

**EXECUTIVE SUMMARY**

**Title:** Approval of Supplemental Educational Service Providers for 2007-2008

**Type of Executive Summary:**

- Action
- Action on First Reading
- Discussion
- Information

**Policy Implications:**

- Constitution \_\_\_\_\_
- General Statute # \_\_\_\_\_
- SBE Policy # \_\_\_\_\_
- SBE Policy Amendment
- SBE Policy (New)
- APA # \_\_\_\_\_
- APA Amendment
- APA (New)
- Other PL 107-110, No Child Left Behind

**Presenter(s):** Dr. Elsie C. Leak (Associate Superintendent, Curriculum and School Reform Services) and Dr. Lynn S. Warren (Director, Support Services Division)

**Description:**

The reauthorization of ESEA, Section 1116 of Title I in No Child Left Behind, requires that students attending schools in Title I School Improvement for the second year (failure to make Adequate Yearly Progress (AYP) for three years) receive supplemental educational services paid with Title I funds. The provider must have a demonstrated record of effectiveness, be selected by parents with advice from the LEA (as requested), and be approved by the State Board of Education. The 2007-2008 school year will be the sixth year that schools must provide services. This item also includes a list of applicants not recommended for approval.

**Resources:**

Staff time

**Input Process:**

Curriculum and School Reform Services, Title I Lead Attorney at the U.S. Department of Education, North Carolina Committee of Practitioners, and Title I Directors

**Stakeholders:**

Students, parents, teachers, Title I directors and other staff in North Carolina public schools, public and private sector providers

**Timeline For Action:**

This item was presented for discussion and is returned at the May 2007 meeting for action.

**Recommendations:**

The State Board is requested to approve the attached list of providers.

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**Audiovisual equipment requested for the presentation:**

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)  
Specify: \_\_\_\_\_
- Audio Requirements (computer or other, except for PA system which is provided)  
Specify: \_\_\_\_\_
- Document Camera (for transparencies or paper documents – white paper preferred)  
\_\_\_\_\_

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Motion By: \_\_\_\_\_

Seconded By: \_\_\_\_\_

Vote: Yes \_\_\_\_\_ No \_\_\_\_\_ Abstain \_\_\_\_\_  
Approved \_\_\_\_\_ Disapproved \_\_\_\_\_ Postponed \_\_\_\_\_ Revised \_\_\_\_\_

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\*Person responsible for SBE agenda materials and SBE policy updates: Rick Klein, 919-807-3761

## **Selection Process**

There were 71 applications submitted to become providers for the 2007-2008 school year. A team of reviewers representing school systems from across the state evaluated the applications based on the given criteria established in the application packet. There was a modified application process for providers currently approved. Each application received three readings. The applicants were required to submit all required components of the application and receive a minimum average of 90 out of 100 possible points in the scoring process to be recommended for approval. Forty-nine of the applications are being recommended for approval, and twenty-two are not being recommended for approval. All LEAs will have a choice of providers.

## Evaluators

Members of the SES Evaluation Team participated in the evaluation of the applications for 2007-2008 SES providers. The LEA team members work with SES on a daily basis. The SES Evaluation Team represents school districts across the state varying in location and size.

### SES Evaluation Team Members

<p>Lisa Huber            Consultant for Supplemental Educational Services North Carolina Department of Public Instruction  <a href="http://www.ncpublicschools.org">www.ncpublicschools.org</a>            *SES Task Force</p>	<p>301 N Wilmington St            Raleigh, NC            (919) 218-3476  <a href="mailto:lhuber@dpi.state.nc.us">lhuber@dpi.state.nc.us</a></p>
<p>Robin Boddie-Haggins            Executive Director of Federal Programs            Nash-Rocky Mount Schools            *SES Task Force</p>	<p>930 Eastern Avenue            Nashville, N.C.            252-462-2521 Office            252-459-5332 Fax  <a href="mailto:RBHaggins@nrms.k12.nc.us">RBHaggins@nrms.k12.nc.us</a></p>
<p>Dr. Jerry Jailall            Consultant            NC DPI</p>	<p>301 N Wilmington St            Raleigh, NC            919-807-3965  <a href="mailto:jjailall@dpi.state.nc.us">jjailall@dpi.state.nc.us</a></p>
<p>Linda Mendenhall            School Improvement Coach            Office of Title I            Guilford County Schools            *SES Task Force</p>	<p>Title I Office            120 Franklin Blvd.            Greensboro, NC 27401            (336) 370-2368 phone            (336) 378-8801 fax  <a href="mailto:mendenl@gcsnc.com">mendenl@gcsnc.com</a>  <a href="http://www.gcsnc.com">www.gcsnc.com</a></p>
<p>Debra Ritchie            School Improvement and SES Specialist            Charlotte-Mecklenburg Schools</p>	<p>Walton Plaza, Ste. 714            700 E. Stonewall St.            Charlotte, NC 28202            980-343-6950  <a href="mailto:d.ritchie@cms.k12.nc.us">d.ritchie@cms.k12.nc.us</a></p>
<p>Patsy Squire            Title I School Improvement Specialist            Winston-Salem Forsyth County School            *SES Task Force</p>	<p>1605 Miller St.            W-S, NC 27103            Telephone (336) 727-2154            Fax (336) 727-2791            Email: <a href="mailto:Psquire@wsfcs.k12.nc.us">Psquire@wsfcs.k12.nc.us</a></p>
<p>Allison Whitaker            School Improvement Coach            Office of Title I            Durham Public Schools            *SES Task Force</p>	<p>302 Morris Street            Durham, NC 27701            919.560.2628            Email: <a href="mailto:Allison.Whitaker@dpsnc.ne">Allison.Whitaker@dpsnc.ne</a></p>

## 2007- 2008 Recommended Supplemental Educational Services Providers

### 1. A to Z In Home Tutoring

General Contact Person Name: John Maines

Title: Development Director

Street Address 1: 215 Centerview Drive

Street Address 2: Suite 300

City: Brentwood State: TN ZIP code: 37027

Phone: (866) 505-2869 X 110

FAX: (866) 838-0437

Email: [john.maines@atoztutoring.com](mailto:john.maines@atoztutoring.com)

Web site: [www.atoztutoring.com](http://www.atoztutoring.com)

Contact person for North Carolina SES if different than the person listed above:

Name: Cathy Isaacs

Title: Regional Director

Street Address 1: 901 Old Mars Hill Hwy

Street Address 2: Suite 1

City: Weaverville State: NC ZIP code: 28787

Phone: (828) 658-9777

FAX: (866) 838-0437

Email: [cisaacs@fpscorp.com](mailto:cisaacs@fpscorp.com)

### 2. Academics By Venture

General Contact Person Name: Tracy Harrington

Title: Chief of Operations

Organization: Academics By Venture

Street Address 1: 910 Bremerton Drive

City: Greenville State: NC ZIP code: 27858

Phone: (252 ) 916 - 1029

FAX: ( 252 ) 355 - 9218

Email: [tracy.venture@earthlink.net](mailto:tracy.venture@earthlink.net)

Web site: [www.venturerehabgroup.com](http://www.venturerehabgroup.com)

### 3. Academics Plus

General Contact Person Name: Dr. Kenneth E. Benton

Title: President

Organization: Academics Plus, Inc.

Street Address 1: 1411 E. Ash Street

City: Goldsboro State: NC ZIP code: 27530

Phone: (919) 735 - 7587

FAX: (919) 735 - 1487

Email: [aplusdrb@bww.com](mailto:aplusdrb@bww.com)

Web site: [www.academicsplusinc.com](http://www.academicsplusinc.com)

Mailing address if different than physical address:

Address: P.O. Box 1534

City: Goldsboro State: NC ZIP code: 27533

**4. Alpha Best**

General Contact Person Name: Mary Blackburn

Title: President/CEO

Organization: AlphaBEST Education, Inc.

Street Address 1: 1310 Lewisville-Clemmons Road

City: Lewisville State: NC ZIP code: 27023

Phone: (866) 300-7750

FAX: (336) 712-3102

Email: mblackburn@alphabest.org

Web site: www.alphabest.org

Contact person for North Carolina SES if different than the person listed above:

Name: John Putnam

Title: Director of Operations

Organization: AlphaBEST Education, Inc.

Street Address 1: 1310 Lewisville-Clemmons Road

City: Lewisville State: NC ZIP code: 27023

Phone: (336) 712-3213

FAX: (336) 712-3102

Email: jputnam@alphabest.org

**5. Beaufort County 21<sup>st</sup> Century Community Learning Center**

General Contact Person Name: Wendy Buck

Title: Program Director 21<sup>st</sup> CCLC

Organization: Beaufort County 21<sup>st</sup> Century Program

Street Address 1: 315 Smaw Road

City: Washington State: NC ZIP code: 27889

Phone: (252)946 -6593

FAX: ( 252 ) 975-6044

Email: wbuck@beaufort.k12.nc.us

Web site: [www.beaufort.k12.nc.us](http://www.beaufort.k12.nc.us)

**6. Brainfuse**

General Contact Person Name: Mr. Alex Sztuden

Title: Director

Organization: Brainfuse One-to-One Tutoring  
(Brainfuse, Inc).

Street Address 1: 271 Madison Avenue

City: New York State: NY ZIP code: 10016

Phone: ( 866 ) 272 - 4638

FAX: ( 212 ) 504 - 8184

Email: requests@brainfuse.com

Web site: www.brainfuse.com

**7. Brain Works Learning Center**

General Contact Person Name: Cynthia Honeycutt  
Title: Regional Director/Owner  
Organization: BrainWorks Learning Center  
Street Address 1: 2714 North Center Street  
City: Hickory                      State: NC      ZIP code:28601  
Phone: 828-324-2140  
Email: [hickory@brainworkslearningcenter.com](mailto:hickory@brainworkslearningcenter.com)  
Mailing address if different than physical address  
Address: PO Box 3529  
City: Hickory                      State: NC      ZIP code: 28603

**8. Brame Institute of Education, Inc.**

General Contact Person Name: Lisa R. Brame  
Title: President/CEO  
Organization: Brame Institute of Education, Inc.  
Street Address 1: 174 Roundabout Court  
City: Rocky Mount      State: NC      ZIP code: 27804  
Phone: (252) 451-1797  
FAX: (252-937-2967)  
Email: [brameinstituteofedu@earthlink.net](mailto:brameinstituteofedu@earthlink.net)  
Mailing address if different than physical address  
Address: P.O. Box 7304  
City: Rocky Mount      State: NC      ZIP code: 27804

**9. Bright Futures Learning Center**

General Contact Person Name: Pam Brogdon  
Title: COO: SES  
Street Address 1: 516 S. Coit Street  
Street Address 2: PO Box 13929  
City: Florence                      State: SC      ZIP code: 29504  
Phone: ( 843 ) 673-1050  
FAX: (843)627 -1535  
Email: [pbrogdon@brightfutureslearning.com](mailto:pbrogdon@brightfutureslearning.com)  
Web site: [www.brightfutureslearning.com](http://www.brightfutureslearning.com)  
Contact person for North Carolina SES if different than the person listed above:  
Name: David Henderson  
Title: Regional Vice-President  
Street Address 1: 5076 Highway 49 South  
City: Harrisburg      State: NC      ZIP code: 28075  
Phone: ( 704 ) 455 – 5228    Toll free: 866-412-7483  
FAX: (704 ) 455 - 5452  
Email: [ncses@brightfutureslearning.com](mailto:ncses@brightfutureslearning.com)

## **10. Bright Sky**

General Contact Person Name: Helene Furlong  
Title: SES Contract Administrator  
Organization: Bright Sky Learning  
Street Address 1: 2 Ponds Edge Drive  
City: Chadds Ford State: PA ZIP code: 19317  
Phone: (610) 388-9600 x212  
FAX: (610) 388-9617  
Email: [helene@brightskylearning.com](mailto:helene@brightskylearning.com)  
Web site: [brightskylearning.com](http://brightskylearning.com)

## **11. Capitol Education Support**

General Contact Person Name: Okera Stewart  
Title: Executive Director  
Organization: MasterMind Prep Learning Solutions  
Street Address 1: 301 South Church St., Suite 141  
City: Rocky Mount State: NC ZIP code: 27803  
Phone: (866) 294-PREP (7737), x 704  
FAX: (866) 294-7737 or (252) 442-4046  
Email: [dhaynes@mastermindprep.com](mailto:dhaynes@mastermindprep.com)  
Web site: [www.mastermindprep.com](http://www.mastermindprep.com)  
Mailing address if different than physical address:  
Address: PO Box 20401  
City: Raleigh State: NC ZIP code: 27619

## **12. Carter Reddy and Associates**

General Contact Person Name: Dr. Carolyn J. Carter  
Title: CEO  
Organization: Carter, Reddy & Associates  
Street Address 1: 6604 NW 9<sup>th</sup> Blvd., Ste. A  
City: Gainesville State: FL ZIP code: 32605  
Phone: (325) 333- 0244  
FAX: (352) 333- 0246  
Email: [cjc01@aol.com](mailto:cjc01@aol.com) or [ccarter@crandassociates.com](mailto:ccarter@crandassociates.com)  
Web site: [www.crandassociates.org](http://www.crandassociates.org)  
Contact person for North Carolina SES if different than the person listed above:  
Name: Dr. Brendly Clark  
Title: Regional Director  
Organization: Carter, Reddy, and Associates  
Street Address 1: 3527 Eva Drive NW  
Street Address 2:  
City: Concord State: NC ZIP code: 28027  
Phone: (928) 533- 8241 (cell)  
FAX: (704)721- 0553  
Email: [dr41101@aol.com](mailto:dr41101@aol.com) or [bclark@crandassociates.org](mailto:bclark@crandassociates.org)  
Mailing address if different than physical address:  
Address: 6604 NW 9<sup>th</sup> Blvd., Ste. A  
City: Gainesville State: FL ZIP code: 32605

**13. Charlotte-Mecklenburg Schools** (conditional recommendation based on waiver since CMS is in LEA Improvement)  
General Contact Person Name: Richard M. Purcell  
Title: Executive Director  
Organization: Charlotte-Mecklenburg Schools Extended Day  
Street Address 1: 700 East Stonewall Street Suite 716  
City: Charlotte State: NC ZIP code:28202  
Phone: ( 980 ) 343 - 2617  
FAX: (980) 343 - 5898  
Email: richard.purcell@cms.k12.nc.us  
Contact person for North Carolina SES if different than the person listed above:  
Name: Julie Stafford  
Title: Coordinating Director  
Organization: Charlotte-Mecklenburg Extended Year Services  
Street Address 1: Professional Development Center  
Street Address 2: 428 West Boulevard  
City: Charlotte State: NC ZIP code: 28203  
Phone: (980 ) 343 - 3854  
FAX: (980 ) 343 - 3318  
Email: julie.stafford@cms.k12.nc.us

**14. Communities in Schools of Brunswick County, Inc.**

General Contact Person Name: Patsy Thrift  
Title: Program Operations Officer  
Organization: Communities In Schools of Brunswick County, Inc  
Street Address 1: PO Box 10087  
City: Southport State: NC ZIP code: 28461  
Phone: 910-755-7472  
FAX: 910-457-2293  
Email: [thrift@2khiway.net](mailto:thrift@2khiway.net)  
Web site: [www.cisbrunswick.org](http://www.cisbrunswick.org)  
Contact person for North Carolina SES if different than the person listed above:  
Name: Kathy Smith  
Title: Project Director  
Organization: Communities In Schools of Brunswick County, Inc 21<sup>st</sup>  
Century Community Learning Center  
Street Address 1: 121 Forest Walk  
City: Sunset Beach State: NC ZIP code:28468  
Phone: (910) 755 -5277  
FAX: (910) 457-2293  
Email: [cisafterschool@2khiway.net](mailto:cisafterschool@2khiway.net)  
Website: [www.cisbrunswick.org](http://www.cisbrunswick.org)

**15. Community Education in Durham Public Schools-LEAP (Linking Enrichment and Academic Performance)**

General Contact Person

Name: Judy Cutts, Director of LEAP / Betsy Barnes, Curriculum Coordinator

Organization: Community Education

Address 1: 302 Morris Street, Durham NC 27701

Phone: (919)560-3816

FAX: (919)560-3820

Email: Betsy.Barnes@dpsnc.net

Web site: www.dpsnc.net

Mailing address if different than physical address

Address: P.O. Box 1967

City: Durham State: North Carolina ZIP code: 27702-1967

**16. Community Technology Learning Center**

General Contact Person Name: Devan Owens

Title: CTLC Director

Organization: Community Technology Learning Center

Street Address 1:301 W Butler Avenue

City: Clinton

State: NC

ZIP code:28328

Phone: ( 910 ) 592 -2629

FAX: ( 910 )592 - 2183

Email:dezzell@clinton.k12.nc.us

**17. Cool Kids Learn, Inc.**

General Contact Person Name: Andrea Kilpatrick

Title: President

Organization: Cool Kids Learn Inc.

Street Address 1: 7975 NW 154<sup>th</sup> Street

Street Address 2: Suite 350

City: Miami Lakes

State: FL

ZIP code: 33016

Phone: (800) 959-0255

FAX: (866) 892-2665

Email: akilpatrick@coolkidslearn.com

Web site: www.coolkidslearn.com

**18. East Carolina Educational Center**

General Contact Person Name: Gerold H. Jarmon, Ed.D

Title: Executive Director

Organization: Eastern Carolina Educational Assistance Center

Street Address 1: 126 E. Gordon Street, Suite 201

City: Kinston

State: NC

ZIP code: 28501

Phone: (252)527-8600

FAX: (252) 527-8626

Email: delorge@coastalnet.com

Web site: www.delorgewebpage66.com

**19. Education Station**

General Contact Person Name: Odell Kennedy  
Title: Partnership Development Manager  
Organization: Education Station  
Street Address 1: 1001 Fleet Street  
City: Baltimore State: MD ZIP code: 21202  
Phone: (410) 843-6279  
FAX: (410) 843-8556  
Email: Odell.Kennedy@educate.com  
Web site: www.edstation.net

**20. Failure Free Reading**

General Contact Person Name: Joseph F. Lockavitch  
Title: President  
Organization: Failure Free Reading  
Street Address 1: 140 Cabarrus Avenue West  
City: Concord State: NC ZIP code: 28025  
Phone: (704) 786 -7838  
FAX: (704) 785 - 8940  
Email: ses@failurefree.com  
Web site: www.failurefree.com

**21. Glosso Speech Language and Educational Services, Inc**

General Contact Person Name: Dr. Verlyn Evans  
Title: President  
Organization: Glosso Speech, Language and Educational Services, Inc  
Street Address 1: 301 South Church St., Suite 141  
City: High Point State: NC ZIP code: 27265  
Phone: (336) 889-0077  
FAX: (336) 841-4289  
Email: glosso@northstate.net  
Web site: [www.glosso.com](http://www.glosso.com)  
Mailing address if different than physical address  
Address: PO Box 31  
City: Jamestown State: NC ZIP code: 27282

**22. I Can Kids, Inc.**

General Contact Person Name: Ella Moutrie  
Title: Director of Instruction  
Street Address 1: 218 Westinghouse Blvd  
Street Address 2: Suite 206  
City: Charlotte State: NC ZIP code: 28273

**23. It's Simply English**

General Contact Person Name: Lucinda B Ward  
Organization: It's Simply English  
Street Address 1: 801 Bryn Mawr Crt  
City: Apex State: NC ZIP code: 27502  
Phone: ( 919 ) 387-1461  
Email: lucindabward@bellsouth.net

**24. MasterMind Prep**

General Contact Person Name: Doug Haynes  
Title: President  
Organization: MasterMind Prep Learning Solutions  
Street Address 1: 301 South Church St., Suite 141  
City: Rocky Mount State: NC ZIP code: 27803  
Phone: (866) 294-PREP (7737), x 704  
FAX: (866) 294-7737 or (252) 442-4046  
Email: [dhaynes@mastermindprep.com](mailto:dhaynes@mastermindprep.com)  
Web site: [www.mastermindprep.com](http://www.mastermindprep.com)  
Mailing address if different than physical address  
Address: PO Box 20401  
City: Raleigh State: NC ZIP code: 27619

**25. Measurement, Inc.**

General Contact Person Name: Henry H. Scherich, Ph.D.  
Title: President and CEO  
Organization: Measurement Incorporated  
Street Address 1: 423 Morris Street  
City: Durham State: NC ZIP code: 27701  
Phone: (919) 683-2413  
FAX: (919) 683-1531  
Email: [hscherich@measinc.com](mailto:hscherich@measinc.com)  
Web site: [www.measinc.com](http://www.measinc.com)  
Contact person for North Carolina SES if different than the person listed above:  
Name: Calvin Dobbins  
Title: Program Director  
Organization: Measurement Incorporated  
Street Address 1: 423 Morris Street  
Street Address 2:  
City: Durham State: NC ZIP code: 27701  
Phone: (919) 683-2413  
FAX: (919) 683-1531  
Email: [cdobbins@measinc.com](mailto:cdobbins@measinc.com)

**26. North Carolina Central University**

General Contact Person Name: Nan Coleman  
Title: Director of Special Projects  
Organization: North Carolina Central University  
Street Address 1: University College  
Street Address 2: P. O. Box 19645  
City: Durham State: NC ZIP code: 27707  
Phone: (919) 530-7662  
FAX: (919) 530-7820  
Email: [ncoleman@nccu.edu](mailto:ncoleman@nccu.edu)  
Web site: [www.nccu.edu](http://www.nccu.edu)  
Contact person for North Carolina SES if different than the person listed above:  
Name: Shelia Harrell  
Title: SES Coordinator

Organization: North Carolina Central University  
Street Address 1: University College  
Street Address 2: P.O. Box 19645  
City: Durham State: NC ZIP code: 27707  
Phone: (919) 530-7661  
FAX: (919) 530-7820  
Email: sharrell@nccu.edu

**27. Prime Time for Kids**

General Contact Person Name: Renee Edwards  
Title: Director  
Organization: Prime Time for Kids  
Street Address 1: 410 Garfield St.  
City: Statesville State: NC ZIP code: 28677  
Phone: (704 ) 832-2528  
FAX: (704 ) 871-9973  
Email: redwards@iss.k12.nc.us  
Web site: www.iss.k12.nc.us

**28. RICCE Inc. (Rural Initiative Changing Communities Everyday)**

General Contact Person Name: Fiona Lawrence  
Title: Program Officer  
Organization: RICCE, INC  
Street Address 1: 228 East Main Street  
City: Ahoskie State: North Carolina ZIP code: 27910  
Phone: (252) 862 - 4411  
FAX: ( 252 ) 862 - 4414  
Email: ricceinc@yahoo.com

**29. S & L Consultants**

General Contact Person Name: Laila Minott  
Title: Director of Operations  
Organization: S&L Consultants  
Street Address 1: 5401-A South Blvd. Suite 162  
City: Charlotte State: NC ZIP code: 28217  
Phone: (704 ) 726 - 1215  
FAX: ( 704 ) 552 - 2446  
Email: slconsultants04@yahoo.com  
Web site: www.slconsultants04.com

**30. Southridge Learning Center**

General Contact Person Name: Carol Noble  
Title: Director  
Organization: Southridge Learning Center, Inc.  
Street Address 1: 241 Commerce Street  
City: Greenville State: NC ZIP code: 27858  
Phone: (252)756-5988  
FAX: (252)756-9516  
Email: SouthridgeLearningCenter@yahoo.com

**31. Swan Learning Center**

General Contact Person Name: Jenny Beaumont  
Title: Director and Owner  
Organization: Swan Learning Center  
Street Address 1: 427 South Sharon Amity Road  
Street Address 2: Suite A  
City: Charlotte State: NC ZIP code:28211  
Phone: ( 704 ) -442-1718  
FAX: ( 704 ) 442 - 1720  
Email:jennyatswan@netscape.net  
Web site: swanlearningcenter.com

**32. Sylvan Learning Center Charlotte**

General Contact Person Name: Karen Mendoza  
Title: Center Director  
Organization: Sylvan Learning Center  
Street Address 1: 5970 Fairview Road  
Street Address 2: Suite 110  
City: Charlotte State: NC ZIP code: 28210  
Phone: (704) 643-5800:  
Web site: <http://www.educate.com/>

**33. Sylvan Learning Center Charlotte University Area**

General Contact Person Name: Mel Poux or Jim Kicidis  
Title: Center Director  
Organization: Sylvan Learning Center  
Street Address 1: 8310-F Medical Plaza Drive  
City: Charlotte State: NC ZIP code: 28262  
Phone: (704) 548-3910  
FAX: (704) 548-3912  
Email: mel.poux@sylvancharlotte.com  
Web site: <http://www.educate.com/>

**34. Sylvan Learning Center Ace It! Clinton**

General Contact Person Name: Zeely H. Taylor  
Title: Franchisee  
Organization: Ace It! Tutoring Program of Sylvan Learning  
Street Address 1: 120 E. Main Street  
Street Address 2: P O Box 2492  
City: Clinton State: NC ZIP code: 28329  
Phone: (910)592-8850  
FAX: (910)592-9990  
Email: zhtaylor@earthlink.net

**35. Sylvan Learning Center Ace It! Elizabeth City**

General Contact Person Name: Michelle Tynch  
Title: Executive Director  
Organization: Sylvan Learning Center  
Street Address 1: 1831 Weeksville Road Suite N  
Street Address 2:

City: Elizabeth City      State: NC      ZIP code: 27909  
Phone: (252)334-9700  
FAX: (252)334-9751  
Email: ecsylvan@earthlink.net  
Web site: www.educate.com

**36. Sylvan Learning Center Ace It! Greenville, Kinston, Washington, New Bern, Morehead City**

General Contact Person Name: Becky Taylor  
Title: Executive Director  
Street Address 1: 1925 Turnbury Drive  
City: Greenville      State: NC      ZIP code: 27858  
Phone: (252) 439-0058  
FAX: (252) 439-0957  
Email: bectay@earthlink.net  
Web site: www.educate.com

**37. Sylvan Learning Center Ace It! Henderson and Roanoke Rapids**

General Contact Person Name: Tom Doane  
Title: President  
Organization: Ace It! Tutoring of Henderson offered by Sylvan Learning Center  
Street Address 1: 857 S. Beckford  
Street Address 2: Suite G  
City: Henderson      State: NC      ZIP code:27536  
Phone: (252) 438-6443  
FAX: (252) 438-5918  
Email:sylvanhenderson@nc.rr.com  
Web site:  
General Contact Person Name: Tom Doane  
Title: President  
Organization: Ace It! Tutoring of Roanoke Rapids offered by Sylvan Learning Center  
Street Address 1: 326 Smith Church Rd  
City: Roanoke Rapids      State: NC      ZIP 27870  
Phone: (252) 308-6900  
FAX: (252) 410-0311  
Email:sylvanrr@charterinternet.com

**38. Sylvan Learning Center Hickory**

General Contact Person Name: Scott Deffke  
Title: Franchise Owner/Executive Director  
Organization: Sylvan Learning Center  
Street Address 1: 1415 16<sup>th</sup> Street NE  
City: Hickory      State: NC      ZIP code: 28601  
Phone: (828) 322-7551  
FAX: (828) 322-4229  
Email: sylvan@charter.net  
Web site: www.educate.com

**39. Sylvan Learning Center Johnston County**

General Contact Person Name: Deborah B. Fedrick  
Title: Director of Education  
Organization: Sylvan Learning Center of Johnston County  
Street Address 1: 11459 Hwy 70 W  
City: Clayton State: NC ZIP code: 27520  
Phone: (919) 553-8009  
FAX: (919) 550-8360  
Email: deborahfedrick-sylvan@mindspring.com  
Web site: www.educate.com

**40. Sylvan Learning Center Ace It! Lumberton**

General Contact Person Name: Marcia Dunlap  
Title: Center Director/Director of Education  
Organization: Sylvan Learning Center/Ace It! Tutoring  
Street Address 1: 2512A  
City: Lumberton State: NC ZIP code: 28358  
Phone: (910) 671 - 9700  
FAX: (910) 671 - 1960  
Email: slclumb@bellsouth.net

**41. Sylvan Learning Center Mooresville**

General Contact Person Name: Amy Roller  
Title: Center Director  
Organization: Sylvan Learning Center  
Street Address 1: 548-1 Williamson Road  
City: Mooresville State: NC ZIP code: 28117  
Phone: (704) 660 - 3994  
FAX: (704) 660 - 3996  
Email: sylvan1615@alltel.net  
Web site: www.educate.com

**42. Sylvan Learning Center Mount Airy**

General Contact Person Name: Adrienne Chilton Isaacs  
Title: Center Director  
Organization: Sylvan Learning  
Street Address 1: 101 West Lebanon Street  
Street Address 2: Suite 106  
City: Mt. Airy State: NC ZIP code: 27030  
Phone: (336) 783 - 0303  
FAX: (336) 783 - 0343  
Email: sylvan1638@earthlink.net  
Web site: www.educate.com

**43. Sylvan Learning Center Ace It! Onslow County**

General Contact Person Name: Elizabeth Elks  
Title: Executive Director  
Organization: Ace it! Tutoring / Sylvan Learning Center  
Street Address 1: 2970 Henderson Drive  
City: Jacksonville State: NC ZIP code: 28546

Phone: (910) 455 -3136  
FAX: (910) 455 - 6928  
Email: jvsylvan@earthlink.net  
Web site: www.educate.com

**44. Sylvan Learning Center Shelby and Denver**

General Contact Person Name: Gary Romich  
Title: Executive Director  
Organization: Developing Together, LLC  
Street Address 1: 1427 E. Marion Street  
Street Address 2: Suite C  
City: Shelby State: NC ZIP code:28150  
Phone: (704 )480-9922  
FAX: (704)480-1969  
Email:cdsylvan1630@bellsouth.net  
Web site: www.educate.com

**45. Sylvan Learning Center Ace It! Whiteville**

General Contact Person  
Name: Elizabeth N. Smith  
Title: Center Director/Director of Education  
Organization: Sylvan Learning Center/Ace It! Tutoring  
Street Address 1: 20 Northfield Centre  
City: Whiteville State: NC ZIP code: 28472  
Phone: (910) 640 -1102  
FAX: (910) 640 - 1317  
Email: whitevilleslc@earthlink.net

**46. TCAL (The Center for Accelerated Learning)**

General Contact Person  
Name: Dr. Linda Bowman-Hopson  
Title: Executive Director  
Organization: Center for Accelerated Learning (TCAL)  
Street Address 1: 5016 Sunny Lane  
City: Walkertown State: NC ZIP code: 27051  
Phone: (336) 995-1442  
FAX: (336) 744-5671  
Email: lbhopson @dr.com

**47. TRAC (Tutoring Resources Educational Consulting)**

General Contact Person Name: Evelyn Holmes  
Title: Executive Director/Owner  
Organization: TRAC Enrichment Center, Inc.  
Street Address 1: 920-F Woodridge Park Road  
Street Address 2:P.O. Box 2222,Winterville NC 28590  
City: Greenville State: NC ZIP code: 27843  
Phone: (252) 355 -3855  
FAX: (252)355 - 2339  
[Email:eholmes.tracenrich@earthlink.net](mailto:eholmes.tracenrich@earthlink.net)

**48. UCPS/21<sup>st</sup> CCLC/TEAM/FROGS (Union County Public School 21<sup>st</sup> Century Community Learning Center/Tutoring Educational Activities and Mentoring/Fun Reinforcement of Grade-Level Skills)**

General Contact Person Name: Trude Hinson

Title: Director of 21<sup>st</sup> CCLC

Organization: UCPS/21<sup>st</sup> CCLC/TEAM/FROGS

Street Address 1: 501 Lancaster Ave.

