

NORTH CAROLINA GENERAL ASSEMBLY



JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE

DRAFT REPORT TO THE 2018 SESSION of the 2017 GENERAL ASSEMBLY OF NORTH CAROLINA

MAY 1, 2018

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DRAFT

TRANSMITTAL LETTER

May 1, 2018

TO THE MEMBERS OF THE 2018 REGULAR SESSION
OF THE 2017 GENERAL ASSEMBLY

The **JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE**,
respectfully submits the following report to the 2018 Regular Session of the 2017
General Assembly.

Sen. Chad Barefoot (Co-Chair)

Rep. D. Craig Horn (Co-Chair)

Rep. Linda P. Johnson (Co-Chair)

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COMMITTEE PROCEEDINGS

The Committee on Joint Legislative Education Oversight Committee met 7 times after the 2017 Regular Session.

November 7, 2017

State Board of Community Colleges Search for New President

Scott Shook, Chair, State Board of Community Colleges

Western School of Math and Science

Todd Roberts, Chancellor, North Carolina School of Science and Mathematics

Virtual Charter Schools

Stephanie Clark, Department of Public Instruction

Nathan Currie, Superintendent of North Carolina Connections Academy

Bridget Phifer, Board Chair of the North Carolina Connections Academy

Joel Medley, North Carolina Virtual Academy Head of School

Transfer of the Apprenticeship Program from Commerce to the State Board of Community Colleges

Mark Edmonds, Chief Operating Officer of Workforce Solutions, NC Department of Commerce

Maureen Little, Vice President of Economic Development, NC Community College System

December 5, 2017

Laboratory Schools

Sean Bulson, Interim Vice President of University & P-12 Partnerships, UNC General Administration

North Carolina Teaching Fellows

Sara Ulm, Director, Teaching Fellows Program, UNC General Administration

Strategic Plan - State Board of Community Colleges

Jennifer Haygood, President, North Carolina Community College System

Scott Shook, Chair, State Board of Community Colleges

January 9, 2018

Virtual Charter Schools

Joel Medley, North Carolina Virtual Academy Head of School

Teacher Licensure Process

Steven LaFemina, The New Teacher Project (TNTP)

Dr. Maria Pitre-Martin, Deputy State Superintendent of the Department of Public Instruction

Advanced Programs in High School (AP/IB/AICE)

Sneha Shah-Coltrane, Director, Division of Advanced Learning and Gifted Education, Department of Public Instruction

February 6, 2018

Schools That Lead

Dr. Diesel Wallace, President and CEO, Schools That Lead

Sofi Frankowski, Chief Learning Officer, Schools That Lead

Nancy Carnevale, Principal, Milford Central Academy in Milford, DE

Brandy Cooper, Teacher, Milford Central Academy in Milford, DE

North Carolina Comprehensive Articulation Agreement

Dr. Kim Van Noort, Vice President for Academic Programs & Instructional Strategy, UNC General Administration

Dr. Lisa Chapman, Senior Vice President/Chief Academic Officer, North Carolina Community Colleges

ENC STEM

Dale Hammer, Co-Director

Jonathan Martinez-Ruiz, Project Officer

Grayson Cooper, Co-Director

Elaina Sabatine, Co-Director

March 6, 2018

North Carolina Innovative School District

Eric Hall, Superintendent, NC Innovative School District

Data Systems and Cybersecurity

School Connectivity Initiative

Phil Emer, Director of Technology Planning and Policy, Friday Institute for Educational Innovation at North Carolina State University

North Carolina P-20W System

Karl Pond, Enterprise Data Manager, Department of Public Instruction
KC Elander, Senior Data Analyst, Department of Public Instruction

North Carolina Longitudinal Data System

John Correllus, Chief Data Officer/Director, North Carolina Government Data
Analytics Center, Department of Information Technology

Cooperative Innovative High School Funding Changes

Sneha Shah-Coltrane, Director, Division of Advanced Learning and Gifted Education,
Department of Public Instruction

Lisa Eads, Program Coordinator, Early Childhood, Public Service Technologies, Career
and College Promise for the NC Community College System

April 3, 2018

My Future NC Commission

Margaret Spellings, President, The University of North Carolina and Co-Chair, My
Future NC Commission

**Report from the Joint Subcommittee on Medical Education and Medical Residency
Programs**

Senator David Curtis, Co-Chair, Joint Subcommittee on Medical Education and Medical
Residency Programs

Representative John Fraley, Co-Chair, Joint Subcommittee on Medical Education and
Medical Residency Programs

May 1, 2018

**Approval of Final Committee Report to 2018 Session of 2017 North Carolina General
Assembly**

SUMMARY OF COMMITTEE PROCEEDINGS

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

November 7, 2017

Scott Shook, Chair of the State Board of Community Colleges (SBCC), provided an update on the search for a new system president, which included the establishment of a transition committee consisting of SBCC board members and current community college presidents. Mr. Shook indicated that there is no timeframe for the conclusion of the presidential search process. Four areas of expertise for potential candidates have been identified: (1) knowledge of the system from inside out, top to bottom; (2) ability to operate at the Legislature and at the Governor's office; (3) ability to work well in the system office; and (4) ability to have a good working relationship with the community college presidents. Mr. Shook said that the SBCC is currently in the strategic planning process and that the next 10 years will be critical for the system. For example, enrollment growth may occur in cities both large and small due to the hard work occurring in the various community colleges. Wake Tech, Richmond Community College, and Pitt Community College are the three fastest growing institutions and are located in communities of different sizes. Mr. Shook said with all of the growth on the horizon, the SBCC might need to find a president who has experience in the system office, someone outside of the system office who has knowledge of the system, or someone with a political background.

Todd Roberts, Chancellor of North Carolina School of Science and Mathematics, reviewed the history behind the creation of a North Carolina School of Science and Mathematics (NCSSM) western campus in Morganton. The Durham campus met capacity in 2010, and there was a grassroots movement in 2012 to establish a western campus. The western campus core planning team had 23 members and engaged in planning throughout 2017. NCSSM wants the western campus to take advantage of resources in this part of the State and help meet economic goals of the region, such as agricultural and biological technology. NCSSM selected the Eastern Ridge of the NC School for the Deaf as the site for the western campus, and the property was conveyed by the Department of Public Instruction. Three historic buildings on the Eastern Ridge will be renovated, and the remaining buildings will be demolished. The western campus will open in August 2021 and serve 300 students, including residential and nonresidential students.

Stephanie Clark, Consultant, Office of Charter Schools at the Department of Public Instruction, presented data on the virtual charter schools currently participating in the virtual charter school pilot program. Ms. Clark provided the Committee with an overview of the current virtual charter schools, North Carolina Connections Academy and North

Carolina Virtual Academy, which are in year three of the four-year pilot program. Ms. Clark discussed the academic performance of the schools, including the successes and shortcomings of the previous two years. She also discussed a survey performed by an outside evaluator that studied the satisfaction of the parents, students, and teachers of the virtual charter schools. Ms. Clark let the Committee know that both of the schools are substantially compliant with legal requirements.

Nathan Currie, Superintendent of North Carolina Connections Academy, and Bridget Phifer, Board Chair of North Carolina Connections Academy, also presented to the Committee, sharing the achievements of the school. They requested that the pilot status of the program be removed and for an increase in funding.

Joel Medley, North Carolina Virtual Academy Head of School, finished the Committee's discussion on virtual charter schools by presenting about the successes and struggles of his school. Mr. Medley expressed hope that his school will be treated the same as non-virtual charter schools and that it will be renewed because it is compliant with legal requirements and State Board of Education policies.

