

# NORTH CAROLINA GENERAL ASSEMBLY



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## HOUSE SELECT COMMITTEE ON AN EDUCATION SYSTEM FOR NORTH CAROLINA'S FUTURE

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### REPORT TO THE 2023 HOUSE OF REPRESENTATIVES

DECEMBER 12, 2022

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# TRANSMITTAL LETTER

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December 12, 2022

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TO THE MEMBERS OF THE 2023 HOUSE OF REPRESENTATIVES

The HOUSE SELECT COMMITTEE ON AN EDUCATION SYSTEM FOR NORTH CAROLINA'S FUTURE, respectfully submits the following report to the 2023 House of Representatives.

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Rep. John A. Torbett (Senior Chair)

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Rep. Hugh Blackwell (Co-Chair)

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Rep. Pat B. Hurley (Co-Chair)

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Rep. David Willis (Co-Chair)

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# COMMITTEE PROCEEDINGS

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The House Select Committee on An Education System for North Carolina's Future met 15 times after the 2021 Regular Session. The following is a brief summary of the Committee's proceedings. Detailed minutes and information from each Committee meeting are available in the Legislative Library.

## January 24, 2022

The House Select Committee on An Education System for North Carolina's Future held its first meeting on January 24, 2022, at the Legislative Office Building in Raleigh, North Carolina. Representative Torbett presided as Chair of the meeting.

Brian Gwyn, Committee Counsel, provided the Committee with an overview of the Committee's charge.

The Committee then heard from Jeanette Doran, President and General Counsel of the North Carolina Institute for Constitutional Law, on the historical background and evolution of the constitutional and statutory division of authority for public education in North Carolina. The North Carolina Constitution establishes the General Assembly's ultimate authority and responsibility for the public education system and its authority over the State Board of Education (State Board). The Constitution requires the State Board to supervise and administer the free public school system and the educational funds provided for its support; however, the Board's rules and regulations are subject to laws enacted by the General Assembly. The Constitution establishes the State Superintendent of Public Instruction as secretary and chief administrative officer of the State Board. The Superintendent must administer, through the Department of Public Instruction (DPI), all needed rules and regulations adopted by the State Board and to communicate to public school administrators all information and instructions regarding the adopted rules and regulations, among other duties.

Ms. Doran then spoke to the Committee about rules and regulations and the process for rulemaking. The Administrative Procedure Act (APA) creates a uniform system of administrative rulemaking and adjudicatory procedures for agencies and applies to every agency, unless specifically exempt, including the State Board of Education. It requires that the power of government be diffused among more than one governmental body before a proposed rule becomes a rule. The APA defines a rule as "any agency regulation, standard, or statement of general applicability that implements or interprets an enactment of the General Assembly or Congress or regulation adopted by a federal agency or that describes the procedure or practice requirements of an agency. The term includes the establishment of a fee and the amendment or repeal of a prior rule." The State Board cannot avoid the APA by designating its rules as "policies"; while not defined under the APA, a policy is considered a rule, regardless of label, if it meets the statutory definition of a rule. Ms. Doran

provided the Committee with a summary of cases regarding education duties, rights and responsibilities in North Carolina. Ms. Doran then answered questions from the Committee.

The members of the Committee then held a discussion on what they thought an education system should look like if the State were starting from scratch and how they would measure its success.

### **February 7, 2022**

The House Select Committee on An Education System for North Carolina's Future held its second meeting on February 7, 2022, at the Legislative Office Building in Raleigh, North Carolina. Representative Torbett presided as Chair of the meeting.

Eric Moore, Senior Fiscal Analyst with the Fiscal Research Division, spoke to the Committee about North Carolina's public school funding history. The North Carolina Constitution requires the General Assembly to provide by taxation and otherwise for a general and uniform system of free public schools, with the governing boards of local government being allowed to add to or supplement any public school or post-secondary school program. The School Machinery Act of the early 1930s set the State's responsibility for providing funding for school operation costs, setting policy and providing oversight, and local governments were charged with providing and maintaining buildings, allocating resources between schools and managing school personnel. The next school funding change occurred in the 1980s, when the State Board of Education (State Board) was tasked with defining the State's Basic Education Program and determining its costs, developing and proposing a system for allocating funds on a per pupil basis, and developing an accountability system to assess the effectiveness of programs it funded. The Uniform Education Reporting System was enacted in 1987 and is still in place today.

Mr. Moore then presented on the public school funding structure. The State Public School Fund (SPSF) is generated through a series of funding formulas that typically utilize student headcount and other targeted factors. The funds are distributed through allotments that are adjusted for changes in average daily membership (ADM), participation in the North Carolina Virtual Public School (NCVPS), and charter school enrollment among other things. Mr. Moore explained how State funds are generated, distributed, and utilized by local school administrative units (LEAs) and how they can be modified. Mr. Moore answered questions from the Committee.

The Committee then heard from State Superintendent Catherine Truitt. Ms. Truitt spoke about her initiatives Operation Polaris and the Portrait of a Graduate. The Office of Learning Recovery is the main focal point of Operation Polaris, and its mission is to support LEAs in making evidence-based decisions to help students overcome learning loss and accelerate learning by focusing on literacy, student support services, accountability and testing, and human capital. One of the main goals is to transform the K-12 accountability and testing system to reduce one-time high-stakes testing while ensuring graduates are prepared to meet the demands of the workforce. The statewide Portrait of a



Graduate aims to create a model for districts to identify the skills and knowledge students should possess for life after graduating high school. Ms. Truitt answered questions from the Committee.

Ms. Truitt then mentioned that 2022 has been declared "The Year of the Workforce," with the goal of better aligning public education with industry needs to help create a strong talent pipeline, since North Carolina businesses in multiple sectors continue to report a shortage of talent with employability skills. She spoke about implementing Career Accelerators in schools and an Assistant Principal Leadership Accelerator Program to provide professional development opportunities for strong assistant principals to lead high-needs schools. Ms. Truitt answered questions from the Committee.

### **February 21, 2022**

The House Select Committee on An Education System for North Carolina's Future held its third meeting on February 21, 2022, at the Legislative Office Building in Raleigh, North Carolina. Representative Torbett presided as Chair of the meeting.

