

WHO WILL TEACH OUR CHILDREN?



A Proposal to
Recruit Quality Teachers
for Tomorrow's Schools

While the 1984 and 1985 sessions of the North Carolina General Assembly took historic steps to strengthen the State's public schools, the education reform movement has one Achilles heel which could undermine the most well-intentioned drive for school improvement. That Achilles heel is the growing inability of education to attract bright, capable people into the teaching profession.

Numerous studies have found that expanded job opportunities for women and minorities, an increasingly negative public perception of teaching as a career option, low salaries and poor working conditions are combining to make the search for excellent teachers more and more difficult.

Those findings would be worrisome in the best of times, but coming at a point when North Carolina and the nation will experience an acute teacher shortage, the findings are alarming. Even more alarming are the dimensions of the problem facing North Carolina. Consider the following:

- 6,000 of North Carolina's educators are currently eligible for retirement.
- 2,000 more are eligible for early retirement.
- The recently enacted Basic Education Plan coupled with the expected increase in student enrollment will create a need for roughly 12,000 more educators by the 1992-93 school year.

- The number of college graduates receiving North Carolina teaching certificates has declined 56 percent from 1975.
- More than one-half of those who enter the teaching profession leave the classroom within the first five years of their career. Of the North Carolina college graduates who received teaching certificates in 1980, only 44 percent were teaching in 1985.

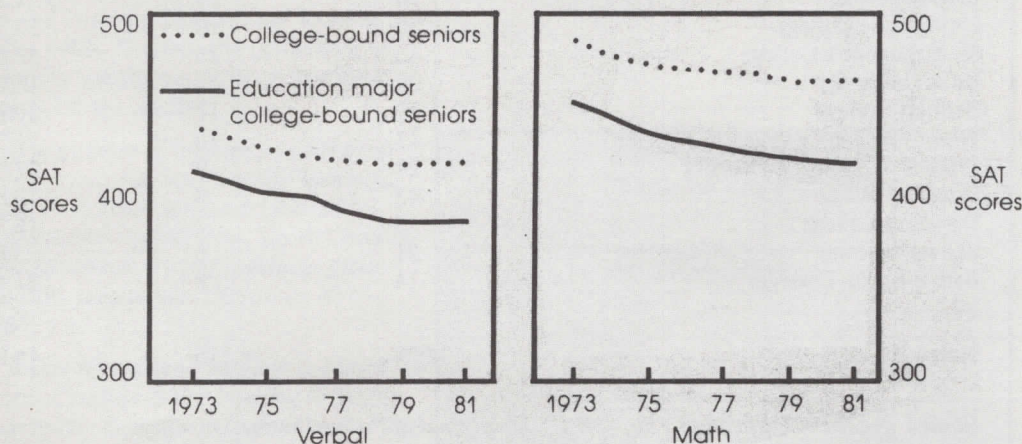
Research conducted by Dr. Phillip C. Schlechty, a former faculty member at the University of North Carolina at Chapel Hill and the chief architect of the Charlotte-Mecklenburg Career Ladder Plan, added a dimension to the recruiting problem which goes far beyond the raw numbers of teachers needed to staff the schools. Schlechty focused on the quality of students entering college education programs and on the quality of teachers leaving education after only a few years in the classroom. The outcome of both studies sent shockwaves across the nation.

The academic ability of prospective teachers, as measured by Scholastic Aptitude Tests (SAT), is declining precipitously.

Worse, the most talented teachers are those most likely to leave within their first few years of teaching. Using the National Teachers Examination (NTE), which is a requirement for all prospective teachers in North Carolina, the Schlechty

study found that almost two-thirds of those scoring in the top 10 percent of the NTE had left teaching within seven years; of those scoring in the bottom 10 percent, two-thirds remained.

The Declining Ability of Prospective Teachers



Source: National Center for Education Statistics, *The Condition of Education*, 1982 Edition, p. 111

Fewer and fewer academically talented students are choosing teaching as a career.

