

JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE
April 8, 2008 MINUTES

The Joint Legislative Education Oversight Committee met on April 8, 2008 at 10:00 a.m. in Room 544 of the Legislative Office Building. Chairman Douglas Yongue presided over the meeting. The following House members were present: Representatives Bell, Blackwood, Cotham, Fisher, Glazier, Jeffus, Johnson, Lucas, McLawhorn, Pate, Rapp, and Tolson. The following Senators attended: Co-Chair, Senator Swindell and fellow Senators Atwater, Dannelly, Dorsett, Goss, Malone, Stevens, and Tillman. Please refer to *Attachments 1-3* for agenda, attendance, and visitor registration. Chairman Yongue convened the meeting at 10:00 a.m. and welcomed the committee, committee staff, visitors, and Sergeant-at-Arms.

Child Nutrition

Dr. Lynn Hoggard, Section Chief, Child Nutrition Services, NC Department of Public Instruction presented the committee with the child nutrition needs of the state. Dr. Hoggard explained that since federal budget cuts in the early 1980s, schools across the nation struggled to operate school cafeterias. They developed an *A la carte* menu, selling additional cartons of milk, extra juice, rolls, brownies, and other high fat and high sugar foods. Once federal cuts were restored in the late 1980s, the *A la carte* program had started to generate revenue and therefore continued. Over the last five years, food costs have increased by 26%. Contributing to the rise in operating costs are increases in food costs, fuel and delivery costs, labor and employee benefit costs, and equipment costs. Program revenues are decreasing. Additionally, improving nutrition standards will increase costs. In 2005, the legislature funded a \$25,000 pilot to test nutrition standards in over 100 elementary schools. These standards were tested for affordability, achievability, and student appeal. As a result of the pilot, the child nutrition program found that food costs were more expensive with higher production and labor costs, little or no money to replace inadequate equipment. The projected cost to implement higher nutrition standards in elementary schools alone is \$20 million annually. Competitive foods and beverages in vending machines are easily accessible and compete with the higher nutritional standards. It is often easier for students to access these competitive foods and beverages when they receive very little time for lunch. Students average 17 minutes for lunch. Dr. Hoggard said that child nutrition administrators are being held to an impossible standard, faced with implied mandates hindered by circumstances over which they have little or no control. Federal free and reduced lunch reimbursement rates fall short by as much as \$0.73. Almost half of the state's student population qualifies for free or reduced priced meals. With understaffed programs and limited revenue sources in an economic slowdown, Dr. Hoggard called this the perfect storm. The Child Nutrition Section has encouraged LEAs to take preventative measures such as eliminating competitive foods and beverages in vending machines, considering meal price increases, ensuring adequate time for student lunch periods, etc. Please see the attached presentation in its entirety (*Attachment 4*). Chairman Yongue opened the floor to questions from the committee. Representative Pate asked if the state has considered contracting out the child nutrition operation. Dr. Hoggard explained that while the same standards and regulations would govern a contract manager, there would be little or no savings. Representative Johnson asked why the capital needs of the program are separate from the public school budget. Dr. Hoggard explained that when the program was self-sufficient, the equipment costs were covered by revenue generated

from within the child nutrition program. This is no longer the case. Representative Rapp inquired about the availability and use of locally grown food. Dr. Hoggard said that federal regulation and policy now prevent schools from purchasing locally grown produce. She anticipated passage of the Farm bill in Congress could fix this problem. There were no further questions.

Approval of Minutes

Chairman Yongue asked the committee to approve the minutes of January 8, 2008. With a motion and a second, the committee voted unanimously to approve the minutes.

Farm to School Program

Ms. Emily Jackson, Program Director, Growing Minds, Appalachian Sustainable Agriculture Project (ASAP), presented a brief background of the national Farm to School program. North Carolina was the first state to implement the program. The ASAP organization seeks to promote wellness and ecological consciousness in students by providing healthy, locally grown foods to school cafeterias through the Farm to School program. This in turn supports the local farmer and the community. They also provide workshops for teachers and educate students about the importance of healthy living and eating. Ms. Jackson encouraged the committee to adhere to Dr. Hoggard's recommendations in the previous presentation. Please see the attached presentation in its entirety (*Attachment 5*). Mr. Ross Williams, NC Department of Agriculture and Consumer Services, praised the Farm to School program. The program worked in collaboration with the US Department of Defense, Fruit and Vegetable Procurement Office, until procurement policy changes prevented the program from procuring local produce. Representative Rapp encouraged the committee to consider urging Congress to pass the Farm Bill with language to allow local procurement in the states.

North Carolina Center for Advancement of Teaching (NCCAT)

Dr. Mary McDuffie, Executive Director, NCCAT, gave a brief history of the center. NCCAT, authorized by G.S. 116-74.6, has two campuses – the Cullowee campus and the Ocracoke campus – both working to attract and retain highly qualified teachers. In the 2006-2007 school year, the Center conducted 108 five-day research-based seminars that align with the NC Standard Course of Study. They also conducted weekend seminars at their two campuses as well as seminars for beginning and experienced teachers in school districts, serving 114 out of 155 school districts in all 100 counties. The Center offers renewal seminars for experienced teachers, provide support to teachers seeking National Board Certification, and provide support for beginning teachers. State funding accounts for 87% of the Center's budget, with 13% coming from grants and gifts. The original mission of the Center was to serve teachers with more than three years of experience. Considering the rapid loss of beginning teachers, the Center refocused their work to include beginning teachers. The loss of teachers in North Carolina cost the state and locals over \$84 million in 2005. Of beginning teachers who entered the profession in 2001-2002, 21% left the profession in North Carolina after 1 year in the classroom. After four years in the classroom, 49% have left the profession. The Center has had so much success in retaining more teachers. According to the 2006-2007 retention data, teachers who attended NCCAT and received support, mentoring, and professional development, 96% returned to the classroom. Please see *Attachment 6*. Members thanked Dr. McDuffie for her

presentation and the efforts of NCCAT. Representative Rapp asked Dr. McDuffie if the Center serves lateral entry teachers and if they are tracking these teachers. She stated that the Center does serve lateral entry teachers and formerly certified teachers. She also said that tracking data would be available in the coming year. Representative Glazier asked if there would be a budget expansion request. Dr. McDuffie said that their budget request for over \$300,000 additional dollars would be included in the UNC budget and would allow NCCAT to expand and bring the Connections and Connection to the Future Programs to the three additional counties. With no further questions, Chairman Yongue invited the next presenter.

Gang Violence

Mr. George Sweat, Secretary, North Carolina Department of Juvenile Justice and Delinquency Prevention (NCDJJD), spoke to the committee about the process of distributing \$2 million in grant funding to 15 counties - 9 urban areas and 6 rural areas. The youth gang violence prevention funding ends in June, 2008. Secretary Sweat and the NCDJJD have worked with the Governor's Crime Commission over the past two years to assess gang violence and prevention methods. Secretary Sweat stressed the importance of investing in early intervention and prevention. Common challenges are community and parental awareness and involvement. He praised the work and research of the Department's Center for the Prevention of School Violence which is only five strong across the state and recommended that the legislature double the department's size to a staff of ten. Over the last year, over 4,000 students were suspended from school for over 10 days and over 157,000 were suspended for 10 days or less. This is relevant because students who were involved in gangs indicated that they experienced academic failure at a young age, suspensions from school with no discipline and supervision at home, and had very little parental involvement. Please see *Attachment 7*. Representative Rapp asked about counties who have experienced notable success. Secretary Sweat highlighted the work of Gaston and New Hanover Counties and accredited community buy-in for their success. Mr. Fred West, Community Program State Administrator, highlighted success in Buncombe, Mecklenburg, and Pitt Counties.

Mr. David Jones, Executive Director, Governor's Crime Commission, presented the "Comprehensive Assessment of Gangs in North Carolina" Report to the committee. The Commission was directed to assess gang activity in communities and prisons. They were also asked to consult with the Department of Correction, Department of Public Instruction, and Department of Justice to assess gang prevention programs and their effectiveness, and to highlight best practices. They evaluated the option of increasing penalties to mitigate gang activity and projected the growth of gang activity over the next five years or more. Finally, the report provides recommendations on ways to utilize our resources to more effectively prevent gang violence. Please see the attached report in its entirety (*Attachment 8*).

With no questions, the committee recessed at 12:45 for an hour for lunch and reconvened at 1:45 p.m.

Tarheel Challenge Academy

Colonel Tom Harris, North Carolina National Guard, presented the annual report as required by the 2007 Appropriations Act. The Tarheel Challenge Academy, located in

Salemburg, serves as an intervention method targeting dropouts between 16 and 18 years of age. They teach life skills and discipline in a quasi-military environment. Seven out of ten graduates attending graduate with a GED. The Academy houses students for 22 weeks in phase one of the program. In Phase two, students live off campus for one year while seeking employment, college acceptance, or military acceptance. The state cost to graduate one student from Tarheel Challenge Academy is \$5,400 of the total \$14,000 price tag. The program is 40% state funded and 60% federally funded and has graduated 2,442 students since its inception in 1994. Sampson Community College has awarded 1,715 GEDs among these graduates. Demand continues to rise for acceptance to the program with 339 accepted out of 705 applications received last year. Students are referred by a school system, family, friends, juvenile services, social services, military service members, and other non-profit organizations, etc. Cadets often serve as House, Senate, and Governor's pages. Please see *Attachment 9* for the presentation and report in its entirety. Chairman Yongue asked about the possibility of receiving more federal funding in order to expand the program. Colonel Harris said they would like to grow the number of graduates to 1,000 and open campuses in two more locations to better serve the needs of the state. He said if additional state funding was achieved, then federal dollars would be likely. With no further questions, the Chair invited the next presenter.

Teacher Licensure

Dr. Kathy Sullivan, Senior Policy Analyst, North Carolina State Board of Education, updated the committee on teacher licensure policy. There are three types of licenses for core subject areas: Standard Professional 1, Standard Professional 2, and Lateral Entry. There are also two licensure areas for non-core areas: Provisional and Emergency Permit. In core areas, the teacher must have a Bachelors degree from a regionally accredited institution. The two most influential factors to consider are the level of lines and the years of experience. One challenge in licensing out-of-state teachers is verification of highly qualified status, due to requirements of No Child Left Behind. Other states do not print the status on the certificate, where as North Carolina does print this information on the card or certificate. Please see the attached handout for the presentation in its entirety and the authorizing General Statute for setting certification requirements (*Attachment 10*). The State Board of Education has established a licensure policy appeals panel that now meets up to two times monthly. Representative Blackwood asked what an out-of-state teacher must do to become licensed in North Carolina. Dr. Sullivan said a teacher must first apply for licensure, prove that he or she graduated from a regionally accredited institution, verify work experience, and submit a copy of the out-of-state teaching license. Representative Jeffus asked to see the policy regarding National Board Certification of out-of-state teachers. Dr. Sullivan submitted the official policy by email after the committee adjourned (*Attachment 11*). Representative McLawhorn asked if accreditation is ever a problem. Dr. Sullivan said there are problems when an in-state teacher attended a Bible college that was not regionally accredited, or when an out-of-state teacher attended college out of state that was not regionally accredited. Representative Glazier asked if there is a relationship between years of experience and level of license. Dr. Sullivan said the SP1 level has no effect on pay for a teacher who has ten years experience from out-of-state. The teacher will be paid according to years of experience. Representative Rapp asked about the size of the licensure department, and what would be required to increase efficiency. Dr. Sullivan said that the department is extremely efficient and well staffed, but do need extra help in the summer months when demand is higher.

The problem is the difficulty in finding licensure personnel who are only needed during the summer.

Mr. Phillip Price, Associate Superintendent and Director of Financial and Business Services, NCDPI, addressed the efficiency of the Licensure Section. In response to feedback from LEAs, the Department has identified four main goals to increase efficiency: customer service, communication, technology, and policy simplification. The Department has hired a new director, Susan Louise, in addition to two more personnel. There will now be two personnel answering phones at all times in order to improve access to LEAs and to provide consistent and accurate information. The Department plans to optimize the use of technology in order to meet the volume of requests. Representative Blackwood asked if it is possible to cross train employees to manage demand at peak times. Mr. Price said they are cross training employees as well as drawing from other DPI employees with previous licensure experience and expertise. In response to a question from Representative Johnson, Mr. Price said LEAs should expect a quicker response with the use of technology. There were no further questions.

NC Reads

Ms. Jackie Colbert, Director, Reading First, Department of Public Instruction, presented information on the online program to the committee. Beginning with the 2004-2005 school year, NCDPI received federal grant funding in the amount of \$158 million to administer the Reading First program. The program offers research based professional development to more effectively teach reading. NC Reads is an online extension of this program. Please see the attached presentation for more information (*Attachment 12*). There were no questions.

NC Alliance for Health

Ms. Roxanne Leopper, Policy Director, FirstHealth of the Carolinas, and Chair, NC Alliance for Health Obesity Prevention Policy Committee, presented information on childhood obesity. With increasing healthcare costs, this independent coalition - made up of public, private, professional, and non-profit organizations, businesses, and individuals - seeks to raise awareness across the state and encourage intervention. The Alliance has three priorities: to fully fund child nutrition standards, define "quality" physical education by statute, and to collect statewide data to assess childhood obesity. Please see the attached presentation in its entirety (*Attachment 13*). Representative Glazier asked how many states define "quality" physical education, and how they define it. Ms. Leopper provided this data to the committee following the meeting. See *attachment 11* for follow up information.

Teacher Assistants

Ms. Sheri Strickland, Vice President, North Carolina Association of Educators (NCAE), spoke to the committee in support of a teacher assistant salary schedule. This policy proposal would set up a salary schedule of 10 steps based on years of experience. House Bill 997 and Senate Bill 1370 were filed in 2007 to accomplish this purpose. See the attached issue brief with supporting documents (*Attachment 13*). Ms. Strickland invited a teacher assistant to share her experience with the committee.

Ms. Donna Stepp, Member, NCAE Board of Directors, is a Teacher Assistant, with 24 years of experience. She has 3 years of college credit hours and attends staff development for at

least 10 hours per year. She shared her duties and responsibilities with the committee. She provides assistance in the classroom, checks homework, assists with writing exercises, keeps records, provides remediation, serves as a test proctor, and performs a host of administrative duties to help teachers. She also serves as a substitute teacher when the need arises. Ms. Stepp encouraged members to support a teacher salary schedule that rewards for years of experience. Senator Malone praised Ms. Stepp for her commitment and spoke in support of the salary schedule. Representative McLawhorn asked if there was a fiscal note on House Bill 997 to measure the costs to the state for this proposal. Ms. Strickland said there was a fiscal note to estimate costs at \$29 million. But, she said this would be inaccurate, because there is no data collection mechanism in place to account for teacher assistants' years of experience.

Ms. Melinda Zarate, Legislative Chair, North Carolina Association of Teacher Assistants, also a Teacher Assistant, thanked the legislature for the pay increase to salary grade 56 in the 2007 Appropriations Act. This measure helped new and beginning teacher assistants more than experienced teacher assistants. Ms. Zarate passed out results of a Teacher Assistant survey conducted by the Association, sent to every LEA. She explained that some LEAs use budget flexibility or local funds to pay Teacher Assistants more in line with education and of years of experience. She asked the committee to support an equitable, living wage. See the attached presentation and survey results (*Attachment 14*).

Teacher Cadet Program

Mr. Kelvin Spragley, Executive Director, North Carolina Foundation for Public School Children, gave a brief history of the Teacher Cadet program and introduced Ms. Lina Drinkard, Director of the North Carolina Teacher Cadet Program. Ms. Drinkard explained the mission of the program – to recruit talented high school students into education professions. NCAE started the program in 1998 to help fill the teacher shortage. The NC Foundation for Public School Children administers the program. The program offers an elective class to high school students. A survey conducted last year by the program revealed that 25% of students involved in the program became Teaching Fellows and 31% won a major scholarship covering at least half of college costs. About one third of high school students in North Carolina took the course. Of those students participating in program, 85% said the program was the single most important factor in determining their career path into education. Ms. Drinkard introduced Debra Johns, Teacher Cadet Teacher, Southwestern Randolph High School, credited the program for attracting 79 current prospective teachers, who are either in the classroom or in a teacher education program. Cory McNeill, a student at Southwestern High, and prospective teacher, praised the elective course for helping him to choose this career.

