

**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):** Mr. Philip Price (Associate Superintendent, Financial and Business Services), Ms. Angela Quick (Deputy Chief Academic Officer, Curriculum, Instruction, Technology and Accountability Services), Mrs. Rebecca Payne (Director, Career and Technical Education Division), Dr. Wandra Polk (Director, Curriculum, Instruction, and Technology Division), and Ms. Tracey Greggs (Lead Section Chief, Curriculum, Instruction and Technology Division)

**Description:**

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

- Attachment 1 – Approval of Carl D. Perkins College Tech Prep Grants
- Attachment 2 – Personal Financial Literacy Grant Awards
- Attachment 3 – NCLB Enhancing Education through Technology – IMPACT II Year 2 Awards

**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:**

It is recommended that the Board approve these grants.

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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: Dianne Barnes, 807-3818, Amy Betsil, 807-3817

**SUMMARY OF GRANT**

**Title:** Approval of Carl D. Perkins College Tech Prep Grants

**Policy Implications:**

- Constitution \_\_\_\_\_
- General Statute # \_\_\_\_\_
- SBE Policy #EEO-I-002
- SBE Policy Amendment
- SBE Policy (New)
- APA # \_\_\_\_\_
- APA Amendment
- APA (New)
- Other

**Presenter(s):** Ms. Angela Quick (Deputy Chief Academic Officer, Curriculum, Instruction, Technology and Accountability Services) and Mrs. Rebecca Payne (Director, Career and Technical Education)

**Description:**

Carl D. Perkins Act Tech Prep funds are to be awarded on a competitive basis to high schools and community colleges to advance student opportunities to complete a seamless transition from high school to post secondary education in high wage, high skill, and/or high demand occupations. Activities include:

- curriculum integration;
- placement services;
- articulation between public schools and community colleges.

**Resources:**

Carl D. Perkins Career and Technical Education Act of 2006.

**Input Process:**

Tech Prep Grants committee reviewed applications and made recommendations for approval according to State Board of Education Policy.

**Stakeholders:**

Administration, teachers, and students

**Recommendations:**

It is recommended that the SBE approve the grant to College Tech Prep consortium at the August 2008 State Board of Education meeting.

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: Dianne Barnes, 807-3818.

**College Tech Prep Grants**  
**July 1, 2008 - June 30, 2010**  
**Introduction**

The purpose of the Carl D. Perkins Career Technical Education Act of 2006, is to make the United States more competitive in the world economy by developing more fully the academic and technical skills of all segments of the population. This purpose will primarily be achieved through improved educational programs leading to academic and technical competencies needed in a technologically advanced society.

**College Tech Prep (CTP)**

- Combines, at a minimum, two years of secondary, and two years postsecondary education in a non-duplicative sequential course of study;
- Integrates academic, career and technical instruction, and utilizes work-based or worksite learning where appropriate and available;
- Provides technical preparation in a career field including high skilled, high wage, high demand occupations, and or emerging occupations;
- Builds student competence in core academics and technical skills and workplace skills through applied, contextual academics and integrated instruction, in a coherent sequence of courses;
- Leads to an industry credential, two-year postsecondary certification, an associate or baccalaureate degree in a specific career field; and,
- Leads to placement in high wage or high skilled employment or to further education.
- Uses career and technical education programs of study, to the extent practicable.

The goal of the North Carolina State Board of Education is to prepare high school graduates to be both college ready and work ready. These students should be better equipped to enter postsecondary education and to enter the workforce with technological skills necessary to be competitive in the global economy and prepared for life in the 21<sup>st</sup> century.

**Vision and Mission of College Tech Prep**

College Tech Prep in North Carolina has the vision of developing a well-educated high-performance 21<sup>st</sup> century workforce through strategic partnerships with business, secondary and postsecondary education and economic and workforce development. The goal of College Tech Prep is to prepare students for employment and continuous learning through rigorous, relevant, and integrated academic and technical education.

College Tech Prep is a seamless educational strategy that begins in the ninth grade, continues through high school into the community college, and continues with a student obtaining a two-year associate degree, two-year certificate, completion of a two-year registered apprenticeship or a baccalaureate degree. College Tech Prep combines a rigorous academic core of courses with a focused sequence of technical courses in a career pathway. Students who excel in their high school career and technical courses may receive college credit for college classes when those classes have comparable competencies. High school College Tech Prep students may align their high school courses to any community college Associate in Applied Science Degree program. Eligible College Tech Prep curricula are found in all of the occupational career pathways.

College Tech Prep helps prepare students to enter and succeed in a 21<sup>st</sup> century career, by requiring cooperation and mutual collaboration of educators, employers, families, and policy makers in the community. College Tech Prep requires the same high level of achievement for all students and recognizes and addresses a variety of learning styles. College Tech Prep integrates relevant applications into academics and encourages critical thinking and lifelong learning. The curriculum structure provides students with two-year degree and four year degree options, keeping the options open through a rigorous curriculum.

This grant provides funds to consortia of at least one local educational agency and at least one postsecondary educational institution which provide College Tech Prep education programs that lead to:

- A two-year associate degree;
- A two-year certificate;
- A two-year registered apprenticeship;
- A four year baccalaureate degree; and/or
- Placement in high skill, high wage employment.

Systemic, strong, comprehensive links between secondary schools and postsecondary education institutions should be persistent elements of these partnerships.

### **MINIMUM PROGRAM CHARACTERISTICS**

Each College Tech Prep consortia must have on file:

1. an annually signed articulation agreement between participants in the consortium;
2. a College Tech Prep Six -Year Plan;
3. a prepared curriculum matrix that lists competencies or tasks being taught and/or projected to be taught at each level;
4. a published College Tech Prep course of study guide;
5. established collaboration and partnership agreements with business, industry, labor, and other organizations and agencies;
6. provisions for equal access to the full range of College Tech Prep programs for special populations that includes the development of program services appropriate to meet their needs;
7. provisions for preparatory services that assist all College Tech Prep participants;
8. publications to students, guidance counselors, teachers, business and industry, parents, and the community-at-large about the College Tech Prep program. This includes sample schedules with course alignments that detail secondary and postsecondary components.

2008 COLLEGE TECH PREP ENHANCEMENT GRANT REVIEW

Consortia Name : \_\_\_\_\_ Date: \_\_\_\_\_ [(CheckOne) Individual \_\_\_\_ Consensus \_\_\_\_ Rating]

**July 1, 2008 - June 30, 2010  
PROPOSAL RATING FORM**

The maximum number of points available is 100 point

<b>Prior Implementation (0-10) points</b> <b>Secondary: 5 points Postsecondary: 5 points</b>		Secondary 0-5 _____	<input type="text"/> Initials	<b>COMMENTS</b>
	Does the proposal describe previous College Tech Prep efforts?	Post Secondary 0-5 _____		
	Student outcomes from all funding sources.  If the consortia has a funded CTP project, does the RFP summarize information from the data packet and provide rationale for the outcomes?	Total 0-10 _____		
	How has this data been used to improve CTE and CTP?			
	How has consortia shared best practices?			
	How have previous grants activities affected: Remediation; Articulated Credit earned and awarded; CTP Completers and Placement; Professional development; Other Activities, etc.?			
	Does the RFP briefly share strategies and outcomes?			

<b>Establishment of Need (0-10) points</b> <b>Secondary: 5 points Postsecondary: 5 points</b>		Secondary 0-5 _____	<input type="text"/> Initials	<b>COMMENTS</b>
	Does the proposal establish need for CTP funding?	Post Secondary 0-5 _____		
	Does the proposal provide a concise overview of the secondary & postsecondary coordinated approach meeting the need?	Total 0-10 _____		
	Does the proposal show a relationship between the six year plan and the need this proposal will address?			

2008 COLLEGE TECH PREP ENHANCEMENT GRANT REVIEW

Consortia Name : \_\_\_\_\_ Date: \_\_\_\_\_ [(CheckOne) Individual \_\_\_\_ Consensus \_\_\_\_ Rating]

<b>Project Description and Relationship to Six-Year Plan (0- 30) points</b> <b>Secondary: 15 points</b> <b>Postsecondary: 15 points</b>		Secondary 0-15 _____	<input type="text"/>	<b>COMMENTS</b>
		Post Secondary 0-15 _____		
	Does the proposal describe an integrated secondary & postsecondary strategy?	Total 0-30 _____	Initials	
	Does the proposal clearly describe the purpose, goals, objectives, strategies, evaluation, criteria, budget, tasks to be accomplished, timelines, and persons that comprise the project management team?			
	Is there evidence of collaborative efforts and partnerships between all education and business partners?			
	Is the project coordinated with the CTP six-year plan?			
	Is there a relationship between the RFP and budget and equipment costs (if any) and its support of the plan?			
	Does the RFP address the CTP course of study, secondary and postsecondary effort, in-service for teachers, faculty, administrators, counselors, and staff?			
	Does the proposal reflect innovative approaches to CTP?			

