM WAIVER

SECTION #. Section 29.6(c) of S.L. 2001-424 reads as rewritten:

"**SECTION 29.6.(c)** If a local board of education determines that the local school administrative unit is unable to implement the class-size limitation in accordance with this section for any high-priority school located in the unit, the local board may request a waiver for the school for the 2001-2002 school ~~year.~~year and for the 2002-2003 school year. The request shall include the documentation required in G.S. 115C-105.26(a). If the State Board grants the waiver, the State Board shall withdraw the additional teacher positions allotted to the local school administrative unit for the school and reinstate the regular allotment for teacher assistants for the school."

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

New

DRAFT
SPECIAL PROVISION

2002-DPI-H29-P

Department of Public Instruction
Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

PILOT PROGRAM AUTHORIZING THE USE OF MENTOR FUNDS FOR FULL-TIME MENTORS

SECTION #. Section 28.18 of S.L. 2001-424 reads as rewritten:

"**SECTION 28.18.(a)** The State Board of Education shall establish a pilot program to permit the Charlotte-Mecklenburg School Administrative Unit, the Forsyth County School Administrative Unit, the Guilford County School Administrative Unit, and the Wake County School Administrative Unit to use funds allocated for mentors for full-time mentors.

Funds allocated for mentors in these units shall be used only for teachers and instructional support personnel assigned to newly certified teachers, second-year teachers who were assigned mentors during the prior school year, or as authorized by Section 28.31 of this act, and entry-level instructional support personnel who have not previously been teachers. These funds shall be used only for:

(1) Salary supplements to teachers and instructional support personnel who are serving as mentors. The amount of the salary supplement shall not be based on the number of teachers or instructional support personnel to whom the mentor is assigned; or

(2) Payments to teachers or instructional support personnel who are employed solely to serve as mentors. An individual employed solely to serve as a mentor shall receive a payment for each individual, up to 15 individuals, to whom the mentor is assigned. The amount of each such payment shall be the same as the amount of the salary supplement for a mentor.

SECTION 28.18.(b) The Charlotte-Mecklenburg Board of Education, the Forsyth County Board of Education, the Guilford County Board of Education, and the Wake County Board of Education shall report to the State Board of Education on an annual basis on the impact that the mentor program has had on retention of teachers. The State Board shall report on this information to the Joint Legislative Education Oversight Committee."

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

New

DRAFT
SPECIAL PROVISION

2002-DPI-H30-P

Department of Public Instruction
Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

NOTIFICATION OF FIELD TESTING

SECTION #. G.S. 115C-174.12 reads as rewritten:

"115C-174.12. Responsibilities of agencies.

(a) The State Board of Education shall establish policies and guidelines necessary for minimizing the time students spend taking tests administered through State and local testing ~~programs~~ programs, for minimizing the frequency of field testing at any one school, and for otherwise carrying out the provisions of this Article. The State Board of Education's policies regarding the testing of children with disabilities shall (i) provide broad accommodations and alternate methods of assessment that are consistent with a child's individualized education program and section 504 (29 U.S.C. § 794) plans, (ii) prohibit the use of statewide tests as the sole determinant of decisions about a child's graduation or promotion, and (iii) provide parents with information about the Statewide Testing Program and options for students with disabilities. The State Board shall report its proposed policies and proposed changes in policies to the Joint Legislative Education Oversight Committee prior to adoption.

The State Board of Education may appoint an Advisory Council on Testing to assist in carrying out its responsibilities under this Article.

(b) The Superintendent of Public Instruction shall be responsible, under policies adopted by the State Board of Education, for the statewide administration of the testing program provided by this Article.

(b1) The Superintendent shall notify local boards of education by October 1 of each year of any field tests that will be administered in their schools during the school year, the schools at which the field tests will be administered, and the specific field tests that will be administered at each school.

(c) Local boards of education shall cooperate with the State Board of Education in implementing the provisions of this Article, including the regulations and policies established by the State Board of Education. Local school administrative units shall use the annual and competency testing programs to fulfill the purposes set out in this Article. Local school administrative units are encouraged to continue to develop local testing programs designed to diagnose student needs further."

