

EXECUTIVE SUMMARY

Title: Approval of Grants

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute # _____
- SBE Policy #EEO-O-001
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other Grants

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

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 – Program Approval Exemption Requests Under the Innovative Education Initiatives Act
- Attachment 2 – 21st Century Community Learning Center Programs

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.

Audiovisual equipment requested for the presentation:

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

Specify: _____

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

Specify: _____

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

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

*Person responsible for SBE agenda materials and SBE policy updates: Sylvia Moore, 807- 4009, Paula Langill, 807-3812.

SUMMARY OF GRANT

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

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): Dr. 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 local education agencies and partnering institutions of higher education who have requested a planning grant to for the 2008-2009 school year. These planning sites will submit an implementation proposal in January 2009 for State Board approval to open a Learn and Earn early college high school in the fall of 2009.

Resources:

N/A

Input Process:

Personnel of LEA 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 September 2008 State Board of Education meeting.

Recommendations:

It is recommended that the State Board approve these planning grants.

Audiovisual equipment requested for the presentation:

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

Specify: _____

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

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

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

*Person responsible for SBE agenda materials and SBE policy updates: Teresa Matthews, 807-3600.

STATE BOARD OF EDUCATION

2008-2009 Cooperative Innovative High School Programs Planning Grants for Learn and Earn Early College High Schools

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.

Proposed Planning Sites

The following local education agencies (LEA) and their institution of higher education (IHE) partners have requested to access grant funds to facilitate the school development and planning phase to open a Learn and Earn early college high school during the 2009-2010 school year. These sites will submit implementation proposals in January 2009 to open Learn and Earn early college high schools in the fall of 2009 pending approval by the State Board of Education and the availability of funds.

Due to the uncompetitive nature of this grant, the opportunity to enter into the school development and planning phase of the Learn and Earn early college high school initiative was offered to all LEAs that did not already operate a Learn and Earn early college high school. Each LEA was contacted by phone by the director of the Learn and Earn early college high schools or her designee. All LEAs that expressed interest in obtaining additional information regarding the Learn and Earn early college high school initiative were provided with such information during a meeting with the director. LEAs and IHE partners expressed their desire to enter into the school development and planning phase did so by submitting a letter of intent to participate to the director by June 1, 2008.

Proposed Planning Sites

Local Education Agency	Institution of Higher Education	Board District	Amount of Grant
Weldon City Public Schools	Halifax Community College	Third	\$ 29,000
Mitchell County Public Schools and Avery County Public Schools	Mayland Community College	Seventh	\$ 40,000
Person County Public Schools	Piedmont Community College	Fifth	\$ 40,000
Wilkes County Public Schools	Wilkes Community College	Seventh	\$ 40,000
Franklin County Public Schools	Vance Granville Community College	Third	\$ 40,000
Henderson County Public Schools	Blue Ridge Community College	Eighth	\$ 40,000
Granville County Public Schools	Vance Granville Community College	Third	\$ 40,000
Craven County Public Schools	Craven Community College	Second	\$ 40,000
Stokes County Public Schools	Forsyth Tech. Community College	Fifth	\$ 40,000
Wilson County Public Schools	Wilson Community College	Third	\$ 40,000
Wake County Public Schools	North Carolina State University	Third	\$ 40,000
Total			\$429,000

Districts with a Learn & Earn

School Name	School District	Board District
Anson County Early College High School	Anson County Schools	6
Beaufort County Early College High School	Beaufort County Schools	1
Bertie County Early College High School	Bertie County Schools	1
Blue Ridge Virtual Early College High School	Jackson County Schools	8
Brunswick Early College High School	Brunswick County Schools	2
Buncombe County Early/Middle College	Buncombe County Schools	8
Caldwell Early College	Caldwell County Schools	7
CHALLENGER Early College High School	Catawba County Schools	7
Cleveland Early College High School	Cleveland County Schools	6
Collaborative College for Technology and Leadership	Iredell-Statesville Schools	7
Columbia iSchool	Tyrrell County Schools	1
Craven Early College High School	Craven County Schools	2
Cross Creek Early College High School	Cumberland County Schools	4
Davidson Early College High School	Davidson County Schools	5
Davie County Early College High School	Davie County Schools	5
Early College at Bennett	Guilford County Schools	5
Early College of Forsyth	Forsyth County Schools	5
Edgecombe County Early College High School	Edgecombe County Schools	3
Greene County Early College High School	Greene County Schools	2
GTCC Early/Middle College - Greensboro	Guilford County Schools	5
GTCC Early/Middle College - Jamestown	Guilford County Schools	5
GTCC Early/Middle College of Entertainment Technology - Highpoint	Guilford County Schools	5
Haywood Early College High School	Haywood County Schools	8
Hertford County Early College High School	Hertford County Schools	1
Hyde Early College High School	Hyde County Schools	1
Iredell-Statesville Visual and Performing Arts Early College High School	Iredell-Statesville Schools	7
Isaac Bear Early College High School	New Hanover County Schools	2
J.P. Knapp Early College	Currituck County Schools	1
Jackson Early College High School	Jackson County Schools	8
Johnston County Early Academy	Johnston County Schools	3
Josephine Dobbs Clement Early College High School	Durham Public Schools	3
Lee County Early College High School	Lee County Schools	4
Lenoir County Early College High School	Lenoir County Schools	2
Macon County Early College High School	Macon County Schools	8

Madison Early College High School	Madison County Schools	8
McDowell Early College High School	McDowell County Schools	8
Nash-Rocky Mount Early/Middle College High School	Nash-Rocky Mount Schools	3
NC A&T University Early/Middle College High School	Guilford County Schools	5
Pender Early College High School	Pender County Schools	2
Polk Virtual Early College High School	Polk County Schools	8
Randolph Early College High School	Randolph County Schools	5
Richmond County Early College High School	Richmond County Schools	4
Robeson County Early College High School	Robeson County Schools	4
Rockingham Early College High School	Rockingham County Schools	5
Rowan Early College High School	Rowan-Salisbury Schools	7
Rutherford Early College High School	Rutherford County Schools	8
Sampson County Early College High School	Clinton City/Sampson County Schools	2
Sandhoke Early College High School	Hoke County Schools	4
Scotland Early College High School	Scotland County Schools	4
Southeastern Early College High School	Columbus County Schools	4
Stanly Early College High School	Stanly County Schools	6
Surry Early College High School of Design	Surry County Schools	7
Tri-County Early College High School	Cherokee County Schools	8
Union County Early College	Union County Schools	6
Vance County Early College High School	Vance County Schools	3
Wake Early College of Health Sciences	Wake County Schools	3
Warren Early College	Warren County Schools	3
Wayne Early/Middle College High School	Wayne County Schools	2
Wilmington Early College High School	New Hanover County Schools	2
Yadkin County Early College High School	Yadkin County Schools	7

Districts without a Learn & Earn	
School Districts	Board District
Alamance-Burlington	5
Alexander County	7
Alleghany County	7
Ashe County	7
Asheboro City	5
Asheville City	8
Bladen County	4
Burke County	7
Cabarrus County	6
Camden County	1
Carteret County	2
Caswell County	5
Chapel Hill-Carrboro	5
Cherokee Central Sch	8
Clay County	8
Clinton City	2
Dare County	1
Duplin County	2
Edenton/Chowan	1
Elkin City	7
Fort Brg/Camp Lejeun	4
Gaston County	6
Gates County	1
Graham County	8
Halifax County	3
Harnett County	4
Hickory City	7
Jones County	2
Lexington City	5
Lincoln County	6
Martin County	1
Mecklenburg County	6
Montgomery County	4
Moore County	4

Mooreville City	7
Mount Airy City	7
Newton-Conover	7
Northampton County	3
Onslow County	2
Orange County	5
Pamlico County	2
Pasquotank County	1
Perquimans County	1
Roanoke Rapids City	3
Swain County	8
Thomasville City	5
Transylvania County	8
Washington County	1
Watauga County	7
Whiteville City	4

SUMMARY OF GRANT**Title:** 21st Century Community Learning Center Programs**Policy Implications:**

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

Presenter(s): Dr. Rebecca Garland (Chief Academic Officer, Innovation and School Transformation) and Ms. Charlotte Hughes (Interim Director, Student Support Services)

Description:

The purpose of the 21st 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 and 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, 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, which may include, but are not limited to Local Education Agencies, universities, non-profits, and community or faith-based organizations that serve high poverty, low-performing academically at-risk students. The term of the award is four years, with a reduction of 20% in year three and 40% in the fourth year. Local Education Agencies, community or faith-based organizations and others demonstrating the greatest need for funds to provide 21st Century Community Learning Centers will receive awards to implement quality programs. These monies are to be contingent upon compliance with federal and state mandates, adherence to the Request for Proposal (RFP), and must be in accordance with an approved budget. Also, the grantees must demonstrate proper and appropriate use of funds. Failure to comply may result in a reduction or discontinuance of the award.