<b>Accountability and Proposed Outcomes (0-10) points</b> <b>Secondary: 5 points</b> <b>Postsecondary: 5 points</b>		Secondary 0-5 _____	<input type="text"/>	<b>COMMENTS</b>
		Post Secondary 0-5 _____		
	Does the proposal address specific outcomes on a secondary and postsecondary level that will be achieved as a result of this project?	Total 0-10 _____	Initials	
	Is there a plan for measuring the overall effectiveness of the CTP completers' academic and technical competencies?			
	Does the RFP indicate the consortia is capable of reporting the information attached on the Data Sheet provided in Appendix D?			
	Did the RFP provide draft program outcomes for consideration in benchmarking?			

2008 COLLEGE TECH PREP ENHANCEMENT GRANT REVIEW

Consortia Name : \_\_\_\_\_ Date: \_\_\_\_\_ [(CheckOne) Individual \_\_\_\_ Consensus \_\_\_\_ Rating]

<p><b>Data Collection and Reporting (0-10) points</b>  <b>Secondary: 5 points</b>  <b>Postsecondary: 5 points</b></p>	<p>Secondary 0-5 _____ <input type="text"/>                  Post Secondary 0-5 _____ <input type="text"/>                  Total 0-10 _____ Initials</p> <p><b>COMMENTS</b></p>	
	<ul style="list-style-type: none"> <li>Does the RFP contain a plan for establishing and reporting performance data for each tech prep program performance indicator as required in Section 203.e.1-2 of the Carl D. Perkins Career and Technical Education Improvement Act of 2006?</li> </ul>	
	<ul style="list-style-type: none"> <li>Does the RFP provide for a baseline data for consideration in performance negotiation?</li> </ul>	
	<ul style="list-style-type: none"> <li>Does the Plan and Baseline data include the following data points:                             <ul style="list-style-type: none"> <li>The number of secondary education tech prep students and postsecondary education tech prep students served.</li> <li>The number and percentage of secondary education tech prep students enrolled in the tech prep program who-                                     <ol style="list-style-type: none"> <li>Enroll in postsecondary education</li> <li>Enroll in postsecondary education in the same field or major as secondary education tech prep students were enrolled at the secondary level;</li> <li>Complete State or industry recognized certification or licensure;</li> <li>Successfully complete as a secondary student, courses that award postsecondary credit at the secondary level; and</li> <li>Enroll in remedial mathematics, writing, or reading courses upon entering postsecondary education</li> </ol> </li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>The number and percentage of postsecondary education tech prep students who-                             <ol style="list-style-type: none"> <li>Are placed in a related field of employment not later than 12 months after graduation from the tech prep program;</li> <li>Complete State or industry-recognized certification or licensure;</li> <li>Complete a 2 year degree or certificate program within the normal time for completion of such program; and</li> <li>Complete a baccalaureate degree program within the normal time for competition of such program</li> </ol> <p>Note: Consortia are asked to suggest performance levels for their consortia for the first year of the grant. These will be the starting point for further negotiated performance levels and should be indicated somewhere within the document.</p> </li> </ul>	

2008 COLLEGE TECH PREP ENHANCEMENT GRANT REVIEW

Consortia Name : \_\_\_\_\_ Date: \_\_\_\_\_ [(CheckOne) Individual \_\_\_\_ Consensus \_\_\_\_ Rating]

<b>Articulation (0-10) points</b> <b>Secondary: 5 points</b> <b>Postsecondary: 5 points</b>		Secondary 0-5 ____ Post Secondary 0-5 ____ Total 0-10 ____	<input type="text"/> Initials	<b>COMMENTS</b>
	Does the RFP provide a Summary of Articulated Curriculum Agreements, both state and local agreements?			
	Is there a signed statement indicating members of the consortia will follow the North Carolina High School-to-Community College Articulation Agreement? (State Articulation Agreement)			
	Is there a signed Local Articulation Agreement and or a plan for Huskins and concurrent enrollment classes for high school CTE students?			
	Is there a plan for developing a local articulation agreement?			

<b>Six Year CTP Plan (0-20) points</b> <b>Secondary: 10 points</b> <b>Postsecondary: 10 points</b>		Secondary 0-10 ____ Post Secondary 0-10 ____ Total 0-20 ____	<input type="text"/> Initials	<b>COMMENTS</b>
	<ul style="list-style-type: none"> <li>Does the RFP contain a sequential six year plan for the enhancement of College Tech Prep?</li> </ul>			
	<ul style="list-style-type: none"> <li>Does the plan address topics such as:</li> <li>Articulation,</li> <li>Curriculum/Programs of Study,</li> <li>Development of Programs,</li> <li>In-service for faculty,</li> <li>In-service for counselors,</li> <li>Equal access and Preparatory services.</li> </ul>			
	Does the plan reflect the enhancement of secondary to postsecondary seamless transitions in CTE Pathways?			
	<ul style="list-style-type: none"> <li>Does the plan reflect the secondary and postsecondary partnership?</li> </ul>			

2008 COLLEGE TECH PREP ENHANCEMENT GRANT REVIEW

Consortia Name : \_\_\_\_\_ Date: \_\_\_\_\_ [(CheckOne) Individual \_\_\_\_ Consensus \_\_\_\_ Rating]

**Overall Review:** \_\_\_\_\_

Reviewer's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Reviewer's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Reviewer's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Reviewer's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Reviewer's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Reviewer's Name: \_\_\_\_\_ Date: \_\_\_\_\_

**COLLEGE TECH PREP – ENHANCEMENT GRANTS  
RECOMMENDATION FOR FUNDING – JULY 1, 2008 – JUNE 30, 2010**

	<b><u>Applied</u></b>	<b><u>Recommended</u></b>
Total number of Consortia:	42	31
Total number of Community Colleges:	38	28
Total number of LEAs	61	46

Total funds requested \$3,501,400

Potential available funds: \$2,723,949

The level of funding is for each of the two years – July 1, 2008 – June 30, 2009 and July 1, 2009 – June 30, 2010, **pending available funding and satisfactory performance.**

<b>Enhancement Recommended for Funding 2008-2010 Tier 1 – Consortia not funded in the past eight years</b>				
<b>LEA #</b>	<b>LEA</b>	<b>Community College</b>	<b>Education District</b>	<b>Budget</b>
<b>040</b>	<b>Anson County Schools</b>	South Piedmont Community College	6	\$64,000
<b>680</b>	Durham Public Schools, Chapel Hill/Carboro City Schools, <b>Orange County Schools</b>	Durham Technical Community College	3	\$68,400
<b>920</b>	<b>Wake County Schools</b>	Wake Technical Community College	3	\$197,000

LEA # indicates Fiscal Agent  
LEA Fiscal Agent is bold

<b>Enhancement Not Recommended for Funding 2008-2010 Tier 1 – Consortia not funded in the past eight years</b>				
<b>LEA #</b>	<b>LEA</b>	<b>Community College</b>	<b>Education District</b>	<b>Budget</b>
	Weldon City Schools	Halifax Community College	3	\$50,000
	Stanly County Schools	Stanly Community College	6	\$71,000

**Enhancement  
Recommended for Funding 2008-2010  
Tier 2 – Consortia funded in the past eight years**

<b>LEA #</b>	<b>LEA</b>	<b>Community College</b>	<b>Education District</b>	<b>Budget</b>
070	<b>Beaufort County Schools</b>	Beaufort County Community College	1	\$61,000
100	<b>Brunswick County Schools</b>	Brunswick Community College	2	\$71,000
110	<b>Buncombe County Schools, Asheville City, Madison County Schools</b>	Asheville-Buncombe Technical Community College	8	\$120,000
140	<b>Caldwell County Schools</b>	Caldwell Community College and Technical Institute	7	\$78,000
160	<b>Carteret County Schools</b>	Carteret Community College	2	\$64,000
180	<b>Catawba County Schools, Alexander County Schools, Hickory City Schools, Newton-Conover City Schools</b>	Catawba Valley Community College	7	\$106,000
240	<b>Columbus County Schools, Whiteville City Schools</b>	Southeastern Community College	4	\$71,000
250	<b>Craven County Schools</b>	Craven Community College	4	\$64,000
260	<b>Cumberland County Schools</b>	Fayetteville Technical Community College	2	\$134,000
280	<b>Dare County Schools</b>	College of the Albemarle	1	\$71,000
290	<b>Davidson County Schools</b>	Davidson County Community College	5	\$92,000
310	<b>Duplin County Schools</b>	James Sprunt Community College	2	\$71,000
720	<b>Perquimans County Schools, Edenton-Chowan Schools</b>	College of the Albemarle	1	\$57,000
330	<b>Edgecombe County Schools</b>	Edgecombe Technical Community College	3	\$64,000
340	<b>Winston-Salem/Forsyth County Schools</b>	Forsyth Technical Community College	5	\$134,000
410	<b>Guilford County Schools</b>	Guilford Technical Community College	5	\$148,000
450	<b>Henderson County Public Schools, Transylvania County Schools</b>	Blue Ridge Community College	8	\$99,000
480	<b>Hyde County Schools</b>	Beaufort County Community College	1	\$57,000
510	<b>Johnston County Schools</b>	Johnston Community College	3	\$92,000