New Chart of Accounts

Ms. Alexis Schauss, Assistant Director, Division of School Business, NCDPI, reviewed changes made to the chart of accounts for public schools. Ms. Schauss first noted that the old chart, in existence for 25 years, was originally designed to track funding instead of programs. These significant changes will offer the LEAs, DPI, the state legislature, and the federal government access to more specific data for accountability purposes. Reporting will be easier, expenditures better captured, and duplication eliminated. Please see the attached document explaining the changes in detail (*Attachment 15*). Chairman Yongue asked if these changes cost LEAs any more money. Ms. Schauss said that changes have been implemented and required no

additional funds. Senator Malone cited reports from several large school systems who have reported high costs for implementation. There were no further questions.

Disadvantaged Student Supplemental Funding (DSSF)

Mr. Phillip Price, Associate Superintendent and Director of Financial and Business Services, NCDPI, presented a report on DSSF funding and Low-Wealth Funding, as required by the 2007 Appropriations Act, SL 2007-323, Sec.7.8 (b). Currently, all 115 LEAs receive DSSF funds. In 2006-2007, the legislature appropriated over \$47 million in DSSF funding, and over \$176 million in Low-Wealth funding. School districts are spending the money to hire more teachers, to cover staff development costs and curriculum revision. Please see the attached report and presentation (*Attachment 16*). There were no questions.

Child and Family Support Teams

Ms. Tony Troop, Program Coordinator, Child and Family Support Teams, Department of Health and Human Services (DHHS), works jointly with the Department of Public Instruction (DPI) for the purposes of identifying at-risk students and coordinating state services. Things like long term suspensions, excessive absences, behavior problems, academic failure, and mental health concerns are just a few reasons for referral of at-risk students. The ideal purpose of the program is to identify the unmet needs that cause the student to be at-risk. There are 100 teams of school nurses and social workers in 101 schools across the state. Representative Fisher asked if expansion is possible. Ms. Troop expressed the need to expand into more than 21 school districts. At the request of Representative Johnson, Mr. Phillip Price noted that funding comes from DHHS and DPI. See the attached presentation in its entirety (*Attachment 17*).

Parental Involvement Initiative, NC Parent Teacher Association (NC PTA)

Ms. Deborah Horton, President, NC PTA, reported to the committee on the use of non-recurring funds in the amount of \$262,500 budgeted in the 2007 Appropriations Act for the purposes of promoting effective parental involvement. This initiative focused their efforts in 12 schools in Alamance, Anson, Cumberland, Forsyth, Hoke, and Mecklenburg Counties. PTA membership has increased from 10,000 to 80,000. The NC PTA would like to expand statewide by hiring coordinators in each educational region. Ms. Horton showed the committee a video of parents with school age children talking about the importance of parental involvement. Please see the attached presentation (*Attachment 18*). Representative Jeffus asked how the schools were selected. Ms. Horton said schools were selected based on low academic achievement and geography. There were no further questions.

With no further committee business, Chairman Yongue adjourned the meeting at 5:30 p.m.

Respectfully Submitted,

Katie Stanley, Committee Assistant

Representative Doug Yongue, Chair

DRAFT MINUTES
JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE
2007-08 Session
April 9, 2008

The Joint Legislative Education Oversight Committee met on Wednesday, April 9, 2008 in Room 544 of the Legislative Office Building. Senator A. B. Swindell, Co-Chairman, presided. In addition to Senator Swindell, the following senators were in attendance: Senators Atwater; Dannelly; Dorsett; Goss; Malone; Queen; Stevens, and Tillman. The following representatives were in attendance: Representative Yongue, Co-Chairman; Representatives Bell; Blackwood; Cotham; Fisher; Jeffus; Johnson; Lucas; McLawhorn; Pate; Rapp; Tolson, and Warren.

The Chairman called the meeting to order at 9:10 a.m. and welcomed members and guests to the meeting. He advised that today's meeting would focus on hearing Committee recommendations and proposed legislation and he advised that the recommendations offered were a consensus of the committee, but did not preclude anyone from offering other legislation.

Before beginning, Rep. Tolson was recognized and informed members that the Technology Oversight Committee would be holding a meeting at 8:30 a.m. on April 17th at NCSU's Centennial Campus and would be demonstrating strides made in connectivity for the Virtual High Schools and the New Schools Project. He invited members to attend.

The Chairman called on Shirley Iorio of the Legislative Research staff to review the recommendations. Ms. Iorio directed members to the handout entitled, "Committee Findings and Recommendations" (Attachment 1, pp. 1-14) and advised that the recommendations were summarized into seven areas. She referred members to the handout and reviewed **Recommendation #1. Career Technical Education**. The Committee encouraged the State Board of Education and the Department of Public Instruction to continue their efforts to improve the public school system through Career Technical Education and high school reform. The recommendation further stated that the combination of academic and career technical skills were essential for keeping students in school and preparing them for further education and training that would lead to employment in high-paying, high-skill and high-demand 21st Century jobs. The Committee believes that Career Technical Education not only contributes to economic opportunities for students, but also contributes to the economic development of the State. Further, it stated that the Committee believes the Future Ready Core curriculum that will be effective with the class entering the ninth grade for the first time in the 2009-2010 School Year will offer students adequate opportunity to participate in Career Technical Education courses through the six required elective units. Senator Stevens was recognized and stated the language needed to be amended to state that the Committee **strongly** encourages the SBOE and DPI in their efforts to improve the public school system through Career Technical Education and high School reform. The Chair suggested that Senator Stevens work directly with staff to develop stronger language.

Ms. Iorio continued and reviewed **Recommendation #2. Teacher Retention.** The recommendation stated the Committee encouraged the General Assembly to continue to support initiatives that address the State's teacher shortage and provide quality mentoring for teachers entering the profession so that they will continue to teach in North Carolina classrooms. The Committee recommended that the local boards of education be permitted to assign a limited number of National Board Certified teachers to serve as full-time mentors and she directed members to Page 5 of the recommendations and explained proposed changes to the existing statute, G.S 115C-296.2. The Chair recognized Rep. Jeffus who asked if there would be any increase in salary for teachers who served as full-time mentors, and Ms. Iorio responded there would no increase, but full-time mentors would keep their 12% salary supplement. Following brief discussion about the proposed legislation, staff was directed to add language clarifying that salaries of full-time mentors would not increase. Following brief discussion about the proposed legislation, staff was directed to add language clarifying that the full-time mentors would keep their 12% salary supplement.

Ms. Iorio presented **Recommendation #3. Support for Local School Administrative Units,** which stated that the Committee encouraged the State Board of Education (SBOE) and the Department of Public Instruction (DPI) to continue to support local school administrative units (LEAs) by providing high quality educational services and fostering high student performance and achievement. Further, the Committee believes in the importance of soliciting feedback from educational practitioners within the LEAs; however, feedback from superintendents and others in the field revealed there were concerns about communication between DPI and the LEAs, and concerns about the delivery of services by DPI. In this regard, the Committee recommended that the General Assembly create a Legislative Special Commission on Efficiency and Effectiveness of the Department of Public Instruction and the State Board of Education to study the efficiency and effectiveness of the Department and its programs, and that the General Assembly should provide funding for this Special Commission. She directed members to Page 7 of Attachment 1 and reviewed the draft bill.

Ms. Iorio continued with part two of Recommendation #3 and advised that the Plant Operation Section of the School Support Services Division of DPI had been on receipt support since 1995, when the Department was downsized. The reliance of receipts had hampered the ability of DPI to hire and retain competent engineers to do the required work. Also, the demand on the services had increased, including water, pest and hazardous chemical management, mold/mildew remediation, interior/exterior air quality, and green building and energy conservation/management. Therefore, the Committee recommended that the General Assembly provide funds to the Plant Operation Section of the School Support Services Division of DPI to ensure that local school administrative units have the support they need to achieve efficient, safe and environmentally sound practices. She directed members to Page 10 of Attachment 1 and reviewed the language of the draft bill, which would appropriate \$1.5 million in recurring funds to the Plant Operation Section of the School Support Division. Questions were raised by several members as to whether school systems would be charged additional costs to use this

service and following considerable discussion, the Chair directed staff to further explore this and report back at the final meeting in May.

Recommendation 4. Technology. Ms. Iorio next stated that the General Assembly has provided funding to ensure that the effective use of technology is built into the state's public school system for the purpose of preparing a globally competitive workforce and citizenry for the 21st Century, and as the state continues to invest in technology, it was critical to invest in teacher training so that educators will use technology in their classrooms for the benefits it offers to both students and teachers and connecting all public schools to a statewide network where resources, services and learning options are available will assist with eliminating barriers to access. Therefore, the committee recommended the General Assembly increase funding for technology that will keep students engaged with the curriculum and on track for graduation, and for the connectivity initiative. Sen. Dannelly was recognized and suggested that the recommendation state that the Committee *strongly urges*, rather than recommends.

Ms. Iorio reviewed **Recommendation #5. Dropout Prevention** and stated that the Committee believed all students should graduate from high school prepared for work or to pursue further education and recognized that North Carolina must lower its high school dropout rate and increase its graduation rate. The Committee also believes strengthening the curriculum so it is more challenging and relevant to students and provide courses that prepare students for career and work options after high school are strategies that have the potential to keep students in school until they graduate. The Committee recommends that the General Assembly continue to support initiatives aimed at reducing the high school dropout rate and increasing the graduation rate. The Committee also recommends continued funding for the grants that were awarded as a result of the House Initiative on High School Dropout Reform, The Collaborative Project, the recommendations of the Joint Legislative Commission on Dropout Prevention and High School Graduation, and the high school reform efforts in place throughout the state.

Senator Malone asked if this recommendation was intended to seek increased funding, and not just for funding at the current level. Ms. Iorio stated the intent of this recommendation was to lend support to initiatives already in place, but did not necessarily mean funding would be increased. Senator Malone responded to a question from Representative Rapp who asked the status of the Joint Commission on Dropout Prevention and he emphasized that more work was needed and they were just scratching the surface. He stated there was no structure in place to monitor existing grants, and he hoped that the work of the Joint Legislative Commission on Dropout Prevention and High School Graduation would be extended. Representative Fisher, co-chair of the Dropout Commission, was recognized and concurred there was a need to reactivate the Grant Review Commission. Senator Tillman suggested that language be added to the recommendation to include continuance of the Grant Review Commission and the Chairman concurred.

Recommendation #6. Students with Disabilities. Ms. Iorio advised that The Board of Governors of the University of North Carolina had a report due to the Joint Legislative

Education Oversight Committee on May 15, 2008 that would include evidence of the effectiveness of current teacher education programs in preparing teachers to educate students with disabilities. The report would also identify changes that were needed to better prepare teachers to teach students with disabilities. Ms. Iorio informed members that because the Legislative session would convene on May 13, 2007 after the Committee had completed its work, the Committee recommended hearing the Board of Governors' report in detail in the fall of 2008 when the Committee reconvened. At that time, the Committee should evaluate whether further action must be taken to ensure that teacher education programs are preparing teachers with the knowledge and skills needed to successfully teach students with disabilities. Senator Malone pointed out that waiting to hear the report in the fall was overlooking the need to be considerate of students with learning disabilities, who also suffer mental disabilities and need psychiatric coaching. He expressed concern that waiting until the fall may not address the needs of these students. After discussion, it was determined that the committee could call a meeting during the short session to receive the Board of Governors' report.

Ms. Iorio continued with her presentation and reviewed the second paragraph of Recommendation #6, in which she directed members to Page 11 of Attachment 1, and reviewed draft legislation which was a technical change to correct language to make state statute language consistent with federal regulations. She stated all parties were in agreement to the change.

Ms. Iorio next reviewed draft legislation on Page 12 of Attachment 1 which would require the Department of Public Instruction study the participation and dropout rates of students with disabilities in Learn and Earn Early College High Schools, Redesigned High Schools, The North Carolina Virtual Public School, and North Carolina Public High Schools that have Block Scheduling.

Recommendation #7. Professional Development. The Committee understands the importance of having high quality professional development easily available to teachers throughout the state. Even though a number of organizations provide professional development in the state, the Committee believes that technical assistance and professional development delivered by the Department of Public Instruction through regional education service centers could play a significant role in improving student performance, particularly in rural areas of the state. The Committee recommendation is that an outside consultant be hired to examine the roles that regional education service centers could play in the delivery of professional development. She reviewed draft legislation outlined on Pages 13-14 of Attachment 1.

At the conclusion of her presentation, Chairman Swindell thanked her for presenting the Committee recommendations.

Prior to adjournment, Chairman Swindell called for a motion to approve the minutes from the February 12, 2008 meeting. Representative Tolson moved approval, seconded by Senator Stevens, motion carried.

The Chair expressed appreciation to members of the Legislative Research Staff for their excellent work with the committee and he advised they would be informing members of a revised May meeting date, since May 7th presented conflicts for several members. There being no further business to come before the committee, Chairman Swindell adjourned the meeting at 10:20 a.m.

Respectfully submitted,

Senator A. B. Swindell

ATTEST:

Mo Hudson, Committee Clerk



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Lynn Muchmore
Director

March 17, 2008

MEMORANDUM

TO: Joint Legislative Education Oversight Committee

FROM: Jean Sandaire, Fiscal Analyst
Fiscal Research Division

SUBJECT: Gang prevention efforts by the General Assembly.

This memorandum has been drafted in response a request by the Joint Legislative Education Oversight Committee for information about funds appropriated for gang prevention and gang legislation introduced by the General Assembly. Since 2005, the General Assembly has appropriated \$8.4 million for gang prevention initiatives and programs.

2005 Session

State Appropriations \$2.1 million (nonrecurring)

The Department of Juvenile Justice and Delinquency Prevention (DJJDP) was given \$104,500 (nonrecurring) in the FY 2005-06 budget to support gang prevention activities in the following municipalities:

- Cumberland Co. Sheriff \$3,500
- Fayetteville Police Department \$11,000
- Durham Police Department \$40,000
- Charlotte Mecklenburg Police Department \$50,000

Also, a special provision in the budget provided DJJDP with \$2.0 million (nonrecurring) to award two year grants to Juvenile Crime Prevention Councils (JCPC's) for gang prevention programs. The agency awarded the grants to fifteen counties and is monitoring the programs being administered with these funds.

2006 Session

State Appropriations \$1.5 million (nonrecurring)

The Department of Crime Control and Public Safety (CCPS) received \$1.5 million (nonrecurring) in the FY 2006-07 budget to administer a gang prevention, intervention and suppression grant program. The Governor's Crime Commission (GCC) developed a competitive grant program for local government and community groups looking to do programs related to gang violence prevention, intervention and suppression. The GCC used all funds received to award grants to eleven counties and will be monitoring the programs being administered with these funds.

2007 Session

State Appropriations \$4.8 million (nonrecurring)

The FY 2007-08 budget appropriated \$4,760,195 (nonrecurring) to the GCC to administer another gang grant program similar to the FY 2006-07 program. Currently, the GCC is in the process of awarding grants and will be submitting a report on the use of these funds to the General Assembly by April 15, 2008.

Special Provision – Study Gang Activity

In addition to the funds appropriated, there is also a special provision in the FY 2007-08 budget (S.L. 2007-323 section 16.8) that directs the GCC to study gang activity in North Carolina and report back to the General Assembly by March 15, 2008.

Significant Gang Prevention Legislation introduced in the 2007 Legislative Session

Two major bills were introduced during the 2007 session (H274 and S1358) to support gang prevention efforts in North Carolina. The language in H274 and S1358 are similar for the most part. Both bills create multiple new offenses for participating in criminal street gang activity. Using prison population data from the North Carolina Sentencing and Policy Advisory Commission, the Fiscal Research Division estimates that these bills will cost between a minimum of \$26-28 million to implement. Based on historical conviction/sentencing data, there is a large pool of offenders that potentially may be convicted and sentenced to active prison time due to the penalties outlined in these bills. Additional prison beds will have to be constructed to house convicted offenders that are sentenced to active time. The cost of constructing and operating the additional prison beds is the major cost driver for H274 and S1358.