The amount of the federal 21st Century Community Learning Center awarded to North Carolina for 2008-2009 is \$24,530,586.00. This amount funds existing grantees, recommended new grantees, and expansion grantees for 2008-2009.

Resources:

National and state afterschool research information

Input Process:

Input into the process included feedback from various groups in the field, technical assistance conference participants, and our partners in South Carolina. Additional input was obtained during the 21st CCLC meetings, presentations, as well as the five Regional Technical Assistance Workshops.

Stakeholders:

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

Recommendations:

It is recommended that the State Board approve these grants.

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

*Person responsible for SBE agenda materials and SBE policy updates: Sylvia Moore, 807-4009.

List of All 21st Century Community Learning Center
2008-09 Request for Proposals Received

County/Program Name	District
Beaufort County (SMASH)	1
Pitt County (SPACE)	1
Martin County (ABOVE)	1
Pitt County (Tigers)	1E
Sampson County (BRIDGE)	2
Brunswick County (CIS)	2E
Sampson County (SMARRT)	2E
Wayne County (LEA)	2E
Lenoir County (CARE)	2E
Jones County (PROACT)	2E
Brunswick County (SOAR)	2
Pamlico County (HEART)	2
New Hanover County (WARP)	2
New Hanover County (CAFÉ)	2
Durham County (At-Promise)	3
Halifax County (SAILS)	3
Wake County (LIFE)	3
Wake County (Reaching)	3
Wake County (Capital)	3
Durham County (Overcomer)	3
Wake County (Project SOAR)	3
Nash/Edgecombe (EBC)	3
Halifax County (Project Smart)	3
Durham County (Emmanuel)	3
Washington County	3
Durham County (RAM)	3
Wilson County (EXCEL)	3E

Wake County (SOAR)	3E
Durham County (Faith-Based)	3E
Wake County (Human)	3E
Columbus County (School)	4
Robeson County (MAXTON)	4
Scotland County (Schools)	4E
Harnett County (LINK)	4E
Robeson County (Bridges)	4E
Bladen County (BEACON)	4E
Robeson County (Bridges)	4E
Bladen County (CONNECT)	4E
Moore County (LEA)	4E
Davison County (Promise)	5
Forsyth County (Foundation)	5
Davidson County	5E
Forsyth County	5E
Mecklenburg County (Operation)	6
Mecklenburg County (ABLE)	6
Mecklenburg County (ABOVE)	6
Mecklenburg County (Athletes)	6
Mecklenburg County (ACE)	6E
Mecklenburg County (BOLD)	6E
Union County (TEAM)	6E
Iredell County (SHAKE)	7E
Ashe County (TRAC)	7E
Madison County (PROVIDE)	8
Jackson County (LEA)	8E
McDowell (LEA)	8E
Transylvania County (CIS)	8E

E = Expansion Grants

29 (new) and 27 (expansion) = 56 Total Request for Proposals Received

21st Century Community Learning Centers
2008-09 Recommended for Funding List

CBO=Community Based Organization, LEA=Local Education Agency, FBO=Faith Based Organization, GOV=Governmental Organization, IHE= Institute of Higher Education, E= Expansion Grant

District	County/ Program Name Organization	Org. Type	Collaborative Partners	Amount Recommended
1	Pitt County (SPACE)	CBO	<ul style="list-style-type: none"> • Pitt County Schools • Lucille Gorham Intergenerational Community Center • McCloud's Computer & Skills Training Center, Inc. • TRACE Enrichment Center, Inc. • J.T. Barber Elementary School • Trent Park Elementary School • Oaks Road Elementary School 	\$130,000.00
2	Sampson County (BRIDGE)	LEA	<ul style="list-style-type: none"> • Charles E. Perry Elementary School • Salemburg Elementary • Lakewood High School • First Baptist Church of Clinton, Inc, • Community Learning Center 	\$285,000.00
2	New Hanover County (WRAAP)	CBO	<ul style="list-style-type: none"> • Food Bank of Central and Eastern NC • Rachel Freeman School of Engineering • Forest Hill Elementary • NC Department of Juvenile Justice and Delinquency Prevention • UNC- Wilmington • NHC Department of Social Services 	\$150,000.00
2	New Hanover County (CAFÉ)	CBO	<ul style="list-style-type: none"> • Cape Fear Community College • New Hanover County Schools • Coastal Horizons • Department of Juvenile Justice • ADR Center • First Baptist Church • LifeSkill Institute • New Hanover County Sheriff's Office of gang task Force • Planned Parenthood • Teen Enterprise • UNCW • Wilmington Health Access for Teens 	\$132,204.00
2E	Brunswick County (CIS)	CBO	<ul style="list-style-type: none"> • Brunswick County Schools 	\$200,000.00
2E	Sampson County (SMARRT)	LEA	<ul style="list-style-type: none"> • Clinton City Schools • City of Clinton • Sampson Community College • Prevention for the People • NC Extension Service • Clinton Recreation and Parks • State Employee Credit Union • Center for Health & Wellness at 	\$199,941.00

			<ul style="list-style-type: none"> • Sampson Regional Medical Center • Sampson Clinton Public Library • NC Employment Security Commission • Sampson Clinton Sheriff's Dept. • Sampson Clinton Police Dept • Clinton-Sampson Chamber of Commerce • Clinton High School • Sunset Park Elementary 	
2E	Wayne County	LEA	<ul style="list-style-type: none"> • Family YMCA of Goldsboro • Wayne County Public School 	\$200,000.00
3	Durham County (At-Promise)	LEA	<ul style="list-style-type: none"> • Developing U, Inc. • Tracy Barley Hicks & Associates • The Aya Center 	\$109,728.00
3	Halifax County (SAILS)	LEA	<ul style="list-style-type: none"> • Halifax County Schools • Community Development Center 	\$300,000.00
3	Wake County (Capital)	CBO	<ul style="list-style-type: none"> • Moore Square Middle School • First Baptist Church of Raleigh 	100,000.00
3	Durham County (Overcomer)	FBO	<ul style="list-style-type: none"> • World Overcomers Christian Church • John Avery Boys and Girls Club, Inc 	\$130,000.00
3	Wake County (Project SOAR)	CBO	<ul style="list-style-type: none"> • The Youth and Educational achievement Center 	\$285,000.00
3	Durham County (RAM)	IHE	<ul style="list-style-type: none"> • RAM Organization • Historically Minority Colleges and Universities of North Carolina 	\$169,000.00
3E	Wilson County (EXCEL)	CBO	<ul style="list-style-type: none"> • City of Wilson • Wilson County Schools • Brewer Technology and Learning • Teaching Academics for Life • 	\$181,934.00
3E	Wake County (SOAR)	CBO	<ul style="list-style-type: none"> • West Lake Elementary • Healthy Mothers Healthy Babies of Wake County 	\$130,000.00
3E	Durham County (Faith-Based)	FBO	<ul style="list-style-type: none"> • Beacon Light Missionary Baptist Church • Beacon Light Missionary Baptist Church • Hillside High School • 	\$200,000.00

4	Columbus County (School)	LEA	<ul style="list-style-type: none"> • Columbus County Public Library • Waccamaw Siouan Tribe • NC Museum of Forestry • South Western Community College • Columbus County Dept. of Social Services • Columbus County Sheriffs Dept. • Columbus County Gear Up Program • Columbus County Education Foundation • Columbus County Schools Nutrition Program • Columbus County Schools Transportation • Business Management & Consultant Service 	\$299,825.00
4	Robeson County (MAXTON)	GOV	<ul style="list-style-type: none"> • Town of Maxton NCSTEP Initiative • Maxton Police Athletic Activities League • Lumber River Council of Government • Townsend Middle School 	\$100,000.00
4E	Scotland County (Schools)	LEA	<ul style="list-style-type: none"> • Scotland County Education Foundation (SCEF) • Scouts for Youth 	\$200,000.00
4E	Harnett County (LINK)	CBO	<ul style="list-style-type: none"> • Office of Juvenile Justice • Harnett Dept. of Social Services • Harnett County Schools 	\$128,722.00
4E	Robeson County (Bridges)	CBO	<ul style="list-style-type: none"> • Robeson County sheriff's Department 	\$200,000.00
4E	Bladen County (BEACON)	LEA	<ul style="list-style-type: none"> • Bladen Health Watch • Bladen Community College • Bladen Baptist Association • Bladen County Literacy Council • Bladen County Schools 	\$200,000.00
4E	Robeson County (Bridges)	LEA	<ul style="list-style-type: none"> • Robeson County Sheriff's Dept. • UNC-Pembroke 	\$200,000.00
4E	Bladen County (CONNECT)	LEA	<ul style="list-style-type: none"> • Bladen Health Watch • Bladen Community College • Bladen Baptist Association • Bladen County Literacy Council • Bladen County Schools 	\$199,629.00
5	Forsyth County (Foundation)	CBO	<ul style="list-style-type: none"> • Silver Lining Youth Services • Housing Authority of Winston Salem 	\$272,633.00
5E	Davidson County	LEA	<ul style="list-style-type: none"> • Davidson County Public library System 	\$200,000.00