Amanda Fratrick, Fiscal Analyst with the Fiscal Research Division, spoke to the Committee about the 2021-23 Biennial Budget for education. Ms. Fratrick informed the Committee that in an effort to continue its COVID-19 response, the General Assembly continued the fiscal year (FY) 2020-21 hold harmless for the FY 2021-22, increased the average daily membership (ADM) contingency reserve, and created a non-recurring reserve for students with disabilities. Other major initiatives receiving funding are as follows: School Psychologists Allotment, Transportation Reserve Fund for Homeless and Foster Children, Charter School Transportation Grant Program, School Safety Grants, Science of Reading, School Connectivity and School Business System Modernization. She reviewed funding for various special programs that receive recurring State funding, including programs run directly by the Department of Public Instruction (DPI) and those run by external partners. She identified the year funding began for each program and the amount of funds allocated to each program for FY 2021-22. Ms. Fratrick then answered questions from the Committee.

The Committee then heard from Eric Davis, Chair of the State Board of Education (State Board), on the State Board's ideas for a future education system. Mr. Davis said the State should focus on what is working now, change what is not, and listen to students, parents, and educators when reimagining the future of North Carolina's education system. Mr. Davis advised that the State should focus on three objectives in particular: (i) elevating the education profession and expand programs that increase opportunities for teacher leadership roles, improve teacher retention, and improve student outcomes, (ii) providing health and support services for students by increasing access to instructional support personnel, such as school psychologists, social workers, resource officers, and counselors, and (iii) increasing the academic achievement of each student. Mr. Davis then answered questions from the Committee.

The Committee then heard from Lieutenant Governor Mark Robinson about his ideas for the governance and infrastructure of the education system, restoring order to schools, and

educating students for the 21st century economy. The Lt. Governor said that students in all grades are underperforming in North Carolina, and the State need improved standards for curriculum to increase grade level proficiency. He stated that these standards should be clear, concise, and measurable. He talked about the need for Teacher Working Condition Surveys to find out what training, support, and resources teachers need to perform their roles with excellence. The Lt. Governor said that the local communities' role in education should be increased by using programs developed by local schools and districts, and having input from parents and communities which will lead to transparency regarding lesson plans, instructional materials, and academic goal-setting with students' families. According to the Lt. Governor, the State needs to recommit to a classical elementary education that focuses on reading, writing, and mathematics in grades kindergarten through five and prioritizes career and technical education (CTE) through 12th grade. He then spoke about disciplinary issues in schools and the need for more alternative learning placement schools (ALPS) that provide alternative and remote options for students with defiant and disruptive behaviors. Lastly, the Lt. Governor spoke about school funding and the expansion of school choice, including expanding Opportunity Scholarships. The Lt. Governor then answered questions from the Committee.

### **March 7, 2022**

The House Select Committee on An Education System for North Carolina's Future held its fourth meeting on March 7, 2022, at South Asheboro Middle School in Asheboro, North Carolina. Representative John Torbett presided as Chair of the meeting.

Representative Hurley gave welcoming and opening remarks to the Committee.

Dr. Stephen Gainey, Superintendent of Randolph County Schools, presented to the committee on the Apprenticeship Randolph program, which allows selected juniors and seniors in Randolph County to finish the program with an Associate of Applied Science degree, a journeyman's certificate, and a job. The program involves a strong partnership with Randolph Community College. The program now includes three pathways: Advanced Manufacturing, Automotive Systems, and Information Technology. He pointed out that the program started in 2016-2017 with 12 industry partners and there are now 21. He described the steps for student selection into the program, such as interviews with industry partners, "Draft Day", pre-apprenticeship, and "Signing Day." Through the 2020-2021 school year, 90 people have been through the program, with 71 of those being students in Randolph County Schools. Through Career and Technical Education (CTE) programs such as this, he stressed the importance of students being able to apply their learning.

Dr. Aaron Woody, Superintendent of Asheboro City Schools, presented to the committee on the importance of adapting to put learners first, as their educational needs have changed over the years. He spoke about the importance of diversity of thought within the school system and the importance of developing technical and soft skills in addition to academic skills. He identified the foundational skills that help citizens thrive in their future workplaces.

Dr. Sharon Castelli, Superintendent of Uwharrie Charter Academy (UCA), presented information to the committee about her charter school, which currently has over 1700 students. She said UCA relies heavily on experiential learning and uses project-based learning that is interdisciplinary and problem-based. She said UCA integrates science, technology, engineering, arts, and mathematics (STEAM) into all courses, with STEAM courses offered at the elementary and middle schools. At the high school, STEAM is integrated into all electives. She described UCA's flex days in which students have opportunities to visit local businesses, volunteer at local charities, participate in environmental projects, or participate in skills-based workshops. She said a lack of equitable funding prevents the hiring of additional support staff and requires larger class sizes in some subject areas.

At the conclusion of the presentations, the Committee received comments from the public regarding an education system for North Carolina's future.

### **March 21, 2022**

The House Select Committee on An Education System for North Carolina's Future held its fifth meeting on March 21, 2022, at the Union County Professional Development Center in Monroe, North Carolina. Representative John Torbett presided as Chair of the meeting.

Representative Willis gave welcoming and opening remarks to the Committee.

Melissa Merrell, Chair of the Union County Public Schools Board of Education, welcomed the Committee. She said Union County is ranked number one in Career and Technical Education (CTE) and is committed to helping myFutureNC achieve its goal of having two million North Carolinians with high-quality credentials or postsecondary degrees by 2030.

The Committee then heard from Dr. Andrew Houlihan, Superintendent of Union County Public Schools (UCPS), who spoke about the power of a strong partnership between UCPS, Wingate University and South Piedmont Community College. He presented on UCPS's approach to college and career readiness, including implementing college visits for fourth grade students and enhancing college awareness by having schools participate in an annual College Colors Day. Dr. Houlihan mentioned that the district has been expanding CTE enrollment and courses offered in middle school and adding more career development coordinators. Additionally, UCPS has launched Major Clarity, a platform to help schools align students' strengths and interests to postsecondary goals. In high school, UCPS is focused on efforts such as ACT and SAT prep, Advanced Placement and Career and College Promise courses, having college representatives visit schools, and increasing enrollment in CTE course pathways. Dr. Houlihan told the Committee about two programs that UCPS has in partnership with institutions of higher education: the Wayfind Program, a partnership with Wingate University, and the Health Sciences Academy, a partnership with Atrium Health and South Piedmont Community College (SPCC).

The Committee then heard from Dr. Maria Pharr, President of SPCC. She spoke about the benefits of Dual Enrollment Programs and SPCC's economic impact on the region. She

then talked about Road2Wingate, SPCC's new partnership with Wingate University, which is open to all first semester students and allows them to earn an Associate Degree at SPCC and transfer to Wingate to complete a 4-year degree with the Gateway to Wingate scholarship, with the goal of putting higher education within reach for many students. Dr. Pharr said 75% of the incoming student population at Wingate come from SPCC.