Mark Edmonds, Chief Operating Officer of Workforce Solutions at the NC Department of Commerce, provided an overview of the transition of the apprenticeship program to the State Board of Community Colleges. Mr. Edmonds let the Committee know that the transfer is now complete because of a successful collaboration. Mr. Edmonds presented the timeline and goals for the transfer, including the transfer of two federal grants. Maureen Little, Vice President of Economic Development, NC Community College System, also presented information about the transition, including the changes that needed to be made in the IT, finance, and human relations departments in response to the transfer.

December 5, 2017

Sean Bulson, Interim Vice President of University and P-12 Partnerships, UNC General Information, presented on The University of North Carolina laboratory schools. Mr. Bulson provided the Committee with an overview of the current schools that have been opened by East Carolina University and Western Carolina University for the 2017-2018 school year, and six additional university partnerships expected to open during the 2018-2019 and 2019-2020 school years. Mr. Bulson discussed the benefits of laboratory schools for students, colleges of education, and local school administrative units, and the unique focus on low-performing students. He then reviewed possible technical adjustments that may be needed in legislation, and briefly discussed expected future reporting.

Sara Ulm, Director of the Teaching Fellows Program at UNC General Administration, provided an overview of the new NC Teaching Fellows Program designed to recruit, prepare, and support students preparing to teach in the STEM and special education fields, with related service requirements following graduation. Ms. Ulm reviewed the implementation timeline for the program, including selection of the five partner education preparation programs and release of the initial application for the first cohort of students. Dr. Mary Ann Danowitz, Chair of the North Carolina Teaching Fellows Commission

(Commission), also addressed the Committee and provided additional background on the Commission's process for selection of the five partner schools designed to reflect the legislative criteria.

Scott Shook, Chair of the State Board of Community Colleges, and Jennifer Haygood, Interim President of the North Carolina Community College System, provided information to the Committee on the State Board of Community College Strategic Plan. Mr. Shook gave an overview of the reasons for the strategic plan, including to ensure a strong education pipeline, and details on the process used to develop the plan. Ms. Haygood provided additional details on the input sought from businesses, students, and colleges in plan development. This input has led to the development of goals to increase student interest and access, promote student progress and success, ensure economic and workforce impact, and advance system effectiveness.

January 9, 2018

Joel Medley, Head of the North Carolina Virtual Academy, returned to the Committee to continue his presentation about the successes and struggles of his school. Mr. Medley spoke about parent and teacher testimonials along with the school's demographic information. Mr. Medley presented his thoughts about the future existence of his school and expressed that he wishes to see it continue past the end of the virtual charter school pilot program.

Dr. Maria Pitre-Martin, Deputy State Superintendent, Department of Public Instruction, presented information about the teacher licensure process, including addressing a recent audit. Dr. Pitre-Martin provided an outline of the steps of the licensure process, and both a goal timeline and current timeline for licensing a teacher. Dr. Pitre-Martin also updated the Committee on the progress of licensure fee reimbursements for first-time applicants who graduate from an approved educator preparation program located in North Carolina and successfully earn an initial teaching license in North Carolina.

Steven LaFemina of The New Teacher Project continued the presentation, giving the Committee information about the internal audit that The New Teacher Project performed on the licensure process. He presented data collected from surveys and interviews, highlighting the uncertainty that currently surrounds the licensure process, both within the Department of Public Instruction and for those seeking licensure. Mr. LaFemina recommended specific changes that could be made to the licensure process, including more structured policy development, increased communication externally with applicants and local school administrative unit staff and internally amongst licensing staff, and improved technology and report generation.

Sneha Shah-Coltrane, Director of the Division of Advanced Learning and Gifted Education at the Department of Public Instruction, presented on the progress toward broadening successful participation in advanced courses. Ms. Shah-Coltrane shared that the number of students taking at least one Advanced Placement (AP) course has grown 15% between the 2013-2014 academic year and the 2017-2018 academic year. She also informed the

Committee that the numbers of students taking multiple AP courses, taking AP exams, and passing AP exams have increased since 2014. She explained that AP courses are also offered through the NC Virtual Public School and that 102 out of 115 local school administrative units have partnered with the NC Virtual Public School to offer at least one AP course. For International Baccalaureate (IB) enrollment, Ms. Shah-Coltrane said that there has been a 33% growth in course enrollments between the 2014-2015 academic year and the 2017-2018 academic year and that the number of students earning a passing score on IB exams has also increased. She said that bonus pay for 2,795 teachers of AP and IB courses has totaled more than \$2.5 million through the 2016-2017 academic year.

February 6, 2018

Dr. Dana Diesel Wallace, President and CEO of Schools that Lead (STL), presented information to the Committee about the process of professional development that her organization has created for teachers. The goal of STL is to develop networks of principal and teacher leaders within schools and within school systems that deeply focus on student learning and achievement. STL teaches improvement science as a process to identify problems, find solutions, and measure the impact over time.

Sofi Frankowski, Chief Learning Officer of STL, gave the Committee examples of the program's impact on teachers and students. Ms. Frankowski shared that in classrooms with a teacher who has gone through the Schools that Lead professional development, students are passing courses, advancing to the next grade, and performing well on state math assessments at a higher rate.

Nancy Carnevale, Principal of Milford Central Academy in Delaware, presented her thoughts as a principal who has worked with STL to provide professional development to her teachers. While not all of her teachers have been able to participate in the program yet, she has seen an increase in the performance of all of the teachers that have participated in peer training with a teacher that has completed the STL professional development.

Brandy Cooper, Teacher at Milford Central Academy, gave her perspective on the STL program as a teacher. She informed the Committee that she utilizes the Plan, Do, Study, Act method to find solutions to problems in her classroom. By testing a new idea and analyzing the data, Ms. Cooper says that she can create an action plan to address issues in her classroom.

Dr. Kim Van Noort, Vice President for Academic Programs and Instructional Strategy at UNC General Administration, and Dr. Lisa Chapman, Senior Vice President and Chief Academic Officer at NC Community Colleges, gave a presentation on the 2014 Comprehensive Articulation Agreement (CAA). In response to the CAA, the UNC System (UNC) and the NC Community College System (NCCCS) have collaborated to align courses between the systems to increase transfer credits and decrease the cost of earning an advanced degree. The presenters informed the Committee that the number of students transferring credits from a community college to a UNC constituent institution has steadily increased since 2012. Dr. Van Noort and Dr. Chapman shared the best practices developed

in response to the CAA, including, incentivizing associate degree completion prior to transferring to a UNC institution, placing university transfer admissions personnel on community college campuses, imposing mandatory orientations and campus tours for transferring students, and encouraging faculty collaborations between UNC and Community College instructors. The presenters recognized that collaboration between UNC and NCCCS is necessary to overcome future challenges and continue to provide service to the students.

Dale Hammer, Co-Founder and Co-Director of ENC STEM, presented an overview of ENC STEM, which provides challenging summer STEM courses to high school students to prepare them for college and offers professional development for teachers which builds their capacity for providing engaging instruction. Mr. Hammer helped establish ENC STEM in 2013 after finding that students at Northampton County High School, where he was a teacher at the time, were not prepared for advanced math and science coursework. Mr. Hammer explained that the student component of ENC STEM is a two-week in-county program in Northampton County and a one-week residential program at the North Carolina School of Science and Mathematics (NCSSM). During the first two weeks of the program, students go to Northampton County High School and take courses in science, technology, math, leadership development, and team-building. During the third week of the program, students attend a six-day residential program at NCSSM. There, students engage in math, science, and leadership development courses. In the past, the residential program has included courses in: robotics, 3-D printing, cloning, recursion, and social justice. Mr. Hammer said ENC STEM will serve 100 students from Northampton and Halifax Counties during the summer of 2018. For the first time, they will offer an alumni leaders program. Three projects for the future include the following: (1) opening a second ENC STEM site in 2019; (2) providing year-round programming to engage more students throughout the school year; and (3) offering programs to support students while in college.