5E	Forsyth County (YMCA)	CBO	<ul style="list-style-type: none"> • Forsyth County Health Department • Catholic Social Services • YMCA of North west NC 	\$200,000.00
6	Mecklenburg County (ABLE)	CBO	<ul style="list-style-type: none"> • Concord Christian Center • Smith Jordan Reality Inc. 	\$300,000.00
6	Mecklenburg County (ABOVE)	CBO	<ul style="list-style-type: none"> • Chemical Dependency Center of Char/Meck. • Mecklenburg County Health Department • Public Library of Charlotte and Mecklenburg County • Charlotte Mecklenburg Police Dept, Gang of One • Mecklenburg County Parks and Recreation Dept. • Queens University of Charlotte, Multicultural Affairs Dept. • Wachovia Securities • Eastway Middle School 	\$195,000.00
6	Mecklenburg County (Athletes)	CBO	<ul style="list-style-type: none"> • Mecklenburg Parks and Recreation 	\$300,000.00
6E	Mecklenburg County (ACE)	LEA	<ul style="list-style-type: none"> • CMS After School Enrichment Program (ASEP) • Communities in Schools- Charlotte • 	\$200,000.00
6E	Mecklenburg County (BOLD)	FBO	<ul style="list-style-type: none"> • Southwest Middle School • Second Harvest Food Bank of Metrolina 	\$194,951.00
6E	Union County (TEAM)	LEA	<ul style="list-style-type: none"> • East Elementary School 	\$200,000.00
7E	Iredell County (SHAKE)	GOV	<ul style="list-style-type: none"> • Christian Outreach Church • Fifth Street Ministries • Mitchell County College • Iredell-Statesville Schools 	\$200,000.00
7E	Ashe County (TRAC)	CBO	<ul style="list-style-type: none"> • Ashe County Board of Education • County of Ashe 	\$199,150.00
8E	Jackson County (LEA)	LEA	<ul style="list-style-type: none"> • NC Cooperative Extension • Jackson County Sheriff's Office • Jackson County Family Resource Center 	\$195,350.00
8E	McDowell (LEA)	LEA	<ul style="list-style-type: none"> • McDowell Cooperative Extension 	\$100,000.00

TOTAL: \$7,188,067.00

21st Century Community Learning Centers
2008-2009 Not Recommended for Funding List

County/Program Name	District
Beaufort County (SMASH)	1
Martin County (ABOVE)	1
Pitt County (Tigers)	1E
Brunswick County (SOAR)	2
Pamlico County (Heart)	2
Lenoir County (CARE)	2E
Jones County (PROACT)	2E
Wake County (LIFE)	3
Wake County (Reaching)	3
Nash/Edgecombe (EBC)	3
Halifax County (Project Smart)	3
Durham County (Emmanuel)	3
Washington County	3
Wake County (Human)	3E
Moore County (LEA)	4E
Davidson County (Promise)	5
Mecklenburg County (Operation)	6
Madison county (PROVIDE)	8
Transylvania County (CIS)	8E

E= Expansion Grants



Rating Rubric

Organization Name: _____

Reviewed by: _____

21st Century Community Learning Center Program RFP

RATING RUBRIC

Each selection criterion is weighted with a point value. The purpose of the selection criteria is to ensure that all applications meet certain established standards.

Bonus Points: 10 Points Total

_____ Include Schools with 40% Free and Reduced Lunch **(5 Points)**

_____ Include Low Performing/High Priority/ Schools **(5 Points)**

1. _____ Program Abstract **(2 Points)**

- Applicant clearly describes the rationale for the program.
- The abstract explains why the program is needed in the community

2. _____ Needs Assessment **(10 points)**

- Applicant clearly describes the level of need for students who have a performance score of Level I &II or who are LEP. **(5 points)**
- Applicant provides sufficient detail as to the needs to be addressed by the program, and it clearly relates to the factors that place students at risk of educational failure. **(5 points)**

Strengths: _____

Weaknesses: _____

3. _____ Program Narrative (**38 points**)

- Applicant describes how the proposed program will remedy the risk factors for each target population. All Title I or low performing schools should be identified, indicating the name of the school, the grade level, and the number of students to be served. **(5 points)**
- Applicant clearly describes the activities to be provided by the program and elaborates on how the goals and **objectives are measurable** and can be linked to the identified needs. **(5 points)**
- Applicant includes activities based on **research-based programs/strategies** to address the specific needs of program participants and to achieve the desired outcomes. **(6 points)**
- Applicant designs and implements activities that will include **parents and families** of students who will receive services from the program. **(5 points)**
- Applicant conveys plan to employ a full-time program director and shows programmatic input from a variety of members of the community. **(5 points)**
- Applicant includes a schedule that shows adequate duration and frequency of instructional activities. **(4 points)**
- Applicant includes letters of memoranda of agreement (Form C) clearly indicating the role and activities of each collaborative partnering organization. **(5 points)**
- Applicant uses charts, timetables, and position descriptions for **key staff** to help describe the structure of the program and the procedures and plan for **successful management. (3 points) The following will be key:**
 - (1) Applicant designs and implements staff development plan to address the population served and staff employed.
 - (2) Applicant addresses the needs of potential dropouts and students otherwise at risk of academic failure, including students living in poverty and students with limited English proficiency.

Strengths: _____

Weaknesses: _____

4. _____ Evaluation (**15 points**)

- Applicant identifies benchmarks for monitoring progress towards specific objectives that are presented in a clear and concise manner. (**5 points**)
- Applicant includes **measurable outcomes** that are provided to assess impact on student learning and behavior. (**5 points**)
- Applicant addresses the following information in the evaluation design: (**5 points**)
 - type of data to be collected
 - timetable for collecting various types of data
 - design and methods (surveys, case studies, interviews, etc.) to be used in the data collection process
 - types of instruments to be developed and when
 - procedures for how data will be analyzed
 - availability of report on results and outcomes, and
 - procedures that will be used to monitor progress and provide accountability information to stakeholders about success at the program site(s)
 - Applicant is clear as to how external evaluator will be utilized, if an evaluator is to be hired

Strengths: _____

Weaknesses: _____

5. _____ **Budget and Budget Narrative (20 points)**
- Applicant clearly explains how existing school resources and resources contributed by partners will be utilized to help carry out planned program activities and has a reasonable cost per child not to exceed \$1,300. **(5 points)**
 - Applicant budgets for a full-time director and clearly illustrates how resources and personnel will be allocated to the various program tasks and activities. **(5 points)**
 - Applicant includes a detailed budget narrative that itemizes the requested funds from the 21st CCLC Program and the resources to be obtained from other sources. **(5 points)**
 - The applicant demonstrates the capacity to begin program operations on the proposed start date. **(5 Points)**

Strengths: _____

Weaknesses: _____

6. _____ **Sustainability (10 points)**
- Applicant has a clear and reasonable plan for **sustainability** after the grant period and elaborates upon how the school district and partnering organizations will assist in sustaining the program, developing strategies and indicating costs associated with the program to include a sustainability funding chart. **(8 points)**
 - Partners have contributed and signed the sustainability plan. **(2 points)**

Strengths: _____

Weaknesses: _____

7. _____ **Appendix (5 points)**
- Applicant has included all the necessary signed Assurance Forms **(2 points)**

- Applicant has included a Statement of Non-Discrimination **(1 point)**
- Evidence of Previous Success- applicant demonstrates effectiveness or success of the consortium or the activities/services proposed in the narrative section of the application. **(1 point)**
- Equitable Access and Participation- applicant includes description of the steps to ensure **equitable access** to, and participation in, its federally assisted program for students, teachers, and other program beneficiaries with special needs. **(1 point)**

Strengths: _____

Weaknesses: _____

_____ **Total Points**

Do you recommend that this application be awarded? ____yes ____no

If no, please give reason(s): _____

Overall comments:



2008-2009 Expansion Grant Rating Rubric

Organization Name: _____

Reviewed by: _____

21st Century Community Learning Center Program RFP

RATING RUBRIC

Each selection criterion is weighted with a point value. The purpose of the selection criteria is to ensure that all applications meet certain established standards.