**Enhancement  
Recommended for Funding 2008-2010**

Tier 2 – Consortia funded in the past eight years

<b>LEA #</b>	<b>LEA</b>	<b>Community College</b>	<b>Education District</b>	<b>Budget</b>
550	<b>Lincoln County Schools</b>	Gaston College	6	\$85,000
670	<b>Onslow County Schools</b>	Coastal Carolina Community College	2	\$92,000
730	<b>Person County Schools</b>	Piedmont Community College	5	\$50,000
740	<b>Pitt County Schools</b>	Pitt Community College	1	\$85,000
770	<b>Richmond County Schools, Scotland County Schools</b>	Richmond Community College	4	\$57,000
780	<b>Robeson County Schools</b>	Robeson Community College	4	\$92,000
821	Sampson County Schools, <b>Clinton City Schools</b>	Sampson Community College	2	\$78,000
860	<b>Surry County Schools, Yadkin County Schools, Elkin City Schools, Mt. Airy City Schools</b>	Surry Community College	7	\$92,000
960	<b>Wayne County Schools</b>	Wayne Community College	2	\$85,000
			<b>Total</b>	<b>\$2,699,400</b>

LEA # indicates Fiscal Agent  
LEA Fiscal Agent is bold

**Enhancement****Not Recommended for Funding 2008-2010****Tier 2 – Consortia funded in the past eight years**

<b>LEA #</b>	<b>Secondary</b>	<b>Community College</b>	<b>Education District</b>	<b>Budget</b>
	Cleveland County Schools	Cleveland Community College	6	\$71,000
	Wilkes County Schools, Alleghany County Schools, Ashe County Schools	Wilkes Community College	7	\$92,000
	Rutherford County Schools	Isothermal Community College	8	\$64,000
	Alamance County Schools	Alamance Community College	5	\$92,000
	Cherokee County Schools, Clay County Schools, Graham County Schools	Tri-County Community College	8	\$92,000
	Iredell-Statesville Public Schools, Mooresville Graded School District	Mitchell Community College	7	\$99,000
	Stokes County Schools	Forsyth Technical Community College	5	\$64,000
	McDowell County Schools	McDowell Technical Community College	8	\$50,000
	Washington County Schools	Beaufort County Community College	1	\$57,000



## **Personal Financial Literacy Teacher Grant Selection Process**

### **Objectives:**

1. Support the instruction of Personal Financial Literacy.
2. Provide Civics and Economics teachers opportunities to create, design, implement and share ideas with students and colleagues.
3. Generate Personal Financial Literacy activities that actively engage students in the learning process.
4. Develop a cadre of *Civics & Economics* educators who will share their knowledge through future workshops, summits, and conferences.
5. Engage parents, community organizations and institutions as collaborative partners in the instruction of Personal Financial Literacy.
6. Provide realistic and practical activities about budgeting, banking, credit.
7. Increase public awareness, education and information on Personal Financial Literacy.

### **Personal Financial Literacy Teacher Grant Selection Process**

In 2007 the Personal Financial Literacy Teacher Grant was established with a specific proposal format and criteria. This includes:

#### Grant Application Requirements:

- The Personal Financial Literacy Initiative Grant is open to North Carolina teachers of *Civics and Economics*.
- Applicants must be certified in Social Studies with a minimum of three years teaching experience – two of those years in *Civics and Economics*.
- Applicants must be willing to commit and abide by all the guidelines of this grant.
- Applicants must commit to presenting their grant ideas and success with teachers across our state at the North Carolina Council for the Social Studies (NCCSS) conference or the Annual Personal Financial Literacy Summit, and their project must be presented at the NC General Assembly building during Personal Financial Literacy Day.
- While not required, it is recommended that applicants are a member of a social studies professional organization.

## Personal Financial Literacy Teacher Grant Selection Process

### Proposal Format Outline

Eight sections are required for a complete application. *Please note points for each section totaling 100.* Please arrange your proposal according to the format described below. No handwritten applications will be accepted.

#### **Section 1.** Proposal Cover Page

A blank copy of the Cover Page is included in this application. Please provide all information called for the Cover Page. 5 points

#### **Section 2.** Endorsement

The proposal described in the grant application must be acknowledged and endorsed by your principal or the central office social studies supervisor. This letter of endorsement must be on official school or central office letterhead and must be signed by the appropriate endorsee. 5 points

#### **Section 3.** Title/Objectives/Planned Outcomes

The purpose of the grant is to improve students' personal financial literacy skills and knowledge. State the title and exactly what the students' learning objectives will be by implementing this proposal. Objectives should be realistic, directly related to financial literacy, measurable, and attainable within the time period for implementation. 20 points

#### **Section 4.** Methods

Exactly what do you want to do in your classroom that will result in accomplishment of the objectives cited in Section 3? Describe your choice of methods, materials and strategies for producing your desired student outcomes. 20 points

#### **Section 5.** Project Management

List and describe activities that will be managed by you and others to complete this proposal. If other teachers or personnel are involved, describe their involvement. Indicate who will oversee the purchase of materials. Include resumes for yourself and all persons working with you on this project. 20 points

#### **Section 6.** Project Timetable

Create a concise timetable (chart or list of activities and deadlines) that shows all the key proposal activities and estimate the amount of time for each activity. 10 points

#### **Section 7.** Budget

Provide a cost estimate for each item you are seeking to fund. Estimates should be based on information gathered from vendors, sales representatives and catalogues. Describe all items in the budget and explain how they will be used to support personal financial literacy and the objectives stated in Section 3. In pricing ask for teacher discounts where applicable. Budget restrictions include salaries, honorariums, gratuities, food and beverages, travel, computers or other technological hardware. 20 points

#### **Section 8.** Evaluation

Upon completion, prepare a final report in which you provide evidence – qualitative and quantitative – that you did what you stated you would do in the grant application and that your goals were met. Measurements of student learning (e.g., journals, photos, portfolios, pre-and post-student evaluations) may be included in the evaluation of your grant. The evaluation due date is February 28, 2009.

## Personal Financial Literacy Teacher Grant Selection Process

Six applications representing four districts of North Carolina were submitted to the NCDPI PFL Teacher Grant Selection Committee.

District	No. Applications Received
District 1	1
District 2	0
District 3	3
District 4	1
District 5	1
District 6	0
District 7	0
District 8	0

Each application was read and scored by four different readers who are considered Personal Literacy Financial experts, trainers, and social studies consultants. Working together, the committee selected all six proposals based on the application requirements and suggested recommendations to enhance their projects. Applicants were notified of the Committee's proposed recommendations and forwarded addendums for their projects. Depending on the rigorous outcome of the applicants' projects, it is anticipated that each of these six initiatives will provide excellent learning opportunities and fulfill all grant requirements.

Regular monitoring of Personal Financial Literacy awardees will be done through site visits by DPI's Personal Financial Literacy Consultant. At the completion of the project a final report will be completed by awardees that show evidence of meeting project goals and measuring students' learning (e.g., journals, photos, portfolios, and pre/post-student evaluations).

Awardees will be required to set up an account with the school for their grant. Accurate records of expenditures must be kept using the school's accounting system. All receipts must be submitted with a reconciled budget at the close of the project. A full accounting will accompany the evaluation.

As part of the grant, awardees will present their Personal Financial Literacy activities at the NCCSS Annual Conference in February 2009, the 2009 Personal Financial Literacy Summit, and during Personal Financial Literacy Month, April 2009.

## Personal Financial Literacy Teacher Grant Selection Process

The following programs are submitted for approval August 1, 2008 – February 2009.

**Title:** *Behavior Budget and Cavalier Financial Literacy Week*

**Teacher(s):** Chad Cook, Ann Honeycutt, Robin Bowers, Lindsey Martin, Sandra Burns

**School:** H.M. Cummings High School, Burlington, NC

**District:** 5

**Amount:** \$10,000

**Description:** This project will introduce the importance of keeping a checkbook by learning to complete a checkbook register and write a check. Students will take part in a career exploration activity leading to a Reality Fair and a Savings Day. The Reality Fair will allow students to apply their paycheck to a number of different life-like scenarios and the Savings Day will give students an outlet for discussing what actually took place financially during the Reality Fair. By coupling a behavioral agenda with budgeting basics, students will see value and importance in the day-to-day documenting of finances.

**Title:** *Reaching Up & Out: Equipping Students with the Best in Personal Financial Literacy*

**Teacher(s):** Stephen Day

**School:** Raleigh Charter High School, Raleigh, NC

**District:** 3

**Amount:** \$10,000

**Description:** This project consists of a half-day Personal Financial Literacy session as part of Raleigh Charter High School's "Flex Days". Students will do a series of activities using banking technology, financial interactive simulations, and interaction with members of the financial community. Two workshops will be held in which teachers will learn about the materials and best practices. Teachers will also visit RCHS to see the Flex Day activities in action, and observe the *Civics and Economics* teacher model the instructional strategies and activities.