City: Monroe State: NC ZIP code: 28112

Phone: (704) 289-5126

FAX: (704 ) 296-3006

Email: mildred.hinson@ucps.k12.nc.us

Web site: <http://teacherweb.com/NC/21stCCLC/TEAM/>

**49. University Instructors**

General Contact Person Name: Susan Greene

Title: State Director - NC

Organization: University Instructors, Inc.

Street Address 1: 5540 Centerview Drive

Street Address 2: Suite 303

City: Raleigh State: NC ZIP code: 27606

Phone: (800 ) 894 - 0535

FAX: (919) 256 - 0923

Email: [sgreene@universityinstructors.com](mailto:sgreene@universityinstructors.com)

Web site: [www.universityinstructors.com](http://www.universityinstructors.com)

Contact person for North Carolina SES if different than the person listed above:

Name: Bill Stephens

Title: Co-Owner

Organization: University Instructors, Inc.

Street Address 1: 2100 W Laburnum Ave

Street Address 2: Suite 100D

City: Richmond State: VA ZIP code: 23227

Phone: ( 888 ) 826 - 1250

FAX: ( 800 ) 278 - 2914

Email: [bstephens@universityinstructors.com](mailto:bstephens@universityinstructors.com)

## **2007- 2008 Not Recommended for Supplemental Educational Services Providers**

- 1. ATTL (All Things Through Learning)**
- 2. Back to Basics Learning Center**
- 3. Cambridge**
- 4. Child Inc**
- 5. Church of God in Jesus Christ**
- 6. Club Z**
- 7. East Stonewall Methodist Episcopal Zion Church**
- 8. Educational Enterprises**
- 9. Educate Inc Catapult Learning**
- 10. H.I.G.H.E.R. Tutorial Services**
- 11. Huntington Learning Center**
- 12. MFLC (McCauley Family Learning Center)**
- 13. North Carolina Cooperative Extension-Nash County 4-H**
- 14. McCauley Family Learning Center for Lifelong Learning**
- 15. Richmond County Literacy Council**
- 16. Sylvan Ace It! Wake, Cumberland, Nash, Alamance, Lee, Moore, Hoke**
- 17. Sylvan Ace It! Wayne, Wilson, Harnett**
- 18. Teaching and Mentoring Minds Learning Academy**
- 19. The After-School Tutor Program**
- 20. The Learning Center of Albemarle**
- 21. Wilson Chapel FWB Church**
- 22. YMCA Wilmington**

PUBLIC SCHOOLS OF NORTH CAROLINA

# Supplemental Educational Service Providers

## 2007-2008

## Information, Application and Approval Process

Name of Organization Applying

\_\_\_\_\_

Date Submitted: \_\_/\_\_/\_\_ Contact Name: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Date Received: \_\_/\_\_/\_\_



STATE BOARD OF EDUCATION  
DEPARTMENT OF PUBLIC INSTRUCTION



## PUBLIC SCHOOLS OF NORTH CAROLINA

STATE BOARD OF EDUCATION Howard N. Lee, *Chairman*  
DEPARTMENT OF PUBLIC INSTRUCTION June St. Clair Atkinson, Ed.D., *State Superintendent*  
WWW.NCPUBLICSCHOOLS.ORG

### MEMORANDUM

TO: Prospective 2007-08 Supplemental Educational Service Providers  
FROM: Lisa Huber, Consultant, Compensatory Education Section  
RE: Provider Application and Process for 2007-08  
DATE: September 18, 2006

For 2007-2008 school year, the N.C. Department of Public Instruction Supplemental Educational Services application submissions will be accepted October 2, 2006 through January 15, 2007. (Be sure to see further deadline details on pages 4-6.) Providers for 2007-08 will be approved by the State Board of Education and notified in May 2007.

This application packet includes detailed information regarding the application process; however, reviewing the basic federal criteria may prove helpful. Below is an excerpt of the Non-Regulatory Guidance on Supplemental Educational Services issued by the U.S. Department of Education on June 13, 2005. The document can be accessed in its entirety on the Web at:  
<http://www.ed.gov/policy/elsec/guid/suppsvcsguid.doc>.

If you have any questions, please contact me by at 252-328-5628 or [lhuber@dpi.state.nc.us](mailto:lhuber@dpi.state.nc.us).

### **C. STATE-LEVEL OPERATIONS, INCLUDING IDENTIFICATION AND APPROVAL OF PROVIDERS**

#### **C-1. How does an SEA identify and approve supplemental educational service providers?**

An SEA must develop and apply objective criteria for approving supplemental educational service providers. The criteria for approving providers, as well as the list of approved providers, must be published.

In conducting its approval process, the SEA must ensure that each provider it approves:

1. Has a demonstrated record of effectiveness in increasing student academic achievement [Section 1116(e)(12)(B)(i)];
2. Will use instructional strategies that are high quality, based upon research, and designed to increase student academic achievement (see C-17 for additional information) [Section 1116(e)(12)(C)];
3. Provides services that are consistent with the instructional program of the LEA and with State academic content and achievement standards (see C-18 for additional information) [Sections 1116(e)(5)(B) and 1116(e)(12)(B)(ii)];
4. Is financially sound (see C-19 for additional information) [Section 1116(e)(12)(B)(iii)]; and
5. Will provide supplemental educational services consistent with applicable Federal, State, and local health, safety, and civil rights laws (see C-3 for additional information) [Section 1116(e)(5)(C)].

The criteria that an SEA uses should be developed in consultation with LEAs, parents, teachers, and other interested members of the public in order to promote participation by the maximum number of providers and to ensure, to the extent practicable, that parents have as many choices as possible [Section 1116(e)(4)(A)].

SEAs have flexibility in developing their approval process, but must provide an opportunity at least annually for new providers to apply for inclusion on the State list and must ensure that interested providers are adequately informed of the process [34 CFR 200.47(a)(1)(ii)]. SEAs may establish a reasonable period of time during which additional providers may apply, be evaluated for approval, and be added to the list.

SEAs may not, as a condition of approval, require a provider to hire only staff who meet the “highly qualified teacher” requirements of Sections 1119 and 9101(23) of the ESEA [34 CFR 200.47(b)(3)].

## **Application Checklist**

A completed application includes the following:

1. An electronic copy of the completed application in MSWord format on either a CD-ROM or a 3.5" diskette formatted for a PC
2. Three (3) organized copies of the application
3. Completed cover page
4. Original signatures and checked and signed assurances for each of the three (3) copies of the application as indicated in Part I, A
5. Part I including an abstract, page 3 of the application, that is within page limits and edited for accuracy
6. Part II Basic Program Information (Questions 1-14, pages 4-11 of the application) including the insurance information as indicated in Question 13 and designated geographic areas in which you are willing to serve as indicated in Question 14
7. Proof of Liability Insurance
8. Part III Indicators of Quality (Sections A-F, pages 13-18 of the application) using the required format and limiting responses as indicated in each section
9. At least five (5) letters of reference with contact information included
10. Resumes for staff members, including directors
11. You must include a sample lesson plan. If your program includes software, you must include a demo or screen shots of what the student would see. Your lesson plan must explain the role of the teacher and student. Indicate the grade level and objective. You may also include copies of materials.

## **Application Format Guidelines**

1. Use a type font no smaller than 12 points.
2. All margins should be 1" wide.
3. Use a document header or footer with the organization's name, subject(s) area applying and page numbers.
4. Follow the exact number system for responses as is found in the application. Immediately preceding each response, clearly indicate the corresponding application letter and question number.
5. Type or print legibly all blank fields.
6. Include only attachments requested in the application plus any printed brochures describing the services provided. Evaluation team members will not be required to read or review additional attachments.

### **Application Submission Requirements**

**Applicants must submit three (3) copies of the application, all with original signatures. Applications must be received in Raleigh at the office of Lisa Huber (not postmarked) by January 15, 2007, 5 p.m. No late entries will be accepted. Faxes will not be accepted.**

**Applications should be mailed to:**

Lisa Huber  
State SES Consultant  
North Carolina Department of Public Instruction  
Compensatory Education  
6351 Mail Service Center  
Raleigh, NC 27699-6351

### **Technical Assistance Meetings**

Two vendor application information sessions will be held. If you plan to attend one of the meetings, please email Lisa Huber at [lhuber@dpi.state.nc.us](mailto:lhuber@dpi.state.nc.us) and indicate the agency you will be representing.

**Date:**           **October 2, 2006**  
**Time:**           1:00pm – 4:00pm (registration begins at 12:30pm)  
**Location:**      Hilton Raleigh-Durham Airport at Research Triangle Park  
4810 Page Road Durham, NC

**Date:**           **November 20, 2006**  
**Time:**           10:00-12:00  
**Location:**      Western Regional Education Service Alliance, Enka, NC (near Asheville)  
**Directions:**    <http://www.wresa.org/newmap.htm>

### Timeline for Activities

Activity	Time Line
1. Application and scoring procedures posted on the DPI homepage	October 2, 2006
2. Service providers invited to apply. Questions directed to Lisa Huber, SES State Consultant at 252-328-5628. Email: <a href="mailto:lhuber@dpi.state.nc.us">lhuber@dpi.state.nc.us</a>	October 2, 2006-January 15, 2007
3. Technical Assistance meeting for entities applying to be an approved provider. Hilton RTP( Page Road)Durham	October 2, 2006 12:30-4:00
4. Applicants must submit three (3) copies of the application, all with original signatures. Applications must be received in Raleigh at the office of Lisa Huber (not postmarked) by January 15, 2007, 5 p.m. No late entries will be accepted. Faxes will not be accepted. Applications should be mailed to: Lisa Huber, State SES Consultant, North Carolina Department of Public Instruction Compensatory Education 6351 Mail Service Center Raleigh, NC 27699-6351	January 15, 2007 by 5 p.m.
5. Applications reviewed and scored by evaluation team.	January 23-February 10, 2007
6. Submit SES report as an agenda item for the State Board of Education meeting.	March 1, 2007
7. Submit SES report for review for the State Board of Education Meeting	April 2007
8. State Board of Education will vote on the 2007-08 SES Provider List.	May 2007
9. Applicants will be notified of approval status and approved providers will be posted on the website.	May 2007
10. Final Report due from 2006-2007 approved providers.	June 30, 2007

## **Supplemental Educational Service Providers**

### **Purpose**

The purpose of this application is to identify providers who can deliver supplemental educational services in reading and mathematics to students in schools that have been in Title I School Improvement for at least two (2) years. Students receiving services may include English-language learners and/or students with disabilities. The time that services are provided may not conflict with any student's regular instructional program. Service providers are also expected to provide services to students for a full school year, but schools are not required to pay for services beyond their per pupil amount for Title I.

### **Eligibility**

Public and private providers with a demonstrated, three-year record of effectiveness or a record of success may apply. Providers who do not have a three-year record of effectiveness but can demonstrate a high probability of increasing student achievement may also apply. A provider will not be approved if its achievement record does not demonstrate effectiveness or demonstrate a high probability of increasing student achievement in the content areas or grade levels to be served. Providers may include, but are not limited to, the following:

- ✓ Community agencies/organizations;
- ✓ Public school systems;
- ✓ Charter schools;
- ✓ Private schools;
- ✓ Individuals (including current and retired educators);
- ✓ Child care centers;
- ✓ Public schools;
- ✓ Libraries;
- ✓ Community colleges;
- ✓ Colleges and universities;
- ✓ On-line providers;
- ✓ Family literacy programs/Even Start programs;
- ✓ Regional Educational Service Alliances;
- ✓ Faith-based organizations; and
- ✓ Private businesses.

A school and/or school district would not be eligible to apply as a service provider if it is identified for Title I School Improvement under federal guidelines. Schools that are low-performing, continually low-performing or no recognition under the ABCs of Public Education are not eligible.

### **Acceptance**

All providers who adequately meet the criteria described in the application will be included on a statewide list of supplemental educational service providers. Parents of eligible students will be allowed to select the available providers serving their district. Providers may not offer incentives to parents/guardians. The parent/guardian may consult with the LEA when deciding on a service provider (the parent must request assistance from the LEA). LEAs will then enter into an agreement with the service provider(s) in their region to ensure that all assurances, as described in the application and subsequent payments will be met. A parent/guardian may waive the right for their child to receive supplemental services. In this case, the parent/guardian should be asked to sign a waiver form stating that they decline the services on behalf of their child(ren).

### **Transportation**

School systems are not required to provide transportation for eligible students to and from service providers. However, schools may make suggestions to parents on transportation methods and **may** provide transportation if funding allows.

### **Students to be Served**

Service providers may not refuse services to a student based on academic standing or identification as a special needs/limited English proficient student. Exceptional children and children being served under a Section 504 plan are also eligible for services, depending on their achievement level. If situations arise where students cannot benefit from the supplemental educational services, the service provider, teacher and central office Title I coordinator should meet and resolve the situation. Services must be made available to all students who receive free/reduced price lunch, to the extent that funds allow. If there are more eligible students than funds can support, schools must prioritize services with students with the greatest achievement need receiving top priority for services.

When a student has missed five percent of the services scheduled for him/her, the service provider must consult with the parent and Title I coordinator to determine the nature of the problem and work to resolve the situation. If no solution can be determined, services may be terminated.

Students should be served during the entire school year as long as funding allows. In schools following the traditional calendar school year, students are eligible to receive services from the beginning of the school year through July 30. Each session scheduled must be at least thirty (30) minutes in length. The number of sessions scheduled will vary by student and will be based on the identified needs of each student.

If a parent/guardian chooses to request supplemental services for his/her child (ren) after the beginning of school, the provision of services will be subject to availability.

### **Discontinuing Approval of a Service Provider**

After the first year a provider is approved, the LEA and Department of Public Instruction will monitor the progress of students who are served. If a significant number of students make less than one year of growth as measured by the State's end-of-grade/course test, the service provider will be sent notification of such. If, after the second year, students do not show appropriate growth, the service provider will be dropped from the list of approved providers.

Parents/guardians or school personnel who are dissatisfied with the services provided should express these concerns to the LEA Title I coordinator. The Title I coordinator should notify Lisa Huber, State SES Consultant with these concerns. The consultant will then investigate the complaints and make a decision about continuing approval for the service provider.

The approved provider is expected to actually deliver services. In cases where an approved provider simply provides training to LEA staff who then, in turn, deliver services to students, **the provider will be disapproved**. In a case such as this, the LEA becomes the actual deliverer of services and may not have gone through the actual approval process to be a provider. Approved providers are expected to deliver services. **Likewise, providers applying for approval may not specify a specific number of students to serve prior to establishing the delivery of services.** For example, a provider may not apply for approval and state that it will establish services for the school if a minimum of 20 parents select their program for supplemental educational services. A provider must be prepared to deliver services once approved by the State Board of Education.

### **Materials and Supplies**

Providers are expected to furnish their own materials to use with students. Schools are neither expected nor required to copy materials or furnish materials for the provider to use with students. The use of worksheets and handouts is discouraged; rather, active learning activities and the use of manipulatives usually engage students more fully and result in greater student achievement.

Providers **must** work with students on the current *North Carolina Standard Course of Study*. If providers have individual curricula, they must be totally aligned with the North Carolina curriculum. Providers must work with the LEA to create a Learning Plan Agreement for each student. Providers must be able to provide verification that the materials to be used with students are aligned and appropriate for student grade levels.

### **Non-Regulatory Guidance**

**<http://www.ed.gov/policy/elsec/guid/suppsvcsguid.doc>**

**Applicants should read the Non-Regulatory Guidance. These policies will be adhered to by the North Carolina Department of Public Instruction.**

## APPLICATION PART I, A

**Please indicate by checking (✓) each of the following to certify that you and the tutors provided to schools will respect and comply with each item.**

\_\_\_\_\_ I/Tutors will abide by the fee that will be in compliance with Section 1116(e)(6)(A)-(B) of Public Law 107-110 Note: A copy of this section is attached to this application.

\_\_\_\_\_ I/Tutors will abide by professional and ethical business practices.

\_\_\_\_\_ I/Tutors will not encourage parents/guardians to switch providers once enrolled with a different provider.

\_\_\_\_\_ I/Tutors will respect the confidentiality of student needs and progress and share this information only with parents and appropriate school personnel (with written permission from parent/guardian).

\_\_\_\_\_ I/Tutors will make every effort to involve parents/guardians in developing the needs assessment for the student, developing a plan of services and regularly exchanging information on progress of the student. These efforts will be documented.

\_\_\_\_\_ I/Tutors will provide a healthy, safe and clean environment in which to tutor students.

\_\_\_\_\_ I/Tutors agree not to provide services to students in a residential dwelling. **Note: The Department of Public Instruction will not approve home settings for tutorial sites.**

\_\_\_\_\_ I/Tutors will provide secular, neutral and non-ideological instruction and content.

\_\_\_\_\_ I/Tutors will collaborate with the school to provide appropriate services for the student.

\_\_\_\_\_ I/Tutors will provide an instructional program that is different from and a supplement to the regular school program. Services will be provided outside of regular school hours.

\_\_\_\_\_ I/Tutors have liability insurance. List company name and policy number **and** attach a copy of the policy.  
\_\_\_\_\_

\_\_\_\_\_ I/Tutors will provide copies of criminal background checks (including child abuse complaints) to school districts.

\_\_\_\_\_ I/Tutors will provide appropriate materials to deliver services to students without infringing on the school for copies, materials, etc.

\_\_\_\_\_ I/Tutors agree to provide summary evaluation data to the students' home school districts (with written permission of the parent/guardian).

\_\_\_\_\_ I/Tutors agree to not to require a minimum number of students enrolled in a school or LEA in order for services to be offered.

\_\_\_\_\_ I/Tutors agree to provide services to students for one full year, disclose information related to financial stability to the LEA, accept payment for services from the LEA after services have been provided for students and agree to a monthly or quarterly payment.

\_\_\_\_\_  
Signature of Service Representative/Date Signed

\_\_\_\_\_  
Position of Service Representative

**APPLICATION PART I, B**

<b>1. Provider Contact Information</b>	<p><b>General Contact Person</b></p> <p><b>Name:</b> <b>Title:</b> <b>Organization:</b> <b>Street Address 1:</b> <b>Street Address 2:</b> <b>City:</b>                      <b>State:</b>              <b>ZIP code:</b> <b>Phone:</b> ( ) - <b>FAX:</b> ( ) - <b>Email:</b> <b>Web site:</b></p> <p><b>Contact person for North Carolina SES if different than the person listed above.</b></p> <p><b>Name:</b> <b>Title:</b> <b>Organization:</b> <b>Street Address 1:</b> <b>Street Address 2:</b> <b>City:</b>                      <b>State:</b>              <b>ZIP code:</b> <b>Phone:</b> ( ) - <b>FAX:</b> ( ) - <b>Email:</b></p> <p><b>Mailing address if different than physical address</b></p> <p><b>Address:</b></p> <p><b>City:</b>                      <b>State:</b>              <b>ZIP code:</b></p>
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<b>2. Program Description Abstract</b>	<b>Summarize the key services you provide and other relevant information. This information will be posted on the DPI website upon approval. Limit your response to the space provided.</b> <i>This summary is intended to give parents/guardians an understanding of their children's expected experience in your program. Include typical teaching methods, styles, and activities.</i>
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## APPLICATION PART II

### Basic Program Information

- Complete the requested information in the unshaded areas.
- The information will become the source of information given to parents and school officials who utilize the list of approved providers.

<b>1. Organization/Program Name</b>	<b>Organization: Program Name:</b>
<b>2. SES Provider Classification</b>	<input type="checkbox"/> <b>Faith-Based Organization</b> <input type="checkbox"/> <b>For Profit</b> <input type="checkbox"/> <b>Institution of Higher Education</b> <input type="checkbox"/> <b>Not for Profit</b> <input type="checkbox"/> <b>Public School (an individual school)</b> <input type="checkbox"/> <b>Private School</b> <input type="checkbox"/> <b>School District (Local Educational Agency)</b> <input type="checkbox"/> <b>Other (describe) _____</b>
<b>3. Subject Areas Covered</b>	<i>Please check any or all of these subject areas that your organization has the capacity to address in working with students.</i> <input type="checkbox"/> <b>Reading/Language Arts</b> <input type="checkbox"/> <b>Mathematics</b>
<b>4. Grade Able to Serve if Your Organization is Approved as a Provider</b>	<i>Please circle any grade level any of these grade levels that your organization has the capacity to address in working with students.</i> <b>Reading/Language Arts:</b> <b>K , 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</b>  <b>Math:</b> <b>K , 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</b>

<p><b>5. Time of Service</b></p>	<p><i>Check all time(s) that describes when you are able to deliver services to students.</i></p> <p><input type="checkbox"/> <i>Before School</i></p> <p><input type="checkbox"/> <i>After School: Afternoons</i></p> <p><input type="checkbox"/> <i>After School: Evenings</i></p> <p><input type="checkbox"/> <i>Weekends</i></p> <p><input type="checkbox"/> <i>Summer</i></p> <p><input type="checkbox"/> <i>School Vacations</i></p> <p><input type="checkbox"/> <i>Other:</i> _____</p>
<p><b>6. Mode of Instructional Delivery</b></p>	<p><i>Please describe the methods in which your program generally delivers instruction to students (check all that apply).</i></p> <p><input type="checkbox"/> <i>Individual Instruction</i></p> <p><input type="checkbox"/> <i>Small Group (2-5 students)</i></p> <p><input type="checkbox"/> <i>Medium Group (6-10 students)</i></p> <p><input type="checkbox"/> <i>Larger Group (11-15 students- this size group must have at least 2 instructors/assistants)</i></p> <p><input type="checkbox"/> <i>Distance Learning / Internet</i></p> <p><input type="checkbox"/> <i>Computer-Aided Instruction (non-distance learning, non-Internet)</i></p> <p><input type="checkbox"/> <i>Other:</i> _____</p> <p>_____</p> <p>_____</p>
<p><b>7. Instructor/Assistant-to-Student Ratio</b></p>	<p><i>List the range of instructor/assistant-to-student ratios in your program. Note: Maximum ratio is 10 students per instructor/assistant.</i></p> <p><b>No more than _____ students for every 1 instructor/assistant.</b></p> <p><i>Providers may not require a minimum number of students in order to serve a school.</i></p>

<p><b>8. Place of Service</b></p> <p><i>NOTE: Services cannot be provided in a private residence.</i></p>	<p><i>Check all the location(s) that describe where you are willing and able to deliver services to students.</i></p> <p><input type="checkbox"/> <b>At the student's school</b> <input type="checkbox"/> <b>Over the Internet</b></p> <p><i>If checking any of the below, include the complete address of all locations, and add lines or attach a list of additional locations if necessary.</i></p> <p><input type="checkbox"/> <b>Business</b> _____ _____ _____</p> <p><input type="checkbox"/> <b>Place of religious worship (e.g., church, synagogue, mosque, temple)</b> _____ _____ _____</p> <p><input type="checkbox"/> <b>Community Center</b> _____ _____ _____</p> <p><input type="checkbox"/> <b>Other:</b> _____ _____ _____ _____</p>
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<p><b>9. Specific Student Population Served</b></p>	<p><i>If your organization has provided tutoring services to students in any of the following groups, please check which ones (all that apply) in the corresponding box(es).</i></p> <p><input type="checkbox"/> <b>Low-income students</b></p> <p><input type="checkbox"/> <b>Migrant students</b></p> <p><input type="checkbox"/> <b>Limited English Proficient (LEP) students</b></p> <ul style="list-style-type: none"> <li>• <b>Indicate particular language(s) with which your organization has expertise:</b>  <b>list:</b> _____          _____          _____          _____</li> </ul> <p><input type="checkbox"/> <b>Students with disabilities (list types)</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p><input type="checkbox"/> <b>Other groups: (describe)</b></p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>10. Hours of Instruction in program</b></p>	<p><i>Please describe the number of hours of instruction students will receive in your program. DO NOT include administrative time, breaks, or any other time “off-task.” The number below represents the applicant’s contractual minimum available commitment.</i></p> <p><input type="checkbox"/> Number of hours of instruction</p> <p><input type="checkbox"/> Check here if unlimited (i.e., always available via Internet access)</p>

<p><b>11.</b> <b>Average Cost (This is what your organization charges for your supplemental educational services, on a per-pupil basis.)</b></p>	<p><i>Provide an average per pupil cost, per hour of service, by filling in the blanks in the below calculation:</i></p> <p>\$ _____ per hour</p> <p><b>X number of hours of instruction :</b> _____</p> <p>=====</p> <p><b>= Average cost per program \$</b> _____</p> <p style="text-align: center;"><b>OR</b></p> <p><i>If you are unable to describe your per pupil fee structure in a per hour format, please provide a description of the cost per pupil below.</i></p> <p>\$ _____ per _____</p> <p><i>If you need to further explain, do so here:</i></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>12.</b> <b>Organizational History</b></p>	<p><i>How long has your organization been delivering supplemental educational services to students in grades K-12 as an approved provider?</i></p> <p><b>What states are you approved as an SES provider?</b></p> <p><b>Since: ___/___, which is a total of ___ years and ___ months as of ___/___ (The current month/year)</b></p> <p><input type="checkbox"/> <b>CHECK HERE IF YOU ARE APPLYING AS A NEW PROVIDER</b></p> <p><i>How long has your organization been delivering tutoring services to students in grades K-12?</i></p> <p><b>Since: ___/___, which is a total of ___ years and ___ months as of ___/___ (The current month/year)</b></p>
<p><b>13.</b> <b>Liability Insurance Label Attachment A</b> <i>Attach a copy of the insurance policy that shows your tutoring company's name and policy information.</i></p>	<p><i>You must show proof of business liability insurance. If documentation is not provided your application will not be approved.</i></p> <p><b>Company Name</b> _____</p> <p><b>Policy Number</b> _____</p>

<p><b>14.</b> <b>Service Areas</b> <i>Please only check the districts you are willing to serve. This is where the information for the Providers by Area will be taken.</i> <i>Providers applying for approval may not specify a specific number of students to serve prior to establishing the delivery of services.</i></p> <p><i>Charter Schools are part of a county area.</i></p>	<p><i>Please check all the district(s) in which you are able to provide services.</i></p> <p><i>Districts are listed on the following pages.</i></p> <p>While only a subset of these districts will have schools with students eligible for supplemental services under this contract, you are being asked to select all districts which you can serve to avoid the need to make changes in the future if additional districts are added.</p> <p>A list of districts with schools having eligible students will be posted by 08/30/07 on <a href="http://www.ncpublicschools.org">www.ncpublicschools.org</a>.</p> <p><input type="checkbox"/> <b>Check here if your organization can serve all districts in North Carolina.</b></p> <p><b>OR</b></p> <p><input type="checkbox"/> <b>Check here AND go to the list that follows and check the districts that your organization has the capacity to serve.</b> <i>Please indicate your choices to the left of the Districts/LEA's names.</i></p>
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Alamance-Burlington Schools	Carteret County Schools	Kannapolis City Schools	Union County Schools
Alexander County School	Caswell County Schools	Lee County Schools	Vance County Schools
Alleghany County Schools	Catawba County Schools	Lenoir County Public Schools	Wake County Schools
Anson County Schools	Chapel Hill-Carrboro Schools	Lexington City Schools	Warren County Schools
Ashe County Schools	Charlotte-Mecklenburg Schools	Lincoln County Schools	Washington County Schools
Asheboro City Schools	Chatham County Schools	Macon County Schools	Watauga County Schools
Asheville City Schools	Cherokee County Schools	Madison County Schools	Wayne County Public Schools
Avery County Schools	Clay County Schools	Martin County Schools	Weldon City Schools
Beaufort County Schools	Cleveland County Schools	McDowell County Schools	Whiteville City Schools
Bertie County Schools	Clinton City Schools	Mitchell County Schools	Wilkes County Schools
Bladen County School	Columbus County Schools	Montgomery County Schools	Wilson County Schools
Brunswick County Schools	Craven County Schools	Moore County Schools	Yadkin County Schools
Buncombe County Schools	Cumberland County School	Mooresville County Schools	Yancey County Schools
Burke County Schools	Currituck County Schools	Mount Airy City Schools	
Cabarrus County Schools	Dare County Schools	Nash-Rocky Mount Schools	
Alamance-Burlington Schools	Davidson County School	New Hanover County Schools	
Alexander County School	Davie County Schools	Newton Conover City Schools	
Alleghany County Schools	Duplin County Schools	Northampton County Schools	
Anson County Schools	Duplin County Schools	Onslow County Schools	
Ashe County Schools	Durham County Schools	Orange County Schools	
Asheboro City Schools	Edenton/Chowan County Schools	Pamlico County Schools	
Asheville City Schools	Edgecombe County Schools	Pasquotank County Schools	
Avery County	Elkin City Schools	Pender County	

Schools		Schools	
Beaufort County Schools	Forsyth County Schools	Perquimans County Schools	
Bertie County Schools	Franklin County Schools	Person County Schools	
Bladen County School	Gaston County Schools	Pitt County Schools	
Brunswick County Schools	Gates County Schools	Polk County Schools	
Buncombe County Schools	Graham County Schools	Randolph County Schools	
Burke County Schools	Granville County Schools	Richmond County Schools	
Cabarrus County Schools	Greene County Schools	Roanoke Rapids City Schools	
Caldwell County Schools	Guilford County Schools	Robeson County Schools	
Camden County Schools	Halifax County Schools	Rockingham County Schools	
Carteret County Schools	Harnett County Schools	Rowan-Salisbury Schools	
Avery County Schools	Haywood County Schools	Rutherford County Schools	
Beaufort County Schools	Henderson County Schools	Sampson County Schools	
Bertie County Schools	Hertford County Schools	Scotland County Schools	
Bladen County School	Hickory City Schools	Stanley County Schools	
Brunswick County Schools	Hoke County School	Stokes County Schools	
Buncombe County Schools	Hyde County Schools	Surry County Schools	
Burke County Schools	Iredell-Statesville Schools	Swain County Schools	
Cabarrus County Schools	Jackson County Schools	Thomasville City Schools	
Caldwell County Schools	Johnston County Schools	Transylvania County Schools	
Camden County Schools	Jones County Schools	Tyrrell County Schools	

## **APPLICATION PART III**

### **Indicators of Quality**

#### **Worksheet Instructions**

The following measures will help the North Carolina Department of Public Instruction determine the quality of services you provide. A team of reviewers will score responses to this section of the application. In order to be placed on the statewide List of Approved Supplemental Educational Service Providers, applicants must receive:

- ◇ A raw score in each section A-F that is greater than zero.
- ◇ A minimum total (scaled) score of 90. (See the sample scoring rubric included at the end of this document for details on scoring.)