Bonus Points: 15 Points Total

_____ Include Schools with 40% Free and Reduced Lunch (**5 Points**)

_____ Include Low Performing/High Priority/ Schools (**5 Points**)

_____ Include middle and high school populations (**5 Points**)

1. _____ Program Abstract (**2 Points**)

- Applicant clearly describes the rationale for the program.
- The abstract explains why the program is needed in the community

2. _____ Needs Assessment (**10 points**)

- Applicant clearly describes the level of need for students who have a performance score of Level I & II or who are LEP. (**2 points**)
- Applicant provides sufficient detail as to the needs to be addressed by the program, and it clearly relates to the factors that place students at risk of educational failure. (**3 points**)
- Applicant addresses the need to expand program, and if relevant, explain why the previous program was not sustained (**5 points**).

Strengths:

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Weaknesses:

--

3. _____ Program Narrative (38 points)

- Applicant describes how the proposed program will remedy the risk factors for each target population. All Title I or low performing schools should be identified, indicating the name of the school, the grade level, and the number of students to be served. (5 points)
- Applicant clearly describes the activities to be provided by the program and elaborates on how the goals and **objectives are measurable** and can be linked to the identified needs. (5 points)
- Applicant includes activities based on **research-based programs/strategies** to address the specific needs of program participants and to achieve the desired outcomes. (6 points)
- Applicant designs and implements activities that will include **parents and families** of students who will receive services from the program. (5 points)
- Applicant conveys plan to employ a full-time program director and shows programmatic input from a variety of members of the community. (5 points)
- Applicant includes a schedule that shows adequate duration and frequency of instructional activities. (4 points)
- Applicant includes letters of memoranda of agreement (Form C) clearly indicating the role and activities of each collaborative partnering organization. (5 points)
- Applicant uses charts, timetables, and position descriptions for **key staff** to help describe the structure of the program and the procedures and plan for **successful management**. (3 points) **The following will be key:**
 - (1) Applicant designs and implements staff development plan to address the population served and staff employed.
 - (2) Applicant addresses the needs of potential dropouts and students otherwise at risk of academic failure, including students living in poverty and students with limited English proficiency.

Strengths:**Weaknesses:**4. _____ Evaluation (**15 points**)

- Applicant identifies benchmarks for monitoring progress towards specific objectives that are presented in a clear and concise manner. (**5 points**)
- Applicant includes **measurable outcomes** that are provided to assess impact on student learning and behavior. (**5 points**)
- Applicant addresses the following information in the evaluation design: (**5 points**)
 - type of data to be collected
 - timetable for collecting various types of data
 - design and methods (surveys, case studies, interviews, etc.) to be used in the data collection process
 - types of instruments to be developed and when
 - procedures for how data will be analyzed
 - availability of report on results and outcomes, and
 - procedures that will be used to monitor progress and provide accountability information to stakeholders about success at the program site(s)
 - Applicant is clear as to how external evaluator will be utilized, if an evaluator is to be hired

Strengths:

Weaknesses:

5. _____ Budget and Budget Narrative **(20 points)**
- Applicant clearly explains how existing school resources and resources contributed by partners will be utilized to help carry out planned program activities and has a reasonable cost per child not to exceed \$1,300. **(5 points)**
 - Applicant budgets for a full-time director and clearly illustrates how resources and personnel will be allocated to the various program tasks and activities. **(5 points)**
 - Applicant includes a detailed budget narrative that itemizes the requested funds from the 21st CCLC Program and the resources to be obtained from other sources. **(5 points)**
 - The applicant demonstrates the capacity to begin program operations on the proposed start date. **(5 Points)**

Strengths:

Weaknesses:

6. _____ Sustainability (10 points)
- Applicant has a clear and reasonable plan for **sustainability** after the grant period and elaborates upon how the school district and partnering organizations will assist in sustaining the program, developing strategies and indicating costs associated with the program to include a sustainability funding chart. (2 points)
 - Partners have contributed and signed the sustainability plan. (2 points)
 - Describe efforts to sustain current 21st CCLC program. (3 points)
 - If you had a previous grant, explain why it was not sustained. (3 points)

Strengths:

Weaknesses:

7. _____ Appendix (5 points)
- Applicant has included all the necessary signed Assurance Forms (1 points)
 - Applicant has included a Statement of Non-Discrimination (1 point)
 - Evidence of Previous Success- applicant demonstrates effectiveness or success of the consortium or the activities/services proposed in the narrative section of the application **and** has included a copy of previous evaluations, if applicable. (2 point)
 - Equitable Access and Participation- applicant includes description of the steps to ensure **equitable access** to, and participation in, its federally assisted program for students, teachers, and other program beneficiaries with special needs. (1 point)

Strengths:

Weaknesses:

GENERAL IMPRESSION:

_____ **Total Score**

Reviewer Number

Date

EXECUTIVE SUMMARY

Title: LEA-Wide Calendar Waiver Requests

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute #115-C 84.2
- SBE Policy #EEO-V-000
- 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. Alexis Schauss (Assistant Director, School Business Division)

Description:

Attached is a summary of waivers submitted by LEAs for the start and end date of the 2009-10 school calendar year, in accordance with the GS 115-C -84.2 (HB1464, Sec. 1.5 (d), 2004). These LEAs meet the criteria of missing eight or more days of school in four of the last ten years.

Resources:

N/A

Input Process:

School Business Division staff and LEAs

Stakeholders:

State Board of Education, Department of Public Instruction (Financial and Business Services and Instructional Services Areas), local education agencies, and individual schools

Timeline For Action:

This item is being presented for Action on First Reading at the September State Board of Education meeting.

Recommendations:

It is recommended that the State Board of Education approve the various waiver requests allowing LEAs to vary from the August 25th beginning and June 10th ending dates.

Audiovisual equipment requested for the presentation:

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

Motion By: _____ **Seconded By:** _____
Vote: Yes _____ No _____ Abstain _____
Approved _____ **Disapproved** _____ **Postponed** _____ **Revised** _____

*Person responsible for SBE agenda materials and SBE policy updates: Doris McCain 807-3700

2009-10 LEA-WIDE CALENDAR WAIVER REQUEST

These are weather-related waiver requests, based on the eligibility criteria of more than 8 missed instructional days in 4 of the last 10 years. Note All LEAs eligible under the statute requested waivers.

Requests for LEA-Wide Calendar Waivers for the 2009-10 School Year

Effective July 1, 2005 House Bill 1464 states that the opening date for students shall not be before August 25, and closing date shall not be after June 10.

The State Board of Education may waive the opening and closing date requirement for any LEA within a county that has been closed eight or more days per year during any four of the last ten years because of severe weather conditions, energy shortages, power failures or other emergency situations.

ELIGIBLE LEAS		DISTRICT	START DATE⁽¹⁾
030	Alleghany County	Seventh	08/06/2009
050	Ashe County	Seventh	08/03/2009
060	Avery County	Seventh	08/20/2009
440	Haywood County	Eighth	08/20/2009
570	Madison County	Eighth	08/05/2009
610	Mitchell County	Eighth	08/07/2009
950	Watauga County	Seventh	08/06/2009
995	Yancey County	Eighth	08/06/2009

(1) Provided for informational purposes only.

All local education agencies requesting a waiver are being recommended for approval.

LEAs Eligible for a Waiver Request in 2009-10

LEA		2007-08	2006-07	2005-06	2004-05	2003-04	2002-03	2001-02	2000-01	1999-00	1998-99	Years >=8 Days
030	Alleghany County	6	5	6	10	11	14	7	10	13	9	6
050	Ashe County	7	6	9	13	14	16	7	10	12	13	7
060	Avery County	7	6	10	22	17	16	8	16	13	11	8
440	Haywood County	7	5	6	13	7	10	1	11	9	7	4
570	Madison County	10	7	8	13	13	13	5	14	15	8	8
610	Mitchell County	11	8	11	14	15	16	7	12	13	14	9
950	Watauga County	6	6	9	15	18	17	7	14	12	11	7
995	Yancey County	13	6	12	15	13	13	8	14	12	14	9

All data is collected annually from the LEAs via survey.