The Committee then heard from Dr. Rhett Brown, President of Wingate University. Dr. Brown spoke about the Laboratory of Difference Making at Wingate initiative that aims to provide a variety of student opportunities, including internships, research with faculty members, service projects and study abroad. Additionally, the initiative aims to retain talent, resources, and expertise, and meet other community needs. He talked about the university's partnerships in Union County and their impact on the county's economy, education, and health and human services. The university has the following projects in development in the county: Aquatic Center, Community Health Clinic, Entrepreneurial Center, Friendship House and Town of Wingate Development Initiative.

The presenters then answered questions from the Committee.

At the conclusion of the presentations, the Committee received comments from the public regarding an education system for North Carolina's future.

#### **April 4, 2022**

The House Select Committee on An Education System for North Carolina's Future held its sixth meeting on April 4, 2022, at Stanley Middle School in Stanley, North Carolina. Representative John Torbett presided as Chair of the meeting.

Rebecca Huffstetler, principal of Stanley Middle School, welcomed the committee to her school and gave the history of the school. Stanley Middle School is a STEAM academy serving 700 students, including 200 students who are outside of the school's attendance zone. The school provided Chrome books and online instruction before the COVID-19 pandemic. Ms. Huffstetler told the committee that the school prioritizes hands-on learning with students and gives students choices in how they learn academic standards and how they show their learning.

Dr. Jeffrey Booker, Superintendent of Gaston County Schools, presented to the Committee on Gaston County Schools as a community of schools with community pride. He spoke about the changing landscape of education, including declining enrollment in local school administrative units and increasing numbers of students attending homeschools. Gaston County Schools is partnering with other education entities to increase the choice options available to students. Dr. Booker spoke about the five focus areas of the school system, which are (i) highly effective instruction, (ii) customer service, (iii) effective integration of technology, (iv) facilities, and (v) safe schools. He stated that the system provides innovative opportunities at the elementary, middle, and high school level, with various academies focused on topics such as leadership, engineering, public service, health sciences, and college prep. Gaston County Schools also provides a virtual option to

students. Dr. Booker also spoke about a variety of opportunities provided to students to increase interest in careers, such as the Career Signing Day, Students @ Work, and the Manufacturing and Career Expo. Dr. Booker is motivated to attract and retain a high quality workforce in all schools and increase access to quality research-based academic credentials for Gaston County Schools employees.

Dr. John Houser, President of Gaston College, presented to the committee on the efforts to focus on economic development and getting qualified people into the workforce quickly. The community college collaborates with various industries and Belmont Abbey to provide opportunities for students to gain work experience and continue their higher education. Dr. Houser mentioned that the college needs upgrades to buildings and equipment.

At the conclusion of the presentations, the committee received comments from the public regarding an education system for North Carolina's future.

### **April 25, 2022**

The House Select Committee on An Education System for North Carolina's Future held its seventh meeting on April 25, 2022, at Morehead City Primary School in Morehead City, North Carolina. Representative John Torbett presided as Chair of the meeting.

Representative McElraft gave welcoming remarks to the Committee and introduced principal Ashley Melton who also gave welcoming remarks to the Committee.

The Committee then heard from Dr. Rob Jackson, Superintendent of Carteret County Schools, who recognized a few members of the Carteret County Board of Education who were present at the meeting, as well as Dr. Linda Jewell Carr, the Superintendent of Washington County Schools. Dr. Jackson informed the Committee that Carteret County Schools has one of the highest concentrations of top ranked public schools in North Carolina. He stated that during the 2020-2021 school year, every school in the county met or exceeded growth and was named to the US News and World Report "Best School" list.

Dr. Jackson then introduced Dr. Tracy Mancini, President of Carteret Community College, and Harvey Case, President of Carteret Health Care, to speak to the Committee about the partnerships their organizations have developed to better serve students and the Carteret County community.

Mr. Case spoke about the Student Pipeline And Recruitment Carteret Health Care (SPARC) program, a partnership between Carteret Health Care and Carteret County Schools. The program provides students with the opportunity to experience and observe many aspects of healthcare in a hospital setting with the goal of developing and sustaining a highly skilled, diverse pipeline of professionals in Carteret County.

Dr. Mancini then presented to the Committee about the many opportunities that Carteret Community College has to offer with over 90 associate degrees, diplomas, and certificates that prepare students for university transfer or immediate entry into the workforce. She

provided some examples of opportunities provided to students through the Business, Hospitality and Tourism program as well as Marine Trades and Environmental Science.

Dr. Jackson then addressed the Committee again, mentioning the power and importance of career and technical education (CTE), summer opportunities for students, and access to pre-kindergarten.

The presenters then answered questions from the Committee.

At the conclusion of the presentations, the Committee received comments from the public regarding an education system for North Carolina's future.

### **May 9, 2022**

The House Select Committee on An Education System for North Carolina's Future held its eighth meeting on May 9, 2022, at the Legislative Office Building in Raleigh, North Carolina. Representative Torbett presided as Chair of the meeting.

The Committee approved Committee Minutes for meetings on January 24, February 7, and February 21, 2022.

The Committee then heard from Timothy Dale and David Vanderweide, Principal Fiscal Analysts with Fiscal Research Division, on teacher compensation and benefits. Mr. Dale informed the Committee that teacher salaries are determined based on a salary schedule combined with State-funded supplements and locally-funded supplements. The State-funded supplements usually cover a variety of items, including graduate degrees required for licensure, National Board certification, working in smaller or low-wealth counties, and performance bonuses. Teachers do not usually reach the maximum salary schedule until they have been in the teaching profession for 25 years. Mr. Dale shared some questions the Committee could consider when making modifications to the teacher pay structure.

The Committee then heard from Mr. Vanderweide on teacher benefits. The current benefit structure is heavily focused on retirement and for most teachers, the basic benefit structure is the same as it was in the 1980s. He reviewed benefits offered by other employers and neighboring states that North Carolina could consider to attract and retain teachers, such as student loan repayment assistance, parental leave, and subsidized dependent health insurance. Mr. Vanderweide then shared some questions the Committee could consider when making teacher benefits modifications. Mr. Dale and Mr. Vanderweide answered questions from the Committee.

Chair Torbett then led a discussion on the various topics the Committee has heard so far. At the conclusion of the discussion, the Committee received comments from the public regarding an education system for North Carolina's future.

**August 1, 2022**

The House Select Committee on An Education System for North Carolina's Future held its ninth meeting on August 1, 2022, at the Legislative Office Building in Raleigh, North Carolina. Representative Torbett presided as Chair of the meeting.