**To respond to this section, create a Microsoft Word document. Clearly and explicitly organize your responses according to letter and question number.**

The Microsoft Word document must be printed out and included with all of the required documents as well as submitted on either a CD-ROM or 3.5" diskette. Ensure that the document is virus free using the latest virus definition files available at the time of submission.

*A. In the Microsoft Word document you, clearly identify this section title and the question numbers and respond, providing evidence of your effectiveness.*

**A. Evidence of Effectiveness** (*Limit 4 pages – not including requested letters of reference*)  
**Portion of Total Score: 15%**

1. Provide evidence that your program has increased student achievement. Use evidence provided by either standardized tests (including North Carolina EOG scores if possible) or by other non-standardized methods. Some examples of non-standardized methods include self-developed pre and post tests; assessments from teachers, surveys, or questionnaires; school grades, homework completion; or other school or program measures of performance.
2. Provide letters of reference from previous clients (families, schools, districts, students, teachers, etc.) offering testimonial information on the positive impact of your program. Provide contact information, start and end dates of service provided, and school and district name for each reference. (Submit at least 5 and no more than 10 letters. Letters from school districts in the applicant's service area will be considered most significant.)
3. Provide additional evidence, if available, of improved outcomes, such as student attendance, retention/promotion rates, graduation rates, and/or parent/guardian satisfaction.

*B. In the Microsoft Word document you create, clearly identify this section title and respond, offering evidence as indicated below.*

**B. Evidence of Links Between Research and Program Design** (*Limit 3 pages*)  
**Portion of Total Score: 15%**

Your response to this topic will be evaluated on the extent to which you clearly and specifically explain how the key instructional practices and major design elements of your program are: (1) high quality, (2) **based on models that have been proven effective through scientifically-based research**, and (3) specifically designed to increase student academic achievement. In your response, explain why you chose your particular program design and cite external or your own academic research that offers evidence that the design of the major elements of your program will help increase students' academic achievement. These "major elements" may include mode of instruction, class size, time on task, etc.

C. In the Microsoft Word document you create, use the format indicated and label C1. Remember K-2 students may be served as well as 3-12.

**C. Connection to the North Carolina Standard Course of Study (no page limit)**

**Portion of Total Score: 20%**

Your response to this topic will be evaluated on the extent to which you clearly and specifically describe your program’s connection to North Carolina’s Standard Course of Study. The North Carolina’s Standard Course of Study can be found here:

<http://www.ncpublicschools.org/curriculum/>.

1. Describe your program’s alignment to specific North Carolina Standard Course of Study learning standards. *Use the format indicated. Do not photocopy your materials as proof. You must show how your program is aligned with the North Carolina Standard Course of Study.*
2. You must include a detailed sample lesson plan. If your program includes software, you must include a demo or screen shots of what the student would see. Your lesson plan must explain the role of the teacher and student. Indicate the grade level and objective. Include copies of materials that would be used to teach the lesson. If lesson plan is not included your application will not be approved.

**Teaching the North Carolina Standard Course of Study**

Using the format listed below, indicate how and with which materials you will teach each competency goal to students. NOTE: The example below is for mathematics in grade three. ***You must complete the chart below for each grade you plan to serve. Do not combine grade levels. Do not only provide book and page numbers. You must describe your strategies that you will use with students or your application will not be approved.***

*See Required Format Below*

**Required Format**

<p><b>Part A</b>  <b>Grade 3 (Grade Level)</b>  <b>(Subject) Mathematics</b>  <b>List Competency Goals from</b>  <b>current NCSCOS</b></p>	<p><b>Part B</b>  <b>Materials</b></p>	<p><b>Part C</b>  <b>Methods/Strategies</b></p>
<p>a. The learner will model, identify and compute with whole numbers through 9,999.</p>	<p><i>Describe the materials your program will use.</i></p>	<p><b><i>You must describe your strategies/methods in this section that support the goals listed in Part A of the chart.</i></b></p>
<p>b. The learner will recognize and use standard units of metric and customary measurement.</p>		

*D. In the Microsoft Word document you create, clearly identify this section title and the question numbers and respond, addressing all of the processes and procedures indicated below.*

**D. Assessment, Goal Setting, Monitoring Student Progress, and Communication with Schools**  
(Limit 5 pages)

**Portion of Total Score: 20%**

Your response to these topics will be evaluated based on the extent to which you clearly describe the specific programs and practices you use to diagnose a student's needs, prescribe an instructional program to meet that student's needs, evaluate and monitor students' progress towards clearly identified goals, and communicate with schools regarding student goals and progress.

1. Describe the specific process you use to:

- ✓ Provide documentation that services offered are aligned with supporting implementation of the Student Accountability Standards [plans for students are aligned with the Personalized Education Plans (PEPs) that the school prepares] and Closing the Achievement Gaps (achievement levels before and after you work with the student).
- ✓ Prescribe an instructional program for the Learning Plan Agreement with clearly defined goals and a timetable based on the student's individual needs.

2. Describe the specific process you use to evaluate and monitor student progress on a regular basis.

3. Describe the specific procedures that will be used to report student goals and progress to the students' teacher(s) and appropriate school or district staff (also identify the timetable for reporting this information).

*E. In the Microsoft Word document you create, clearly identify this section title and the question numbers and respond, addressing all of the areas described below.*

**E. Communication with Parents/Guardians** *(Limit 5 pages)*

**Portion of Total Score: 15%**

Your response to this topic will be evaluated based on the extent to which you can demonstrate a consistent and specific process for directly providing parents/guardians of the students with information on the progress of their children in increasing achievement, and providing that information in a format and language parents/guardians can understand. (“Directly” means from the provider to parent/guardian without requiring any intermediary, such as a school, to distribute information.)

1. Describe the specific procedures that will be used to report on student progress to the students’ parents/guardians (include how often you will report on the progress).
2. Describe how parents/guardians will be involved in creating a timetable and establishing goals for their child’s academic progress.
3. Describe the degree to which the needs and schedules of working parents/guardians will be accommodated.
4. Describe the process that will be used to resolve any disputes or conflicts that may occur between your staff, parents, and/or students.
5. Describe ways in which parents/guardians are encouraged to participate in the services you provide.
6. Describe any training that is provided to staff regarding working with parents/guardians.
7. If applicable, list the languages other than English in which you are able to provide information to parents/guardians.

*F. In the Microsoft Word document you create, clearly identify this section title and the specific evidence indicator and respond, answering the questions and attaching the requested resumes.*

**F. Qualifications of Instructional Staff** (Limit 2 pages--not including requested resumes)

**Portion of Total Score: 15%**

Your response to this topic will be evaluated based on the extent to which you offer strong evidence of highly qualified staff and have demonstrated a commitment to ongoing professional development and improvement of your service. “Highly Qualified” means that staff have provided effective services that have measurably increased student achievement, ideally to Title I students or similar populations.

Describe your staff’s qualifications to provide high quality supplemental services, using all of the following indicators as sources of evidence.

- ✓ Process for recruiting and hiring high quality instructors;
- ✓ Highest degree attained and/or certification of instructors;
- ✓ Years and level of work experience of instructors, particularly in working with Title I students;
- ✓ Amount and quality of training provided to instructors;
- ✓ Process for regularly reviewing instructor performance.

Also, please submit a resume for each staff member who may be providing services as an instructor (outlining employment experience, professional development experiences, and professional affiliations).

Additionally, describe qualifications of any assistants who may also work with students.

Approved providers are required to conduct an annual Criminal Record Check on all staff members who will work with students through this contract. When entering into an agreement with an LEA, providers are required to give copies of current checks to the LEA prior to working with the students. The provider will maintain a file of annually updated checks for each of these staff members. This information will be available to the parent/guardian and the Department upon request as well. LEAs may also conduct their own Criminal Record Checks on the provider’s staff members.

**Evaluation Criteria:**

**This sample of the score sheet by which all applications will be evaluated is based on the application and is provided for information purposes only.**

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EVALUATION CRITERIA SCORING RUBRIC

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**Rubric Information:**

- 1) All fields in the application must be completed in order for an application to be scored.
- 2) The “Assurances” section of the application must be signed in order for a provider who meets all other requirements to be placed on this statewide contract.
- 3) The answers to Part I of the application will become the source of information given to parents and school officials who utilize the list of approved providers.
- 4) A final score received of 90.0 or higher will be required to be placed on the statewide contract.
- 5) A raw score of zero on any criterion A-F below is cause for disqualification.
- 6) The awarding of decimal scores is permitted (for example, “1.5”).
- 7) The Department reserves the right to limit the subject areas and grades for which an approved provider may provide services through this contract.

Name of Applicant and Organization:

\_\_\_\_\_

Name of Reviewer: \_\_\_\_\_

Date of Review: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Check here if Applicant is a New Provider: \_\_\_\_\_

**1. Has the Assurances and Certification Section Been Signed? Yes \_\_\_\_\_ No \_\_\_\_\_**

*A “Yes” response to this question is required for approval of response.*

**2. Has the applicant included a sample lesson plan? Yes \_\_\_\_\_ No \_\_\_\_\_**

*A “Yes” response to this question is required for approval of response.*

**3. Has the applicant included proof of business liability insurance? Yes \_\_\_\_\_ No \_\_\_\_\_**

*A “Yes” response to this question is required for approval of response.*

RAW SCORE [POINTS AWARDED]

Applicant : _____  Indicators of Quality	No Evidence 0 points	Limited Evidence 1 point (0.1-1.0 pts.)	Substantial Evidence 2 points (1.1- 2.0 pts.)	Weight (Multiplier)	Points Awarded (Raw Score x Weight)	Maximum Points Possible (2.0 x Weight)
A. Evidence of Effectiveness ▪ Maximum response length=4 pages, exclusive of requested attachments				7.5		15
B. Evidence of Links Between Research and Program Design ▪ Maximum response length=3 pages				7.5		15
C. Connection to the NCSCOS. ▪ Maximum response length=no limit and sample lesson plan				10		20
D. Assessment, Goal Setting, Monitoring Student Progress, and Communication w/Schools ▪ Maximum response length =5 pages				10		20
E. Communication with Parents/Guardians ▪ Maximum response length=5 pages				7.5		15
F. Quality of Instructional Staff ▪ Max. length=2 pages, exclusive of requested attachments				7.5		15
				<b>A-F TOTAL:</b>		<b>100</b>
<b>FINAL SCORE RECEIVED:*</b>						
				<b>(Total Points Awarded in A-F)</b>		<input style="width: 50px; height: 20px; border: 2px solid black;" type="text"/>

2007-08 application for prospective SES providers

**Title I 1116 part (e)**

(e) SUPPLEMENTAL EDUCATIONAL SERVICES-

(1) SUPPLEMENTAL EDUCATIONAL SERVICES- In the case of any school described in paragraph (5), (7), or (8) of subsection (b), the local educational agency serving such school shall, subject to this subsection, arrange for the provision of supplemental educational services to eligible children in the school from a provider with a demonstrated record of effectiveness, that is selected by the parents and approved for that purpose by the State educational agency in accordance with reasonable criteria, consistent with paragraph (5), that the State educational agency shall adopt.

(2) LOCAL EDUCATIONAL AGENCY RESPONSIBILITIES- Each local educational agency subject to this subsection shall—

(A) provide, at a minimum, annual notice to parents (in an understandable and uniform format and, to the extent practicable, in a language the parents can understand) of—

(i) the availability of services under this subsection;

(ii) the identity of approved providers of those services that are within the local educational agency or whose services are reasonably available in neighboring local educational agencies; and

(iii) a brief description of the services, qualifications, and demonstrated effectiveness of each such provider;

(B) if requested, assist parents in choosing a provider from the list of approved providers maintained by the State;

(C) apply fair and equitable procedures for serving students if the number of spaces at approved providers is not sufficient to serve all students; and

(D) not disclose to the public the identity of any student who is eligible for, or receiving, supplemental educational services under this subsection without the written permission of the parents of the student.

(3) AGREEMENT- In the case of the selection of an approved provider by a parent, the local educational agency shall enter into an agreement with such provider. Such agreement shall—

(A) require the local educational agency to develop, in consultation with parents (and the provider chosen by the parents), a statement of specific achievement goals for the student, how the student's progress will be measured, and a timetable for improving achievement that, in the case of a student with disabilities, is consistent with the student's individualized education program under section 614(d) of the Individuals with Disabilities Education Act;

(B) describe how the student's parents and the student's teacher or teachers will be regularly informed of the student's progress;

(C) provide for the termination of such agreement if the provider is unable to meet such goals and timetables;

(D) contain provisions with respect to the making of payments to the provider by the local educational agency; and

(E) prohibit the provider from disclosing to the public the identity of any student eligible for, or receiving, supplemental educational services under this subsection without the written permission of the parents of such student.

(4) STATE EDUCATIONAL AGENCY RESPONSIBILITIES- A State educational agency shall--

(A) in consultation with local educational agencies, parents, teachers, and other interested members of the public, promote maximum participation by providers to ensure, to the extent practicable, that parents have as many choices as possible;

(B) develop and apply objective criteria, consistent with paragraph (5), to potential providers that are based on a demonstrated record of effectiveness in increasing the academic proficiency of students in subjects relevant to meeting the State academic content and student achievement standards adopted under section 1111(b)(1);

(C) maintain an updated list of approved providers across the State, by school district, from which parents may select;

(D) develop, implement, and publicly report on standards and techniques for monitoring the quality and effectiveness of the services offered by approved providers under this subsection, and for withdrawing approval from providers that fail, for 2 consecutive years, to contribute to increasing the academic proficiency of students served under this subsection as described in subparagraph (B); and

(E) provide annual notice to potential providers of supplemental educational services of the opportunity to provide services under this subsection and of the applicable procedures for obtaining approval from the State educational agency to be an approved provider of those services.

(5) CRITERIA FOR PROVIDERS- In order for a provider to be included on the State list under paragraph (4)(C), a provider shall agree to carry out the following:

(A) Provide parents of children receiving supplemental educational services under this subsection and the appropriate local educational agency with information on the progress of the children in increasing achievement, in a format and, to the extent practicable, a language that such parents can understand.

(B) Ensure that instruction provided and content used by the provider are consistent with the instruction provided and content used by the local educational agency and State, and are aligned with State student academic achievement standards.

(C) Meet all applicable Federal, State, and local health, safety, and civil rights laws.

(D) Ensure that all instruction and content under this subsection are secular, neutral, and nonideological.

(6) AMOUNTS FOR SUPPLEMENTAL EDUCATIONAL SERVICES- The amount that a local educational agency shall make available for supplemental educational services for each child receiving those services under this subsection shall be the lesser of--

(A) the amount of the agency's allocation under subpart 2, divided by the number of children from families below the poverty level counted under section 1124(c)(1)(A); or

(B) the actual costs of the supplemental educational services received by the child.

*2007-08 application for prospective SES providers*

(7) FUNDS PROVIDED BY STATE EDUCATIONAL AGENCY— Each State educational agency may use funds that the agency reserves under this part, and part A of title V, to assist local educational agencies that do not have sufficient funds to provide services under this subsection for all eligible students requesting such services.

(8) DURATION— The local educational agency shall continue to provide supplemental educational services to a child receiving such services under this subsection until the end of the school year in which such services were first received.

(9) PROHIBITION— Nothing contained in this subsection shall permit the making of any payment for religious worship or instruction.

(10) WAIVER—

(A) REQUIREMENT— At the request of a local educational agency, a State educational agency may waive, in whole or in part, the requirement of this subsection to provide supplemental educational services if the State educational agency determines that—

(i) none of the providers of those services on the list approved by the State educational agency under paragraph (4)(C) makes those services available in the area served by the local educational agency or within a reasonable distance of that area; and

(ii) the local educational agency provides evidence that it is not able to provide those services.

(B) NOTIFICATION— The State educational agency shall notify the local educational agency, within 30 days of receiving the local educational agency's request for a waiver under subparagraph (A), whether the request is approved or disapproved and, if disapproved, the reasons for the disapproval, in writing.

(11) SPECIAL RULE— If State law prohibits a State educational agency from carrying out one or more of its responsibilities under paragraph (4) with respect to those who provide, or seek approval to provide, supplemental educational services, each local educational agency in the State shall carry out those responsibilities with respect to its students who are eligible for those services.

(12) DEFINITIONS— In this subsection—

(A) the term 'eligible child' means a child from a low-income family, as determined by the local educational agency for purposes of allocating funds to schools under section 1113(c)(1);

(B) the term 'provider' means a non-profit entity, a for-profit entity, or a local educational agency that—

(i) has a demonstrated record of effectiveness in increasing student academic achievement;

(ii) is capable of providing supplemental educational services that are consistent with the instructional program of the local educational agency and the academic standards described under section 1111; and

(iii) is financially sound; and

(C) the term 'supplemental educational services' means tutoring and other supplemental academic enrichment services that are—

(i) in addition to instruction provided during the school day; and

(ii) are of high quality, research-based, and specifically designed to increase the academic achievement of eligible children on the academic assessments required under section 1111 and attain proficiency in meeting the State's academic achievement standards.

# Supplemental Educational Service Providers Renewal Application

2007-2008

## Information, Application and

## Approval Process

**This application is for providers currently  
approved in North Carolina**

Name of Organization Applying

\_\_\_\_\_

Date Submitted: \_\_/\_\_/\_\_ Contact Name: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Date Received: \_\_/\_\_/\_\_



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DEPARTMENT OF PUBLIC INSTRUCTION



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### MEMORANDUM

TO: Prospective 2007-08 Supplemental Educational Service Providers

FROM: Lisa Huber, Consultant, Compensatory Education Section

RE: Provider Application and Process for 2007-08

DATE: December 18, 2006

For 2007-2008 school year, the N.C. Department of Public Instruction Supplemental Educational Services application submissions will be accepted October 2, 2006 through January 15, 2007. (Be sure to see further deadline details on pages 4-5.) Providers for 2007-08 will be approved by the State Board of Education and notified in May 2007.

This application packet includes detailed information regarding the application process; however, reviewing the basic federal criteria may prove helpful. Below is an excerpt of the Non-Regulatory Guidance on Supplemental Educational Services issued by the U.S. Department of Education on June 13, 2005. The document can be accessed in its entirety on the Web at:  
<http://www.ed.gov/policy/elsec/guid/suppsvcsguid.doc>.

*If you have any questions, please contact me by at 252-355-3883 or [lhuber@dpi.state.nc.us](mailto:lhuber@dpi.state.nc.us).*

### **C. STATE-LEVEL OPERATIONS, INCLUDING IDENTIFICATION AND APPROVAL OF PROVIDERS**

#### **C-1. How does an SEA identify and approve supplemental educational service providers?**

An SEA must develop and apply objective criteria for approving supplemental educational service providers. The criteria for approving providers, as well as the list of approved providers, must be published.

In conducting its approval process, the SEA must ensure that each provider it approves:

1. Has a demonstrated record of effectiveness in increasing student academic achievement [*Section 1116(e)(12)(B)(i)*];
2. Will use instructional strategies that are high quality, based upon research, and designed to increase student academic achievement (see C-17 for additional information) [*Section 1116(e)(12)(C)*];
3. Provides services that are consistent with the instructional program of the LEA and with State academic content and achievement standards (see C-18 for additional information) [*Sections 1116(e)(5)(B) and 1116(e)(12)(B)(ii)*];
4. Is financially sound (see C-19 for additional information) [*Section 1116(e)(12)(B)(iii)*]; and
5. Will provide supplemental educational services consistent with applicable Federal, State, and local health, safety, and civil rights laws (see C-3 for additional information) [*Section 1116(e)(5)(C)*].

The criteria that an SEA uses should be developed in consultation with LEAs, parents, teachers, and other interested members of the public in order to promote participation by the maximum number of providers and to ensure, to the extent practicable, that parents have as many choices as possible [*Section 1116(e)(4)(A)*].

SEAs have flexibility in developing their approval process, but must provide an opportunity at least annually for new providers to apply for inclusion on the State list and must ensure that interested providers are adequately informed of the process [*34 CFR 200.47(a)(1)(ii)*]. SEAs may establish a reasonable period of time during which additional providers may apply, be evaluated for approval, and be added to the list.

SEAs may not, as a condition of approval, require a provider to hire only staff who meet the “highly qualified teacher” requirements of Sections 1119 and 9101(23) of the ESEA [*34 CFR 200.47(b)(3)*].

## **Application Checklist**

A completed application includes the following:

1. An electronic copy of the completed application in MSWord format on either a CD-ROM or a 3.5" diskette formatted for a PC
2. Three (3) organized copies of the application including copies of last year's application
3. Completed cover page
4. Original signatures and checked and signed assurances for each of the three (3) copies of the application
5. Proof of Liability Insurance
6. Resumes for staff members, including directors if staff has changed since last year.
7. You must include a sample lesson plan. If your program includes software, you must include a demo or screen shots of what the student would see. Your lesson plan must explain the role of the teacher and student. Indicate the grade level and objective. You may also include copies of materials.

## **Application Format Guidelines**

1. Use a type font no smaller than 12 points.
2. All margins should be 1" wide.
3. Use a document header or footer with the organization's name, subject(s) area applying and page numbers.
4. Follow the exact number system for responses as is found in the application. Immediately preceding each response, clearly indicate the corresponding application letter and question number.
5. Type or print legibly all blank fields.
6. Include only attachments requested in the application plus any printed brochures describing the services provided. Evaluation team members will not be required to read or review additional attachments.

## **Application Submission Requirements**

**Applicants must submit three (3) copies of the application, all with original signatures. Applications must be received in Raleigh at the office of Lisa Huber (not postmarked) by January 15, 2007, 5 p.m. No late entries will be accepted. Faxes will not be accepted. Applications should be mailed to:**

Lisa Huber  
State SES Consultant  
North Carolina Department of Public Instruction  
Compensatory Education  
6351 Mail Service Center  
Raleigh, NC 27699-6351

## Timeline for Activities

<b>Activity</b>	<b>Time Line</b>
1. Application and scoring procedures posted on the DPI homepage	October 2, 2006
2. Service providers invited to apply. <b>Questions directed to Lisa Huber, SES State Consultant at 252-355-3883.</b> Email: <a href="mailto:lhuber@dpi.state.nc.us">lhuber@dpi.state.nc.us</a>	October 2, 2006-January 15, 2007
3. Technical Assistance meeting for entities applying to be an approved provider. Hilton RTP( Page Road)Durham	October 2, 2006 12:30-4:00
<b>4. Applicants must submit three (3) copies of the application, all with original signatures. Applications must be received in Raleigh at the office of Lisa Huber (not postmarked) by January 15, 2007, 5 p.m. No late entries will be accepted. Faxes will not be accepted. Applications should be mailed to:</b> <b>Lisa Huber, State SES Consultant, North Carolina Department of Public Instruction Compensatory Education 6351 Mail Service Center Raleigh, NC 27699-6351</b>	<b>January 15, 2007 by 5 p.m.</b>
5. Applications reviewed and scored by evaluation team.	January 23-February 10, 2007
6. Submit SES report as an agenda item for the State Board of Education meeting.	March 1, 2007
7. Submit SES report for review for the State Board of Education Meeting	April 2007
8. State Board of Education will vote on the 2007-08 SES Provider List.	May 2007
9. Applicants will be notified of approval status and approved providers will be posted on the website.	May 2007
10. Final Report due from 2006-2007 approved providers.	June 30, 2007

## APPLICATION PART I, A

**Directions**  
**Select either option A or option B.**

A. I am requesting to continue approved Supplemental Educational Services provider status in North Carolina for the 2007-2008 school year. Provider was approved for school year 2006-2007 and is applying to continue service or program information as stated in the 2006-2007 application. Enclose 3 copies of the application submitted for the 2006-2007 school year.

B. I am requesting to continue approved Supplemental Educational Services provider status in North Carolina for the 2007-2008 school year. I would like to **amend the approved application that was submitted for 2006-2007**. Provider was approved for school year 2006-2007 and is applying to change service or program information. These changes will be applicable for the 2007-2008 school year.

- Describe any changes to the previously approved 2006-2007 application in the space provided below. You should indicate the section you are changing and describe the change(s) in detail. Enclose 3 copies of the application submitted for the 2006-2007 school year.

**APPLICATION PART I, B**

**Assurances**

**Please indicate by checking (✓) each of the following to certify that you and the tutors provided to schools will respect and comply with each item.**

\_\_\_\_\_ I/Tutors will abide by the fee that will be in compliance with Section 1116(e)(6)(A)-(B) of Public Law 107-110 Note: A copy of this section is attached to this application.

\_\_\_\_\_ I/Tutors will abide by professional and ethical business practices.

\_\_\_\_\_ I/Tutors will not encourage parents/guardians to switch providers once enrolled with a different provider.

\_\_\_\_\_ I/Tutors will respect the confidentiality of student needs and progress and share this information only with parents and appropriate school personnel (with written permission from parent/guardian).

\_\_\_\_\_ I/Tutors will make every effort to involve parents/guardians in developing the needs assessment for the student, developing a plan of services and regularly exchanging information on progress of the student. These efforts will be documented.

\_\_\_\_\_ I/Tutors will provide a healthy, safe and clean environment in which to tutor students.

\_\_\_\_\_ I/Tutors agree not to provide services to students in a residential dwelling. **Note: The Department of Public Instruction will not approve home settings for tutorial sites.**

\_\_\_\_\_ I/Tutors will provide secular, neutral and non-ideological instruction and content.

\_\_\_\_\_ I/Tutors will collaborate with the school to provide appropriate services for the student.

\_\_\_\_\_ I/Tutors will provide an instructional program that is different from and a supplement to the regular school program. Services will be provided outside of regular school hours.

\_\_\_\_\_ I/Tutors have liability insurance. List company name and policy number **and** attach a copy of the policy. \_\_\_\_\_

\_\_\_\_\_ I/Tutors will provide copies of criminal background checks (including child abuse complaints) to school districts.

\_\_\_\_\_ I/Tutors will provide appropriate materials to deliver services to students without infringing on the school for copies, materials, etc.

\_\_\_\_\_ I/Tutors agree to provide summary evaluation data to the students' home school districts (with written permission of the parent/guardian).

\_\_\_\_\_ I/Tutors agree to not require a minimum number of students enrolled in a school or LEA in order for services to be offered.

\_\_\_\_\_ I/Tutors agree to provide services to students for one full year, disclose information related to financial stability to the LEA, accept payment for services from the LEA after services have been provided for students and agree to a monthly or quarterly payment.

