

**EXECUTIVE SUMMARY****Title:** Governor's School/Board of Governors**Type of Executive Summary:**
 Action     
  Action on First Reading     
  Discussion     
  Information
**Policy Implications:**

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- Constitution \_\_\_\_\_
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- 
- General Statute # \_\_\_\_\_
- 
- 
- SBE Policy #
- HSP-D-009
- 
- 
- SBE Policy Amendment
- 
- 
- SBE Policy (New)
- 
- 
- APA # \_\_\_\_\_
- 
- 
- APA Amendment
- 
- 
- APA (New)
- 
- 
- Other \_\_\_\_\_

**Presenter(s):** Elsie C. Leak (Associate Superintendent, Curriculum and School Reform Services) and Mary N. Watson (Director, Exceptional Children Division)

**Description:**

In accordance with the State Board of Education policy, membership on the Board of Governors, Governor's School, is being updated. This is an advisory board appointed by the State Board of Education to assist in development and approval of student selection criteria and nominating procedures. The Board assists in the preparation of the school's budget. Representation is made up of persons in public school education, higher education, and from the lay community. The Board is chosen to give statewide representation. Board members are eligible to serve two (2) three-year terms.

The current list of the Governor's School/Board of Governors' membership indicates two (2) members whose terms will expire on June 30, 2007. Both members have served two consecutive terms and are no longer eligible to serve on the Board.

Genie Wilson's first term expires on June 30, 2007. She has agreed to serve a second term if approved by the State Board of Education.

**Resources:**

N/A

**Input Process:**

N/A

**Stakeholders:**

Local Education Agencies, teachers and high school students will be represented by the Board.

**Timeline For Action:**

Two members of the Governor's School/Board of Governors terms will expire on June 30, 2007. This item was discussed and nominations were provided by the State Board of Education at the May 2007 meeting. William Howard was nominated from District # 1 and Jane A. Behan was nominated from District # 7.

Genie Wilson, Board member from District # 6, will complete her first term on June 30, 2007. Ms. Wilson has agreed to serve a second three-year term.

This item is being submitted to the State Board of Education for action at the June meeting.

**Recommendations:**

The State Board of Education is asked to approve the recommendations of William Howard and Jane A. Behan for membership on the Board of Governors/Governor's School and to approve a second three-year term for Genie Wilson.

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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: Tish Bynum 807-3971

## BOARD OF GOVERNORS, GOVERNOR'S SCHOOL, April 2007

Members	Address/E-mail	Phone/Fax	District	Sex	Race	Terms	Occupation
Dr. Elsie Leak	NC Dept. of Public Instruction Curriculum and School Reform Ser. 6307 Mail Service Center Raleigh, NC 27699-6307 Eleak@dpi.state.nc.us	W 919/807-3759		F	B		Associate State Superintendent for Curriculum and School Reform Services
Dr. Linda S. Brunson	Clinton City Schools 606 College Street Clinton, NC 28328 lbrunson@clinton.k12.nc.us	W 910-592-3132 x 124 F910-592-2011	2	F	B	07/01/06 – 06/30/09	Asst. Superintendent Clinton City Schools
** Genie A. Wilson	1415 Beatties Ford Road Charlotte, NC 28216 Genie.wilson@cms.k12.nc.us	H 704/536-6579 W 980/343-5500 F 980/343-5593	6	F	B	07/01/04 – 06/30/07	Educator
Rodney Allen	908 Panola Road Winston-Salem, NC 27106 Rodallen11472@yahoo.com	H 336/774-0548 W 336/727-2061	5	M	W	07/01/05 – 06/30/08	GS Alumni Association President
* Trimella Chaney Chairperson	312 Sorrento Knolls Drive Blowing Rock, NC 28605 trimella@wjoffice.com	H 828/264-0954	7	F	W	07/01/04 – 06/30/07	Educator
Mary Elizabeth Bouchard	3016 Oxbow Court Raleigh, NC 27613 marybouchard@fmrealty.com	H 919/676-8229 W 919/539-5819 F 919/595-7049	3	F	W	07/01/06 – 06/30/09	Parent/Realtor
Arthur "Buddy" Spong, Jr. Vice-Chairperson	PO Box 241 West End, NC 27376-0241 bspong24@hotmail.com	H 910/673-7901 W 910/692-8571	4	M	W	07/01/06 – 06/30/09	Executive Director American Red Cross Moore Co. Chapter
Betsy Denton Burrows	PO Box 1654 Brevard, NC 28712 bburrows@brevard.edu	H 828/885-7260 W 828/883-8292	8	F	W	07-01/06 – 06/30/09	Educator/Asst. Professor
* Sherryl Tipton	3909 Fernwood Lane Greenville, NC 27834 ncdance@earthlink.net estipton@earthlink.net	H 252/355-7658 W 252/355-2140	1	F	W	07/01/04 – 06/30/07	Educator-Artistic Director of NC Academy of Dance Arts
Daniel L. Turner	6548 Johnson Pond Road Fuquay-Varina, NC 27526 dturner@wcpss.net	H 919/552-7373 W 919/850-1647 F 919/850-1813	3	M	W	07/01/05 – 06/30/08	Administrator - AG
Dr. Maureen Hartford	Meredith College 3800 Hillsborough Street Raleigh, NC 27607 hartfordm@meredith.edu	W 919/760-8511		F	W	Ex Officio	College President
Dr. Susan E. Pauly	Salem College PO Box 10548 Winston-Salem, NC 27108 pauly@salem.edu	W 336/721-2603		F	W	Ex Officio	College President

- \* Second term expires on June 30, 2007
- \*\* First term expires June 30, 2007-- has agreed to serve a second term

**BOARD OF GOVERNORS  
GOVERNOR'S SCHOOL  
EXCEPTIONAL CHILDREN DIVISION  
BIOGRAPHICAL DATA**

**TO BE COMPLETED AND RETURNED TO THE ADDRESS BELOW.**

**Name:** Jane Austen Behan    **E-mail:** jbehan@pitt.k12.nc.us

**Mailing Address:** 622 South Elm St. Greenville, NC 27858

**Phone:** (H) 252-758-7515 (W) 252-830-4267 (Fax) 252-758-1113

**Colleges/Universities/Professional Schools Attended and Degrees Held:**

State University of New York    BM Music Education

Edinboro State University of Pennsylvania    MEd Psychology

Bowling Green State University of Ohio    Post Master Certification School Counseling

**Career History:**

Music Educator – Musical Theatre Director K-12 Students: NY and Pa.