New in House

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2002-DPI-H31-P

Department of Public Instruction
Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

REVIEW OF DRIVER EDUCATION FORMULA

SECTION #. The State Board of Education shall review the allotment distribution formula for driver education to determine whether the formula should target more resources to local school administrative units that are eligible for low-wealth and small-county supplemental funding. The State Board shall report the results of its review to the Joint Legislative Education Oversight Committee.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

New in House

2002-DPI-H33

Department of Public Instruction
Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

INTERVENTION STRATEGIES FOR CONTINUALLY LOW PERFORMING SCHOOLS

SECTION #. Section 29.5 of S.L. 2001-424 reads as rewritten:

"**SECTION 29.5.** Of funds appropriated from the General Fund to State Aid to Local School Administrative Units, the sum of one million eight hundred seven thousand two hundred fifty-six dollars ($1,807,256) for the 2001-2002 fiscal year and the sum of one million nine hundred eighty-six thousand six hundred ninety-one dollars ($1,986,691) for the 2002-2003 fiscal year shall be used to provide the State's chronically low-performing schools with tools needed to dramatically improve student achievement. These funds shall be used to implement any of the following strategies at the schools that have not previously been implemented with State or other funds:

(1) The sum of $471,366 for the 2001-2002 fiscal year and the sum of $471,366 for the 2002-2003 fiscal year shall be used to reduce class size at a continually low-performing school to ensure that the number of teachers allotted for students in grades four and five is one for every 17 students; and

(2) The sum of $1,207,595 for the 2001-2002 fiscal year and the sum of $1,207,595 for the 2002-2003 fiscal year shall be used to reduce class size at a continually low-performing school to ensure that the number of teachers allotted in grades six through eight is one for every 17 students, and that the number of teachers allotted in grades nine through twelve is one for every 20 students; and

(3a) The sum of $128,295 for fiscal year 2001-2002 shall be used to extend teachers' contracts at these schools by five days for staff development, including methods to individualize instruction in smaller classes and preparation for the 2001-2002 school year. Of these funds, the sum of $10,175 shall be used for the extension of contracts of the additional teachers in grades four and five provided in subdivision (1) of this section and the sum of $118,120 shall be used for the extension of all teachers' contracts at continually low-performing middle and high schools for the 2001-2002 school year; and

(3b) The sum of $307,730 for fiscal year 2002-2003 shall be used to extend teachers' contracts for a total of 10 days, including five days of additional instruction with related costs for other than teachers' salaries for the 2002-2003 school year. Of these funds, the sum of $24,405 shall be used for the extension of contracts of the additional teachers in grades four and five provided in subdivision (1) of this section and the sum of $283,325 shall be used for the extension of all teachers' contracts at continually low-performing middle and high schools for the 2002-2003 school year.

Notwithstanding any other provision of law, the State Board of Education may implement intervention strategies for the 2001-2002 and 2002-2003 school ~~year~~ years that it deems appropriate."

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

Now in House

DRAFT
SPECIAL PROVISION

2002-DPI-H37

Department of Public Instruction
Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

STUDY VOC. ED. TESTS

SECTION #. The Joint Legislative Education Oversight Committee shall study the extent to which standardized tests are utilized in Vocational Education classes for the purpose of grading students. The Committee shall examine whether appropriate grading weight also is assigned to the assessment of actual student skill performance and knowledge. The Committee shall report its findings, which may include legislative recommendations, to the 2003 General Assembly.

1:00 PM

VISITOR REGISTRATION SHEET

APPR./EDU.
Name of Committee

7/31/02
Date

VISITORS: PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
John Nutter	Gov Office
Mark Henry	University System
Leanne Winner	NCSBA
Carole Fowler	EGHS
Gerry Hancock	EGHS
Audrey H. Galloway	NCAE
Mary J Freeman	NCAE
Nicole Hare	Exploratory
Kate Hunt	NC State Watch
Mary Doty	VIP Program
Nikki Rawlings	NCCIA
Charles K. Crawford, Jr.	OSBM
Susan Marshburn	PENC
Hal Miller	DPI ACCT
Diana Wilkins	Mercer & Assoc
Ed Rego	N.C.A.C.C.