\_\_\_\_\_  
Signature of Service Representative/Date Signed

\_\_\_\_\_  
Position of Service Representative



**APPLICATION PART II, A**  
**Reflections**

**1. Reflect on what your strengths have been as a provider for North Carolina. Provide specific examples.**

*No page limit requirement in this section.*

**APPLICATION PART II, A**  
**Reflections and Strategies**

**2. Reflect on what areas you would like to improve on to be a better Supplemental Educational Services provider. How do you plan to improve the areas that you have addressed? Provide specific examples.**

*No page limit requirement in this section.*

**FOR STATE USE ONLY**

Provider Name:

Has the provider had any complaints filed against them for the 2006-2007 school year?

YES

NO

If yes, how many and list date(s) and reason for the complaint.

**FOR STATE USE ONLY**

Did the provider have approved status for the 2006-2007 school year?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Did the provider make changes in the application that was submitted for 2006-2007?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Were these changes acceptable?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Did the provider include a sample lesson plan?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Is the lesson plan satisfactory?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Did the provider include a current business liability insurance policy?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Did the provider complete the application in a satisfactory manner?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Is this provider being recommended for approval for the 2007-2008 school year?	<input type="checkbox"/> YES <input type="checkbox"/> NO
If the provider is not being recommended for approval, list reasons.	

**FOR STATE USE ONLY**

**EVALUATOR**

Provider Name:

Has the provider had any complaints filed against them for the 2006-2007 school year?

YES  NO

If yes, how many and list date(s) and reason for the complaint.

**FOR STATE USE ONLY**

Did the provider have approved status for the 2006-2007 school year?

YES  NO

Did the provider make changes in the application that was submitted for 2006-2007?

YES  NO

Were these changes acceptable?

YES  NO

Did the provider include a sample lesson plan?

YES  NO

Is the lesson plan satisfactory?

YES  NO

Did the provider include a current business liability insurance policy?

YES  NO

Did the provider complete the application in a satisfactory manner?

YES  NO

Is this provider being recommended for approval for the 2007-2008 school year?

YES  NO

If the provider is not being recommended for approval, list reasons.

**EXECUTIVE SUMMARY****Title: Ready Schools Task Force Recommendations****Type of Executive Summary:**
 Action     
  Action on First Reading     
  Discussion     
  Information
**Policy Implications:**

- 
- Constitution \_\_\_\_\_
- 
- 
- General Statute # \_\_\_\_\_
- 
- 
- SBE Policy # \_\_\_\_\_
- 
- 
- SBE Policy Amendment
- 
- 
- SBE Policy (New)
- 
- 
- APA # \_\_\_\_\_
- 
- 
- APA Amendment
- 
- 
- APA (New)
- 
- 
- Other \_\_\_\_\_

**Presenter(s):** Mr. John Pruette (Executive Director, Office of School Readiness), Ms. Jackie Colbert (Director, Division of Elementary Education), and Dr. Carolyn Cobb (Consultant, Ready Schools Initiative)

**Description:**

In June of 2000, The NC Ready for School Goal Team issued a report entitled **School Readiness in North Carolina**. The report outlined a series of recommendations for what was needed in our state to assure that all children were arriving at school “ready” and that schools were, in turn, “ready” for all children. Since the release of that report, there has been increased national attention and research around issues related to Ready Schools. Therefore, the NC Ready Schools Task Force, consisting of K-12 and preschool educators as well as other organizational representatives, was convened by Superintendent St. Clair-Atkinson in March 2006 to review the initial recommendations that were made in regard to the Ready Schools component of the original report and to determine what steps must be taken to assist our state in moving forward. The Task Force was a joint initiative of the NCDPI and the NCPC and was funded through a grant from the W.K. Kellogg Foundation. The Task Force issued their final report in January 2007, including a definition of Ready Schools, pathways to Ready Schools, and a recommendation that one of two Ready Schools Assessments be conducted by elementary schools as part of the School Improvement Planning Process.

**Resources:**

Grant from W.K. Kellogg Foundation

**Input Process:**

A broad based input process was provided by a Task Force of 57 members, representing K-12 education administrators and teachers, early childhood professionals, school boards, research and policy organizations, and B-K higher education institutions.

**Stakeholders:**

Early childhood programs, elementary educators, central office administrators, Smart Start state and local partnerships.

**Timeline For Action:**

This item was presented to the State Board of Education for discussion at its April 2007 meeting and is returned for action at its May 2007 meeting.

**Recommendations:**

The State Board of Education is requested to:

- adopt the “Definition and Pathways” of a Ready Schools and incorporate in policy;
- support the recommendation to use one of two Ready Schools Assessment Instruments in the School Improvement Planning process for elementary schools, and
- endorse the “Power of K” position paper as a foundational support for a Ready School.

-----  
Audiovisual equipment requested for the presentation:

Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)  
Specify: \_\_\_\_\_

Audio Requirements (computer or other, except for PA system which is provided)  
Specify: \_\_\_\_\_

Document Camera (for transparencies or paper documents – white paper preferred)  
\_\_\_\_\_

-----  
Motion By: \_\_\_\_\_

Seconded By: \_\_\_\_\_

Vote: Yes \_\_\_\_\_ No \_\_\_\_\_

Abstain \_\_\_\_\_

Approved \_\_\_\_\_ Disapproved \_\_\_\_\_

Postponed \_\_\_\_\_ Revised \_\_\_\_\_

-----  
\*Person responsible for SBE agenda materials and SBE policy updates: Rick Klein, 919-807-3761

# ***NC Ready School Taskforce Recommendation:***

Every elementary school in North Carolina should meet the definition and pathways listed below of a ready school.

## **A Ready Elementary School**

A ready elementary school provides an inviting atmosphere, values and respects all children and their families, and is a place where children succeed. It is committed to high quality in all domains of learning and teaching and has deep connections with parents and its community. It prepares children for success in work and life in the 21<sup>st</sup> century.

## **Pathways to Ready Elementary Schools**

### **1. Children succeed in school**

The school sets high expectations for all students and facilitates healthy growth and development in five domains suggested by the National Educational Goals Panel: physical well-being; social relationships and emotional development; learning approaches that incorporate cultural aspects of learning styles; use of language; and cognition, general knowledge, and problem solving. Children acquire culturally relevant knowledge and skill sets necessary and valuable to the functioning of a modern economy.

### **2. A welcoming atmosphere**

The school projects an open, child focused, welcoming atmosphere characterized by friendliness, respect, high teacher and staff morale, and the use of appropriate discipline. The building and grounds are inviting and developmentally appropriate. Children's work is prominently displayed and bulletin boards contain family oriented material.

### **3. Leadership**

School leaders believe that all children can learn, teachers and staff can develop professionally, and all schools can meet or exceed State performance standards. The principal possesses the skill sets necessary for leading effectively and creating a learning community. The school connects with and garners support from the superintendent, school board, and the NC Department of Public Instruction. In turn, the superintendent, school board, and the NC Department of Public Instruction provide a coherent and appropriate set of policies and regulations.

### **4. Connections to early care and education and across grades**

There is ongoing communication and coordination between early care and education (ECE) and elementary school teachers for quality assurance from pre-K through grade 3. Standards and curriculum are aligned between ECE and the school at the local, district, and state levels. The school participates in or provides a number of transition experiences for children entering pre-k or kindergarten such as school and home visits, staggered entry, and orientation sessions for children and families. Assessment data are obtained from ECE providers in order to plan and individualize children's learning. In addition, curriculum, instruction, and assessment are aligned and integrated within a classroom, within a grade level, and across grade levels.

## **5. Connects culturally and linguistically with children and families**

The school seeks to help children from all circumstances and backgrounds succeed. The school uses a culturally appropriate curriculum to enhance learning. Children and families are encouraged to share their backgrounds and experiences with other children and families.

## **6. Partners with Families**

The school communicates and partners with all families in a wide range of activities from providing information to engaging parents in policy and decision making. Outreach strategies are implemented to ensure that families of diverse populations are welcome to participate in all school-related activities.

## **7. Partners with the community**

The school functions as a community center drawing children and families from surrounding neighborhoods for multiple activities and purposes. It partners with the community to provide opportunities and services to children and families such as health screening and health services, courses in the English language, courses in other languages, and instruction in GED preparation, computers, and parenting.

## **8. Uses assessment results**

The school uses assessments, both formal and informal (daily interactions with the child, communications with parents), to plan and tailor instruction to individual needs. There are strategies in place to improve test scores and reduce achievement gaps. The school ensures that assessments are reliable, valid, individual and developmentally and culturally appropriate.

## **9. Quality Assurance**

The school strives to grow by following a written improvement plan that includes a strategy for maintaining its mission and goals over time. It supports staff in professional development and consults with educational and non-educational experts for staff training and quality assurance. Leadership uses data and research on effective practices for decision-making.

*Adapted from the W.K. Kellogg Foundation's Pathways to Ready Schools.*

## ***NC Ready School Assessment Recommendation***

The State Board of Education encourages every elementary school in North Carolina to develop a ready school plan for improving the school's capacity to educate all children, whatever each child's condition may be. This plan should be based on the NC definition of a ready school. Schools should use one of recommended two ready school assessment tools in the development of the "ready school plan." These tools are:

- High/Scope Ready School Assessment (RSA)  
[http://www.highscope.org/Research/assessment\\_instrument/ReadySchoolAssessment06.htm](http://www.highscope.org/Research/assessment_instrument/ReadySchoolAssessment06.htm)
- Early Learning is For Everyone (ELFE) Asset Development Worksheet.  
<http://www.sparknorthcarolina.org/Documents/ELFEAssessmentTool.doc>
- It is also recommended that schools use the Teacher Working Conditions Survey results for its school, as available. There are many questions and some domains that overlap those of the Ready Schools assessments listed above, and these data may already be available to inform the Ready Schools assessments

It is anticipated that these ready school plans will be integrated into the broader school improvement plan required of every school under NC state law and will be regularly updated as the school makes progress towards meeting the NC Ready School Definition.

## Dimensions and Sub-dimensions of the Ready Schools Assessment (High Scope)

<ol style="list-style-type: none"><li>1. Leaders and Leadership<ul style="list-style-type: none"><li>• Principal's' Commitment</li><li>• Professional Climate</li><li>• Early Childhood Training &amp; Experience</li></ul></li><li>2. Transitions<ul style="list-style-type: none"><li>• Transition Activities</li><li>• Contact with Pre-K</li><li>• Entry &amp; Promotion</li></ul></li><li>3. Teacher Supports<ul style="list-style-type: none"><li>• Professional Development</li><li>• Contact with Others</li></ul></li><li>4. Engaging Environments<ul style="list-style-type: none"><li>• Safety &amp; Health</li><li>• Materials</li><li>• Classroom Climate</li><li>• Active Learning</li></ul></li></ol>	<ol style="list-style-type: none"><li>5. Effective Curricula<ul style="list-style-type: none"><li>• Curriculum Training</li><li>• Monitoring Fidelity</li></ul></li><li>6. Family, School, and Community Partnerships<ul style="list-style-type: none"><li>• Family Involvement in School</li><li>• Parent-School Communication</li><li>• Outreach</li></ul></li><li>7. Respecting Diversity<ul style="list-style-type: none"><li>• Teaching Diversity</li><li>• Supporting a Diverse Environment</li><li>• Working with Special Needs</li></ul></li><li>8. Assessing Progress<ul style="list-style-type: none"><li>• Assessment Mechanisms</li><li>• Using assessments</li><li>• School Improvement</li></ul></li></ol>
--	--

## Early Learning is for Everyone (ELFE) Asset Development Worksheet

Indicators, with standards specified for each:

- Philosophy
- Transition
- Physical Environment
- Curriculum
- Program Structure

# ReadySchool ASSESSMENT

## Questionnaire



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# SCHOOL/DISTRICT INFORMATION

School name: \_\_\_\_\_

District name: \_\_\_\_\_

District size (K–12 enrollment): \_\_\_\_\_

District is:  urban  rural  suburban  other \_\_\_\_\_

Ready School contact person for this school:

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Street: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: (\_\_\_\_) \_\_\_\_\_ Fax: (\_\_\_\_) \_\_\_\_\_ E-mail: \_\_\_\_\_

School enrollment: \_\_\_\_\_

Grade-level structure:

Grade Level	No. of Classes	No. of Students	Grade Level	No. of Classes	No. of Students
Pre-K	_____	_____	3 <sup>rd</sup>	_____	_____
K	_____	_____	4 <sup>th</sup>	_____	_____
1 <sup>st</sup>	_____	_____	5 <sup>th</sup>	_____	_____
2 <sup>nd</sup>	_____	_____	6 <sup>th</sup>	_____	_____

Pre-K in same/attached building/campus?  Yes  No

Kindergarten:  half day  full day  extended-care options (check all that apply)

Current school year dates: begin: \_\_\_\_\_ end: \_\_\_\_\_

School type:  public  charter  private  other \_\_\_\_\_

Percentage of students eligible for free or reduced lunch: \_\_\_\_\_ %

Ethnicity of Student Population:

Ethnicity	% of Student Population
Native American/Alaskan	_____
Asian/Pacific Islander	_____
African American	_____
Hispanic	_____
Caucasian	_____
Mixed/Other	_____

Percentage of English Language Learners (ELLs): \_\_\_\_\_ %

Top 3 non-English languages (e.g., Spanish, Arabic, Haitian/Creole):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Average teaching experience of K–2 staff: \_\_\_\_\_ yrs.



# SCORING INSTRUCTIONS

## Completing the Ready School Assessment Indicators

### Indicators

Each dimension of the Ready School Assessment (RSA) (identified by the Arabic numbers 1 to 8) includes from 11 to 21 indicators (identified by the letters A, B, C, etc.), as in the examples below.

Indicators are statements describing an event or condition. The *Ready School Assessment Team Handbook* found in the RSA Kit further clarifies these indicators through explanations of the events or conditions described, a brief background of why the event or condition should be of concern for a ready school, and examples.

Each RSA indicator is accompanied by one of the following rating scales: “Yes, No, Don’t Know (DK)”; “Never, Seldom, Sometimes, Often, Always, DK”; or “0, 1, 2, 3, 4 or more, DK.” (Several indicators also include the rating NA, for “not applicable.”) Indicators are scored by selecting and marking the scale level that best fits the related events and conditions in your school.

### Meaning of the Frequency Scale Levels

The “Never, Seldom, Sometimes, Often, Always” scale levels have precise meanings. “Never” should be used to indicate that the event occurs or the statement is true 0% of the time or for 0% of the cases (or possible times or cases). “Always” should be used to indicate that something occurs or is true 100% of the time or in 100% of the cases (or of the possible times or cases). “Seldom” should be used to signify that something occurs or is true from 1% to 33% of the time, “Sometimes” signifies that it occurs or is true from 34% to 66% of the time, and “Often” signifies that it occurs or is true from 67% to 99% of the time. In other words, something that occurs less than one third of the time (but not never) should be scored “Seldom,” something that occurs from about one third to two thirds of the time should be scored “Sometimes,” and something occurring more than two thirds of the time (but not always) should be scored “Often.” (Something that occurs or is true about half or 50% of the time would then be scored “Sometimes.”)

### Indicators Example

<b>1. I</b> The principal has academic training in early childhood education (pre-K through grade 3).	Yes	No	DK			
<b>4. A</b> Classrooms are clean and in good repair.	Never	Seldom	Sometimes	Often	Always	DK

## Meaning of frequency scale levels

Never	Seldom	Sometimes	Often	Always
0% of the time or cases	1%–33% of the time or cases  about 1/3 or less of the time or cases	34%–66% of the time or cases  between about 1/3 to 2/3 of the time or cases  ↑ About half or 50% of the time or cases	67%–99% of the time or cases  about 2/3 or more of the time or cases	100% of the time or cases

You will note that the frequency scale generally applies to how often something occurs. Implicit in this is the question, “Of all the *possible* times this might or could occur, how often does it actually occur?” Also implicit in this is the question, “Of all the possible cases where this statement might be true, how frequently is it actually true?” In this sense, the possible cases could be defined, for example, as

across all teachers, across all classrooms, across all children eligible to enter school, or across all families.

In a few indicators, the frequency scale is a straightforward count, such as for indicator 3. F, about the number of planning hours available to teachers. These indicators should be scored to show the actual count (here, the average number of hours of planning) applicable to the indicator.

### Frequency Scale Levels Example

<b>3. F</b> Hours per week, on average, teachers have for activities such as planning (not including all-staff meetings), team meetings, and work with colleagues:	0	1	2	3	4 or more	DK
--	---	---	---	---	-----------	----

## **Time Span to Consider**

Events occur over time, and conditions can either stay the same or change over time. The frequency ratings of many RSA indicators can be assessed by focusing on how things are “now,” at the time the indicator is being evaluated. However, some indicators may require consideration of the event(s) or condition(s) over a period of time, such as Indicator 6.F, which reads, “Per year, number of schoolwide parent-teacher conferences offered.” In such cases, the time period to consider is the past 12 months (or since the last RSA administration). Using a limited time span makes the meaning of the scores more precise and uniform for various observers, and allows for scores to change over time.

## **Evidence**

The RSA will be most meaningful—and most helpful—if the ratings it yields are objective and evidence-based, and if they reflect the true readiness conditions in a school. In the *Team Handbook*, each RSA indicator or cluster of indicators is

presented and defined on its own page. Each page of the *Team Handbook* also includes an “Evidence Suggested” section that describes the types of evidence that can be used as a basis for scoring the indicator(s), as well as blank space for recording the evidence.

Evidence relating to one or more indicators can be brief or it can be extensive. It may, for example, simply be a list of dates of kindergarten orientation meetings, a reference to documents such as the school’s mission statement or anti-harassment policies, a count of the number of children retained in grade, or a description of the kindergarten registration process.

Once the evidence has been gathered and collected in the *Team Handbook*, it can be used to score the indicators in the *Ready School Assessment Questionnaire*.

When the *Team Handbook* and *Questionnaire* are complete, a school’s data can be entered into the Online Profiler, available at [www.readyschoolassessment.org](http://www.readyschoolassessment.org). For instructions on entering scores from this questionnaire into the Online Profiler, see the *Ready School Assessment Administration Manual*.

# 1. LEADERS AND LEADERSHIP

The principal<sup>1</sup> advocates for and leads the ready school.

<b>1. A</b>	The school principal communicates a clear vision for the school that is committed to the success of every child.	Yes			No		DK
<b>1. B</b>	The principal has prepared a written improvement plan designed to help every child succeed.	Yes			No		DK
<b>1. C</b>	The principal uses his/her authority to make decisions that support a ready school.	Never	Seldom	Sometimes	Often	Always	DK
<b>1. D</b>	The principal encourages staff to take responsibility for and implement ready school strategies.	Never	Seldom	Sometimes	Often	Always	DK
<b>1. E</b>	The principal has made a public commitment to an achievable set of instructional improvements.	Yes			No		DK
<b>1. F</b>	The principal includes teaching staff in collaborative problem solving to address improvement goals.	Never	Seldom	Sometimes	Often	Always	DK
<b>1. G</b>	The principal is effective in creating a climate conducive to the success of children and staff.	Never	Seldom	Sometimes	Often	Always	DK
<b>1. H</b>	The school principal acts to ensure that students and families are connected to health and social services as needed (e.g., parent education courses, after-school latchkey services).	Never	Seldom	Sometimes	Often	Always	DK

<sup>1</sup>For the purposes of this instrument “principal” is used as the term most representative of the leader of an elementary school.

<b>1. I</b>	The principal has academic training in early childhood education (pre-K through grade 3).	Yes	No	DK			
<b>1. J</b>	The principal has classroom experience in early childhood education.	Yes	No	DK			
<b>1. K</b>	The principal mentors people who show the potential for becoming school leaders.	Never	Seldom	Sometimes	Often	Always	DK
<b>1. L</b>	The principal acknowledges families as children's first teachers and offers strategies, ideas, and training opportunities that support them.	Never	Seldom	Sometimes	Often	Always	DK
<b>1. M</b>	The school principal is accessible to students, families, teachers, and members of the community. (For example, the principal warmly greets the children and parents as they arrive, visits classrooms, and is flexible about making time to meet with parents.)	Never	Seldom	Sometimes	Often	Always	DK
<b>1. N</b>	Staff, parents, and community members are encouraged to make recommendations to the principal as part of a goal-setting and decision-making process.	Never	Seldom	Sometimes	Often	Always	DK

## 2. TRANSITIONS

School staff and parent groups work with families, children, and their preschool teachers and caregivers before kindergarten and with families and children during kindergarten to smooth the transition from home to school.

<b>2. A</b>	Before school starts, a committee (i.e., not just individual teachers) actively plans and coordinates transition activities for incoming children.	Yes	No	DK			
<b>2. B</b>	Parents of incoming children are informed about registration, by multiple means if necessary, 3–6 months before school starts.	Never	Seldom	Sometimes	Often	Always	DK
<b>2. C</b>	Feeder early childhood programs are informed about registration before school starts.	Never	Seldom	Sometimes	Often	Always	DK
<b>2. D</b>	Incoming children are registered for school at least 1 month before school starts.	Never	Seldom	Sometimes	Often	Always	DK
<b>2. E</b>	Children registered at the last moment or after school starts receive transitional support similar to families registered earlier.	Never	Seldom	Sometimes	Often	Always	DK
<b>2. F</b>	Children registered at the last moment or after school starts are integrated quickly and smoothly.	Never	Seldom	Sometimes	Often	Always	DK
<b>2. G</b>	Kindergarten teachers have access to detailed information (e.g., parent questionnaires, home visits, interviews) about incoming children that helps them get to know the children and their family settings.	Never	Seldom	Sometimes	Often	Always	DK
<b>2. H</b>	For parents of incoming children, the school holds orientation session(s) at school prior to the first day.	Never	Seldom	Sometimes	Often	Always	DK

<b>2. I</b>	Families of incoming children are sent welcome materials (e.g., individualized letters, list of probable supply and clothing needs) before school starts.	Never	Seldom	Sometimes	Often	Always	DK
<b>2. J</b>	Children's records from preschool/child care programs are transferred to kindergarten teachers.	Never	Seldom	Sometimes	Often	Always	DK
<b>2. K</b>	Kindergarten teachers communicate with preschool/child care staff about <i>children</i> .	Never	Seldom	Sometimes	Often	Always	DK
<b>2. L</b>	Kindergarten teachers communicate with preschool/child care staff about <i>curriculum</i> .	Never	Seldom	Sometimes	Often	Always	DK
<b>2. M</b>	Delay or denial of entry of age-eligible children (redshirting) occurs.	Never	Seldom	Sometimes	Often	Always	DK
<b>2. N</b>	Placement of age-eligible, entering children in extra-year programs (e.g., Developmental Kindergarten, Young 5s, Begindergarten) occurs.	Never	Seldom	Sometimes	Often	Always	DK
<b>2. O</b>	Retention of K–2 children or placement in transitional or extra-year programs occurs.	Never	Seldom	Sometimes	Often	Always	DK
<b>2. P</b>	Retention decisions are reviewed by the principal, teacher(s), and the child's family.	Never	Seldom	Sometimes	Often	Always	DK
<b>2. Q</b>	Students considered for retention are provided with intensive, individualized assistance in an effort to avoid retention.	Never	Seldom	Sometimes	Often	Always	DK
<b>2. R</b>	School identifies underperforming children and promptly intervenes (e.g., provides one-on-one tutoring, computer resources, and the services of specialists, such as nurses and librarians).	Never	Seldom	Sometimes	Often	Always	DK

### 3. TEACHER SUPPORTS

School organizes classrooms, schedules, teams, and staff activities to maximize the support for all adults to work effectively with children during the school day.

<b>3. A</b>	Professional development activities offer teachers a variety of teaching strategies.	Never	Seldom	Sometimes	Often	Always	DK
<b>3. B</b>	Professional development activities are designed to provide strategies for supporting student achievement.	Never	Seldom	Sometimes	Often	Always	DK
<b>3. C</b>	Professional development activities are designed and developed in accordance with goals specified in plans for school improvement.	Never	Seldom	Sometimes	Often	Always	DK
<b>3. D</b>	Feeder preschools and child care programs (including those not part of the school) are invited when relevant professional development programs arise that involve the K–2 staff.	Never	Seldom	Sometimes	Often	Always	DK
<b>3. E</b>	Participating staff evaluate the utility of professional development activities.	Never	Seldom	Sometimes	Often	Always	DK
<b>3. F</b>	Hours per week, on average, teachers have for activities such as planning (not including all-staff meetings), team meetings, and work with colleagues:	0	1	2	3	4 or more	DK
<b>3. G</b>	K–2 classes use multiple organizational strategies to maximize instructional effectiveness (e.g., class-size reduction, paraprofessional aides, mixed-age groupings, looping, peer tutoring).	Never	Seldom	Sometimes	Often	Always	DK

<b>3. H</b>	The principal and teachers (in accordance with district policy, if applicable) maintain active memberships in relevant professional organizations and/or affiliates (e.g., NAEYC, NCTM, NAESP).	Never	Seldom	Sometimes	Often	Always	DK
<b>3. I</b>	The principal and teachers (in accordance with district policy, if applicable) participate actively in 2-way connections with institution(s) of higher education to gain expertise and improve teaching and learning (i.e., staff attend training sessions given by outside organizations and trainers/faculty from outside visit and work with staff in the school).	Never	Seldom	Sometimes	Often	Always	DK
<b>3. J</b>	For K–2 teachers, opportunities for mentoring are available.	Never	Seldom	Sometimes	Often	Always	DK
<b>3. K</b>	K–2 teachers have both academic training and classroom experience in early childhood education.	Never	Seldom	Sometimes	Often	Always	DK

## 4. ENGAGING ENVIRONMENTS

The school's learning environments employ elements that make them warm and inviting, and actively engage children in a variety of learning activities.

<b>4. A</b>	Classrooms are clean and in good repair.	Never	Seldom	Sometimes	Often	Always	DK
<b>4. B</b>	Ample classroom space permits children to move, play, and work freely.	Never	Seldom	Sometimes	Often	Always	DK
<b>4. C</b>	Classrooms are free of safety and health hazards.	Never	Seldom	Sometimes	Often	Always	DK
<b>4. D</b>	Hallways, passageways, walkways, and common areas are clean and in good repair.	Never	Seldom	Sometimes	Often	Always	DK
<b>4. E</b>	Hallways, passageways, walkways, and common areas are free of safety and health hazards.	Never	Seldom	Sometimes	Often	Always	DK
<b>4. F</b>	The cafeteria is clean and in good repair.	Never	Seldom	Sometimes	Often	Always	DK NA
<b>4. G</b>	The library, media center, specials rooms (music, art, PE) are clean and in good repair.	Never	Seldom	Sometimes	Often	Always	DK
<b>4. H</b>	Classrooms have on hand 10 or more books per child intended for children's guided and/or independent use.	Never	Seldom	Sometimes	Often	Always	DK
<b>4. I</b>	Classroom print materials include all of the following types: storybooks, nonfiction, picture, reference, magazines.	Never	Seldom	Sometimes	Often	Always	DK

<b>4. J</b>	Classrooms have a variety of manipulative materials and supplies for art, building, and hands-on learning (e.g., puppets, scarves, play dough, envelopes, blank books, bean bags, shakers, blocks, large and small magnets, Cuisenaire rods).	Never	Seldom	Sometimes	Often	Always	DK
<b>4. K</b>	Visual displays in classrooms cover more than 50% of walls, bulletin boards, and dividers or the maximum allowed by fire codes.	Never	Seldom	Sometimes	Often	Always	DK
<b>4. L</b>	Visual displays in classrooms include a balance of teacher-made/commercial and child-made materials.	Never	Seldom	Sometimes	Often	Always	DK
<b>4. M</b>	Classroom atmosphere is predominately positive (e.g., respectful, relaxed, happy).	Never	Seldom	Sometimes	Often	Always	DK
<b>4. N</b>	Negative behaviors such as rudeness, name calling, and pushing are addressed by the teacher (i.e., not ignored, not allowed to continue).	Never	Seldom	Sometimes	Often	Always	DK
<b>4. O</b>	Children are encouraged to use conflict-resolution strategies to deal with interpersonal issues that arise in the classroom.	Never	Seldom	Sometimes	Often	Always	DK
<b>4. P</b>	Throughout the day children have opportunities to talk with one another while working.	Never	Seldom	Sometimes	Often	Always	DK
<b>4. Q</b>	Children spend the majority of their time involved in transforming materials or ideas (e.g., role play; projects and experiments; writing and illustrating stories; outside exploration as opposed to merely listening; doing individual seatwork; answering direct questions).	Never	Seldom	Sometimes	Often	Always	DK

*Continued on next page*

#### 4. ENGAGING ENVIRONMENTS *(continued)*

<b>4. R</b> Classroom activities provide all children structured opportunities to communicate their thoughts and feelings to others.	Never	Seldom	Sometimes	Often	Always	DK
<b>4. S</b> Classroom activities provide opportunities for all children to make open-ended content choices (e.g., choosing topics and subtopics within a given subject area as opposed to choosing from a list or a range of alternatives presented by the teacher, or having no choice at all).	Never	Seldom	Sometimes	Often	Always	DK
<b>4. T</b> Classroom activities provide opportunities for all children to make open-ended process choices (e.g., choosing roles, materials or media, or how to present results).	Never	Seldom	Sometimes	Often	Always	DK
<b>4. U</b> Classrooms use a balance of group sizes: individual, small-group, and whole-group activities.	Never	Seldom	Sometimes	Often	Always	DK

## 5. EFFECTIVE CURRICULA

The school diligently employs educational methods/materials<sup>2</sup> shown to be effective in helping children achieve objectives required for grade-level proficiency.