Developmental Disabilities Specialist: NC Developmental Evaluation Clinic

School Counselor K-12 (current position Middle School Counselor)

Arts Education Administrator Pitt County Schools (current)

**Organization Memberships and Offices Held:**

Arts North Carolina – Education Task Force

NC Arts Council Advisory Board – Pitt County Member

Emerge Gallery and Arts Center – Board of Directors

Greenville Museum of Arts Education Committee

ECU's Public School Consortium for the Arts - Member

**Awards/Honors Received:**

Various Certificates of Appreciation from Community and School Groups

**Special Needs/Accommodations:** None

**Return to:**    **Camilla Roberson**  
                  **Public Schools of North Carolina**  
                  **6356 Mail Service Center**  
                  **Raleigh NC 27699-6356**

**Phone: 919/807-3986**

**Fax: 919/807-4028**

**E-mail: croberson@dpi.state.nc.us**

**BOARD OF GOVERNORS  
GOVERNOR'S SCHOOL  
EXCEPTIONAL CHILDREN DIVISION  
BIOGRAPHICAL DATA**

**TO BE COMPLETED AND RETURNED TO THE ADDRESS BELOW.**

**Name: William F. Howard, III                      E-mail: williamhoward@bernhardt.com**

**Mailing Address: H) 405 B Tremont Circle  
Lenoir, NC 28645**

**W)PO Box 740  
Lenoir, NC 28645**

**Phone: (H) 828-754-2859 (W) 828-759-6540 Fax) 828-759-6634**

- **Colleges/Universities/Professional Schools Attended and Degrees Held:  
UNC-Chapel Hill, BSBA 1984**

**Career History:**

- **Belk Department Stores, 1984-1997, Vice President of HR & Operations  
Triad Area of NC**
- **Bernhardt Furniture Company, 1997 – Present, Vice President of Human  
Resources**

**Organization Memberships and Offices Held:**

- **Chairman, Board of Trustees, Caldwell Memorial Hospital, 2005-06, Board  
member for 14 years**
- **Board of Directors, Bank of Granite, 1991-1996, presently, member of Lenoir  
Area Board**
- **Board of Directors, Lenoir Rotary Club, 1991-1995**
- **Board of Directors, CCC&TI Foundation, 1997-2002**
- **Board of Directors, Caldwell County Economic Development Commission,  
1999-2002**
- **Board of Directors, Cedar Rock Country Club, 1998-2002, President 2001**
- **First Union Methodist Church, Finance Chairman**
- **Board of Directors, 2007 Caldwell County Chamber of Commerce**

**Awards/Honors Received:**

**Special Needs/Accommodations: None**

**Return to: Camilla Roberson  
Public Schools of North Carolina  
6356 Mail Service Center  
Raleigh NC 27699-6356**

**Phone: 919/807-3986  
Fax: 919/807-4028**

**E-mail: croberso@dpi.state.nc.us**

**EXECUTIVE SUMMARY****Title: Pre-Approval of Financial and Business Services' Policy Manuals****Type of Executive Summary:**

Consent     Action     Action on First Reading     Discussion     Information

**Policy Implications:**

- Constitution \_\_\_\_\_  
 General Statute # \_\_\_\_\_  
 SBE Policy #EEO-T-000; EEO-M-003; QP-D-003  
 SBE Policy Amendment  
 SBE Policy (New)  
 APA # \_\_\_\_\_  
 APA Amendment  
 APA (New)  
 Other \_\_\_\_\_

**Presenter(s):** Mr. Philip Price (Associate Superintendent, Financial and Business Services), and Mr. Paul LeSieur (Director, School Business Division)

**Description:**

The State Board of Education (SBE) is requested to approve, in advance, the issuance of the following manuals upon the adjournment of the General Assembly. This will allow the Department to incorporate changes approved by legislative action that does not require State Board approval to change any policy directives. It will also allow the Department to distribute resources and disseminate these documents to the local education agencies (LEAs) and charter schools in a timely manner (example, the state salary schedules cannot be implemented by the LEAs until passed in legislation and approved by the SBE). The documents impacted are as follows:

- Public School Personnel State Salary Schedules and Manual (SBE Policy #EEO-T-000)
- Allotment Policy Manual (SBE Policy #EEO-M-003)
- Benefits and Employment Policy Manual for Public School Employees (SBE Policy #QP-D-003)

Should circumstance and/or legislative action require the SBE to revise a current policy or institute any new policies referenced in these documents, these items would be brought to the SBE for separate action as appropriate.

**Resources:**

N/A

**Input Process:**

Annual item brought to the SBE prior to the adjournment of the General Assembly to ensure timely distribution of information and resources to the LEAs.

**Stakeholders:**

LEAs, charter schools, public school employees, DPI, budget office, General Assembly, and State Board of Education

**Timeline for Action:**

This item was presented for discussion at the May 2007 SBE meeting and is being presented for action at the June SBE Meeting.

**Recommendations:**

It is recommended that the State Board of Education discuss the pre-approval of the manuals at the May SBE meeting and take action in June by approving the issuance of the Public School Personnel State Salary Schedules and Manual, the Allotment Policy Manual, and the Benefits and Employment Policy Manual for Public School Employees upon adjournment of the General Assembly or the passage of the budget bill for Fiscal Year 2007-08 and supporting legislation.

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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: Doris McCain 807-3702

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

**Policy Identification**

**Priority:** Effective and Efficient Operations

**Category:** Public School Employee Salary Schedules

**Policy ID Number:** EEO-T-000

**Policy Title:** 16 NCAC 1A.0005 Policy regarding the NC Public School Personnel Salary Schedules and Manual

**Current Policy Date:** 05/01/2007

**Other Historical Information:** Previous board dates: 02/01/1995, 07/11/1996, 07/10/1997, 06/04/1998, 06/03/1999, 08/05/1999, 09/02/1999, 07/13/2000, 09/14/2000, 06/07/2001, 06/06/2002, 06/05/2003; 06/05/2004, 06/29/2005, 08/01/2006

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

**Administrative Procedures Act (APA) Reference Number and Category:** 16 NCAC 1A .0005

The Department provides state salary funds to LEAs in accordance with the State Salary Schedule for Public School Personnel and State Salary Conversion Tables, which the SBE adopts annually.

Please refer to the insert **NC Public School Personnel Salary Schedule Manual**. This manual and the schedules are available from the:

NC Department of Public Instruction  
Division of School Business  
Information Analysis & Reporting  
6334 Mail Service Center  
Raleigh, NC 27699-6334

Questions regarding the **NC Public School Personnel Salary Schedule Manual** and the schedules should be directed to:

(919) 807-3708

The **NC Public School Personnel Salary Schedule Manual** is also available from the following link: <http://www.ncpublicschools.org/fbs/finance/salary/>.

Click on the following link to view only the Public School Salary Schedules:  
<http://www.ncpublicschools.org/docs/fbs/finance/salary/schedules/2006-07schedules.pdf>

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

**Policy Identification**

**Priority:** Effective and Efficient Operations

**Category:** Allotments

**Policy ID Number:** EEO-M-003

**Policy Title:** Policy regarding NC Public Schools Allotment Policy Manual

**Current Policy Date:** 05/01/2007

**Other Historical Information:** Previous board dates: 08/03/1995, 10/05/1995, 01/04/1996, 02/01/1996, 04/02/1996, 07/11/1996, 05/01/1997, 07/10/1997, 06/04/1998, 07/09/1998, 11/05/1998, 07/01/1999, 07/13/2000, 12/07/2000, 06/07/2001, 08/02/2001, 03/07/2002, 06/06/2002, 06/05/2003;01/08/2004, 06/29/2005, 08/01/2006

**Statutory Reference:**

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

Please refer to the insert **NC Public School Allotment Policy Manual**. This Manual is available only online through the NC Department of Public Instruction's website to the Local Education Agencies of North Carolina (LEAs) and the general public.