House bill 274 - Michaux (Street Gang Prevention Act)

Estimated cost to implement H274: \$26.2 million for prison bed construction (385 beds) and approximately \$11 million for annual prison operating cost. H274 passed in the House and was referred to the Senate Appropriations/Base Budget Committee

Senate bill 1358 - Graham (Street Gang Prevention Act)

Estimated cost to implement S1358: \$24.8 million for prison bed construction (364 beds) and approximately \$11 million for annual prison operating costs. S1358 was referred to the Senate Appropriations/Base Budget Committee. The estimate for S1358 is lower than the amount projected for H274 because S1358 does not include a section on enhanced punishment for use of deadly weapons by any convicted offenders. This is further explained in the next section of the document.

Differences between H274 and S1358

There are a few differences between H274 and S1358. First, both bills have a conditional discharge and expunction of criminal records for first-time offenders. There is a \$65 record expunction fee for first time offenders in S1358. H274 does not have an expunction fee. Second, S1358 makes it a class D felony to discharge a weapon from a vehicle towards a person, occupied dwelling, occupied

¹ **Note:** The cost figures in the incarceration notes for H274 and S1358 represent minimum cost estimates. These estimates may change significantly due to higher than expected conviction rates for the criminal offenses outlined in the bills and fluctuations in prison bed construction/annual operating costs. Also, the Department of Justice and the Administrative Office of the Courts may incur additional cost as a result of the enactment of these bills. These amounts cannot be determined due to the new penalties associated with these bills and lack of historical information available to generate future cost estimates.

vehicle, aircraft, watercraft or other conveyance that is operational. H274 makes it a Class E felony to discharge a weapon from within an enclosure towards anyone who is outside of that enclosure.

Third, Section 3 of H274 creates enhanced sentences for convicted felony offenders that used a firearm or deadly weapon while committing a crime. This enhancement applies to any offender, not than just the gang related offenders. Any conviction will yield longer prison sentences for convicted offenders. S1358 does not include this enhanced penalty. Finally, section 3 of S1358 includes a \$3 million appropriation to the Governor's Crime Commission for the development of a gang prevention grant program. H274 does require that the Governor's Crime Commission develop gang prevention grant program, but does not include an appropriation for this purpose since \$4.8 million in grant funding was appropriated for this purpose in the FY 2008-08 budget bill.

In you have any questions or need further details about the information provided in this memo, please contact me.

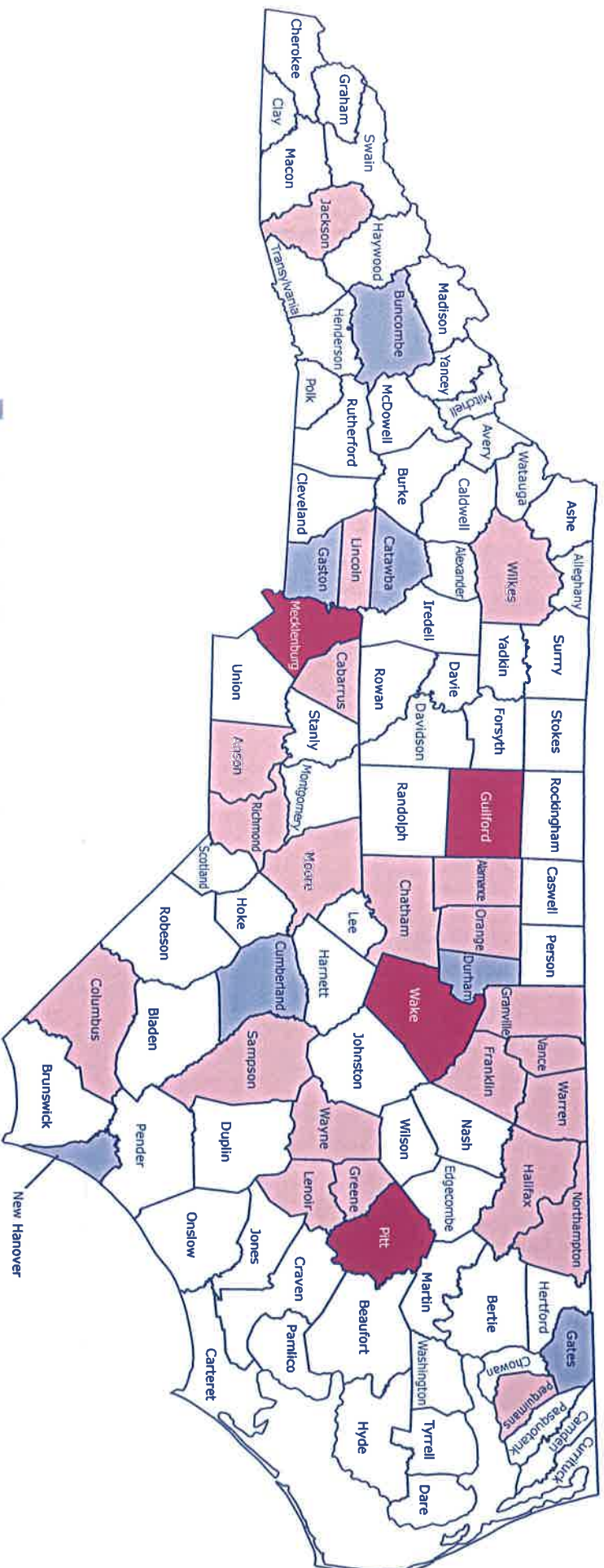
GCC 2008 GANG VIOLENCE PREVENTION GRANTS

County	Project	\$ Requested	\$ Approved	Summary
Cumberland	CCC Gang Part. Resource &	450,461	400,000	The project will create an integrated law enforcement agency (Sheriff, FPD, schools) and social work resources center to merge gang intelligence systems/data, to integrate street-level social work services, and to bridge gaps in Cumberland's prevention and intervention gang partnership continuum.
Guilford	Greensboro Anti-Gang Initiative	797,984	500,000	This project will work to provide multi-layered alternatives designed to promote gang / criminal resistance in at least 2100 Greensboro youth age 7-16. We will also critically support the newly formed Gang Unit within Greensboro's Police Department.
New Hanover	Collaborative Gang Task Force	441,900	200,000	This project will further address the established Prevention, intervention, Diversion & Suppression strategies currently implemented by the New Hanover County Sheriffs Office and Wilmington Police Department designed to target factors that cause and sustain gang/juvenile violence.
Pitt	Gang Prevention Program	471,675	255,837	This project will fund 5 components that reach youth at risk for academic failure, suspension from school (short and long), truancy, and gang involvement. This Gang Prevention Program collaborative involves 4 countywide programs.
Gaston	Gaston County Gang Initiative	315,786	195,000	This Project will combat gang violence in Gaston County through implementation of prevention, intervention and suppression strategies based on the comprehensive Gang Model.
Rockingham	Youth Gang Prevention and	143,107	143,107	This project will provide a youth gang prevention and suppression investigator to work in the high school, middle school, and the 2 countywide alternatives Youth Gang Prevention and Rockingham schools. This officer will conduct prevention efforts, coordinate intervention referrals, and suppress gang activity in communities and schools.
Durham	Club Tech Turnaround	143,486	110,596	This project will PREVENT gangs by helping youth move forward. It will INTERVENE with case mgmt, career and academic prep, valuable tech skills and the offer of faith-based counsel. It will SUPPRESS gangs by identifying involved youth, providing alternatives, and supporting families
Mecklenburg	Gang of One	207,994	80,000	This project will reduce gang membership and crime in targeted communities through an integrated plan of prevention, intervention, and suppression coordinated by Gang of One in partnership with the NC Governor's Crime Commission and local agencies and law enforcement.
Alamance	Gangs: A Coordinated Effort	262,102	170,000	This project will, in conjunction with Alamance County law enforcement agencies, develop and implement a coordinated community response to gang violence in Alamance County, coordinating prevention, intervention and suppression activities. Please consider this application jointly with #1435.
Alamance	Gang Investigator	34,560	34,560	This project will provide prevention, intervention and suppression activities related to the reduction in gang activities related or youth who associate with gangs or wish to disassociate from gangs or gang activity.
Rowan	Salisbury Police Cadet Program	24,742	24,742	This project will establish a community service program to identify, recruit and involve local youth [14-20 years old]. The program will establish a police mentor relationship [ultimately] resulting in the development of the cadet as a peer mentor to divert target groups from gang involvement.
Pitt	Integrated Community Anti-Gang Action	172,791	86,396	This project will implement 5 multilayered/collaborative strategies: community mobilization (Citizen Groups);opportunity provision (summer school / youth apprenticeship / GED); social intervention (Blue Print for Peace / parent / afterschool / Academy); suppression(info-haring); org/change/develop.(Graffiti)
Harnett	Harnett Area Community Action	228,490	192,332	This project will reduce gang activity in Harnett County by working in partnership with area law enforcement, churches, civic groups, hospital, youth organizations, county agencies and the citizens with a comprehensive enforcement, intervention and prevention program.
Pasquotank	Gang Prevention and Intervention	68,553	45,702	This project will employ two full time patrol officers assigned as gang officers to work on Prevention/intervention and suppression of gang related activity in the city of Elizabeth City and surrounding jurisdictions. This project will also identify specific gangs their activities and gang members.
Cabarrus	Cabarrus County SHIELD	148,335	91,633	This project will support a comprehensive gang prevention/intervention program involving multi-agency and multi-jurisdictional alliances between County law enforcement agencies, two public school systems, and agencies whose mission is to increase the quality of life for emerging at-risk-youth.
Lexington	Gang Initiative	48,777	48,777	This project will increase the City of Lexington's capabilities in targeting gang violence in the city and surrounding communities. The city will be able to enhance efforts of gang prevention offer more gang intervention tactics and education; as well as, work to suppress gangs in the community.
Buncombe	Gang Violence Prevention	527,520	200,000	This project will combat street gang violence through a collaboration of prevention, intervention, and suppression programs in Buncombe County.

Columbus	Neighborhood Gang	39,352	39,352	This project will place an officer in the town of Chadbourn whose job will consist entirely of dealing with the gang infestation that is ruining our town
Chatham	Safer City	50,514	50,514	This project will provide outreach/education to parents and teens on gang prevention, Neighborhood Watch programs, and build collaboration between law/agencies with like programs and professional services in prevention, intervention and suppression under direction of the SCPD.
Guilford	HOPE: Amigos Y Hermanos	343,788	200,000	This project will prevent, intervene, and suppress gang involvement, gang activities among Hispanics in High Point through awareness education, parental and children's commitment, children's role in creative and structured alternative groups called Power Cells of Peers (PCP).
Nash	GRASP	131,248	131,248	This project will fund a Gang Resistance Awareness and Prevention Program (GRASP) in the Nash Co. /Rocky Mount area. Will focus on gang resistance/awareness/prevention topics via training opportunities in the community
Chowan	Community Gang Prevention	341,210	100,000	This is primarily a community based prevention/intervention effort for at-risk juveniles susceptible to gang peer pressure & gang-involved youth. Program efforts address legitimate alternatives for fulfilling basic needs such as care, discipline, structure, belonging, personal safety & protection.
Lee	Sanford's Comprehensive Plan	124,971	99,396	This project will identify local gangs and gang members and will concentrate on developing prevention and intervention programs to educate the community and to turn youth away from these gangs. The project will include suppression efforts focused on reducing gang membership and related crimes.
Henderson	Grant Prevention Partnership	99,080	80,000	This project will continue to work to create a community where youths and their families reject gangs and where gangs no longer exist and it will work to prevent gang activity, violence or gang related crimes in Henderson County through youth enrichment, education and public safety awareness.
Warren	Focused Gang Deterrence	44,462	44,462	This project will allow Warren County Sheriff Office to identify potential youth gang activity and create a deterrence strategy through training, education and intervention.
Robeson	Police Community Action Team	61,172	61,172	This project will add one investigator to develop and disseminate gang intelligence and to work with the community and other agencies on gang intervention and prevention. This will allow us to work with other law agencies to form a County Gang Task Force.
Sampson	Intervention and Prevention	206,089	150,000	This project will allow the Sheriff's Office to initiate and coordinate gang suppression / intervention activities.
Orange	G.R.I.P. (Gang Response	122,399	120,000	Project G.R.I.P. will assess the current status of gang presence in our community Provide awareness training to deputy officers, and deliver educational presentation to citizens, schools, and home owner associations. We will also provide additional patrols
Randolph	Randolph / Montgomery Gang Initiative	38,705	38,705	This project will allow the Randolph/Montgomery JDRCto employ a full and part time gang Prevention / intervention specialists. The specialists will spend 50% of their time on prevention, 50% on intervention, at the JDRC and in the community.
Davidson	Prevention Through Community Action	141,512	95,000	This project will provide high-risk youth with a comprehensive group curriculum that combines employability and life skills training with substance abuse and delinquency treatment. Ultimately the project will work to prevent gang activity while promoting academic and vocational success.
Robeson	Gang Prevention, Intervention,	76,353	65,981	This project will place one officer in the gang intervention, prevention and suppression. The Detective will work together with the community, school system, juvenile justice division, court system representatives, and all of the 8 law enforcement agencies in the county to formulate a Gang Task Force
Forsyth	Winston-Salem Gang Coordinator	93,231	93,231	This project will provide for a full-time gang coordinator to assist local law enforcement and community partners in developing and implementing a coordinated, comprehensive strategy designed to provide prevention, intervention, and suppression of gangs within Forsyth County.
Robeson	GANG INTEL	105,350	105,350	This project will place 2 Officers for gang intelligence,prevention and intervention to work with the community, churches, schools also with PSN Coordinator in areas of known gang activity. This will allow us to work with the other 8 law enforcement agencies to form a County Gang Task Force.
Gates	On Target	268,937	180,000	This project will utilized the comprehensive gang model to implement a youth violence prevention program with four components- 1) Peer Mentoring, 2) life skills, employability, 3) Work Experience, 4) Public Awareness.
Wake	Second Round Program	288,540	180,000	This project will provide gang intervention and prevention to youth who are gang involved or exhibiting anti-social behaviors. The program will serve youth between 11-18 years old in Wake County, NC.
Catawba	Gang of One-Hickory	83,023	83,023	This project will establish a Director to coordinate a network of multidisciplinary agencies to meet the various needs of at-risk youth and their families. The Director will guide at-risk youth to established prevention/intervention programs, plan gang prevention classes and development new programs.

North Carolina Department of Juvenile Justice and Delinquency Prevention **Gang Grants and Presentations in 2007**

- Counties received JCPC gang violence prevention grants
- Counties where gang violence prevention trainings were presented by DJJDP-Center
- Counties received both JCPC gang violence prevention grants and gang violence prevention trainings



Youth Gang Prevention Presentations
Presented by the
Department of Juvenile Justice and Delinquency Prevention –
Center for the Prevention of School Violence
January 1, 2007 through March 15, 2008

Date	Event	Location	Number of Participants
1/30/07	Kinston Group Home – Youth Service Providers and Mentors	Lenoir County	25
2/1/07	Safe Schools Conference – School personnel	Guilford County	75
2/20/07-2/23/07	NC Center for the Advancement of Teaching – School personnel	Jackson County	30
2/28/07	Chatham County Principal's meeting – School principals	Chatham County	27
3/19/07	Pitt County Schools – PTA Parents and community members	Pitt County	97
3/20/07	Columbus County School Administrators meeting – School principals	Columbus County	27
3/27/07	Spring Institute – Faith Based Community	Wake County	150
3/07	NC CAP Conference – Afterschool staff	Greensboro	40
4/4/07	Department staff training	Sampson County	28
4/28/07	First Baptist Church – Faith Based Community	Franklin County	30
5/1/07	Lenoir County JCPC Meeting – Members of the JCPC	Lenoir County	23
5/4/07	North Carolina School Social Workers Association – School social workers from Western NC	Mecklenburg county	76
6/7/2007	Greene County JCPC Meeting – Members of the JCPC	Greene County	21
6/8/07	Wayne County JCPC Meeting – Members of the JCPC	Wayne County	19
7/6/07	Community Forum	In North Carolina	60
7/13/07	First Baptist Church	Wake County	35
8/18/07	Youth Retreat Haw River State Park – Faith Based Community	Brown Summit, NC	19
8/24/07	Department staff training	Sampson County	28
8/25/07	Lake Wheeler Church – Faith Based Community	Wake County	25
9/17/07	Department staff training	Sampson County	30
9/29/07	Oxford Children's Home – Faith Based Community	Granville County	26
10/10/07	Perquimans County Rec Center- Law Enforcement and concerned citizens	Perquimans County	25
11/03/08	Baptist Church in Kinston	Lenoir County	350
11/05/07	Department staff training	Granville County	30
11/19/07	Five County Community Collaborative – Members from Vance, Warren, Granville, Halifax, and Northampton Counties	Vance County	37
11/26/07	Interview with UNC Radio –The Radio listening audience	Orange County	NA
12/14/07	Chatham County Together's Community Forum – Community members	Chatham County	87
1/11/08	Department staff training	Sampson County	30
1/23/07	Preventing Violence in Our Schools Conference – School and juvenile justice personnel	Wilkes County	150
2/4/08	Department staff training	Granville county	27
2/25/08	Department staff training	Moore County	28
3/5/08	NC CAP Conference – Afterschool staff	Guilford County	75

Department of Juvenile Justice and Delinquency Prevention

**Recipients of the Juvenile Crime Prevention Council Grants
to Prevent Youth Gang Violence**

In 2005, the General Assembly directed the N.C. Department of Juvenile Justice and Delinquency Prevention, in conjunction with the Governor's Crime Commission, to provide two-year grants to Juvenile Crime Prevention Councils to assist with youth street gang violence prevention programs. Funding was awarded in July of 2006 and is set to end in June of 2008. Counties receiving funding are included in the following table.

