

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 1989

S

1

SENATE BILL 1471

Short Title: State Educational Equity Grants.

(Public)

Sponsors: Senators Martin of Guilford; Ballance, Basnight, Block, Conder, Daniel, Guy, Harris, Hunt, Johnson of Wake, Lee, Martin of Pitt, Marvin, Odom, Plyler, Richardson, Speed, Tally, and Walker.

Referred to: Education.

June 4, 1990

A BILL TO BE ENTITLED

AN ACT TO ESTABLISH A STATE EDUCATIONAL EQUITY GRANT PROGRAM.

The General Assembly of North Carolina enacts:

Section 1. Chapter 115C of the General Statutes is amended by adding a new Article to read:

“ARTICLE 9A.

“EDUCATIONAL EQUITY GRANT PROGRAM.

“§ 115C-150.1. Educational Equity Grant Program established; ‘children at risk’ defined; purpose of Program; guidelines for the Program.

(a) The General Assembly recognizes that children from low-income families are at greater risk of not achieving at the academic level of which they are capable or of not attaining an appropriate level of social and civic development during their public school years; therefore, in furtherance of the State's efforts to provide equal educational opportunities to North Carolina's children, there is established the State Educational Equity Grant Program.

(b) As used in this Article, ‘children at risk’ are children:

(1) Who are between the ages of five and 17;

(2) Who are eligible for free lunches under the National School Lunch Program; and

(3) Whose academic performance and emotional and social development are adversely affected or likely to be adversely affected by poverty

1 status alone, or by poverty status in combination with other factors that
2 bear a relationship to the children's below-average academic
3 performance. Such other factors include race, gender, teenage
4 parenthood, teenage pregnancy, migrant status, or handicapping
5 conditions.

6 (c) The State Educational Equity Grant Program shall provide grant funds to
7 local school administrative units that serve high concentrations of children at risk.
8 These grants shall be used for the development and implementation of programs
9 designed to improve the academic performance and social development of children at
10 risk.

11 (d) The State Board of Education shall establish guidelines for:

- 12 (1) The submission, receipt, evaluation, and approval of grant proposals
13 from local school administrative units;
- 14 (2) The establishment of methods for determining academic performance,
15 social development, and other factors related to the participation of
16 children and schools in the Educational Equity Grant Program; and
- 17 (3) The use of grant funds to establish or expand programs that provide for
18 community volunteer activities that involve children at risk.

19 **§ 115C-150.2. Grant proposals.**

20 (a) To apply for an educational equity grant, a local school administrative unit
21 shall include a grant proposal in the local school improvement plan it develops pursuant
22 to G.S. 115C-238.3. A local school administrative unit may receive an educational
23 equity grant only if it has a local school improvement plan approved by the
24 Superintendent of Public Instruction, pursuant to G.S. 115C-238.6.

25 (b) To the extent reasonably possible, the local school administrative unit is
26 encouraged to request, in its local school improvement plan submitted pursuant to G.S.
27 115C-238.3, the authority to use funds allocated to such unit for remediation programs,
28 dropout prevention programs, and in-school suspension programs, to implement this
29 Article.

30 (c) The proposal shall contain a grant utilization plan that includes:

- 31 (1) Specific goals to be achieved by each program or activity supported by
32 grant funds;
- 33 (2) A description of an outcome-oriented process to be used to measure
34 progress being made by students, and to institute corrective actions to
35 enhance student progress;
- 36 (3) A description of an outcome-oriented process to be used to measure
37 the extent to which program or activity goals have been achieved; and
- 38 (4) A description of the continuing benefits, beyond the end of the grant
39 period, resulting from the program and the activity goals having been
40 achieved.

41 (d) The proposal shall also contain a plan for using grant funds for the
42 development and implementation of one or more of the following programs and
43 activities:

- 1 (1) Programs and activities designed to increase meaningful parents'
2 understanding of, and involvement in, the development of their
3 children's academic, social, and civic abilities and skills;
- 4 (2) Programs or activities designed to assist parents of three- and four-
5 year-old children, from families whose income is at or below the
6 federal poverty level, in providing the kinds of learning and
7 developmental activities that will enhance their children's chances of
8 average or better than average academic performance and social
9 development during their years in school;
- 10 (3) Computer-assisted remediation and advancement materials for
11 children at risk;
- 12 (4) Programs or activities designed to achieve communication skills and
13 mathematics mastery at or above grade level by children who are in
14 grades three through eight who are performing at least one grade
15 below the level at which they should be performing; the primary goals
16 of such programs shall be (i) to improve mastery by at least 1.5 grade
17 levels over the previous year, and (ii) to achieve at least grade level
18 mastery upon completion of grades six and eight;
- 19 (5) Programs designed to increase significantly the academic performance
20 of identifiable groups of students who are performing below their
21 capabilities and at lower than average academic levels than other
22 children in their school district;
- 23 (6) Programs and activities designed to (i) enhance students' abilities to
24 apply analytical and interpretive skills and knowledge from history and
25 the social sciences to the decision-making process and to the analysis
26 of controversial issues, in order to understand the present and
27 anticipate the future; (ii) respect differences among people and
28 recognize and appreciate the pluralistic nature of United States society;
29 (iii) understand other cultures of the world and their roles in
30 international affairs; and (iv) understand the interrelationship between
31 events that directly affect the students and those that are national and
32 international in scope. The focus of these programs and activities shall
33 be on students in grades five through eight;
- 34 (7) Incentives and support for teachers, particularly those working
35 cooperatively or in teams but not excluding those working
36 individually, who are willing to identify, explore, initiate, and use
37 innovative instructional methodologies and instructional materials
38 designed to build upon students' strengths, interests, and successes;
- 39 (8) Programs and activities designed to have the distribution of minority
40 students in each quartile level, with regard to testing and other
41 measurable means of assessment of student performance, reflect the
42 student population as a whole; and
- 43 (9) Other programs and activities that could reasonably be inferred to fit
44 within the purposes of this legislation. Sole discretion regarding

