

**GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2011**

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HOUSE BILL 822

Short Title: Dropout Recovery Pilot Program. (Public)

Sponsors: Representatives Holloway, Hilton, Blackwell, and Langdon (Primary Sponsors).
For a complete list of Sponsors, see Bill Information on the NCGA Web Site.

Referred to: Education.

April 7, 2011

1 A BILL TO BE ENTITLED
2 AN ACT DIRECTING THE STATE BOARD OF EDUCATION TO IMPLEMENT A
3 DROPOUT RECOVERY PILOT PROGRAM.

4 Whereas, dropout rates continue to plague North Carolina, limiting career
5 opportunities for dropouts and costing the state billions of dollars in lost wages; and

6 Whereas, high school dropouts are more likely to be incarcerated and more likely to
7 need social welfare assistance; and

8 Whereas, the traditional path to a complete high school education is not for
9 everyone; and

10 Whereas, many students perform best in nontraditional settings, and many students
11 have family and employment obligations that hinder them from following the traditional route
12 to a diploma; and

13 Whereas, these students require flexibility in terms of scheduling and content
14 delivery; and

15 Whereas, there is also a need to close the gap in the graduation rates between
16 minority students and white students; and

17 Whereas, it would be more efficient for North Carolina to reengage students across
18 the State by implementing a statewide pilot program with an initial focus on the districts of
19 highest need to allow the programs to be effectively monitored prior to a statewide
20 implementation; and

21 Whereas, North Carolina can implement such a program without additional taxes or
22 appropriations; Now, therefore,

23 The General Assembly of North Carolina enacts:

24 **SECTION 1.** The State Board of Education shall implement a three-year Dropout
25 Recovery Pilot Program in four local school administrative units selected by the State Board of
26 Education. The purpose of the pilot program is to reengage students and increase the graduation
27 rates in North Carolina through an educational program that provides flexible scheduling and a
28 blended learning environment with individualized and self-paced learning options.

29 **SECTION 2.** Under the pilot program, the educational services and programming
30 shall be provided by an education partner that is a nonprofit or for-profit entity approved by the
31 State Board of Education. The local school administrative unit shall be responsible for
32 reporting enrollment to the Department of Public Instruction, working with the education
33 partner to align graduation requirements, and issuing diplomas to those students in the program
34 who complete the necessary graduation requirements.

35 **SECTION 3.** The pilot programs must provide the following:



- 1 (1) Facilities that are easily accessible to the students being served.
- 2 (2) Flexible scheduling including at least two different program schedules.
- 3 (3) Differentiated instruction that must include individualized, group, and online
- 4 instructional components.
- 5 (4) The capacity for assessing, recording, and responding to the students'
- 6 academic progress on a daily basis using assessments that are aligned with
- 7 State and local standards and requirements.

8 **SECTION 4.** Before the State Board of Education approves an applicant as an
9 education partner, the entity must demonstrate the following:

- 10 (1) A history providing dropout recovery services to high school students in
- 11 charter or noncharter public schools.
- 12 (2) At least two years of relevant experience operating and providing services to
- 13 brick and mortar public schools.
- 14 (3) At least two years of relevant experience providing comprehensive online
- 15 learning programs.
- 16 (4) Relevant experience serving diverse student populations, including
- 17 socioeconomically disadvantaged students.
- 18 (5) An explanation of the steps taken by the applicant to ensure that its proposed
- 19 instructional content is aligned with State standards.
- 20 (6) A plan for the recruitment and hiring of State-certified teachers, including
- 21 hiring criteria.
- 22 (7) A plan for the recruitment and hiring of qualified administrators, including
- 23 hiring criteria.
- 24 (8) A detailed description of the applicant's plan to work with the pilot units and
- 25 the State Board of Education to identify students who need to be served, to
- 26 reengage those students, and to provide alternative educational options for
- 27 students at risk of dropping out. Students at risk of dropping out from their
- 28 current schools may be transferred into the program.
- 29 (9) An operational plan that includes the following:
 - 30 a. The number and physical location of proposed sites and a list of the
 - 31 equipment required.
 - 32 b. A proposed program calendar and daily schedule and an explanation
 - 33 of how the calendar and schedule meet the needs of prospective
 - 34 students. The schedule must include at least four hours per school
 - 35 day of on-site learning at a physical location.
 - 36 c. The student-to-teacher ratio.
 - 37 d. A description of each of the instructional methods to be used and
 - 38 number of hours per day for each method.
 - 39 e. A plan for differentiated instruction that must include individualized,
 - 40 group, and online instructional components.
 - 41 f. Capacity for assessing, recording, and responding to students'
 - 42 academic progress on a daily basis using standards-aligned
 - 43 assessments.
 - 44 g. A detailed one-year budget.
 - 45 h. A system of competency-based credit.
 - 46 i. A plan for aggregation and reporting of student performance data and
 - 47 reporting of financial activity.

48 **SECTION 5.** Data and student performance results shall be collected and compiled
49 from all programs. By implementing a uniform statewide pilot program, the success of the
50 program as a whole can be measured by the State Board of Education. In an effort to provide

1 services to students for the 2011-2012 school year, if a request for proposals is necessary the
2 process must be completed within 60 days of the effective date of the legislation.

3 **SECTION 6.** A student attending the program shall be enrolled as a student of the
4 resident local school administrative unit. The student shall be included in the ADM of that
5 unit. The resident unit shall retain five percent (5%) of the total per pupil funding for the
6 student to cover administrative costs and shall remit payment to the education partner of the
7 remaining ninety-five percent (95%) within 15 days of receiving payment from the Department
8 of Public Instruction.

9 **SECTION 7.** Notwithstanding any other provision of law, the State Board of
10 Education shall authorize participating units to implement flexible attendance requirements for
11 students participating in the programs due to the flexible scheduling and online portions of the
12 program.

13 **SECTION 8.** The program shall be operated through the State Board of Education
14 or as a program of the contracting school administrative unit. The program may be an
15 alternative school.

16 **SECTION 9.** This act becomes effective July 1, 2011.