**Number of Days for LEA School Closings
1998-99 to 2007-08
(Individual School Closings Not Included)**

	LEA	2007-08	2006-07	2005-06	2004-05	2003-04	2002-03	2001-02	2000-01	1999-00	1998-99	Years >=8 Days	Eligible for Waiver 2009-10	Received Waiver in 2008-09
010	Alamance-Burlington	2	1	1	1	6	8	3	0	13	1	2	No	No
020	Alexander County	0	1	2	2	8	8	0	2	6	4	2	No	No
030	Alleghany County	6	5	6	10	11	14	7	10	13	9	6	Yes	Yes
040	Anson County	0	0	0	0	5	5	2	0	6	0	0	No	No
050	Ashe County	7	6	9	13	14	16	7	10	12	13	7	Yes	Yes
060	Avery County	7	6	10	22	17	16	8	16	13	11	8	Yes	Yes
070	Beaufort County	0	0	1	0	3	2	2	2	11	3	1	No	No
080	Bertie County	0	0	1	4	11	3	0	2	16	2	2	No	No
090	Bladen County	0	0	2	0	6	2	0	1	11	2	1	No	No
100	Brunswick County	0	1	5	1	1	2	2	0	9	3	1	No	No
110	Buncombe County	5	4	4	10	10	8	4	6	7	7	3	No	Yes
111	Asheville City	4	2	3	9	7	6	4	3	5	4	1	No	Yes
120	Burke County	1	1	2	5	9	8	0	3	6	5	2	No	No
130	Cabarrus County	1	1	0	0	6	7	1	0	6	0	0	No	No
132	Kannapolis City	1	1	0	0	6	7	2	0	5	0	0	No	No
140	Caldwell County	1	1	1	3	8	8	1	3	6	6	2	No	No
150	Camden County	0	2	2	1	7	2	2	1	8	3	1	No	No
160	Carteret County	0	1	4	0	5	2	1	1	7	3	0	No	No
170	Caswell County	2	2	2	6	9	6	0	0	12	1	2	No	No
180	Catawba County	1	1	2	2	7	7	2	1	4	2	0	No	No
181	Hickory City	1	1	2	1	6	6	2	1	2	3	0	No	No
182	Newton-Conover	1	1	2	1	6	7	2	1	2	2	0	No	No
190	Chatham County	0	1	0	0	9	7	3	0	9	1	2	No	No
200	Cherokee County	2	2	2	2	3	4	1	3	3	2	0	No	No
210	Edenton/Chowan	0	2	1	1	10	2	0	1	8	3	2	No	No
220	Clay County	3	0	2	1	3	0	4	2	2	2	0	No	No
230	Cleveland County	1	1	2	0	7	6	2	1	2	1	0	No	No

**Number of Days for LEA School Closings
1998-99 to 2007-08
(Individual School Closings Not Included)**

	LEA	2007-08	2006-07	2005-06	2004-05	2003-04	2002-03	2001-02	2000-01	1999-00	1998-99	Years >=8 Days	Eligible for Waiver 2009-10	Received Waiver in 2008-09
240	Columbus County	0	0	2	0	5	1	2	0	8	3	1	No	No
241	Whiteville City	0	0	2	0	5	1	0	0	8	3	1	No	No
250	Craven County	0	1	2	2	3	2	2	1	6	2	0	No	No
260	Cumberland County	0	0	1	0	6	3	2	1	9	2	1	No	No
270	Currituck County	0	1	2	0	5	2	0	1	10	3	1	No	No
280	Dare County	0	4	2	0	10	5	1	0	11	0	2	No	No
290	Davidson County	2	1	1	1	9	8	3	1	11	2	3	No	No
291	Lexington City	1	1	1	1	9	8	0	1	11	1	3	No	No
292	Thomasville City	1	1	1	1	8	8	2	1	9	2	3	No	No
300	Davie County	1	1	2	1	7	9	0	1	7	2	1	No	No
310	Duplin County	0	1	2	0	5	3	0	1	17	3	1	No	No
320	Durham County	0	1	0	2	7	9	2	0	11	0	2	No	No
330	Edgecombe County	0	0	0	1	5	3	3	2	19	2	1	No	No
340	Forsyth County	2	1	2	1	8	10	2	0	9	2	3	No	No
350	Franklin County	0	1	0	2	5	7	1	1	10	1	1	No	No
360	Gaston County	1	1	2	0	5	6	0	0	4	0	0	No	No
370	Gates County	0	1	3	1	10	2	0	1	10	2	2	No	No
380	Graham County	3	2	2	6	5	5	6	5	4	5	0	No	No
390	Granville County	1	1	2	4	9	9	3	2	14	0	3	No	No
400	Greene County	0	1	1	0	3	0	0	2	17	2	1	No	No
410	Guilford County	2	1	2	1	7	9	1	0	13	1	2	No	No
420	Halifax County	0	2	0	2	10	7	0	1	16	2	2	No	No
421	Roanoke Rapids City	0	0	0	1	7	6	3	1	10	2	1	No	No
422	Weldon City	0	2	0	1	6	2	2	1	16	2	1	No	No
430	Harnett County	0	1	0	0	7	4	3	0	9	2	1	No	No
440	Haywood County	7	5	6	13	7	10	1	11	9	7	4	Yes	Yes
450	Henderson County	3	4	4	6	9	6	1	6	4	4	1	No	No

**Number of Days for LEA School Closings
1998-99 to 2007-08
(Individual School Closings Not Included)**

	LEA	2007-08	2006-07	2005-06	2004-05	2003-04	2002-03	2001-02	2000-01	1999-00	1998-99	Years >=8 Days	Eligible for Waiver 2009-10	Received Waiver in 2008-09
460	Hertford County	0	1	0	1	12	3	3	2	14	2	2	No	No
470	Hoke County	0	0	0	0	5	4	0	0	6	0	0	No	No
480	Hyde County	0	2	8	0	3	4	0	1	9	3	2	No	No
490	Iredell-Statesville	1	1	2	1	7	8	2	1	6	2	1	No	No
491	Mooreville City	1	1	1	0	5	6	2	0	3	2	0	No	No
500	Jackson County	3	3	3	6	6	7	5	6	5	5	0	No	No
510	Johnston County	0	1	0	0	7	5	2	0	13	2	1	No	No
520	Jones County	0	0	2	0	4	2	0	1	12	2	1	No	No
530	Lee County	0	2	0	0	7	4	2	0	9	0	1	No	No
540	Lenoir County	0	1	1	1	6	2	2	1	18	2	1	No	No
550	Lincoln County	1	1	1	1	6	7	2	0	3	1	0	No	No
560	Macon County	3	2	2	1	2	3	2	1	3	3	0	No	No
570	Madison County	10	7	8	13	13	13	5	14	15	8	8	Yes	Yes
580	Martin County	0	1	1	1	5	2	0	2	13	0	1	No	No
590	Mcdowell County	2	2	2	5	9	7	0	6	4	5	1	No	No
600	Mecklenburg County	1	1	0	0	5	7	2	0	4	0	0	No	No
610	Mitchell County	11	8	11	14	15	16	7	12	13	14	9	Yes	Yes
620	Montgomery County	0	1	0	0	6	7	2	0	12	0	1	No	No
630	Moore County	0	1	0	0	6		3	0	11	0	1	No	No
640	Nash-Rocky Mount	0	2	0	2	6	5	3	1	13	2	1	No	No
650	New Hanover County	0	2	3	1	1	2	2	0	7	3	0	No	No
660	Northampton County	0	2	0	2	9	5	0	1	13	2	2	No	No
670	Onslow County	0	1	3	0	5	2	0	1	10	3	1	No	No
680	Orange County	1	1	0	1	9	9	2	0	11	1	3	No	No
681	Chapel Hill-Carrboro	0	2	0	0	8	8	0	0	9	0	3	No	No
690	Pamlico County	0	1	2	0	1	2	0	1	5	3	0	No	No
700	Pasquotank County	0	3	2	1	8	2	2	1	7	3	1	No	No