<b>5. A</b>	Staff are well informed and well trained on all <i>language arts</i> methods/materials they are to employ.	Never	Seldom	Sometimes	Often	Always	DK
<b>5. B</b>	Procedures are in place for monitoring fidelity of implementation of all <i>language arts</i> materials/methods.	Never	Seldom	Sometimes	Often	Always	DK
<b>5. C</b>	Staff are well informed and well trained on all <i>mathematics</i> methods/materials they are to employ.	Never	Seldom	Sometimes	Often	Always	DK
<b>5. D</b>	Procedures are in place for monitoring fidelity of implementation of all <i>mathematics</i> materials/methods.	Never	Seldom	Sometimes	Often	Always	DK
<b>5. E</b>	Staff are well informed and well trained on all <i>social studies</i> methods/materials they are to employ.	Never	Seldom	Sometimes	Often	Always	DK
<b>5. F</b>	Procedures are in place for monitoring fidelity of implementation of all <i>social studies</i> materials/methods.	Never	Seldom	Sometimes	Often	Always	DK
<b>5. G</b>	Staff are well informed and well trained on all <i>science</i> methods/materials they are to employ.	Never	Seldom	Sometimes	Often	Always	DK
<b>5. H</b>	Procedures are in place for monitoring fidelity of implementation of all <i>science</i> materials/methods.	Never	Seldom	Sometimes	Often	Always	DK

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<sup>2</sup> Models, programs, approaches, strategies, or materials—more than a single activity to teach an objective (see, for example, Comprehensive School Reform models, Program Effectiveness models, NDN models which may be comprehensive or focused on a single curriculum area).

**5. EFFECTIVE CURRICULA** *(continued)*

<b>5. I</b>	Staff are well informed and well trained on all <i>specials</i> (e.g., <i>music, art</i> ) curriculum methods/materials they are to employ.	Never	Seldom	Sometimes	Often	Always	DK
<b>5. J</b>	Procedures are in place for monitoring the fidelity of implementation of all <i>specials</i> (e.g., <i>music, art</i> ) curriculum materials/methods.	Never	Seldom	Sometimes	Often	Always	DK
<b>5. K</b>	Staff are well informed and well trained on all <i>prosocial</i> methods/materials they are to employ.	Never	Seldom	Sometimes	Often	Always	DK
<b>5. L</b>	Procedures are in place for monitoring the fidelity of implementation of all <i>prosocial</i> materials/methods.	Never	Seldom	Sometimes	Often	Always	DK
<b>5. M</b>	New hires to staff are provided training to assure that they become well informed and well trained on curriculum methods/materials they are to employ.	Never	Seldom	Sometimes	Often	Always	DK

## 6. FAMILY, SCHOOL, AND COMMUNITY PARTNERSHIPS

The school takes specific steps to enhance parents' capacities to foster their children's readiness and to support children's learning in and outside of school.

<b>6. A</b>	Families participate in and have significant influence on school decision making.	Never	Seldom	Sometimes	Often	Always	DK
<b>6. B</b>	Families participate in developing or have significant influence on school policies.	Never	Seldom	Sometimes	Often	Always	DK
<b>6. C</b>	Families have varied and flexible opportunities for involvement in schoolwide events and activities (e.g., PTO/PTA committees, fund-raising committees, schoolwide community building committees, advocacy committees, booster clubs).	Never	Seldom	Sometimes	Often	Always	DK
<b>6. D</b>	Teachers utilize an open-door policy that allows for, welcomes, and involves families' participation in classroom activities at all times of the day.	Never	Seldom	Sometimes	Often	Always	DK
<b>6. E</b>	School removes barriers to family participation (e.g., allowing siblings to participate with parents, providing opportunities for parents who are unable to help during school hours but who can help at home by doing such activities as gathering supplies for a class project or baking cookies for a class party).	Never	Seldom	Sometimes	Often	Always	DK
<b>6. F</b>	Per year, number of schoolwide parent-teacher conferences offered:	0	1	2	3	4 or more	DK

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## 6. FAMILY, SCHOOL, AND COMMUNITY PARTNERSHIPS *(continued)*

	Never	Seldom	Sometimes	Often	Always	DK
<b>6. G</b> Parent-teacher conferences focus on children's strengths, setting goals, and building a team with parents rather than dealing with problems.						
<b>6. H</b> The school uses multiple methods to ensure family participation in parent-teacher conferences (e.g., conferences are offered at a variety of times to accommodate parents' work schedules, including evenings and weekends; rides are offered to families without transportation; school personnel go to the home or workplace to have conferences; phone conferences are available for parents unable to come to school; translators are available to parents who do not speak English; child care is available during parent-teacher conferences).						
<b>6. I</b> Teachers consistently and effectively utilize multiple methods of <i>school-to-home communication</i> to provide families with ongoing information about school programs and children's progress and problems (e.g., newsletters, bulletin boards, notes, journals, telephone calls, e-mail, Web sites, family resource rooms, home visits, face-to-face interactions).						
<b>6. J</b> Teachers consistently provide for and encourage the use of multiple methods of <i>home-to-school communication</i> so parents can provide ongoing information about children's home life, progress, and problems (e.g., notes, journals, telephone calls, e-mail, Web sites, voice mail).						

<b>6. K</b>	Special consideration is given to families that do not speak or read English well and a system is in place to provide these families with opportunities to engage in school-to-home and home-to-school communication (e.g., voice mail, translators for verbal communication, translations of written communication into the primary language of family).	Never	Seldom	Sometimes	Often	Always	DK NA
<b>6. L</b>	School provides multiple and varied extended learning opportunities for <i>parents</i> (e.g., facilitating or hosting content-focused parent group meetings that provide home teaching by parents; home teaching by teachers and/or home visitors who visit the home and work with parent and child to ensure that teaching and support of learning is taking place at home).	Never	Seldom	Sometimes	Often	Always	DK
<b>6. M</b>	School provides multiple and varied extended learning opportunities for <i>children</i> (e.g., content-focused parent-child group meetings that provide enrichment for home teaching by parents; content-based summer enrichment programs; after-school enrichment programs).	Never	Seldom	Sometimes	Often	Always	DK
<b>6. N</b>	School promotes community linkages by making and following up on appropriate referrals of children and families to social service and health agencies.	Never	Seldom	Sometimes	Often	Always	DK
<b>6. O</b>	School promotes community linkages by encouraging and helping parents to take parent education courses.	Never	Seldom	Sometimes	Often	Always	DK

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## 6. FAMILY, SCHOOL, AND COMMUNITY PARTNERSHIPS *(continued)*

<b>6. P</b>	School promotes community linkages by encouraging and helping families to arrange for children's regular doctor visits and immunizations.	Never	Seldom	Sometimes	Often	Always	DK
<b>6. Q</b>	School promotes community linkages by encouraging and helping parents to finish school if they have not done so.	Never	Seldom	Sometimes	Often	Always	DK
<b>6. R</b>	School promotes community linkages by providing services to meet the needs of children and families—especially health care and nutrition services—if community agencies or religious institutions are not available to provide them.	Never	Seldom	Sometimes	Often	Always	DK
<b>6. S</b>	The school maintains regular communication with and participates in education-related activities sponsored by community organizations, services, and businesses.	Never	Seldom	Sometimes	Often	Always	DK

## 7. RESPECTING DIVERSITY

School helps all children succeed by interacting with children/families in ways that are compatible with individual needs and family backgrounds<sup>3</sup> or life experiences<sup>4</sup>.

<b>7. A</b>	There are many materials in the classroom that introduce a variety of cultural backgrounds and experiences.	Never	Seldom	Sometimes	Often	Always	DK
<b>7. B</b>	Classroom materials provide positive, authentic images which all children can either learn from or relate to.	Never	Seldom	Sometimes	Often	Always	DK
<b>7. C</b>	During instruction, teachers use inclusive language that describes the similarities and differences between people and groups as interesting and positive.	Never	Seldom	Sometimes	Often	Always	DK
<b>7. D</b>	Activities that refer to students' cultural backgrounds and experiences are integrated throughout the year into lesson plans.	Never	Seldom	Sometimes	Often	Always	DK
<b>7. E</b>	There are activities that introduce unfamiliar cultural backgrounds and experiences.	Never	Seldom	Sometimes	Often	Always	DK
<b>7. F</b>	Classroom activities provide accurate, practical, and respectful information regarding peoples' cultural backgrounds and experiences.	Never	Seldom	Sometimes	Often	Always	DK
<b>7. G</b>	Staff understand the school's anti-discrimination and anti-harassment policies.	Never	Seldom	Sometimes	Often	Always	DK NA
<b>7. H</b>	Staff support the school's anti-discrimination and anti-harassment policies.	Never	Seldom	Sometimes	Often	Always	DK NA

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<sup>3</sup> e.g., ethnicity, disability, income, primary language.

<sup>4</sup> e.g., travel abroad, military family, adopted as a child, non-traditional family.

## 7. RESPECTING DIVERSITY *(continued)*

<b>7. I</b>	The school's anti-discrimination and anti-harassment policies are explained to students and made available to families.	Never	Seldom	Sometimes	Often	Always	DK NA
<b>7. J</b>	During the school year, teachers receive several trainings on diversity issues (either in-house or as part of district-wide requirements).	Never	Seldom	Sometimes	Often	Always	DK
<b>7. K</b>	Teaching staff (including paraprofessionals) who have special needs children in their classrooms have the training needed to work effectively with them.	Never	Seldom	Sometimes	Often	Always	DK
<b>7. L</b>	There is an effort to foster strong relationships between special education and classroom teachers, including collaborative curriculum development.	Never	Seldom	Sometimes	Often	Always	DK NA
<b>7. M</b>	There are bilingual staff available to meet the needs of most English language learners.	Never	Seldom	Sometimes	Often	Always	DK NA
<b>7. N</b>	The majority of English language learners receive a challenging, age-appropriate curriculum.	Never	Seldom	Sometimes	Often	Always	DK NA
<b>7. O</b>	Community resources are routinely used to support the needs of English language learners.	Never	Seldom	Sometimes	Often	Always	DK NA
<b>7. P</b>	Children are taught by a diverse teaching staff.		Yes		No		DK
<b>7. Q</b>	A staff support system is used to maintain existing staff diversity.		Yes		No		DK NA

<b>7. R</b>	There are many groups, cultures, backgrounds, and life experiences represented among the school's parent and community volunteers.	Yes	No	DK			
<b>7. S</b>	School provides or supports ongoing dialogue on diversity between parents/families and staff (e.g., a parent/staff diversity committee meets regularly).	Never	Seldom	Sometimes	Often	Always	DK
<b>7. T</b>	The school provides opportunities for community involvement in school activities (e.g., making connections through the curriculum to libraries, museums, businesses, industries, firefighters, police, etc., or seeking out community members to share their expertise and experience with faculty, children, or parents).	Never	Seldom	Sometimes	Often	Always	DK

## 8. ASSESSING PROGRESS

School staff engage in ongoing improvement based on information that rigorously and systematically assesses classroom experiences<sup>5</sup>, school practices that influence them, and children’s progress toward curricular goals.

<b>8. A</b>	Clearly defined curricular goals have been developed and clearly stated for each group/subgroup of children.	Never	Seldom	Sometimes	Often	Always	DK
<b>8. B</b>	School has in place standardized <sup>6</sup> and systematic method(s) for assessing children’s progress toward curricular goals within and across K–2 grades.	Never	Seldom	Sometimes	Often	Always	DK
<b>8. C</b>	School makes use of multiple assessments in preparing report cards, grades, parent conferences, and for informing instruction.	Never	Seldom	Sometimes	Often	Always	DK
<b>8. D</b>	Assessments address and are aligned with all areas of school curriculum.	Never	Seldom	Sometimes	Often	Always	DK
<b>8. E</b>	Assessments cover a wide spectrum of behaviors and intellectual capacities (e.g., knowledge, skills, thinking and reasoning, problem solving).	Never	Seldom	Sometimes	Often	Always	DK
<b>8. F</b>	Individual and subgroup reports of children’s progress on curricular goals are prepared to identify needs and inform instruction.	Never	Seldom	Sometimes	Often	Always	DK
<b>8. G</b>	Reports on children’s curricular progress are available to staff on a timely basis for use in informing instructional decision making.	Never	Seldom	Sometimes	Often	Always	DK

<sup>5</sup> e.g., teacher practices, curriculum fidelity, effectiveness of learning environment.

<sup>6</sup> Standardized assessment tools can use many different techniques (e.g., observation, portfolios, checklists, tests) but they share a common characteristic of requiring specific data collection practices and have been shown to produce valid and reliable information.

<b>8. H</b>	Assessment results for individual children are shared with the child's parents on a regular basis.	Never	Seldom	Sometimes	Often	Always	DK
<b>8. I</b>	School goals in areas other than child outcomes (e.g., parent involvement, attendance, teacher professional development) are assessed using standardized, systematic methods.	Never	Seldom	Sometimes	Often	Always	DK
<b>8. J</b>	The quality of classroom experiences is assessed using standardized, systematic method(s) (e.g., classroom environment ratings, classroom interaction analysis, and classroom climate measures), rather than being based on a "walk-through."	Never	Seldom	Sometimes	Often	Always	DK
<b>8. K</b>	School improvement goals are based on results of standardized, systematic assessments, such as those mentioned above.	Never	Seldom	Sometimes	Often	Always	DK
<b>8. L</b>	Progress towards school improvement goals is evaluated annually.		Yes		No		DK
<b>8. M</b>	School makes data on overall student performance and progress toward other school goals available to the community (e.g., school report card) on a regular basis.	Never	Seldom	Sometimes	Often	Always	DK

# SUMMARY

## 1. Leaders and Leadership

- A. Principal has vision for ready school
- B. Improvement plan for ready school
- C. Authority to make decisions
- D. Encouraging staff to take responsibility
- E. Public commitment to priorities
- F. Collaborative problem solving
- G. Creating climate conducive to success
- H. Connecting parents to community services
- I. Early childhood training
- J. Early childhood classroom experience
- K. Mentoring potential school leaders
- L. Family as child's first teacher
- M. Principal accessible to all
- N. Staff, parent, community recommendations

## 2. Transitions

- A. Transition committee active
- B. Parents informed about registration
- C. Feeder programs informed about registration
- D. Children registered before school starts
- E. Late registrants receive help
- F. Late registrants integrated quickly
- G. Kindergarten teachers receive information on incoming students
- H. Orientation for incoming families
- I. Welcome materials sent
- J. Records transferred from preschool/child care programs
- K. Kindergarten & preschool teachers communicate about children
- L. Kindergarten & preschool teachers communicate about curriculum
- M. Delay or denial of entry
- N. Entrants placed in extra-year programs
- O. Retention of K-2 children
- P. Review of retention decisions
- Q. Intensive intervention before retention
- R. Underperforming children identified for help

## 3. Teacher Supports

- A. Professional development provides teaching strategies
- B. Professional development supports student achievement
- C. Professional development follows school improvement plan
- D. Professional development includes preschool staff
- E. Professional development activities evaluated
- F. Hours of planning per week
- G. Strategies maximize effectiveness
- H. Membership in professional organizations
- I. Connection with higher educational institution(s)
- J. Mentoring available
- K. Academic training and experience

## 4. Engaging Environments

- A. Classrooms clean and in good repair
- B. Ample classroom space
- C. Classrooms free of health and safety hazards
- D. Halls clean and in good repair
- E. Halls free of safety and health hazards
- F. Cafeteria clean and in good repair
- G. Library clean and in good repair
- H. Classrooms with 10 or more books/child
- I. Classrooms include variety of print materials
- J. Variety of manipulative materials
- K. Ample display of materials
- L. Displays balance children's and teacher's materials
- M. Climate predominantly positive
- N. Rudeness addressed by teacher
- O. Children use conflict resolution
- P. Children can talk to one another
- Q. Children transform materials or ideas
- R. Children communicate to others
- S. Open-ended content choices
- T. Open-ended process choices
- U. Balance of group sizes

## 5. Effective Curricula

- A. Staff trained in language arts materials
- B. Monitor fidelity of language arts curriculum
- C. Staff trained in math materials
- D. Monitor fidelity of math curriculum
- E. Staff trained in social studies materials
- F. Monitor fidelity of social studies curriculum
- G. Staff trained in science materials
- H. Monitor fidelity of science curriculum
- I. Staff trained in specials materials
- J. Monitor fidelity of specials curriculum
- K. Staff trained in prosocial materials
- L. Monitor fidelity of prosocial curriculum
- M. New hires trained in curriculum

## 6. Family, School, and Community Partnerships

- A. Families involved in school decision making
- B. Families involved in school policies
- C. Families involved in schoolwide activities
- D. Families involved in daily life of classroom
- E. Remove barriers to family participation
- F. Parent conferences per year
- G. Focus on children's strengths
- H. Ensure family participation
- I. Multiple school-to-home communication methods
- J. Multiple home-to-school communication methods
- K. Consideration for non-English speakers
- L. Parent learning opportunities
- M. Extended learning for children
- N. Referral of children and families
- O. Parent education courses
- P. Promote regular doctor visits
- Q. Help parents finish school
- R. Help meet health and nutrition needs
- S. Participate in community organizations

## 7. Respecting Diversity

- A. Materials refer to varied cultures
- B. Materials provide positive images for all
- C. Use of inclusive language
- D. Activities refer to varied cultures
- E. Introduce unfamiliar backgrounds
- F. Provide respectful information
- G. Understand anti-discrimination & anti-harassment policies
- H. Support anti-discrimination & anti-harassment policies
- I. Policies explained to students/parents
- J. Training on diversity issues
- K. Training to work with special needs children
- L. Special education & classroom teachers collaborate
- M. Bilingual staff for ELL children
- N. Challenging curriculum for ELL children
- O. Community resources for ELL children
- P. Diverse teaching staff
- Q. Support of staff diversity
- R. Diverse parent and community volunteers
- S. Regular dialogue on diversity
- T. Community involved in school activities

## 8. Assessing Progress

- A. Curricular goals defined for each group
- B. Standardized assessment of progress across K-2
- C. Multiple assessments for report cards, grades
- D. Assessments aligned with curriculum
- E. Assessments cover wide spectrum
- F. Individual and group progress reported
- G. Assessment results available to staff
- H. Child assessments shared with family
- I. Assessment of other school goals
- J. Assess quality of classroom experiences
- K. School improvement based on assessments
- L. School improvement goals assessed yearly
- M. Results shared with family and community

## Early Learning is For Everyone (ELFE) Asset Development Worksheet



**Purpose:** The ELFE is a self-administered tool that is designed to assist schools in creating optimal conditions for their early educators, young students, and their families. It accomplishes this through the creation of a description of a school centered on crucial components of practice and the development of strategies for strengthening those practices where conditions are not deemed optimal. The original concept for the ELFE sprang from ideas generated by the “Ready for School Goal Team” of the North Carolina School Improvement Panel (2000). Those ideas have been refined and adapted to be more easily used by both practitioners and parents and to help direct school improvement efforts.

**Procedures:** The ELFE is a tool for use within teams of school and community representatives who can offer diverse perspectives regarding current school practices and the community specific conditions that may affect the academic outcomes of children entering school. Completing the ELFE may be accomplished in a variety of ways but should not represent the views of a single individual.

In a group process it will be important for the participants to introduce themselves to each other and to describe their roles with current and/or future kindergarten students. The person who invited the participants together should provide a brief explanation of the purpose of the group and the procedures that will be used in completing the ELFE.

In completing the ELFE each team member should describe the positive examples they have observed regarding early childhood practice in the school for each standard, under each set of indicators. After the descriptions the group should move on to outlining strategies for improving practice and a timeline for doing so. Strategies may include requirements such as leadership, resources, networks, and models. Priorities for accomplishing each improvement are rated on a one to three scale with a “1” being most needed for immediate benefit to children and families and a “3” being an item that is important but may represent an area where significant progress has already been made or one that may be addressed in a later planning process.

**Recommended Team Members:** In completing the ELFE as a group process it is recommended that at least one of each of the following types of individuals be included in the group:

- a Kindergarten Teacher,
- a Head Start Representative,
- a More-at-Four Representative,
- an Early Childhood Education feeder program Representative,
- a school Administrator (principal, assistant principal, early childhood coordinator),
- a Parent/family caregiver (e.g., grandparent, guardian) representing children who are currently in kindergarten or who will be entering the program in the coming year.

This is not an exclusive list. Other team members may certainly be included from both within the school and the community. Examples of these might include librarians, family support specialists, health care workers, social workers, early literacy specialists, etc.

**PLEASE NOTE: Examples cited in the ELFE are provided as suggestions or recommended practices not goals or expectations.**

## Early Learning is For Everyone (ELFE) Asset Development Worksheet



Indicator: Philosophy Standards	Our Current Practices	Strategies for Strengthening Practices or Additional Strategies	Priority (1-3)	Timeline
Administrators employ practices and school policies that are consistent with the reality that young children experience the world and learn differently from older children. Examples: <ul style="list-style-type: none"> <li>• Transition plans addressed in school improvement plans.</li> <li>• “Little kids first” policies for lunch, snacks and dismissal</li> <li>• Teachers are chosen based on interest, experience, and degree in early education</li> </ul>				
Teachers use best practices from early childhood education in their classrooms to support the unique ways in which young children learn. Examples: <ul style="list-style-type: none"> <li>• Learning centers rather than desks</li> <li>• Experiential learning</li> <li>• Appropriate respectful discipline</li> </ul>				
Parents are valued as genuine (authentic) partners with consideration of and appreciation for their cultural and linguistic background. For Example: On-going Communications: <ul style="list-style-type: none"> <li>• Home visits</li> <li>• Notes</li> <li>• Parent meetings</li> </ul>				

## Early Learning is For Everyone (ELFE) Asset Development Worksheet



Indicator: Philosophy Standards	Our Current Practices	Strategies for Strengthening Practices or Additional Strategies	Priority (1-3)	Timeline
Administration and staff employ practices that promote high staff morale and job satisfaction.				
Parents are empowered and engaged in policy and decision making. Example: <ul style="list-style-type: none"> <li>• Parents on School Improvement Teams</li> <li>• Parents on Title One Advisory Council</li> </ul>				
School partners with community members to provide opportunities and services to children and families beyond what is traditionally available. <ul style="list-style-type: none"> <li>• School based Big Brothers/Big Sisters</li> </ul>				

## Early Learning is For Everyone (ELFE) Asset Development Worksheet



Indicator: Transition	Our Current Practices	Strategies for Strengthening Practices or Additional Strategies	Priority (1-3)	Timeline
<b>Standards</b>				
School offers parents of children entering kindergarten essential information about <b>enrollment requirements</b> prior to the start of classes and in ways that parents can easily find and understand.				
School offers parents of children entering kindergarten essential information about <b>curriculum</b> (what children will be learning in kindergarten) prior to the start of classes and in ways that parents can easily find and understand.				
School communicates with early childhood educators to obtain information about individual children entering kindergarten. Example: Transition packets distributed to and collected from early childhood educators				
School personnel avail themselves of information about early care and education issues in the community. Example: School personnel on the local Smart Start Board/Team				
School provides opportunities for public school teachers and community early childhood educators to train and plan together for smooth transitions.				

## Early Learning is For Everyone (ELFE) Asset Development Worksheet



<b>Indicator: Transition</b>  <b>Standards</b>	<b>Our Current Practices</b>	<b>Strategies for Strengthening Practices or Additional Strategies</b>	<b>Priority (1-3)</b>	<b>Timeline</b>
Entering kindergarten students and their parents are provided opportunities to become familiar with school <i>prior to entry</i> . Example: Open house, home visits, parent’s night, kindercamp, kindergarten academy, early posting of class lists/placement, etc.				
Teachers utilize school entry info to assist each child in achieving a smooth transition. Example: Home visits, assessments/screenings, transition packets, anecdotal information, etc.				
Practices represent gradual transition to school. Example: Staggered entry, appropriate scheduling, learning centers before desks, etc.				

## Early Learning is For Everyone (ELFE) Asset Development Worksheet



Indicator: Physical Environment <b>Standards</b>	Our Current Practices	Strategies for Strengthening Practices or Additional Strategies	Priority (1-3)	Timeline
Physical environment is welcoming, child-centered, developmentally, and culturally appropriate. Examples: <ul style="list-style-type: none"> <li>• Universally accessible</li> <li>• Comfortable lighting</li> <li>• Pictures accompanying words</li> <li>• Pictures of children with their families</li> <li>• Culturally diverse visuals</li> </ul>				
Physical environment provides for appropriate levels of stimulation. Example: Indoor environment includes quiet, calm and uncluttered spaces.				
Physical environment is safe, spacious, and attractive to children.				
Physical environment encourages children to practice healthy lifestyle habits. Example: Hand washing, toileting, rest, etc.				
Physical environment includes use of the outdoors as part of the learning setting.				

## Early Learning is For Everyone (ELFE) Asset Development Worksheet



Indicator: Curriculum Standards	Our Current Practices	Strategies for Strengthening Practices or Additional Strategies	Priority (1-3)	Timeline
Curriculum addresses the individual learning styles and progress of children.				
Curriculum addresses all developmental domains.				
Children have opportunities to develop healthy social skills throughout the learning process.				
Children learn conflict resolution strategies in meaningful contexts.				
The curriculum incorporates interactive materials that reflect global heritage and culture.				
Physical environment is arranged in learning centers encouraging choices, problem-solving, and discovery in the learning process.				
Daily schedules incorporate movement, music, creativity and physical activity.				
Learning activities include the use of outdoor settings and elements of the natural world.				

## Early Learning is For Everyone (ELFE) Asset Development Worksheet



Indicator: Program Structure	Our Current Practices	Desired Strategies for Strengthening Practice or N/A	Priority (1-3)	Timeline
<b>Standards</b>				
Schedule includes daily rituals and routines that are both soothing and stimulating to children.				
Cultural and linguistic diversity of students is nurtured and celebrated.				

## NC Ready Schools Task Force Participant List

<u>First Name</u>	<u>Last Name</u>	<u>Title</u>	<u>Organization</u>	<u>Address</u>	<u>City</u>	<u>Zipcode</u>
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Janice	Edgerton	Deputy Director	Region A Partnership for Children	116 Jackson Street	Sylva	28779

**Crosswalk between the NC Teacher Working Conditions Survey (NCTWC)**  
[http://www.northcarolinatwc.org/reports/report\\_main.php?orgID=state&siteID=state](http://www.northcarolinatwc.org/reports/report_main.php?orgID=state&siteID=state)

**and the High Scope Ready Schools Assessment (HSRSA)**

While there are a few areas or items that are generally related on both instruments, actual questions are quite different. Appropriately, the NCTWC Survey primarily deals with the teachers' views of their involvement and the extent to which use of "Time, Leadership, Facilities & Resources, and Professional Development" include their input and meet their needs. "Teacher Empowerment", while referenced through indicators on the HSRSA that address "collaborative problem solving" and "encouraging staff to take responsibility," is much more fully developed in the NCTWC Survey.

Dimensions and indicators on the HSRSA are more specifically targeted to how various areas address the education of young children, meeting children's needs, and implement evidence-based practices. In addition, items tend to be more specific about various practices used that are appropriate to the education of young children, inclusion of families and communities, respecting diversity, and assessing progress of children.

In summary, the NCTWC survey is an important initiative that holds the potential for significant and positive outcomes for teachers, administrators, and school improvement. However, the focus of the HSRSA is on children, families, communities and best practice. While the two instruments are conceptually different and designed and intended to measure related, but dissimilar elements of school improvement, the data collected through the NCTWC Survey for any given school would provide additional information to a team working on the various Ready School dimensions for the early grades.

While there is not a one-to-one correspondence, the following crosswalk shows where items on the HSRSA relate to items on the NCTWC Survey.

Note: There are even fewer overlap in questions between the NCTEC Survey and the locally developed "Early Learning is for Everyone (ELFE) Asset Development Worksheet." These items are very specific to early childhood learning, curriculum, transitions, and philosophy.