Counties Receiving Funding				
Applicant County	Rural / Urban	Partnering Counties	Funding Amount	Services Provided
Mecklenburg	Urban		\$100,000	Street Smart Gang Prevention & Targeted Outreach, Community Survey & Town Hall Meeting
Wake	Urban		\$184,538	Outreach Exercise Based – Independent Living, Adolescent Gang Awareness and Prevention Education (AGAPE)
Cumberland	Urban		\$212,219	Law Enforcement Training, Intelligence & Public Awareness, Gang Prevention through Targeted Outreach, Mentoring, Project Coordination & Parent Support
Durham	Urban		\$184,538	Targeted Outreach & Street Worker/Community Outreach Worker
Guilford	Urban		\$231,933	Teaching Adolescents Pathways to Success (TAPS), Gang Violence Prevention Education and Gang Mediation, The Hope Project, Gang Wise Parent Talk, Brothers Organized to Save Others (BOTSO), Evaluation
Gaston	Urban		\$127,116	Street SMART Gang Prevention Education, Teaching, Educating and Mentoring (TEAM), Community Education & Hot Line, Law Enforcement Intelligence, Training, Conference & Community Support
Pitt	Rural		\$370,651	Project Center Stage (Targeted Alternative to Suspension), Standing in the Gap Day Program, Project Unity, Blue Print for Peace, Gang Resistance, Intervention and Prevention (GRIP)
Catawba	Urban	Burke (R) Caldwell (R)	\$100,000	Street Smart Gang Violence Prevention Education
New Hanover	Urban	Pender (R) Brunswick (R)	\$276,807	Gang Counselors and Intervention Activities
Gates	Rural		\$27,660	Gang Prevention Media Campaign & StarChild Prevention Education
Buncombe	Urban		\$184,538	Vocational Programs, Mentoring, After School Programs, Graduation Assistance & Gang Prevention Training
Totals				
15 counties	9 Urban Counties 6 Rural counties		\$2,000,000	

The Comprehensive Gang Model

Each of the Juvenile Crime Prevention Councils (JCPCs) receiving funding were asked to adhere to the Comprehensive Gang Model developed by the Office of Juvenile Justice and Delinquency Prevention (OJJDP). This Model offers a balanced approach for addressing gangs, which blends prevention, intervention, and suppression strategies and programs. Prevention programs target youths at risk of gang involvement; intervention programs provide needed sanctions and services for youths who are actively involved in gangs yet not embedded in a criminal gang lifestyle, and also aim to separate gang-involved youths from gangs; and law enforcement suppression strategies target the most violent gangs and criminally active gang members.

The Comprehensive Gang Model consists of five major strategies.

Community Mobilization: Involvement of local citizens (including former gang youth and community groups and agencies) and the coordination of programs and staff functions within and across agencies.

Provision of Opportunities: The development of a variety of specific education, training, and employment programs targeted at gang-involved youth.

Social Intervention: Youth-serving agencies, schools, grassroots groups, faith-based organizations, police, and other criminal justice organizations "reaching out" and acting as links between gang-involved youth (and their families) and the conventional world and its needed services.

Suppression: Formal and informal social control procedures, including close supervision or monitoring of gang youth by agencies of the criminal justice system and also by community-based agencies, schools, and grassroots groups.

Organizational Change and Development: Development and implementation of policies and procedures that result in the most effective use of available and potential resources within and across agencies to better address the gang problem.¹

Lessons Learned from the Gang Violence Prevention Grant Projects

During the operation of the gang prevention grants sites provided their feedback on the challenges they faced in implementing the Comprehensive Gang Model. These included:

1. In conducting their gang assessment, several projects debated how to define gang and suggested a consistent definition be used statewide.
2. All projects have indicated a significant additional need for training of law enforcement officers in understanding and documenting gang violence and crime.
3. Almost every project has indicated that they need a project coordinator to maximize achievement of project objectives and outcomes.
4. Many projects have indicated that additional funding is also needed to address gang members' re-entry into the community after YDC or DOC involvement.

¹ OJJDP. OJJDP Comprehensive Gang Model: A Guide to Assessing Your Community's Youth Gang Problem. June 2002.



STATE OF NORTH CAROLINA
Department of Juvenile Justice and Delinquency Prevention
Center for the Prevention of School Violence

Michael F. Easley
Governor

George L. Sweat
Secretary

Gangs in School: Frequently Asked Questions

The prevalence of youth gangs in schools has become a cause of concern for school administrators, community members, and law enforcement. In order to effectively address this issue people must become aware of what a gang is, why some youth join gangs, and the risk factors associated with gang involvement. Below are a set a frequently asked questions concerning gangs.

What is the definition of a gang?

There is no one accepted definition of youth gangs. Most local jurisdictions develop their own definition based upon the differing characteristics and behaviors of area gangs. Most definitions of youth gangs include the following four elements: leadership, organizational structure, common name or identifiers, and involvement in delinquent or criminal behavior. One definition that captures all four of these elements was developed by the North Carolina Gang Investigators Association. They define a gang as "A group or association of three or more persons who may have a common identifying sign, symbol, or name and who individually or collectively engage in, or have engaged in, criminal activity which creates an atmosphere of fear and intimidation."

What are some of the signs/indicators that a youth may be involved in a gang?

Although, youth may exhibit signs of gang involvement, it is important not to mislabel or stereotype youth based upon one or two signs. The intent should be to get help for youth who are at-risk. Here is a list of common sings/indicators that a youth may be involved with gangs.

- Self-admission – Youth admits to being involved in a gang;
- Unexplained scars, marks, tattoos or other body alterations identified as gang related;
- Use or possession of gang symbols, logos, colors, drawings, codes, writings, hands signs, etc;
- Possession of gang publications, documents, membership information, certificates of rank;
- Any verified document received that indicates gang involvement;
- Observation association – Youth is observed routinely associating with known gang members;
- Youth correspondence identifying gang affiliation;
- Group photo – Youth appears in a photo with known gang members; and
- Law enforcement or other criminal justice agency documentation or information.

Why do some youth join gangs?

Youth join gangs for a variety of reasons. The two most common reasons are for social considerations (to feel acceptance and belonging with family or friends) and for protection. Other reasons why some youth

join gangs include: opportunity to make money; desire for recognition and status; rebellion against parents; unaware of the dangers; and/or consider it to be a fad.

What are the risk factors associated with youth becoming involved in gangs?

There is a wide range of risk factors that may influence youth gang membership or other delinquent behaviors. The presence of multiple risk factors increases the likelihood a youth may become involved in a gang. Below is a table of risk factors grouped according to the domain of influence.

Individual Characteristics	Family Characteristics	Peer Group Characteristics	School Characteristics	Community Characteristics
History of violence	Abusive parents	Rejection by peers	Low academic achievement	Availability of drug
Antisocial behavior	Lack of parental supervision	Involvement with delinquent peer groups	Suspended or expelled from school	Availability of firearms
Exposure to violence	Low family socio-economic status	Involvement with violent peer groups	Low school attachment	Low neighborhood attachment
Drug/alcohol abuse	Parent pro-violent attitudes	Association with known gang members	Negative labeling by teachers	Lack of employment opportunities

What can schools do to prevent gang activity?

In order to prevent gang activity in schools, administrators, teachers, and support staff must become aware of the gang culture in the school and surrounding community. This information can be obtained by conducting a school assessment. The type of information that should be gleaned from the assessment is the nature of gang activity taking place on school grounds, locations where activity occurs, and the reasons why it is taking place. Once there is a clear understanding of the issues surrounding gang activity, then the school and community can begin to implement prevention/intervention strategies. The occurrence of gangs spreads from the community into the schools, so the mobilization of community stakeholders is necessary in addressing the gang issue. Therefore, it is imperative for schools to gain support from parents, community stakeholders, youth-serving agencies, faith-based organizations, and law enforcement.

Below is a list of prevention/intervention strategies that can help youth make positive life decisions and not become involved with gangs.

- Conduct a school assessment to understand the climate and culture of the school. A School Gang Policy Checklist has been provided to assist with this task.
- Provide academic assistance and tutorial programs for all students, particularly those at risk of failing. This strategy could use college students as tutors for elementary and high school students.
- Develop alternative to suspension programs for at-risk youth that focus on behavioral issues while keeping students in a learning environment.
- Ensure that school events are culturally sensitive and promote diversity where all youth can feel a sense of belonging and acceptance.
- Provide staff development opportunities to help staff become culturally aware of the diverse backgrounds of the students they serve and how to avoid the negative labeling of youth.
- Establish mentoring and afterschool programs where at-risk youth can be surrounded with positive role models. This strategy could use college students or adult volunteers as mentors and advisors.

SCHOOL GANG POLICY CHECKLIST

The following checklist was developed by the Department of Juvenile Justice and Delinquency Prevention– Center for the Prevention of School Violence and is based on the research found in “Gang Problems and Gang Programs in a National Sample of Schools.” by Gary D. Gottfredson and Denise C. Gottfredson and “Youth Gangs in Schools.” by James C. Howell and James P. Lynch.

School and Community Climate		
1.	Are gangs known or believed to be active in the school and/or the area surrounding the school?	<input type="checkbox"/>
2.	Have there been criminal incidents at or near school, which are believed to be gang related?	<input type="checkbox"/>
3.	Have students or staff expressed concerns about gang activity on campus?	<input type="checkbox"/>
4.	Has the school completed an assessment of the school gang climate?	<input type="checkbox"/>
5.	Has the school participated in an assessment of the community gang climate?	<input type="checkbox"/>
6.	Has the school taken steps to develop policy regarding gang activity on campus?	<input type="checkbox"/>
Incident Reporting and Response		
7.	Is there a system available to staff and students to report criminal incidents?	<input type="checkbox"/>
8.	Is there a system established to record incidents of disruptive and/or criminal behavior on campus?	<input type="checkbox"/>
9.	Does this system provide guidelines for differentiating between gang related and non-gang related incidents?	<input type="checkbox"/>
10.	In the event of actual or suspected gang related incidents, are these activities reported to law enforcement?	<input type="checkbox"/>
11.	Is there a policy established to assure a timely and effective response to reporting of incidents?	<input type="checkbox"/>
School Policy		
12.	Are there established guidelines regarding bullying, intimidation, and harassment? If so, are they publicized to staff and students?	<input type="checkbox"/>

13.	Are there established policies regarding gang activity on campus, e.g., dress, graffiti, insignias, hand signs, turf claiming, hats, belt buckles, etc.? <ul style="list-style-type: none"> • If so, are those policies publicized to staff and students? 	<input type="checkbox"/>
14.	Are consequences clearly established and known to all students?	<input type="checkbox"/>
15.	Are they uniformly enforced?	<input type="checkbox"/>
16.	Is information from other schools or districts on expelled students shared prior to transfer to this school, e.g., nature of the expulsion, social history, gang affiliation, etc.?	<input type="checkbox"/>
17.	Is gang intelligence kept by a central source on campus, e.g. administrator, P.O., campus police, gang specialist?	<input type="checkbox"/>

Interagency Cooperation

18.	Do school officials meet regularly with representatives from law enforcement to share information regarding gang activity?	<input type="checkbox"/>
19.	Does a school representative participate in a community gang task force?	<input type="checkbox"/>
20.	Does this group include policy makers?	<input type="checkbox"/>
21.	Is there a process for evaluating the strategies implemented by this group?	<input type="checkbox"/>

Staff Training

22.	Have all staff and volunteers been trained in gang awareness and recognition?	<input type="checkbox"/>
23.	Have administrators, counselors and school psychologists received specialized training in working with gang-involved students?	<input type="checkbox"/>
24.	Have staff members been trained in responding to confrontations, including situations involving gang-affected individuals?	<input type="checkbox"/>
25.	Has a crisis response team been organized and trained to handle crisis on campus? <ul style="list-style-type: none"> • If so, is the team prepared to respond to actual or potential incidents of gang related crisis? 	<input type="checkbox"/>

WHAT CAN PARENTS DO TO PREVENT THEIR CHILDREN FROM GANG INVOLVEMENT AND ASSOCIATION?

- **Develop a loving and caring relationship with your child**
- **Maintain a relationship with your child that is based on open communication and mutual respect**
- **Set Rules for computer/internet usage and monitor periodically (I have mine signoff their agreement)**
- **Set Rules for after school, evening, and weekend free time and activities (know where they are, who they are with, and to have their cell phone turned on) (I have mine signoff their agreement)**
- **Be aware of what is in your child's room at home and on their school notebook and backpack (names, signs, symbols, peculiar lettering, etc)**
- **Sometimes it is necessary to confront your child regarding their possible gang association (rule one for confrontation is to be ready and willing to invest further in the relationship)**

Proposed Bill Language to Define “Quality” Physical Education in NC Statute

The following proposed definition of quality physical education is according to the standards for Quality Physical Education established by the National Association for Sport and Physical Education (NASPE):

To be inserted in the Basic Education Program after and separate from the Health Education section (1156C-81(e)1):

- (1) The comprehensive physical education program must be taught to pupils of the public schools in NC from kindergarten through high school. A high quality physical education program includes the following components: opportunity to learn, meaningful content and appropriate instruction.
 - A. For students to have the opportunity to learn there shall be instructional periods with no substitutions for the quality physical education program and the program will be administered by a qualified physical education specialist.
 - B. Such instruction shall allow for meaningful content with the inclusion of all students to have maximum practice opportunities for class activities.
 - C. For students to have the opportunity for appropriate instruction; there should be well-designed lessons that facilitate student learning in an appropriate class size with regular assessment to monitor and reinforce student learning.
- (2) The comprehensive physical education program includes appropriate instruction in the following subject areas:
 - A. A variety of motor skills that are designed to enhance the physical, mental, and social/emotional development of every child;
 - B. Fitness education and assessment to help children understand, improve and/or maintain their physical well-being;
 - C. Development of cognitive concepts about motor skill and fitness;
 - D. Opportunities to improve their emerging social and cooperative skills and gain a multi-cultural perspective; and
 - E. Promotion of regular amounts of appropriate physical activity now and throughout life.

Proposed Data Collection of Childhood Obesity Statistics

Direct the State Board of Education to collect and analyze baseline data on a grade-by-grade basis at the individual school level pertaining to the current status of K-12 physical education in North Carolina. At a minimum, the baseline data will include:

- A. Minutes in physical education on a weekly basis throughout the school year;
- B. Number of physical education classes per week throughout the school year;
- C. Average class size;
- D. Student BMI data; and,
- E. Nutrition and physical activity knowledge and behaviors.