Persons Teaching in North Carolina Public Schools During 1984-85 Who Completed Undergraduate Teacher Education Programs from North Carolina Institutions of Higher Education in the Past Five Years

Institution	Number Certified With Bachelors Degree 1980-85	Number Teaching During 1984-85	Percent Teaching During 1984-85
Appalachian State University	1,991	913	45.9
East Carolina University	1,932	903	46.7
UNC-Chapel Hill	965	413	42.8
UNC-Greensboro	966	365	37.8
Western Carolina University	795	322	40.5
Pembroke State University	544	317	58.3
UNC-Wilmington	482	233	48.3
UNC-Charlotte	474	208	43.9
Mars Hill College	442	207	46.8
North Carolina State University	433	205	47.3
Atlantic Christian College	374	175	46.8
Gardner-Webb College	341	159	46.6
Campbell University	267	141	52.8
Lenoir-Rhyne College	326	127	39.0
Meredith College	353	113	32.0
Elon College	288	110	38.2
Fayetteville State University	213	110	51.6
North Carolina Central University	220	99	45.0
Greensboro College	143	85	59.4
Winston-Salem State University	184	80	43.5
Elizabeth City State University	137	77	56.2
Wake Forest University	223	73	32.7
Catawba College	135	67	49.6
Wingate College	147	66	44.9
North Carolina Wesleyan College	127	66	52.0
North Carolina A&T State University	157	61	38.9
Sacred Heart College	107	56	52.3
Pfeiffer College	138	50	36.2
High Point College	154	48	31.2
Methodist College	123	47	38.2
Guilford College	80	35	43.8
St. Andrews Presbyterian College	89	32	36.0
Salem College	93	29	31.2
UNC-Asheville	70	24	34.3
Livingstone College	30	16	53.3
St. Augustine's College	45	15	33.3
Duke University	90	14	15.6
Bennett College	39	12	30.8
Warren Wilson College	47	10	21.3
Johnson C. Smith University	24	9	37.5
Queens College	43	8	18.6
Davidson College	43	7	16.3
Shaw University	21	5	23.8
Barber-Scotia College	14	3	21.4
Statewide	13,909	6,115	44.0

Source: Teacher Certification File — N.C. Department of Public Instruction

Less than one-half of the college students who receive degrees in education are still teaching in our public schools five years later.

As if the decline in quality and numbers of prospective teachers were not enough, there are additional regional problems unique to North Carolina and many of the states in the nation's Southeast.

The first of these problems is the rapidly diminishing pool of minority candidates entering teacher education programs. While the percentage of minority

Other schools, located in isolated areas that lack the variety of housing, shopping, entertainment, higher education opportunities and competitive local salary supplements, are going to have an increasingly difficult time finding candidates who will enter and stay in teaching.

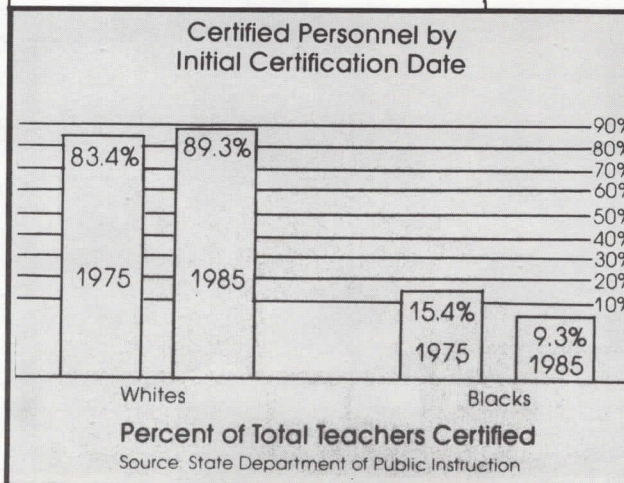


students is on the increase, the number of minority teachers is on the decrease.

Two factors are exacerbating this decrease. First, job opportunities previously closed to minorities are opening up and minority students are looking at other fields. Second, the percentage of minority youths pursuing higher education is on the decline.

The number of degrees in education being granted at traditionally black colleges in North Carolina dramatically underscores the problem. North Carolina Central University, for instance, graduated 131 teachers in 1979, only 45 in 1985.

A second regional problem confronting North Carolina is the growing difficulty in recruiting teachers for rural areas. The teacher shortage will not be felt equally throughout the State. Some schools, located near urban centers and large universities, probably will have a much easier time coping with a period of high demand.