**Number of Days for LEA School Closings
1998-99 to 2007-08
(Individual School Closings Not Included)**

	LEA	2007-08	2006-07	2005-06	2004-05	2003-04	2002-03	2001-02	2000-01	1999-00	1998-99	Years >=8 Days	Eligible for Waiver 2009-10	Received Waiver in 2008-09
710	Pender County	0	1	3	0	3	2	0	0	12	3	1	No	No
720	Perquimans County	0	2	1	1	9	2	2	1	7	2	1	No	No
730	Person County	2	1	2	6	10	10	1	2	10	0	3	No	No
740	Pitt County	0	0	0	0	7	2	0	2	17	2	1	No	No
750	Polk County	1	2	2	3	7	6	1	2	3	2	0	No	No
760	Randolph County	0	1	1	1	9	9	1	0	12	2	3	No	No
761	Asheboro City	1	1	1	0	6	7	2	0	9	2	1	No	No
770	Richmond County	0	1	0	0	5	3	3	0	9	0	1	No	No
780	Robeson County	0	1	0	0	6	3	2	1	8	2	1	No	No
790	Rockingham County	2	1	2	4	11	12	0	3	13	3	3	No	No
800	Rowan-Salisbury	1	1	2	1	8	8	3	0	8	1	3	No	No
810	Rutherford County	0	1	2	2	5	6	2	2	4	2	0	No	No
820	Sampson County	0	1	1	0	6	2	3	1	14	2	1	No	No
821	Clinton City	0	0	1	0	5	3	2	1	8	2	1	No	No
830	Scotland County	0	0	0	0	5	2	2	0	8	2	1	No	No
840	Stanly County	0	2	0	0	5	6	0	0	8	0	1	No	No
850	Stokes County	1	1	3	5	14	13	3	2	14	5	3	No	No
860	Surry County	2	2	4	4	14	13	3	7	11	7	3	No	No
861	Elkin City	1	1	2	3	11	10	2	3	7	3	2	No	No
862	Mount Airy City	1	1	3	4	11	10	2	4	8	3	3	No	No
870	Swain County	3	2	2	2	4	5	4	2	5	5	0	No	No
880	Transylvania County	4	3	3	6	9	6	2	7	2	3	1	No	No
890	Tyrrell County	0	1	1	0	8	2	2	0	5	4	1	No	No
900	Union County	0	2	0	0	5	6	2	0	7	0	0	No	No
910	Vance County	0	1	1	3	5	9	3	2	11	0	2	No	No
920	Wake County	0	1		1	7	6	3	0	12	0	1	No	No
930	Warren County	0	2	0	4	7	8	1	2	14	0	2	No	No

**Number of Days for LEA School Closings
1998-99 to 2007-08
(Individual School Closings Not Included)**

LEA		2007-08	2006-07	2005-06	2004-05	2003-04	2002-03	2001-02	2000-01	1999-00	1998-99	Years >=8 Days	Eligible for Waiver 2009-10	Received Waiver in 2008-09
940	Washington County	0	0	1	1	9	2	2	1	8	3	2	No	No
950	Watauga County	6	6	9	15	18	17	7	14	12	11	7	Yes	Yes
960	Wayne County	0	2		0	5	4	2	1	15	0	1	No	No
970	Wilkes County	2	2	3	5	13	10	0	5	10	6	3	No	No
980	Wilson County	0	0	0	1	6	3	2	1	10	2	1	No	No
990	Yadkin County	1	1	3	3	9	9	2	3	7	2	2	No	No
995	Yancey County	13	6	12	15	13	13	8	14	12	14	9	Yes	Yes
State Total		145	179	227	283	833	685	226	246	1054	313	193	8	10

All data is collected annually from the LEAs via survey.

EXECUTIVE SUMMARY

Title: SBE Appointment to Learn and Earn Early College High School Advisory Council

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute #115C-238.51
- SBE Policy # _____
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other _____

Presenter(s): Dr. Rebecca Garland (Chief Academic Officer, Innovation and School Transformation)

Description:

The Cooperative Innovative High School Program legislation, GS #115C-238.51(c), requires that the State Board of Education shall appoint a representative to the joint advisory committee to review the applications and make recommendations.

Resources:

N/A

Input Process:

N/A

Stakeholders:

Public Schools of North Carolina, Students, Parents, NC Community College System, Learn and Earn

Timeline For Action:

This item is being presented for Action on First Reading at the September 2008 State Board of Education meeting..

Recommendations:

It is recommended that Dr. Tabitha Grossman, Director, Learn and Earn Early College High Schools, be appointed as the State Board of Education’s representative to the advisory committee.

Audiovisual equipment requested for the presentation:

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

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

*Person responsible for SBE agenda materials and SBE policy updates: Susan Auton, 807-3435

EXECUTIVE SUMMARY

Title: Revision of Policy Regarding the State Advisory Council on Indian Education and Indian Education Programs

Type of Executive Summary:

Action Action on First Reading Discussion Information

Policy Implications:

- Constitution _____
- General Statute #115C-210; Article 13A
- SBE Policy #EEO-B-001
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other _____

Presenter(s): Mr. J. B. Buxton (Deputy State Superintendent), Mr. Philip Price (Associate Superintendent, Financial and Business Services) and Ms. Priscilla J. Maynor (Office of the Deputy State Superintendent)

Description:

The General Assembly in 1988 passed legislation 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.

Membership of the Council is broadly representative of North Carolina Indian tribes, organizations and associations, 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.

This revised policy is an update to State Board policy, EEO-B-001, approved on February 4, 1988. Revisions reflect membership and responsibilities of the State Advisory Council on Indian Education and the role of the North Carolina Department of Public Instruction in supporting local school districts and Title VII Indian education programs.

Resources:

State Appropriations

Input Process:

State Advisory Council on Indian Education membership, Title VII Indian education coordinators and select local superintendents, American Indian parents and tribal community representatives, staff at the North Carolina Commission of Indian Affairs, staff of the UNC American Indian Center, and staff in Curriculum, Instruction and Technology and Comprehensive School Support divisions of the Department of Public Instruction.

Stakeholders:

Members of the State Advisory Council on Indian Education, NC Commission of Indian Affairs, Title VII Indian education coordinators, American Indian students attending public schools, parents, tribal communities, public school administrators and teachers.

Timeline For Action:

Presented for discussion at the September 2008 State Board meeting and for action in October 2008.

Recommendations:

Following discussion at its September meeting, the State Board will be asked to approve the revised policy pertaining to the State Advisory Council on Indian Education at its official meeting in October 2008.

Audiovisual equipment requested for the presentation:

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

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

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

Motion By: _____

Seconded By: _____

Vote: Yes _____ No _____

Abstain _____

Approved _____ Disapproved _____

Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Joy Dry, 807-3409

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

Policy Identification

Priority: Effective and Efficient Operations

Category: Advisory Committees

Policy ID Number: EEO-B-001

Policy Title: Policy regarding the State Advisory Council on Indian Education and Indian Education Programs

Current Policy Date: 02/04/1988

Other Historical Information: Legislation enacted in collaboration with the N.C. Commission of Indian Affairs to increase and maximize education opportunities for American Indian students in North Carolina.

Statutory Reference: General Statute #115C-210

Administrative Procedures Act (APA) Reference Number and Category:

~~STATE BOARD POLICY STATEMENT ON INDIAN EDUCATION~~

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

1. ~~Establish a State Council~~

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

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

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

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

STATE ADVISORY COUNCIL ON INDIAN EDUCATION

The State Advisory Council on Indian Education is established as an Advisory Council to the State Board of Education. In collaboration with the N.C. Commission of Indian Affairs, the General Assembly created the Advisory Council to increase and maximize education opportunities for American Indian students in North Carolina. The Council's establishment is set forth in North Carolina General Statutes (Section 115C-210).

I. Membership

The Council shall consist of 15 members, as follows:

1. Two legislative members (one senator appointed by the President Pro Tempore of the Senate and one representative appointed by the Speaker of the House);
2. Two American Indian members from higher education to be appointed by the Board of Governors of the University system;
3. One American Indian member from the North Carolina Commission on Indian Affairs to be appointed by that Commission;
4. Eight American Indian parents of students enrolled in public schools and two American Indian educators from public elementary/secondary schools to be appointed by the State Board of Education from a list submitted by the North Carolina Commission on Indian Affairs;

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

II. Term of office

The Legislative members, the higher education members, and the member from the North Carolina Commission on Indian Affairs shall serve for an unspecified term at the pleasure of their respective appointing authorities. The terms for public school educators and the Indian parents appointed shall be for a period of two years and no member shall serve for more than two consecutive full terms.

The Department of Public Instruction will maintain and provide an annual report addressing the status of Council membership and expiration of terms to the Executive Director of the N.C. Commission of Indian Affairs prior to November 30th. The N.C. Commission of Indian Affairs will submit, upon request annually, a list of American Indian public school educators and parents for membership consideration.