Baseline data shall be collected in a non self-reported manner by a trained professional (such as a school nurse or PE teacher), and data collected shall be compiled in a single, statewide database hosted by a DPI-approved entity.

These data are to be reported to the General Assembly by June 30, 2009.

An estimated cost figure for the proposed data collection has been requested from DPI. (or we will say what the figure is if we have it before sending to the GA)



Mission:

The North Carolina Alliance for Health works to improve the health of North Carolinians by advocating policies that promote wellness and reduce the impact of tobacco use and obesity.

Purpose:

The North Carolina Alliance for Health is an independent, statewide coalition of individuals, businesses, and organizations (public, private, professional and non-profit) working together to advocate for health improvement policies before North Carolina's legislative and executive branches. Currently the NCAH has more than 75 organizations as members and partners.

Guiding Principles:

The Alliance aims to:

- Engage in proactive advocacy for policies and positions to reduce the impact of tobacco use and obesity that are agreed upon by the Alliance membership.
- Develop and promote long and short-term policy goals to reduce tobacco use and obesity.
- Develop long and short-term strategies to achieve our policy goals.
- Encourage collaboration among all organizations and individuals interested in reducing tobacco use and obesity.
- Inform the public about tobacco-related and healthy weight issues.
- Ensure adequate sustainable funding for programs and services in NC to reduce tobacco use & obesity.

Governance and Policy Process:

The North Carolina Alliance for Health began in May 2002. The Alliance strives to make decisions by consensus. If consensus cannot be achieved, organizations and individuals with membership in good standing may vote. Organizations and individuals that have paid membership fees (or communicated with the treasurer regarding hardship) and returned the attached Membership Application Form are considered voting members. Policy committees of the Alliance are responsible for developing recommendations for policy position statements for each General Assembly session. Policy committees also guide the development and implementation of strategies to achieve the coalition's policy positions. Organizational committees addressing Governance, Membership and Finance work on an ad hoc basis to ensure the success of the Alliance in its future policy efforts.

The Alliance has identified four priority policy issue areas for 2008:

- Protect public health by eliminating exposure to secondhand smoke.
 - An incremental secondhand smoke policy goal for 2008 is still under discussion. The Alliance's 2007 incremental goal was to make all state government buildings 100% smoke-free; give authority to local governments to make local government buildings smoke-free (HB 24 passed in 2007).
 - Advocate for legislation that would make all NC worksites and public places 100% smoke-free.
 - Overturn Preemption: Advocate for legislation that restores the authority of local decision-makers to pass measures protecting the public from exposure to secondhand smoke in their communities.
- Support an increase in North Carolina's cigarette excise tax BY at least 75 cents.

Support the use of Tobacco Settlement Funds for programs and policies aimed at preventing and reducing tobacco use, including adequate and sustained funding for Vision 2010.
- Obesity Prevention Policy Priorities to be determined in early 2008. Priorities are likely to include a proposal to define "quality physical education" in NC statute (the Basic Education Plan) and efforts to implement and fund child nutrition standards in the public schools.

The following organizations are active Alliance members:

American Cancer Society
American Heart Association
Be Active, NC
Campaign for Tobacco Free Kids
The Carolinas Center for Medical Excellence
The Covenant with North Carolina's Children
Eastern District NC Public Health Association
ENTER (ETS Training, Education & Research) Program
First Health of the Carolinas
Flynt Mullinix Health Care Consulting, Inc
Health Link Advisory Board
Healthy Carolinians
March of Dimes
National Association of Social Workers – NC Chapter
NC Association of Local Health Directors
NC Association of Student Assistance Programs
NC Dental Hygiene Association
NC Pediatric Society
NC Prevention Partners
NC Public Health Association
NC Society for Public Health Education
School Health Association of North Carolina
State Employees Association of NC (SEANC)
And growing

Additional Tobacco Policy Partners:	Additional Obesity Policy Partners:
AARP Adolescent Pregnancy Prevention Coalition American Lung Association Clay County Tobacco Awareness Group Common Cause NC El Pueblo League of Women Voters of North Carolina Mental Health Association of NC NC Academy of Family Physicians NC Association of Educators (NCAE) NC Child Care Coalition NC Consumers Council NC Council of Churches NC Health Access Coalition NC Medical Society NC School Board Association SAVE (of NC GASP) TAP (Tobacco Awareness Program in Jacksonville) Teens Against Tobacco Use (Greenville) Tobacco Free for Life And many local medical societies and boards of health	American Heart Association Be Active, NC The Carolina's Center for Medical Excellence The Covenant with North Carolina's Children First Health of the Carolinas Healthy Carolinians NC American Alliance for Health, Physical Education, Recreation and Dance (NC AAHPERD) School Nutrition Association of NC (SNA-NC) Wake Med

Join us! Call 919-463-8328 or e-mail ncalliance@heart.org for more information.
www.ncallianceforhealth.org

Save the Dates for 2008 Meetings:

April 7, July 7, and October 6 from 1:30 – 3:30 pm at AHA

The Alliance holds quarterly membership meetings generally scheduled for the FIRST Monday of the month from 1:30 – 3:30 p.m. at the American Heart Association located in Research Triangle Park.

WHEREAS, in July 2007 the Trust for America's Health ranked North Carolina as the state with the 5th highest rate of overweight and obese children age 10 – 17 (19.3% of NC's children in this age group) and the 17th most obese state in the nation¹; this and

WHEREAS, a continued increase in childhood obesity will cause the current generation of children to be the first generation in American history to have a shorter lifespan than their parents²; and

WHEREAS, being overweight or obese increases an individual's risk for a range of serious diseases including type 2 diabetes, heart disease and stroke, and some forms of cancer^{3 4}, and North Carolina already struggles with high rates of heart disease, stroke (4th highest rate among all states)⁵ and diabetes (9th highest rate)⁶; and

WHEREAS, the health care cost of physical inactivity, overweight, type 2 diabetes and low fruit and vegetable consumption among NC youth exceeds \$38 million annually⁷; and

WHEREAS, the average overweight NC child will accrue \$22,000 in direct medical expenses by the midpoint of his/her career and over \$200,000 in direct health care costs by his/her retirement⁸; and

WHEREAS, quality school physical education instruction can increase an individual's participation in moderate to vigorous physical activity and help develop the knowledge, attitudes and skills needed to engage in lifelong physical activity⁹, and which will decrease the risks of dying prematurely, suffering from heart disease, and developing diabetes, colon cancer, high blood pressure¹⁰; and

HEREAS, participation in a structured physical education program helps build and maintain healthy bones and muscles, control weight, build lean muscle and reduce fat, reduces feelings of depression and anxiety, and promotes psychological well-being¹¹; and

WHEREAS, the indicator of academic performance includes grade point average, scores on standardized tests, and grades in specific courses; the addition of physical education to the curriculum does not compromise academic performance and has resulted in positive gains in academic performance^{12 13}; and

WHEREAS, the Basic Education Plan created by the NC Legislature in 1995 identifies both physical education and health education as standard programs of study for school children (General Statute 115c-81(e)), however only health education is defined in existing law;

BE IT THEREFORE RESOLVED that the undersigned endorses promoting the definition, creation and implementation of a comprehensive, quality physical education program in North Carolina's public schools;

BE IT FURTHER RESOLVED that the undersigned endorses defining quality physical education according to the standards for Quality Physical Education established by the National Association for Sport and Physical Education (NASPE) that include all of the following:

Opportunity to Learn:

- Appropriate instructional periods with well-designed lessons that facilitate student learning. Appropriate instruction periods include 150 minutes weekly physical education instruction in elementary schools, 225 minutes weekly "healthful living" instruction in middle schools, and 2 units of "healthful living" (1 semester of health, 3 semesters of PE) as a graduation requirement for high school;
- Certified/licensed physical education teacher providing a developmentally appropriate program who is required to earn regular continuing education credits of which at least 50% must be in physical education;
- Adequate equipment and facilities.

(OVER)

- Uses regular assessment of students to monitor and reinforce student learning,
 - Require passage of a Healthful Living End of Grade/Course exam as a high school graduation requirement
 - Require one unit of Healthful Living as a college entrance requirement for all University of North Carolina campuses.

Meaningful Content:

- Instruction in a variety of age appropriate motor skills that are designed to enhance the physical, mental and social/emotional development of every child;
- Fitness education and assessment to help children understand, improve and/or maintain physical well-being, including end of grade testing;
- Development of cognitive concepts about motor skill and fitness;
- Opportunities to improve students emerging social and cooperative skills and gain a multi-cultural perspective;
- Promotion of regular amounts of appropriate physical activity now and throughout life.

Appropriate Instruction:

- Full inclusion of all students;
- Maximum practice opportunities for class activities;
- Out of school assignments that support learning and practice;
- Physical activity cannot be taken away as punishment nor can severe physical activity be used as punishment (current State Board of Education policy);

Approved by Alliance Obesity Prevention Cmt Feb. 7; to be voted on by full membership April 7, 2008

I am signing as:

an individual:

Individual Signature _____ Date: _____

on behalf of my organization:

Signature of Authorized Representative: _____ Date: _____

Printed Contact Name: _____

Organization Name: _____

Address: _____ Phone: _____
(Individual Home Address OR Organization Business Address)

City: _____ State: _____ Zip Code: _____ E-mail: _____

Mail Signed Resolutions to:

NC Alliance for Health; 3131 RDU Center, Suite 100, Morrisville, NC 27560
Telephone: 919-463-8328 / ncalliance@heart.org / www.ncallianceforhealth.org

¹ The Trust for Americas Health (TFAH). (2007). F as in Fat: How Obesity Policies are Failing in America. Retrieved 16 December 2007 from <http://www.rtpnet.org/alliance/pdfs/TFAHObesityReport0807.pdf>

² United States Senate. (2004). The Healthy Lifestyles and Prevention (HeLP) America Act of 2004.

³ US Department of Health and Human Services. National Institutes of Diabetes and Digestive and Kidney Diseases (NIDDK). (2004). Do You Know the Health Risks of Being Overweight? Retrieved 6 June 2005 from http://win.niddk.nih.gov/publications/health_risks.htm

⁴ Centers for Disease Control and Prevention. (2007) Overweight and Obesity Health Consequences. Retrieved 16 Dec 2007 from <http://www.cdc.gov/nccdphp/dnpa/obesity/consequences.htm>

⁵ Casper M.L., Barnett E., Williams G.I. Jr., Halverson J.A., Braham V.E., Greenlund K.J. (2003) Atlas of Stroke Mortality: Racial, Ethnic, and Geographic Disparities in the United States. Atlanta, GA: US Department of Health and Human Services, Centers for Disease Control and Prevention. Retrieved 16 Dec 2007 from ftp://ftp.cdc.gov/pub/Publications/stroke_atlas/00-atlas-all.pdf

⁶ The Trust for Americas Health (TFAH). (2007). F as in Fat: How Obesity Policies are Failing in America. Retrieved 16 December 2007 from <http://www.rtpnet.org/alliance/pdfs/TFAHObesityReport0807.pdf>

⁷ Be Active North Carolina. (2005). The Economic Cost of Unhealthy Lifestyles in North Carolina. Retrieved 16 December 2007 from <http://www.beactivenc.org/mediacenter/Summary%20Report.pdf>

⁸ Be Active North Carolina. (2005). The Economic Cost of Unhealthy Lifestyles in North Carolina. Retrieved 16 December 2007 from <http://www.beactivenc.org/mediacenter/Summary%20Report.pdf>

⁹ McKenzie T.L., Sallis J.F., Prochaska, J.J., Conway T.L., Marshall S.J., & Rosengard P. (2004). Evaluation of a 2-year middle school physical education intervention: M-SPAN. *Med Sci Sports Exerc*, 36: 1382-88.

¹⁰ Freedman D.S., Dietz W.H., Srinivasan S.R., Berenson G.S. (1999). The relation of overweight to cardiovascular risk factors among children and adolescents: the Bogalusa heart study. *Pediatrics*, 103: 1175-82.

¹¹ McKenzie T.L., Alcaraz J.E., Sallis J.F., Faucette F.N. (1998). Effects of a physical education program on children's manipulative skills. *J Teach Phys Ed*, 17: 327-41.

¹² Sallis J.F., McKenzie T.L., Kolody B., Lewis M., Marshall S., Rosengard P. (1999). Effects of health-related physical education on academic achievement: Project SPARK. *Res Q Exerc Sport*. 70: 127-34.

¹³ Strong W.B., Malina R.M., Bumkirk C.J., Daniels S.R., Dishman R.K., Gutin B., et al. (2005). Evidence based physical activity for school-age youth. *J Pediatr*. 146: 732-37.

Initial Allotment Formulas FY 2007-08

Administration	
Category	Basis of Allotment (Funding Factors are rounding.)
Central Office Administration	FY 2007-08 Initial Allotment is 4.80% higher than FY 2007-08 Planning Allotment.

Instructional Personnel and Support Services		
Category	Basis of Allotment (Funding Factors are rounded.)	Allotted Salary
Classroom Teachers <i>Grades Kindergarten -3</i> <i>Grades 4 - 6</i> <i>Grades 7 - 8</i> <i>Grade 9</i> <i>Grades 10 - 12</i> <i>Math/Science/Computer Teachers</i>	1 per 18 in ADM. (LEA Class Size Avg. is 21) 1 per 22 in ADM. (LEA Class Size Avg. is 26) 1 per 21 in ADM. (LEA Class Size Avg. is 26) 1 per 24.5 in ADM. (LEA Class Size Avg. is 26) 1 per 26.64 in ADM. (LEA Class Size Avg. is 29) 1 per county or based on subagreements.	LEA Average
Teacher Assistants	\$1,031.34 per K-3 ADM.	N/A
Instructional Support	1 per 200.10 in ADM.	LEA Average
School Building Administration <i>Principals</i> <i>Assistant Principals</i>	1 per school with at least 100 ADM or at least 7 state paid teachers. 1 month per 80 in ADM.	LEA Average LEA Average
Career Technical Ed. - MOE (LIMITED FLEXIBILITY- Salary Increase)	Base of 50 Months of Employment per LEA with remainder distributed based on ADM in grades 8-12.	LEA Average
ABC Incentive Award	Not included in Initial Allotment.	
Classroom Materials/Instructional Supplies/Equipment	\$56.35 per ADM plus \$2.69 per ADM in grades 8 and 9 for PSAT Testing.	
Textbooks	\$67.00 per ADM in grades K-12.	

Employee Benefits	
Category	Basis of Allotment
Hospitalization	\$4,097 per position per year.
Retirement	7.83% of total salaries.
Social Security	7.65% of total salaries.

Statewide Average Salaries for FY 2007-08 (Benefits are not included)	
Category	Basis of Allotment
Teachers	\$42,695
Principals (MOE)	\$5,912
Assistant Principals (MOE)	\$5,133
Career Technical Ed. (MOE)	\$4,504
Instructional Support	\$48,486
Note: Dollars for 2007-08 position/month allotments are based on your LEA's average salary including benefits, rather than the statewide average salary. They are still position/month allotments and you must stay within the positions/months allotted, not the dollars. This calculation is necessary to determine your LEA's allotment per ADM for charter schools.	

**GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2007**

2

**HOUSE BILL 997*
Committee Substitute Favorable 5/2/07**

Short Title: Salary Schedule for Teacher Assistants. (Public)

Sponsors: _____

Referred to: _____

March 26, 2007

A BILL TO BE ENTITLED
AN ACT TO ESTABLISH A NEW SALARY SCHEDULE FOR NONCERTIFIED PERSONNEL OF THE
NORTH CAROLINA PUBLIC SCHOOLS.

The General Assembly of North Carolina enacts:

SECTION 1.(a) Effective July 1, 2008, the following salary schedule shall be applicable to noncertified personnel of the public schools who are classified as teacher assistants:

10-Month Salary Schedule
2008-2009

Steps	High School Diploma	Associates Degree	Bachelors Degree
0	17,598	19,358	22,261
1	18,126	19,939	22,929
2	18,670	20,537	23,617
3	19,230	21,153	24,326
4	19,807	21,787	25,055
5	20,401	22,441	25,807
6	21,013	23,114	26,581
7	21,643	23,808	27,379
8	22,293	24,522	28,200
9	22,961	25,258	29,046
10	23,650	26,015	29,918

SECTION 1.(b) For the 2008-2009 school year, teacher assistants shall be placed on the salary schedule on the basis of years of experience as follows:

Years of Experience as a Teacher Assistant	Step on the 2008-2009 Salary Schedule
0-3	0
4-5	1
6-7	2

8-10	3
11-13	4
14-16	5
17-19	6
20-22	7
23-25	8
26-28	9
29-30	10

No teacher assistant's salary shall be reduced as a result of placement on the salary schedule, and no teacher assistant shall receive less than a seven hundred fifty dollar (\$750.00) salary increase as a result of placement on the salary schedule for the 2008-2009 school year.

