

NORTH CAROLINA GENERAL ASSEMBLY



JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE

REPORT TO THE 2023 GENERAL ASSEMBLY OF NORTH CAROLINA

DECEMBER 13, 2022

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TRANSMITTAL LETTER

December 13, 2022

TO THE MEMBERS OF THE 2023 GENERAL ASSEMBLY

The **JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE**
respectfully submits the following report to the 2023 General Assembly.

Sen. Deanna Ballard (Co-Chair)

Rep. Hugh Blackwell (Co-Chair)

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COMMITTEE PROCEEDINGS

The Committee on Joint Legislative Education Oversight Committee met four 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.

September 6, 2022

Approval of Committee Minutes

September 1, 2020

December 1, 2020

Update on Project Kitty Hawk

Dr. Andrew Kelly, Senior Vice President of Strategy and Policy, UNC System Office
Wil Zemp, President & CEO, Project Kitty Hawk

Report on Instructional Support Personnel

Department of Public Instruction

Alexis Schauss, Chief Financial Officer, NC Department of Public Instruction

Catawba Count Schools

Dr. Matthew W. Stover, Superintendent, Catawba County Schools

Kala Aldridge, Chief Finance Officer, Catawba County Schools

Competency-Based Education Model

Department of Public Instruction

Dr. Andrew Smith, Assistant Superintendent, NC Department of Public Instruction

Shuford Elementary School, Newton-Conover City School District

Kisha Clemmons, Principal of Shuford Elementary School, Newton-Conover City School District

Cayley Rozzelle, Shuford Elementary School, Newton-Conover City School District

Emily Bryan, Shuford Elementary School, Newton-Conover City School District

NC Longitudinal Data System

Dr. Trip Stallings, Executive Director, NC Longitudinal Data System, NC Department of Information Technology

The Joint Legislative Education Oversight Committee held its first meeting on September 6, 2022, in Room 643 of the Legislative Office Building. Senator Ballard presided.

The Committee approved minutes for the September 1, 2020, and December 1, 2020, meetings.

The Committee then heard from Dr. Andrew Kelly, Senior Vice President of Strategy and Policy for the UNC System Office (System). Dr. Kelly talked to the Committee about the challenges the System faces reaching and serving adult learners and informed the Committee that although North Carolina has a higher demand for online learning, most people choose an out-of-state provider for their online learning. He explained to the Committee that most innovative universities have developed enterprises around online learning, so in following this trend, the System has partnered with Project Kitty Hawk to help universities build the infrastructure needed to develop more online programs. Wil Zemp, President and CEO of Project Kitty Hawk (Project), then emphasized to the Committee that universities can opt to partner with the Project to develop online programs to attract, support, and retain adult learners, and that the Project is not designed to be a monopoly or competition to institutions of higher education. The Project's mentality is to see institutions of higher education as 'customers' and employers as 'partners' and help universities develop programs and courses to fit the market demand. Mr. Zemp highlighted the Project's development phases and its online market size estimates for North Carolina. Dr. Kelly and Mr. Zemp then answered questions from the Committee.

The Committee next heard from Alexis Schauss, Chief Financial Officer of the NC Department of Public Instruction (DPI), who spoke about the survey the General Assembly directed DPI to conduct on the use of funds for instructional support positions by local school administrative units (LEAs). She informed the Committee that there are approximately 15,500 certified personnel who support students and teachers across North Carolina and gave examples of the many positions included in the "instructional support" definition. The results of the survey show that approximately 14% of certified personnel are instructional support. Ms. Schauss stated that less than half of instructional support personnel are funded by the State instructional support position allotments., The remaining positions are funded from State categorical allotments, federal grants, and local funds.

The Committee then heard from Dr. Matthew Stover, Superintendent of Catawba County Schools, who presented a local perspective on the employment of instructional support personnel. Dr. Stover informed the Committee of the current challenges his district faces in finding and hiring instructional support personnel and solutions the district has come up with to help address them. The three major challenges are candidates (i) seeking job opportunities that allow them to work remotely, (ii) wanting flexible scheduling, and (iii) finding opportunities for higher salaries in the private sector. The district is working on addressing those challenges by doing the following: (i) hiring more provisionally and alternatively licensed personnel, such as media coordinators and school counselors; (ii) investing in and expanding on the district's career and technical education (CTE) offerings, (iii) increasing the number of instructional coaches and expanding instructional technology services; (iv) contracting with Catawba County Public Health to provide school nurses; and (v) contracting for a variety of other services, such as audiologists and speech-language pathologists. Ms. Schauss and Dr. Stover then answered questions from the Committee.