1:00PM

VISITOR REGISTRATION SHEET

APPR/EDU.
Name of Committee

7/31/02
Date

VISITORS: PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
[illegible]	PSF
Linda [illegible]	SBE
[illegible]	CTA
Elizabeth Dalton	Bono & Associates
Sam Lee	OSBM
[illegible]	NC School Counselor Assn
Elizabeth [illegible]	OSBM
[illegible]	NBPTS
Jennifer Bennett	NCDPI
Becky McCoukey	NCDPI
Hank Hurd	NCDPI
Katherine Miller	NCASA
James O. Smith	UNC
Rob Nelson	UNC
Jeff Davis	UNC
[illegible]	UNC
[illegible]	NCICU
Gene Causby	AIC SFSA

MINUTES

HOUSE APPROPRIATIONS SUB COMMITTEE ON EDUCATION

AUGUST 1, 2002 - 11:30 A.M.

Chairman Gene Rogers called the meeting to order. Absent were Representative Holmes and Representative Morgan.

Philip Price of the Fiscal Research staff presented the Special Provisions for the Public Schools Report. **(SEE ATTACHMENT 1.)** Mr. Price explained all the provision on pages 1 – 4 and page 6.

The special provision on page 5 in Attachment 1 dealt with additional purchasing flexibility for certain school systems. This initiated a quite lengthy discussion on why only four school systems were included and Representative Carpenter asked if it could be amended to include the entire state. Representative Michaux introduced an amendment to include all school systems. **(SEE ATTACHMENT 2.)** After further discussion Chairman Rogers noted that since this was such a big issue that input from the overall chairs might be necessary. Representative Rogers with Representative Michaux's permission, temporarily displaced the proposed amendment until instructions could be received from the overall chair of Appropriations.

At that time Chairman Rogers decided to ask for approval for the package of special provision with the exception of the special provision on page5. Representative Smith moved for approval and the report passed.

Charlotte Todd was called upon to explain the one remaining special provision regarding the university system. **(SEE ATTACHMENT 3, UNC INSTITUTIONS PROHIBITED FROM OPERATING TRANSIENT ACCOMMODATIONS EXCEPT UNDER CERTAIN CIRCUMSTANCES.)** Representative moved to accept the provision and the motion passed.

Representative Michaux revised his amendment **(SEE ATTACHMENT 3),** and when the meeting was resumed his revised amendment was presented. Representative Yongue stated that he supported Representative Michaux's amendment and that there were some problems ongoing with programs such as E-Procurement but thought they could be worked out.

Representative Rogers then instructed the committee to go ahead and take action on the amendment, that the special provision would be in the conference items to be discussed with the Senate. Representative Michaux moved for passage of his amendment and the vote was taken and the amendment passed. Representative Michaux moved to approve the special provision as amended and the motion passed.

The meeting was then adjourned.