Any teacher assistant currently being paid higher than years of experience earned shall be held harmless until his or her salary is commensurate with years of experience.

SECTION 1.(c) The State Board of Education shall adopt criteria to determine and collect current work experience credit. All work experience as a teacher assistant in any public school within the State or in another state shall be used in determining total work experience credit. The State Board of Education shall determine the amount and to what degree other comparable work experience counts towards teacher assistant work experience credit.

SECTION 1.(d) The State Board of Education shall adopt rules necessary to implement this act.

SECTION 2. This act becomes effective July 1, 2008.

Teacher Assistant Salary Schedule

February, 2008



Issue Brief

Issue:

Prior to July 1, 1991, all non-certified personnel (including Teacher Assistants) had a salary schedule (over 40 steps) for each classification. Effective July 1, 1991, salary schedules for all non-certified were translated to minimum and maximum salary ranges, varying for each non-certified classification. In 1995-96, the General Assembly mandated a salary study on non-certified, which resulted in pay grades for Teacher Assistants increasing from 53 to 56 (comparable to employees subject to the State Personnel Act). In 2006 the General Assembly passed House Bill 2842, authorizing a study on Teacher Assistant salary issues. Finally, twelve years after the law authorizing that Teacher Assistants to be paid at pay grades grade 56, the past legislative session (2007), H.B.1473 (Budget Bill) increased and funded the minimum pay range for Teacher Assistants from pay grade 54 to pay grade 56. Prior to the passage of this bill, school districts had been allowed to hire Teacher Assistants at pay grade 54 "if funding was not available." The State had previously never provided the full funding needed to pay Teacher Assistants at pay grade 56. The minimum pay range is \$18,208.90 annually (10 month school year), which is still below the federal poverty level. The minimum pay grade does still not require school districts to pay Teacher Assistants on work experience or degrees held. Local schedules can enhance and provide higher salary pay beyond the minimum and maximum salary ranges required by the state, but only from local funds.

Rationale:

1. General Statute 115 C-316 (b) requires that non-certified public school employees, including Teacher Assistants, be paid on the mandated salary ranges, which means anywhere on the ranges. Many LEAs pay non-certified employees at the minimum range for an entire career. The law only requires that Teacher Assistants cannot be paid below pay grade 56.
2. Salary ranges are not based on education or years of experience, therefore placement on the salary ranges is very subjective. Work requirements and qualifications could be the same, but two Teacher Assistants in the same school district could be paid different salaries. For example, one Teacher Assistant could be hired at the top of the salary range, while another could be paid at the bottom of the salary range.
3. Absence of a Teacher Assistant's salary schedule that rewards education and experience causes low morale problems among employees, resulting in high turnover of Teacher Assistants.
4. The difficulty in recruitment of "Highly Qualified" (as mandated by the "No Child Left Behind" [NCLB] federal law) Teacher Assistants is exacerbated when educational levels and work experience are not a part of the hiring decision.
5. Teacher Assistants are a part of the School Instructional Team in schools and are aligned and supportive of the duties performed by classroom teachers.

Recommendations:

- ☒ Enact legislation that creates salary schedules for all Teacher Assistants based on education and experience, regardless of funding sources.
- ☒ Link Teacher Assistant Salary schedules to teacher salary schedules.
- ☒ Establish salary schedules with 15 steps or less to enhance career earnings.
- ☒ Authorize the State department of Public Instruction collect data on work experience and degrees held by all Teacher Assistants employed in North Carolina's public schools.
- ☒ Create a licensure process with the State Department of Public instruction (SDPI) to certify Teacher Assistants.

Organization: North Carolina Association of Teacher Assistants

Speaker: Melinda Zarate, Legislative Chair

Topic: The last legislated pay increase for teacher assistants and how it affected those with years of experience

Good afternoon. Senator Swindell, Representative Yongue and members of the Education Oversight Committee, thank you for giving me the opportunity to speak to you today on behalf of the over 20,000 teacher assistants helping to educate the children of North Carolina. My name is Melinda Zarate and I represent the North Carolina Association of Teacher Assistants in my volunteer position as Legislative Chair. I have been a teacher assistant for thirteen years in our public school system.

NCATA's mission is to promote the important role of teacher assistants in the public schools, provide professional training opportunities, and work to improve our salaries and employment security. Our association **only** represents teacher assistants.

Teacher assistants are working hard each and every day to help educate the children of North Carolina. While we still make bulletin boards, run copies, and perform other clerical tasks, these are no longer our primary duties. Instead, with increased testing requirements and in an effort to give more small group and individualized instruction to meet those requirements, teacher assistants are teaching right along side the certified teachers. I dare say you could walk into a classroom today and see groups of children being taught reading or math strategies and not be able to distinguish between the teacher and the teacher assistant.

The health and safety of our children is critical. The numbers of children with diabetes, severe allergies, and other chronic illnesses continue to increase. Teacher assistants are being called upon more and more to monitor the health of these children while at school. We are most often the adults who supervise physical activities, bathroom breaks, and lunch times. Also, teacher assistants encourage good character development, help maintain order and discipline, and encourage hard work and positive behavior. We work with our teachers in planning and coordinating classroom instruction.

In addition, the educational requirements for teacher assistants have increased in recent years with the implementation of *No Child Left Behind*. While this law only applied to teacher assistants in Title I schools, 70% of the LEAs in North Carolina chose to require their teacher assistants to meet the educational requirements of an associate's degree or equivalent. In those counties that did not require it, teacher assistants have continued to see the value of pursuing the Highly Qualified designation and chosen to work for it. As well, with the increased instructional nature of our jobs, teacher assistants see the importance of continuing to learn and are taking college classes, attending conferences, and going to workshops so that we are prepared and knowledgeable. We know that we must never quit learning in order to be effective educators.

In the "Review of Teacher Assistant Education Programs and Standards Policy Paper" submitted on January 20, 1998 by the *Research Triangle Institute: Center for Research in Education* to the *North Carolina Department of Public Instruction: Human Resources Management Division*, a major finding of the study states on page 5, "Pay for teacher assistants in North Carolina is low for the high-level instructional support that they provide. Moreover, the pay is less than comparable services provided by other classified staff." They recommended that the North Carolina Professional Teaching Standards Commission consider "the implications of increased pay for increased teacher assistant expectations, requirements, and credentials" on page 6 of the report. That was in 1998.

Today in 2008, teacher assistants are now being paid on salary grade 56. This school year that is a minimum of \$1820.89 per month. A Grounds Keeper I, whose only suggested training is "some experience in the care and maintenance of plants, trees, flowers, and shrubs," is also a salary grade 56. A Carpenter I is a salary grade 57. Their suggested training is "some aptitude for carpentry work demonstrated in prior work, school experience, or personal activities." At a salary grade 59 is a Painter I. Their suggested training is "some previous painting experience preferred." None of these professions, while important and beneficial, require an educational degree nor do any of these people work with our most precious resource – our children. Yet they all make as much or more money than teacher assistants.

During the last legislative session, money was appropriated to fund teacher assistants at the minimum of salary grade 56, which had been our unfunded salary grade for many years. It was a wonderful step forward and one which was met with appreciation and excitement among North Carolina's teacher assistants. We thank you for approving that increase! I am here before you today to say that while it was indeed a step in the right direction, unfortunately the increase did not help the teacher assistants who have been working for years.

As legislative chair I was on the receiving end of hundreds of e-mails and several phone calls filled with disbelief and dismay after the first pay checks of the new school year were issued. One teacher assistant with 19 years experience told me that after the legislated increase she and a brand new assistant were making the same amount of money. In my county, the magic number was 10 years. Any teacher assistant who had worked ten years or less made the same as one who was brand new. One of my best friends had twenty-three cents added to her salary after the 4% increase was added on to bring her up to the \$1820.89. After having worked nine years she makes the same as a brand new assistant. Answers were needed and so I, along with a group of NCATA officers, headed to DPI in November to speak with the finance department to gain a better understanding of how teacher assistant pay is formulated and distributed.

Now, I know YOU know all this but here is what WE learned. As long as the LEA is paying somewhere in the range shown on DPI for 56 then they are in compliance. It does not matter if an LEA calls a teacher assistant a 54, a 56TA, a 16, or whatever classification number or name or whether they have a salary schedule or not, the rule is *only* they must pay a teacher assistant at least the minimum of the DPI 56 - \$1820.89 – and no more than \$2998.81. In other words the classification method of the LEA does not matter to DPI, just that the pay amounts are within the appropriate range.

Some counties cut the hours of their teacher assistants and started paying an hourly rate. Others increased the hours and started making them clock out for lunch – although it might be a little early at 9:30 a.m. which is the time one teacher assistant is required to clock out for lunch. Still others cut teacher assistant positions. We understand that the LEAs have been given the flexibility to work within the guidelines in ways that best fit the needs of their own systems and we recognize that those systems are diverse and complex. We regret that teacher assistants and their children are often the ones who suffer as a result.

NCATA sent out a teacher assistant salary survey to every LEA in North Carolina in October of 2007. I have included the results we gathered from those that responded with regard to minimum and maximum as well as pay at ten and twenty years of employment. These survey results show that teacher assistants' pay varies from LEA to LEA and that some LEAs have a more fair system in place than others. A few LEAs actually have salary schedules based on educational level and NCLB status. Of course, we heard from less than half of the 115 LEAs. We are aware that many

LEAs have NO salary schedules nor do they feel inclined to address teacher assistant salary issues in any way.

NCATA thoroughly researched the idea of a statewide salary schedule, and we are not here asking for a salary schedule. During our meeting with DPI finance, we were told:

1. It would take a **huge** sum of money to enact a statewide salary schedule for teacher assistants.
2. New positions in DPI would have to be funded *forever* to manage the salary schedule for teacher assistants just as they do now for teachers.
3. If teacher assistants were to get a salary schedule then other classified employees might start to demand a salary schedule as well.

While we believe wholeheartedly that teacher assistants deserve a salary schedule, our association also believes in setting forth honest and attainable goals. One of those future goals is to request a salary grade increase from Pay Grade 56 to 58 which we believe is a modest yet realistic salary grade jump based on our increased educational requirements and instructional responsibilities.

I spoke earlier of the LEAs for which teacher assistant salaries are not a priority. In fact, in some parts of North Carolina, teacher assistants are viewed as a commodity, easily replaced if unwilling to accept difficult working conditions or mediocre salaries. NCATA strongly disagrees with this judgment. We believe passionately that teacher assistants feel a special calling to work with students and that our profession stands on its own as one that is needed and extremely worthwhile both to the teachers under whom we work and to the students for whom we work.

There are 21,902 state funded teacher assistants working in North Carolina this school year. Please find a way to fund an equitable pay increase for those who have given years of service to our children. No teacher assistant would take away one penny from new teacher assistants because we believe all of us deserve every cent of that \$1820.89 per month. We ask that you find a way to fund an increase for those teacher assistants who have worked ten, twenty, or more years so that those years of service are recognized with a pay increase, too. And please, make it clear to DPI and to the LEAs as to how the money is to be allocated so that some teacher assistants are not faced with losing their jobs or having their hours cut to fund a pay increase for others.

Thank you for your time and for your service to the citizens and especially the children of North Carolina.

Sincerely,

Melinda K. Zarate

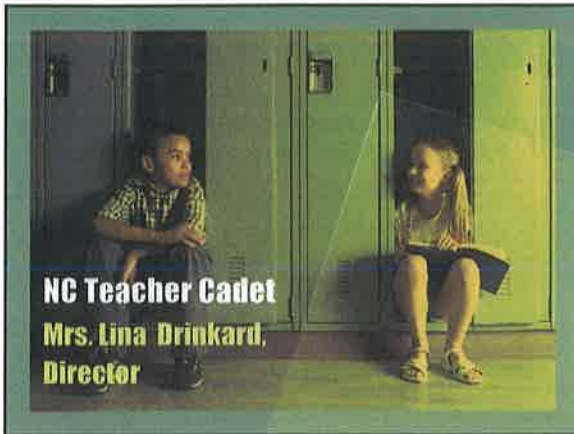
NCATA Legislative Chair

mzarate@teacherassistants.org

336-250-4417

LEA	Explanation	Minimum	10 yrs	20 yrs	Maximum	Years or Step # Max
Alamance County		1821	1821	2018	2262	Step 30
Alexander County		1821			2929	Step 60
Beaufort County Schools	Based on Education -HS shown	1905	2045	2285	2556	step 35/31/27
Bertie County Schools	Based on Education -HS shown	1860	1996	2146	2481	step 44/40/35
Brunswick		1898	2113	2357	3128	Step 45
Burke County Schools		1820	2011	2222	2928	Step 48
Camden County Schools		1837	2079	2353	2799	Step 34
Carteret County Schools	based on 7.5 hr workday	11,29/hr	11,29/hr	12,31/hr	14,02/hr	Step 35
Chatham County Schools	did not provide					Step 40
Clay County		1821	1981	2138	2702	Step 35
Cleveland County	no salary schedule					
Columbus County Schools		1990	2147	2398	2968	Step 39
Craven County	Based on Education-HS shown	1864	1992	2136	2278	Step 30
Cumberland	Based on Education-NCLB shown	1821	1883	2000	2799	Step 41
Davidson County	sent by TA	1821	1837	2026	2468	Step 40
Durham Public Schools		1930	2145	2320	2490	Step 31
Edenton-Chowan		1855	1996	2223	2564	Step 35
Elkin City Schools	no salary schedule					
Gates County Schools		1821	2098	2375	2929	Step 40
Greene County		1821	2093	2405	2726	Step 29
Guilford County		1833	1855	2110	2672	Step 38
Harnett County		1825	1894	2062	2431	Step 33
Henderson Co. Public Schools		1851	1982	2180	2695	Step 32
Hickory Public Schools		1821	2069	2330	2929	Step 35
Hoke County Schools		1951	2060	2224	2399	Step 30
Iredell-Stateville		1821	1916	2088	2556	Step 43
Jackson County	Has 5 classifications - AIDE shown	1821	2091	2414	2704	Step 29
Jones County Schools		1838	1970	2272	2600	Step 30
Lexington City School	not a full breakdown shown	1860			1977	NA
McDowell County	graduated by 4 year increments	1873	2044	2115	2187	30+ years
Mitchell County Schools	based on 7 hour days	1593	1787	1981	2174	30 years
Montgomery County	Archer Company Scale-range only	1821			2578	NA
Moore County Schools	based on education and "bump" system	1760	add \$800	add \$1000	?	27 years
Mooresville Graded School Dist.	did not send-uses state's					30+
Nash-Rocky Mount	only sent min and max	1822			2929	
Newton-Conover City Schools		1821	1987	2190	2929	Step 50
Orange County Schools		1874	2049	2345	2840	Step 29
Pamlico County Schools	has three schedules A, B, C	1821	1925	2149	2554	Step 31
Pender County	based on education (shown HS)	1860	1995	2172	2366	Step 34

Polk County	0-2 yrs, 3-5 yrs, etc - 28+ yrs	1894	2051	2124	2307	28 years
Randolph County	no salary schedule	1821			2929	
Richmond	0 yr, 1-5 yrs, 6-10 yrs, to 20+	1821	1923	2034	2324	29 years
Robeson County	sent by TA-based on education-HS shown	1821	1989	2235	2727	40 years
Rockingham County	0-2 yrs, 3-5 yrs, etc - 30+ yrs	1821	2064	2338	2726	30 years
Rowan Salisbury		1821	1990	2192	2726	30 years
Rutherford	no salary schedule					
Sampson County	based on education-HS shown	1821	1906	2170	2753	Step 36
Scotland		1821	2125	2429	2707	30 years
Thomasville City Schools	no salary schedule					
Tyrell County Schools		1821	2049	2351	2701	Step 30
Unknown	I did not understand scale	1920			2117	
Unknown		1821	1854	2127	2726	Step 37
Vance County		1821	2220	2706	2987	Step 25
Whiteville City Schools	based on education	1821	1966	2254	2591	Step 30
Wilkes County	sent by TA	1837	2019	2221	2904	Step 48
W-S/Forsyth	did not send schedule	1821			2834	never
Yancey		1821	1981	2195	2322	step 30



North Carolina Teacher Cadet

- The North Carolina Teacher Cadet program was started by the North Carolina Association of Educators in 1998
- The program was modeled after a similar one in South Carolina



North Carolina Teacher Cadet

- The program was started as a way to recruit talented high school students into education
- The hope is that the program will alleviate the severe teacher shortage that continues to plague the entire state of North Carolina



North Carolina Teacher Cadet Funding

- Currently the program is administered by the North Carolina Foundation for Public School Children
- The majority of the funding comes from the NC Legislature
- A smaller portion of funding comes from donations and fundraisers

What is Teacher Cadet?