The Committee heard presentations on State and federal education expenditures and contracted services. Jamey Falkenbury, Director of Government Affairs with the Department of Public Instruction (DPI), explained how DPI manages State and federal funding, including the process for selecting and awarding contracts to DPI's operational vendors. He also provided an overview of DPI's expenditures for fiscal year 2020-21.

Catherine Truitt, State Superintendent of Public Instruction, then spoke about the Office of Learning Recovery and Acceleration (OLR), which was created to be a resource for districts in combating learning loss due to the COVID-19 pandemic and accelerating learning for all students.

The Committee then heard from Dr. Jeni Corn, Director of Research and Evaluation at DPI, on the impact of the COVID-19 pandemic. In 2021, the General Assembly directed DPI to contract with a third-party entity to collect, analyze, and report data related to the overall impacts of COVID-19 on public school units, students, and families. The analysis used data from 2018 and projections for 2021 to represent a comparison between pre-pandemic and post-pandemic performance. On average, all student subgroups experienced negative impacts during the pandemic, especially in math and science. Additionally, Dr. Corn stated that most students continued to progress during the pandemic but at a slower pace. Overall, students who returned to in-person learning performed better than the students who were remote.

The Committee then heard from Lynne Barbour, Deputy Director for OLR, on DPI's plans for COVID-19 recovery. For the summer after the 2022-23 school year, learning recovery and acceleration programs at the State level include Summer Bridge Academies for grades K-12 and Career Accelerator Programs for grades 6-12. For the 2023-24 school year, the Career Accelerator Programs will continue, in addition to Math Enrichment Programs for grades 4-8. Ms. Barbour reviewed the requirements for spending federal ESSER III funds with the Committee.

Dr. Corn spoke to the Committee again about the next steps for addressing the impacts of the pandemic, how ESSER III funds are being used, and the partnerships OLR has formed to continue research on the best ways to address learning loss due to the pandemic.

The Superintendent addressed the Committee again to provide an update on the implementation of the Excellent Public Schools Act of 2021. Mr. Falkenbury additionally presented about local contracts.

Dr. Aaron Fleming, Superintendent, and Andrew Cox, Assistant Superintendent for Financial Services, for Harnett County Schools presented to the Committee about the

district's contracted services, its procedures for contracting, and gave an overview of the district's contract expenditures.

The presenters then answered questions from the Committee.

### **August 15, 2022**

The House Select Committee on An Education System for North Carolina's Future held its tenth meeting on August 15, 2022, at the Legislative Office Building in Raleigh, North Carolina. Representative Torbett presided as Chair of the meeting.

Dr. Eddie Price, Director of NC Principal Fellows Program (NCPFP), spoke to the Committee about leadership and the impact principals can have on their schools, teachers, and students. Dr. Price presented NCPFP's goals and what is being done to achieve them. He stated that NCPFP preparation includes coursework, internship experience, university enrichment, program enhancements, and leadership coaching. Dr. Price reviewed enrollment numbers and the estimated total number of graduates the program expects to have by 2028. He then explained the grant program selection process and the efforts being made to evaluate the program. Dr. Price then answered questions from the Committee.

The Committee then heard from Katherine Joyce, Executive Director of the NC Association of School Administrators, on the role of principals. She gave an overview of the following: (i) principals' main roles in schools, (ii) skills that make effective principals, and (iii) the State Board of Education's standards for school executives. She spoke about principals utilizing distributed leadership in schools, the impact principals have on student success, and gave some legislative and policy recommendations to the Committee for its consideration. Ms. Joyce then answered questions from the Committee.

Leah Sutton, Vice President of Policy and Engagement for BEST NC, presented next on principal leadership. Ms. Sutton spoke about the importance of principals and the issues the State is facing regarding principal retention and working conditions. Some of the issues identified by Ms. Sutton include (i) an insufficient leadership pipeline, (ii) limited access to resources, and (iii) too many responsibilities. She spoke about the efforts being made to address these issues, such as the NCPFP Advanced Teaching Roles, and increased principal compensation, and gave recommendations to the Committee for its consideration. Ms. Sutton then answered questions from the Committee.

The Committee then heard from Heather Brame, Senior Administrator for K-5, and Ashley Bahor, Senior Administrator for 6-12, of Thales Academy (Academy). Ms. Brame presented to the Committee about the Academy's history, mission, and key to success. She stated that the Academy's approach to management is not the traditional educational model and is instead more business-like and very data driven. Ms. Bahor provided quick facts about the Academy and then spoke about its organizational structure, leadership, and faculty values. Ms. Brame and Ms. Bahor then answered questions from the Committee.



**August 29, 2022**

The House Select Committee on An Education System for North Carolina's Future held its eleventh meeting on August 29, 2022, at the Legislative Office Building in Raleigh, North Carolina. Representative Torbett presided as Chair of the meeting.

The Committee first heard from Retired Colonel Edward Timmons, State Director of Tarheel Challenge Academy, about the Academy's mission, organizational structure, and program history. The concept of the program is to improve skills and employment potential of North Carolina high school dropouts or expellees through discipline, education, and other life skills necessary to be productive members of society. Some of the core components of the program include academic excellence, life-coping skills, service to community, responsible citizenship, and leadership. Col. Timmons gave an overview of the Academy's results and evaluations. He also discussed the Academy's sources of funding, including federal and State funding, as well as support from private foundations. Col. Timmons then spoke about the Academy's benefits, its goals and vision for the future, and gave recommendations to the Committee for their consideration. Col. Timmons then answered questions from the Committee.

Dr. Valerie H. Bridges, Superintendent of Edgecombe County Public Schools, and Quarry Williams, HOPE Program Coordinator, then presented. The mission of the program is to serve as an alternative to out-of-school suspension, helping keep students engaged in a productive learning environment. The presenters mentioned that HOPE staff participated in a training through the Rural Opportunity Institute to become more informed on trauma and learn best practices to reach and engage students who have adverse childhood experiences. HOPE's workforce placement program helps coach students on how to fill out job applications, create a resume, and develop interviewing skills. Additionally, HOPE offers the Photovoice Project, the Green Thumb Project, and Aquaponic to help teach students resilience, teamwork, and decision making, which in turn helps improve academic skills. Dr. Bridges and Mr. Williams then answered questions from the Committee.

The Committee then heard from Dr. Jason Gardner, Superintendent, and Dr. Michael Royal, Assistant Superintendent, of the Mooresville Graded School District (MGSD), and Melanie Allen, Principal, Tim Anselmo, Teacher, and Jakariah Miller, Former Student, of the MIWAYE Program (Program). Dr. Gardner spoke to the Committee about MGSD's schools and demographics. The Committee learned that the Program began in 1996 with the idea to provide an individualized approach to education and set the foundation for students' postsecondary success. In the Program, every student has a personalized plan outlining the entire day. Students are encouraged to be self-motivated and constantly seeking opportunities for development and success. Mr. Anselmo spoke to the Committee about his teaching experience with the Program and Ms. Miller spoke about her experience as a student. Ms. Allen gave closing remarks highlighting potential Program enhancements. The presenters then answered questions from the Committee.