**NOTE: Items printed in bold under the TWCS on the next page could be added to bring about greater alignment with High Scope.**

HSRSA Dimension/Indicator	NCTWC Items
<p>1. Leaders and Leadership</p> <p>A. Principal has vision for ready school</p> <p>B. Improvement plan for ready school</p>	<p>Leadership:</p> <p>c) School leadership communicates clear expectations to students and parents</p> <p>i) School improvement team provides effective leadership <b>[and plan]</b> at this school</p> <p>j) Faculty and staff have a shared vision.</p>
<p>1. Leaders and Leadership</p> <p>D. Encouraging staff to take responsibility</p> <p>F. Collaborative program solving</p>	<p>Teacher Empowerment: a) teachers are centrally involved in decision making about educational issues</p> <p>c) Faculty has effective process for making group decisions and solving problems <b>[collaborative problem solving]</b></p> <p>d) In this school we take steps to solve problems.</p>
<p>1. Leaders and Leadership</p> <p>G. Creating climate conducive to success</p> <p>K. Mentoring potential school leaders</p>	<p>Leadership:</p> <p>a) Atmosphere of trust and mutual respect within school</p> <p>b) <b>[The school climate is conducive to success]</b></p> <p>c) <b>[Mentoring is provided to potential school leaders]</b></p>
<p>1. Leaders and Leadership</p> <p>N. Staff, parent, community can make recommendations</p>	<p>Leadership:</p> <p>g) Opportunities for members of community <b>[and parents]</b> to contribute to school's success</p> <p>h) <b>[All staff have opportunities to make recommendations]</b></p>
<p>3. Teacher Supports</p> <p>A. Professional development (PD) provides variety of teaching strategies.</p> <p>B. PD activities provide strategies to support student achievement.</p> <p>C. PD activities are designed and developed w/ goals specified in school improvement plan.</p>	<p>Professional Development:</p> <p>c) Adequate time is provided for professional development</p> <p>e) PD provides teachers with knowledge and skills most needed to teach effectively.</p> <p>f) <b>[PD addresses a variety of teaching strategies]</b></p> <p>g) <b>[PD provides strategies to support student achievement.]</b></p> <p>h) <b>[PD are developed around goals specified in the school improvement plan]</b></p> <p>i) <b>[Staff trained in all appropriate curricula; and fidelity of curriculum implementation is monitored.]</b></p>

HSRSA Dimension/Indicator	NCTWC Items
3. Teacher Supports F. Hours of planning per week	Leadership: d) Leadership shields teachers from disruptions, allowing teachers to focus on educating students Time: b) Teachers have time to collaborate with colleagues c) Teachers are protected from duties that interfere with ....educating students e) Non-instructional time provided...is sufficient. f) <b>[Teachers have reasonable class sizes, affording them time to meet the educational needs of all students]</b>
3. Teacher Supports (several very specific questions in this dimension)	Leadership: h) School leadership consistently supports teachers (not specific here)
3. Teacher Supports J. Mentoring is provided to teachers	Leadership: n) Teachers receive feedback that can help them improve teaching o) <b>[mentoring is provided to teachers]</b>
4. Engaging Environments A. Classrooms are clean & in good repair.	Facilities and Resources: g) Teachers and staff work in a school environment that is clean, well maintained <b>[and in good repair]</b> .
4. Engaging Environments H-L: Classrooms w/ 10+ books/child; variety of print materials; variety of manipulative materials; ample display of materials; display balances children's & teacher's materials	Facilities and Resources: a) Teachers have sufficient access to appropriate instructional materials and resources b) <b>[Classrooms w/ 10+ books/child; variety of print materials; variety of manipulative materials; ample display of materials; display balances children's &amp; teacher's materials]</b> c) <b>[Classrooms use balance of group sizes: individual, small group, whole-group activities]</b>
5. Effective Curricula (staff trained in all named curricula; fidelity of curriculum implementation is monitored.	Leadership: k) Teachers are held to high professional standards for delivering instruction. (more general)

# The Power of K

## *North Carolina Position Statement on Kindergartens of the 21<sup>st</sup> Century*

**The Mandate** | *The guiding mission of the North Carolina State Board of Education is that every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21<sup>st</sup> Century” (N.C. State Board of Education, 2006)*

Kindergarten professionals are charged with the responsibility of leading the journey of learning and growth for N.C. students by providing the social and educational foundations necessary to prepare students for life in the 21<sup>st</sup> Century. While fostering collaborative connections with families and communities, these educators also must develop positive relationships with each child; provide safe, supportive, and inviting environments; offer differentiated and rigorous curriculum and instruction; and deliver meaningful and authentic assessments of a child’s potential. In order to ensure the success of this charge, kindergarten professionals must be empowered by a supportive and knowledgeable administration that provides the necessary infrastructure, essential resources, and on-going, high quality professional development.

**The Power of K** | The early childhood years, birth through age 8, are the most powerful years for learning, growth and development in the life of a child (Jensen, 1998). Currently, kindergarten holds a position in education as one of the starting points for attitudes about learning, teachers and schools that children and families will carry throughout the years of schooling and beyond.

It is critical that kindergarten programs:

- Utilize evidence-based practices.
- Help children achieve the knowledge, skills and dispositions that promote ongoing success.
- Provide indoor and outdoor environments and experiences that reflect appropriate practices for children of varying abilities.
- Represent a community of learners.
- Include families in meaningful ways.
- Value diverse cultures.

**Kindergarten Today** | In the 21<sup>st</sup> Century, educators must meet multiple demands from national, state and local levels. These expectations are based on federal No Child Left Behind regulations, guidelines from state and local boards of education and district mandates and expectations. Teachers at all grade levels feel the pressure of this increased accountability and stringent expectations for their students.

Kindergarten teachers are caught between what research supports as effective environments and experiences based on knowledge of how young children learn and develop, and the promotion of scripted programs and practices that typically do not respond to children’s individual needs nor take into account the view of the whole child as a learner. Based on kindergarten’s unique position in education, this critical grade level “suffers from the middle-child syndrome [and]

straddles the worlds of preschool and elementary school” (Graue, 2006). Because of this precarious place in education, many kindergarten teachers struggle with implementing federal, state and local standards while attempting to remain true to the learning styles and developmental needs of their increasingly diverse 5 year olds...a delicate balancing act for these dedicated educators.

### **Kindergarten Children Today**

Kindergarten programs of the 21<sup>st</sup> Century must reflect both the experiences of 5 year olds and changes to society. Many young children today:

- Live in a fast-paced world.
- Are technologically savvy.
- Use television and the Internet as a primary means of communication.
- Are exposed to more dangers and threats than their parents were at their age.
- Spend more time inside than outside.
- Are more overweight than the generation before.
- Spend less time with their families than they do in child-care.
- Live in increasingly diverse communities.

Although the 21<sup>st</sup> Century brings many new experiences for young children in a technologically based world, their developmental patterns, rates and ways of learning have not changed. Recent brain research shows that children in their kindergarten year are still in a very sensitive period for brain development. As young children actively interact with the environment, “the synaptic connections of stimulated neurons become increasingly elaborate” and “the brain is especially responsive to stimulation” (Berk, 2006). Experts in neuroscience and child development agree that “young children need a wide variety of ordinary experiences during this phase” with opportunities to explore their world through their senses (Gullo, 2006; Jensen, 1998). Kindergarten children must be appropriately challenged to progress academically and socially; however, “when classroom experiences are not attuned to children’s developmental needs and individual characteristics, they undermine rather than foster children’s learning” (Berk, 2006).

Kindergarten classrooms of the 21<sup>st</sup> century must be places where children of all circumstances and all learning abilities can thrive. North Carolina must continue to prepare students for the future while honoring the original kindergarten program objectives of providing both “a garden *for* children, a location where they can observe and interact with nature, and also a garden *of* children, where they themselves can grow and develop” (www.froebelweb.org, 2006). Educators of young children must ask, How do the kindergartens of the 21<sup>st</sup> Century support the developmental needs of all children while providing challenging and meaningful educational experiences?

### **Kindergarten Programs of the 21<sup>st</sup> Century: Intentional Teaching and Learning**

The North Carolina Department of Public Instruction and the N.C. Birth Through Kindergarten Higher Education Consortium support kindergarten programs in our state that respond to the complex needs of children by linking instructional practices, the physical environment, and learning opportunities to the unique characteristics of 5 year olds. In this age of accountability, kindergartens must be designed to address the academic, physical and social/

emotional domains of education for young children. According to Elizabeth Graue, former kindergarten teacher and professor of early childhood education at the University of Wisconsin-Madison, “It is absolutely reasonable to expect that kindergarten is about playful learning and learningful play, and about academic socialization and social academics. To make the most of the kindergarten experience, a teacher must be a master of knowledge about specific curriculum content, about children in general, and about her students in particular” (Graue, 2006).

Kindergarten classrooms in North Carolina must be appropriate places for young children to learn through engaging and interactive experiences guided by trusted and nurturing adults. These adults also must provide challenging, yet achievable learning experiences for each individual child. This is no easy task. It requires:

- A dedicated and knowledgeable teacher.
- A dedicated and knowledgeable full-time teacher’s assistant.
- Support of the school administrator, who is knowledgeable about the education of young children.
- Purposeful planning based on the N.C. Standard Course of Study and children’s interests and needs, all of which build upon a child’s previous knowledge and experiences.
- Support for children with special needs.
- Intentional child and teacher interactions.
- A broad repertoire of instructional practices that strike a delicate balance across a continuum of child-initiated experiences and teacher-directed instruction;
- Child-initiated and teacher-supported play.
- A variety of learning contexts within an integrated day, including whole group, small groups, learning centers, outdoor experiences and daily routines.
- Partnerships with families and the community.
- Culturally relevant curriculum that is designed with learners’ cultural values, knowledge, and ways of learning taken into account (Trumbull & Pacheco, 2005).
- Ongoing, authentic assessments that drive instruction.
- An inquiry approach to ongoing professional development for teachers.

The debate around the definition of play and its benefit to a young child’s education remains ongoing and unresolved. Some say that play is compatible with and necessary to the young child’s education. Others believe play is at odds with education. The N.C. Department of Public Instruction believes that play is at the core of a kindergartner’s learning and development and that it is an essential element of a child’s education in the 21<sup>st</sup> Century.

Play is “a dynamic, active and constructive behavior. It is an essential and integral part of all children’s healthy growth, development and learning across all ages, domains, and cultures. . . . The absence of play is an obstacle to the development of healthy and creative individuals” (Isenberg & Quisenberry, 2002). Through an interactive, play-based curriculum, children develop cognitive skills as they “explore, imagine, imitate, construct, discuss, plan, manipulate, problem-solve,

dramatize, create, and experiment” (Nebraska Department of Education, 2001). All the while, teachers intentionally weave goals and objectives from the N.C. Standard Course of Study for kindergarten into each experience. According to the American Academy of Pediatrics, “Play is integral to the academic environment; . . . it has been shown to help children adjust to the school setting and even to enhance children’s learning readiness, learning behaviors, and problem-solving skills” (AAP, 2006). Numerous studies have shown a direct link between play in young children and “memory, school adjustment, oral language development, improved social skills, and self-regulation” (Bodrova & Leong, 2003). Researchers believe that play provides a strong foundation for intellectual growth, problem solving and creativity. These are necessary skills for the 21<sup>st</sup> Century where “creative problem solvers, independent thinkers, and people with expert social acumen will inevitably surpass those who have simply learned to be efficient at getting the right answers” (Hirsh-Pasek & Golinkoff, 2003).

**North Carolina’s  
Charge**

The N.C. State Board of Education has charged that “all students will graduate from a rigorous, relevant academic program that equips them with the knowledge, skills, and dispositions necessary to succeed in both postsecondary education and 21<sup>st</sup> Century careers and to be participating, engaged citizens. Instruction and learning must include commitment to a knowledge core and the application of that knowledge core to solve complex, real-world problems. Schools must ensure rigor and relevance and guarantee supportive relationships for each student in the public school setting” (North Carolina School Board policy HSP-F-016).

Kindergarten students are innately curious and natural problem solvers. Recognizing these qualities, effective kindergarten teachers provide a rigorous and relevant curriculum. They intentionally create opportunities for:

- Interactive, challenging, and relevant learning experiences.
- Inquiry-based learning.
- Construction of knowledge.
- Solving of real life problems.
- Emotional/social growth and development.
- Physical growth and development.
- Language growth and development
- Collaboration.
- Creativity, imagination and innovation.
- Decision-making.

It is through these types of experiences that kindergarten students develop and demonstrate the 21<sup>st</sup> Century life skills of critical thinking, communication, leadership, collaboration, contextual learning, global awareness, information and media literacy and citizenship.

Recognizing that experiences in the early childhood years can have a powerful impact on the children of North Carolina, the importance of high quality kindergarten programs and practices becomes apparent. North Carolina has been a leading proponent of public school reform for many years, especially in the field of early childhood education. Continuing this tradition of innovation, North

Carolina has the opportunity to once again take the lead in supporting excellence in the kindergarten programs for the young children of our state. Through a culturally respectful, inclusive and appropriately challenging curriculum, coupled with a broad repertoire of instructional approaches, kindergarten children will grow and develop into independent, critical thinkers empowered to succeed in their future school endeavors and to become productive citizens in the global world of the 21<sup>st</sup> Century.

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\*Person responsible for SBE agenda materials and SBE policy updates: Amy Betsill, 919.807.3817

# Middle Grades Education and High School Graduation Requirements

**Background Information**

HSP-N-004 specifies that mathematics courses taken to meet North Carolina requirements for high school graduation must be completed during grades 9-12.

In North Carolina, students may complete high school courses in middle school. If a middle school student completes a high school course that requires an End of Course (EOC) test, the student must take the EOC for that course. The course appears on the high school transcript, but the student is required to complete the same number of courses toward high school graduation as the student not taking high school courses in the middle grades.

**More Rigorous Content in Middle Grades**

Research supports more rigorous content at the middle grades. Three current documents summarize international and national trends in mathematics:

Research Study	Summary
Schmidt, W. H., Wang, H. C., & McKnight, C. (2005). <i>Curriculum coherence: an examination of US mathematics and science content standards from an international perspective.</i> Journal of Curriculum Studies, 37(5), 525-559.	<i>This article is an example of many analyses of the TIMSS data that make a case for a more coherent and rigorous mathematics curriculum, especially in grades K-8. Note that most countries in the TIMSS begin secondary mathematics topics in grade 7 and the curriculum is an integrated sequence of topics. This is in contrast to the common curriculum sequence in the United States of 7<sup>th</sup> and 8<sup>th</sup> grade mathematics followed by discrete courses in Algebra I, Geometry, Algebra II, and higher levels of mathematics.</i>
Newton, J., Larnell, G., & Lappan, G. (2006). <i>Analysis of K-8 Algebra Grade-Level Learning Expectations.</i> In B. Reys (Ed.), <i>The intended mathematics curriculum as represented in state-level curriculum standards : consensus or confusion?</i> (pp. 59-87). Greenwich, CT: Information Age Pub. Inc.	<i>This report summarizes a cross-state analysis of middle grades mathematics standards in the strand of algebra. According to the report, there is some agreement across the United States regarding which topics should be taught but little consensus regarding grade level placement of topics that should be taught. These findings concur with the TIMSS data mentioned in the Schmidt article.</i>
National Council of Teachers of Mathematics. (2006). <i>Curriculum focal points for prekindergarten through grade 8 mathematics: a quest for coherence.</i> Reston, VA: The National Council of Teachers of Mathematics.	<i>This publication of the National Council of Teachers of Mathematics (NCTM) suggests focus areas for K-8 Mathematics standards.</i>

# Middle Grades Education and High School Graduation Requirements

**Algebra I & Middle Grades**

The 2003 revision of the *North Carolina Standard Course of Study for Mathematics* (Grades 6, 7, and 8) contains many of the objectives that were formerly in the 1998 revision of the *North Carolina Standard Course of Study for Mathematics*. In other words, North Carolina’s current standards for middle grades mathematics are much more rigorous than they were prior to 2003. Approximately 60% of the 1998 Algebra I objectives were transitioned into the 2003 Middle Grades objectives.

**Policies in other States**

An informal survey of other states’ policies regarding students taking high school courses (specifically Algebra I) in middle grades was conducted by reviewing websites and email queries to other State Agency staff.

<b>What Other States Are Doing With High School Math Courses Taken Before Grade 9?</b>			
<b>State</b>	<b>High School Math/Alg.1 before Grade 9?</b>	<b>High School Graduation Credit Awarded?</b>	<b>Comments</b>
CA	Yes	Yes	<ul style="list-style-type: none"> <li>•Students must complete 2 years of mathematics in grades 9-12.</li> </ul>
DE	Yes	Yes	<ul style="list-style-type: none"> <li>•Currently 3 math credits are required for graduation with at least 2 of the three being taken in grades 9-12.</li> <li>•4 credits will be required effective with the class of 2011. 4 credits will be required effective with the class of 2011.</li> <li>•Current 8th graders will be required to take a math class their senior year.</li> </ul>
GA	Local Decision	Local Decision	<ul style="list-style-type: none"> <li>•Students must take 4 years of mathematics in high school.</li> </ul>
IN	Yes	Local Decision	<ul style="list-style-type: none"> <li>•For the general diploma, students have to earn at least 4 credits in grades 9-12.</li> <li>•For the honors diploma, students have to take at least one year of math or physics in their last two years of high school.</li> </ul>
KY	Yes	Yes	<p>Currently</p> <ul style="list-style-type: none"> <li>•The teacher must be certified in math to give high school credit. If credit is given, it can be one of the three credits to graduate.</li> <li>•The student must demonstrate mastery of the middle level content as specified in the Program of Studies. The district must have placement criteria in place.</li> </ul> <p>The following amendments are proposed for the graduating class of 2012:</p> <ul style="list-style-type: none"> <li>•High schools must accept credit toward high school graduation for</li> </ul>

## Middle Grades Education and High School Graduation Requirements

<b>What Other States Are Doing With High School Math Courses Taken Before Grade 9?</b>			
<b>State</b>	<b>High School Math/Alg.1 before Grade 9?</b>	<b>High School Graduation Credit Awarded?</b>	<b>Comments</b>
			high school coursework taken by students in grade 5, 6, 7, or 8. • Students must take mathematics every year in grades 9-12.
LA	Yes	Yes	•Students receive graduation credit if the teacher is certified to teach high school math. If not, students must take a state End-Of-Course exam.
MA	Local Decision	Local Decision	
ME	Local Decision	Local Decision	
MI	Yes	Yes	•"Testing Out" is an option to demonstrate that a student meets or exceeds the content expectations associated with the subject credit area and the earned credit counts as a required credit for graduation and reduces the number of credits required.
MO	Yes	Yes	
NY	Yes	Yes	•District staff decides whether a student has demonstrated readiness to begin high school courses in the 8th grade. •Students may receive up to 6.5 credits toward graduation without taking the courses with staff determination, a score of at least 85% on the state examination, and meeting other school requirements such as labs, special projects, or oral examinations.
OH	Yes	Yes	
OK	Yes	Yes	•Graduation credit is not received if the course is taken prior to Grade 7. •Effective with this year's 7th graders, students must have three years of mathematics between grades 9-12.
SC	Yes	Yes	
TX	Yes	Yes	•Students may receive credit-by-examination and there is no limit to the number of course credits students may earn by credit-by-examination. •While students may take and pass a high school level course in 8th grade and retake it in high school, both grades are recorded but the district determines which grade will receive graduation credit.
VA	Yes	Yes	
WA	Yes	Yes	•If requested by the student and his/her family, a student who has completed high school courses before attending high school shall be given high school credit which shall be applied to fulfilling high school graduation requirements.

### Issues

The following are two of the most critical issues relating to students taking a high school Algebra I course in middle school:

# Middle Grades Education and High School Graduation Requirements

## Readiness/Placement into Algebra I

Any middle grades student who enrolls in Algebra I must be adequately prepared for success, including demonstrated mastery of the current standards for Grade 8 mathematics. The prerequisite skills for Algebra I as outlined in the *North Carolina Standard Course of Study* for Mathematics adopted by the State Board of Education in 2003 are as follows:

- Operate with the real numbers to solve problems.
- Find, identify, and interpret the slope and intercepts of a linear relation.
- Visually determine a line of best fit for a given scatterplot; explain the meaning of the line; and make predictions using the line.
- Collect, organize, analyze, and display data to solve problems.
- Apply the Pythagorean Theorem to solve problems.

Each of these prerequisite skills is found in the middle grades mathematics standard course of study. In particular, each of these is addressed in the 8<sup>th</sup> grade year.

A Case for four years of mathematics during high school years

A report by Adelman (2006) makes the case that most students should complete four years of mathematics during high school with the minimum completion being one mathematics course beyond Algebra II (or Integrated Mathematics III). [Adelman, C. (2006). THE TOOLBOX REVISITED Paths to Degree Completion from High School Through College. Retrieved 11/4/06, from

<http://www.ed.gov/rschstat/research/pubs/toolboxrevisit/toolbox.pdf>

## Recommendation

The following amendment is recommended for ~~HSP N-004~~ HSP M 001:

(e) ~~In addition to the requirements of Paragraph (a), students must successfully complete 20 course units in grades 9-12.~~

Beginning with middle school students in the 2007-08 school year, students who pass courses during grades 6-8 that are described in the *North Carolina Standard Course of Study for Grades 9-12* must achieve level 3 or 4 III or IV on an EOC, if available, in order to be given credit for meeting to meet that high school graduation requirement.

High school courses taken in grades 6-8 which do not have an EOC ~~must~~ shall use high school course codes ~~must~~ and shall be aligned to the *North Carolina Standard Course of Study for Grades 9-12*. and follow HSP M-001 (Policy defining “Course for Credit” will be subject to review.

Students ~~must~~ are strongly encouraged to complete at least one unit of mathematics credit in their senior final year. The 20 course units in grades 9-12 are specified below. This policy will go into effect with the freshman class of 2008.

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**NORTH CAROLINA STATE BOARD OF EDUCATION  
Policy Manual**

**Policy Identification**

**Priority:** High Student Performance

**Category:** Course for Credit

**Policy ID Number:** HSP-M-001

**Policy Title:** Policy defining "Course for Credit"

**Current Policy Date:** 11/04/2004

**Other Historical Information:** Previous board dates: 05/05/1988, 08/02/2001, 02/07/2002, 12/05/2002, 07/01/2004

**Statutory Reference:** GS 115C-81

**Administrative Procedures Act (APA) Reference Number and Category:**

A credit course, one for which credit toward high school graduation is awarded and which qualifies as part of the instructional day:

- must consist of 150 clock hours of instruction in a traditional schedule or
- must consist of a minimum of 135 clock hours of instruction in a block schedule; developed curriculum guides, or Advanced Placement syllabi in which high school students are enrolled; and
- must be directed by a teacher.

**Public University, Community College, and Private College Courses**

- Courses taken for high school graduation requirements at community colleges and private or public colleges/universities are exempt from the 135 or 150 instructional hours with the exception of the following courses required for high school graduation, which must be taken at the high school:
  - English I, II, III, IV;
  - Algebra I, Algebra II, Geometry, and any higher level mathematics course with Algebra II as the prerequisite that will be used to fulfill the fourth mathematics requirement OR Integrated Mathematic I, II, III;
  - Biology, Earth/Environmental Science, and a physical science course that is used to fulfill the third science requirement;
  - ~~Government/Economics (ELPS)~~ Civics and Economics, US History, World Studies;
  - first year of a Second Language;
  - second year of the same Second Language; and
  - one credit of Health/Physical Education.

- Beginning with middle school students in the 2007-08 school year, students who pass mathematics or foreign language courses during grades 6-8 that are described in the *North Carolina Standard Course of Study for Grades 9-12* must achieve level III or IV on an EOC, if available to meet that high school graduation requirement.

High school mathematics and foreign language courses taken in grades 6-8 which do not have an EOC shall use high school course codes and shall be aligned to the *North Carolina Standard Course of Study for Grades 9-12*.

Students are strongly encouraged to complete at least one unit of mathematics credit in their final year.

- Each local superintendent may grant a waiver to allow students to take the courses listed above at the Public University, Community College, and Private College and exempt them from the 135 or 150 instructional hour requirement, if these courses are not available to the student at his or her local high school. Courses taken at a Community College that have a corresponding end-of-course assessment at the high school require that the assessment be taken.
- Each local superintendent shall ensure that all required and elective courses have sufficient rigor, breadth, and depth to be awarded high school credit.

An online course qualifies for course credit if it meets the following requirements:

- The NC Standard Course of Study competency goals and objectives must be adopted, where available. Nationally validated standards for AP and IB must be used, where available.
- In the absence of a Standard Course of Study curriculum, the course must be designed such that a typical student would take 135-150 hours to complete. The principal, in consultation with a teacher certified in that content area, is ultimately accountable for determining whether the course is of sufficient depth and breadth and meets the state and/or nationally developed criteria for awarding credit.
- Where available, end-of-grade tests, end-of-course tests, and post assessment must be used as an indicator of student mastery.
- Where statewide assessments are not available, the course must be DPI staff-and/or peer-evaluated before posting.

Credit may not be awarded for school bus driving, office assistance, teacher assistance, or laboratory assistance.

This policy will become effective with the 2004-05 school year.

**NORTH CAROLINA STATE BOARD OF EDUCATION  
Policy Manual**

**Policy Identification**

**Priority:** High Student Performance

**Category:** Student Accountability Standards/Graduation Requirements

**Policy ID Number:** HSP-N-004

**Policy Title:** 16 NCAC 6D .0503 State graduation requirements

**Current Policy Date:** 01/05/2006

**Other Historical Information:** Previous board dates: 12/01/1999, 05/04/2000, 06/01/2000, 07/12/2001, 10/04/2001, 03/07/2002, 05/02/2002, 07/11/2002, 06/03/2004, 01/06/2005, 10/06/2005,

**Statutory Reference:** GS 115C-12(9b); GS 115C-81(b)(4); NC Constitution, Article IX, Section 5

**Administrative Procedures Act (APA) Reference Number and Category:** 16 NCAC 6D .0503

**.0503 STATE GRADUATION REQUIREMENTS**

- (a) In order to graduate and receive a high school diploma, public school students shall meet the requirements of paragraph (e) and shall attain passing scores on competency tests adopted by the SBE and administered by the LEA. The passing score for the competency test, which is the same as grade-level proficiency as set forth in Rule .0502 of this Subchapter, shall be level III or higher.
- (b) Students who satisfy all state and local graduation requirements but who fail the competency tests shall receive a certificate of achievement and transcript and shall be allowed by the LEA to participate in graduation exercises.
- (c) Special education students other than students who are following the occupational course of study in paragraph (e)(1)(D) of this Rule may apply in writing to be exempted from taking the competency tests. Before it approves the request, the LEA must assure that the parents, or the child if aged 18 or older, understand that each student must pass the competency tests to receive a high school diploma.
- (d) Any student who has failed to pass the competency tests by the end of the last school month of the year in which the student's class graduates may receive additional remedial instruction and continue to take the competency tests during regularly scheduled testing until the student reaches maximum school age. Special education students who are following the occupational course of study in paragraph (e)(1)(D) of this Rule shall not be required to pass the competency test or the exit exam referred to in 16 NCAC 6D .0502(d)(2) in order to graduate and receive a diploma.

~~(e) In addition to the requirements of Paragraph (a), students must successfully complete 20 course units in grades 9-12, as specified below.~~

~~Students who pass courses during grades 6-8 that are described in the *North Carolina Standard Course of Study for Grades 9-12* must achieve level 3 or 4 on an EOC, if available, in order to be given credit for meeting that high school graduation requirement.~~

~~High school courses taken in grades 6-8 which do not have an EOC must shall use high school course codes, must shall be aligned to the *North Carolina Standard Course of Study for Grades 9-12*, and follow HSP-M-001 (Policy defining "Course for Credit" will be subject to review).~~

~~Students must are strongly encouraged to complete at least one unit of mathematics credit in their senior final year. This policy will go into effect with the freshman class of 2008.~~

(1) Effective with the class entering ninth grade for the first time in the 2000-2001 school year, students shall select one of the following four courses of study:

NOTE: All students are encouraged, but not required, to include at least one elective course in arts education. Unless included as career/technical education credits in the career preparation course of study, courses in R.O.T.C. qualify for credit as electives in any of the courses of study.

(A) career preparation, which shall include:

- i. four credits in English language arts, which shall be English I, II, III, and IV;
- ii. three credits in mathematics, one of which shall be algebra I (except as limited by G.S. 115C-81(b));
- iii. three credits in science, which shall include biology, a physical science, and earth/environmental science;
- iv. three credits in social studies, which shall be Civics and Economics; U.S. history; and world history;
- v. one credit in health and physical education;
- vi. four credits in career/technical education, which shall be in a career concentration or pathway that leads to a specific career field and which shall include a second-level (advanced) course; or four credits in one of the four disciplines in arts education: theatre, music, visual arts, or dance; or four credits in R.O.T.C.;
- vii. two elective credits; and
- viii. other credits designated by the LEA.

(B) college technical preparation, which shall include:

- i. four credits in English language arts, which shall be English I, II, III, and IV;
- ii. three credits in mathematics, which shall be either algebra I, geometry, and algebra II; or algebra I, technical mathematics I, and technical mathematics II; or integrated mathematics I, II, and III;
- iii. three credits in science, which shall include biology, a physical science, and earth/environmental science;
- iv. three credits in social studies, which shall be Civics and Economics; U.S. history; and world history;
- v. one credit in health and physical education;
- vi. four credits in career/technical education, which shall be in a career concentration or pathway that leads to a specific career field and which shall include a second-level (advanced) course;
- vii. two elective credits; and
- viii. other credits designated by the LEA.

NOTE: A student who is pursuing this course of study may also meet the requirements of a college/university course of study by completing one additional mathematics course for which Algebra II is a prerequisite and, effective with the

class entering the ninth grade for the first time in the 2002-03 school year, two credits in the same second language.