**Title:** *The Game of Life: A Person Finance Project*

**Teacher(s):** Amity Kea, Liza Knight, Abby Owens, Stephanie Noles, Tracy Carr

**School:** J.H. Rose High School, Greenville, NC

**District:** 1

**Amount:** \$10,000

**Description:** This project will allow students real world experience, such as balancing a checking account, paying bills, investing, and managing surprise expenses. Students will be given a credit score, make basic choices – profession, marriage, children, make major purchases and react to all the financial circumstances one faces. Professionals will speak on financial literacy topics and students will participate in the Stock Market Project to learn how it works and the risks involved. Students will visit the Bureau of Printing and Engraving to better understand the role of the Federal Government in money circulation and usage.

## Personal Financial Literacy Teacher Grant Selection Process

**Title:** *Banking on The Future*

**Teacher(s):** Mary Stevens

**School:** E.E. Smith High School, Fayetteville, NC

**District:** 4

**Amount:** \$10,000

**Description:** This project offers students, parents, and community residents seminars that focus on five literacy topics: Can I Get It On Credit?; The Good, the Bad and the Ugly on Credit; What they didn't tell me at the bank!; Who is FICA anyway?; and, Cash for College. Seminars will be conducted on Saturdays with sessions to engage parents and students in real-life discussions and simulations that will lead to lifelong financial literacy skills. Students will learn the role of the Federal Reserve and how money is circulated in our economic system by visiting the Federal Reserve Bank in Charlotte, NC.

**Title:** *Charging Into Personal Financial Literacy*

**Teachers(s):** Scott McDowell, Terence Wyche

**School:** Weldon High School, Weldon, NC

**District:** 3

**Amount:** \$8,500

**Description:** This project is designed to improve students' personal financial literacy skills, knowledge, and achieve overall competency which includes: applying reliable information and systematic decision making into personal financial decisions, using a career plan to develop personal income potential, organizing personal finance with budgets to manage cash flow, maintaining creditworthiness, borrowing and managing debt, using cost-effective risk management strategies, and implementing diversified investment strategies that are compatible with personal goals. To better understand the concept of money and the role of our federal government, a one-day visit to the Bureau of Printing and Engraving and the Treasury Department in Washington, DC is included. To understand investment strategies, students will participate in the Stock Market Game.

**Title:** *Life, Taxes, and Bills, Oh My!*

**Teacher(s):** Kimberly Burnap, Savannah Dobbins

**School:** Franklinton High School, Franklinton, NC

**District:** 3

**Amount:** \$10,000

**Description:** This project is designed to teach students how to handle real world financial situations including writing checks, balancing a checkbook, and setting budgets. It incorporates economic objectives and the concepts of taxes, types of businesses, supply and demand, and the economic circular flow chart. Students become families, earn income, pay bills, and save their money to combine with other families as businesses. These businesses will then use raw materials purchased with their money to create original products. A field trip is also designed to the Bureau of Printing and Engraving in Washington, DC for students to fully understand the process of minting money and its uses.

**Personal Financial Literacy Teacher Grant Selection Process**

**Teacher Grant Scoring Rubrics**

All projects were reviewed using a rubric. Ratings for each proposal met the specifications in the Request for Proposals (RFP). All projects were recommended for funding. NCSBE Policy EEO-0-001 was followed.

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Title of Proposal

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Submitted by: (Last Name)

First

MI

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Amount Requested

Number of Students to Benefit

Beginning & End Dates

**Overall Rating of application/proposal** \_\_\_\_\_

**Amount Funded** \_\_\_\_\_

**Comments**

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**Suggested selection guidelines**

- 1. Familiarize yourself with the application and the selection guidelines before reading any applications.
- 2. As you read the grant application rate them using the following rubrics, we will give numbers to the categories at the beginning of our meeting.

## Personal Financial Literacy Teacher Grant Selection Process

### GRANT SELECTION

Category	Description	Does not meet requirements	Meets requirements	Exceeds requirement
Planning	Careful thought was given to design a project that incorporates Personal Financial Literacy and implementation can begin this '08-'09 school year.			
Organization	Project information is organized, using the application outline provided. Questions are answered completely.			
Problem-Solving	Applicant was able to troubleshoot and resolve any questions pertaining to the grant.			
Writing	Applicant used word processor or typed neatly. The Financial Literacy Initiative was directly stated.			
Cover Page	The Proposal Cover page was complete and responses were typed.			
Official Endorsement	Principal or central office social studies supervisor endorsed this project.			
Appendix	Applicant's appendix (if any) is original – no photocopies from teacher manuals, web sites or other resource materials is included.			
<b>Subtotal</b>				
<b>The Applicant</b>				
Category	Description	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements
Teaching Responsibilities	Applicant is a Civics and Economics Teacher			
	Applicant is certified in Social Studies with a minimum of 3 years teaching experience – 2 in Civics and Economics			
	Applicant expressed willingness to commit and abide by the guidelines of this grant.			
	Applicant committed to present at NCCSS conference or Annual Personal Financial Literacy Summit			
	Applicant is a member of a social studies organization			

## Personal Financial Literacy Teacher Grant Selection Process

<b>Subtotal</b>				
<b>The Application</b>				
<b>Category</b>	<b>Description</b>	<b>Does not meet expectations</b>	<b>Meets expectations</b>	<b>Exceeds expectations</b>
Compatibility	The project advances Personal Financial Literacy instruction in planning, budgeting, savings and investing or using credit wisely.			
Learning Value	The project uses best practices in social studies education to teach Personal Financial Literacy, its core values, objectives and responsibilities.			
Diversity	The project is designed to reach youth of differing geographic regions, achievement levels, socio-income levels, ethnic backgrounds and religions.			
Impact	The project provides youth with quality personal financial learning opportunities.			
	The project is replicable			
Partnership	The project is a collaborative effort between teachers, schools, and organization (parent, nonprofits, and government agencies)			
	Eighty percent of the project can be generated and implemented by the teacher in the classroom			
Sustainability	The project can be implemented and attainable long-range without additional funding.			
<b>Subtotal</b>				

**Grand total** \_\_\_\_\_

**SUMMARY OF GRANT**

**Title:** NCLB Enhancing Education through Technology – IMPACT II Year 2 Awards

**Policy Implications:**

- Constitution \_\_\_\_\_
- General Statute # \_\_\_\_\_
- SBE Policy #EEO-O-001
- SBE Policy Amendment
- SBE Policy (New)
- APA # \_\_\_\_\_
- APA Amendment
- APA (New)
- Other No Child Left Behind Act of 2001, Title IID, Enhancing Education through Technology

**Presenter(s):** Ms. Angela H. Quick (Deputy Chief Academic Officer, Curriculum, Instruction, Technology and Accountability Services) and Dr. Wandra Polk (Director, Curriculum, Instruction and Technology Division)

**Description:**

This is a federal grant known as the Enhancing Education through Technology (EETT) grant, part of No Child Left Behind. This grant, part of the competitive portion of the EETT grant, will fund the continuation of the IMPACT model (based on the North Carolina Educational Technology Plan and IMPACT: Guidelines for Media and Technology Programs in North Carolina) within five schools in the State. A rigorous process consisted of reviewers reviewing the Year 2 proposals; with schools addressing all requirements effectively. Of the five schools that originally received the IMPACT II grant award, all five will receive Year 2 funding that totals approximately \$1,191,960.00.

**Resources:**

N/A

**Input Process:**

These grants were developed using the United States Department of Education (USED) model in consultation with USED NCLB staff. Once the grant parameters were completed, the draft was sent to several LEA technology personnel for reaction. Modification and clarification were made based on these individuals' comments and suggestions.

**Stakeholders:**

USED and the five schools who have received the award, as well as all schools in NC that can learn from this model and its evaluation.

**Recommendations:**

Staff recommends that the Board approve these awards for the five schools.

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: Susan R. McKinney 807-3828.

## 2008 IMPACT II Model School Grant

North Carolina's Enhancing Education through Technology Competitive Grant Award

The IMPACT II, Year 2 Model School Grants are awarded to five middle schools in North Carolina to provide the necessary personnel, resources, access, professional development, and student instruction to produce technologically literate students by the eighth grade and have a significant impact on the academic achievement of the school's student population.

These grants, based on ADM, range from \$166,716 to \$278,388 and may be renewable for Year 3 based on implementation, evaluation, performance and the availability of EETT funds.