The Committee then heard from Dr. Andrew Smith, Assistant Superintendent at DPI, who provided an update on competency-based education (CBE). Dr. Smith informed the Committee that CBE is a personalized learning approach in which progression is based on mastery of course content demonstrated by the student's understanding of the content standards and the ability to apply knowledge of the material. Dr. Smith updated the Committee on DPI's work to date and what's next for CBE in North Carolina.

The Committee then heard from Kisha Clemmons, Principal of Shuford Elementary School in the Newton-Conover City School District, who talked about the district's transition to a blended learning model to create a personalized learning experience for every student. The school's personalized learning framework is based on competency-based progression. Students take pre-and-post assessments aligned with standards to identify where the student is academically, and the teacher then creates an individual learning path, aligned with standards, that utilizes the best classroom and instructional practices to meet the needs of each student. Ms. Clemmons talked about the benefits they have seen since the school transitioned to personalized learning, the efforts being made to sustain the results they have seen, and some of the challenges and barriers they face. Ms. Clemmons and Dr. Smith answered questions from the Committee.

The Committee then heard from Dr. Trip Stallings, Executive Director of the NC Longitudinal Data System with the Department of Information Technology, who provided an update on the NC Longitudinal Data System (NCLDS). Dr. Stallings explained to the Committee that NCLDS is a data exchange and research partnership between state agencies that serves as the connector between the data-holders. He informed the Committee that NCLDS's current partners are the Department of Health and Human Services, DPI, the North Carolina Community College System, North Carolina Independent Colleges and Universities, the UNC System, and the Department of Commerce, and gave an overview of the partnership details and history. He then talked about pilot projects currently under development, gave examples of when agencies can turn to NCLDS for assistance, explained the services NCLDS provides, and detailed continuing challenges. At the conclusion of his presentation Dr. Stallings answered questions from the Committee.

October 5, 2022

Department of Public Instruction – Special Education Funding Formula

Dr. Sherry H. Thomas, Senior Director, Office of Exceptional Children, NC Department of Public Instruction

SEAA – Grant Consolidation

Andrea R. Poole, Executive Director, NC State Education Assistance Authority

Community Colleges – Apprenticeship and Expansion

Kathryn Castellones, Director of ApprenticeshipNC, NC Community Colleges

UNC – Common Course Numbering System

Dr. David English, Acting Senior Vice President for Academic Affairs, UNC

The Joint Legislative Education Oversight Committee held its second meeting on October 5, 2022, in Room 643 of the Legislative Office Building. Representative Blackwell presided.

The Committee first heard from Dr. Sherry H. Thomas, Senior Director, Office of Exceptional Children at DPI, who talked to the Committee about the State's funding formula for special education. Dr. Thomas informed the Committee that in 2015, a stakeholder group began meeting to study and discuss special education funding after districts began seeing a trend of more high needs students, rising cost of services, and no longer being able to stretch State funding for special education. The group advocated for looking at a different funding model that establishes a baseline and determines funding based on the level of services needed by the student, and developed a matrix to determine appropriate funding based on the student's service needs. Dr. Thomas informed the Committee that the General Assembly directed DPI to contract with a third-party to examine different funding options. DPI contracted with RTI, which looked at the following areas of interest: (i) the percentage of students with disabilities in North Carolina and funding provided per student; (ii) how other states provide funding for students with disabilities; (iii) the potential benefit of allocating funding based on the student's disability category instead of funding based on service level; (iv) how to determine appropriate funding levels for each category; (v) and recommendations for using Medicaid reimbursements at the school level. Dr. Thomas informed the Committee that RTI's study found that states are moving towards funding models based on service level because they provide a more accurate accounting of costs. RTI recommended that DPI review and update its prototype matrix to ensure it reflects district-level costs accurately and pilot test the funding model first before it is implemented statewide. RTI found that Medicaid billing is a time-sensitive and complicated process and can be a barrier to districts who lack the staff and training. RTI also recommended that DPI continue to collaborate with the NC Medicaid Division of Health Benefits to expand eligible services and the eligible age range, continue to share data on Medicaid utilization at the public school unit level, and provide technical assistance and training for charter schools on finding ways to share the costs associated with Medicaid billing. Dr. Thomas then answered questions from the Committee.