- (C) college/university preparation, which shall include:
  - i. four credits in English language arts, which shall be English I, II, III, and IV;
  - ii. three credits in mathematics, which shall be algebra I, algebra II, and geometry or a higher level course for which algebra II is a prerequisite; or integrated mathematics I, II, and III; however, effective with the class entering the ninth grade for the first time in the 2002-03 school year, this requirement shall become four credits in mathematics, which shall be algebra I, algebra II, geometry, and a higher level course for which algebra II is a prerequisite; or integrated mathematics I, II, III, and one course beyond integrated mathematics III;
  - iii. three credits in science, which shall include biology, a physical science, and earth/environmental science;
  - iv. three credits in social studies, which shall be Civics and Economics; U.S. history; and world history;
  - v. one credit in health and physical education;
  - vi. two credits in the same second language or demonstration of proficiency in a language other than English as determined by the LEA;
  - vii. four elective credits, except that effective with the class entering the ninth grade for the first time in the 2002-03 school year, this shall be reduced to three elective credits; and
  - viii. other credits designated by the LEA.
- (D) occupational, which shall include:
  - i. four credits in English language arts, which shall be Occupational English I, II, III, and IV;
  - ii. three credits in mathematics, which shall be Occupational Mathematics I, II, and III;
  - iii. two credits in science, which shall be Life Skills Science I and II;
  - iv. two credits in social studies, which shall be Government/U.S. History and Self-Advocacy/Problem Solving;
  - v. one credit in health and physical education;
  - vi. six credits in occupational preparation education, which shall be Occupational Preparation I, II, III, IV, 300 hours of school-based training, 240 hours of community-based training, and 360 hours of paid employment;
  - vii. four vocational education elective credits;
  - viii. computer proficiency as specified in the student's IEP;
  - ix. a career portfolio; and
  - x. completion of the student's IEP objectives.
- (2) Effective with the class entering ninth grade for the first time in the 2006-2007 school year, students who are following the career preparation, college technical preparation, or college/university preparation courses of study shall meet the following exit standards:

- (A) successfully complete a senior project that is developed, monitored, and scored within the LEA using state-adopted rubrics; and
  - (B) score at proficiency level III or above on the end-of-course assessment for English I, U.S. History, Biology, Civics and Economics, and Algebra I. A student who does not score at proficiency level III or above on the end-of-course assessment for any of these courses but who passes the course shall be offered the opportunity to retake the assessment no later than three weeks from the receipt of assessment results. If the student does not score at or above proficiency level III on the retest, school officials shall apply the review process described in Rule .0504 of this Section to provide focused intervention, a second retest opportunity, and a review of the student's documentation to determine whether the student has met the exit standard for the course. The principal shall make the final decision as to whether the student has met the exit standard.
- (3) LEAs may count successful completion of course work in the ninth grade at a school system which does not award course units in the ninth grade toward the requirements of this Rule.
  - (4) LEAs may count successful completion of course work in grades 9-12 at a summer school session toward the requirements of this Rule.
  - (5) LEAs may count successful completion of course work in grades 9-12 at an off-campus institution toward the locally-designated electives requirements of this Rule. 23 NCAC 2C .0305 shall govern enrollment in community college institutions.
- (f) Effective with the class of 2001, all students must demonstrate computer proficiency as a prerequisite for high school graduation. The passing scores for this proficiency shall be 47 on the multiple choice test and 49 on the performance test. This assessment shall begin at the eighth grade. A student with disabilities shall demonstrate proficiency by the use of a portfolio if this method is required by the student's IEP.
  - (g) Special needs students as defined by G.S. 115C-109, excluding gifted and pregnant, who do not meet the requirements for a high school diploma shall receive a graduation certificate and shall be allowed to participate in graduation exercises if they meet the following criteria:
    - (1) successful completion of 20 course units by general subject area (4 English, 3 math, 3 science, 3 social studies, 1 health and physical education, and 6 local electives) under paragraph (e) of this Rule. These students are not required to pass the specifically designated courses such as Algebra I, Biology or United States history; and
    - (2) completion of all IEP requirements.

*History Note: Authority G.S. 115C-12(9b); 115C-81(b)(4); N.C. Constitution, Article IX, Sec. 5; Eff. December 1, 1999; Amended Eff. January 2, 2006; April 1, 2005; September 1, 2002; December 1, 2001; December 1, 2000.*

**EXECUTIVE SUMMARY****Title:** Revision of the North Carolina Mathematics Standard Course of Study**Type of Executive Summary:**
 Action     
  Action on First Reading     
  Discussion     
  Information
**Policy Implications:**

- 
- Constitution \_\_\_\_\_
- 
- 
- General Statute # \_\_\_\_\_
- 
- 
- SBE Policy #
- HSP-F-012, HSP-F-002
- 
- 
- SBE Policy Amendment
- 
- 
- SBE Policy (New)
- 
- 
- APA # \_\_\_\_\_
- 
- 
- APA Amendment
- 
- 
- APA (New)
- 
- 
- Other \_\_\_\_\_

**Presenter(s):** Dr. Elsie C. Leak (Associate Superintendent, Curriculum and School Reform Services), Dr. Wandra C. Polk (Director, Middle and Secondary Education Division), and Ms. Everly Broadway (Section Chief, Secondary Mathematics and Science)

**Description:**

The process for curriculum revision was amended in February 2002. The process requires prior permission by the State Board of Education in order to revise an area of the *North Carolina Standard Course of Study*. Based on feedback from stakeholders, permission is requested to revise the *North Carolina Standard Course of Study for Mathematics K-12*.

**Resources:**

State

**Input Process:**

From September 28, 2006 to November 26, 2006, North Carolina Department of Public Instruction mathematics consultants conducted a Zoomerang survey of mathematics teachers and administrators regarding the current *North Carolina Standard Course of Study for Mathematics K-12*.

A representative review committee met on December 18, 2006. This committee included teachers representing elementary, middle, and high school level mathematics, mathematics faculty members from institutes of higher education, representatives of the North Carolina Council of Teachers of Mathematics (NCCTM), mathematics supervisors from LEAs, parents, and business and industry representatives.

An expert review committee for elementary mathematics met on January 4-6, 2007 and January 31-February 2, 2007. This committee included elementary teachers, mathematics education faculty members, and mathematics supervisors from LEAs.

An expert review committee for middle school mathematics met on January 4-6, 2007. This committee included middle school teachers.

An expert review committee for high school mathematics met on January 4-6, 2007 and January 31-February 2, 2007. This committee included high school mathematics teachers, one mathematics education faculty member, and one mathematics supervisor from an LEA.

During February 2007, North Carolina Department of Public Instruction mathematics consultants held feedback sessions regarding the *North Carolina Standard Course of Study for Mathematics K-12* at each of the spring regional meetings of the North Carolina Council of Teachers of Mathematics. The western regional meeting was held on February 17, 2007. The central and the eastern regional meetings were held on February 24, 2007.

**Stakeholders:**

Teachers, administrators, students, parents, college/university professors, and Department of Public Instruction staff

**Timeline For Action:**

This item is submitted for discussion at the State Board of Education meeting in April and will be returned for action at its May 2007 meeting.

**Recommendations:**

The State Board of Education is asked to grant approval for revision to the *North Carolina Standard Course of Study for Mathematics K-12*.

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Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)

Specify: \_\_\_\_\_

- Audio Requirements (computer or other, except for PA system which is provided)

Specify: \_\_\_\_\_

- Document Camera (for transparencies or paper documents – white paper preferred)

\_\_\_\_\_

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Motion By: \_\_\_\_\_

Seconded By: \_\_\_\_\_

Vote: Yes \_\_\_\_\_ No \_\_\_\_\_

Abstain \_\_\_\_\_

Approved \_\_\_\_\_ Disapproved \_\_\_\_\_

Postponed \_\_\_\_\_ Revised \_\_\_\_\_

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\*Person responsible for SBE agenda materials and SBE policy updates: Amy Betsill, 919-807-3817

# Revision of the North Carolina Mathematics Standard Course of Study

## **Background Information**

The process for curriculum revision was amended in February 2002 (HSP-F-012). The process requires prior permission by the State Board of Education in order to revise an area of the *North Carolina Standard Course of Study*. Based on feedback from stakeholders, permission is requested to revise the *North Carolina Standard Course of Study for Mathematics K-12*.

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## **Guiding Principles**

Factors that support revision

1. **Globally Prepared Students** [Trends in Mathematics and Science Study (TIMSS); Programme for International Student Assessment (PISA); Partnership for Twenty-~~F~~first Century Skills Framework; American Diploma Project (ADP); and numerous other reports]
2. **Alignment with rigorous mathematics options proposed in the Core Course of Study**
3. **Alignment with post-secondary expectations** [Changes in the National Assessment for Educational Progress (NAEP) Framework for Mathematics, Grade 12; importance of alignment K-16]
4. **Alignment with national curriculum documents** [Curriculum Focal Points published in 2006 by the National Council of Teachers of Mathematics (NCTM); Guidelines for Assessment and Instruction in Statistics Education published in 2005 by the American Statistical Association (ASA); College Board Standards for Success: Mathematics and Statistics published in 2006 by the College Board]

Factors that discourage revision

1. Tests will have to change.
  2. Changing the curriculum places a burden on teachers.
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## **Collecting Information: Review Committee**

•December 2006

—•Consisted of teachers, faculty members from Institutions of Higher Education, representatives of the North Carolina Council of Teachers of Mathematics, mathematics curriculum supervisors from LEAs, business and industry representatives, and parents.

—•Contributed feedback in four areas: Rigor, Specificity, Sequence, Clarity

—•Recommended that NC DPI staff make plans to revise the *North Carolina Standard Course of Study for Mathematics K-12*.

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## Revision of the North Carolina Mathematics Standard Course of Study

**Collecting Information:  
NCCTM Spring Meetings**

- February 2007
- NC DPI Staff conducted feedback sessions at the three spring regional meetings of the North Carolina Council of Teachers of Mathematics.
- Feedback from these meetings will be used in reviewing the current *North Carolina Standard Course of Study for Mathematics K-12*.

**Collecting Information:  
Expert Steering Committee**

- January – April 2007
- Feedback from these meetings will be used in reviewing the current *North Carolina Standard Course of Study for Mathematics K-12*.

**Timeline**

School Year	2006-2007	2007-2008	2008-2009	2009-2010	<u>2010-11</u>
Curriculum Standards	<ul style="list-style-type: none"> <li>• Review current standards</li> <li>• Write or revise standards</li> </ul>	<ul style="list-style-type: none"> <li>• Present to SBE (December)</li> <li>• Disseminate to schools (Spring)</li> <li>• Develop support materials</li> </ul>	• Transition Year	• Implementation Year	
Textbooks/ Curriculum Materials	• Review textbook criteria	<ul style="list-style-type: none"> <li>• Textbook Call (Spring 2008)</li> <li>• Textbook Review (Summer 2008)</li> </ul>	Textbook selection by schools	• New textbooks in schools	
Professional Development		• Develop professional development materials and dissemination plan	<ul style="list-style-type: none"> <li>• Leadership Institutes</li> <li>• On-line professional development modules</li> </ul>	• On-going professional development	
<u>EOG Pre 3 through 8 Mathematics Assessments</u>	<u>Current Edition (3<sup>rd</sup> Edition) (2<sup>nd</sup> Year)</u>	<u>Current Edition (3<sup>rd</sup> Edition)</u>  <u>Begin Item Development</u>	<u>Current Edition (3<sup>rd</sup> Edition)</u>  <u>Field Test Items (Embedded)</u>	<u>Current Edition (3<sup>rd</sup> Edition)</u>  <u>Field Test Items (Embedded)</u>	<u>New 4<sup>th</sup> Edition New Standards</u>
<u>EOC Algebra I, Geometry, Algebra II</u>	<u>Current Edition (1<sup>st</sup> Year)</u>	<u>TBD</u>	<u>TBD</u>	<u>TBD</u>	<u>TBD</u>

**NORTH CAROLINA STATE BOARD OF EDUCATION**  
**Policy Manual**

**Policy Identification**

**Priority:** High Student Performance

**Category:** Standard Course of Study

**Policy ID Number:** HSP-F-012

**Policy Title:** Policy delineating the Standard Course of Study Curriculum Development Process

**Current Policy Date:** 11/22/2004

**Other Historical Information:** Previous board dates: 02/07/2002, 10/03/2002, 04/03/2003, 12/04/2003

**Statutory Reference:** GS 115C-12(9a), GS 115C-81

**Administrative Procedures Act (APA) Reference Number and Category:**

The *North Carolina Standard Course of Study* shall include the areas of

- Arts Education (Visual Arts, Music, Dance, and Theatre Arts),
- Computer Skills,
- Career-Technical Education (Agriculture, Business, Career Development, Family and Consumer Sciences, Health Occupations, Marketing, Technology Education, and Trade & Industrial Education),
- English Language Arts,
- English Language Development,
- Guidance,
- Healthful Living,
- Information Skills,
- Mathematics,
- Science,
- Second Languages, and
- Social Studies.

In each area, the Standard Course of Study must consist of up-to-date, relevant, competency goals and objectives, by grade level and course. These competency goals and objectives must be developed in consultation with teachers, administrators, parents, students, institutions of higher education, and business/industry. The standards must incorporate knowledge and skills necessary to enter the workforce and to continue post-secondary education. At least once every five years, each curriculum area in the Division of Instructional Services shall convene a review committee to determine if revisions are

needed in a Standard Course of Study area. By using data, research, and surveys, the committee recommends whether revision should take place. If the committee recommends substantive revision, the State Board of Education shall review the recommendations and implications for textbook selection and adoption and any necessary revisions on end-of-grade or end-of course testing.

When substantive revisions are necessary, the following steps must be taken to develop and implement a new area of the Standard Course of Study:

- Review data and research, surveys and other feedback;
- Establish writing teams and develop drafts of proposed changes;
- Submit draft for public review and input;
- Revise draft as necessary;
- Submit to State Board of Education for discussion and approval; and
- Conduct professional development for teachers and administrators.

**NORTH CAROLINA STATE BOARD OF EDUCATION**  
**Policy Manual**

**Policy Identification**

**Priority:** High Student Performance  
**Category:** Standard Course of Study  
**Policy ID Number:** HSP-F-002

**Policy Title:** Policy delineating the NC Standard Course of Study for, Mathematics, Grades K-12

**Current Policy Date:** 03/03/2005

**Other Historical Information:** Previous board dates: 06/01/1989, 05/07/1998, 06/06/2002, 11/07/2002, 03/06/2003

**Statutory Reference:**

**Administrative Procedures Act (APA) Reference Number and Category:**

Please refer to the insert **NC Standard Course of Study - Mathematics Education K-12 Curriculum**. This Manual is available for purchase from the NC Department of Public Instruction. For price and availability, please call the Publication Sales Section of the Communications and Information Services Division at 1-800-663-1250. Instructions for ordering will be given at that time.

Questions regarding the **NC Standard Course of Study - Mathematics Education K-12 Curriculum**, should be directed to:

NC Department of Public Instruction  
Division of Instructional Services  
Mathematics and Science Section  
6352 Mail Service Center  
Raleigh, NC 27699-6352

Grades K-6: (919) 807-3839  
Grades 4-6: (919) 807-3840  
Grades 6-9: (919) 807-3841  
Grades 9-12: (919) 807-3842

The **NC Standard Course of Study - Mathematics Education K-12 Curriculum** is also available from the following link:

<http://www.ncpublicschools.org/curriculum/mathematics/>

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Grades 9-12: (919) 807-3842

The **NC Standard Course of Study - Mathematics Education K-12 Curriculum** is also available from the following link:

<http://www.ncpublicschools.org/curriculum/mathematics/>

**EXECUTIVE SUMMARY**

**Title:** Personal Financial Literacy

**Type of Executive Summary:**

- Action
- Action on First Reading
- Discussion
- Information

**Policy Implications:**

- Constitution \_\_\_\_\_
- General Statute #115C-81
- SBE Policy #
- SBE Policy Amendment
- SBE Policy (New)
- APA # \_\_\_\_\_
- APA Amendment
- APA (New)
- Other \_\_\_\_\_

**Presenter(s):** Dr. Elsie C. Leak (Associate Superintendent, Curriculum and School Reform Services), Dr. Wandra C. Polk (Director, Middle and Secondary Education Division), and Ms. Tracey Greggs (Section Chief for Middle Grades Social Studies and English Language Arts)

**Description:**

Legislation requires that the State Board of Education determine the components of personal financial literacy that will be covered in the curriculum.

**Resources:**

State

**Input Process:**

DPI Staff, teachers from pilot sites, and preliminary mathematics standard course of study review committee

**Stakeholders:**

Teachers, administrators, students, parents, and Department of Public Instruction staff

**Timeline For Action:**

This item is submitted for discussion at the Globally Competitive Students Committee meeting in April 2007 and action in May.

**Recommendations:**

It is recommended that the State Board of Education review and approve the following:

- Middle and Secondary Division develop a module for personal financial literacy instruction that is aligned to Civics and Economics Standard Course of Study's goals and objectives and focus on the topics of budget, savings, investment and credit.
- Staff will develop professional development for Social Studies teachers based on the module for delivery in the summer of 2007 for implementation by teachers in the 2007-08 school year.
- Staff will identify a student assessment instrument for personal financial literacy that is aligned to the major topics outlined in the Civics and Economics course and incorporate that assessment on a voluntary basis into the existing end of course assessment cycle.
- Staff will infuse personal financial literacy topics into the Algebra I and Integrated Mathematics I Standard Course of Study during the revision cycle.

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**Audiovisual equipment requested for the presentation:**

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)  
Specify: \_\_\_\_\_

- Audio Requirements (computer or other, except for PA system which is provided)

Specify: \_\_\_\_\_

Document Camera (for transparencies or paper documents – white paper preferred)

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Motion By: \_\_\_\_\_ Seconded By: \_\_\_\_\_  
Vote: Yes \_\_\_\_\_ No \_\_\_\_\_ Abstain \_\_\_\_\_  
Approved \_\_\_\_\_ Disapproved \_\_\_\_\_ Postponed \_\_\_\_\_ Revised \_\_\_\_\_

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\*Person responsible for SBE agenda materials and SBE policy updates: Amy Betsill, 919-807-3817

## **TEACH FINANCIAL LITERACY IN PUBLIC SCHOOLS**

**SECTION 7.59.(a)** G.S. 115C-81 is amended by adding a new subsection to read:

"(i) Both the standard course of study and the Basic Education Program shall include the requirement that the public schools provide instruction in personal financial literacy for all students during the high school years. The State Board of Education shall determine the components of personal financial literacy that will be covered in the curriculum. The State Board shall also review the high school standard course of study to determine in which course the new personal financial literacy curriculum can be integrated."

**SECTION 7.59.(b)** When developing the personal financial literacy curriculum, the State Board of Education shall consider the curriculum, materials, and guidelines developed for the pilot programs on financial literacy created by Section 7.35 of S.L. 2003-284. The State Board shall also consider the recommendations from any evaluations of the pilot programs.

**SECTION 7.59.(c)** The State Board of Education shall have up to two years to develop the personal financial literacy curriculum and integrate the curriculum into the standard course of study. The State Board shall report to the Joint Legislative Education Oversight Committee on the proposed curriculum before implementation.

# Personal Financial Literacy

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## Background Information

- Legislation requires that the State Board of Education determine the components of personal financial literacy that will be covered in the curriculum.
- Seven sites participated in a financial literacy pilot from January – May 2004.
- In a collaborative effort of the NC State Treasurer’s Office and NCDPI, an online financial literacy survey was developed and administered to a sample population of seventh grade students during the first week of March 2007. The results of this survey are not yet available as they are still being tabulated.

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## Personal Financial Literacy Options

See the attached chart

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## Recommendation

~~Mandate 5 days of personal financial literacy instruction as part of the Algebra I/Integrated Mathematics I Standard Course of Study~~

~~Infuse personal financial literacy topics into the Algebra I and Integrated Mathematics I Standard Course of Study.~~

It is recommended that the State Board of Education review and approve the following recommendations:

The Middle and Secondary Division will develop a module for personal financial literacy instruction that is aligned to Civics and Economics Standard Course of Study’s goals and objectives and focus on the topics of budget, savings, investment and credit.

Staff will develop professional development for Social Studies teachers based on the module for delivery in the summer of 2007 for implementation by teachers in the 2007-08 school year.

Staff will identify a student assessment instrument for personal financial literacy that is aligned to the major topics outlined in the Civics and Economics course and incorporate that assessment on a voluntary basis into the existing end of course assessment cycle.

Staff will infuse personal financial literacy topics into the Algebra I and Integrated Mathematics I Standard Course of Study during the revision cycle.

## Personal Financial Literacy In the 6-12 Curriculum

Actions	Professional Community	Support	Assessment
<ul style="list-style-type: none"> <li>• Develop a model for personal financial literacy (PFL) instruction that is aligned to Civics and Economics SCOS focusing on budget, savings, investment and credit</li> <li>• Infuse PFL topics into the Algebra I and Integrated Math I SCOS during the revision cycle</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize DPI staff, outside organizations, contracts, and/or nonprofits to provide professional development during the summer of 2007 for high school Civics and Economics teachers, school-based administrators, and central office staff.</li> <li>• Train social studies teachers, school-based administrators, and central office staff in LEAs and charter schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide support materials for professional development</li> <li>• Create an on-line module in collaboration with LEARNC to sustain professional development</li> <li>• Create web-based links for teaching personal financial literacy resources to help students make real world decisions regarding budgeting, saving, spending, investing, and assuming credit.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a student assessment instrument for personal financial literacy that is aligned to the major topics outlined in C&amp;E course and incorporate that assessment on a voluntary basis into the existing EOC assessment cycle.</li> <li>• Provide examples in support materials, on-line module, and web-based links for formative assessment</li> </ul>

**EXECUTIVE SUMMARY**

**Title:** Update Performance Level Descriptors for U.S. History, Civics and Economics, Mathematics EOG Grades 3-8 and NCCLAS for U.S. History, Civics and Economics, and Mathematics EOG Grades 3-8

**Type of Executive Summary:**

- Action       Action on First Reading       Discussion       Information

**Policy Implications:**

- Constitution \_\_\_\_\_  
 General Statute # \_\_\_\_\_  
 SBE Policy # HSP-C-010, HSP-C-018, HSP-C-024  
 SBE Policy Amendment  
 SBE Policy (New)  
 APA # \_\_\_\_\_  
 APA Amendment  
 APA (New)  
 Other Federal NCLB Peer Review Requirement

**Presenter(s):** Dr. Louis M. Fabrizio (Director, Accountability Services Division)

**Description:**

The department is submitting a request to update the Performance Level Descriptors (PLDs) to describe the academic achievement standards performance expectations for the following tests: U.S. History, Civics and Economics, Mathematics EOG Grades 3-8 and NCCLAS (North Carolina Checklist for Academic Standards) for U.S. History, Civics and Economics, and Mathematics EOG Grades 3-8. New academic achievement standards (cut scores) have been approved by the SBE for each of the tests which require that the PLDs be updated to reflect the changes in the standards. This is a requirement of the U.S. Department of Education (USED) as a component of the Peer Review Process. The PLDs are updated once a test-based standard setting method is used as a resource in the standard setting process validation. Actual changes to the policies will be provided at the May 2007 SBE meeting.

**Resources:**

The Pearson Educational Measurement group, Data Recognition Corporation, panels of practitioners, NCSU-TOPS staff, NCDPI testing EC, ESL., and content staff.

**Input Process:**

Pearson Educational Measurement group, Data Recognition Corporation, panels of practitioners, NCSU-TOPS staff, NCDPI testing EC, ESL., and content staff.

**Stakeholders:**

The North Carolina General Assembly, State Board of Education, public school educators, parents, students, and the general public

**Timeline For Action:**

The updates for the Performance Level Descriptors (PLDs) for U. S. History, Civics and Economics, Mathematics EOG grades 3-8, and the NCCLAS edition for each of the listed tests are submitted to SBE for adoption on first reading at the May SBE meeting to be effective for the 2006-07 school year.

**Recommendations:**

The department recommends that the SBE adopt the revisions to HSP-C-010, HSP-C-018 and HSP-C-024 effective with the 2006-07 school year.

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**Audiovisual equipment requested for the presentation:**

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)  
Specify: \_\_\_\_\_

- Audio Requirements (computer or other, except for PA system which is provided)

Specify: \_\_\_\_\_

Document Camera (for transparencies or paper documents – white paper preferred)

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Motion By: \_\_\_\_\_ Seconded By: \_\_\_\_\_  
Vote: Yes \_\_\_\_\_ No \_\_\_\_\_ Abstain \_\_\_\_\_  
Approved \_\_\_\_\_ Disapproved \_\_\_\_\_ Postponed \_\_\_\_\_ Revised \_\_\_\_\_

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\*Person responsible for SBE agenda materials and SBE policy updates: Lucy Medlin, 807-3771



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\*Person responsible for SBE agenda materials and SBE policy updates: Lucy Medlin, 807-3771

**NORTH CAROLINA STATE BOARD OF EDUCATION  
Policy Manual**

**Policy Identification**

**Priority:** Effective and Efficient Operations

**Category:** State Plans

**Policy ID Number:** EEO-I-005

**Policy Title:** Policy regarding the No Child Left Behind Consolidated State Plan for ESEA Reauthorization

**Current Policy Date:** 02/03/2005

**Other Historical Information:** Previous board dates: 06/06/2002, 08/25/2003, 01/08/2004, 03/04/2004, 5/06/2004, 06/30/2004, 07/01/2004

**Statutory Reference:** PL 107-110 (No Child Left Behind Act of 2001)

**Administrative Procedures Act (APA) Reference Number and Category:**

**\*\*\* Begin Policy \*\*\* (Do not tamper with this line)**

Please refer to the insert **No Child Left Behind Consolidated State Plan Application**. This document is available from the:

NC Department of Public Instruction  
State Superintendent's Office  
6301 Mail Service Center  
Raleigh, NC 27699-6301

Questions regarding the **No Child Left Behind Consolidated State Plan Application** should be directed to:

Coordinator of Federal Programs at (919) 807-3443.

All components of the plan, listed below, may be found at the following url:

<http://www.ncpublicschools.org/nclb/federal/> .

- Consolidated State Application – 6/3/04
- Consolidated State Application Baseline Data and Performance Indicators — Updated 5/1/03
- Consolidated State Application Accountability Workbook – 5/11/04
- Consolidated State Application – Assurances – 6/7/02
- Consolidated State Application Accountability Workbook—2/3/2005

**EXECUTIVE SUMMARY**

**Title:** Future-Ready High School Core Curriculum Framework

**Type of Executive Summary:**

- Action
- Action on First Reading
- Discussion
- Information

**Policy Implications:**

- Constitution \_\_\_\_\_
- General Statute # \_\_\_\_\_
- SBE Policy
- SBE Policy Amendment
- SBE Policy (New)
- APA # \_\_\_\_\_
- APA Amendment
- APA (New)
- Other \_\_\_\_\_

**Presenter(s):** Dr. Rebecca Garland (Executive Director, Office of the North Carolina State Board of Education) and Dr. Wandra C. Polk (Director, Middle and Secondary Education Division)

**Description:**

The North Carolina State Board of Education in December 2006 directed Board and Department of Public Instruction staff to conduct a series of regional meetings on the future-ready high school core curriculum framework that the Board adopted. This discussion item will provide feedback to the Board from the series of regional meetings on this topic.

**Resources:**

N/A

**Input Process:**

Input received from the eight regional meetings held across the state on the future-ready high school core curriculum framework.

**Stakeholders:**

Students, parents, teachers, administrators, counselors and other support staff, and universities/colleges statewide.

**Timeline for Action:**

This item was presented for Information in April 2007, Discussion for May 2007, and is returned for Action at the June 2007 meeting.

**Recommendations:**

It is recommended that the State Board of Education review and comment on changes to the policy prior to submission for approval at the June 2007 meeting.

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**Audiovisual equipment requested for the presentation:**

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)  
Specify: \_\_\_\_\_
- Audio Requirements (computer or other, except for PA system which is provided)  
Specify: \_\_\_\_\_
- Document Camera (for transparencies or paper documents – white paper preferred)  
\_\_\_\_\_

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Motion By: \_\_\_\_\_

Seconded By: \_\_\_\_\_

Vote: Yes \_\_\_\_\_ No \_\_\_\_\_

Abstain \_\_\_\_\_

Approved \_\_\_\_\_ Disapproved \_\_\_\_\_ Postponed \_\_\_\_\_ Revised \_\_\_\_\_

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\*Person responsible for SBE agenda materials and SBE policy updates: Amy Betsill (919) 807-3817

# **Future-Ready High School Core Curriculum Framework**

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## **Background Information**

At its December 2006 meeting, the State Board of Education adopted a framework for the Core Course of Study that would require students to take the following 17 units to fulfill high school graduation requirements:

- 4 units of English
- 4 units of Mathematics
- 3 units of Science
- 3 units of Social Studies
- 2 units of a Second Language
- 1 unit of Health/Physical Education

In addition to the 17 units of credit, students would also be required to complete a four course endorsement in one of the following areas:

- Career and Technical Education
- Arts Education
- JROTC
- Advanced Placement/International Baccalaureate
- Second Language
- Others customized to tap student interest such as a Communications endorsement:
  - Journalism
  - Creative Writing
  - Technical Writing
  - Public Speaking

The State Board of Education recommended that the Core Course of Study begin with the freshmen class of 2008. The Occupational Course of Study would still be in place for eligible students.