Jonathan Martinez-Ruiz, Project Officer for ENC STEM, said one in two students who attended the program in 2017 had attended the program at least once before. He said 82% of ENC STEM alumni who graduated high school in 2013 and 2014 are still in college. He noted that this persistence rate is higher than the persistence rates of Northampton County students, Knowledge is Power Program (KIPP) Charter School students, and black students in the UNC system, as well as students in the UNC system overall. Mr. Martinez-Ruiz noted that ENC STEM has professional development opportunities for teachers in eastern North Carolina, as well as at NCSSM. The opportunities include instruction in facilitative learning and growth mindset. This professional development is intended to support teachers and keep them in their education roles in eastern North Carolina. Eighty-one percent (81%) of the instructors hired by ENC STEM are still in education today, with a majority of them being educators in the classroom.

March 6, 2018

Eric Hall, Superintendent of the NC Innovative School District (ISD), gave a presentation on the current status of the ISD, including the reasons for the delayed start. Mr. Hall informed the Committee that there are two primary strategies within the ISD, the

innovative school and the innovation zone (I-Zone). The innovative school is a school with a history of low performance operated by a qualified operator. The schools chosen to be innovative schools will be transferred to the ISD for a period of five years. The I-Zone is a group of schools with a history of low performance in a local school administrative unit (LEA) where an innovative school is established. Schools within the I-Zone are granted more flexibility in order to improve student achievement. Once the ISD is fully implemented, there will be five elementary schools chosen to become innovation schools. Mr. Hall said that the delayed start to the ISD was caused by the Innovative School Operator (ISO) selection process. Two organizations applied for consideration: The Romaine Group, and Achievement for All Children. SchoolWorks, an independent educational consulting group, completed an evaluation of the two applicants, including reviewing the applications and interviewing the organizations. After Mr. Hall received the initial evaluations in February, he was not satisfied with the organizations that applied, so he requested an extension of the timeline from the State Board of Education. The request also included the option to negotiate with the two current applicants in order to clarify their capacities to operate the first innovation school, Southside Ashpole Elementary School in Robeson County. Mr. Hall recognized that over the next several months more work will need to be done to get Southside Ashpole ready to open in the fall of 2018.

Phil Emer, Director of Technology Planning and Policy at the Friday Institute for Educational Innovation at NC State University, presented on cybersecurity and risk management for North Carolina public schools. First, he discussed the School Connectivity Initiative (SCI), which includes internet access to all public schools, fiber connectivity to all schools, and wireless internet in each classroom. The SCI also helps leverage federal discounts for local school administrative units (LEAs) and provides a client network engineering service to LEAs to advise and consult on network design, operations, and troubleshooting. Mr. Emer informed the Committee that a 2016 Public Schools Cybersecurity Study found that most school districts are not prepared for a significant disaster or cybersecurity event, with small LEAs and charter schools being the most vulnerable. He said that in response to the SCI expansion in the 2017 budget, there has been an increase in the continuous monitoring and risk assessment at the LEA-level. The increased funding will also allow for continuous external network scanning for all LEAs and charter schools. Mr. Emer shared that cyber-attackers are specifically targeting schools. According to him, the worst offender is phishing e-mails. These e-mails are becoming more sophisticated and often look like genuine e-mails, causing users to open them and infect the system. Mr. Emer recognized that the systems will never be totally secure; however, continuous training for users, close monitoring of the network and systems, and use of cloud-based services that include backup can help LEAs and charter schools be prepared in the event of a cyberattack.

Karl Pond, Enterprise Data Manager at the North Carolina Department of Public Instruction (DPI) shared information about NC SchoolWorks, which is the statewide education and workforce longitudinal data system. He said DPI received a \$3.6 million grant from the U.S. Department of Education, which was successfully completed on June 30, 2017. DPI partnered with several entities for this project, all of which have databases that may be accessed through NC SchoolWorks: University of North Carolina General

Administration, NC Community College System, NC Independent Colleges and Universities, and the Labor and Economic Analysis Division of the NC Department of Commerce. Mr. Pond described the characteristics of the NC SchoolWorks System. The data system is federated, which means the data is not centrally housed, but rather is maintained by each partner. The system is both automated and manual. It is longitudinal, in that it is designed to produce information on cohorts of students, schools, and programs over time. The system is designed to be able to add additional partners in the future. He pointed out that a key feature is the use of the DPI's PK-13 database unique identifier (UID), which allows the collection of data without personally identifiable information.

KC Elander, Senior Data Analyst at DPI, explained that data security for NC SchoolWorks is handled by the Government Data Analytics Center (GDAC), within the Department of Information Technology (DIT), and the security is compliant with DIT Security Guidelines. She said data privacy is handled by each participating partner. If a partner's data is requested, then that partner has a voice in whether the request is approved or not. Once a request has been approved at multiple stages, data is stored on the central server until it is picked up by the requesting entity or for 14 days, whichever occurs first, then it is deleted.

Karl Pond summarized the presentation on NC SchoolWorks by saying all initial data requests must be unanimously approved by all partners involved. Oversight is provided by the DPI System Administrator. UIDs are used to match records across partners for extraction and delivery. All data sets are approved by relevant partners prior to the release. Data sets will sit on the secure server to be retrieved for 14 days or upon delivery. Non-partner sector data requests can be delivered on an individual basis (de-identified) with masked identifiers that will be unique across all data sets in one request. Alternately, if requests are for aggregate data, small cell suppression will be applied, which means data sets that include less than 10 individuals will not be included.

John Correllus, Chief Data Officer and Director of the North Carolina Government Data Analytics Center (GDAC) at the Department of Information Technology presented on data sharing and the Longitudinal Data System (LDS). First, Mr. Correllus explained that the mission of GDAC is to transform data into information to facilitate decision support, increase operational efficiencies, and improve outcomes for the citizens of North Carolina by integrating and sharing data assets. Mr. Correllus said that GDAC is also heavily involved with criminal justice in North Carolina through CJLEADS. He said that the goal of GDAC is to help get North Carolina to data driven government where data informs policy decisions; however, care needs to be taken in finding the best and most current data and filtering out bad data. Additionally, Mr. Correllus said that privacy and security are some of the most important considerations when creating a data system and that as data is exchanged and combined, rules must be in place to protect it. He mentioned that trust and confidence between the partners in the LDS is also highly important. Mr. Correllus outlined the current GDAC activities related to the LDS as general support, including data quality assessments and recourses; operational support, including access and usage; and technical support, including hosting, application development and design, and security and accessibility. He also outlined the next steps for the LDS, including canvassing the partners

for input on the adoption of rules, developing business use cases, and documenting the needs of the partners.

Dr. Lisa Eads, Program Coordinator for Early Childhood, Public Service Technologies, and Career and College Promise for the NC Community College System (NCCCS), provided an overview of Career and College Promise (CCP). She said that in 2012, all existing high school transition programs were consolidated and replaced by CCP. Dr. Eads said that the purpose of CCP is to offer tuition-free, structured opportunities for qualified high school students to dually enroll in community college courses that provide pathways that lead to a certificate, diploma, degree, or state or industry credentials, as well as provide entry-level job skills. The different program opportunities under CCP include the following: college transfer, career and technical education (CTE), and cooperative innovative high schools (CIHS).