Finally, Dr. Brad Rice, Superintendent, and Doug Rose, Chief Academic Officer, both of Stokes County Schools, and Paul Hall, Principal of Meadowbrook Academy (Academy),

presented to the Committee. Dr. Rice gave an overview of the Academy's history and vision for the school. The presenters then spoke about the structure of the program, how it individualizes instruction to meet the needs of the students, and a description of the types of students who normally participate in the program. Feedback from parents, real life experiences and student success stories were shared with the Committee. The presenters then spoke to the Committee about potential improvements to the program, including what is being done to make those improvements, and gave recommendations to the Committee for its consideration. The presenters then answered questions from the Committee.

### **September 12, 2022**

The House Select Committee on An Education System for North Carolina's Future held its twelfth meeting on September 12, 2022, at Harding University High School in Charlotte, North Carolina. Representative Torbett presided as Chair of the meeting.

Representative Hunt gave welcoming and opening remarks to the Committee and introduced Hugh Hattabaugh, Superintendent of Charlotte-Mecklenburg Schools (CMS), and Glenn Starnes, Principal of Harding University High School, who also gave welcoming remarks to the Committee and described CMS's goals for its students. The presenters spoke about developing career pathways to target growth in certain occupation clusters in the Charlotte region. The presenters highlighted the top six industries experiencing growth and how CMS is making changes in its CTE Career Pathways to better align with the market. They provided a comparison of the number of students participating in Career Pathways, CTE Industry Certifications, and College and Career Promise, noting how the numbers have grown since the 2016-17 school year.

The Committee then heard from Nikki Keith, Director of Partnerships and Development of Road to Hire (R2H). R2H's mission is to diversify corporate workspaces by supporting students that have been historically underrepresented in science, technology, and mathematics (STEM) fields and business. Ms. Keith provided the Committee with the profile of a student who went through the program in 2021. CMS seniors who participate in the program complete a paid summer internship, tech courses for credit, life skills training and college bridge programs. Ms. Keith informed the Committee that R2H students are majoring in STEM at higher rate than average. Ms. Keith answered questions from the Committee.

Darren Ash, Executive Director of The ROC, a construction trade school, then presented to the Committee. The mission of The ROC is to provide technical construction skills, job readiness training, paid apprenticeships, and permanent job placement for students attending high schools in under-served areas of Mecklenburg County. The school's focus areas are electrical, mechanical, carpentry, and construction management. It serves four high schools in the county. Students who participate receive college credit with Central Piedmont Community College (CPCC) and certifications from the National Center for Construction Education and Research. Mr. Ash answered questions from the Committee.

The Committee then heard from Kandi Deitemeyer, President, and Heather Hill, Provost and Chief Academic Officer, of CPCC. The presenters spoke to the Committee about CPCC's dual enrollment program, the diverse range of students the program serves, the impact of Worked-Based Learning, and the steps Central Piedmont is taking to continue to help improve the economic mobility of not only its students but the community around it.

The Committee then heard from Elyse Dashew, Chair of the CMS Board of Education, who thanked the Committee for visiting Charlotte and recognized the teachers who were in attendance.

Representative Hunt gave closing remarks to the Committee and thanked them for holding a meeting in Charlotte.

At the conclusion of the presentations, the Committee received comments from the public regarding an education system for North Carolina's future.

### **October 3, 2022**

The House Select Committee on An Education System for North Carolina's Future held its thirteenth meeting on October 3, 2022, at the Cullowhee campus of the North Carolina Center for the Advancement of Teaching (NCCAT) in Cullowhee, North Carolina. Representative Torbett presided as Chair of the meeting.

The Committee was welcomed to the NCCAT campus by Dr. Brock Womble, Executive Director of NCCAT. The Committee then heard from Dr. Heather Peske, President of the National Council on Teacher Quality. Dr. Peske presented to the committee on teacher trends in North Carolina. She stated that the State has done a good job collecting and publishing the types of data necessary to understand the teacher pipeline. She then provided an analysis of some of the data, including that enrollment in teacher preparation programs has increased steadily since 2015, but the completion rate has remained roughly the same during that amount of time. Any increases in completion are due to an increase of teachers coming in through an alternative pathway, not completion of a traditional preparation program. Dr. Peske informed the Committee that the preparation programs surpass the nation in early reading preparation, but have room to improve. On the other hand, early mathematics instruction in preparation and graduate programs could use significant improvement. Dr. Peske made recommendations to the Committee on providing effective student teaching opportunities and utilizing licensure tests to build a more effective teacher workforce.

The Committee then heard from Dr. Womble who gave a brief history of how NCCAT started. He informed the Committee that his three primary focuses as Executive Director are (i) improving teacher practices, (ii) reestablishing relationships with schools, and (iii) building relationships with both NCCAT campuses at Cullowhee and Ocracoke. Karen Sumner, Deputy Executive Director, then informed the Committee that NCCAT offers five types of professional development programs: (i) residential, (ii) virtual, (iii) school-based, (iv) district-based and (v) region-based. She then explained the NCCAT Way, the model

used across all of NCCAT's professional development programs that focuses on building community, reflection, collaboration, and goal-setting. The idea of the NCCAT Way is that knowing the community's needs and allowing teacher to collaborate and learn from one another helps them learn new ways to utilize and maximize the implementation of skills learned during the programs. The presenters then discussed the badging program and the Learning Leaders program. The importance of partnerships with local, state, and federal agencies was highlighted to the committee. Dr. Womble then spoke about the expansion of the Cullowhee campus and NCCAT's future plans.

Emilee Higdon, a teacher with Macon County Schools, spoke to the Committee about her experience attending one of NCCAT's programs. Aaron Greene, Superintendent for Polk County Schools, also talked about his experience with NCCAT from a leadership perspective. The presenters then answered questions from the Committee.

### **November 15, 2022**

The House Select Committee on An Education System for North Carolina's Future held its fourteenth meeting on November 15, 2022, at the Legislative Office Building in Raleigh, North Carolina. Representative Torbett presided as Chair of the meeting.

The Committee approved Committee minutes for the meetings held on March 7, March 21, April 4, April 25, and May 9, 2022.