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## **Regional Meetings for Public Input**

The following eight regional meetings were conducted to explain the proposed Core Course of Study and to seek feedback from the public:

<b>Date</b>	<b>District</b>	<b>Venue</b>	<b>Attendance</b>	<b>Speakers</b>
Feb. 12	Region 7	Forbush High School, East Bend (Yadkin County)	121	30
Feb. 20	Region 6	Weddington High School, Matthews (Union County)	139	30
Feb. 22	Region 5	Randleman High School, Randleman (Randolph County)	203	30
Feb. 26	Region 2	Southwest High School, Jacksonville (Onslow County)	185	21

# Future-Ready High School Core Curriculum Framework

March 5	Region 4	E.E. Smith High School, Fayetteville (Cumberland County)	173	26
March 19	Region 1	Roanoke High School, Robersonville (Martin County)	150	35
March 22	Region 8	Buncombe County School Central Office, Asheville	260	58
March 29	Region 3	Fike High School Wilson, (Wilson County)	231	66
		TOTAL	1462	291
Comments via email at <a href="mailto:Feedback@dpi.state.nc.us">Feedback@dpi.state.nc.us</a>			102	

## Regional Meetings for Public Input

### Summary of Comments from Regional Meetings:

- Several speakers stated that all students don't need to be prepared for college.
- People do not believe that college and work ready are the same.
- Some university and community college professors were vocal that all students do not need high-level math.
- The policy will raise the drop out rate.
- Teachers will quit if they have to teach students who aren't prepared for these high-level courses.
- Having all students in high-level courses will water down the curriculum for high-level students.
- We already have a shortage of math and second language teachers. This policy will exacerbate the issue.
- Second language for everyone belongs in the K-8 program, not high school.
- Every student should have an arts and a CTE course in their core.
- DPI is not ready to implement this policy - courses and assessments are not ready.
- Observations:
  - There is a pervasive culture of low expectations for some students.
  - Had the Arts and CTE Lobbies not organized their forces, there would have been a handful of folks at the meeting with concerns about the math and second language requirements, and the timeline.
    - Most speakers had been organized and were part of a lobbying effort. They had advance information and had written comments.
  - Superintendents were basically supportive. They think we need time to get ready and that second language needs to be supported K-8.
  - Passions were high.
  - Most speakers were very professional in their presentations.
  - Some were very unprofessional and even made personal attacks.
  - There was a multitude of misinformation, some we felt intentionally sparked by contact with the media. Media didn't correct misinformation when they had been told. Examples:
    - SBE ending Occupation Course of Study, CTE, Agriculture, etc.
    - Students had been organized because of these fears.

# Future-Ready High School Core Curriculum Framework

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**Recommendations** Based on feedback, the State Board of Education is asked to revise the proposed Core Course of Study in the following ways:

- A. Implementation date: The Core Course of Study will begin with the entering freshman class of 2009-10.  
 Rationale: This date would provide time for revision of the K-12 Mathematics Standard Course of Study to include more application in existing courses and the development of more options based on a variety of student outcomes. Moreover, additional time would be used to develop integrated assessments for Integrated Mathematics I, II, III and IV.
- B. Four Mathematics Units: Students will be required to take four units of credit in mathematics. The mathematics courses will be based on the student’s desired graduation outcomes. The following options are provided as examples:

- Math Sequence I:

	Math I	Math II	Math III	Math IV
Workforce	Algebra I - or - Integrated Math I (new test?)	Geometry - or - Integrated Math II (new test?)	Algebra II - or - Integrated Math III (new test?)	New 4th course with a technical/data analysis emphasis (new test?)

- Math Sequence II:

	Math I	Math II	Math III	Math IV
Workforce	Integrated Math I (new test?)	Integrated Math II (new test?)	Application-based Math developed to be aligned with a CTE pathway (new test?)	Application-based Math developed to be aligned with a CTE pathway (new test?)

- Math Sequence III:

	Math I	Math II	Math III	Math IV
Community College	Algebra I - or - Integrated Math I	Geometry -or- Integrated Math II	Algebra II - or - Integrated Math III	Advanced Functions and Modeling -or- Integrated Math IV -or- Newly developed Statistics/data Analysis course (new test?)

# Future-Ready High School Core Curriculum Framework

o Math Sequence IV:

	Math I	Math II	Math III	Math IV
University Liberal Arts	Algebra I - or - Integrated Math I	Geometry - or - Integrated Math II	Algebra II - or - Integrated Math III	Advanced Functions and modeling - or - Integrated Math IV - or - AP Statistics - or - Discrete Math - or - Pre-Calculus

o Math Sequence V:

	Middle Grade Math	Math I	Math II	Math III	Math IV
UNC STEM	Algebra I (credit— TBD)	Geometry - or - Integrated Math II	Algebra II - or - Integrated Math III	Pre-Calculus - or - Integrated Math IV	AP Calculus (AB or BC) - or - AP Statistics - or - Discrete Math

Rationale: Providing mathematics courses that are based on student goals after graduation allows for flexibility and choice for students. The options provide for the mathematics preparation of all students to a rigorous level, but the options also recognize that all students do not need the same content in their mathematics courses in order to be college and work ready upon graduation.

- C. Expansion of the Core Course of Study Requirements: Require students to take one unit of credit in arts education and one unit of credit in Career and Technical Education.

Rationale: There was considerable public advocacy for the inclusion of these two areas during the public hearings. Based on available data, approximately 75% of students graduating from NC's high schools in 2006-07 took at least one Career and Technical Education course and approximately 70% of students graduating from North Carolina's high schools took at least one arts education course.

- D. Second Language Course Requirement: Delay the implementation of the second language requirement until the entering freshman class of 2010\*. This additional time would provide opportunity for the state staff to revise the

## **Future-Ready High School Core Curriculum Framework**

Standard Course of Study and to develop professional development that will retool teachers with skills and strategies to teach a variety of students.

Those districts and schools that believe that earlier language instruction is important will also have time to establish a cohesive sequential middle school program to ensure that students have the necessary skills when they reach high school to meet graduation requirements.

Research has shown that students who begin language study in high school and continue their language study beyond high school can develop high levels of proficiency and communication skills in a targeted language.

Finally, the additional time would also provide opportunity for expansion of the NC Virtual High School's second language course offerings.

\* Note: Students whose graduation outcomes include seeking admission to UNC constituent institutions must complete the two course second language requirement.

- E. Opt Out/ Course Substitution Component - Students will be allowed to substitute courses for the required core based on consultation and permission from parents, administrators and teachers. Course substitutions will be made on a case-by-case basis.

Rationale: Providing students with the opportunity to substitute courses from the required core will allow flexibility. However, the option must be structured to ensure that students and parents are aware of the consequences of the substitutions from the required core. Professional development with student support staff will be required.

**EXECUTIVE SUMMARY****Title:** Annual Report: State Advisory Council on Indian Education**Type of Executive Summary:**

Action     
 Action on First Reading     
 Discussion     
 Information

**Policy Implications:**

- Constitution \_\_\_\_\_  
 General Statute #115C-210  
 SBE Policy #EEO-B-001  
 SBE Policy Amendment  
 SBE Policy (New)  
 APA # \_\_\_\_\_  
 APA Amendment  
 APA (New)  
 Other \_\_\_\_\_

**Presenter(s):** Dr. Elsie C. Leak (Associate Superintendent, Curriculum and School Reform Services), Mr. Marvin R. Pittman (Community Liaison, State Board of Education) and Dr. Louise Maynor (Chair, State Advisory Council on Indian Education)

**Description:**

In 1988, the State Board of Education (SBE) adopted an Indian education policy to provide a process for identifying issues pertaining to the education of Indian students in grades K-12. In the same year, the General Assembly passes House Bill 2560 that established a fifteen-member State Advisory Council on Indian Education to serve as the mechanism for advising the SBE on issues pertaining to the education of Indian students in grades K-2. More specifically, House Bill 2560 charges the Council to:

- advise the SBE on effective practices for educating Indian students;
- explore programs that raise academic achievement and reduce the dropout rate among Indian students;
- advise the SBE/DPI on ways to improve coordination and communication for the benefit of Indian students affected by state and federal programs administered at the state level;
- prepare and present an annual report to the SBE, tribal organization, and to conferees at the annual North Carolina Indian Unity Conference; and
- advise the SBE on pertinent Indian education issues when requested to do so.

The report will be posted to <http://www.ncpublicschools.org/docs/racg/resources/reports/indianed/indianed07.pdf> prior to the May SBE meeting.

**Resources:**

N/A

**Input Process:**

In preparation for the 2007 Annual Report on Indian Education to the North Carolina State Board of Education, consultants in the Raising Achievement and Closing Gaps (RACG) section met with the State Advisory Council on Indian Education to discuss proposed revisions of the annual report and a process for determining focus. After discussion and approval of a revised format, the RACG section met with a subcommittee of the Council to further refine the scope of the report. In January 2007, the Council approved the revised report format recommended by the RACG section.

As agreed upon by the Council, the 2007 report provides an examination of the performance of American Indian students at the secondary level. Research for the 2007 report was conducted by consultants in the Raising Achievement and Closing Gap section.

**Stakeholders:**

American Indian students and families, local education agencies and other education, constituent institutions of the University of North Carolina, independent colleges and universities, Community Colleges of North Carolina, and tribal associations and organizations statewide.

**Timeline For Action:**

This item is presented for discussion at the May SBE meeting and will be returned for action at the June SBE meeting.

**Recommendations:**

The State Board of Education is requested to review the report and provide feedback on the content as well as the recommendations provided.

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Audiovisual equipment requested for the presentation:

Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)  
Specify: \_\_\_\_\_

Audio Requirements (computer or other, except for PA system which is provided)  
Specify: \_\_\_\_\_

Document Camera (for transparencies or paper documents – white paper preferred)  
\_\_\_\_\_

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Motion By: \_\_\_\_\_

Seconded By: \_\_\_\_\_

Vote: Yes \_\_\_\_\_ No \_\_\_\_\_

Abstain \_\_\_\_\_

Approved \_\_\_\_\_ Disapproved \_\_\_\_\_

Postponed \_\_\_\_\_ Revised \_\_\_\_\_

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\*Person responsible for SBE agenda materials and SBE policy updates: Rick Klein, 919-807-3761

**NORTH CAROLINA STATE BOARD OF EDUCATION  
Policy Manual**

**Policy Identification**

**Priority:** Effective and Efficient Operations

**Category:** Advisory Committees

**Policy ID Number:** EEO-B-001

**Policy Title:** Policy regarding Indian Education Council appointments and responsibilities

**Current Policy Date:** 02/04/1988

**Other Historical Information:**

**Statutory Reference:**

**Administrative Procedures Act (APA) Reference Number and Category:**

STATE BOARD POLICY STATEMENT ON INDIAN EDUCATION

The State Board of Education adopts the following statements as official policy for Indian education in the public schools of North Carolina:

1. Establish a State Council

The State Board of Education will seek legislative authority to establish a State Advisory Council on Indian Education. The Council should be comprised of fifteen (15) members (eight Indian parents of students enrolled in public schools, two Indian representatives from higher education, two Indian educators in the public schools, one Indian member of the North Carolina Commission of Indian Affairs and two legislators, one each from the House and Senate.) Council members should be chosen from the memberships of North Carolina Indian tribes and Indian organizations, specifically, the Eastern Band of the Cherokee, Lumbee, Coharie, Waccamaw-Sioun, Haliwa, Saponi, Meherrin, and Person County Indians, the Cumberland County Association for Indian People, the Guilford Native American Association, the Metrolina Native American Association and any other Indian tribes gaining state recognition in the future. The Board of Governors of the UNC System should appoint the representatives from higher education. The State Board of Education will appoint the following members from a list submitted by the North Carolina Commission of Indian Affairs: a representative from its membership, eight Indian parents of students enrolled in the public schools and two Indian educators from the public schools. The chairperson should be elected by the membership of the Council.

The State Board of Education will request funds from the General Assembly to support the Council activities. The Council will prepare an annual report to the State Board of Education and the General Assembly.

It shall be the duty of the State Advisory Council to:

- A. Advise the State Board of Education on ways of more effectively meeting the needs of Indian students.
- B. Advocate for meaningful programs to attack the low achievement and concurrent high attrition rates among American Indian students.
- C. Prepare an annual report on the state of Indian education to be presented to the State Board of Education and to Indian tribal organizations at the statewide Indian Unity Conference.
- D. Work closely with the Division of Indian Education in the Department of Public Instruction to increase coordination and communication among and between programs.

## 2. Programs for Indian Education

The State Board of Education through the State Department of Public Instruction will perform the following:

- A. Conduct on an annual basis an indepth analysis of the performance of Indian student on the annual testing program, on the competency test, on promotion tests in grades 3, 6 and 8 and on other performance measures available to the Department.
- B. Consult with Indian organizations regarding funding for special Indian projects.
- C. Encourage local schools systems to better utilize data and information regarding the needs of Indian students enrolled in the public schools.
- D. Make continued effort to expand and strengthen the Division of Indian Education in the Department of Public Instruction.

## 3. Curriculum Sensitivity

The State Board of Education reaffirms its commitment to improving American Indian education by:

- A. Encouraging the Department of Public Instruction to conduct periodic reviews of curriculum materials and develop materials for teachers.
- B. Developing appropriate Indian Education Curriculum materials for use by classroom teachers.
- C. Conducting periodic review of the Standard Course of Study and the Teacher Handbook for inclusion of additional information, if necessary, regarding the history and culture of Indians.

## 4. Indian Involvement in Public Education

The State Board of Education will:

- A. Encourage local boards of education to select Indians to participate on committees and councils appointed by local boards of education.
- B. Encourage local boards of education to employ Indians in positions for which they have the training and experiences.
- C. Encourage the Textbook Commission to recommend textbooks that recognize the history and contributions of Indians.
- D. Select and appoint Indians to boards and committees over which the State Board of Education has appointment authority.

## **EXECUTIVE SUMMARY**

### **Student Performance in Grades Three through Eight**

In the 2005-06 school year, test scores for American Indian students in grades three through eight decreased. Although just over 60 percent of all students who took the North Carolina End-of-Grade (EOG) Reading comprehension Tests and the North Carolina End-of-Grade Mathematics Tests met or exceeded academic proficiency, there was a significant decrease in the number of American Indian students scoring at or above the proficient level (Levels III and IV).

The achievement gap between American Indian students and all students in grades 3 through 8 who scored proficient in both reading and mathematics widened to 15.4 percentage points for the 2005-06 school year. For 2004-05, the performance gap between these two groups of students was 8.4 percentage points.

The percentage of American Indian students in grades 3 through 8 performing at or above proficiency in reading increased from 78.6 percent to 79 percent, an insignificant increment in performance. Even though this .4 percentage point gain moves achievement for American Indian students in an upward trend, these results are unsatisfactory and disappointing.

When viewed over a five-year period, American Indian students have enjoyed a ten-point gain in reading proficiency. They were 68.9 percent proficient in 2002 and have increased to 79 percent proficient in reading for the current school year. This ten-point gain is almost three percentage points above the State's average gain in performance for the same span of years.

In mathematics, the performance gap between American Indian students and all other students is almost 14.9 percentage points. This gap represents an 8 point increase in the math gap between these groups of students since 2001-02.

### **Student Performance on High School End-of-Course Tests**

With the increased rigor in graduation requirements (see Appendix B), it is critical that all education stakeholders focus on what is happening with American Indian students at the secondary level. The guiding mission of the North Carolina State Board of Education is that every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century. Over the period from 2002 to 2006, the achievement gap between American Indian students and the State has been reduced by 11 percentage points. In 2006, American Indian students are 7.8 percentage points behind the State average on the English I End-of-Course Test. This is the lowest that the achievement gap has been in five years between the two groups of students. Since 2002, American Indian students have improved their performance on the Algebra I End-of-Course Test by 6.9 percentage points compared with 3.6 points for the State. However, by 2006 American Indians were 12.3 percentage points behind the State average on the Biology test.

## **Dropout Rates**

High dropout rates for American Indian students persist. The dropout event rate for American Indian students was 2.25 percent, with American Indian males having the highest dropout event rate of any ethnicity and gender.

## **Disproportionality**

American Indian students are disproportionately represented in exceptional children's programs. There are too few American Indian students assigned to advanced placement and honors classes, and there are too many assigned at the other end of the spectrum in classes for learning disabilities. It is especially troubling that American Indian students are more likely to be identified for Educable Mentally Retarded classes than any ethnic or racial subgroup, while they are less likely to be identified for Academically and Intellectually Gifted classes. This disproportionality is alarming. School systems should be required to re-evaluate their practices for assigning students, and they must be required to report to the State Board of Education with justifications for these placements. Our students deserve this attention.

Enrollment of American Indian students in honors courses and Advanced Placement courses is the lowest it has been in over five years. Last year's survey of American Indian youth in North Carolina indicated that American Indian students were not taking rigorous courses designed to prepare them for post-secondary education and/or careers that rely heavily on math and/or science. Clearly, it is virtually impossible for American Indian students to succeed in a highly technological, global society if they are not prepared for these challenges in their early education.

## **Graduation Rates**

Given the negative profile depicted in the 2005-06 data, it is not surprising that the graduation rate for American Indian students is 51.1 percent compared with much higher percentages for all other groups. These data include the following graduation statistics: 74.1 percent for Asian students, 73.6 percent for white students, 60.0 percent for black students, and 51.8 percent for Hispanic students. American Indian students have the lowest four-year graduation rate of any ethnic group in the state.

## **Conclusion**

We can do better by our indigenous population in this state. The State has a duty to these students just as it does to all other public school students to provide the best educational opportunities possible and to assure that these students are prepared for the future.

## **Recommendations from the State Advisory Council on Indian Education**

**Recommendation One:** Encourage school systems to expand the use of valid indicators in the identification of students for placement in Academically and Intellectually Gifted programs.

**Recommendation Two:** Encourage the Raising Achievement and Closing Gaps Section and the State Advisory Council on Indian Education to continue a relationship with the American Indian communities that would include conducting workshops for parents/families on current education issues and policies.

**Recommendation Three:** The State Advisory Council on Indian Education requests that the State Board of Education restore the Office of Indian Education within the Department of Public Instruction.



\*Person responsible for SBE agenda materials and SBE policy updates: Tish Bynum, 919-807-3971

**NORTH CAROLINA STATE BOARD OF EDUCATION  
Policy Manual**

**Policy Identification**

**Priority:** High Student Performance  
**Category:** Standard Course of Study  
**Policy ID Number:** HSP-F-009

**Policy Title:** Policy delineating the NC Standard Course of Study for Second Languages

**Current Policy Date:** 11/22/2004

**Other Historical Information:** Previous board dates: 07/07/1994, 11/04/1999

**Statutory Reference:**

**Administrative Procedures Act (APA) Reference Number and Category:**

Please refer to the insert **NC Standard Course of Study - Second Languages K-12 Curriculum**. This Manual is available for purchase from the NC Department of Public Instruction. For price and availability, please call the Publication Sales Section of the Communications and Information Services Division at 1-800-663-1250. Instructions for ordering will be given at that time.

Questions regarding the **NC Standard Course of Study - Second Languages K-12 Curriculum** should be directed to:

NC Department of Public Instruction  
Division of Instructional Services  
Second Languages, ESL, Information & Computer Skills  
6353 Mail Service Center  
Raleigh, NC 27699-6352

(919) 807-3864  
(919) 807-3866

The **NC Standard Course of Study - Second Languages K-12 Curriculum** is also available from the following link:

[http://www.ncpublicschools.org/curriculum/second\\_languages/](http://www.ncpublicschools.org/curriculum/second_languages/).

## American Sign Language

### LEVEL I

**Competency Goal 1:** *Interpersonal Communication – The learner will engage in one on one and group conversation and exchange information and opinions on a variety of topics.*

- 1.01 Express self in basic 1-3 sentence responses using ASL signs and phrases during question answer interactions.
- 1.02 Interact using a standard introduction, greetings, farewells and expressions of courtesy.
- 1.03 Ask and respond to basic questions about a variety of topics such as feelings and emotions, likes and dislikes, and personal information.
- 1.04 Give and follow simple directions, commands and requests.
- 1.05 Share basic opinions on familiar topics.
- 1.06 Fingerspell proper nouns (e.g., products, brands, names, places) with teacher-aided cues.
- 1.07 Exchange basic essential information using appropriate non-manual markers, and registers such as facial expressions, body posture and spatial orientation.
- 1.08 Produce commonly used classifiers appropriately in context.
- 1.09 Demonstrate appropriate conversational strategies during one on one conversation.

**Competency Goal 2:** *Interpretive Communication – The learner will comprehend signed information on a variety of topics in ASL.*

- 2.01 Demonstrate comprehension of basic personal and social questions by responding appropriately using ASL signs and phrases of 1-to-3 sentences in length.
- 2.02 Comprehend fingerspelling such as products, brands, names, places and words that have no signs and lexicalized fingerspelling with teacher-aided cues.
- 2.03 Demonstrate an understanding of simple directions (locations), commands and requests in ASL.
- 2.04 Comprehend basic questions on a variety of familiar topics and respond appropriately using ASL signs and sign phrases during interactions over personal and social topics.

- 2.05 Demonstrate an understanding of basic ASL syntax (e.g., O-S-V, rhetorical, topic-comment, conditional).
- 2.06 Identify key words, main ideas and important details from basic ASL narratives.
- 2.07 Understand basic ASL descriptions, physical attributes and surroundings (e.g., family and daily routines).
- 2.08 Demonstrate comprehension of phrases with accompanying basic non-manual markers and degrees of intensity.

**Competency Goal 3: Presentational Communication (Expressive Skills) –**  
*The learner will present information, concepts, and ideas to an audience on a variety of topics.*

- 3.01 Express prepared short presentations (up to 5 minutes) in ASL about self, people, places, things, and events using conceptually accurate everyday signs and phrases.
- 3.02 Tell simple narratives/stories, and perform scenarios and anecdotes on familiar topics (e.g., daily routines and events).
- 3.03 Give simple directions and descriptions, describe attributes and locate simple objects in ASL.
- 3.04 Give simple commands and explain procedures.
- 3.05 Make requests (e.g., appointments, changing time schedule), plans and suggestions.
- 3.06 Fingerspell names, places and addresses, including abbreviations and categories and simple lexical fingerspelling.
- 3.07 Produce and comprehend number signs (e.g., age and time).
- 3.08 Express opinions about likes, dislikes and activities.

**Competency Goal 4: Cultures -**  
*The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.*

- 4.01 Observe, identify, discuss and use simple patterns of behavior (e.g., eye contact and getting someone's attention) for interacting in various settings.
- 4.02 Demonstrate familiarity with media such as newspapers, magazines and their values in the Deaf community.

4.03 Demonstrate familiarity with abstract genre such as poetry, art, folklore, jokes, and their values in the Deaf community.

4.04 Observe and discuss the historical and current role and impact of technology, education, deaf and mainstreamed schools, the laws and leadership of the Deaf community.

4.05 Demonstrate an understanding of the history of ASL and the Deaf community (e.g., Deaf organizations and sports), its connection to Deaf culture and the Deaf community.

4.06 Demonstrate an understanding about the perspectives of Deaf culture (e.g., medical and cultural perspective of hearing loss).

4.07 Demonstrate knowledge of ASL and Deaf Community (including Deaf organizations & sports)

4.08 Understand the unique role of name signs in Deaf culture (arbitrary as opposed to descriptive names).

**Competency Goal 5:** *Comparisons – The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.*

5.01 Compare suprasegmentals of ASL with other languages.

5.02 Compare morphology of ASL with other languages such as inflection, modulation and temporal aspects.

5.03 Compare basic syntax of ASL with other languages.

5.04 Compare basic discourse of ASL with other languages.

5.05 Compare frequently recognized regional sign variations.

5.06 Compare simple patterns of behavior among deaf culture and other cultures.

5.07 Compare concrete and abstract products of Deaf culture and other cultures.

5.08 Compare Deaf culture with values from other cultures.

5.09 Identify assistive technology used by deaf persons (e.g., light flashings and vibrating devices).

**Competency Goal 6** *Connections – The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.*

- 6.01 Identify the use of technology to access and exchange information with and within the Deaf community (e.g., closed captions (CC) and relay).
- 6.02 Demonstrate understanding of concepts learned in other high school subjects using ASL.
- 6.03 Recognize and understand the learning strategies and processes from other disciplines.
- 6.04 Recognize and understand the importance of name signs in Deaf community.
- 6.05 Demonstrate awareness of print and non-print resources for and by people who are deaf.

**Competency Goal 7:** *Communities – The learner will use ASL and demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.*

- 7.01 Demonstrate awareness of diversity in the Deaf community (e.g., communication modes, educational placement, and sub-groups).
- 7.02 Attend and/or participate in Deaf community events.
- 7.03 Demonstrate awareness about networking in the Deaf community (e.g., sports, organizations, resources, and clubs).
- 7.04 Explore career possibilities using ASL.
- 7.05 Share knowledge of ASL and Deaf culture with others (e.g., Deaf awareness week, Deaf, Deaf World, ASL clubs, informal sharing).

## American Sign Language

### LEVEL II

**Competency Goal 1:** *Interpersonal Communication* The learner will engage in 1:1 and group conversation and exchange information and opinions on a variety of topics.

- 1.01 Express self in 3-5 sentence responses using increasingly complex conceptually accurate grammar and syntax.
- 1.02 Interact using formal introduction and expansion on background information about self and others.
- 1.03 Ask and respond to complex questions about a variety of topics.
- 1.04 Give and follow complex directions, commands and requests.
- 1.05 Share more complex opinions and preferences about unfamiliar topics.
- 1.06 Fingerspell proper nouns (e.g., products, names, words that have no signs) with no teacher aided cues.
- 1.07 Exchange information using more complex non-manual markers, registers and cultural behaviors.
- 1.08 Use more complex classifiers appropriately in context.
- 1.09 Demonstrate appropriate listener feedback during group conversation.

**Competency Goal 2:** *Interpretive Communication* – The learner will comprehend signed information on a variety of topics in ASL.

- 2.01 Demonstrate comprehension of and ability to paraphrase expressed ASL signs, phrases and sentences (3-5 sentences) and dialogues.
- 2.02 Comprehend fingerspelling of nouns such as products, brands, names, places and words that have no signs and lexicalized fingerspelling with less teacher-aided cues.
- 2.03 Demonstrate an understanding of complex directions (e.g., locations and tasks), commands and requests in ASL.
- 2.04 Demonstrate an understanding of increasingly complex questions, including conditional questions on a variety of topics.

- 2.05 Demonstrate an understanding of increasingly complex ASL syntax (e.g., temporal aspects, and pronominalization).
- 2.06 Understand and summarize key words, main ideas and important details from increasingly complex ASL narratives.
- 2.07 Understand more complex ASL description of objects and concepts (e.g., instruments, food, texture).
- 2.08 Demonstrate comprehension of phrases with increasingly complex non-manual markers and degrees of intensity.

**Competency Goal 3: Presentational Communication (Expressive Skills) –**  
*The learner will present information, concepts, and ideas to an audience on a variety of topics.*

- 3.01 Express prepared presentations (at least 5-10 minutes) in ASL (e.g., about self, Deaf community) using appropriate ASL vocabulary, syntax and discourse.
- 3.02 Tell short stories, and perform scenarios and anecdotes stories on familiar topics (i.e. health and family history) and Deaf/ASL Literature (e.g., cheers, handshape stories).
- 3.03 Give complex directions (locating, describing, and identifying things around the house and outside surroundings), and give directions about how to get to places in the community.
- 3.04 Make complex requests, complaints and suggestions.
- 3.06 Produce technical terms (e.g. health, medical, legal) and complex lexical words and acronyms using fingerspelling.
- 3.07 Produce accurate number signs for complex mathematics, (e.g., whole-part, ratio, fraction, and percent.)
- 3.08 Express opinions about food and situations using appropriate vocabulary, non-manual signals and register variation.

**Competency Goal 4: Cultures –** *The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.*

- 4.01 Observe, identify, discuss and use complex patterns of behavior (eye contact, getting someone's attention, negotiating signing environment, cultural greetings, information sharing, and etiquette for social interaction) for interacting in various settings.

- 4.02 Demonstrate familiarity with complex and abstract media such as websites, newspapers, magazines and their values in the Deaf community.
- 4.03 Demonstrate familiarity with complex and abstract genre such as poetry, art, folklore, jokes, and their values in the Deaf community.
- 4.04 Narrate and discuss in-depth the historical and current role and impact of technology, education, deaf and mainstreamed schools, the laws and leadership of the Deaf community.
- 4.05 Demonstrate knowledge of Deaf heritage and discuss in-depth major historical events and persons which affect beliefs about Deaf culture.
- 4.06 Elaborate on the perspectives of Deaf culture (medical and cultural perspective, identity, appropriate technology, and politics) and their impact.
- 4.07 Demonstrate an understanding of the diverse Deaf communities in the United States and its related organizations.
- 4.08 Describe the unique role of name signs in Deaf culture.

**Competency Goal 5:** *Comparisons – The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.*

- 5.01 Utilize and apply phonology of ASL with other languages.
- 5.02 Utilize and apply morphology of ASL with own language and culture.
- 5.03 Discuss and compare complex discourse of ASL to other languages.
- 5.04 Give examples in ASL of several frequently recognized regional sign variations.
- 5.05 Discuss complex patterns of behavior among Deaf culture and other cultures.
- 5.06 Discuss more complex concrete and abstract products of Deaf culture and other cultures.
- 5.07 Compare and discuss Deaf cultural values with values from other cultures.

**Competency Goal 6** *Connections: The learner will acquire, reinforces, and furthers his/her knowledge of other disciplines through the foreign language.*

- 6.01 Explain how technology is used to access and exchange information with and within the Deaf community (e.g., Closed Captions, TTY, Relay).

6.02 Demonstrate understanding of more complex concepts learned in other high school subjects using ASL.

6.03 Express personal interests and knowledge from other disciplines in ASL.

6.04 Describe the experience of using hearing dogs and technology normally used by deaf persons at home and work (e.g., light flashings and vibrating devices).

6.05 Discuss and make reference to print and non-print resources for and by people who are deaf.

**Competency Goal 7:** *Communities – The learner will use ASL and demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.*

7.01 Discuss and make reference to diversity in the Deaf community (i.e., communication modes, educational placement, and sub-groups).

7.02 Communicate in ASL with people who are Deaf at non-interpretive community events to gain background information.

7.03 Develop a network of contacts in the Deaf community (e.g., sports, organizations, clubs).

7.04 Determine career possibilities using ASL.

7.05 Share and discuss in-depth knowledge of ASL and Deaf culture with others (e.g., Deaf awareness week, ASL clubs).