The Committee then heard from Andrea Poole, Executive Director of the North Carolina State Education Assistance Authority (SEAA), on the consolidation and simplification of public higher education grants. Ms. Poole explained to the Committee that the three prior State-funded public higher education financial aid programs – UNC Need-Based Grant, Education Lottery Scholarship, and Community College Grant– were often unpredictable, confusing, and complicated to navigate. Despite serving overlapping populations, each required different calculations for determining the amount of aid and had different eligibility requirements. As a result, the General Assembly consolidated the grants into a single need-based financial aid program in the 2021 Appropriations Act. The UNC System and Community College System Presidents developed a formula and payment schedule that is more consistent, transparent, and student-focused, and allows students and families to learn about eligibility and different options earlier in the process.

She then spoke about the implementation process of the new grant program and explained to the Committee how the program will work. She then talked about the consolidation of aid programs for non-public K-12 students with disabilities. She provided background on the Disabilities Grant and the Education Savings Account program and explained how the new ESA+ program, which launched in the 2022-2023 school year, will make more efficient use of State resources. Ms. Poole then explained to the Committee the new program's design, how it will disburse funds for tuition and fees. Ms. Poole stated that this will allow SEAA better oversight of payments to schools, provide flexibility to families, and allow an increased number of students to be served more efficiently. Ms. Poole then answered questions from the Committee.

The Committee then heard from Kathryn Castellones, Director of ApprenticeshipNC with NC Community Colleges. Ms. Castellones gave the history of apprenticeship in North Carolina and explained to the Committee the five core components of a registered apprenticeship which are: (i) employer involvement, (ii) structured on-the-job learning, (iii) job-related education, (iv) rewards for skill gains, and (v) national occupational credentials. She informed the Committee that apprenticeships in advanced manufacturing and construction continue to have the highest number of participants. She provided data on participants served during the 2021-2022 fiscal year with a breakdown of the industries and counties with the highest participation rates. Ms. Castellones informed the Committee that high school apprenticeship has been a successful solution for employers because it allows them to find and engage new apprentices by partnering with regional schools and local community colleges and reduces training and education costs. ApprenticeshipNC helps military service members with apprenticeship certification, which they can use to receive promotions and carry forward as translatable skills when they transition into the civilian workforce. Ms. Castellones highlighted the funds made available to ApprenticeshipNC in 2021 by the General Assembly, how the funds are being distributed to support and expand new apprentice registrations with employers located in tier one and tier two counties, and the total of awards by region. She then talked about the Apprenticeship State Expansion (ASE) Grant Program by the United States Department of Labor, including information about the number of employers served under the ASE grant and the amount of funds awarded broken down by industry. Ms. Castellones then answered questions from the Committee.

The Committee then heard from Dr. David English, Acting Senior Vice President for Academic Affairs for The University of North Carolina System (System), on the System's common course numbering system. He informed the Committee that students often experience credit loss when transferring from one institution to another due to a lack of common course-numbering or a common course equivalency system, which can discourage students from transferring or lead to a delay in the amount of time it takes the student to receive their degree. As a result, the UNC Board of Governors directed the System to establish a common course numbering system for undergraduate lower-division courses that will provide more clarity and transparency and allow for a faster and easier transfer of credits process. The process began by looking at the courses that are transferred the most between the community colleges and UNC institutions. Faculty and academic leadership from different UNC institutions worked together to determine course

equivalencies and identify additional UNC CNS courses. Dr. English then provided examples for how students at different UNC institutions can search and identify how courses taken at one institution will be accepted across the UNC System, highlighting that students are able to browse all transferable courses, enter an area of study, and search for a specific course number or name. Dr. English informed the Committee of the next steps for UNC CNS. Dr. English then answered questions from the Committee.