LEA	School	District	
Winston Salem/Forsyth	Walkertown Middle	Fifth	\$327,888.00
Haywood County	Canton Middle	Eighth	\$234,828.00
Robeson County	Pembroke Middle	Second	\$278,388.00
Sampson County	Union Middle	Fourth	\$184,140.00
Swain County	Swain Middle	Eighth	\$166,716.00

### Grant Goals

- Help middle school teachers integrate technology into their teaching practice by providing the technology personnel, resources, and access necessary to implement an outstanding media and technology program as determined in the Evaluation Rubrics within *IMPACT: Guidelines for Media and Technology Programs*. (<http://www.ncwiseowl.org/Impact/Research&eval.htm#evalrubrics>)
- Provide the necessary personnel, resources, access, professional development, and student instruction to produce technologically literate students by the eighth grade and have a significant impact on academic achievement of the school's student population.
- Support and enhance the North Carolina State Board of Education's strategic priorities of Globally Competitive Students ; 21st Century Professionals, Healthy and Responsible Students; Leadership for Innovation; and 21st Century Systems.

### Grant Development

- The grant was developed to align with the 2007 North Carolina Educational Technology Plan and *IMPACT: Guidelines for Media and Technology Programs*.
- The grant was designed to be a three-year study in order to comply with the U.S. Department of Education's requirement to document impact on student achievement.
- The grant was drafted based on the review and evaluation of the original IMPACT Model School grant awarded in 2003.
- The grant was approved by and met all criteria issued by the U.S. Department of Education.

## **IMPACT II, Year 2 Grant Proposal Summaries**

### **Walkertown Middle School – Winston-Salem/Forsyth**

Walkertown Middle School, located in urban Forsyth County, will continue to use a theme of “Career Academy” to implement a plan that will help students make connection and see relevance between all areas of the curriculum and real life. They plan on integrating current and appropriate technology and resources, by collaborating within departments, grade levels, and with community partners, and by maximizing opportunities to develop as professions through high quality staff development. Project activities include:

- Walkertown MS will look to develop stronger partnerships in 08-09.
- Teachers have been trained in Blue Diamond and EVAAS, data analysis tools, and use them in designing targeted instruction.
- Training for teachers in differentiated instruction to enhance technology integration will be provided.
- Selected teachers and staff will attend the National Education Computing Conference.
- Staff will attend the State media and technology conferences.
  - Just in time, support will be provided for teachers by media and technology staff.
- Stronger partnerships will be developed during the FY08-09 program year.
- Student centered use of distance education/video conferencing, educational gaming, 3D World design, and Web 2.0 will be increased.
- Young Authors Night, which had over 300 students and family participants will be repeated in the FY08-09 year.
- As a result of training last year, teachers created and now maintain web pages that provide a great communication tool for parents as well as providing information for students. The web pages provide opportunities for students to use Web 2.0 tools such as blogging and online calendars. Complementary training will be provided for teacher again this year.

### **Canton Middle School – Haywood County**

Canton Middle School, located in rural Haywood County, has a community “strongly rooted in 20<sup>th</sup> Century industrial-based values.” They have a strong feeling that their students need to catch-up and develop the skills needed in today’s world. They plan to make a school-wide shift through refining their planning methods, their instructional strategies and their assessment techniques. Their vision is to move to a technology-driven, project-based learning, and differentiated mode of instruction for their students. Project activities include:

#### Professional Development:

- Provide staff development for new teachers on new technologies, including INTEL training, and collaboration.
- Provide staff development in differentiated instruction and assessment.
- Media coordinator and technology facilitator will focus on providing more collaboration, co-teaching, and modeling of integration of technology and information resources in the classroom.
- Continue to seek opportunities to provide professional development for our staff in the areas of information and technology skills. The media coordinator and technology facilitator will provide training on copyright laws and Internet safety (iSafe) to staff and students.

#### Community Involvement:

- Broaden partnerships to include other entities, such as the Senior Citizens group that is housed just across the street from our campus.
- Continue to offer Canton Middle School campus resources for Haywood Community College (HCC) adult education classes.

#### Accessibility:

- Expand the use of our TI-Navigator system with 7<sup>th</sup> and 6<sup>th</sup> grade students by bringing classes into the media center for Navigator calculator activities. Staff development will be conducted in the media center when feasible.
- Increase library availability next school year to include 1-2 evenings per week and/or Saturday.
- Continue the partnership with Haywood Community College (HCC) to offer our facilities for courses. We will advertise access to our resources for community businesses and organizations.

#### Technology Resources:

- Add an additional computer lab to accommodate the 7<sup>th</sup> and 8<sup>th</sup> grade plus provide computer and Internet access for our Kids in Action after-school program.
- Purchase an additional network printer for the upstairs hallway so teachers on the hallway do not have to interrupt instruction to retrieve print resources.
- Work with our district technology staff to improve the reliability of our wireless Internet access in the training room.

### **Pembroke Middle School – Robeson County**

With a goal of increased community involvement, Pembroke Middle School, located in rural Robeson County, plans to provide a rigorous 21<sup>st</sup> Century professional development program. This program will assist with curriculum design that will offer students a variegated curriculum. This curriculum will enable students to attain the skills necessary to compete successfully in a global society. Project activities will include:

- The Technology Facilitator (TF), Media Coordinator, Principal, and the Media Technology Advisory Committee (MTAC) will jointly create a timeline that will enable the parental involvement to come to fruition. Additionally, a new TF has been hired and secured for the upcoming school year.
- It has been realized that staff development and the collaboration among teachers are the channels through which much success flows. Affording teachers

opportunities to learn from one another impacts their teaching performance positively. The sharing of knowledge and expertise expands the horizons from which much success can rise. Therefore staff development will continue to be a pivotal focus for our IMPACT model.

- The MTAC members and technician will assume even greater roles in the advancement of the IMPACT model. Their expertise and willingness to step forward in a time of crisis has yielded many positive results for the entire learning community. Additionally, the new TF will provide much needed modeling of 21<sup>st</sup> century skills that will impact teaching styles positively across all disciplines.
- The increase in media resource and technology use has been fueled by interdisciplinary/collaborative teaching; therefore, we will plan for more interdisciplinary teaching units for the upcoming school year.
- The governing bodies will continue to provide teachers, students, and parents with the technological support and staff development needed as highlighted through the STNA and teacher request to continue to educate teachers, students, and parents in their acquisition/application of 21<sup>st</sup> century skills. The 2008-2009 school year will mirror the 2007-2008 school year in regard to staff development, LOS, and Teacher Exchange.

### **Union Middle School – Sampson County**

Union Middle School, located in rural Sampson County, is conscious of their goal. Through a scheduled plan of innovative staff development and training, they plan on continuing a collaborative environment where teachers are able to combine their skills, lessons, and knowledge across multiple curriculums. They have named their plan as C-FIRST, in recognition of the importance of collaboration. Project activities

- Will fund a technology facilitator for 12 months.
- Will increase distance learning opportunities for teachers and students.
- Will provide funds to allow teachers to attend State conferences for media and technology.
- Will provide substitute teachers for classroom teachers to receive extended planning time to develop collaborative units of study.

Equipment to be purchased:

- Will add a Polycom System for videoconferencing to other IMPACT and middle schools.
- Will purchase additional and replacement Printers.
- Will purchase additional and replacement Data Projectors & Mounts.
- Will purchase Mac Books for a small media lab for creative projects.

### **Swain Middle School - Swain County**

With a motto of “One Step Forward, No Steps Back,” Swain Middle School, located in rural Swain County, plans to build on lessons learned in past endeavors, with a goal to move ever forward. In that spirit, they named their proposal *Project “STEP” to 21<sup>st</sup> Century Success*. The primary purpose of their program is to implement the IMPACT Model and thereby enable students to enter higher education and work with a history of

technology literacy and academic success. “*STEP*” will promote high-level professional development and technology-infused instruction. Project activities will include:

- Some teachers were more enthusiastic about team teaching than others. The not-so-confident will be encouraged and targeted by the TF and MC to take advantage of team teaching. During collaboration, teams will share successes and lessons learned about team teaching.
- After seeing the successes of technology integration within grade levels, isolated computer skills classes will no longer exist. Instead, technology skills will be fully integrated into the grade level curriculum. Grade level teachers will have access to additional help from the media center team.
- The amount and scope of information literacy skill instruction within each grade level will be increased. Students will be given opportunities to demonstrate their independence through project-based learning. All skills will be presented in harmony with the grade level Standard Course of Study Objectives and classroom activities.
- Teachers will be encouraged to expand their use of technology in instruction because students report that technology strengthens the quality of their learning. Student input into technology integration methods that will continue to support and strengthen their learning will be considered in lesson plan development.
- Staff participation in shared leadership activities will continue to be encouraged through participation in decision making committees and focus groups as well as encouragement of administration to continue the involvement of staff in decision-making.

## **Appeals Process for National Board Certification Participation Fee Repayment**

In February 2000, in compliance with Session Law 1999-237, Section 8.7. (a) and (b) [subsequently codified as GS 115C-296.2], the Board approved an appeals process for the repayment of the National Board Certification participation fee. A seven (7) member appeals panel was approved. The panel was to meet on an as-needed basis to consider appeals.