Questions regarding the **NC Public School Allotment Policy Manual** should be directed to the:

NC Department of Public Instruction  
Division of School Business  
School Allotments Section  
6334 Mail Service Center  
Raleigh, NC 27699-6334  
(919) 807-3739

The **NC Public School Allotment Policy Manual** is available from the following link:  
<http://www.ncpublicschools.org/docs/fbs/allotments/general/>

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

**Policy Identification**

**Priority:** Quality Teachers, Administrators, and Staff

**Category:** Public School Employee Benefits

**Policy ID Number:** QP-D-003

**Policy Title:** NC Public School Employees Benefit and Employment Policies

**Current Policy Date:** 05/01/2007

**Other Historical Information:** Previous board dates: 12/01/1994, 12/07/1995, 11/07/1996, 02/06/1997, 07/10/1997, 01/14/1998, 05/07/1998, 06/03/1999, 10/07/1999, 09/14/2000, 02/07/2002, 06/06/2002, 06/05/2003; 06/03/2004, 06/29/2005, 08/01/2006

**Statutory Reference:** See the note at the bottom of the page.

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

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

Please refer to the insert **Public Schools of North Carolina Benefits & Employment Policy Manual**. This manual is available from the:

NC Department of Public Instruction  
Division of School Business  
School Personnel Support Section  
6334-Mail Service Center  
Raleigh, NC 27699-6334

Questions regarding the **Public Schools of North Carolina Benefits & Employment Policy Manual** should be directed to:

(919) 807-3366

The **Public Schools of North Carolina Benefits & Employment Policy Manual** is also available from the following link: <http://www.ncpublicschools.org/fbs/personnel/benefits/>

**EXECUTIVE SUMMARY**

**Title:** Federal Reauthorization of ESEA/No Child Left Behind

**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):** JB Buxton (Deputy Superintendent) and Dr. Kathy Sullivan (Senior Policy Analyst)

**Description:**

The Elementary and Secondary Education Act (ESEA)/No Child Left Behind has placed greater emphasis on student achievement and the accountability of schools for student learning. It has called attention to the achievement gaps among racial, ethnic, and socio-economic groups of students. It has called attention to the critical role of the teacher in student achievement. However, as the Act is reauthorized, modifications and adjustments are needed. Suggested recommendations to be shared with federal policy makers are presented for Board approval.

**Resources:**

NA

**Input Process:**

The recommendations are based on discussions with staff and other stakeholders as well as review of numerous position papers and reports related to the reauthorization.

**Stakeholders:**

LEAs, Teachers, Students

**Timeline For Action:**

The recommendations are presented for Board adoption/approval.

**Recommendations:**

That the recommendations related to the reauthorization of ESEA/NCLB be adopted/approved by the Board.

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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: Kathy Sullivan, 807-3355

**Suggested Recommendations Related to the Reauthorization  
of the Elementary and Secondary Education Act (ESEA)/NCLB**

<b>Area</b>	<b>Recommendations</b>
<b>AYP</b>	<ul style="list-style-type: none"><li>▪ The “all or nothing” determination of AYP needs to be revised. A distinction should be made between schools and systems that make almost all targets and those that miss many targets.</li><li>▪ AYP calculations to determine if a school should enter “School Improvement Status” should be based on the same subgroups not making AYP in the same subject areas across time.</li><li>▪ In a year in which new assessments are implemented, schools and districts should be held harmless from AYP sanctions in the subject area of the new assessment when new standards must be set that prevent reporting of AYP data prior to the beginning of the school year.</li></ul>
<b>School Choice and Supplemental Education Services (SES)</b>	<ul style="list-style-type: none"><li>▪ The option of Supplemental Educational Services (SES) should be provided before the option of school choice (transfer) is provided.</li><li>▪ The option of school choice should be limited to the subgroups within the school not making AYP that caused the school to enter School Improvement.</li><li>▪ All students in a Title I school in School Improvement who are not proficient should be eligible for SES regardless of whether or not economically disadvantaged.</li></ul>
<b>Supporting Schools and Districts Technical Assistance Improvement Status/Corrective Actions</b>	<ul style="list-style-type: none"><li>▪ More time for school/district improvement is needed before sanctions escalate.</li><li>▪ States should have the authority to differentiate and determine consequences and interventions for schools and districts that fail to make AYP.</li></ul>
<b>Special Populations</b>	<ul style="list-style-type: none"><li>▪ AYP calculations should be removed from Title III (LEP) accountability measures because LEP students are included in other NCLB accountability measures.</li></ul>
<b>Teacher Quality</b>	<ul style="list-style-type: none"><li>▪ There should be public reporting of teacher credentials, based on state licensing requirements, not federal definitions.</li><li>▪ All teachers who have earned National Board Certification should be considered highly qualified in the area(s) in which they hold National Board Certification.</li><li>▪ To achieve the equitable distribution of teachers we must find ways to encourage teachers, administrators, and other instructional support staff to work where they are most needed and reward them for doing so. Financial incentives such as federal subsidies and/or tax credits for teachers, principals, and other professional support staff to work in high poverty schools and schools in need of improvement should be considered.</li></ul>

**Area**

**Recommendations**

**State Authority and Flexibility**

- The reauthorization of ESEA/NCLB should recognize and reinforce state (not federal) authority over K-12 education. It should also focus on support and assistance rather than punitive sanctions.
- The peer review process of state assessments should be revised. States that have received initial approval of assessments should be provided more flexibility for subsequent peer reviews. States should retain authority for determining the appropriate testing instruments for assessing student performance.
- Additional federal testing requirements should not be mandated.

**Resources**

- Authorized levels of NCLB funding must be significantly increased to not only cover the costs that states and districts incur in complying with the technical requirements of NCLB (e.g., assessments, data collection, monitoring) but to assist states in implementing programs and activities to meet the goals of NCLB.

**EXECUTIVE SUMMARY**

**Title:** Utilization of State Board Reserve for Innovative/Special Projects

**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 special provision

**Presenter(s):** Mr. Philip Price (Associate Superintendent, Financial and Business Services)

**Description:**

The State Board reserves \$500,000 from the At-Risk Student Services/Alternative Schools allotment to implement/support specific initiatives as a pilot or for program start-up. Funding has been utilized in the past for numerous start-up initiatives including, in recent years, support of the Closing-the-Gap priorities of the State Board project recovery programs and Senior Projects. The State Board is being presented initiatives for FY 2007-08 (beginning July 1, 2007) that will utilize the \$500,000 reserve funds.

**Resources:**

Funding is available to support the recommended projects.

**Input Process:**

Review of State Board priority items and initiatives related to those priorities.

**Stakeholders:**

Teachers, students, local education agencies

**Timeline For Action:**

This item was presented for discussion at the May 2007 SBE meeting (with revised items moved to action on first reading) and is being presented for action at the June 2007 SBE meeting to assure that funding is available for programs beginning July 1, 2007.

**Recommendations:**

It is recommended that the State Board approve the reserve funds to be used for the projects presented.

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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: Teresa Matthews, 807-3600

**State Board Reserve for Innovative Projects**  
**Funding Options FY 2007-08**

Unappropriated FY 2006-07	\$ 178,964
Approved @ the May State Board Meeting	\$ (175,000)
Funding FY 2007-08	500,000
<b>Total Available</b>	<b>\$ 503,964</b>

**Personal Financial Literacy**

\$ 50,000

The following funds are requested to make preparations for introducing Personal Financial Literacy in the curriculum. This funding will provide professional development and resource materials for the Personal Financial Literacy component for Civics and Economics.