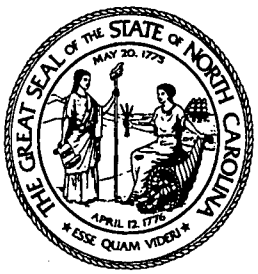
Respectfully submitted,

Representative Gene Rogers, Chairman

Jenny Umstead, Committee Assistant

ATTACHMENT 1
8/1/02

GENERAL ASSEMBLY OF NORTH CAROLINA



SPECIAL PROVISIONS
PUBLIC SCHOOLS REPORT

AUGUST 1, 2002

2002-DPI-H7(S7.7)i 1
FUNDS TO IMPLEMENT THE ABCS OF PUBLIC EDUCATION

2002-DPI-H14(S7.14)-P 2
REPLACEMENT SCHOOL BUS FUNDS

2002-DPI-H25A(S7.25)-P 3
ADDITIONAL TEACHER POSITIONS FOR KINDERGARTEN AND FIRST GRADE

2002-DPI-H31A-P 4
REVIEW OF DRIVER EDUCATION FORMULA/ALLOCATION OF FUNDS FOR INCREASED AVERAGE DAILY MEMBERSHIP

2002-DPI-H40 5
ADDITIONAL PURCHASING FLEXIBILITY FOR CERTAIN SCHOOL SYSTEMS

2002-DPI-H8A(S7.8)i 6
REVISION OF READING AND WRITING ASSESSMENTS

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2002-DPI-H7(S7.7)i

Department of Public Instruction
Appropriations Subcommittee on Education

Requested by: Representatives Boyd-McIntyre, Rogers, Yongue

FUNDS TO IMPLEMENT THE ABCS OF PUBLIC EDUCATION

SECTION 7.7.(a) The State Board of Education shall use funds appropriated for State Aid to Local School Administrative Units for the 2002-2003 fiscal year to provide incentive funding for schools that met or exceeded the projected levels of improvement in student performance during the 2001-2002 school year, in accordance with the ABCs of Public Education Program. In accordance with State Board of Education policy:

(1) Incentive awards in schools that achieve higher than expected improvements may be up to:

a. One thousand five hundred dollars ($1,500) for each teacher and for certified personnel; and

b. Five hundred dollars ($500.00) for each teacher assistant.

(2) Incentive awards in schools that meet the expected improvements may be up to:

a. Seven hundred fifty dollars ($750.00) for each teacher and for certified personnel; and

b. Three hundred seventy-five dollars ($375.00) for each teacher assistant.

SECTION 7.7.(b) The State Board of Education may use funds appropriated to State Aid to Local School Administrative Units for assistance teams to low-performing schools.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2002-DPI-H14(S7.14)-P

Department of Public Instruction
Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

REPLACEMENT SCHOOL BUS FUNDS

SECTION 7.14.(a) Of the funds appropriated to the State Board of Education for the 2002-2003 fiscal year, the Board may use up to ten million dollars ($10,000,000) for grants to local boards of education for replacement school buses under G.S. 115C-249(c) and (d). In making these grants, the State Board of Education may impose any of the following conditions:

(1) The local board of education must use the funds only to make the first year's payment on a financing contract entered into pursuant to G.S. 115C-528.

(2) The term of a financing contract entered into under this section shall not exceed three years.

(3) The local board of education must purchase the buses only from vendors selected by the State Board of Education and on terms approved by the State Board of Education.

(4) The State Board of Education shall solicit bids for the direct purchase of buses and for the purchasing of buses through financing. The State Board of Education may solicit separate bids for financing if the Board determines that multiple financing options are more cost-efficient.

(5) A bus financed pursuant to this section must meet all federal motor vehicle safety regulations for school buses.

(6) Any other condition the State Board of Education considers appropriate.

SECTION 7.14.(b) It is the intent of the General Assembly to continue its annual appropriations to the State Board of Education for replacement school buses.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2002-DPI-H25A(S7.25)-P

Requested by: Representatives Boyd-McIntyre, Rogers, Yongue

ADDITIONAL TEACHER POSITIONS FOR KINDERGARTEN AND FIRST GRADE

SECTION 7.25.(a) The class size allotment for kindergarten for the 2002-2003 school year shall be one teacher for every 17 students. The maximum class size for kindergarten for the 2002-2003 fiscal year shall be one less than the class size limits established by the State Board of Education for the 2001-2002 school year, which shall be an average kindergarten class size of 21 students and no more than 24 students in a classroom.

The class size allotment for first grade for the 2002-2003 school year shall be one teacher for every 18 students. The average class size for first grade within a local school administrative unit shall not exceed 21 students. The maximum class size for first grade for individual classes for the 2002-2003 fiscal year shall be 24 students.

SECTION 7.25.(b) For the 2002-2003 school year only, a local school administrative unit shall use these additional teacher positions to reduce class size in kindergarten and first grade.

SECTION 7.25.(c) For the 2003-2004 school year and subsequent school years, the State Board of Education shall reduce the maximum class size limits for kindergarten by two students from the limits in effect for the 2001-2002 school year. These limits are based on an allotment ratio of one teacher for every 17 students.