The Committee first heard from Dr. Bonnie Fusarelli, Director of North Carolina State University's (NC State) Leadership Programs, and Karen Anderson, Cohort Director for Wake Cohort, about NC State's Educational Leadership Academies (ELAs). Dr. Fusarelli informed the Committee about the mission of the ELAs, which is to prepare successful principals whose leadership skills will help attract and retain great teachers. Ms. Anderson explained the fellow selection process, what participants can expect for each semester of the program, and how the program is designed to bridge experiences between course content and relevant, in-time leadership practice. The presenters described the Formative Assessment Day that every fellow goes through every semester, which includes scenarios, role-plays, timed tasks that reflect the daily duties of a principal, mock interviews, and intensive feedback and reflection. Dr. Fusarelli then presented data on the program's outcomes for the past five years. Dr. Fusarelli and Ms. Anderson then answered questions from the Committee.

The Committee then heard from Dr. Tammy Howard, Senior Director of the Office of Accountability and Testing with the Department of Public Instruction (DPI), on North Carolina's Testing Program. She discussed the following subjects: (i) North Carolina's testing requirements, (ii) how tests are developed, (iii) how test data is used, and (iv) the status of the North Carolina Personalized Assessment Tool (NCPAT). Dr. Howard informed the Committee that assessing students to determine what they know and can do has been an educational goal in North Carolina since the first end-of-course tests were administered in the 1980s, which were incorporated into school accountability reforms in the mid-1990s, and became federal law in 2001 with No Child Left Behind. Dr. Howard

the State and federal testing requirements, including the grade levels in which the tests are administered and their purpose. She explained that a good assessment is one that (i) meets all constraints and intended purposes, and (ii) is reliable, valid, and fair. Dr. Howard laid out DPI's test development process, which includes collaboration with North Carolina State, the University of North Carolina at Greensboro, and nationally recognized test measurement experts to ensure the assessments meet the Standards for Educational and Psychological Testing and federal law requirements. She informed the Committee that test data is used for three main reasons: (i) to provide students with an academic achievement level (ii) to calculate school performance grades, and to create the North Carolina School Report Card. Lastly, Dr. Howard spoke about the status of the NCPAT, which is comprised of two components: a through-grade interim system (NC Check-Ins 2.0), and a multistage adaptive summative (Flexible Summative) that is administered in the last five days of the school year. She explained what the NC Check-Ins 2.0 assessments are designed to measure and how the Flexible Summative will be used to estimate students' proficiency and achievement levels. Dr. Howard then answered questions from the Committee.

Representative Torbett then gave closing remarks.

**December 12, 2022**

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## FINDINGS AND RECOMMENDATIONS

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First, the Committee commends the following generous hosts for accommodating the Committee as it traveled around the State to receive presentations and public comment: South Asheboro Middle School in Asheboro City Schools, Union County Public Schools, Stanley Middle School in Gaston County Schools, Morehead City Primary School in Carteret County Schools, Harding University High School in Charlotte-Mecklenburg Schools, and the North Carolina Center for the Advancement of Teaching.

Based on the information presented to the House Select Committee on An Education System for North Carolina's Future (Committee) during its scheduled meetings, the Committee makes the following findings and recommendations:

**Finding 1: All students should receive a high-quality standard education.**

The Committee finds that in order for the State to have an engaged, well-educated public, all students should receive a high-quality standard education. This standard education should include English, Mathematics, Science, History, the Arts, and career and technical education (CTE) as the core focus of elementary and secondary education with the potential to accelerate learning depending on the needs of each individual student. Throughout their education, students should be developing critical thinking skills that allow them to engage with the world. Additionally, the Committee finds that early literacy is vitally important, as it sets the stage for students to be successful throughout their educational journey and their lives. To prepare students for the jobs of the future, the Committee recognizes the importance of fostering students' interest and increasing engagement in science, technology, engineering, the arts, and mathematics (STEAM). To grant students the instructional time needed to develop deep understanding of these core subjects, the Committee finds that some elective courses should be offered online or otherwise satisfied through student participation outside of the instructional day. Finally, the Committee finds that real-life and hands-on learning experiences offered through partnerships with community colleges and community stakeholders engage students, providing a way for them to enjoy learning and experience various careers as they set their paths to becoming successful North Carolinians.

The Committee strongly recommends that the General Assembly continue to study the most essential content necessary for students to become successful citizens and be career and college ready.

**Finding 2: North Carolina should continue to increase educator pay, allow educators to focus on instructional duties, and provide educators with opportunities for growth and advancement.**

The Committee recognizes the dedication and determination of educators throughout the State. The Committee finds that the State is having difficulty hiring and retaining qualified educators for every school. The Committee received testimony that increasing educator pay would alleviate some of this difficulty. For teachers, increasing pay would incentivize

them to remain in the classroom rather than take an administrative role or leave the profession. The Committee also finds that educators have the greatest impact on students when they are focused on instructional duties, therefore non-instructional duties should be minimized. Additionally, the Committee finds that providing opportunities for educators to receive high-quality professional development can increase job satisfaction and retention.

The Committee recommends that the General Assembly continue to review the current salary schedules for educators and look for opportunities to adjust job duties to increase the high-quality educator workforce in the State.

**Finding 3: All children deserve a safe place to learn free from distraction.**

The Committee finds that students learn best in environments that are safe and supportive. The Committee has heard testimony that increasing instructional support personnel can foster school climates that allow all students to learn. Additionally, the Committee finds that providing all students with instruction in character education is important to create a school climate free from bullying and other distractions. The Committee recognizes the importance of granting teachers the authority to maintain order in their classrooms without fear of repercussion in order to create an environment conducive to learning. For students who continue to disrupt the learning environment, the Committee finds that alternative learning placements provide these students the opportunity to learn in a more focused environment that is equipped to provide additional support. The Committee finds that students with discipline issues should be in an environment that fosters learning and provides instruction with the ultimate goal of returning these students to their original classrooms.

The Committee recommends that the General Assembly continue to study ways to create safe learning environments for all students.

**Finding 4: The North Carolina student assessment system should be designed to generate useful data to help ensure students' post-secondary success.**

The Committee finds that to allow for all students' educational needs in each subject to be met, the student assessment system should provide real-time information to allow teachers to adjust their instruction as necessary. Additionally, the Committee finds that the student assessment system should be focused on on-going student achievement, allowing for individualized instruction, and generating useful data that parents can access and easily understand. The Committee finds that student mastery of a course should be determined by more than one data point, not just success or failure on a single high-stakes final exam. Technology can be a tool for achieving these goals in a way that reduces burdens on teachers, limits loss of instructional time, and provides timely communication to stakeholders.

The Committee recommends that the General Assembly continue to study the student assessment system and make the adjustments necessary to create the most useful system.