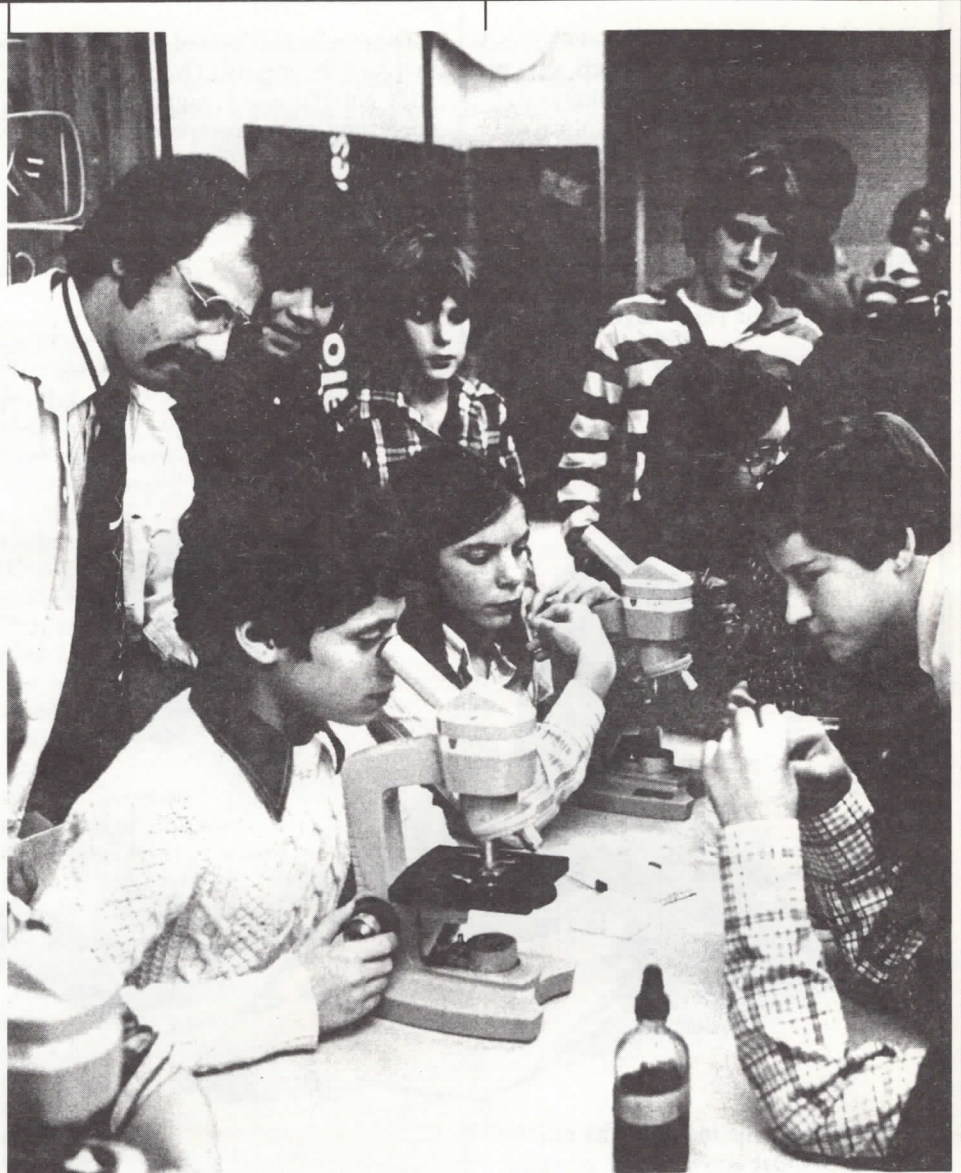
While the total number of newly certified teachers in 1985 was less than one-half the 1975 total, the decline has been much more precipitous among blacks — so much so that blacks now account for a smaller percentage of the new teachers.

North Carolina, with the rest of the Southeast, faces a continuing salary dilemma. The Southeastern Regional Council for Educational Improvement conducted a study comparing teaching salaries in the Southeast with other occupations requiring a college education and found that the average gap between teaching salaries and other college-educated workers was \$5,957. When considering the difficulty of recruiting talented people into the field of teaching, the gap on average beginning salaries was even starker; in 1983, the beginning teacher was lagging behind his/her college-educated counterpart in other fields by \$3,725.

A companion study, also conducted by the Southeastern Regional Council for Educational Improvement, looked at factors leading students to choose one field over another and found that salaries were an inescapable factor. Further, students were not simply looking at beginning salaries, they were looking at life-time earning opportunities. Comparing teaching to other occupations requiring college education, the study found the salary gap continues to grow through a career.

While the alternatives which follow do not address the salary question, the data underscores the magnitude of the recruiting problem. When one calculates the potential earning losses a teacher in the Southeast suffers over a 25- or 30-year career of teaching, the quest for talented, capable teachers grows even more difficult.