For the 2003-2004 school year and subsequent school years, the maximum class size limit for first grade shall be based on an allotment ratio of one teacher for every 18 students.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2002-DPI-H31A-P

Department of Public Instruction
Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

REVIEW OF DRIVER EDUCATION FORMULA/ALLOCATION OF FUNDS FOR INCREASED AVERAGE DAILY MEMBERSHIP

SECTION #.(a) The State Board of Education shall review the allotment distribution formula for driver education to determine whether the formula should target more resources to local school administrative units that are eligible for low-wealth and small-county supplemental funding. The State Board shall report the results of its review to the Joint Legislative Education Oversight Committee.

SECTION #.(b) In allocating funds appropriated for the increase in average daily membership of ninth grade in the driver education program, the State Board shall consider the needs of local school administrative units that are eligible for low-wealth and small-county supplemental funding.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2002-DPI-H40

Department of Public Instruction
Appropriations Subcommittee on Education

Requested by: **Representative Yongue**

ADDITIONAL PURCHASING FLEXIBILITY FOR CERTAIN SCHOOL SYSTEMS

SECTION #.(a) Purchases by the Charlotte-Mecklenburg, Madison County, McDowell County, and Wake County Local School Administrative Units of supplies, equipment, and materials valued at two thousand five hundred dollars or less ($2,500) are not subject to the provisions of G.S. 115C-522.1 or Article 3 of Chapter 143 of the General Statutes.

SECTION #.(b) This section applies only to the Charlotte-Mecklenburg, Madison County, McDowell County, and Wake County Local School Administrative Units.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2002-DPI-H8A(S7.8)i

Department of Public Instruction
Appropriations Subcommittee on Education

Requested by: **Representatives Boyd-McIntyre, Rogers, Yongue**

REVISION OF READING AND WRITING ASSESSMENTS

SECTION 7.8. Of the funds appropriated to State Aid to Local School Administrative Units, the State Board of Education may use up to one million dollars ($1,000,000) for the 2002-2003 fiscal year to revise the reading and writing assessments.

PLEASE PRESS HARD - 5 COPIES

NORTH CAROLINA GENERAL ASSEMBLY AMENDMENT

(Please type or use ballpoint pen)

attachment 2

EDITION No. _____

H. B. No. _____ DATE _____

S. B. No. _____ Amendment No. _____ (to be filled in by Principal Clerk)

COMMITTEE SUBSTITUTE _____

Rep.) MICHAUX
~~Sen.~~)

1 moves to amend the bill on page 5, line _____
2 ( ) WHICH CHANGES THE TITLE
3 by _____
4 rewriting the provision to read:
5 "Additional Purchasing Flexibility for All school
6 Systems
7 SECTION #. Purchases by Local School
8 Administrative units of supplies, equipment,
9 and materials valued at two thousand
10 five hundred dollars or less ($2,500) are
11 Not subject to the provisions of G.S
12 115C-522.1 or Article 3 of Chapter
13 143 of the General Statutes.
14
15
16
17
18
19

SIGNED _____

ADOPTED _____ FAILED _____ TABLED _____

Attachment 3
8/1/02

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

DRAFT
SPECIAL PROVISION

2002-UNC-H16B

University of North Carolina and Private Instruction
Appropriations Subcommittee on Education

Requested by: Representatives Boyd-McIntyre, Rogers, Yongue

UNC INSTITUTIONS PROHIBITED FROM OPERATING TRANSIENT ACCOMMODATIONS EXCEPT UNDER CERTAIN CIRCUMSTANCES

SECTION #.(a) G.S. 66-58 is amended by adding a new subsection to read:

"(h) Notwithstanding the provisions of G.S. 66-58(b)(8), it is unlawful for The University of North Carolina, its constituent institutions, the Centennial Campus of North Carolina State University at Raleigh, the Horace Williams Campus of the University of North Carolina at Chapel Hill, a Millennial Campus of a constituent institution of The University of North Carolina, or any corporation or other legal entity created or directly controlled by or using land owned by The University of North Carolina to develop, construct, own, or operate a transient accommodations facility, including a hotel or motel, unless all the following conditions are met:

(1) The transient accommodations facility is developed and constructed in conjunction with a conference center whose purpose and use is related to continuing education, degree programs, research, or other activities that support the mission of The University of North Carolina.