Sneha Shah-Coltrane, Director of the Division of Advanced Learning and Gifted Education at the Department of Public Instruction (DPI), said 60.7% of graduating high school students in 2016-2017 earned college credit prior to graduating from high school by enrolling in a community college or other institution of higher education. She said 24,050 students participated in CIHS in 2016-2017, which was half of the CCP enrollment. Ms. Shah-Coltrane said there is no additional cost to the State Public School Fund for CCP enrollment, though there is supplemental CIHS funding available from the State Public School Fund (\$26,015,034 in 2016-2017). Ms. Shah-Coltrane said that the 2017-2019 budget established a new, tiered funding formula for CIHS that reduced supplemental funding. She said that DPI did a survey of all CIHS to determine the impact of the funding reductions. About 12% of schools were able to cover the reductions from other funding sources, while 35% were able to cover part of the reductions, and 53% have not been able to find additional funding. As a result, some schools had to reduce staffing, professional development, or textbooks. Feedback from the survey suggested that the key benefit of the supplemental funding was to address the increasing cost of college textbooks. Possible solutions for addressing this problem for CIHS students may be utilizing textbook checkout or rental programs, open-source access material, as well as MOUs establishing the length of time for how long a textbook is used. Ms. Shah-Coltrane said CIHS are also concerned about staffing, particularly of school counselors. Additionally, CIHS felt the supplemental funding was needed for school technology.

April 3, 2018

Margaret Spellings, President of The University of North Carolina, and Co-Chair of the My Future NC Commission, presented to the Committee about the work of the My Future NC Commission. She shared that the My Future NC Commission (Commission) was created by the Board of Governors in response to a lack of connection between the steps of the education system in the State. President Spellings laid out this system as beginning with prekindergarten and continuing through higher education and employment. President Spellings said that while The University of North Carolina System is stronger than ever, North Carolina is one of the few states that do not have a state-wide goal for higher education. The Commission is focused on recommending such a goal, along with some

benchmark goals, and the policy changes necessary to meet these benchmarks. As an example, President Spellings pointed to Tennessee's Drive to 55, which is a state-wide goal of 55% of Tennesseans having a college degree or certificate by 2025. She said that the goal for North Carolina will likely be higher than 55%, and that the State is currently at 47% of North Carolinians having a college degree or credential beyond a high school diploma. President Spellings said that the Commission recognizes that the goal and benchmarks will have to be tailored to the specific needs of North Carolina, including what the business community in the State requires. She also noted that the Commission will have recommendations for the General Assembly by the beginning of 2019. President Spellings shared that some of the recommendations that may come out of the Commission are the following: (1) removing barriers, such as complicated transfer requirements and financial aid processes; (2) keeping teachers within North Carolina; and (3) creating better data systems to track students along the education system.

Senator David Curtis and Representative John Fraley, Co-Chairs of the Joint Subcommittee on Medical Education and Medical Residency Programs (Subcommittee), presented the Subcommittee's final report. The purpose of the Subcommittee was to study the use of State funds supporting medical education and medical residency programs in order to develop a proposal for a State-wide plan to support these programs in a manner that maximizes the State's financial and other support to address the State's short- and long-term health care needs. The Co-Chairs said that the Subcommittee met twice and heard from various stakeholders about the state of graduate medical education in the State; however, these meetings were not enough to fully examine the critical need and develop a proposal. The report of the Subcommittee recommends that this work be continued.

May 1, 2018

FINDINGS AND RECOMMENDATIONS

Based on information presented to the Joint Legislative Education Oversight Committee during their regularly scheduled meetings, the Committee makes the following findings and recommendations to the 2018 Session of the 2017 General Assembly:

1. Virtual Charter Schools

At the direction of the General Assembly, the State Board of Education established a virtual charter school pilot program in 2014 which provided for the authorization of two virtual charter schools in the State that serve students in kindergarten through twelfth grade. North Carolina Connections Academy and the North Carolina Virtual Academy opened in the 2015-2016 school year and will close at the end of the 2018-2019 school year under the currently authorized legislation. While the Committee acknowledges that student achievement outcomes have not been as high as the Committee would have wanted, the Committee also recognizes that the virtual charter schools provide an alternate choice to traditional public schools and traditional charter schools for many families throughout the State. This is particularly important for those families who do not live in proximity to different types of schooling options or whose children need a different learning environment for family or individual reasons. Therefore, the Committee recommends that the sunset on the virtual charter school pilot program be extended for four more years so that it sunsets with the 2022-2023 school year in order to reassess the student outcomes in virtual charter schools over a longer period of time.

See Attached Legislative Proposal 2017-MKz-178

2. University of North Carolina Laboratory Schools

The University of North Carolina Laboratory Schools were established to advance learning and teaching by partnering constituent institutions of The University of North Carolina with local school administrative units. The Laboratory Schools are public schools of choice that focus on three issues: (1) improving student achievement outcomes for students who have been previously enrolled in low-performing schools; (2) strengthening teacher and principal preparation by providing a “real-world” experience for students in educator preparation programs; and (3) providing a forum for implementing the latest academic research on teaching and learning.

The Committee finds that these Laboratory Schools will provide parents with another choice in public education and will provide local school administrative units with clear and easy access to the best academic researchers and teachers in the educator preparation programs at the various constituent institutions of The University of North Carolina. The Committee looks forward to ongoing information about the progress of the Laboratory Schools particularly in improving student achievement outcomes and enhancing educator preparation.

3. North Carolina Teaching Fellows

The Committee finds that recruiting, preparing, and supporting individuals to become highly effective science, technology, engineering, and math (STEM) and special education teachers in the State's public schools is an important policy goal that can be achieved through the North Carolina Teaching Fellows Program (Program) which was reestablished by the General Assembly in 2017. The Program will provide a pathway to teaching that is open to a diverse pool of applicants that includes high school students, college and college transfer students, and individuals who already have a bachelor's degree and wish to pursue coursework for teacher licensure. This, in turn, will help recruit and retain greater numbers of highly qualified teachers in special education and STEM fields and to create a robust pipeline for providing highly qualified teachers for low-performing schools.

Furthermore, the Committee finds that the Program will provide unique enrichment opportunities and experiences that focus on developing the leadership potential of Teaching Fellows and instill a greater sense of purpose, service, and professionalism. The Committee strongly supports the North Carolina Teaching Fellows Program and looks forward to the full implementation of the Program and the benefits it will provide to high-caliber students pursuing educator preparation degrees and STEM and special education licensure and to children in the State's low-performing schools. The Committee commends the Teaching Fellows Commission on the successful restart of the Program.

4. Department of Public Instruction—Licensure Review

The Committee recognizes that concerns have been raised over the last few years by North Carolina educators and their employers (particularly local school administrative units and charter schools) about the length of time it takes the Department of Public Instruction (DPI) to issue educator licenses to applicants. The Committee finds that the licensure process review conducted by The New Teacher Project for DPI provides very useful improvement recommendations. The Committee strongly encourages DPI to do all of the following: (1) prioritize making licensure policies and process clear and useful to applicants and their employers; (2) improve online information about the licensure process and keep applicants and their employers informed of licensure status and updates; (3) build and maintain a supportive and performance oriented culture in the Licensure Section with an emphasis on training and communication; and (4) enhance the technology for the online licensure system and build a reporting functionality for the Licensure Section. Finally, the Committee recommends that the Licensure Section of the Department of Public Instruction be directed to implement a cross-training program for all of the employees of the Section in order to improve timely processing of educator license applications.