The salary issue also may be a major factor contributing to an additional recruiting problem confronting North Carolina. Three-quarters of North Carolina's teacher work force is composed of females. The level of salaries coupled with the three-to-one ratio of females to males is very much in line with recent

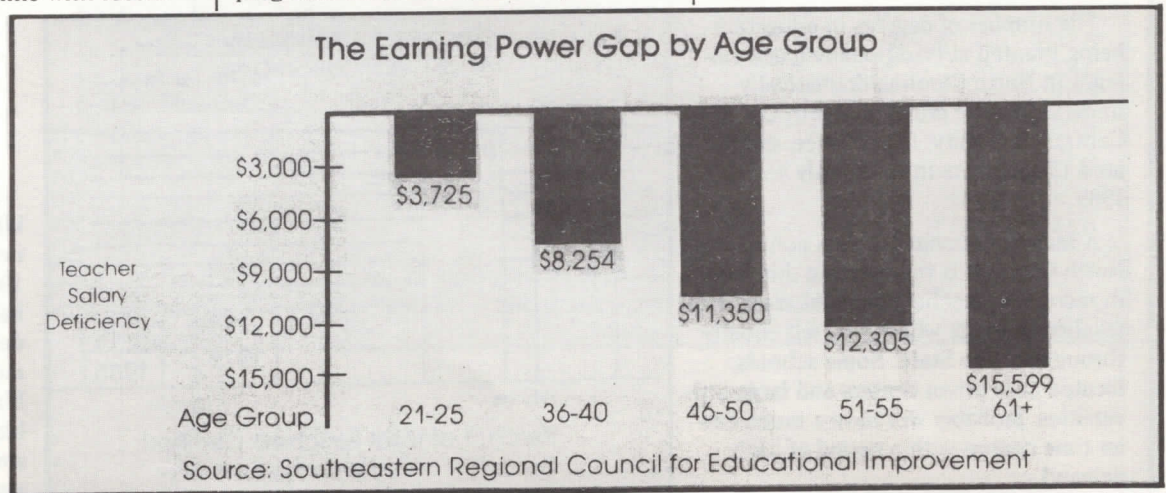


studies comparing salaries of occupation groups historically viewed as "female" versus those historically viewed as "male."

More to the point, if North Carolina is going to aggressively pursue recruiting programs which will attract capable

young people, it is evident that the effort needs to be focused on both sexes. If teaching is discounted by most high school males who are considering a college major, the pool of potential teachers has been reduced by almost one-half before the recruiting effort begins.

The gap between salaries for teachers and their counterparts continues to grow throughout a career.



In considering the barriers preventing North Carolina's schools from reaching new standards of excellence, the North Carolina Public School Forum views the diminishing pool of capable teachers as the most formidable challenge facing policy makers in 1986. Hundreds of millions of new dollars for school programs will not result in improvement if the quality of the classroom teacher erodes.

The problem facing North Carolina is twofold. The first issue is relatively short term. How will the State find the number of teachers needed to meet the demand for teachers in the next 10 years?

The second problem is much longer-term. How can the State devise policy changes which will reverse the declining appeal of the teaching profession and begin attracting bright, talented young people into the teaching profession?

Fortunately, policy makers in North Carolina have begun to focus on the problem. The 1983 General Assembly enacted a special scholarship program for prospective teachers. As a result of that program, now in its second year, roughly 400 students are receiving \$2,000 per year to assist them in their college preparation and teacher training programs.

Governor Jim Martin, in a series of policy options which have been the subject of open hearings across the state, has included three initiatives which could respond to the problem. Included in his

policy options are proposals for: 1) enhancing the existing scholarship program; 2) creating a three-person Office of Teacher Recruiting; and 3) providing tuition grants of \$1,000 to current teachers who would be willing to take the courses necessary to change their areas of concentration to areas in high demand.

The Forum is proposing that policy makers build on the existing scholarship program and the Administration's proposals to design a comprehensive recruiting strategy.

The remainder of this paper will suggest various policy alternatives which address the teacher shortage. Given the gravity of the problem, what is at stake and the time it will take to reverse this pattern of decline, the Forum would urge policy makers to consider these alternatives now.