**Finding 5: The mandatory school calendar law should be adjusted to better fit the needs of students and educators.**

The Committee finds that the current requirement that schools begin no earlier than the Monday closest to August 26 and adjourn no later than the Friday closest to June 11 creates a school calendar that is not best suited to the needs of students and educators. To better meet those needs, the Committee finds that local boards of education should be given greater calendar flexibility.

The Committee recommends that the General Assembly take action and change the school calendar law.

**Finding 6: The division of authority between the appointed State Board of Education and the elected Superintendent of Public Instruction should be changed to grant greater authority to the Superintendent.**

The Committee finds that the current division of authority between the State Board of Education and the Superintendent of Public Instruction creates a power struggle that causes more strife than support for North Carolina's education system. The Committee has received public comment stating that the greater authority should be placed with the official directly elected by the people of the State, instead of an appointed body. Altering the division of authority in this way requires a constitutional amendment. The Committee finds that the opportunity to make this decision should be given to the people of the State as soon as practicable.

The Committee recommends that the General Assembly pass a constitutional amendment to allow the voters to determine the division of authority between the State Board of Education and the Superintendent of Public Instruction.

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## COMMITTEE MEMBERSHIP

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2021-2022

**Speaker of the House of Representatives Appointments:**

Rep. John A. Torbett (Senior Chair)

Rep. Hugh Blackwell (Co-Chair)

Rep. Pat B. Hurley (Co-Chair)

Rep. David Willis (Co-Chair)

Rep. Rachel Hunt

Rep. Howard J. Hunter, III

Rep. Phil Shepard

Rep. Evelyn Terry

Rep. Jeff Zenger

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# COMMITTEE CHARGE/STATUTORY AUTHORITY

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Office of the Speaker  
North Carolina House of Representatives

TIM MOORE  
SPEAKER OF THE HOUSE

**HOUSE SELECT COMMITTEE ON  
AN EDUCATION SYSTEM FOR NORTH CAROLINA'S FUTURE  
TO THE HONORABLE MEMBERS OF THE  
NORTH CAROLINA HOUSE OF REPRESENTATIVES**

**Section 1.** The House Select Committee on An Education System For North Carolina's Future (hereinafter "Committee") is established by the Speaker of the House of Representatives pursuant to G.S. 120-19.6(a1) and to Rule 26(a) in Section 1 of the Rules of the House of Representatives of the 2021 General Assembly.

**Section 2.** The Committee consists of nine members appointed by the Speaker of the House of Representatives. The membership of the Committee shall include legislators as specified below. Members serve at the pleasure of the Speaker of the House of Representatives. The Speaker of the House of Representatives may dissolve the Committee at any time. Vacancies are filled by the Speaker of the House of Representatives. A Chair, Vice-Chair, or other member of the Committee continues to serve until a successor is appointed. The Committee shall meet upon the call of its Senior Chair.

Representative John Torbett, Senior Chair
Representative Hugh Blackwell, Co-Chair
Representative Pat Hurley, Co-Chair
Representative David Willis, Co-Chair
Representative Evelyn Terry
Representative Brian Farkas
Representative Rachel Hunt
Representative Phil Shepard
Representative Jeff Zenger

**Section 3.** The Committee, while in the discharge of its official duties, may exercise all powers provided for under G.S. 120-19 and Article 5A of Chapter 120 of the General Statutes. The Committee may contract for professional, clerical, or consultant services, as provided by G.S. 120-32.02.

**Section 4.** The Committee shall study issues related to education in elementary and secondary schools, including but not limited to the following:

- a. Requirements of the standard course of study.
- b. Outcomes of the standard course of study, including the appropriate metrics.
- c. Opportunities for students to demonstrate competency at their own pace.
- d. Funding and outcomes of current programs, including partnerships with nonprofits, that support the standards and outcomes of a sound basic education.
- e. Any other issue deemed relevant by the Chair to the charge of the Committee.

The Committee will consult with Parents and Students, Leaders in both Small and Large Business and Industry as well as public schools and other academic institutions in its study. The Committee may seek information from experts in the fields of education and any other field deemed appropriate by the Senior Chair.

**Section 5.** The Committee shall meet at the call of the Senior Chair, and may meet during the session of the General Assembly, the interim period between sessions, or during recesses of the General Assembly.

**Section 6.** Members of the Committee shall receive per diem, subsistence, and travel allowance as provided in G.S. 120-3.1.

**Section 7.** The expenses of the Committee including per diem, subsistence, travel allowances for Committee and working group members, and contracts for professional or consultant services shall be paid upon the written approval of the Speaker of the House of Representatives pursuant to G.S. 120-32.02(c) and G.S. 120-35 from funds available to the House of Representatives for its operations. Individual expenses of \$5,000 or less, including per diem, travel and subsistence expenses of members of the Committee and working groups, and clerical expenses shall be paid upon the authorization of any Chair of the Committee. Individual expenses in excess of \$5,000 shall be paid upon the written approval of the Speaker of the House of Representatives.

**Section 8.** The Legislative Services Officer shall assign professional and clerical staff to assist the Committee in its work. The Director of Legislative Assistants of the House of Representatives shall assign clerical support staff to the Committee.

**Section 9.** The Committee may meet at various locations around the State in order to gather testimony and to promote greater public participation in its deliberations.

**Section 10.** The Committee may submit an interim report on the results of its study, including any proposed legislation, by May 1, 2022, to the members of the House of Representatives by filing a copy of the report with the Office of the Speaker of the House of Representatives and the Legislative Library. The Committee shall submit a final report on the results of its study, including any proposed legislation, by December 31, 2022, to the members of the House of Representatives by filing a copy of the report with the Office of the Speaker of the House of Representatives and the Legislative Library. The Committee shall terminate on December 31, 2022, or upon the filing of its report, whichever occurs first.

Effective this 18<sup>th</sup> day of February, 2022.

A handwritten signature in black ink, appearing to read 'T. Moore', written over a horizontal line.