III. Organization, meetings, and compensation

- A. The Council shall elect a chairperson from its membership.
- B. The Council shall meet in space provided by the Department of Public Instruction in accordance to a meeting schedule determined by the membership. The Council shall meet at least three, but no more than four times each year. The Council may meet for emergency meetings called by the chairperson. The Department of Public Instruction shall provide necessary staff support and supplies to enable the Council to carry out its duties in an effective manner.
- C. Council members shall serve without pay, but shall receive travel allowances, lodging, subsistence and per diem as provided by G.S. 138-5.

IV. Responsibilities of the Council

- A. Advise the State Board of Education of effective practices and ways to more effectively meet the educational needs of American Indian students;
- B. Explore and advocate for meaningful programs that raise academic achievement, increase graduation rates and decrease the high dropout rates among American Indian students;
- C. Prepare an annual report on a fiscal year basis on the status of American Indian education. The annual report will be presented to the State Board of Education and

- provided to legislative leadership, tribal organizations and associations, and to conferees at the annual statewide Indian Unity Conference;
- D. Work closely with agency leadership in the Department of Public Instruction to improve coordination and communication between and among programs; and,
 - E. Advise the State Board of Education on any other aspect of American Indian education when requested by the State Board to do so.

SUPPORTING LOCAL DISTRICTS AND INDIAN EDUCATION PROGRAMS

I. Indian Education Liaison

An Indian Education Liaison will be designated by the Deputy State Superintendent in consultation with the State Superintendent. The individual shall have demonstrated knowledge and experience in working with American Indian populations and Indian education programs. The Indian Education Liaison will serve in a leadership capacity in working with State Board of Education and agency leadership to improve coordination, communication and support to local school districts and Indian education programs; and will serve as the primary contact on issues pertaining to Indian education for schools and districts, American Indian parents, tribes, tribal organizations and associations, federal and state government entities, education partners including the public and private institutions of higher education and community colleges and other stakeholders.

The Indian Education Liaison will be responsible for managing the work of the State Advisory Council on Indian Education and the comprehensive school and program support efforts of a cross-functional team within the Department of Public Instruction. The representation of the cross-functional team shall include, at a minimum, representation from Curriculum, Instruction and Technology, Accountability, Comprehensive School Support, Talent Management and Leadership Development, and Communications and Information.

II. Programs for Indian Education

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

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

~~D. Make continued effort to expand and strengthen the Division of Indian Education in the Department of Public Instruction.~~

The State Board of Education in consultation with the State Advisory Council on Indian Education and through the Department of Public Instruction and partnerships with American Indian tribes, tribal organizations and associations will perform the following to support Indian education programs:

- A. Conduct on an annual basis an in-depth analysis of the performance and proficiency of American Indian students on state assessments, high school graduation rates, dropout rates, and other state performance measures available to the Department of Public Instruction.
- B. Encourage local school districts to better utilize data and information regarding the needs of American Indian students enrolled in the public schools.
- C. Support continued participation of North Carolina in appropriate studies such as the National Indian Education Study (NIES).
- D. Identify ways to increase graduation rates and reduce the persistently high dropout rates for American Indian students.
- E. Make continued effort to expand and strengthen the capacity within the Department of Public Instruction to support local school districts and Indian education programs.

III. ~~Curriculum~~ Cultural Sensitivity

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

- ~~A. Encouraging the Department of Public Instruction to conduct periodic reviews of curriculum materials and develop materials for teachers.~~
- ~~B. Developing appropriate Indian Education Curriculum materials for use by classroom teachers.~~
- ~~C. Conducting periodic review of the Standard Course of Study and the Teacher Handbook for inclusion of additional information, if necessary, regarding the history and culture of Indians.~~
- A. Include, as part of periodic reviews of the Standard Course of Study, textbooks and other curricula resource materials, procedures that ensure the inclusion of information, when appropriate, regarding the history, culture and contributions of American Indians of North Carolina.
- B. Encourage educators to educate themselves on the educational, curricular and psychological effects of using American Indian sport mascots and logos.
- C. Encourage all public school administrators and local boards of education to continue reviews of their policies and procedures toward the use of American Indian sport mascots, logos, symbols and other derogatory imagery in public schools.

IV. American Indian Involvement in Public Education

The State Board of Education will:

- ~~A. Encourage local boards of education to select Indians to participate on committees and councils appointed by local boards of education.~~
 - ~~B. Encourage local boards of education to employ Indians in positions for which they have the training and experiences.~~
 - ~~C. Encourage the Textbook Commission to recommend textbooks that recognize the history and contributions of Indians.~~
 - ~~D. Select and appoint Indians to boards and committees over which the State Board of Education has appointment authority.~~
-
- A. Work towards increasing the inclusion and/or representation from the American Indian community on various state and local level boards, committees and commissions and in the work of the State Board of Education and Department of Public Instruction, particularly in reviewing and/or developing education policy, curriculum and standards.
 - B. Facilitate outreach strategies and create partnerships with tribal organizations and associations, public and private institutions of higher education and community colleges, and other state agencies and organizations that provide resources, educational experiences and cultural opportunities for American Indian students.

EXECUTIVE SUMMARY**Title:** Council on Educational Services for Exceptional Children**Type of Executive Summary:**

Action Action on First Reading Discussion Information

Policy Implications:

- Constitution _____
 General Statute #115C-121
 SBE Policy #EEO-B-005
 SBE Policy Amendment
 SBE Policy (New)
 APA # _____
 APA Amendment
 APA (New)
 Other Section 300.167-300.169 of federal regulations under Individuals with Disabilities Education Act

Presenter(s): Ms. Angela Quick (Deputy Chief Academic Office, Innovation and School Transformation) and Mrs. Mary N. Watson (Director, Exceptional Children Division)

Description:

The Council is established in federal and state law as an Advisory Council to the State Board of Education. Its establishment is set forth in Section 300.167-300.169 of the federal regulations, Section 1412(a)(21) of the Individuals with Disabilities Education Act (IDEA 2004) and Section 115C-121.1 of North Carolina General Statutes. The Council advises the State Board of Education on unmet needs within the State in the education of children with disabilities.

Legislation requires that the majority of the members of the Council must be individuals with disabilities or parents of children with disabilities. The Council shall represent the various interests of the groups concerned with the education of children with disabilities, including gender, ethnic diversity, and representation from across the State.

In accordance with State Board of Education policy, the Council has 24 appointed members. Two members are appointed by the President Pro Tempore, two by the Speaker of the House, two by the Governor, fourteen by the State Board of Education, and four members referred to as state agency representatives are designated by federal regulations. Terms for state agency members are governed by virtue of their position. The term of appointments for all members except those appointed by the State Board of Education is for two years. State Board of Education appointments are for four-year terms with no person serving more than two consecutive four-year terms.

The State Board of Education is asked to approve the appointment recommendation of Nicole Jimerson as a parent of a child with disability from Region 2 to a first four-year appointment.

The first four-year term appointment expired for Teresa Mebane on June 30, 2008. Teresa Mebane is seeking reappointment to a second four-year term. The State Board of Education is asked to reappoint Teresa Mebane to a second four-year term.

There are four additional vacancies created by term expirations and one resignation. The State Board of Education is asked to submit recommendations from Regions 3, 4 and 5 for approval at the October State Board of Education meeting. The recommendations must collectively consist of a two (2) appointments for parent of a child with a disability, one (1) general education administrator (central office or local administrator) and one (1) representative of a charter school. The current membership roster is attached.

Resources:

The Department of Public Instruction's, Exceptional Children Division provides secretarial support and a staff liaison to the Council. The expenses required for the operation of the Council are also provided by the Division.

Input Process:

According to the Bylaws, the State Board of Education will need to appoint individuals to fill these vacancies.

Stakeholders:

Students with disabilities and their families, LEAs and the State Board of Education.

Timeline For Action:

Presented for discussion in September 2008, and for action in October 2008.

Recommendations:

The State Board of Education is asked to reappoint Teresa Mebane (Region 2) to a second four-year term running July 1, 2008 – June 30, 2012.

The State Board of Education is asked to appoint Nicole Jimerson, parent of a child with disability, to a first term running July 1, 2008 - June 30, 2012.

The State Board of Education is asked to recommend two (2) appointments for a parent of a child with a disability, one (1) charter school representative and one (1) general education administrator to a first term running July 1, 2008 - June 30, 2012.