If the problem languishes, North Carolina could find itself in the position some states now face: specifically, the number of students entering schools could force the State to dramatically roll-back its certification standards to insure that there are enough "bodies" in the classroom. In light of the efforts to reach new standards of excellence in public schools, that would be a tragic error that could have negative consequences for an entire generation of North Carolina's young people.



the FORUM

2-Year Scholarship Program for College Students

Currently, the only scholarship programs offered by the State are targeted at high school seniors about to enter college. That means the State incurs both a four-year cost and a four-year waiting period between the awarding of the scholarship and the probable beginning of an individual's teaching career. Further, there is no assurance that the student will graduate in an area of subject matter need or teach in a geographical area of

need.

To alleviate these uncertainties, the Forum proposes that the State annually offer two-year grants to 200 students entering their junior year of college who agree to teach in a needed subject or geographic area. The grants would provide \$4,000 per year for the junior and senior years of college. The grants would be treated as loans, with one-quarter of

the total grant being waived for each year of teaching in the State of North Carolina.

In addition to addressing the subject area and geographic needs, such a program would enable the State to focus on recruiting male and minority students, thus addressing the sex and racial imbalances in the teaching force.

the FORUM

Retraining of Teacher Aides and Substitutes

There are more than 16,000 teacher aides in the North Carolina public schools. Also, there are thousands of substitutes working part-time in the schools. An estimated 40 percent of these individuals hold college degrees, but they are not employed as teachers for a variety of reasons. Frequently, the individuals are either not properly certified, or they hold certificates in a subject area that is in low demand.

This pool of teacher aides and substitute teachers could provide a major source of new teachers as the State moves into the coming period of shortage.

The Forum proposes that the State annually offer one-year retraining grants to 150 currently employed teacher aides and substitute teachers who agree to: 1) enter a college program full-time and secure certification in a specified subject area; or 2) accept a teaching position in a specified county and/or region of the State upon certification.

During the one-year retraining period, the Forum proposes that the individual be paid the minimum salary offered to teacher aides, with fringe benefits. The State should bear the cost of tuition and books. An individual accepted for the retraining program would have to be sponsored by a public school system that would guarantee employment upon successful completion of the retraining.

In addition to addressing subject and geographic needs within a short time period, this program could open full-employment opportunities for under-employed college graduates who have proven their ability in the classroom.



Incentives for Returning Former Teachers

the FORUM

As earlier indicated, less than one-half of the college graduates with teaching certificates are currently teaching. This pool of experienced teachers could dramatically replenish the teaching ranks.

Another potential source of teachers for North Carolina is other states. However, few school systems in North Carolina aggressively recruit out-of-state teachers.

The Forum proposes that the State

annually offer a one-time \$3,000 incentive to 150 former teachers who have been out of the classroom for at least three years and who previously had achieved career status. These incentives should be offered on a case-by-case basis to teachers who would fill subject and geographic needs.

To encourage school systems to recruit out-of-state teachers, this money could be used to provide up to \$3,000 in moving expenses for teachers agreeing to

move to North Carolina. Again, such incentives would be provided on a case-by-case basis only to those teachers whose hiring would address subject and geographic shortages.

This program would enable teachers to be brought into the classroom immediately.

Tuition Grants for Certain Areas of Need

the FORUM

"Lateral entry" programs, which open career possibilities to individuals who hold college degrees but do not have teacher certification, have been the subject of much discussion. While these individuals represent an enormous source of potential teachers, there is concern that the integrity of the certification process must be maintained.

In addition, teachers currently in the classroom often suffer "burnout" and need opportunities within the teaching profession to refresh themselves.

To address these issues, the Forum proposes that the State waive tuition costs for current teachers in subject areas that are over-supplied who agree to retraining to be certified in a subject area of need.

Also, similar tuition grants could be offered to individuals with skills in a needed subject who lack teacher certification. This would enable these individuals to return to college to complete coursework leading to certification without incurring personal expense.

As many as 200 tuition grants could be awarded annually.



the FORUM Teaching Fellows Program

The teacher recruitment dilemma is partly one of substance and partly one of image. For the perception of teaching to be changed, high school students will have to perceive it as a competitive, sought-after field.

The Forum proposes, as one means of addressing this issue, that the State annually award 500 high school seniors scholarships of \$5,000 for each of the students' four years in college. Such

awards would be treated as loans, with 25 percent of the total award being forgiven for each year the student teaches in a North Carolina public school.

Such scholarships could begin to establish a positive image of the teaching profession among high school students. The fact that only the best students would be eligible for these competitive scholarships assures that all students would reassess their attitudes toward

teaching in general.