Stipends and travel for teachers - material development	5,000
Video Footage	5,000
Printing	10,000
Regional Professional Development 4 sites	24,000
Reserve	6,000

**Education Insight Initiative**

\$ 135,817

The Education Insight Initiative is a joint initiative between the Department of Public Instruction (NCDPI), the North Carolina Community College System (NCCCS), and the University of North Carolina General Administration (UNCGA). The goal of the initiative is to integrate and make useable relevant portions of data from numerous data repositories currently hosted at the agencies. Each Agency should contribute \$135,817 for the initial assessment phase of the project. Phase 2 and Phase 3 of the project will be funded from a grant secured by UNCGA (estimated to cost \$3,639,078).

**State Board Reserve for Innovative Projects**  
**Funding Options FY 2007-08**

**Programs Offered/Developed by LEARN NC**

**The TNT Project – Teachers Networking Teachers** \$ 245,000

*Improving Teacher Effectiveness and Retention in Turnaround High Schools*

**Focus areas:** new teachers in turnaround high schools and similarly challenged sites

**Grade levels:** 9-12

**Participants impacted:** 195 (pilot year). Model is scalable in future years.

**Courses addressed:** Algebra I, Algebra II, Biology, Civics, Earth Science, English I, Geometry, Physical Science, and US History

**Estimated number of students impacted:** 14,000

The goal of the program is to improve teacher efficacy and support new teachers, positively impacting teacher retention, reducing isolation and building a sustainable online professional learning community among the following populations:

- first-year teachers
- second-year teachers in turnaround high schools seeking content-area assistance
- teachers in turnaround high schools seeking content-area assistance teaching a subject for the first time
- lateral-entry teachers teaching a subject for the first time

.....  
**FIRE Academy – Developing Teaching Professionals for the 21<sup>st</sup> Century** \$ 218,000

*Faculty Integrating Real Entrepreneurship (FIRE)*

**Focus areas:** 21st Century skills, entrepreneurship, financial literacy, problem-based learning, CTE integration, global perspective, and real-world learning

**Grade levels:** ALL

**Participants impacted:** 100. Model is scalable in future years.

**Estimated number of students impacted:** 7,500

Faculty Integrating Real Entrepreneurship (FIRE) Academy professional development courses will build teachers' content-area understanding of entrepreneurship by identifying core entrepreneurship competencies and elucidating the K-12 entrepreneurship strand. Teachers will be trained both in the science (knowledge, skills, and abilities) of entrepreneurship/ business development as well as the art (creative, perceptual, and artistic aspects) of entrepreneurship curricular delivery, including the teaching of strategies for solving problems in ambiguous and complex situations.

The FIRE Academy is designed to prepare teachers to teach in a classroom environment that emulates the interconnectedness of the world and provides student-centered learning opportunities. The academy program includes three general courses and five subject-area specific courses. Participants completing the program (all three general courses and the subject-specific course in an area of concentration) will receive a certificate recognizing their investment and accomplishments as a NCSBE 21st Century Teaching Professional.

## State Board Reserve for Innovative Projects Funding Options FY 2007-08

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**Teaching American History** \$ 177,000

**Focus areas:** US History (suggested topics include Immigration, Business and Innovation in

**Grade levels:** ALL

**Participants impacted:** 90 (pilot year). Model is scalable in future years.

**Estimated number of students impacted:** 6,750

Through this project, professional historians will develop six online professional development courses for K-12 teachers focused on U.S. History topics. These courses will prepare teachers to help high school students learn and practice the habits of mind they will need to be analytical thinkers, critical readers, successful writers, and thorough researchers.

Courses will provide enrolled teachers with access to the latest in historical scholarship, numerous primary sources for classroom use, and the insights of the historian who will serve as the online instructor, providing regular feedback to teachers on their course assignments and facilitating online class discussions. As the culminating activity for each course, each teacher will create a lesson plan for classroom use that ties content from the online courses to the U.S. history curriculum in their grade level.

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### Expansion Funding for New Courses 2007-2008

*In 2006, the State Board laid the foundation for a program of state-wide online professional development. Critical-need professional development courses featuring rigorous, engaging content with sustained instructor support was offered through LEARN NC, impacting 1,026 teachers who earned 3,078 CEUs in 2006-2007. Asynchronous, flexible course delivery provides the right course to the right teacher at the right time. Through this program, LEARN NC was able to support the development and delivery of 43 sections of 19 courses focused on creating an inclusive learning environment, understanding global connections, and strengthening content-area knowledge in literacy, math, science and US history.*

**Possible additional courses to add in FY 2007-08:**

Exploring Small Business Entrepreneurship and Principles of Business and Personal Finance (2 courses).	\$ 40,000
Connecting Geometry to the Real World	\$ 25,000
Scaffolding Content for English Language Learners (ELLs)	\$ 25,000
Reaching and Teaching Exceptional Children (2 courses)	\$ 40,000

\$ 955,817
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**EXECUTIVE SUMMARY**

**Title:** Request from Craven County for the Flexible Use of Mentor Funds

**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 Section 7.21(a) and 7.21(c) of the Special Provisions of the 2005 Budget Bill

**Presenter(s):** Philip Price (Associate Superintendent, Financial and Business Services) and Danny Holloman (Special Assistant, Center for Recruitment and Retention)

**Description:**

The 2005 budget bill contained a special provision to allow LEAs flexibility in the use of mentor funds provided the local board submits a detailed plan on the use of the funds to the State Board and the State Board approves that plan. Since the provision was first approved in the 2003 budget bill, the Board has approved plans from 29 LEAs. Craven County has submitted a plan requesting approval for the 2007-2008 school year. The plan has been reviewed by staff and is being submitted to the State Board of Education for approval.

**Resources:**

No additional resources are requested.

**Input Process:**

The plan was submitted by the LEA. It was reviewed by staff.

**Stakeholders:**

Beginning teachers in Craven County

**Timeline For Action:**

This item is being presented as action on 1<sup>st</sup> reading at the June 2007 SBE meeting.

**Recommendations:**

It is requested that the plan for the flexible use of mentor funds submitted by Craven County be approved by the SBE.

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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: Janice Hedgepeth, 807-4007.

## **Background**

The 2003 budget bill and 2005 budget bill contained a provision to allow the flexible use of mentor teacher funds. LEAs wanting flexibility in utilizing the funding for mentors must submit a plan to the State Board of Education.

LEAs have been asked to provide the following information in their requests:

- I. A detailed description of the proposed mentoring program. The description should include:
  - (a) the number of teachers and entry-level instructional support personnel in the LEA who are to be provided mentors;
  - (b) the number of beginning teachers and entry-level instructional support personnel to be served by the program;
  - (c) the activities and services to be provided through the program;
  - (d) the training that has been/will be provided to mentors in the program;
  - (e) the training that has been/will be provided to mentors not participating in the program;
  - (f) the rationale for the program.
  
- II. Measurable Outcomes. What is (are) the expected outcome(s) of the program? Baseline data for each outcome is to be provided.
  
- III. Budget. How will the mentor teacher funds be used?

Staff members have reviewed the requests submitted. The proposed programs are summarized on the following pages.