November 29, 2022

Approval of Committee Minutes

September 6, 2022

October 5, 2022

DPI – Excellent Public Schools Act 2021-22 State Summary

Dr. Michael Maher, Deputy State Superintendent, Standards, Accountability and Research, NC Department of Public Instruction

Amy Rhyne, EdS, Director of Office of Early Learning, NC Department of Public Instruction

Schools That Lead Presentations:

Schools That Lead Networked Improvement Communities – Summative Evaluation

Dr. Julie Marks, Director of Evaluation, Senior Research Associate, Education Policy Initiative at Carolina (EPIC), UNC Public Policy

Dr. Robert Taylor, Deputy State Superintendent, NC Department of Public Instruction

Reaction and Response to Evaluation – Schools That Lead

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

Sofi Frankowski, Chief Learning Officer, Schools That Lead

NC Promise Presentations:

UNC Update

Jennifer Haygood, Senior Vice President for Finance and Administration, Chief Financial Officer, UNC System

FSU Presentation

Darrell T. Allison, Chief Executive Officer and Chancellor of Fayetteville State University

NC Community Colleges – Organizational Assessment & Climate Survey Summary

Dr. Bill Carver, Interim President, NC Community College System

Burr Sullivan, Chair, NC State Board of Community Colleges

Kimberly Gold, Chief of Staff, NC Community College System

The Joint Legislative Education Oversight Committee held its third meeting on November 29, 2022, in Room 544 of the Legislative Office Building and Senator Ballard presided.

The meeting began with the approval of minutes from the September 6, 2022, and October 5, 2022, meetings.

Dr. Michael Maher, Deputy State Superintendent of Standards, Accountability and Research at the NC Department of Public Instruction (DPI) then addressed the Committee and introduced Amy Rhyne, EdS, Director of the Office of Early Learning at DPI, who provided an overview of the implementation of the Excellent Public Schools Act of 2021 (EPSA). She provided an update on the LETRS professional development program and informed the Committee that every district has now had one school administrator go through the LETRS training for administrators. She then provided an estimate for when the State will potentially see student growth based on the LETRS implementation timeline. She reviewed the best practices for local school administrative unit literacy intervention plans, which include (i) screening all students for potential reading problems, (ii) providing differentiated core reading instruction for all students, (iii) providing systematic supplemental support for students who require intervention, (iv) providing intensive support for students who do not demonstrate progress after receiving supplemental support, and (v) monitoring the progress of students receiving supplemental and intensive support regularly. She talked about how North Carolina's literacy growth compares to other states. Additionally, she provided a comparison of reading achievement over time for grades K-3, and the reading camp proficiency data for the 2021-2022 school year. She then talked about the NC Coaching Support Model for grade levels K-5 and its organizational structure.

The Committee then heard from Dr. Julie Marks, Director of Evaluation and Senior Research Associate with the Education Policy Initiative at Carolina (EPIC). Dr. Marks provided the Committee with an overview of the legislation that put Schools That Lead (STL) into effect. The STL North Carolina Networked Improvement Community (NC NIC) consists of 52 K-12 schools in 15 districts, including charter schools, that combined serve almost 30,000 students. STL focuses on early warning indicators linked to student outcomes and provides professional development to teachers and principals to help reduce those early indicators. In elementary schools, STL's focus is to reduce the number of students with early warning indicators. In middle school, the focus is on preparing students to succeed in high school. In high school, the focus is on increasing on-time graduation. Dr. Marks then informed the Committee of the following three implementation findings: (i) approaching data about a problem with curiosity can reveal causes that are catalysts for change; (ii) giving teachers ownership in solving problems can be transformative throughout a school; and (iii) providing principals and teachers the opportunity to share thoughts and concerns with other professionals and hear different perspectives. Dr. Marks then highlighted the following effectiveness findings: (i) there was a consistent increase in the number of participants who felt they had an increase in knowledge of improvement science concepts; (ii) participants of STL's professional development reported growth in instructional design skills, use of data, and leadership skills; and (iii) participants reported understanding how to use improvement science activities to address barriers to student success in their school and were confident that other teachers in their school would try improvement ideas in the future. She then shared her impact findings and said that the majority of participants perceived the STL NC NIC approach to be more impactful than

traditional district or State interventions and reported feeling that their work with STL NC NIC will very likely or likely impact legislated outcomes of increasing on-time graduation, reducing middle school grade retention, and reducing elementary school early warning indicators. Lastly, Dr. Marks provided data about STL's impact on high school graduation rates, chronic absenteeism, and short-term suspension.