Special attention should be given to minority and male teaching candidates, and stringent criteria relating to grade point average and SAT scores should be applied to the awards.

This program could serve as an upgrading of the current prospective teacher scholarship program, which awards \$2,000 to 200 students each year.

the FORUM Teacher Recruiting Officer in High Schools

Only 27 of North Carolina's 400-plus high schools have maintained Future Teacher of America clubs, which served a recruiting need in the past. If long-term approaches to the quality shortage in tomorrow's schools are to be addressed, it is necessary to consider methods that will go directly to the source of tomorrow's teachers — today's high school students.

To address this need, the Forum proposes that the State provide a \$300 annual stipend for teachers to serve as Teacher Recruiting Officers in every high school in the State. These teachers would be identified by the high school principals.

In addition to the stipend, the State should fund a three-day meeting each

year that would bring all the Teacher Recruitment Officers together for training and sharing. The State also should provide program guides and information regarding teaching as a profession.

This program would establish a formal identification process to attract talented high school students into the teaching profession.

the FORUM State Office of Teacher Recruitment

Any recruiting program will require a central agency to coordinate and administer these efforts.

To accommodate the programs proposed by the Forum, a five-person Office of Teacher Recruitment should be established. Such an office should consist of a Program Director, a Supply and Demand Coordinator to gather the data regarding subject and geographic need, a High School Recruitment Coordinator to work with teacher recruiters in the high schools, and two support staff members.

The problem of teacher recruitment did not develop overnight, and it will not be solved overnight. If the State is to guarantee a growing pool of talented teachers, the recruiting effort must be maintained year-after-year. This will require on-going planning, managing and evaluation that can be properly conducted only by a central agency.



North Carolina Teaching Fellows Commission

the FORUM

For the Teaching Fellows program to succeed in generating interest in the teaching profession, the program must be carefully planned and administered. Ideally, the program should do more than simply award scholarships. It should work cooperatively with higher education institutions to build programs that would focus on the Teaching Fellows and provide enrichment programs to keep the Teaching Fellows working and learning together through their college years.

To achieve these goals, and to assure the smooth administration of the grant program, the Forum proposes that an independent commission be established to set guidelines and procedures for governing the program. Such a commission should consist of a Staff Director, one additional professional employee, and one support staff member. Funding also should be provided to establish regional review committees to screen applicants and make recommendations to the commission.

As proposed, the commission would be independent and function in much the same fashion as the Morehead Scholarship Fund. The commission staff would be responsible for working with local educational agencies, the Teacher Recruiters, and with higher education institutions which would be preparing students selected to be part of the Teaching Fellows program.

The commission also would work to avoid favoritism or inequity in the scholarship awards.

Business Involvement in Recruiting Teachers

the FORUM

Many teachers rely on summer or part-time employment to augment their salaries. Also, as more and more families rely on two wage earners, suitable employment for spouses of teachers is often a major factor when relocation is considered.

To address these concerns, the Forum

encourages the business community to work with local schools to create summer employment opportunities for teachers and to establish placement programs for spouses of teachers.

In addition, business leaders could share with educational officials techniques to develop and improve teacher

recruitment programs.

Organizations like local Chambers of Commerce, the Governor's Business Committee, and North Carolina Citizens for Business and Industry would be ideal contacts to establish these cooperative programs.

Promoting Teaching as a Career

the FORUM

If studies on factors causing students to reject teaching as a career are accurate, the education community can be considered part of the problem. Studies indicate that negative reinforcement from teachers and other members of the school community is a factor leading students to choose other careers.

To reverse this trend, the Forum proposes that major education organizations work together to coordinate local activi-

ties aimed at encouraging high school students to choose teaching as a career.

These organizations — the North Carolina Association of Educators, the North Carolina School Boards Association, and the North Carolina Association of School Administrators — have contacts in every school system in the state and regularly communicate with thousands of educators. They could help identify additional local resources, plan local

events, and produce material aimed at promoting teaching as a career.

For a concerted information and education effort to succeed at the high school level, the work of more than just one person is needed. If the associations would take the initiative and join in the effort to establish a long-range program to attract quality teachers, they could significantly strengthen the effort.

Who will teach tomorrow's students?

Unless targeted policy initiatives are established in the near future, there is little to make one believe that the current downward spiral both in the quality and numbers of people choosing teaching as a career will be reversed. In fact, the available data would point to the opposite conclusion.