See Attached Legislative Proposal 2017-MKz-176A

5. Schools That Lead

The Committee finds that high quality professional development for teachers is of utmost importance because teachers have the greatest in-school impact on student learning. Schools That Lead (STL) develops cohorts of principals and teachers within and across

schools and school systems to focus on student learning and achievement. STL provides professional development that teaches teachers how to look for evidence of active student learning and make instructional decisions based on that evidence. Principals are taught to understand the difference between teachers teaching and students learning and to support teachers in making instructional decisions to advance student outcomes. The Committee finds that STL's use of improvement science allows educators to state their theories and assumptions, determine the effectiveness of ideas for change, and measure the impact of the change on student outcomes.

6. ENC STEM

The Committee finds that the Eastern North Carolina STEM program (ENC STEM) provides strong positive impacts for its participants. It is a residential STEM enrichment program for underserved students from the northeastern part of the State that allows the students to take courses in science, technology, math, leadership development, and team-building. The Committee further finds that about 82% of the students who participated in ENC STEM in high school who are college juniors or seniors are still in college and 81% of ENC STEM instructors continue to work in the education field.

7. Medical Education and Medical Residency Programs

The Committee finds that the report from the Joint Subcommittee on Medical Education and Medical Residency Programs (Subcommittee) provides valuable information on the current medical education and residency programs in the State and how State's financial and other support of these programs addresses the short-term and long-term health care needs of the State's residents. The Committee further finds that the Subcommittee solicited information from a wide variety of stakeholders during its deliberations but that it did not have sufficient time to examine the issues as thoroughly as needed within the allotted time frame, particularly as to the measurable objects to be used with State funding of medical education and medical residency programs. The Committee supports and recommends the Subcommittee's recommendations that there be continued study and development of a plan to support medical education and medical residency programs in a manner that addresses the health care needs of the State. The Committee also supports and recommends the Subcommittee's recommendations that measurable objectives be developed to be used by the State when funding medical education and residency programs along with providing direction to the Department of Health and Human Services in designing programs to support those objectives.

See Attached Legislative Proposal 2017-SHz-3

8. Cursive Writing

Section 7.23B of S.L. 2017-57 required the State Board of Education (SBE) and the Department of Public Instruction (DPI) to submit a one-time report to the Committee regarding the implementation of the cursive writing and multiplication tables memorization requirements in G.S. 115C-81(k) and (l) (recodified as G.S. 115C-81.75 and G.S. 115C-81.80, respectively). The Committee finds that the initial report submitted by the SBE and

DPI does not provide enough detail to adequately determine whether schools are properly implementing the two provisions. Based on the results of the report, the Committee finds that additional monitoring of the implementation of these statutes is necessary. Therefore, the Committee recommends the creation of an annual report that includes the following information on the implementation of the cursive writing and multiplication tables requirements:

- List and percentage of local school administrative units (LEAs) in compliance with the cursive writing requirement, as well as a list and percentage of LEAs not in compliance.
- List and percentage of LEAs in compliance with the memorization of multiplication tables requirement, as well as a list and percentage of LEAs not in compliance.
- List of instructional strategies used by each local school administrative unit (LEA) to implement the cursive writing requirement, broken down by LEA.
- Percentage of LEAs using various cursive writing instructional strategies.
- List and percentage of any LEAs that did not provide information for the report.

See Attached Legislative Proposal 2017-MTz-165

COMMITTEE MEMBERSHIP

2017-2018

President Pro Tempore of the Senate
Appointments:

Sen. Chad Barefoot (Co-Chair)

Sen. Tamara Barringer
Sen. David L. Curtis
Sen. Rick Horner
Sen. Joyce Krawiec
Sen. Michael V. Lee
Sen. Ronald J. Rabin
Sen. Gladys A. Robinson
Sen. Erica Smith
Sen. Jerry W. Tillman
Sen. Joyce Waddell

Speaker of the House of Representatives
Appointments:

Rep. D. Craig Horn (Co-Chair),
Rep. Linda P. Johnson (Co-Chair)

Rep. Hugh Blackwell (Vice-Chair)
Rep. Jeffrey Elmore (Vice-Chair)
Rep. Pat B. Hurley (Vice-Chair)
Rep. Larry M. Bell
Rep. John A. Fraley
Rep. Holly Grange
Rep. Howard J. Hunter, III
Rep. Marvin W. Lucas
Rep. Bobbie Richardson
Rep. Debra Conrad (Advisory Member)
Rep. Rosa U. Gill (Advisory Member)
Rep. Bert Jones (Advisory Member)
Rep. David R. Lewis (Advisory Member)
Rep. Chris Malone (Advisory Member)
Rep. Larry G. Pittman (Advisory Member)
Rep. Phil Shepard (Advisory Member)
Rep. Bob Steinburg (Advisory Member)
Rep. Larry C. Strickland (Advisory Member)

COMMITTEE CHARGE/STATUTORY AUTHORITY

Article 12H.

Joint Legislative Education Oversight Committee.

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

The Joint Legislative Education Oversight Committee is established. The Committee consists of 22 members as follows:

- (1) Eleven members of the Senate appointed by the President Pro Tempore of the Senate, at least three of whom are members of the minority party; and
- (2) Eleven members of the House of Representatives appointed by the Speaker of the House of Representatives, at least three of whom are members of the minority party.

Terms on the Committee are for two years and begin on the convening of the General Assembly in each odd-numbered year. Members may complete a term of service on the Committee even if they do not seek reelection or are not reelected to the General Assembly, but resignation or removal from service in the General Assembly constitutes resignation or removal from service on the Committee.

A member continues to serve until his successor is appointed. A vacancy shall be filled within 30 days by the officer who made the original appointment.

§ 120-70.81. Purpose and powers of Committee.

(a) The Joint Legislative Education Oversight Committee shall examine, on a continuing basis, the several educational institutions in North Carolina, in order to make ongoing recommendations to the General Assembly on ways to improve public education from kindergarten through higher education. In this examination, the Committee may:

- (1) Study the budgets, programs, and policies of the Department of Public Instruction, the State Board of Education, the Community Colleges System Office, the Board of Governors of The University of North Carolina, and the constituent institutions of The University of North Carolina to determine ways in which the General Assembly may encourage the improvement of all education provided to North Carolinians and may aid in the development of more integrated methods of institutional accountability;
- (2) Examine, in particular, the Basic Education Plan and the School Improvement and Accountability Act of 1989, to determine whether changes need to be built into the plans, whether implementation schedules need to be restructured, and how to manage the ongoing development of the policies underlying these legislative plans, including

a determination of whether there is a need for the legislature to develop ongoing funding patterns for these plans;

- (3) Study other states' educational initiatives in public schools, community colleges, and public universities, in order to provide an ongoing commentary to the General Assembly on these initiatives and to make recommendations for implementing similar initiatives in North Carolina; and
- (4) Study any other educational matters that the Committee considers necessary to fulfill its mandate.
- (5) Study the needs of children and youth. This study may include, but is not limited to:
 - a. Developing strategies for addressing the issues of school dropout, teen suicide, and adolescent pregnancy.
 - b. Identifying and evaluating the impact on children and youth of other economic and environmental issues.

(b) The Committee may make interim reports to the General Assembly on matters for which it may report to a regular session of the General Assembly. A report to the General Assembly may contain any legislation needed to implement a recommendation of the Committee.

§ 120-70.82. Organization of Committee.

(a) The President Pro Tempore of the Senate and the Speaker of the House of Representatives shall each designate a cochair of the Joint Legislative Education Oversight Committee. The Committee shall meet at least once a quarter and may meet at other times upon the joint call of the cochairs.