The Committee then heard a reaction and response to the STL evaluation from Dr. Robert Taylor, Deputy State Superintendent at DPI, Dr. Dana Diesel, President and CEO of STL, and Sofi Frankowski, Chief Executive Officer for STL. Dr. Taylor informed the Committee that DPI collected and analyzed internal data for the 2021-2022 school year and found most schools participating in the STL program had a D school performance grade; however, most showed an increase in the number of students meeting growth, with 10% of participating schools showing an increase in grade level performance compared to data from the 2018-2019 school year. Dr. Taylor emphasized that the Committee should take into consideration that schools are currently in a multi-year recovery process from the 2020 global pandemic. The Committee then heard from Sofi Frankowski, who explained to the Committee STL's approach for problem-solving and improving student outcomes by identifying a problem, understanding the root cause, and testing small and simple improvement ideas that can later be implemented across sites. The presenters then answered questions from the Committee.

The Committee next heard from Jennifer Haygood, Senior Vice President for Finance and Administration and Chief Financial Officer for The University of North Carolina (UNC System), who provided an update on the NC Promise program. She provided an overview of the legislation that established the program, the institutions that participate in the program, and data on the program's impact on student enrollment at the institutions. The Committee then heard from Darrell T. Allison, Chief Executive Officer and Chancellor of Fayetteville State University (FSU), who talked to the Committee about the impact FSU has seen since becoming part of the NC Promise program. Mr. Allison informed the Committee that FSU is the second oldest public university in North Carolina, the most diverse institution in the UNC System, and a leader in educating adult learners. Chancellor Allison provided FSU's demographics, data on the increase of student enrollment since FSU was added to NC Promise, and FSU's five-year strategic enrollment plan. The presenters then answered questions from the Committee.

The Committee then heard from Dr. Bill Carver, Interim President of the NC Community College System, who spoke briefly about the Organizational Assessment and the Climate Survey that the NC Community College System commissioned in 2021. Dr. Carver introduced presenters Kimberly Gold, Chief of Staff of the NC Community College System, and Burr Sullivan, Chair of the NC State Board of Community Colleges. The purpose of the Campus Works Organizational Assessment was to develop a plan for building and sustaining a strong System Office work environment, provide leadership and support for the Community College System, and assess perception, morale, and system effectiveness. The survey included all NC Community College System stakeholders. The purpose of the Taylortrain Climate Survey was to provide additional information regarding System Office employee morale. Ms. Gold reviewed the components of the Campus Works

Organizational Assessment and highlighted findings and areas of opportunities and needs, including: (i) increased opportunities for employee experience, including professional development, training, and career advancement; (ii) enhanced communication from System Office leadership to employees; (iii) stakeholder alignment and advocacy, including additional human and technology resources and increased collaboration with business and industry; and (iv) the need for stable leadership. Ms. Gold then talked to the Committee about the Taylortrain Climate Survey, of the System Office employees' morale, appreciation, communication, and leadership. Ms. Gold shared that employees' perception of being treated with respect, and the degree to which employees feel they have an open two-way communication with their supervisor received the highest weighted average from employees. The degree to which there is an environment of trust, and the degree to which favoritism is not an issue in the System Office received the lowest weighted average. Lastly, Ms. Gold shared actions being taken by the System Office to address these findings. Dr. Carver, Ms. Gold, and Chair Sullivan then answered questions from the Committee.

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FINDINGS AND RECOMMENDATIONS

Based on the information presented to the Joint Legislative Education Oversight Committee (Committee) during its scheduled meetings, the Committee makes the following findings and recommendations to the 2023 General Assembly:

Project Kitty Hawk

The Committee finds that in order to reach the State's educational attainment goal of having 66% of North Carolinians with a high-quality credential or postsecondary degree by 2030, emphasis will need to be placed on adult learners. Data presented by The University of North Carolina shows that the online higher education market is heavily consolidated by a small number of providers. While North Carolina residents have an above-average demand for online learning, two-thirds of them are choosing out-of-state providers because of their abilities to provide services and instruction streamlined to serve adults and be driven by labor market demands. The Committee finds that as a result of the changing environment, Project Kitty Hawk should be a mechanism to serve working adults in the State that supports digital learning and career development programs offered by constituent institutions of The University of North Carolina through a public-private partnership. The Committee encourages The University of North Carolina to continue to develop Project Kitty Hawk and make every effort to boost bachelors' degrees and high-quality credentials and the Committee encourages the General Assembly to consider in discussion and collaboration with myFutureNC and the education sectors, any revisions or review of its postsecondary attainment goal to acknowledge the reach of Project Kitty Hawk beyond the State. Finally, the Committee strongly encourages The University of North Carolina to collaborate closely with the North Carolina Community College System in developing and offering high quality credential courses in order to help meet the State's educational attainment goals as well as meet and exceed new workforce demands and expand economic opportunities for the residents of the State.

Competency-Based Education

The Committee finds that competency-based education is an important piece of personalized learning from which all North Carolina students can benefit as it provides a flexible learning environment where progression is based on mastery of skills and learning objectives. This mastery is shown through evidence of student learning as opposed to a set amount of time spent in a course or topic area. The Committee further finds that public school units have begun to place greater emphasis on competency-based education through personalized learning frameworks. For example, Shuford Elementary School in Catawba County Public Schools has created a personalized learning framework which includes face-to-face instruction and online instruction and is learner-driven in terms of time, place, path, and pace. The Committee also finds that there is not a comprehensive database or Statewide data on what public school units and individual schools are doing regarding competency-based education. As a result, the Committee strongly encourages the General

Assembly to direct the Department of Public Instruction to conduct a detailed statewide survey as to what public school units and individual public schools are implementing in regard to competency-based education.

Special Education Funding Formula

The Committee finds that the special education funding formula is of great interest to various stakeholders including families with children with special needs who are attending public school units and public school units, particularly as the costs increase in providing a free appropriate public education as required by the federal Individuals with Disabilities in Education Act. The Committee further finds that the Department of Public Instruction (DPI) contracted with RTI, Inc. to examine options for the special education funding formula and make recommendations for changes. The recommendations that came out of the study are as follows: (i) DPI should continue to develop a funding model based on service level and monitor such service level funding system to ensure that students are not over-identified or placed in service-intensive, high-cost funding tiers; (ii) DPI should update the prototype funding matrix developed by stakeholders to accurately reflect current district-level costs and State appropriations and pilot the matrix in a representative sample of public school units; (iii) DPI should continue to collaborate with the Division of Health Benefits at the Department of Health and Human Services to increase the use of Medicaid reimbursements to expand eligible services and age ranges; and (iv) DPI should provide additional support to charter schools through training in how to use Medicaid reimbursements.

The Committee strongly encourages the General Assembly, and specifically the Fiscal Research Division of the General Assembly, to closely monitor the development of the new funding model and engage with DPI as needed to transition to a new special education funding formula. Furthermore, the Committee also strongly encourages DPI to provide the 2023 General Assembly, as early as practicable in the 2023 calendar year, with a cost proposal for moving to the new special education funding mechanism identified in the RTI study.

ApprenticeshipNC

The Committee finds that pre-apprenticeships and apprenticeships are important components in both the education and workforce development sectors and play critical roles in expanding the State's economic prospects. Over 13,000 individuals had active pre-apprenticeships and apprenticeships during the 2021-2022 fiscal year in varied industries such as advancing manufacturing, healthcare, and public safety. The Committee further finds that the 2021 General Assembly provided twelve million dollars (\$12,000,000) to small business employers who hired new apprentices aged 16-24 for high demand occupations and were located in tier one and tier two counties. The Committee commends the General Assembly for prioritizing ApprenticeshipNC and providing these funds. The Committee encourages the General Assembly to continue to support ApprenticeshipNC and its important work in creating a workforce tailored to meet the economic and employment needs of the businesses of the State.

Excellent Public Schools Act/Read to Achieve/Literacy

The Committee finds that early literacy proficiency is vital for students to achieve success in secondary and post-secondary education and their future careers. The Committee finds that the LETRS professional development provided to all pre-kindergarten through fifth grade teachers will result in an increased use of evidence-based practices grounded in the Science of Reading in classrooms across the State. These instructional practices allow teachers to differentiate instruction to further meet the needs of students who are not demonstrating proficiency in reading. The Committee finds that it is important that future teachers develop these practices as early as possible in their careers, including receiving training through their educator preparation program. The Committee encourages the Department of Public Instruction (DPI) to be a diligent partner to The University of North Carolina and the independent colleges and universities as they incorporate the Science of Reading into educator preparation programs.