These policy options offer steps which could speak to one major aspect of the problem facing education. These options will not succeed, however, if prospective teachers confronted with the salaries and working conditions of the field leave after a short period of time. They also will not succeed if a major effort is not made to enhance the image of teaching as an occupation. Future Forum policy discussions will explore avenues to address those issues.

In addition to exploring salary and working condition questions, it may be productive for the State to look at issues like providing day care for teachers with young children or at flexible employment options such as half-time

employment or at 12-month employment options for teachers who need a full-year's salary to stay in the field. Given the large number of females in the teaching profession, providing day care and flexible employment options could make it possible for larger numbers of qualified people to remain in or return to teaching.

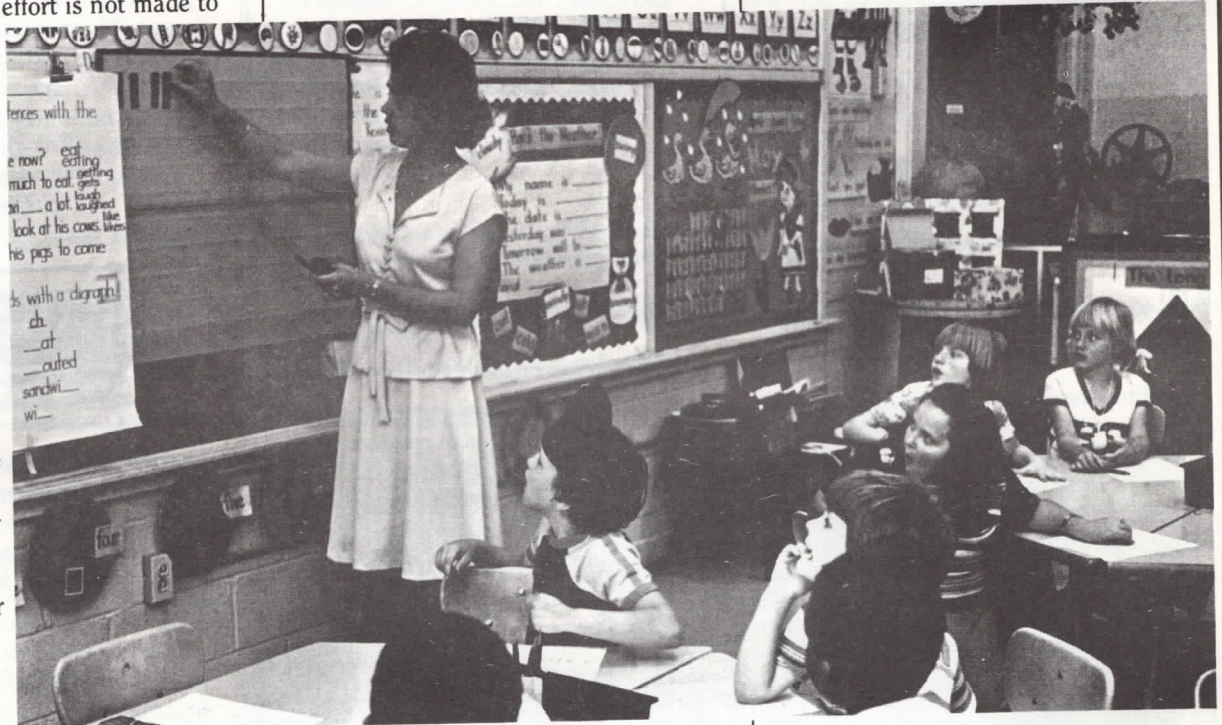
For the immediate future, the Forum cannot over-emphasize its belief that steps must be taken now to prevent a further decline in the quality of the teacher pool for North Carolina's public schools. Further, the Forum believes that this effort will require a long-term marketing campaign if the image of teaching as a career is to be improved.

These suggestions are offered to policy makers in the hope that another year will not go by without action being taken to guarantee that capable, talented teachers will be available to the students of North Carolina for years to come.

There is a time lag between the initiation of the proposals set forth by the Forum and the "production" of new or retrained teachers. Several of the programs rely on supply and demand data which would need to be collected; several others would require a year of preparation before the criteria would be properly established. Once procedures are in place, it would still take one, two or four years before new college graduates or

retrained teachers, aides or substitutes began entering the work force.