(b) A quorum of the Committee is 10 members. No action may be taken except by a majority vote at a meeting at which a quorum is present. While in the discharge of its official duties, the Committee has the powers of a joint committee under G.S. 120-19 and G.S. 120-19.1 through G.S. 120-19.4.

(c) Members of the Committee receive subsistence and travel expenses as provided in G.S. 120-3.1. The Committee may contract for consultants or hire employees in accordance with G.S. 120-32.02. The Legislative Services Commission, through the Legislative 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.

§ 120-70.83. Additional powers.

The Joint Legislative Education Oversight Committee, while in discharge of official duties, shall have access to any paper or document, and may compel the attendance of any State official or employee before the Committee or secure any evidence under G.S. 120.19. In addition, G.S. 120-19.1 through G.S. 120-19.4 shall apply to the proceedings of the Committee as if it were a joint committee of the General Assembly.

§§ 120-70.84 through 120-70.89. Reserved for future codification purposes.

LEGISLATIVE PROPOSALS

DRAFT

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

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BILL DRAFT 2017-MKz-178 [v.3]

(THIS IS A DRAFT AND IS NOT READY FOR INTRODUCTION)
04/03/2018 02:16:39 PM

Short Title: Extend Pilot/Virtual Charter Schools.

(Public)

Sponsors:

Referred to:

1 A BILL TO BE ENTITLED
2 AN ACT TO EXTEND THE VIRTUAL CHARTER SCHOOL PILOT PROGRAM FOR FOUR
3 MORE SCHOOL YEARS, AS RECOMMENDED BY THE JOINT LEGISLATIVE
4 EDUCATION OVERSIGHT COMMITTEE.

5 The General Assembly of North Carolina enacts:

6 SECTION 1. Section 8.35 of S.L. 2014-100, as amended by Section 8.13 of S.L.
7 2016-94, reads as rewritten:

8 "VIRTUAL CHARTER SCHOOL PILOT PROGRAM

9 SECTION 8.35.(a) Notwithstanding G.S. ~~115C-238.29D~~ 115C-218.5 or any other provision
10 of law to the contrary, the State Board of Education shall establish a pilot program to authorize
11 the operation of two virtual charter schools serving students in kindergarten through twelfth
12 grade. The State Board shall establish an application process to allow student enrollment in the
13 selected virtual charter schools beginning with the 2015-2016 school year. A virtual charter
14 school participating in the pilot may serve any grade span of students in kindergarten through
15 twelfth grade. The pilot program shall continue for a period of ~~four~~ eight school years and shall
16 end with the ~~2018-2019~~ 2022-2023 school year.

17 SECTION 8.35.(b) The virtual charter schools participating in the pilot program authorized
18 by this section shall be subject to the statutes and rules applicable to charter schools pursuant to
19 ~~Part 6A of~~ Article ~~161~~ 14A of Chapter 115C of the General Statutes, except as follows:

- 20 (1) The maximum student enrollment in any participating school shall be no
21 greater than 1,500 in its first year of operation and may increase by twenty
22 percent (20%) for each participating school up to a maximum student
23 enrollment of 2,592 in the fourth year of the pilot. The State Board of
24 Education may waive this maximum student enrollment threshold, beginning
25 in the fourth year of the school's operation, if the State Board determines that
26 doing so would be in the best interest of North Carolina students.
- 27 (2) The maximum overall ratio of teachers to students for kindergarten through
28 eighth grade shall be 1:50, and for ninth through twelfth grade shall be 1:150.
- 29 (3) A student who regularly fails to participate in courses may be withdrawn from
30 enrollment pursuant to procedures adopted by the virtual charter school. The
31 procedures adopted by the virtual charter school shall ensure that (i) fair notice
32 is provided to the parent and student and (ii) an opportunity is provided, prior
33 to withdrawal of the student by the school, for the student and parent to
34 demonstrate that failure to participate in courses is due to a lawful absence

1 recognized under Part I of Article 26 of Chapter 115C of the General Statutes
2 and any applicable rules adopted by the State Board of Education.

3 **SECTION 8.35.(c)** In addition to the operating requirements applicable to a virtual charter
4 school participating in the pilot program pursuant to ~~Part 6A of~~ Article 4614A of Chapter 115C
5 of the General Statutes, the following requirements shall apply to a participating virtual charter
6 school:

- 7 (1) The school shall maintain an administrative office within North Carolina. In
8 addition, the school shall maintain at least one testing center or meeting place
9 within each of the eight State Board of Education districts where the
10 participating students reside, to allow educators and administrators from the
11 school to meet students and parents. When utilizing the testing center or
12 meeting place for test administration, the school is permitted to do the
13 following:
- 14 a. Administer tests to multiple grade levels at the same time and location.
 - 15 b. Contract with a test administrator who is not employed by the board
16 of directors of the school and meets the following criteria:
 - 17 1. Holds a valid, North Carolina educator license.
 - 18 2. Passes a criminal history check as defined in
19 G.S. 115C-332(a)(1) performed by the school.
 - 20 3. Is trained on test administration in accordance with the North
21 Carolina Testing Program.
- 22 (2) If the school contracts with a third party for the provision of administrative
23 staff, such staff fulfilling the equivalent positions of superintendent, principal,
24 or business officer shall be residents of North Carolina.
- 25 (3) All teaching staff shall carry the appropriate State certification to instruct any
26 course and shall receive professional development in virtual instruction
27 pursuant to the school's application to the State Board of Education to
28 participate in the pilot program within 30 days of the employee's date of hire.
29 At least eighty percent (80%) of the teaching staff shall reside within North
30 Carolina.
- 31 (4) The school shall have a withdrawal rate below twenty-five percent (25%). A
32 student who meets any of the following criteria shall not be counted in
33 measuring the school's withdrawal rate:
- 34 a. A student enrolled in a school with the intent expressed prior to
35 enrollment of only being enrolled for a finite period of time within the
36 school year. The school shall keep a written record of a student's stated
37 intent for finite enrollment.
 - 38 b. A student who is withdrawn from the school pursuant to subdivision
39 (3) of subsection (b) of this section.
 - 40 c. A student who is no longer qualified under the laws of this State for
41 admission to a public school in North Carolina, including due to the
42 student relocating to another state.
 - 43 d. A student who (i) withdraws from the school for a family, personal, or
44 medical reason and (ii) notifies the school of the reason for
45 withdrawal. The school shall keep a written record of a student's stated
46 reason for withdrawal under this sub-subdivision.
 - 47 e. A student who withdraws from the school within the first 30 days
48 following the date of the student's enrollment.
- 49 (4a) A count of school attendance shall be taken at least once during each semester
50 for funding purposes.

- 1 (5) The school shall ensure that each student is assigned a learning coach. The
2 learning coach shall provide (i) daily support and supervision of students, (ii)
3 ensure student participation in online lessons, and (iii) coordinate teacher-led
4 instructional sessions and State assessments.

5 **SECTION 8.35.(d)** Notwithstanding G.S. ~~115C-238.29B~~115C-218.1 and
6 G.S. ~~115C-238.29D~~115C-218.5, a participating virtual charter school that is successful in
7 meeting the requirements of this section and the applicable requirements of ~~Part 6A of~~ Article
8 ~~1614A~~ of Chapter 115C of the General Statutes during the period of the pilot program shall be
9 eligible to be approved by the State Board of Education, at its discretion, without additional
10 application requirements.