Audiovisual equipment requested for the presentation:

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

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

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

Motion By: _____ Seconded By: _____

Vote: Yes _____ No _____ Abstain _____

Approved _____ Disapproved _____ Postponed _____ Revised _____

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

**CURRENT MEMBERSHIP
COUNCIL ON EDUCATIONAL SERVICES FOR EXCEPTIONAL CHILDREN**

POSITIONS REQUIRED	MEMBERS	TERM	TERM	GENDER	ETHNIC
4-Year Appointments - State Board District					
<u>STATE BOARD OF EDUCATION (14)</u>					
Parents of children with disabilities	Sonja Brown - Mecklenburg County (6)	7/1/06-6/30/10	2	F	AA
	**vacant	7/1/08-6/30/12			
	Jill Scercy - Pitt County (1)	7/1/06-6/30/10	1	F	W
	***vacant	7/1/08-6/30/12			
	*Teresa Mebane-New Hanover County (2)	7/1/04-6/30/08	1	F	W
	***vacant	7/1/08-6/30/12			
Special Education Teacher (PreK-12)	Doris McCain - Wake County (3)	7/1/06-6/30/10	2	F	AA
LEAs	Odell Clanton - Warren County (3)	7/1/05-6/30/09	2	M	AA
	Jana Griggs - Buncombe County (8)	7/1/07-6/30/11	2	F	W
	***vacant - Gen Ed Administrator	7/1/08-6/30/12			
Institutions of Higher Education	Cathy Kea - Guilford County (5)	7/1/06-6/30/10	1	F	AA
Charter Schools	***vacant	7/1/08-6/30/12			
McKinney-Vento Homeless Assistance Act	Vacant	7/1/06-6/30/10	1	F	W
Voc., Comm., or Bus. (Transition)	Mark Yost - Wake County (3)	7/1/06-6/30/10	2	M	W
2-Year Appointments					
<u>EXECUTIVE APPOINTMENTS (2)</u>					
Individual with a Disability	Linda Nelson - Wake County (3)	7/1/08-6/30/10	3	F	W
Private School Representative	Shary Maskel - Durham County (3)	7/1/08-6/30/10	3	F	W
<u>LEGISLATIVE APPOINTMENTS (4)</u>					
Senator (1)	Senator Bob Atwater	7/1/07-6/30/09	1	M	W
Parent of a child with a disability (1)	Sheila Knapp - Wake County (3)	7/1/07-6/30/09	2	F	W
Representative (1)	Representative Laura Wiley	7/1/07-6/30/09	1	F	W
Parent of a child with a disability (1)	Sally Hunter - Wake County (3)	7/1/07-6/30/09	1	F	W
<u>STATE AGENCY (5)</u>					
DPI	Mary Watson	NA		F	W
DHHS	Dwight Pearson	NA		M	W
DHHS Child Welfare	Esther High	NA		F	AA
DOC	Gloria Upperman	NA		F	AA
DJJ	Jane Young, Chair	NA		F	W

*Member is requesting appointment for second four-year term.

**State Board of Education is recommending Nicole Jimerson to a first four-year appointment. (Region 2)

***State Board of Education is asked to make appointment recommendations.

NICOLE JIMERSON

801 E. Woodcroft Parkway, #623
 Durham, North Carolina 27713
 Mobile: 919-225-6557
 Nicole.Jimerson@yahoo.com

PROFILE:

Public Servant, Administrator, Educator. Advocate committed to working with a diverse community of children and families. Detail-oriented. Exceptionally strong written, verbal and organization skills. Working knowledge of federal, state and local political structures and education policies.

EDUCATIONAL PROFILE:

North Carolina Central University • Durham, North Carolina • May 2006
Masters of Arts in Teaching, Special Education

North Carolina Central University • Durham, North Carolina • May 2006
Masters Public Administration

Honors and Awards

- Moss-Wigfall Academic Excellence Award, 2002
 North Carolina Central University Department of Public Administration

North Carolina Central University • Durham, North Carolina • December 1994
Bachelor of Arts, Political Science

PROFESSIONAL EXPERIENCE:

Lakeview School

Durham Public Schools

Exceptional Children's Compliance Facilitator (September 2006 – present)

Monitor the delivery of special education services on five campuses that comprise the alternative program. Chair IEP Team meetings. Ensure that all mandated timelines are adhered to for service delivery, processing student referrals, and manifestation meetings. Coordinate psychological and other required student assessments. Ensure that student confidential folders are complete, accurate, and compliant, including all required documentation. Maintain data in the NC Comprehensive Exceptional Children's Accountability System (CECAS). Train and orient Exceptional Children teachers. Serve on the school-based Administrative Team. Consult with principal regarding exceptional children's needs and assist with the evaluation of building level programs. Serve as liaison between building level administrators and the central office administrative staff. Address parent concerns and ensure that parents are informed of parental rights and are given maximum opportunity to participate in

all educational decisions.

ADDITIONAL PROFESSIONAL EXPERIENCE:

The Arc of North Carolina and
Person Centered Support Services

Employer of Record Services (September 2005 to March 2008)

Co-Employer for a self-determinate model, which helps to manage services and supports, for children with mental retardation and developmental disabilities.

Served as the managing employer by identifying needs and completing related documentation, gathering information from a variety of sources (family members, medical providers, educators), developing goals and a plan of action to respond to the assessed needs, making referrals to providers for needed services, and ensuring implementation of the plan. Co-authored the Person Centered Plan and developed job descriptions based on the unique support needs. Developed pay scales based on the personal budget. Recruited, hired and supervised staff.

Reviewed and approved daily schedules and timesheets. Updated consents and releases annually.

PhyAmerica Physician Group, Inc.

Risk Management Coordinator (October 1997 to September 2001)

Responsible for the integration of the Sterling Healthcare Group, Inc. and Coastal Physician Group, Inc. claims/risk management department following the acquisition of Sterling. The combined company, with annual revenues of \$240 million, provided practice management and support services to over 260 hospital based emergency departments in 25 states. Assessed issues, trends, services and resources in the health care environment with advanced knowledge in word processing, spreadsheets and database computer programs. Provided leadership and direction in bringing about change and resolving conflicts. Applied ideas to resolve issues and improve approaches. Monitored and maintained litigation files. Conduct initial interviews with doctors regarding the reporting of new lawsuits. Maintain good working relationships with defense attorneys in 32 states. Responsible for processing request for legal information. File state and national reports with strict deadlines.

PROFESSIONAL AFFILIATIONS:

- National Association for the Education of African-American Children with Learning Disabilities, Columbus, Ohio, Parent Leadership Institute Board Member
- Duke University Children's Education Law Clinic, former Advisory Board Member
- The Mekye Center for Children with Learning Differences, Executive Board Member

- Autism Society North Carolina and Durham County, Member
- The Durham Center Inter Agency Council, former Member
- Pi Alpha Alpha Member, national honor society formed to recognize and promote excellence in the study and practice of public affairs and administration
- Pi Sigma Alpha Member, national honor society for political science majors

PROFESSIONAL DEVELOPMENT:

Conferences and Trainings

- Wilson Reading System Trained, St. Augustine Project, Chapel Hill, NC, July 2008 (6 CEUs)
- Durham Public Schools, SRA Corrective Reading Training, July 2008
- Durham Public Schools/Teaching & Learning Institute, June 2008
Lexile Framework for Reading
- Durham Public Schools/Teaching & Learning Institute, June 2008
Vocabulary Instruction: What Research Says (.6 CEUs)
- Durham Public Schools/Teaching & Learning Institute, June 2008
Top 10 Reading & Writing Strategies (.6 CEUs)
- Durham Public Schools/NCDPI, Manifestation Determination Training
- Durham Public Schools/NCDPI, EMD Eligibility Training
- Durham Public Schools, Parent Academy
Presenter: Educating the Special Student – What Parents Need to Know
March 2007
- Functional Behavior Assessments and Behavior Intervention Plans –
Doing It Right! The Hill Center, Durham, NC, March 2007
- Durham System of Care Overview, Durham, NC, June 2006
(*Certification of Completion*)
- Teacher Intern, The Hill Center, Durham, NC
Successful completion of 240 classroom hours in an academic
remediation setting.
- Council of Parent Attorneys and Advocates (COPAA) Annual Conference

- Wrightslaw Special Education Law Training by Pete and Pam Wright, April 2006 (2.5 CEUs)
- The Autism Society of North Carolina Annual Conference, March 2006 (.725 CEUs)
- The Hill Center Methodology I Training, Durham, NC, February 2006 (2 CEUs)
- Parent and Family Advocacy and Support Training, Durham, NC, Dec. 2005
- North Carolina Center for Justice, Education Leadership Institute, March 2004