## Summary of Proposed Program

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### Craven County Schools

Using a combination of federal, state, and local funds, Craven County School System plans to employ three full-time mentors to support 75 teachers in their first and second year of the Beginning Teacher Program. Mentors will provide consistent, on-going support to new teachers while establishing a direct link between new teachers and the strategic priorities of both the district and state. Mentors will be expected to assist with orientation for beginning and lateral entry teachers, meet regularly with beginning teachers, model effective instructional practices, and gather data to ensure that all beginning teachers are receiving appropriate support. Mentors will provide ongoing and meaningful feedback through direct observations and reflective dialogue with beginning teachers. Additional support for beginning teachers in Craven County will also be provided through collaboration with district Learning System Coaches in order to provide the knowledge, skills, and competencies to implement and deploy the Baldrige process within the classroom while aligning services to district priorities. The rationale for a Full-Time Mentor Program is to provide master teachers the time and resources necessary to support the practices of beginning teachers that will lead to performance excellence. The proposed program is based on district analysis of beginning teacher survey results, teacher retention data, and available resources. A program of this nature will provide the daily, job-embedded professional time necessary to improve the performance and retention of beginning teachers while ultimately improving student achievement.

**EXECUTIVE SUMMARY**

**Title:** Approval of Grants

**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 Grants

**Presenter(s):** Philip Price (Associate Superintendent, Financial and Business Services), Dr. Elsie Leak (Associate Superintendent, Curriculum and School Reform Services), Mr. Marvin Pittman (Community Liaison, State Board of Education), and Mr. John Pruette (Executive Director, Office of School Readiness)

**Description:**

The grants listed below are being submitted for approval of distribution of funds to selected school systems. Please see attachments for description of grants.

- Attachment 1 – 21<sup>st</sup> Century Community Learning Center Summer Program
- Attachment 2 – Even Start Family Literacy Programs – Recommended Grant Awards 2007-2008
- Attachment 3 – Title I Distinguished Schools’ Recognition

**Resources:**

See attachments

**Input Process:**

See attachments

**Stakeholders:**

See attachments

**Timeline For Action:**

Action on First Reading is being recommended in order to allow funding to be distributed to selected school systems in a timely manner.

**Recommendations:**

The attached grants are being submitted for State Board approval.

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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: Linda Jones, 807-3914 ; Jamie Woodlief, 981-5530; Paula Langill, 807-3812.

**SUMMARY OF GRANT**

**Title:** 21<sup>st</sup> Century Community Learning Center Summer Programs

**Policy Implications:**

- Constitution \_\_\_\_\_
- General Statute # \_\_\_\_\_
- SBE Policy # \_\_\_\_\_
- SBE Policy Amendment
- SBE Policy (New)
- APA # \_\_\_\_\_
- APA Amendment
- APA (New)
- X Other Grant, NCLB, Title IV, Part B, Section 4201-4206

**Presenter(s):** Dr. Elsie C. Leak (Associate Superintendent, Curriculum and School Reform Services) and Mr. Marvin R. Pittman (Community Liaison for Student Achievement, State Board of Education)

**Description:**

The purpose of the 21<sup>st</sup> Century Community Learning Center Program is to create community learning centers that provide academic enrichment opportunities for children. Programs in North Carolina serve students who attend high-poverty, low- performing schools; are academically at-risk; and scoring at Levels I and II. The program is designed to help students meet State and local standards in core academic subjects by offering students a broad array of enrichment activities that complement regular academic programs. The services may include the following activities: academic enrichment, remediation, math and science, tutoring, parent involvement, family literacy, drug and violence prevention, and character education. In addition, programs must offer literacy and other educational services to the families of participating children.

The North Carolina Department of Public Instruction receives funds from the U.S. Department of Education under Title IV, Part B, of the Elementary and Secondary Education Act, as amended by the *No Child Left Behind Act of 2001*. Grant awards are made to collaborative partners that may include but are not limited to LEAs, universities, non-profits, and community or faith-based organizations that serve high poverty, low-performing academically at-risk students. To increase summer enrichment opportunities that support academic and physical activities, it is recommended that grant funds be made available for 21<sup>st</sup> Century Community Learning Center Summer programs under PRC 113. These programs will allow students who are academically at risk to have additional opportunities for learning during out-of-school-time.

PRC 113 in the amount of \$100,000.00 has been established for financial support of the summer enrichment programs. Grantees are recommended based upon the 21<sup>st</sup> Century Community Learning Center Summer Request for Proposals (RFP).

**Resources:**

Quarterly and Annual Report Data, Program Proposal and USDOE Learning Points Information

**Input Process:**

Input into the process included feedback from various groups in the field and program participants. Additional input was obtained during 21<sup>st</sup> CCLC meetings, and the Regional Technical Assistance Workshops.

**Stakeholders:**

Students, schools, parents, community and faith-based groups, universities, colleges, and afterschool providers are considered to be stakeholders of this program.

**Recommendations:**

It is recommended that the State Board of Education approve these funds.

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: Linda Jones, 919-807-3914

# 21<sup>st</sup> Century Community Learning Center Program

## "GIVENS"

Federal Priorities	North Carolina Priorities
<ul style="list-style-type: none"> <li>• Implementing activities based on rigorous scientific research</li> <li>• Focusing services on academic enrichment opportunities</li> <li>• Expanding eligibility to public and private organizations targeting services to poor and low performing schools               <ul style="list-style-type: none"> <li>a. non-profit agencies</li> <li>b. faith and community-based organizations</li> <li>c. institutions of higher education</li> <li>d. city or county government agencies</li> <li>e. for profit organizations</li> </ul> </li> <li>• Extending the duration of grant awards to four years</li> <li>• Implementing programs that meet the Principles of Effectiveness</li> <li>• Expanding the range of locations in which local programs may participate</li> <li>• Requiring funds to supplement and <u>not supplant</u></li> </ul> <p><b>Competitive priority will be given to applications that:</b></p> <p>Propose to serve students who attend schools identified for improvement and that are submitted jointly between at least one LEA receiving Title I funds and one public or private community organization.</p>	<ul style="list-style-type: none"> <li>• High student performance, as evidenced by the following:               <ul style="list-style-type: none"> <li>a. alignment to the North Carolina Standard Course of Study</li> <li>b. clear focus on math and reading</li> <li>c. integration of NCSCOS objectives in cultural and enrichment activities</li> <li>d. activities that address the whole child</li> <li>e. an assessment system that clearly shows growth</li> </ul> </li> <li>• Have a full time director</li> <li>• Quality teachers and administrators</li> <li>• Safe, orderly and caring environments</li> <li>• Strong family, community, and business support</li> <li>• Effective and efficient operations</li> <li>• Programs based on scientific research and/or based on demonstrated effectiveness</li> <li>• Programs that serve students who attend schools that have been designated low-performing, Title I and /or high priority schools</li> <li>• Strong linkages between schools and after-school programs</li> <li>• Strong community/school collaboration</li> <li>• Geographic distribution</li> <li>• Programs that meet the following standards:               <ul style="list-style-type: none"> <li>a. current fire inspection</li> <li>b. current building inspection</li> <li>c. outdoor play areas and equipment inspection (when applicable)</li> <li>d. criminal records checks</li> <li>e. have liability insurance</li> </ul> </li> <li>• Fiscal agents have a fidelity bond or be a Local Education Agency or approved educational institution</li> <li>• Sustainability Plan for year three and four to support program</li> <li>• Student transportation provided</li> <li>• Program available for public view</li> </ul>

<b>LIST OF APPLICATIONS RECOMMENDED</b>
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**FOR  
21<sup>st</sup> CENTURY COMMUNITY LEARNING CENTER SUMMER FUNDING**