Furthermore, the Committee finds that each local school administrative unit has adopted a literacy intervention plan outlining the interventions to be offered to students who are having difficulty with reading development and that these interventions are necessary to aid the State's efforts to recover from the decline in reading proficiency experienced during the COVID-19 pandemic. The Committee encourages DPI to particularly focus on incorporating highly effective interventions in low-performing schools in a way that enriches and improves reading instruction at these schools.

The Committee commends the General Assembly for incorporating the Science of Reading in literacy instruction and supporting teachers through providing professional development focused on early literacy. The Committee encourages the General Assembly to continue supporting evidence-based early literacy instruction practices and interventions.

Schools That Lead

The Committee finds that Schools That Lead (STL) provides professional development for school administrators and teachers through systemic and evidence-based examinations of three key questions: (i) what can we improve; (ii) where can we improve it; and (iii) how can it be done. The specific improvement ideas are then implemented and tested on a small scale with effective improvement ideas tested across different settings, subject areas, and grade levels. An evaluation from the Education Policy Initiative at Carolina (EPIC) found that giving teachers ownership and agency in solving school-level problems can lead to school-wide transformations and that educators place much value in collaboration opportunities within and between schools. Furthermore, educators that participated in professional development provided by STL reported growth in instructional design, use of data, and leadership practices. Participants stated that they found STL to provide a more impactful approach to school improvement compared with other State and local improvement efforts. The Committee also finds that the methodology used by STL, which is also known as improvement science, should also be implemented in preservice training for educators, specifically in educator preparation programs. The Committee strongly encourages STL and the educator preparation programs at The University of North

Carolina to collaborate on an instructional framework on teaching improvement science in preservice educator preparation programs so beginning teachers have familiarity with the concepts and assist with capacity building in their schools on these issues.

Organizational Assessment and Work Climate at the North Carolina Community College System

The Committee finds that the North Carolina Community College System (System) has taken important steps this year to evaluate its organization to build a robust System office with strong and focused leadership for the entire System and commends the System for taking these initial steps. An organizational assessment was conducted by an outside organization to develop and sustain a plan for effective leadership for the future of the System as well as address employee morale and work climate issues. The Committee finds that the evaluations show that the System has talented employees who are responsive to the community and external partners, however, there needs to be increased collaboration across departments and with the individual community colleges, more professional development, enhanced communications from System office leadership. The Committee strongly encourages the System Office and the State Board of Community Colleges to review the recommendations of the outside evaluations and implement changes that will result in positive outcomes for the System. Specifically, the focus should be on stable leadership, building trust, and improving institutional culture by enhancing employee engagement along with aligning the System Office mission, vision, core values, and strategic plan. Furthermore, the Committee strongly encourages the System Office to address outside evaluation recommendations to increase employee morale by taking suggested steps such as better communications, stronger salary alignments, and benefits such as telework policies.

COMMITTEE MEMBERSHIP

2021-2022

President Pro Tempore of the Senate
Appointments:

Sen. Deanna Ballard (Co-Chair)
Sen. Michael V. Lee (Vice Chair)
Sen. Don Davis
Sen. Carl Ford
Sen. Amy S. Galey
Sen. Kathy Harrington
Sen. Steve Jarvis
Sen. Tom McInnis
Sen. Gladys A. Robinson
Sen. Vickie Sawyer
Sen. Joyce Waddell

Speaker of the House of Representatives
Appointments:

Rep. Hugh Blackwell (Co-Chair)
Rep. Jeffrey Elmore (Vice Chair)
Rep. Jon Hardister (Vice Chair)
Rep. Pat B. Hurley (Vice Chair)
Rep. John A. Torbett (Vice Chair)
Rep. Cecil Brockman
Rep. Ashton Wheeler Clemmons
Rep. Howard J. Hunter, III
Rep. Marvin W. Lucas
Rep. Diane Wheatley
Rep. David Willis

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.