1 consideration and award of grants for these other programs and
2 activities shall rest with the Superintendent of Public Instruction or a
3 screening body the Superintendent designates.

4 (e) The proposal may also include a plan for establishing or expanding programs
5 that provide for community volunteer activities that involve children and youth at risk.

6 The goals of community volunteer programs shall include:

7 (1) To encourage greater appreciation and awareness of the importance
8 and benefit of volunteerism in the State;

9 (2) To foster a better understanding of and appreciation for the needs and
10 problems of other persons; and

11 (3) To encourage participation in activities that are likely to achieve these
12 goals.

13 Participation in volunteer programs may not be limited to children and youth at risk;
14 provided, however, that guidelines, adopted by the State Board of Education pursuant to
15 G.S. 115C-150.1(d), for using grant funds for community volunteer activities shall be
16 aimed at encouraging participation by children and youth at risk in proportion to the
17 percentage of the student body in their school or school system that children and youth
18 at risk compose. These programs shall be designed to encourage participation by
19 students in grades six through 12.

20 No more than ten percent (10%) of the funds a local school administrative unit
21 receives for an educational equity grant may be used to establish or expand programs
22 that provide for community volunteer activities that involve children and youth at risk.

23 **§ 115C-150.3. Grant eligibility requirements; duration and amount of grants;**
24 **award of grants.**

25 (a) Local school administrative units shall be eligible to receive grants under the
26 Program if:

27 (1) At least twenty percent (20%) of the children aged five through 17
28 who live in the local school administrative unit are eligible for free
29 lunches under the National School Lunch Program; or

30 (2) At least thirty-five percent (35%) of the children who attend a school
31 in the local school administrative unit are eligible for free lunches
32 under the National School Lunch Program: Provided, however, no
33 more than thirty-five percent (35%) of the grant funds available for a
34 fiscal period may be awarded to local school administrative units that
35 are eligible for grants pursuant to this subdivision. If a local school
36 administrative unit is eligible for a grant pursuant to this subdivision,
37 the grant funds may be used only for programs and activities for
38 schools at which at least thirty-five percent (35%) of the children are
39 eligible for free lunches under the National School Lunch Program.

40 (b) Grants shall be awarded for a period of one or two years. The maximum
41 amount of a grant shall be one hundred twenty thousand dollars (\$120,000) for each
42 year of the grant period.

43 (c) The Superintendent of Public Instruction shall award the grants on the bases
44 of need for the funds and of quality of the grant proposals.

1 **"§ 115C-150.4. Evaluation of use of grant funds.**

2 At the end of each grant recipient's grant period, the Superintendent of Public
3 Instruction shall provide for an evaluation of the recipient school district's participation
4 in the Program. The evaluation shall include (i) the degree to which the school district
5 has implemented programs and utilized funds according to the district's approved
6 utilization plans, and (ii) the extent to which the school district has achieved the goals
7 set for the district and for individual schools. The evaluation conducted by the State
8 Board shall be considered by the Board in determining whether the school district shall
9 be awarded subsequent grants under the Program.

10 **"§ 115C-150.5. Evaluation of Program; report to the General Assembly.**

11 At the end of the first year of implementation of the Educational Equity Grants
12 Program, and each year of implementation thereafter, the Superintendent of Public
13 Instruction shall provide for a formal evaluation of the impact of the Program and shall
14 report the results of its evaluation to the General Assembly.

15 **"§ 115C-150.6. Authority to contract with other agencies.**

16 The Department of Public Instruction and grant recipients with approval from the
17 Department, may contract with State institutions of higher education including those of
18 the Department of Community Colleges, with private and independent colleges and
19 universities, and with private nonprofit community organizations to plan, implement, or
20 evaluate any part or parts of the State Educational Equity Grant Program that the
21 Superintendent of Public Instruction deems appropriate."

22 Sec. 2. There is appropriated from the General Fund to the Department of
23 Public Education the sum of \$10,000,000 for the 1990-91 fiscal year, to be used for the
24 implementation of this act. Not more than ten percent (10%) of the funds may be used
25 for the administration of the Educational Equity Grants Program.

26 Sec. 3. To the extent reasonably possible, the State Board of Education shall
27 utilize funds that would otherwise be allocated for remediation programs, drop-out
28 prevention and in-school suspension programs, to implement this act.

29 Sec. 4. This act shall become effective July 1, 1990.