An appeals panel was convened May 16, 2008, to consider appeals from 23 teachers who had not completed or attempted the process. Panel members were:

- Mr. Danny Holloman, Section Chief, NC Center for Recruitment, Retention, Recognition & Professional Advancement, Panel Chair
- Ms. Katie Cornetto, Staff Attorney, State Board of Education
- Ms. Diana Beasley, 2006-07 NC Teacher of the Year, Appalachian State University
- Ms. Carol Midgett, Columbus County Schools, NBCT
- Ms. Wendy Miller, 2005-06 NC Teacher of the Year, Craven County Schools, NBCT
- Mr. James Bell, 2007-08 NC Teacher of the Year, Edenton-Chowan Public Schools
- Ms. Adriane Mingo, Southwest Region Teacher-on-Loan, Charlotte/Mecklenburg Schools, NBCT

Ms. Laura Crumpler, Attorney General's Office and Ms. Jeanne Washburn, Program Assistant for National Board Certification, were present at the panel meeting.

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### **GS 115C-296.2 National Board for Professional Teaching Standards Certification**

(d) Repayment by a Teacher Who Does Not Complete the Process.

A teacher for whom the State pays the participation fee who does not complete the process shall repay the certification fee to the State.

Repayment is not required if a teacher does not complete the process due to the death or disability of the teacher. Upon the application of the teacher, the State Board of Education may waive the repayment requirement if the State Board finds that the teacher was unable to complete the process due to the illness of the teacher, the death or catastrophic illness of a member of the teacher's immediate family, parental leave to care for a newborn or newly adopted child, or other extraordinary circumstances.

(e) Repayment by a Teacher Who Does Not Teach for a Year After Completing the Process.

A teacher for whom the State pays the participation fee who does not teach for a year in a North Carolina public school after completing the process shall repay the certification fee to the State. Repayment is not required if a teacher does not teach in a North Carolina public school for at least one year after completing the process due to the death or disability of the teacher. Upon application of the teacher, the State Board of Education may extend the time before which a teacher must either teach for a year or repay the participation fee if the State Board finds that the teacher is unable to teach the next year due to the illness of the teacher, the death or catastrophic illness of a member of the teacher's immediate family, parental leave to care for a newborn or newly adopted child, or other extraordinary circumstances.

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The repayment fee for teachers who do not complete or attempt the process without withdrawing is \$2500.

**National Board Certification  
Appeals Panel  
May 16, 2008**

The National Board Certification Appeals Panel convened on Friday, May 16, 2008 in conference room 120C at the Department of Public Instruction. The Panel consisted of seven (7) members: three (3) National Board Certified teachers, including the 2007-2008 North Carolina Teacher of the Year, the 2006-2007 North Carolina Teacher of the Year, the 2005-2006 North Carolina Teacher of the Year, and NBCTs from the Southwest and South Central regions; the State Board of Education Staff Attorney; and, the Section Chief of the North Carolina Center for Recruitment, Retention, Recognition & Professional Advancement who serves as the Chair of the Panel. Also at this meeting was Legal Counsel from the Attorney General's Office and the Program Assistant for National Board Certification.

Before beginning its deliberations, the Panel received an explanation of G.S. 115C-296.2, which allows appeals in certain circumstances. The statute requires a candidate who withdraws before completing the National Board Certification process to repay the withdrawal penalty to the State. It also requires teachers who complete the process to either teach for one year in a North Carolina public school or repay the assessment fee to the State. It was noted that under some circumstances, the law allows waiver of the withdrawal penalty when a candidate withdraws before completing the process. However, once a person has completed the process, the law allows only an extension of time within which to teach or to repay the assessment fee.

Specifically, G.S. 115C-296.2 provides the following:

(d) A teacher who does not complete the process **shall repay** the certification fee to the State. Repayment is **not required if a teacher does not complete the process due to the death or disability of the teacher**. The SBE may waive the repayment requirement if it finds that the teacher was **unable to complete** the process due to the following:

1. **The illness of the teacher;**
2. **The death or catastrophic illness of a member of the teacher's immediate family;**
3. **The parental leave to care for a newborn or newly adopted child; or**
4. **Other extraordinary circumstances.**

(e) A teacher who does not teach for a year in a North Carolina public school after completing the process **shall repay** the certification fee to the State. Repayment is **not required if a teacher does not teach in a North Carolina public school for at least one year after completing the process due to the death or disability of the teacher**. The SBE may extend the time before which a teacher must either teach for a year or repay the participation fee if it finds that the teacher is **unable to teach** the next school year due to:

1. **The illness of the teacher,**
2. **The death or catastrophic illness of a member of the teacher's immediate family**
3. **Parental leave to care for a newborn or newly adopted child, or**
4. **Other extraordinary circumstances.**

For purposes of this Appeals Panel, waiver requests were reviewed from candidates who made no attempt or did not complete the National Board Certification process.

At its May 16, 2008, session, the Panel reviewed 23 requests for waivers. Of the 23 requests, the Panel is recommending to the State Board of Education the approval of 5 requests and the denial of 18 requests for those who did not attempt or did not complete the National Board Certification process. A list of specific recommendations is included in this report that will be presented in the Board's Closed Session.

**EXECUTIVE SUMMARY**

**Title:** 2008-09 Special Provisions

**Type of Executive Summary:**

- Action
- Action on First Reading
- Discussion
- Information

**Policy Implications:**

- Constitution \_\_\_\_\_
- General Statute #HB 2436, HB 2438, HB 1473, HB545 & GS115C-12(11)
- SBE Policy # \_\_\_\_\_
- SBE Policy Amendment
- SBE Policy (New)
- APA # \_\_\_\_\_
- APA Amendment
- APA (New)
- Other

**Presenter(s):** Mr. Philip Price (Associate Superintendent, Financial and Business Services) and Mrs. Becky McConkey (Director, Financial Services Division)

**Description:**

Fourteen special provisions in House Bills recently passed by the General Assembly state that the State Board of Education “may” proceed as indicated in the bill to redirect or use funds. General Statute 115C-12(11) of the State Public School Laws allows the SBE to use available funds for special school projects. These special provisions and one special project are being presented for the Board’s review. The State Board of Education must authorize the allowed actions. Also included are three provisions which are mandated but require the SBE to develop a plan or policies.

**Resources:**

State appropriation.

**Input Process:**

N/A

**Stakeholders:**

Those impacted by the provisions.

**Timeline For Action:**

This is an Action on First Reading item so the redirection of funds can begin immediately.

**Recommendations:**

It is recommended that the State Board approve the actions allowed in the special provisions and general statute.

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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.



Public Schools of North Carolina  
State Board of Education | Department of Public Instruction

Bill/Section	Special Provision Title and Description	Recommended Source of Funds	Expenditure History	Actual Appropriation (if any)
<b>Special Provisions Authorizing the State Board of Education to Proceed with the Action if the Members Approve</b>				
1 HB 1473 Section 7.13	<b>Litigation Reserve</b> "The State Board of Education may expend up to two hundred thousand dollars (\$200,000) for the 2008-2009 fiscal year from unexpended funds for certified employees' salaries to pay expenses related to pending litigation." (Special Provision began in 1998)	Classroom Teachers Lapsed Salaries	2008 \$ 43,462 2007 \$ 81,670 2006 \$ 174,984 2005 \$ 26,676 2004 \$ 196,644 2003 \$ 161,283	
2 HB 1473 Section 7.16(a)	<b>Charter School Evaluation</b> "The State Board of Education may spend up to \$50,000 from State Aid to Local School Administrative Units for the 2008-2009 fiscal year year to evaluate charter schools."	Classroom Teachers Lapsed Salaries	2008 \$ 32,500	
3 HB 1473 Section 7.39(a)	<b>Funds for School Technology Pilot</b> "Up to \$100,000 may be used to contract with an independent research organization to study the effectiveness of this pilot program on student achievement, to complete a cost-benefit analysis, to make recommendations for improvements in the program, and to made recommendations regarding the possible continuance of expansion of the program."	School Technology Pilot Funding	2009 2008 \$ 568,640 (unspent funds carryover to 2008-09)	\$1,500,000 nr \$3,000,000 nr
4 HB 2436 Section 7.3(b)	<b>Funds to Implement the ABCs of Public Education</b> "The State Board of Education may use funds appropriated to the State Public School Fund to implement the consolidated assistance program, as directed in Section 7.6(b) of S.L. 2006-66." (Special Provision began in 1997 supporting assistance teams)	To Be Determined	2008 \$ 7,924,118 2007 \$ 7,075,647 2006 \$ 4,979,387 2005 \$ 5,353,938 2004 \$ 5,040,978	\$ 3,861,625 \$ 3,077,036 \$ 2,864,985 \$ 2,726,140 \$ 2,726,140
5 HB 2436 Section 7.4(b)	<b>North Carolina Virtual Public School</b> "If the State Board of Education finds that it is appropriate to do so, the State Board of Education may use funds appropriated for NCVPS to create up to 15 full-time positions to support the continued implementation of NCVPS."	NCVPS	2008 \$ 7,246,883 2007 \$ 1,277,497 (unspent funds carryover to 2008-09)	\$ 2,783,284 \$ 2,894,504
6 HB 2436 Section 7.14 (j)	<b>Reestablish Committee on Dropout Prevention</b> "Of the funds appropriated for the dropout prevention grants, the Department of Public Instruction may use up to \$50,000 for its administrative assistance to the Committee and provide technical assistance under this section."	Dropout Prevention Funding	2008 \$ 24,872	\$ -