**DRAFT**

Region	Program Name/ County	Amount Recommended
1	Building Better Teens (Wayne County)	\$6,500
1	Castles (Wayne County)	\$10,000
2	SMMART (Sampson)	\$6,500
2	Students Achieving Success (Brunswick)	\$6,500
3	Wake County Human Services (Wake)	\$10,000
3	Sparc Idol Quest (Wake)	\$10,000
4	Project Aberdeen Alive (Moore)	\$6,500
4	Trinity Christian School (Cumberland)	\$10,000
4	Think Smart Outreach (Harnett)	\$10,000
5	ACE (Mecklenburg)	\$6,500
5	First Foundations (Davidson)	\$10,000
8	Builder's Club	\$6,500

**Total Amount Awarded  
\$99,000.00**

**SUMMARY OF GRANT**

**Title: Even Start Family Literacy Programs--Recommended Grant Awards 2007-2008**

**Policy Implications:**

- Constitution \_\_\_\_\_
- General Statute # \_\_\_\_\_
- SBE Policy # \_\_\_\_\_
- SBE Policy Amendment
- SBE Policy (New)
- APA # \_\_\_\_\_
- APA Amendment
- APA (New)
- Other Even Start Grant Awards

**Presenter(s):** John Pruette (Executive Director, Office of School Readiness)

**Description:**

Federal Even Start Family Literacy funds (\$1,754,129.00\* projected and \$587,697.00 carryover for a total of \$2,341,826.00) will be used to improve educational opportunities for children and adults by integrating early childhood and adult education for parents into a unified program. Based on availability of federal funds, nine continuation sites and five new sites will be recommended for funding. Even Start Programs provide quality early childhood education for children who qualify and adult basic and parenting education to improve parenting skills for parents who have dropped out of school and /or lack literacy skills required to be successful at work. Projects are funded for four years and are subject to availability of federal grant funds and approval of annual continuation applications. After four successful years, sites may apply for an additional four years.

\* Projected U.S. Department of Education, <http://www.ed.gov/about/overview/budget/statetables/index.html>

**Resources:**

Federal

**Input Process:**

The funding process was reviewed by the Committee of Practitioners, Even Start Directors and Office of School Readiness before final allocations were made.

**Stakeholders:**

Students at-risk of school failure and their families, educators working in literacy programs, and communities across North Carolina working to reduce illiteracy and promote school success are all stakeholders in family literacy.

**Recommendations:**

Following review and based on availability of federal funds, the State Board is asked to approve the recommended Even Start Family Literacy sites.

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

\*Person responsible for SBE agenda materials and SBE policy updates: Jamie Woodlief, 981-5530

**Continuation Grants**

Subject to availability of federal funding, the following LEAs are recommended for continuation funding.

<b>LEA</b>	<b>Funding Amount</b>	<b>Education District</b>
Asheboro City	\$158,000	5
Burke County	\$160,000	7
Cumberland County	\$129,000	4
Forsyth/Quality Charter	\$100,000	5
Greene County	\$145,000	2
Lee County	\$100,000	4
Richmond County	\$128,000	4
Rutherford County	\$135,000	8
Washington County	\$137,000	1
Total	\$1,192,000.00	

**New Grants**

Subject to the availability of federal funding, the following LEAs are recommended for funding.

<b>LEA</b>	<b>Funding Amount</b>	<b>Education District</b>
Ashe County	\$100,000	7
Bertie County	\$100,000	1
Caldwell County	\$170,000	7
Craven County	\$161,000	2
Lenoir County	\$176,000	2
Total	\$707,000.00	

Attached is a short description of the new projects.

**Ashe Partnership For Children: Ashe Family Literacy Program (Even Start)/Ashe County Schools**

626 Ashe Central School Road Unit 1  
Jefferson NC 28640

Jeannie Caviness, Coordinator, 336-246-7175, [jeannie.caviness@ashefamilies.org](mailto:jeannie.caviness@ashefamilies.org)

Amanda Coldiron, Assistant Finance Officer, 336-246-7175, [acoldiron@ashe.,12.nc.us](mailto:acoldiron@ashe.,12.nc.us)

FY 2007-08 \$100,000.00

The Ashe Family Literacy Program is a comprehensive family literacy program designed to meet the needs of the families in our community. We offer classes in English as a Second Language (ESL), General Education Development (GED), Adult High School (AHS) and an opportunity to improve basic skills. These classes are possible through the cooperation of the Ashe Partnership for Children, Ashe County Schools and Wilkes Community College. This program is designed to address the following issues:

- Improve basic education skills including working toward a GED or AHS Diploma.
- Improve English language skills in order to assist their children with school and medical needs and be able to communicate with those around them.
- Prepare children for entry into the public school system through an appropriately development early childhood education program.
- Increase parenting skills including appropriate expectations of children, coping skills, discipline, etc.
- Increase parents knowledge of child development
- Provide a safe, secure atmosphere for both the parent and child to learn.

Jeannie Caviness

Ashe Family Literacy Coordinator

626 Ashe Central School Road Unit 1

Jefferson NC 28640

**Bertie County Even Start**

104 Cooper Hill Road

Windsor, N.C. 27983

Angela Mizelle, Director (252) – 794-3576 [amizelle@mchsi.com](mailto:amizelle@mchsi.com)

\$100,000.00

Bertie County Even Start is a comprehensive family literacy program located in Windsor, North Carolina. The program is based on the belief that educating family secures the advancement of parents and children in the present and in the future. Families are the primary stakeholders in the program. Services include early childhood education, adult education, parental support, parent-child interaction and home visits. In order for families to be eligible for participation the family must include a parent/guardian who is in need of Adult Basic Education and have a child age birth through eight. The Bertie County Even Start provides a pre-k classroom for three, four, and five year old children and an adult classroom. Both classrooms are staffed with one certified teacher and one assistant. Children of ages birth through two are referred to local licensed daycare centers with the support of the Even Start Staff. The program operates Monday through Thursday 7:45 a.m. – 3:15 p.m. The staff visits the families in their homes on Fridays. The Bertie County Even Start believes families truly want what is best for their children, but might not have information and resources available to them. Martin Community College and Bertie County schools are partners in the program, along with many other agencies strives to promote pride and productive independence for each family. The 2007-2008 school year will be the thirteenth year of operation.

## **Caldwell Even Start Family Literacy Program**

609 Harper Ave, Lenoir, NC 28645

Pam Fultz, Director (828) 757-8632 [pfultz@caa.k12.nc.us](mailto:pfultz@caa.k12.nc.us)

\$170,000.00

The Family Literacy Project operates at both the Family Resource Center and at Whitnel Elementary School. Children birth through three and their parents attend the program at the Family Resource Center while children 3-5 years old and their parents attend the program at Whitnel Elementary School. The project operates for 36 weeks following the public school calendar. It also operates for 8 weeks during the summer months. Adult Basic Education, GED, ESL, Child Education, Parent Education and PACT are provided four days per week for a total of 5.5 hours per day. The fifth day of each week (Monday) is used for recruitment of participants, planning, team meetings, trainings and home visits.

The Early Childhood Component of the Family Literacy Project operates a high quality child education program for children birth through 7 whose parents participate in the program. The four classrooms, which were licensed in November 2005, provide children with learning opportunities that promote their learning in each of the areas suggested by the Early Learning Standards for North Carolina Preschoolers and Strategies for Guiding Their Success. The areas include: Approaches to Learning, Emotional and Social Development, Health and Physical Development, Language Development and Communication and Cognitive Development.