That delay underscores the need for acting on this matter now. The problem of teacher recruiting was not created in one or two years, and the solution to the problem will not be found in one or two years. The longer the effort is delayed, however, the more severe the quality crisis may become.



A special note of thanks . . .

A sub-committee of the Forum worked to refine the final recommendations included in this document. Special thanks go to Jan Holem of the North Carolina School Boards Association, Dr. K.Z. Chavis of the North Carolina Association of Educators, Raymond Sarbaugh of the North Carolina Association of School Administrators and Dr. Pamela Mayer of the Wake County School System.

As to research, the NCAE's recent study on teacher recruitment and minority teacher percentages contributed to this study; the NCAE Director of Research, Marge Foreman, was responsible for that valuable study. Data related to the Southeast came from **Dynamics of the Teacher Labor Market in the Southeast**, (Bira, et al), Southeastern Regional Council for Educational Improvement.

Estimated 1,200 Teachers Generated by Proposals

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Proposal	Year 1 1986-87	Year 2 1987-88	Year 3 1988-89	Year 4 1989-90	Year 5 1990-91	Year 6 1991-92
2-Year Scholarships	0	0	0	200	200	200
Retraining Aides/Subs	0	0	150	150	150	150
Incentives for Former Teachers	0	150	150	150	150	150
Tuition Grants	0	0	200	200	200	200
Teaching Fellows Program	0	0	200	200	500	500
Recruiting Officers	0		0	0	0	0
Office of Recruitment	0		0	0	0	0
Teaching Fellows Commission	0		0	0	0	0
Business Cooperation	0		0	0	0	0
Association Cooperation	0		0	0	0	0
Estimated total number of teachers generated	0	150	700	900	1200	1200

Note: The existing State scholarship program for teachers is scheduled to graduate its first teachers in 1988-89; while this proposal calls for that program to be combined with the Teaching Fellows program, the anticipated graduates are reflected in Program 5.

Estimated Cost of Proposals

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Proposal	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2-Year Scholarships	\$800,000	\$1,600,000	\$1,600,000	\$1,600,000	\$1,600,000	\$1,600,000
Retraining Aides/Subs	\$0	\$1,500,000	\$1,500,000	\$1,500,000	\$1,500,000	\$1,500,000
Incentives for Former Teachers	\$0	\$450,000	\$450,000	\$450,000	\$450,000	\$450,000
Tuition Grants	\$0	\$200,000	\$200,000	\$200,000	\$200,000	\$200,000
Teaching Fellows Program	\$2,500,000	\$5,000,000	\$7,500,000	\$10,000,000	\$10,000,000	\$10,000,000
Recruiting Officers	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000
Office of Recruitment	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000
Teaching Fellows Commission	\$160,000	\$160,000	\$160,000	\$160,000	\$160,000	\$160,000
Business Cooperation	\$0	\$0	\$0	\$0	\$0	\$0
Association Cooperation	\$0	\$0	\$0	\$0	\$0	\$0
Sub-total	\$3,960,000	\$9,410,000	\$11,910,000	\$14,410,000	\$14,410,000	\$14,410,000
Savings if existing teacher scholarship plan is merged with teaching fellow proposal	\$400,000	\$800,000	\$1,200,000	\$1,600,000	\$1,600,000	\$1,600,000
Revised total cost estimates	\$3,560,000	\$8,610,000	\$10,710,000	\$12,810,000	\$12,810,000	\$12,810,000

Note: Proposals 2, 3 and 4 would require a year of planning before they could be implemented; therefore, no cost is included in the first year; proposals 9 and 10 would require voluntary effort on the part of the education associations and businesses and do not entail cost to the State.

<p>The Public School Forum of North Carolina is based on a very simple premise: that a permanent partnership of business, educational and political leaders could make the public schools of North Carolina second to none in America.</p>	<p>The primary mission of the Forum is to:</p> <ul style="list-style-type: none"> • Foster further collaboration between business and education; • Provide research and policy alternatives on matters of long-range educational consequence; and • Work for broad-based consensus on policy initiatives aimed at improving the public schools of North Carolina. 	<p>In much the same way the Education Commission of the States and the Southern Regional Educational Board have had an impact on schools in the Southeast and throughout the country, the Forum will work to provide positive educational leadership within the State of North Carolina.</p>
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IBM Corporation
Jefferson Pilot Corp.
Lowe's Companies, Inc.
NCNB Corp./NCNB National Bank
Piedmont Aviation, Inc.
R.J. Reynolds Industries
Wachovia Corp.