Public Schools of North Carolina  
State Board of Education | Department of Public Instruction

Bill/Section		Special Provision Title and Description	Recommended Source of Funds	Expenditure History		Actual Appropriation (if any)
7	HB 2436 Section 7.6(a)	<b>School Connectivity Initiative</b> "Up to \$600,000 may be transferred annually through June 30, 2013, to the Friday Institute at North Carolina State University to evaluate the effectiveness of using technology and its impact on 21st Century Teaching and Learning outcomes approved by the State Board of Education."	School Connectivity	2009		\$ 22,000,000
				2008	\$ 9,510,821	\$ 12,000,000
8	HB 2436 Section 7.6(b)	<b>School Connectivity Initiative</b> "Of the funds allocated for the School Connectivity Initiative, the sum of \$250,000 may be used to sustain the Education E-Learning Portal."		2007	\$ 153,029	\$ 6,000,000
				(unspent funds carryover to 2008-09)		
<b>Note:</b>		<b>DPI staff have been advised that the next two items pertaining to School Connectivity which were in last summer's HB 1473 are effective for 2008-09 as well.</b>				
9	HB 1473 Section 7.28(f)	<b>School Connectivity Initiative</b> "Up to \$300,000 may be transferred to the Office of the Governor to establish NCVirtual within the Education Cabinet. These funds may be used for services to coordinate E-learning activities across all State educational agencies." (2008 Expenditures include \$284,555 spent for E-learning)				
10	HB 1473 Section 7.28(h)	<b>School Connectivity Initiative</b> "The State Board of Education may use up to \$1 million to establish up to eight regional positions or contract for services regionally to assist local school administrative units in implementing the Initiative." (6 of the 8 positions are established at a cost of \$562,977 but are not yet filled.)				
11	HB 2438 Section 3.4	<b>Learn and Earn Planning Grants</b> "The Department of Public Instruction may use up to \$430,000 in funds appropriated for Learn and Earn Online for 14 planning grants for Learn and Earn sites in the 2008-2009 fiscal year."	Learn & Earn Online	2009		\$ 20,128,008
				2008	\$ 13,878,072	\$ 15,160,447
				2007	\$ 9,982,581	\$ 13,294,906
				(This is Learn & Earn Budget. See Learn & Earn Online Budget at #16 below.)		



Public Schools of North Carolina  
State Board of Education | Department of Public Instruction

Bill/Section	Special Provision Title and Description	Recommended Source of Funds	Expenditure History		Actual Appropriation (if any)
12 HB 2436 Section 7.16	<b>Comprehensive Support for School Systems and Schools</b> "If a local school administrative unit is designated by the State Board of Education as a targeted school district for comprehensive support, the State Board may: (1) Authorize additional flexibility with regard to State allotments to allow the State Board's assigned support team and the local school administrative unit's leadership to redirect State funding to address the identified reform requirements. This additional flexibility shall not increase overall State funding available to the unit. (2) Use funds already appropriated to the State Board of Education to allocate time-limited funds to implement strategies identified by the State Board's assigned support team and the school unit's leadership. The State Board shall adopt policies regarding (i) the strategies for which these time-limited funds may be used and (ii) the maximum time a unit may receive these funds."	To Be Determined			
13 HB 2436 Section 7.18(a)	<b>Plant Operation Funding</b> "Of the monies credited to the 'Public School Building Capital' Fund by the Secretary of Revenue pursuant to G.S. 115C-546.1(b), the State Board of Education may allocate up to \$1,000,000 each year to the Department of Public Instruction. These funds shall be used by the Plant Operation Section of the School Support Division to assist each local school administrative unit with effective energy and environmental management, effective water management, hazardous material management, clean air quality, and engineering support for safe, effective environmental practices."	Public School Building Capital Fund	2009		\$ 1,000,000
			<i>(prior year expenditures from receipts &amp; # of LEAs contracting for services)</i>		
			2008	\$ 629,553	74
			2007	\$ 731,557	84
			2006	\$ 701,561	83
			2005	\$ 634,616	82
			2004	\$ 597,000	81
14 HB 545 Section 9.(a)	<b>Realignment of Budgets to Organizational Structure</b> This section extends HB 1473 Section 7.29 by extending the expiration date to June 30, 2009. HB 1473 Section 7.29 states ".....the Department of Public Instruction may reorganize in accordance with the plan adopted by the State Board of Education. The Department shall report to the Joint Legislative Commission on Governmental Operations on the reorganization."				



Public Schools of North Carolina  
State Board of Education | Department of Public Instruction

Bill/Section	Special Provision Title and Description	Recommended Source of Funds	Expenditure History		Actual Appropriation (if any)
<b>Special Provisions Mandating the State Board of Education Proceed with the Action</b>					
15 HB 2436 Section 7.8	<b>Allotment for Mentoring Services</b> "The State Board of Education shall allot funds for mentoring services to local school administrative units based on the highest number of employees in the preceding three school years who (i) are paid with State, federal, or local funds and (ii) are either teachers paid on the first or second steps of the teacher salary schedule or instructional support personnel paid on the first step of the instructional support personnel salary schedule. Local school administrative units shall use these funds to provide mentoring support to eligible employees in accordance with a <u>plan approved by the State Board of Education</u> . The plan shall include information on how all mentors in the local school administrative unit will be adequately trained to provide mentoring support."	Mentor Pay	2009 2008 2007 2006 2005 2004	\$ 9,945,129 \$ 10,090,592 \$ 10,299,186 \$ 9,684,647 \$ 9,527,292	\$ 11,100,140 \$ 8,100,140 \$ 8,100,140 \$ 8,100,140 \$ 8,100,140 \$ 8,100,140
16 HB 2436 Section 7.15	<b>Use of Learn and Earn Online for Hybrid Courses</b> "Local school administrative units may use funds appropriated for Learn and Earn Online for college-level courses taught by university instructors at public schools. Instruction for these courses shall be partially delivered online. Payments related to the textbooks and the prorated cost of the instructor shall be paid to the university supplying the instruction. <u>The State Board of Education shall adopt policies to establish guidelines and reimbursement procedures.</u> "	Learn & Earn Online	2009 2008	\$ 4,146,286 <i>(The \$10.1M recurring appropriation was reduced to \$1.5M in 2008-09 only but unspent funds carryover to 2008-09)</i>	\$ 1,500,000 \$ 11,100,000
17 HB 2436 Section 7.20	<b>Allotments of Teachers for Small Schools</b> "The State Board of Education shall modify its policy on the allotment of funds for small schools by: (1) Defining small schools to include schools of fewer than 110 students; and (2) Giving consideration to small, geographically isolated schools over other qualifying programs and schools."	Classroom Teachers <i>(See attached Allotment Policy revision)</i>	2008 2007 2006 2005 2004	53.25 positions 55.25 positions 58.25 positions 57.75 positions 57.25 positions	65 positions 65 positions 65 positions 65 positions 65 positions
<b>Actions Authorized in the State Public School Laws</b>					
18 GS 115C-12 (11)	<b>Power to Conduct Education Research</b> "The Board is authorized to sponsor or conduct education research and special school projects considered important by the Board for improving the public schools of the State....The Board may use any available funds for such purposes." It is requested that the State Board approve the use of up to \$1.5 million of staff development funds for the implementation of the Executive and Teacher Evaluation Tools, a special school project projected to improve public schools of the State."	Staff Development			

## ALLOTMENTS OF TEACHERS FOR SMALL SCHOOLS

**SECTION 7.20.** The State Board of Education shall modify its policy on the allotment of funds for small schools by:

- (1) Defining small schools to include schools of fewer than 110 students; and
- (2) Giving consideration to small, geographically isolated schools over other qualifying programs and schools.

### **Board Policy (per Allotment Policy Manual):**

#### **SMALL SCHOOLS**

##### **STATUTORY REFERENCE:**

Additional classroom teachers may be allotted within available funds based on the following provisions and upon request by the superintendent to the **Division of School Business:**

##### **a. Qualifying Programs Schools**

- Regional Programs: Special allotments may be made for assignment to regional programs serving public school students with disabilities. These programs must serve students from more than one LEA.
- Hospitals, Special Programs, and Institutions: Special allotments may be made for assignment to hospitals which offer an educational component to students under their treatment.
- Small Schools: Special allotments may be made for assignment to small schools of less than ~~400~~ **110** ADM, when consolidation is not feasible due to geographic isolation.