Adult Basic Education, GED and ESL are the other components of the Family Literacy Project. The Adult Education component of this project is provided by Caldwell Community College & Technical Institute. Adult Educators use traditional as well as non-traditional methods to propel students toward their goals, both academic and personal. In addition to traditional paper and pen tasks, programmed instruction, computer-assisted instruction, team building, field trips, “community classrooms” concepts, volunteer opportunities, journaling and participation in educational planning with their child’s teacher will all be incorporated into the instructional program.

The Caldwell County Even Start Family Literacy Program is a school-community based partnership that is designed to help break the cycle of poverty and illiteracy by integrating early childhood education, adult basic education and parenting education into a unified program whose goals are to:

- Enrich language development, extend learning, and support high levels of educational success for children and their parents;
- Provide literacy services of sufficient hours and duration to make sustainable changes in a family;
- Provide integrated instructional services for families, where children and their parents learn together to desire life-long learning; and
- Support families committed to education and to economic independence.

## **Craven County Even Start Family Literacy Program**

3600 Trent Road

New Bern, NC

Renee' Harrell, Coordinator (252) 244-3226, renee.harrell@craven.k12.nc.us

The Craven County Even Start Family Literacy Program operates a center-based program on a year-round basis. During the ten-month traditional school calendar, families attend school for four days per week, 8:00 a.m. until 2:45 p.m. On the fifth day, Even Start staff conducts home visits. Arrival, departure and Parent and Child Together are times for parents to spend with their children, in the child's environment.

The Even Start Program provides for four comprehensive components: adult education, parent education, Parent and Child Together (PACT) and early childhood education. Home-based instruction ties the four components together. The scheduled contact hours for a typical participant in each of the component areas per month are:

Adult Education – 64 hours

Parent Education – 16 hours

Parent and Child Together – 16 hours

Early Childhood Education – 108 hours

Home Visit Instruction – 1 hour

Accommodations are made for participants who have work schedules, maternity leave or other family responsibilities including support services, by using flexible daily schedules and frequent home visits to enable continued participation and on-going progress. A summer program offers families continued instructional and enrichment services during the summer months. The center-based program operates on a four-hour day, five days per week, for this extended period beyond the traditional public school calendar.

**Lenoir County Even Start**

2017 West Vernon Avenue

Kinston, NC 28504

Felicia S. Pressly, Coordinator (252) 527-8099, [fpressly@lenoir.k12.nc.us](mailto:fpressly@lenoir.k12.nc.us)

FY 2007-2008 \$176,000.00

Since 1998 Lenoir County has successfully operated a combination center-based/ home-based comprehensive family literacy program at Southeast Elementary School in Kinston, NC. An average of 22-24 families has been served each year.

The Kenan Family Literacy Model provides the framework for the program. Adult education, early childhood education, parenting education, and PACT (Parent and Child Time) are regular components of comprehensive family literacy. Parents and children attend school four days a week from 8:00am to 2:30pm during regular school hours. One day a week is dedicated for planning and home visitation by the Family Literacy staff.

**Parent Schedule**

Adult Education	3 hours
Parenting Education	1 hour
PACT	1 hour
Meals & Breaks	1 hour

**Children’s Schedule**

Early Childhood Education 6 hours

The purpose of the Early Childhood Education component is to facilitate active, nurturing, and productive learning experiences for young children. A toddler classroom with two staff and one volunteer is provided for ten one- and two-year-old children at Carver Court Community Center. A preschool classroom with two staff and one volunteer is provided for eighteen three- and four-year-old children at Southeast Elementary School. Children enrolled in Kindergarten through Second grade at Southeast Elementary also interact with their parents in Family Literacy. Learning occurs as children interact with people and respond to the world around them. It is an active, dynamic process in which children’s new experiences continuously revise and expand their prior knowledge. High quality preschool experiences encourage young children to explore their understanding through play.

The Early Childhood component is implemented using the Creative Curriculum as an instructional guide. Curricular goals include the following:

- (1) To provide experiences that meets children’s needs and stimulates learning in all the developmental domains- health and physical development, emotional well being and social competence, approaches to learning, language and literacy, and cognition and general knowledge.
- (2) To view each child as a unique person with an individual pattern and timing of growth and development
- (3) To design interactions and activities to develop children’s readiness for Kindergarten. The children’s development and learning are the ultimate purpose of the Early Childhood component. Using the experience approach, children are introduced to colors, shapes, numbers, and self-expression.

**SUMMARY OF GRANT**

**Title:** Title I Distinguished Schools' Recognition

**Policy Implications:**

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

**Presenter(s):** Dr. Elsie C. Leak (Associate Superintendent, Curriculum and School Reform Services)

**Description:**

The goal of Title I is to improve student achievement by helping high-poverty schools upgrade curriculum; extend learning time; provide professional development for teachers; support teacher salaries; increase parental involvement; and purchase materials, supplies and equipment. The Title I Distinguished Schools Recognition Program showcases top schools that are organizing successful academic programs for the state's neediest students. Nominees were pre-selected at the state level. One candidate was selected from each region for each category. For Category 1, selection criteria included composite scores for three consecutive years, AYP status, and a poverty percentage of 40 or greater. For Category 2, schools with the most student subgroups where all subgroups made AYP and showed the most progress in significantly closing the achievement gap were selected. This year, Eastover-Central Elementary, School of the Arts in Cumberland County, and A.B. Combs Leadership Magnet Elementary in Wake County were recognized as Title I Distinguished Schools for 2007.

**Resources:**

Federal Funds

**Input Process:**

The attached criteria established by the National Title I Association are involved in deciding the State test data, portfolio review by the committee made up of Title I Consultants, Committee of Practitioner members, and LEA Title I Directors.

**Stakeholders:**

North Carolina Title I qualifying schools

**Recommendations:**

It is recommended that the State Board of Education approve this request.

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

\*Person responsible for SBE agenda materials and SBE policy updates: Paula Langill, 807-3812.

## **Two Schools Receive Title I Distinguished Schools' Recognition**

Eastover-Central Elementary, School of the Arts (Cumberland County Schools) and A.B. Combs Leadership Magnet Elementary (Wake County Schools) were recently recognized as Title I Distinguished Schools for 2007. Eastover-Central Elementary was nominated for Category 1-Exceptional Student Performance for two or more consecutive years, and A.B. Combs Elementary was nominated for Category 2-Closing the Achievement Gap between groups of students.

A number of factors contributed to the continued academic success of students at Eastover-Central Elementary School, including student-by-student, objective-by-objective plans made to individualize students' educational experiences. School administrators also encourage a vibrant work environment that supports teachers who have an average twenty-four years of classroom experience. Furthering the school's success is an active and energetic PTA that works with the principal and teachers to help ensure the academic and financial success of the school.

A.B. Combs Leadership Magnet Elementary School is the embodiment of cultural and developmental diversity with one of the largest special education and non-English speaking populations. Fifty-seven countries of children make up the population of A. B. Combs that work together to set and achieve personal and academic goals. Rather than viewing diversity as a challenge, the school has embraced it as an opportunity and, as a result, is narrowing the achievement gap for all groups of students. Staff attribute Combs students' academic success to its commitment that all children can and will learn.

Each of the two North Carolina Title I Distinguished Schools receives a \$7,500 award.