(2) No State general funds or tuition revenues are used to support the operation of the transient accommodations facility and, prior to commencement of construction or the issuance of debt, the operating plan of any transient accommodations facility is submitted, upon the recommendation of the Board of Governors, to the Joint Legislative Committee on Governmental Operations for review.

(3) The day-to-day business management of the transient accommodations facility is conducted by a private entity under contract with The University of North Carolina or one of its constituent institutions."

SECTION #.(b) This act does not apply to any transient accommodations facility owned, operated, or leased by The University of North Carolina or one of its constituent institutions on or before July 1, 2002. This act is effective when it becomes law.

"new Attach 4

NORTH CAROLINA GENERAL ASSEMBLY AMENDMENT

(Please type or use ballpoint pen)

EDITION No. _____

H. B. No. _____ DATE _____

S. B. No. _____ Amendment No. _____ (to be filled in by Principal Clerk)

COMMITTEE SUBSTITUTE _____

Rep.) MICHAUX
~~Sen.~~)

1 moves to amend the bill on page 5, line _____

2 ( ) WHICH CHANGES THE TITLE

3 by _____

4 rewriting the provision to read:

5 " Additional Purchasing Flexibility for All School

6 Systems

7 SECTION #. Purchases by Local School

8 Administrative units of supplies, equipment,

9 and materials valued at two thousand

10 five hundred dollars or less ($2,500) are

11 Not subject to the provisions of G.S

12 115C-522.1 or Article 3 of Chapter

13 143 of the General Statutes, except

14 for G.S. 143-48, and G.S 143-58.1. "

15

16

17

18

19

SIGNED _____

ADOPTED _____ FAILED _____ TABLED _____

GA-33-A

PRINCIPAL CLERK'S OFFICE (FOR ENGROSSMENT)

VISITOR REGISTRATION SHEET

Education Approp. Sub — 8-1-02

Name of Committee — Date

VISITORS: PLEASE SIGN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
[illegible]	NCASA
[illegible]	Gov's Off
[illegible]	SBE
[illegible]	PST
Becky McCoskey	DPI
[illegible] Bennett	DPI
[illegible] Hurd	DPI
Barbara Cansler	CSA
[illegible]	[illegible]
Katherine Miller	NCASA
[illegible]	NBPTS
Elizabeth Dutton	Bone & Associates
Diane Wilkins	Mercer & Assocs
[illegible]	NCICU
Mark [illegible]	University System
Kevin FitzGerald	UNC
[illegible]	Gov's office
Becky Mercer	Mercer & Assoc.
[illegible]	Bone & Assoc

VISITOR REGISTRATION SHEET

Education (App. Sub.) — Name of Committee

8-1-02 — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
John McKay	GOV OFFICE
Evelyn Yasmore	FHA

VISITOR REGISTRATION SHEET

Education (App. Sub.) — Name of Committee

8-1-02 — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Hal Miller	NCACCT
Nicole Hare	Exploratorium
Colleen Kochanek	Hafer & Caldwell, P.A.
Suzanne Williams	NCCCS
Susan Markham	PENC
Molly Freeman	NCAE
Leanne Winner	NCSBA
Patric Mullen	
Mary Donny	VIF
Rob Dussault	Press NC STATE WATCH
Meg Ingram	Wellness of NC's children
Mike Ravenel	NCCIU
Cindy DeFoor	NCCIC

2002 PERMANENT SUBCOMMITTEE REPORT
HOUSE OF REPRESENTATIVES

FOR RECOMMENDING BILLS TO STANDING COMMITTEE OR TO THE FLOOR OF THE HOUSE
The following report(s) from permanent sub committee(s) is/are presented:
By Representative(s) **Rogers, Yongue, Boyd-McIntyre** (Chair/Chairs) for the Permanent Subcommittee on Education Appropriations_____.