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##### **b. Qualifying Conditions:**

**Consideration will be given to small, geographically isolated schools over other qualifying programs and schools.**

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- The LEA must show a need for funding not already included in the regular ADM teacher allotment or children with disabilities programs.
- The special small school allotment must not take the place of local efforts or result in a duplication of positions or funds allotted under the regular ADM teacher allotment or children with disabilities programs.
- All regular positions earned on ADM at those sites must be used to directly serve the program for which the allotment is requested.
- Proper assignment of regular ADM and children with disabilities funds must be documented before a special small school allotment can be approved.

**c. Continuation of Allotments:** Special allotments are made on a year-by-year basis; however, special allotments will be continued for institutions and hospitals unless the following occurs:

- The program has been discontinued.
- A reduction in the number of students has occurred in the program which makes the allotment unnecessary.
- State funding is not appropriated for this purpose.

**d. Allotment Appeals Process:** The approval/denial of a request for a special small school allotment will be made initially by the School Allotments Section, Division of

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School Business. LEAs wishing to appeal a denial of their request may do so in writing to the Office of the Deputy Superintendent of Public Instruction. A final appeal for consideration may be made to the State Board of Education.

**e. Employment of Allotted Personnel:** Special small school allotments go to the requesting LEA, not to the institution or hospital where the teacher is assigned. Therefore, teachers allotted through a special small school allotment are employees of and should be supervised by the receiving LEA.

**f. Assigned Duties of Allotted Personnel:** Teachers employed through the special small school allotment may not be assigned duties unrelated to the purpose for which their position was allotted or duties which enhance the profitability of the institution or hospital to which they are assigned.

**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:** 06/05/2008

**Other Historical Information:** Previous board dates: 08/03/1995, 10/05/1995, 01/04/1996, 02/01/1996, 04/02/1996, 07/11/1996, 05/01/97, 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, 06/03/2004,06/30/2005

**Statutory Reference:**

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

**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/>

**EXECUTIVE SUMMARY**

**Title:** **Program Approval Requests Under the Innovative Education Initiatives Act**

**Type of Executive Summary:**

- Action
- Action on First Reading
- Discussion
- Information

**Policy Implications:**

- Constitution \_\_\_\_\_
- General Statute ##115C-238.50 Part 9 (General Session 2003-277 - Senate Bill (656))
- SBE Policy # \_\_\_\_\_
- SBE Policy Amendment
- SBE Policy (New)
- APA # \_\_\_\_\_
- APA Amendment
- APA (New)
- Other \_\_\_\_\_

**Presenter(s):** Ms. Tabitha Grossman (Director, Learn and Earn Early College High Schools)

**Description:**

An Act to Establish the Innovative Education Initiatives Act, Section 2, Article 16 of Chapter 115C-238, Part 9, Cooperative Innovative High School Programs authorizes boards of trustees of community colleges and local boards of education, boards of governors of the UNC System and the independent colleges to jointly establish cooperative innovative programs in high schools and community colleges that will expand students' opportunities for education success through high quality instructional programming. These cooperative innovative high school programs shall target: (1) high school students who are at risk of dropping out of high school before attaining a high school diploma or (2) high school students who would benefit from accelerated academic instruction. GS 115C-238.53, (f) states "Except as provided in this Part and pursuant to the terms of the agreement, a program is exempt from laws and rules applicable to a local board of education, a local school administrative unit, a community college, or a local board of trustees of a community college."

The attachment for this item includes the applying schools, the waivers requested, barriers needing to be removed, and recommendations to support the first year of implementation along with programmatic details and a copy of the enabling legislation.

**Resources:**

NA

**Input Process:**

Personnel of LEA's and community colleges

**Stakeholders:**

Local Education Agencies, community colleges, University of North Carolina, independent college personnel, high schools students, parents, and school staff.

**Timeline For Action:**

This item is presented for approval on first read at the August 2008 State Board of Education meeting.

**Recommendations:**

It is recommended that the SBE approve the request.

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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 OF EDUCATION

### 2008 Cooperative Innovative High School Programs (Part I)

#### Innovative Education Initiatives Act Summary

Session Law 2003-277 (SB 656) as amended by S.L. 2005-276 requires boards of education to jointly establish with one or more boards of trustees cooperative innovative programs in high schools and colleges or universities to serve high school students who are at risk of dropping out of school before attaining a high school diploma, or to serve high school students who would benefit from accelerated academic instruction. Students would be eligible to attend these programs as early as ninth grade. The programs may include the creation of a school within a school, a technical high school, or a high school or technical center located on the campus of a college or university. A program would operate under the terms of a signed written agreement for a term of no more than five school years.

The act further directs “that the boards may approve programs recommended by the joint advisory committee or may approve other programs that were not recommended.” General Statute (G.S.) 115C-238.51(d) as modified by S.L. 2005-345 further directs that the “State Boards shall approve all applications by June 30 of each year.” G.S. 115C-238.53(f) also provides that “[e]xcept as provided in this Part and under the terms of the agreement, a program may be exempted by the applicable governing board from laws and rules applicable to a local board of education, a local school administrative unit, a community college, a constituent institution or a local board of trustees. (2005-276, s. 7.33.a.)” Nothing in the act is to be construed to obligate the General Assembly to make appropriations to implement the act. This act became effective June 27, 2003, and was subsequently codified as Part 9, G.S. 115C-238.50 – G.S. 115C-238.55.

#### Applying Schools

The following schools submitted applications under Section 2 of the Innovative Education Initiatives Act for consideration by the governing boards. State Board of Education regions are in parenthesis.

#### Blue Ridge Virtual Early College High School (8)

Blue Ridge Virtual Early College located on the current Blue Ridge school campus in Cashiers, NC, will consist of grades seven through thirteen. Students enrolled in Blue Ridge Virtual Early College may earn either a high school diploma and an associate’s degree or a high school diploma and college transfer credit. The Blue Ridge Virtual Early College High School faculty and staff will work together with Southwestern Community College and the business community to help students become successful in the technological global society. Students will become independent critical thinkers, life-long learners, and responsible community contributors empowered to earn a living in an ever changing 21<sup>st</sup> century world.

#### Columbia iSchool (1)

Columbia iSchool, a partnership between Tyrrell County Schools, Beaufort County Community College, and UNC-G iSchool, is designed to serve a diverse student population and incorporate best instructional practices. Students attending Columbia iSchool will earn a high school diploma and two years of college credit within four or five years. The college curriculum will include coursework in Associate degrees from Beaufort County Community College that consist of business administration, early childhood, mechanical engineering technology/drafting and design, or two years of college credit from UNCG iSchool towards a four-year college degree.

### **Hyde County Early College High School (1)**

Hyde County Early College High School provides learning opportunities for all students who desire to complete high school with an Associate's degree or two years of college transfer credit. Students are provided with learning opportunities through the internet and learning communities facilitated by high qualified high school teachers and Beaufort County Community College instructors. Graduates will possess the requisite skills and knowledge to continue their education at a four-year university or to begin a career.

### **J. P. Knapp Early College High School (1)**

The J. P. Knapp Early College High iSchool is in collaboration with the University of North Carolina at Greensboro in the delivery of the Early College, Learn and Earn initiative. J. P. Knapp Early College High iSchool will be located on the campus of the J. P. Knapp facility in the Currituck County school district with cyberspace and the vehicle to deliver college courses in this initiative. The school will provide a rigorous, relevant, and responsive environment blended with a unique virtual learning environment. The culminating educational experience will provide students with both a North Carolina high school diploma as well as two years of college credit within a four to five year early college high school experience.

**EXECUTIVE SUMMARY**

**Title:** ABCs Incentive Award Formula

**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. Philip Price (Associate Superintendent, Financial and Business Services) and Mr. Jackson Miller (Research Assistant, Financial and Business Services)

**Description:**

ABC Incentive awards are projected to be \$\_\_\_\_\_ for FY 2007-08. The General Assembly appropriated \$90 million to cover the awards and included the following language in the Budget Bill:

**SECTION 7.3.(a) of HB 2436:** The State Board of Education shall limit the amount expended for this program to the average expenditure for this program over the last 11 years, which is ninety-four million three hundred twenty-five thousand six hundred twelve dollars (\$94,325,612).

Because awards for schools that exceeded projected growth (\$1,500 + benefits for certified positions and \$500 + benefits for teacher assistants) and for schools that met growth projections (\$750 + benefits for certified positions and \$375 for teacher assistants) totals more than \$94,325,612, the award levels will need to be adjusted to enable the actual award distribution to be within the legislated maximum pay out.

**Resources:**

\$90 million is appropriated for ABC Incentive Awards in FY 2008-09 to cover awards earned in FY 2007-08.

**Input Process:**

ABCs results by school

**Stakeholders:**

Certified personnel and teacher assistants in local school systems.

**Timeline For Action:**

This item is being presented for action on 1<sup>st</sup> reading at the August 2008 SBE meeting.

**Recommendations:**

It is recommended that the SBE approve the revised award levels.

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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.