**EXECUTIVE SUMMARY**

**Title:** Madison County Waiver Requests

**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 N/A

**Presenter(s):** Mr. Philip Price (Associate Superintendent, Financial and Business Services), and Mrs. Alexis Schauss, Section Chief, (Division of School Business, Information Analysis and Support)

**Description:**

Madison County Public Schools is requesting a waiver of \$92,599.30 in penalties incurred on outstanding salary audit exceptions dating back to fiscal year (FY) 2002-03 and the 1% interest to be assessed during the repayment period. Since December 2005, Madison County has been providing the Licensure Section the needed paper work to reduce the outstanding salary audit exceptions. After all the appropriate paperwork was submitted, there still remains \$202,068.42 in audit exceptions that can not be cleared. Madison County has been granted a 10 year repayment plan which will include a 1% interest assessed monthly to the remaining balance of the loan. The Department is willing to enter into such a financial agreement with Madison County to repay audit exceptions in a manner that would not interrupt the school systems educational program.

Waivers requested by Madison County:

- Penalties Accrued to date 92,599.30 (The DPI recommends to approve waiver request)
- 1% interest of monthly loan balance (The DPI recommends not to approve waiver request)

**Resources:**

N/A

**Input Process:**

Madison County's and DPI's staffs time and effort of preparing, reviewing and responding to documents submitted.

**Stakeholders:**

Madison County Public Schools and DPI personnel.

**Timeline For Action:**

This item is being presented for action on first reading at the June 7, 2007, SBE meeting.

**Recommendations:**

It is recommended that the SBE approve the waiver of penalties assessed through April 30, 2007, in the amount of \$92,599.30.

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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: Doris K. McCain 807-3700

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

Action       Action on First Reading       Discussion       Information

**Policy Implications:**

- Constitution \_\_\_\_\_  
 General Statute #115C-210.1  
 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) and Mr. Marvin R. Pittman (Community Liaison, State Board of Education)

**Description:**

The General Assembly in 1988 passed House Bill 2560 that established a fifteen-member State Advisory Council on Indian Education. The purpose of this Council is to advise the State Board of Education on ways to meet more effectively the educational needs of Indian students; to advocate meaningful programs to reduce and eventually eliminate low achievement and concurrent high attrition rates among Indian students; to prepare and present an annual report on the status of Indian education to the State Board of Education and to the various Indian tribal organizations at the statewide Indian Unity Conference; to work closely with the Department of Public Instruction to improve coordination and communication between and among programs; and to advise the State Board of Education on any other aspect of Indian education when requested by the State Board.

American Indian educators and parents on the Council serve staggered two-year terms but not more than two consecutive terms, and the remaining members serve unspecified terms at the discretion of their appointing authorities. Nominees to the Council are submitted by their respective tribal organizations to the chairman of the North Carolina Commission of Indian Affairs who then submits recommendations to the State Board of Education for approval of the appointment.

Legislation requires that American Indian members of the Council be broadly representative of North Carolina Indian tribes and organizations, specifically, Coharie, the Eastern Band of Cherokee, Haliwa-Saponi, Lumbee, Meherrin, Occaneechi, Sappony, Waccamaw-Siouan, the Cumberland County Association for Indian People, the Guilford Native American Association, the Metrolina Native American Association, and any other Indian tribe gaining State recognition in the future.

Three members' terms will expire this month. Three members are being recommended for appointment to the Council. These individuals will serve for two years. Three members are being recommended for reappointment to the Council.

**Resources:**

State Appropriations for expenses of the Council including the cost of publishing the annual report.

**Input Process:**

American Indian tribal communities and organizations and the North Carolina Commission of Indian Affairs.

**Stakeholders:**

American Indian students attending public schools, parents, tribal communities, public school administrators and teachers.

**Timeline For Action:**

Presented for discussion at the June 2007 State Board meeting and for action in July 2007.

**Recommendations:**

The State Board is asked to approve the individuals submitted by the North Carolina Commission of Indian Affairs for membership to the State Advisory Council on Indian Education.

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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.

**CURRENT MEMBERSHIP OF THE STATE ADVISORY COUNCIL ON INDIAN EDUCATION**

<b>Member</b>	<b>Tribal/Urban</b>	<b>County of Residence</b>	<b>Race</b>	<b>Term</b>	<b>Term (1<sup>st</sup> or 2<sup>nd</sup>)</b>	<b>Occupation</b>
Claire Hunter Morrow	Meherrin	Rowan	AI	7/06-6/08	1 <sup>st</sup>	Parent/Educator
**Rhonda Truitt	Occaneechi	Alamance	AI	7/07-6/09	2nd	Parent/Educator
Daniel Bell	Coharie	Orange	AI	***		UNC Bd. Of Gov. Rep.
Earlene Stacks	Metrolina	Mecklenburg	AI	***		NC Comm. of Indian Affairs
*Roseanna Belt	Eastern Band of Cherokee	Swain	AI	7/05-6/07	2nd	Parent/Educator
Brian K. Brooks	Lumbee	Robeson	AI	7/6-6/08	2nd	Parent
Brenda Dial Deese	Lumbee	Robeson	AI	7/06-6/08	2nd	Parent/Educator
**Ginger Stone	Coharie	Sampson	AI	7/07-6/09	2nd	Parent/Educator
Louise Maynor	Lumbee	Robeson	AI	***		UNC Bd. Of Gov. Rep.
**Katina Lynch Rolon-Lopez	Haliwa-Saponi	Halifax	AI	7/07-6/09	2nd	Parent/Educator
Jill Ammons Rogitz	Lumbee	Hoke	AI	7/06-6/08	2nd	Parent/Educator
*Kim Bird	Metrolina	Mecklenburg	AI	7/05-6/07	2nd	Parent
Ronnie Sutton	Lumbee	District 85	AI	***		NC House of Representatives
Vacant				***		NC Senate
*Dorothy Crowe	Sappony	Person	AI	7/05-6/07	2nd	Parent/Educator

\*Term expires

\*\*Eligible for re-appointment

\*\*\*Serve as the pleasure of their respective appointing authorities

\*\*\*\*Unable to complete term

<b>Recommended for Appointment</b>	<b>Tribal/Urban</b>	<b>County of Residence</b>	<b>Race</b>	<b>Term</b>	<b>Term (1<sup>st</sup> or 2<sup>nd</sup>)</b>	<b>Replacing</b>
Marcia H. Hollifield	Eastern Band of Cherokee	Graham	AI	7/07-6/09	1 <sup>st</sup>	Roseanna Belt
Kara Stewart	Sappony	Person	AI	7/07-6/09	1 <sup>st</sup>	Dorothy Crowe
Gwendolyn Locklear	Triangle Native American Society	Wake	AI	7/07-6/09	1 <sup>st</sup>	Kim Bird

<b>Recommended for Re-appointment</b>	<b>Tribal/Urban</b>	<b>County of Residence</b>	<b>Race</b>	<b>Term</b>	<b>Term (1<sup>st</sup> or 2<sup>nd</sup>)</b>	<b>Occupation</b>
**Rhonda Truitt	Occaneechi	Alamance	AI	7/07-6/09	2nd	Parent/Educator
**Ginger Stone	Coharie	Sampson	AI	7/07-6/09	2nd	Parent/Educator
**Katina Lynch Rolon-Lopez	Haliwa-Saponi	Halifax	AI	7/07-6/09	2nd	Parent/Educator