Tim Moore, Speaker

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## SUPPORTING DOCUMENTATION

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**January 24, 2022**

**Review of Committee Charge**

Brian Gwyn, Committee Counsel, Legislative Analysis Division

**Constitutional and Statutory Provisions for Public Education in North Carolina, Division of Educational Authority**

Jeanette Doran, President and General Counsel, North Carolina Institute for Constitutional Law

**Rules and Regulations: Process for Rulemaking and Other Constitutional Provisions**

Jeanette Doran, President and General Counsel, North Carolina Institute for Constitutional Law

**Q&A Regarding the Presentations**

**Committee Discussion on what a future Education System would look like if we were starting from scratch**

**February 7, 2022**

**Public School Funding System**

Eric Moore, Senior Fiscal Analyst, Fiscal Research Division  
Amanda Fratrik, Fiscal Analyst, Fiscal Research Division

**Teacher Compensation and Benefits**

Timothy Dale, Principal Fiscal Analyst, Fiscal Research Division  
David Vanderweide, Principal Fiscal Analyst, Fiscal Research Division

**Operation Polaris – Navigating Students Toward a Brighter Future**

Catherine Truitt, State Superintendent of Public Instruction, Department of Public Instruction

**February 21, 2022**

**Public School Funding System – 2021-23 Biennial Budget**

Amanda Fratrik, Fiscal Analyst, Fiscal Research Division

**Ideas for an Education System for North Carolina's Future**

Eric Davis, Chair, State Board of Education

**Informing the Future of North Carolina**

Lieutenant Governor Mark Robinson

**Teacher Compensation and Benefits**

Timothy Dale, Principal Fiscal Analyst, Fiscal Research Division

David Vanderweide, Principal Fiscal Analyst, Fiscal Research Division

**March 7, 2022**

**Rep. Hurley welcoming comments**

**Principal Julie Brady welcoming comments**

**Apprenticeship Randolph – A Special Feature of the Randolph Co. School System**

Dr. Stephen Gainey, Superintendent, Randolph Co. School System

**The Future is Bright in ACS**

Dr. Aaron Woody, Superintendent, Asheboro City Schools

**NC's Future**

Dr. Sharon Castelli, Superintendent, Uwharrie Charter Academy

**Presentation Q&A**

**Public Comment**

**March 21, 2022**

**Rep. Torbett welcoming comments**

**Rep. Willis welcoming comments**

**Presentation**

Melissa Merrell, Chair, Union County Public Schools Board of Education

Dr. Andrew Houlihan, Superintendent, Union County Public Schools

Dr. Maria Pharr, President, South Piedmont Community College

Dr. Rhett Brown, President, Wingate University

**Presentation Q&A**

**Public Comment**

**April 4, 2022**

**Rep. Torbett welcoming comments**

**Principal Rebecca Huffsteter welcoming comments**

**House Select Committee – An Education System for North Carolina's Future  
Gaston County Schools**

Dr. W. Jeffrey Booker, Superintendent, Gaston County Schools  
Dr. John Hauser, President, Gaston College

**Presentation Q&A**

**Public Comment**

**April 25, 2022**

**Rep. Torbett welcoming comments**

**Rep. McElraft welcoming comments**

**Principal Ashley Melton welcoming comments**

**Carteret County Public School System – Brighter Together**

Dr. Rob Jackson, Superintendent, Carteret County Schools  
Dr. Tracy Mancini, President, Carteret Community College  
Harvey Case, President, Carteret Health Care

**Presentation Q&A**

**Public Comment**

**May 9, 2022**

**Approval of Committee Minutes:**

January 24, 2022

February 7, 2022

February 21, 2022

**Teacher Compensation and Benefits**

Timothy Dale, Principal Fiscal Analyst, Fiscal Research Division

David Vanderweide, Principal Fiscal Analyst, Fiscal Research Division

**Committee Discussion**

**Public Comment**

**August 1, 2022**

**State and Federal Education Expenditures and DPI's Suppliers Awarded Contracts \$500K+ in FY 2022**

Catherine Truitt, State Superintendent of Public Instruction

Jamey Falkenbury, Director of Government Affairs

Dr. Jeni Corn, Director of Research and Evaluation

Lynne Barbour, Deputy Director, Office of Learning Recovery

**Harnett County Schools Contracted Services**

Dr. Aaron Fleming, Superintendent, Harnett County Schools

Andrew Cox, Assistant Superintendent for Financial Services, Harnett County Schools

**August 15, 2022**

**North Carolina Principal Fellows Program**

Dr. Eddie Price, Director, UNC NC Principal Fellows Program

**NCASA on the Role of Principals**

Katherine W. Joyce, Executive Director, N.C. Association of School Administrators

**Principal Leadership in North Carolina Public Schools**

Leah Sutton, Vice President of Policy and Engagement, BEST NC

**Thales Academy Leadership**

Ashley Bahor, Senior Administrator 6-12, Thales Academy

Heather Brame, Senior Administrator K-5, Thales Academy

**August 29, 2022**

**Forging the 21st Century – Tarheel ChalleNGe Academy**

Colonel (Retired) Edward Timmons, State Director

**HOPE Alternative Program – Edgecombe County Public Schools**

Dr. Valerie Bridges, Superintendent  
Quarry Williams, Coordinator

**MIWAYE Program – Mooresville Graded School District**

Dr. Jason Gardner, Superintendent  
Dr. Michael Royal, Assistant Superintendent  
Melanie Allen, Principal  
Tim Anselmo, Teacher  
Jakariah Miller, Former Student

**Meadowbrook Academy – Stokes County Schools**

Dr. Brad Rice, Superintendent  
Doug Rose, Chief Academic Officer  
Paul Hall, Principal

**September 12, 2022**

**Welcoming comments**

Hugh Hattabaugh, Superintendent, Charlotte-Mecklenburg Schools  
Glenn Starnes, Principal, Harding University High School

**Road to Hire**

Nikki Keith, Director of Planning and Development

**The ROC Charlotte**

Darren Ash, Executive Director

**Central Piedmont Community College**

Dr. Kandi W. Deitemeyer, President, Central Piedmont  
Heather Hill, Provost, Central Piedmont

**Closing remarks**

Elyse C. Dashew, Chairperson, Board of Education, Charlotte-Mecklenburg Schools

**Public Comment**

**October 3, 2022**

**Welcoming comments**

M. Brock Womble, Executive Director, NCCAT

**National Council on Teacher Quality – Teacher Trends in North Carolina**

Dr. Heather Peske, President of the National Council on Teacher Quality

**The North Carolina Center for the Advancement of Teaching (NCCAT)**

M. Brock Womble, Executive Director

Karen Sumner, Deputy Executive Director

Scott Penland, NCCAT Board of Trustees

Aaron Greene, Superintendent, Polk County Schools

Emilee Higdon, Teacher, Macon County Schools

**November 15, 2022**

**Approval of Committee Minutes:**

March 7, 2022

March 21, 2022

April 4, 2022

April 25, 2022

May 9, 2022

**Developing Excellent Leaders for Effective Schools**

Dr. Bonnie Fusarelli, Director of NC State's Leadership Programs, NC State University

Karen Anderson, Cohort Director for Wake Cohort

**DPI – NC Annual Testing Program**

Dr. Tammy Howard, Senior Director of Accountability & Testing, NC Department of Public Instruction

**December 12, 2022**