11 **SECTION 8.35.(e)** The State Board of Education shall provide State funding to a virtual
12 charter school participating in the pilot program as provided in
13 G.S. ~~115C-238.29H(a)~~115C-218.105(a) and G.S. ~~115C-238.29H(a1)~~115C-218.105(b). The
14 amount allocated pursuant to G.S. ~~115C-238.29H(a)(1)~~115C-218.105(a)(1) shall not, however,
15 include the allocation for low-wealth counties supplemental funding and the allocation for small
16 county supplemental funding. Virtual charter schools participating in the pilot program shall also
17 be subject to the requirements in G.S. ~~115C-238.29H(b)~~115C-218.105(c) through
18 G.S. ~~115C-238.29H(d)~~115C-218.105(e). The amount of local funds provided to participating
19 schools pursuant to G.S. ~~115C-238.29H(b)~~115C-218.105(c) shall be the lesser of seven hundred
20 ninety dollars (\$790.00) per pupil or the amount computed in accordance with
21 G.S. ~~115C-238.29H(b)~~115C-218.105(c).

22 **SECTION 8.35.(f)** A participating virtual charter school that does not comply with the
23 provisions of this section may result in deferment or termination of enrollment expansion, or
24 termination of a pilot. Schools are subject to presentation of data to the State Board of Education
25 at the call of the Chair of the State Board with a minimum of 21 days' notice.

26 **SECTION 8.35.(g)** The State Board shall report on the initial implementation of the pilot
27 program to the Joint Legislative Education Oversight Committee by November 15, 2016, and on
28 findings from (i) threefive years of operation of the pilot program by November 15, ~~2018-2020~~,
29 and (ii) seven years of operation of the pilot program by November 15, 2022. At a minimum, the
30 reportreports shall include the following:

- 31 (1) The number of students who have enrolled in courses offered by the schools.
32 (2) The number and type of courses offered by the schools.
33 (3) The withdrawal rate of students after enrollment.
34 (4) Student performance and accountability data.
35 (5) Information on the implementation, administration, and funding for the pilot
36 program.
37 (6) Recommendations on the modification, continuation, and potential expansion
38 of the program."

39 **SECTION 2.** This act is effective when it becomes law.
40

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

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BILL DRAFT 2017-MKz-176A [v.3]

(THIS IS A DRAFT AND IS NOT READY FOR INTRODUCTION)
04/04/2018 06:36:12 PM

Short Title: Cross-training DPI Licensure Section Staff. (Public)

Sponsors:

Referred to:

1 A BILL TO BE ENTITLED
2 AN ACT TO DIRECT THE SECTION CHIEF OF THE LICENSURE SECTION OF THE
3 DEPARTMENT OF PUBLIC INSTRUCTION TO ESTABLISH A CROSS-TRAINING
4 PROGRAM FOR EMPLOYEES OF THE SECTION TO IMPROVE TIMELY
5 PROCESSING OF EDUCATOR LICENSURE APPLICATIONS, AS RECOMMENDED
6 BY THE JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE.

7 The General Assembly of North Carolina enacts:

8 **SECTION 1.** Article 17E of Chapter 115C of the General Statutes is amended by
9 adding a new section to read:

10 "§ 115C-270.6. Staff training for the Licensure Section of the Department of Public
11 Instruction; report.

12 (a) Staff Training. – The Section Chief of the Licensure Section of the Department of
13 Public Instruction shall provide all staff of the Licensure Section who are responsible for any
14 component of the administration and processing of professional educator license applications
15 with a cross-training program between Section service areas. The cross-training program shall
16 be designed to ensure seamless and timely service to licensure applicants and include at least the
17 following goals for the processing of educator licensure applications:

18 (1) Licensure applicants shall receive service even when the primary service
19 provider for a licensure service area is unavailable due to unexpected absence
20 or during heavy workload time periods.

21 (2) Licensure applicants shall receive consistent information from all Section staff
22 on the licensure process and the status of applications.

23 (3) Section staff shall work effectively and efficiently through each stage of the
24 application process and shall support other staff as needed in carrying out
25 work responsibilities.

26 (4) Section staff job descriptions shall align with the Section Chief's processing
27 goals and the success profiles established for specialist and processing
28 assistant roles.

29 (5) Section staff shall be equipped with the knowledge and assistance from other
30 staff to process the most challenging applications and to answer difficult
31 applicant questions.

32 (b) Annual Report. – By March 15 of each year, the Section Chief shall report to the Joint
33 Legislative Education Oversight Committee on the implementation of the cross-training program
34 required by subsection (a) of this section and the outcomes of the program, including the

1 processing times of applications, improvements in staff efficiency, and licensure applicant
2 satisfaction levels with the administration of the professional educator licensure system."

3 **SECTION 2.** This act is effective when it becomes law.
4

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**GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017**

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BILL DRAFT 2017-SHz-3 [v.8]

**(THIS IS A DRAFT AND IS NOT READY FOR INTRODUCTION)
04/13/2018 12:35:34 PM**

Short Title: Medical Education & Residency Study.

(Public)

Sponsors:

Referred to:

A BILL TO BE ENTITLED

1 AN ACT TO STUDY MEDICAL EDUCATION AND MEDICAL RESIDENCY PROGRAMS,
2 AS RECOMMENDED BY THE JOINT LEGISLATIVE OVERSIGHT COMMITTEE ON
3 HEALTH AND HUMAN SERVICES AND THE JOINT LEGISLATIVE EDUCATION
4 OVERSIGHT COMMITTEE.
5

6 Whereas, S.L. 2017-57, Section 11J.2, authorized the Joint Legislative Oversight Committee
7 on Health and Human Services and the Joint Legislative Education Oversight Committee to each
8 appoint a subcommittee to jointly examine the use of State funds to support medical education
9 and medical residency programs; and

10 Whereas, the Joint Subcommittee on Medical Education and Medical Residency Programs,
11 appointed by the Joint Legislative Oversight Committee on Health and Human Services and the
12 Joint Legislative Education Oversight Committee, was not able to conduct a thorough
13 examination of medical education and residency programs and to develop a plan to support them
14 in a manner that addresses the health care needs of the State prior to the March 15, 2018, reporting
15 deadline; and

16 Whereas, there is continued interest in examining ways to support medical education and
17 medical residency programs with a goal of addressing the short-term and long-term health care
18 needs of the State's residents; and

19 Whereas, the Joint Legislative Oversight Committee on Health and Human Services and the
20 Joint Legislative Education Oversight Committee may find it necessary to prioritize their interim
21 work and both Committees may not be in a position to appoint a subcommittee to work jointly;
22 and

23 Whereas, the intent of the act is to create a mechanism allowing flexibility for two appointed
24 subcommittees to work jointly, or for one or more appointed subcommittees to work
25 independently; and

26 Whereas, the Joint Subcommittee on Medical Education and Medical Residency
27 Programs identified data and information that will be needed to inform the work of future
28 subcommittees in order to more thoroughly examine medical education and residency programs
29 in order to identify objectives for those programs throughout the State and to provide direction
30 to the Department of Health and Human Services in designing programs to that meet the needs
31 of the State; Now, therefore,

32 The General Assembly of North Carolina enacts:

33 **SECTION 1.** The Joint Legislative Oversight Committee on Health and Human
34 Services and the Joint Legislative Education Oversight Committee may each appoint a

1 subcommittee to study medical education and medical residency programs. If appointed, the
2 subcommittees may consult each other and may elect to meet jointly, but each subcommittee is
3 authorized to work independently and report to its respective oversight committee.

4 **SECTION 2.(a)** The medical education and medical residency study may include
5 examination of the following:

- 6 (1) The health care needs of the State's residents and the State's goals in meeting
7 those health care needs through the support and funding of medical education
8 and medical residency programs located within the State.
- 9 (2) The short-term and long-term benefits to the State for allocating State funds
10 to medical education and medical residency programs located within the State.
- 11 (3) Recommended changes and improvements to the State's current policies with
12 respect to allocating State funds and providing other support to medical
13 education programs and medical residency programs located within the State.
- 14 (4) Development of an evaluation protocol to be used by the State in determining
15 (i) the particular medical education programs and medical residency programs
16 to support with State funds and (ii) the amount of State funds to allocate to
17 these programs.
- 18 (5) Any other relevant issues deemed appropriate.