☐ Committee Substitute for

H.B. 54 LOW WEALTH SUPPLEMENTAL FUNDING
H.B. 192 LEAS AND GROUP HOMES (STUDY COMMISSION)
H.B. 239 NORTH CAROLINA GEOGRAPHIC ALLIANCE FUNDS-2
H.B. 341 COMMUNITY COLLEGE FOCUSED INDUSTRIAL TRAINING PROGRAM
H.B. 373 CHILD NUTRITION PERSONNEL BONDS FUNDS
H.B. 401 COMMUNITY COLLEGE SYSTEM OFFICE FLEXIBILITY
H.B. 412 NORTH CAROLINA STATE UNIVERSITY FIRE ANT FUNDS
H.B. 417 SCHOOL TECHNOLOGY FUNDS
H.B. 420 EXPAND SCHOOL BREAKFAST PROGRAM
H.B. 422 COMMUNITY COLLEGE STUDENTS WITH DISABILITIES FUNDS
H.B. 443 COMMUNITY COLLEGE INSTRUCTIONAL TRUST FUND
H.B. 525 SPECIAL NEEDS STUDENTS/REMOVE FUNDING CAP
H.B. 537 NATURAL RESOURCES LEADERSHIP FUNDS
H.B. 724 LEP STUDENTS
H.B. 835 DPI CONSTRUCTION FUNDS
H.B. 954 UNC-CHARLOTTE TEACHER TRAINING PROGRAM FUNDS
H.B. 988 PROVIDE FUNDING BEFORE NEW SCHOOL STANDINGS
H.B. 1004 ANSON/PAMLICO MODEL TEACHERS EDUCATION CONSORTIUM
H.B 1018 HIGH PRIORITY SCHOOL ASSISTANCE AND ACCOUNTABILITY ACT
H.B. 1039 UNC-TV FUNDS
H.B. 1044 ECU SCHOOL OF ENGINEERING
H.B. 1103 CUED SPEECH FUNDS – 2
H.B. 1150 ENDURE FAIRNESS N SCHOOL TESTING PROGRAM
H.B. 1211 UNC SYSTEM-NO REMEDIAL EDUCATION PROGRAMS
H.B. 1337 ADDITIONAL SUPPORT FOR BEGINNING TEACHERS
H.B. 1374 CLOSE THE ACHIEVEMENT GAP/FUNDS
H.B. 1391 NO DECREASE IN FTE FUNDS/UNC SYSTEM
H.B. 1392 AMEND UNC FINANCIAL NEED-BASED AID
H.B. 1412 AID TO PRIVATE COLLEGES/UPPER INCOME STUDENTS
H.B. 1413 NC SCIENCE & MATH SCHOOL/SCHOOL OF ARTS/TUITION

REPORTED TO THE STANDING COMMITTEE ON APPROPRIATIONS

☐X Other recommended action: NO ACTION TAKEN_____.

05/13/02

2002 PERMANENT SUBCOMMITTEE REPORT
HOUSE OF REPRESENTATIVES

FOR RECOMMENDING BILLS TO STANDING COMMITTEE OR TO THE FLOOR OF THE HOUSE
The following report(s) from permanent sub committee(s) is/are presented:
By Representative(s) **Rogers, Yongue, Boyd-McIntyre** (Chair/Chairs) for the Permanent Subcommittee on Education Appropriations.

☐ Committee Substitute for
H.B. 964 ECU FRESHWATER MARINE RESEARCH FUND

REPORTED TO THE STANDING COMMITTEE ON APPROPRIATIONS

RECOMMENDED ACTION:

☐ With a favorable recommendation.

☐ With a favorable recommendation and recommend that the bill be re-referred to the Committee on .

☐ With a favorable recommendation, as amended.

☐ With a favorable recommendation, as amended, and recommend that the bill be re-referred to the Committee on .

☐ With an unfavorable recommendation.

☐ With a favorable recommendation as to proposed committee substitute bill, ☐ which changes the title, unfavorable as to original bill.

☐ With a favorable recommendation as to proposed House committee substitute bill, ☐ which changes the title, unfavorable as to Senate committee substitute bill.

☐ Without prejudice.

X Other recommended action: _____.

05/13/02