- The NC Teacher Cadet program is a high school class open to juniors or seniors
- Cadets are students who are considering education as a career
- Currently, there are programs in 65 counties in North Carolina

Premise of Teacher Cadet

- The course is designed so that cadets develop a better understanding of teaching
- It helps cadets to develop an interest in education as a career
- In this course, cadets are exposed to the various components of the educational environment
- Cadets learn that education is a dynamic process that is constantly evolving to meet the needs of the students

Premise of Teacher Cadet



- Cadets are exposed to the critical issues facing educators today such as reducing the achievement gap, "No Child Left Behind," and differentiated learning

Program Design

- The program allows students to actively participate in classrooms from preschool to high school
- Students develop an extensive portfolio based on their experiences which can be utilized as the graduation project
- Students can accumulate volunteer/service hours through tutoring and other after school programs

Specific Goals of Teacher Cadet

- 1) Encourage students to consider entering the education profession
- 2) Recruit males and minorities to the profession
- 3) Encourage students to attend college, live, and work in North Carolina

Specific Goals of Teacher Cadet

- 4) Equip students with both skills and experiences that would result in successful completion of college programs and retention of students within the educational environment

Units of Study

- 1) The Learner
- 2) The School
- 3) The Teacher and Teaching
- 4) Pathways to the Future



The Usefulness of Teacher Cadet

- NC produces just over 3,000 teachers per year
 - 2200 remain in North Carolina
 - Only 1400 are still teaching three years later
- Just over 2 million additional teachers will be needed nationwide by 2010

Impact of SHS Teacher Cadet

- 18 students initially enrolled
- At the beginning of the course, only 6 reported they wanted to teach or were considering education
- At the end, 15 reported wanting to major in education or likely to major in education

Impact of SHS Teacher Cadet

- We increased our number of students receiving the NC Teaching Fellows Scholarship (three recipients in one year, the most in 10 years)
- Students planned for college and transitioned to being an adult with responsibilities

Larger Impact of Teacher Cadet

- Improved chances of earning a college scholarship
 - Nearly one-third of cadets report earning a scholarship for teaching
 - One-fourth received the NC Teaching Fellows scholarship
- Just over 85% reported that Teacher Cadet was the most influential factor in their decision to pursue a career in education

Future of Teacher Cadet

- Expand the program to include every high school in North Carolina
- Expand the partnership with college partners
- Improve the number of teachers being produced by NC colleges

More About Teacher Cadet

- Mrs. Lina Drinkard, Director of the NC Teacher Cadet Program
- 115-A East Council Street
Salisbury, NC 28144
- 866-638-6466



- www.ncteachercadet.org



North Carolina Teacher Cadet Program

March, 2008



Issue:

The North Carolina Teacher Cadet Program has proven to be successful in recruiting new teachers in North Carolina. At the present time, 174 high schools in 72 counties offer the Teacher Cadet Program as an elective class. **This represents an addition of 19 high schools and 8 new counties in the fall of 2007.** Expansion of the program would have a positive impact in recruiting the 12,000 new teachers needed annually in North Carolina.

Historical Background:

The North Carolina Teacher Cadet Program began in 1998 through a partnership with the N.C. General Assembly and the North Carolina Foundation for Public School Children. It was placed under the Foundation's auspices in 1998. The North Carolina Foundation for Public School Children, a 501(c)3 non-profit, is an initiative of the North Carolina Association of Educators. The Foundation also provides classroom grants for parent engagement projects and funding to needy public school children for items such as shoes, clothes, eyeglasses, medication, and, in some cases, field trips. NCAE and other corporate supporters donate money for the aforementioned activities.

Program Goals:

The goals of the Teacher Cadet Program are to encourage students to consider entering the education profession. Most importantly, the program encourages our high school students to attend college and to eventually teach in North Carolina. A concerted effort is made to recruit males and minorities into the program and, therefore, into the teaching profession.

Partnerships:

The program has college partnerships with 14 colleges and universities including UNC-Charlotte, Greensboro, Asheville, Pembroke, and Wilmington; Western Carolina, East Carolina, Fayetteville State University, Appalachian State University, NC State, Meredith College, Belmont Abbey College, Catawba College, and Chowan University. **This represents an addition of five colleges in the fall of 2007. Efforts have also been initiated to establish new partnerships with Peace College, Shaw University, High Point University, and Elon University.**

Student Qualifications:

Students are required to have a GPA of at least a 3.0 and/or receive a recommendation from the TCP Review Panel. In addition, they must be enrolled in a college preparatory curriculum, be recommended by five teachers, submit an essay on why they want to be in the class, and be a junior or senior. Interviews are recommended, but not required.

Teacher and Student Training:

The North Carolina Teacher Cadet Cadre holds two/three teacher trainings annually to introduce and train the Teacher Cadet curriculum. Those invited include teachers from across the state who are currently teaching the class or are planning to teach the curriculum, and administrators investigating the program as a future course in their high school. An annual Teacher Cadet Conference is held for teachers and students statewide. In 2007, the 100+ teachers and more than 700 students who attended were actively engaged in a series of activities that could be applied to a variety of classroom settings. In 2007, a College Partners Curriculum training was added in order to provide for the establishment of consistent college credit for the class and also for better transitioning for students from high school to college.

Teacher Cadet Class: The students selected to participate in the Teacher Cadet Program take the class either for one semester or two, depending on whether their high school offers both Teacher Cadet I and II. Both classes are eligible for honors credit. The curriculum is currently being reviewed by DPI for state-wide approval for honors credit.

Proposal:

The Teacher Cadet Program is asking for \$278,500 in additional recurring funding for a total of \$400,000 in the continuing budget.



THE NORTH CAROLINA TEACHER CADET PROGRAM MID-YEAR REPORT

G r o w i n g O u r O w n



UNMASKING THE REAL HEROES

What is royal blue and teal and combines "Mardi Gras" and "Super Heroes"? The 2008 FTA/Teacher Cadet Conference of course! This year's conference was held at the Raleigh Capital Sheraton on February 29 and March 1, 2008 with students and teachers from all across NC present.

The opening event for The Teacher Cadet Conference featured each class locating their school on a NC map, sharing one unique feature or activity of their class and one unique or special characteristic of their Teacher Cadet teacher. This ice-breaker was suggested by last year's cadets who attended the conference and was a great way for classes to team up and shine! Breakouts for the event included: "Super Men"- for guys only; "Wonder Women" – for gals only; "The Fantastic Four" – college is not just a party; "Educational Kryptonite" – legal issues in education; "Every School's Justice League" – SIT teams; "The Next Generation of Heroes" – 21st Century Schools; and "Spidey Sense" – ten things they never tell heroes.

Featured speaker for the banquet was Dr. William Purkey, Author, Professor Emeritus of Counselor Education at UNC-G and Co-Founder of the International Alliance for Invitational Education. His talk featured the characters from the Wizard of Oz and how they "unmasked" their true talents. It was informational, inspirational, and challenging to the cadet students and all were engaged with him as he spoke. He even included them through use of "chorus" participation and movement. The banquet ended with the Alpha Omega Steppers from Winston-Salem entertaining students through intricate steps and "rap". The grand finale was an original "Salute to Education Employees" from cafeteria workers to administrators and

teachers – all were recognized and appreciated!

For Friday evening activities, cadets were offered "Busta Move" – line dancing; "Puzzles and Cinemas" – game and movie room; "Chat About" – coffee house; "Masking Mardi Gras"- a mask making contest.

Additionally, students were able to participate in a raffle for a brand new Apple iPod Nano to raise additional funding for scholarships. At the closing on Saturday, students were surprised and "wowed" by an original song inspired by the conference theme and written by a cadet, Maggie Lowe, from Surry County. Her rendition was met with a standing ovation and thunderous applause! With more than 500 students and



teachers, the end result of hard work and planning was a consensus, "A FUN TIME WAS HAD BY ALL"!



Dr. William W. Purkey
honored us with a book-
signing after the conference
dinner.



**Masks made by Teacher
Cadets at the 2008
Conference**

TEACHER CADETS... IN THE SPOTLIGHT

PAGE 4

Every cadet has exciting stories to tell about their experiences in the classroom. **Merry Lynn Ramsey, Teacher Cadet Teacher at Crest High School in Cleveland County** sent in this account of one of her students.....

Caitlin Sullens has been in my Teacher Cadet program for the past two years. She has done her classroom experience at a traditional elementary school in the past, but this semester decided to go to North Shelby which is the county school for exceptional students. Caitlin is certified in American Sign Language (which she earned by completing course work at the community college level) and thought she might be able to use her expertise and experience in a different educational area. Since working at North Shelby, Caitlin has started to seriously consider a career major or minor in special education. Without the class experiences she has had at North Shelby, I do not think Caitlin would have even toyed with this idea. She, like many of my students, has found their hands on learning experiences in the classroom very different from what they thought. The Teacher Cadet program has allowed Caitlin to test the water in two very different educational settings. This past week, Miss Deaf North Carolina spoke to the exceptional children's classes at Crest High School. The teacher who made arrangements for Heather to speak needed someone to sign for the presentation. Teacher Cadet Caitlin Sullens was able to perform this service. Caitlin did an excellent job and was able to shine in a very special way. As Caitlin's teacher, I was proud and touched by her knowledge, enthusiasm, and poise in front of an audience. Again, the Teacher Cadet program has enriched one student in an exceptional way!



Teacher Cadet, Caitlin Sullens of Crest High School, signs for a fellow student.

Crest High's Teacher Cadet Teacher writes...

Lina,

I sincerely believe that the Teacher Cadet program is the best thing that could have happened to me in my final years of teaching. Even though I have been a dedicated English teacher for 34 years and still dearly love the subject area, Teacher Cadet has allowed me to spread my wings in the area of education. Teacher Cadet has provided me the opportunity to inspire young people in a new and energizing way.

I love to teach and be absorbed by the Teacher Cadet curriculum. It allows me to be creative and be my individual self.

Sincerely,

Merry Lynn Ramsey,

Teacher Cadet Teacher, Crest High School



Cheryl Reid & Beth Greenawalt, North Rowan High School Teacher Cadet Teachers, attended the regional meeting at UNC-Pembroke

REGIONAL MEETINGS

On Friday, September 14, UNC-Pembroke served as host site for the eastern region of Teacher Cadets. Teachers were able to receive information concerning Teaching Fellows, recruitment practices for cadets, and opportunities to utilize facilities on the UNC-P campus. In addition, teachers had input on developing ideas for the first Teaching Day to be held on this campus and also to share activities and practices developed in their own classrooms. Through the partnership with UNC-P, an excellent lunch, mileage, and substitute costs were covered for this event. Reviews were extremely positive and the need for future meetings was confirmed.

In planning for regional meetings in 2008, our focus will be to share current information and training around the new NC Teaching Standards and the new teaching evaluation instrument. Regional meetings are where we will seek to keep all Teacher Cadet Teachers at the forefront of change in our profession. Keep watch on our website for dates and locations to be posted for next year!

Appalachian Sustainable Agriculture Project

Appalachian Sustainable Agriculture Project (ASAP) is a nonprofit organization that supports farmers and rural communities in the mountains of Western North Carolina and the Southern Appalachians by providing education, mentoring, promotion, web resources, and community and policy development. Our mission is to create and expand regional community-based and integrated food systems that are locally owned and controlled, environmentally sound, economically viable and health-promoting. Our vision is a future food system throughout the mountains of North Carolina and the Southern Appalachians that provides a safe and nutritious food supply for all segments of society; that is produced, marketed and distributed in a manner that enhances human and environmental health; and that adds economic and social value to rural and urban communities.

Emily Jackson directs the **Growing Minds Farm to School** program for the Appalachian Sustainable Agriculture Project. The mission of this program is: *To create regional community-based food systems while connecting children to their agricultural heritage and promoting the wellness and ecological consciousness of young people. We work to cultivate relationships between farms and schools that create dynamic, wellness-focused learning environments for our children.*

Emily Jackson serves as the Southeast Regional Lead for six states (KY, TN, NC, SC, GA and FL) for the National Farm to School Network. In April 2007, Emily testified before the Senate Agricultural Committee about farm to school as it applies to the upcoming Farm Bill. Recognized as a national expert on farm to school, Emily has presented at numerous national and regional conferences.

As a former teacher, Emily has particular insight into the challenges and benefits of working with school systems. In 2006, Emily was chosen as a western North Carolina delegate to Terre Madre, an international gathering in Turin, Italy that focuses on local food and local producers.

What is farm to school?

Farm to school (F2S) is a movement in the United States (38 states and 769 school districts) that connects schools with local farms with the objectives of serving healthy, locally grown meals in school cafeterias, improving student nutrition, providing health and nutrition education opportunities that will last a lifetime, and supporting local small farmers.

The benefits of farm to school programming are numerous:

- Encourages children to develop life-long healthful eating habits.

Humphrey the lamb helps students learn about agriculture



The class at Mountain View Elementary School, where students of the school's second grade class of Mountain View Elementary School had to learn about the lamb's life. The class learned about the lamb's life and the lamb's life during the presentation.

Growing Minds links agriculture, classroom

By Emily Jackson

Students at Mountain View Elementary School are learning about agriculture and the importance of food. The school is part of the Growing Minds program, which links agriculture and the classroom. The program is designed to help students learn about the importance of food and the role of farmers in our lives. The program is also designed to help students learn about the importance of the environment and the role of farmers in our lives.

The Growing Minds program is a partnership between the Appalachian Sustainable Agriculture Project and the Mountain View Elementary School. The program is designed to help students learn about the importance of food and the role of farmers in our lives. The program is also designed to help students learn about the importance of the environment and the role of farmers in our lives.



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Appalachian Sustainable Agriculture Project

- Reinforces an appreciation for the importance of farming to our community.
- Instills an appreciation for the cycle of food from seed to table.
- Helps maintain local economies by supporting local farms.
- Strengthens urban/rural linkages.
- Opens new direct marketing opportunities to local school districts.
- Strengthens relationships between farmers and the community.

While there are many benefits, there are many barriers as well. The National Farm to School Network drafted a list of barriers:

Barriers to Starting and Maintaining F2S programs

- Perceived limitations in children's tastes (though we have seen that there is no limitation here – but perceived barriers are just as challenging as real barriers)
- Food Service concerns and interpretations (real and perceived) about health regulations regarding food they serve
- Limitations in what distributors carry and offer. Also distributors less interested in talking to farm to school advocate types and only really listen to their customers – food service directors
- Lack of respect for school food service profession – a group of people not empowered to make change
- The aggregation and distribution of products from small farms to schools (“the truck won’t come down our dirt road” or “we don’t have enough product for the distributor to come to our farm”)
- Lots of small farms have fixed high end accounts and markets (restaurants/farmers markets/CSA's) and don't always see the opportunity with schools (schools make a great second market, and growing contacts)
- Upfront costs to purchase local foods that cost more – but can be balanced in a budget over the long-term. This is not saying that every year food service has to fundraise for \$ to buy local food. It can be incorporated into the budget successfully without extra income. But to take the risk of new foods, there needs to be funds available to try things out.
- Community awareness and support to try new things and back up the school and food service has to be there to start and maintain f2s programs
- Amount for federal reimbursement for meals is very low
- Many school kitchens lack space, equipment, trained staff, refrigerators, freezers, and other needs to “cook” food and not just warm food
- School year is out of sync with growing season – which means that the school cafeteria budgets are also out of sync. It is hard to set up growing contracts that cross over budget years (ex: pay money in April for product delivered in Sept is challenging to justify)
- Though food and farm education is easy to integrate into curriculum, not all teachers willing or interested. “Teaching to the tests” and standardized curriculums limit teachers creativity and use of local community for place based lessons.
- Limited access to local processing and the regulations around processed foods is challenging

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- Teacher, administrative, and food service staff turnover is always challenging in schools. So unless things are part of the accepted culture and not just the efforts of one superstar, then programs can disappear in a blink of an eye when staff leave.
- Enthusiasm and willingness to do “extra” wanes, programs need to be institutionalized and set as policy within schools, districts, counties, states, etc....