19 **SECTION 2.(b)** The study may include input from other states, stakeholders, and
20 national experts on medical education programs, medical residency programs, and health care,
21 as deemed necessary.

22 **SECTION 2.(c)** The study may examine the reports provided by the Department of
23 Health and Human Services and The University of North Carolina in accordance with S.L. 2017-
24 57, Section 11J.2.(c), and the report provided by the Department of Health and Human Services
25 in accordance with Section 3 of this act.

26 **SECTION 3.** No later than August 1, 2019, the Department of Health and Human
27 Services shall submit to the Joint Legislative Oversight Committee on Health and Human
28 Services, the Joint Legislative Education Oversight Committee, and the Joint Legislative
29 Oversight Committee on Medicaid and NC Health Choice, a report on medical education and
30 residency programs. This report shall be developed in collaboration with the Cecil G. Sheps
31 Center for Health Services Research at the University of North Carolina at Chapel Hill, the North
32 Carolina Area Health Education Centers, the North Carolina Institute of Medicine, the University
33 of North Carolina at Chapel Hill School of Medicine, and the Brody School of Medicine at East
34 Carolina University. The report shall be used to facilitate the development of measurable
35 objectives, along with specified timeframes for achievement, which will be used by the State
36 when funding medical education and residency programs addressing the health care needs
37 throughout the State, particularly increased health care access in rural areas. The report shall
38 contain the following information:

- 39 (1) Detailed information about North Carolina medical school student slots,
40 residency slots, and intern slots, including the number of slots for each
41 medical school and residency program and how these slots have changed over
42 time. This information shall include the slot caps set by Medicare and other
43 agencies, the methodology used to establish those slot caps, information on
44 how the slot caps have changed over time, and how changes to the slot caps
45 may be accomplished in the future. This information shall also include an
46 assessment of the effect of the slot caps on each medical school and residency
47 program in North Carolina.
- 48 (2) Suggested overall objectives for the medical education and residency
49 programs in the State, including identified outcomes and goals to meet the
50 needs of rural areas.

- 1 (3) Total funding for the North Carolina Area Health Education Centers for the
2 past three fiscal years, the primary purposes of the funding, and outcomes that
3 have been achieved relative to those purposes.
- 4 (4) Total funding for the University of North Carolina at Chapel Hill School of
5 Medicine and the Brody School of Medicine at East Carolina University for
6 the past three fiscal years. This shall include an analysis of the cost of
7 operating each school of medicine compared to the total funding for each
8 school of medicine.
- 9 (5) The total reimbursement paid to hospitals related to Graduate Medical
10 Education (GME) through the Medicaid program, including all of the
11 following methodologies: receipts, claims payments, cost settlements,
12 enhanced payments, and equity supplemental payments. This shall include an
13 analysis of the funding source for this reimbursement, including how much of
14 the funding is provided by the State, by hospitals, and by the federal
15 government.
- 16 (6) A detailed explanation of all Medicaid GME reimbursement methodologies
17 that the Department of Health and Human Services intends to use, or is using,
18 under the transformed North Carolina Medicaid and North Carolina Health
19 Choice programs as described in S.L. 2015-245, as amended by Section 2 of
20 S.L. 2016-121, Section 11H.17 of S.L. 2017-57, and Section 4 of 2017-186.
21 This explanation shall include a rationale for any changes made to the
22 Medicaid GME reimbursement methodology, outcomes to be achieved by
23 these changes, and methods by which to measure these outcomes.
- 24 (7) Strategies, outside of the publically-funded programs, used by hospitals and
25 communities to attract and retain health care providers to rural areas.
- 26 (8) Any recommendations regarding a body to compile and oversee the State's
27 medical education and residency programs data, including whether this
28 additional oversight body is necessary. If an oversight body is recommended,
29 this recommendation shall also include the composition of that body, the
30 recommended agency to house the body, the duties of the body, the specific
31 information the body is to oversee, the mechanism by which the body will
32 collect the data, and any funding needs for the body.
- 33 (9) An analysis of how other states have modified or developed funding to meet
34 the need in rural areas regarding the recruitment and retention of health care
35 providers, including the use of Medicaid funding, loan forgiveness, and loan
36 repayment. This analysis should include the processes by which other states
37 have identified the need for health care providers by specialty or location and
38 the outcomes achieved.
- 39 (10) Any limitations or parameters set by other entities that may restrict the State's
40 ability to modify programs that support the State's objectives, including (i)
41 Medicaid reimbursement for GME, (ii) loan forgiveness, (iii) loan repayment,
42 or (iv) other sources of funding.

43 **SECTION 4.** A subcommittee authorized by this act and appointed shall develop a
44 proposal for a statewide plan to support medical education programs and medical residency
45 programs within North Carolina in a manner that maximizes the impact of financial and other
46 support provided by the State for these programs and addresses the short-term and long-term
47 health care needs of the State's residents, particularly increased health care access in rural areas.
48 A subcommittee authorized by this act and appointed, may provide an interim report to its
49 respective oversight committee by November 1, 2018, and shall report to its respective oversight

1 committee on or before March 1, 2020, at which time a subcommittee authorized by this act shall
2 terminate.
3 **SECTION 5.** This act is effective when it becomes law.
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GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

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BILL DRAFT 2017-MTz-165 [v.7]

(THIS IS A DRAFT AND IS NOT READY FOR INTRODUCTION)
04/10/2018 10:53:40 AM

Short Title: Revise Cursive and Multiplication Report. (Public)

Sponsors:

Referred to:

1 A BILL TO BE ENTITLED
2 AN ACT TO CLARIFY AND MAKE PERMANENT THE REPORTING REQUIREMENT ON
3 CURSIVE WRITING AND MULTIPLICATION TABLES.

4 The General Assembly of North Carolina enacts:

5 **SECTION 1.** Part 1 of Article 8 of Chapter 115C of the General Statutes is amended
6 by adding a new section to read:

7 "**§ 115C-81.81. Annual report on cursive writing and multiplication tables.**

8 The State Board of Education and the Department of Public Instruction shall report to the
9 Joint Legislative Education Oversight Committee by March 30 of each year on the compliance
10 of each local school administrative unit with the requirements regarding cursive writing pursuant
11 to G.S. 115C-81.75 and the memorization of multiplication tables pursuant to G.S. 115C-81.80.
12 The report shall include at least the following information:

- 13 (1) The percentage of local school administrative units in the State complying and
14 not complying with G.S. 115C-81.75 and a list of both sets of units.
15 (2) The percentage of local school administrative units in the State complying and
16 not complying with G.S. 115C-81.80 and a list of both sets of units.
17 (3) A list of all instructional strategies used by each local school administrative
18 unit to comply with G.S. 115C-81.75, categorized by unit.
19 (4) A list of each instructional strategy identified pursuant to subdivision (3) of
20 this subsection and the corresponding percentage of local school
21 administrative units in the State using that strategy to comply with G.S. 115C-
22 81.75.
23 (5) If, in any given year, one or more local school administrative units does not
24 respond to inquiries from the Department of Public Instruction related to this
25 section, the percentage of local school administrative units in the State that
26 were nonresponsive and a list of those units."

27 **SECTION 2.** This bill is effective when it becomes law and applies to reports
28 submitted on or after that date.
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DRAFT