Examples of State Farm to School Legislation

Vermont

An act of the General Assembly

No. 145 (H. 456)

Schools or School Districts

Establishes a mini-grant program for the purchase of:

- equipment, resources and materials to increase local purchasing
- purchase local farm products and other items for hands-on education about nutrition and agriculture
- provide professional development for teachers to educate students about farm to school connections.

The maximum amount of each mini-award is \$15,000.

Farmers

The Dept. of Agric. will make one-time awards to the Vermont food venture center or other processing entity that:

- processes local products for schools or institutional markets
- or rents processing equipment to farmers

Food Service Personnel

The Commissioner of Education shall provide training sessions including information on:

- purchasing and serving local foods
- nutrition and obesity prevention
- train people to provide technical assistance to food service providers.

A report shall be made to the appropriate legislative committees on strategies of how to increase the use of Vermont products by state entities.

<http://www.leg.state.vt.us/docs/legdoc.cfm?URL=/docs/2006/acts/ACT145.HTM>

Connecticut

Public Act 06-135

Establishes a farm to school program within the Dept. of Agriculture, and run in consultation with the Department of Education.

http://www.cga.ct.gov/asp/cgabillstatus/cgabillstatus.asp?selBillType=Bill&bill_num=5847&which_year=2006&SUBMIT1.x=12&SUBMIT1.y=10

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Appalachian Sustainable Agriculture Project

Oklahoma

HB 2655 Final 5-06

- The Oklahoma Farm to School Program will be housed in the Dept. of Agriculture, Food & Forestry and employ a director.
- \$100,000 has been allocated to this position.
- • Staff shall be made available from the departments of Health, Education and Human Services to assist in implementation of the program.
- The Director of the Farm to School Program shall:
 - establish public and non-profit partnerships to develop farm to school programs
 - provide state leadership to encourage school districts to buy from local farmers
 - provide workshops and training for food service, farmers, processors, and others involved in farm to school work.

http://webserver1.lsb.state.ok.us/2005-06bills/HB/HB2655_ENR.RTF

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Chart of Accounts for Public Schools in North Carolina

History to 2007

The old chart was in existence for more than 25 years and was designed to track funding not educational programs. Although there were modifications to the chart since its implementation, it became clear that there needed to be significant change if the local education agencies and DPI were going to be able to accommodate the North Carolina Legislature, the Federal Government, county commissioners and other stakeholders.

In 2001, the Blue Ribbon Chart of Accounts Committee was formed. This was a collaborative group of finance officers and DPI personnel who assessed the deficiencies of the current chart, proposed solutions, provided statewide training and implemented the initiative.

Why was there a need to change the Chart of Accounts?

- Education has changed
 - As educational programs changed, so have the personnel. The old chart did not have the ability to recognize new positions that were becoming a larger and larger cost in the schools. For example, technology facilitators, instructional coaches, safety monitors, student accounting and accountability services. As a result, there was no ability for the LEAs to monitor these costs or for DPI to provide information, unless we requested the LEAs to submit manual survey information.
- Accountability
 - Twenty five years ago, we had to track allotments to report how appropriated funds were being used. Questions from leadership changed to require more specific educational program questions which we could not answer. We could report expenditures from one allotment (eg. Limited English Proficient) but many other allotments, such as low wealth, instructional supplies, are being used for this population of students. The limited English proficient expenditures were previously commingled with other special programs, such as at risk and exceptional children. We needed to be able to answer a question such as “what are we spending to serve limited English proficient students?”
 - No Child Left Behind and EdFacts have increased the reporting requirement to the Federal government. State Education agencies are required to report expenditures at a very detailed level, especially as they pertain to special populations of students. There were many items that the Department was unable to report. The Federal government provided State agencies a limited grace period until they put a structure in place to fulfill the reporting requirement.

- Accounting
 - In the last 30 years there have been industry accounting requirement changes that the old chart could not accommodate. Benefit costs were not allocated to the program level and therefore time consuming and inaccurate pro ration had to be calculated. The Governmental Accounting Standards Board instituted new standards and financial statement requirements which the new chart will accommodate.

Benefits of the New Chart

1. Generic "special populations" category is now broken out to specific programs, such as exceptional children, limited English proficiency, pre-kindergarten etc.
2. Expenditures on the entire program costs, including salary and all related benefits, staff development are captured.
3. Provides DPI financial and program staff more specific data for monitoring, compliance and analysis.
4. Emerging educational and administrative positions can be classified independently from other positions.
5. DPI will be able to respond to data request more accurately and quickly to all stakeholders.
6. LEAs have a better tool to monitor their expenditures and programs. They will be able to respond to the questions posed by their county commissioners and substantiate their needs for targeted funding.

Illustration of major changes in the chart of accounts

Old		New	
5100	Regular	5110	Regular Curricular
		5120	Career Technical Education
5200	Special	5210	Exceptional Children
		5220	Exceptional Children Career Technical
		5230	Exceptional Children Pre-Kindergarten
		5260	Academically & Intellectually Gifted
		5270	Limited English Proficiency
		5310	Alternative Education
		5340	Pre-K Readiness
5500	Remediation	5330	Remedial and Supplemental
None		5860	Instructional Technology
None		5820	Student Accounting
None		5850	School Safety and Security

Report to the Joint Legislative Education Oversight Committee

*Disadvantaged Student Supplemental
Funding Initiative and Low-Wealth
Initiative*

SL 2007-323, SEC 7.8(b)

HB 1473, 2007 Budget Act

Date Due: January 15, 2008

Report #35

DPI Chronological Schedule, 2007-2008

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Report to the Joint Legislative Education Oversight Committee

Disadvantaged Student Supplemental Funding and Low Wealth Initiatives 2006-07

Overview

The two year pilot program for the sixteen LEAs targeted to receive Disadvantaged Student Supplemental Funding (DSSF) for 2004-05 and 2005-06 has ended. The sixteen districts who participated in the two year pilot were Edgecombe County, Franklin County, Halifax County, Hertford County, Hoke County, Hyde County, Lexington City, Montgomery County, Northampton County, Elizabeth City-Pasquotank, Robeson County, Thomasville City, Vance County, Warren County, Washington County, and Weldon City. During this two year pilot the LEAs were required to submit action plans and budgets for use of the allocation. During the 2006-07 school year, all one hundred and fifteen (115) school districts received DSSF monies.

In the 2006 Session of the General Assembly, the funding was expanded to \$49,490,920 dollars (including charter schools, see Appendix, attachment I). This funding was allotted to the LEAs on the basis of the reported number of disadvantaged youth population.

The legislation requires school districts to submit a plan for the use of the funds to be approved by the State Board of Education (original 16 LEAs) prior to the funds being distributed. In 2006-07 the State Board of Education adopted an abbreviated format for districts (the remaining 99LEAs) to use in completing their plans (see Appendix, attachment II). The new form requires school districts to indicate how other state funds (Low Wealth, Small County, At-Risk, etc.) are to be combined to improve student achievement. The specific uses of DSSF funds that can be adopted for use by a district are included in the legislation (see Appendix, attachment III).

Technical Support

Data analysis is critical to the decision-making process as an LEA makes determinations about the most effective strategies to implement. Using data to identify specific needs allows resources, personnel, and professional development to be directed and focused toward the needs of the system. The **first** way in which DPI assist school districts in determining the best use of DSSF & Low Wealth is through **School Improvement Planning**. State law 115C-105.27 requires all LEAs to develop comprehensive school improvement plans on a three year cycle. These school improvement plans contain data on all aspects of the school district and strategies on how to improve deficiencies. School improvement plans are used to inform DSSF plans. DSSF /Low Wealth monies serve as a major source of assisting LEAs in meeting school improvement plan goals.

The **second** level of support can be realized through a 2006-07 **document which provides the LEAs with an outlined DSSF/Low Wealth planning process for delivering the action plan** (see Appendix, attachment IV). On July 21, 2006, a data work session was conducted with a focus on assisting school districts in using data to build a high quality DSSF plan.

The **third** means of technical support was direct assistance from the Office of Curriculum and School Reform. All superintendents and charter school directors received an August 29, 2006, memo with supporting documents to assist them in developing their DSSF action plan for the school year (see Appendix, attachment V). Throughout the course of the 2006-07 school year **both the Office of Curriculum and School Reform and the Office of Financial and Business Services answered questions and offered recommendations (via emails and telephone calls) to school districts on how to most effectively use their DSSF /Low Wealth/all other State and federal allocations**. Although no official numbers are available, LEAs frequently called for assistance. The greatest concern of the school districts was that DSSF and all other allotments were being used as legally prescribed.

Oversight

As previously indicated the specific strategies and uses of DSSF monies that can be adopted for use by a school district are included in the legislation. As previously indicated, legislation does not require LEAs to specifically use Low Wealth funds for improving achievement of disadvantaged youth. Low Wealth Supplemental Funding was implemented to address the inability of some counties to generate local resources to support public schools. The legislated language describing the allotment states "The General Assembly finds that it is appropriate to provide supplemental funds in low-wealth counties to allow those counties to enhance the instructional program and student achievement". In addition, the legislation outlines how school districts are allowed to use this State money for services historically paid from local funding. Examples include:

- a) Salary supplements which are in addition to the State salary schedule.

- b) Clerical support in schools
- c) Additional instructional personnel
- d) Additional instructional supplies.

The legislation does encourage school districts to use at least 25% of the allotted funds to improve the performance of students performing at Level I or Level II on State tests. The allotment is not however designed to solely be used to address the needs of this population (as are the At-Risk Student Services and Improving Student Accountability allotments). It is safe to say that without the Low Wealth Supplemental Funding, school districts would need to cut back services (such as remediation) and this cut back would have a detrimental impact on student performance.

. School districts submitted DSSF/Low Wealth Disadvantaged Student Supplemental forms throughout the first semester of the 2006-07 school year. The Office of Curriculum and School Reform reviewed forms to ensure that DSSF/Low Wealth major measurable goals and major strategies were researched-based, best practices that focused on improving the academic needs of students, especially historically underachieving youth. The Office of Financial and Business Services reviewed the forms to ensure proper use of the funds according to established NC State school budgeting statutes.

Evaluation of Strategies Implemented by LEAs using DSSF Funding

In 2005, the General Assembly mandated an evaluation of the effectiveness of the strategies funded by the DSSF program, as well as the effectiveness and efficiency of DPI's LEEAP teams. This report was completed by an evaluation team organized through the University of North Carolina at Chapel Hill. The evaluation was centered on the 16 LEA Pilot Districts only. The evaluation team assembled and analyzed data on expenditures, teachers, and students from a number of sources within NCDPI. The team also collected implementation data from each of the 16 districts through interviews and with district administrators and principals, as well as focus groups with teachers.

To establish a reference point for 2006-07 findings, the eight findings of the pilot program (2004-05 & 2005-06) are offered for your review:

1. Academically disadvantaged students in the DSSF pilot districts were substantially less likely to be taught by highly qualified teachers than were the proficient students in those districts. Moreover, the disadvantages of these students were compounded by the fact that the students in the DSSF districts were substantially less likely to be taught by high quality teachers than were the students in the rest of the state. This was true across all eleven indicators of teacher quality measured and across elementary, middle and high schools.
2. With remarkably few exceptions, students living in poverty and minority students were substantially less likely to be taught by higher quality teachers than were their more economically advantaged and White Peers.

3. The pilot districts were among the most academically disadvantaged in North Carolina.
4. From one grade to the next, more students in the pilot districts drop below proficiency in math, but in reading there is a precipitous drop in proficiency during the first year of the middle school – a drop from which students spend the next two years recovering.
5. High school students in the DSSF pilot districts who were not proficient in either math or reading in the 8th grade were unlikely to pass their End of Course (EOC) test in Algebra I, English I, or Biology.
6. Teachers and administrators in the sixteen DSSF pilot districts identified turnover of teachers and district leaders as the main problem that contribute to the low student performance and high drop-out rates in their districts.
7. The sixteen pilots spent most of their DSSF funds in the first two years on salaries for classroom teachers. However, districts encountered several issues in implementing the DSSF program during the two years of the pilot program and were not able to match the levels of salary supplements that other districts offered.
8. The technical assistance provided by the Department of Public Instruction through its LEAAP teams was valuable to many districts, but at times the guidance was inconsistent.

The Executive Summary of the DSSF Pilot Evaluation is provided in the Appendix, attachment VI.

As previously stated, the legislated intent and structure of Low Wealth funding does not allow for an in-depth evaluation of how Low Wealth funds are impacting student achievement. There are simply too many variables within the flexibility of Low Wealth funding use to draw any specific correlations between use of Low Wealth funds and student achievement. What can be offered are examples of how Low Wealth funds and DSSF funds are being combined to impact those factors which improve student achievement.

2006-07 use of DSSF and Low Wealth Funds:

	<u>Instructional Salary</u> (Teacher)	<u>Instructional Support</u> (Salary)	<u>Other Salaries</u>	<u>Other</u> (Non Salary)
DSSF	\$16,984,313	\$1,433,766	\$6,437,058	\$3,255,374
LW	\$64,245,946	\$2,739,732	\$51,506,246	\$4,244,707

	<u>Staff Development</u>	<u>Suppl., Equip. & Software</u>	<u>Benefits</u>	<u>Totals</u>
DSSF	\$3,473,754	\$10,988,805	\$4,953,975	\$47,527,045
LW	\$1,511,225	\$23,575,278	\$28,630,764	\$176,453,900

During the 2006-07 school year all 115 LEAs received a DSSF allocation which was allocated on the basis of the number of disadvantaged youth served by a school district. As previously stated, state legislation specifies how DSSF funds may be used. During the 2006-07 school year 80 LEAs received a Low Wealth allocation based upon a formula which targets additional resources to school districts that have the least ability to generate local revenue that could be used to offer comparable educational programming and services as those offered by more wealthy school districts. The use of Low Wealth funds are not as specified by legislation as DSSF funds. However, as indicated by the above data, LEAs are proportionately utilizing the funds in similar categories.

A high percentage of the LEAs used DSSF and Low Wealth funds to hire additional instructional personnel. Additional teachers were hired to reduce class size, provide English Second Language teachers, instructional coaches in content specific areas, curriculum specialist, literacy coaches, and drop out prevention counselors. Another high area of funding use was in the area of other salaries for additional teacher assistants and clerical help for teachers.

Although the sum of both funds used for staff development was small, a significant number of LEAs used DSSF and Low Wealth to support existing staff development initiatives. Documented professional development activities included curriculum revision, literacy and math strategies, writing across the curriculum, strategies to assist regular classroom teachers better serve exceptional children, strategies to help academically intellectually gifted students, and to prepare schools to become professional learning communities. All of the aforementioned activities/strategies have been identified as best practices in educational reform.

Per legislated intent, approximately 25% of the school districts used DSSF funds to offer or increase teacher supplements, signing bonuses, scholarships for continuing education for teachers, and incentives for hard to fill areas such as math, exceptional children and middle grade teachers. Twenty school systems used DSSF funds for formative assessment and benchmarking tools. A considerable amount of DSSF and Low Wealth funding was used for tutorial assistance and academic remediation for non proficient students. Three school districts used DSSF funds to assist with the cost of implementing an early/middle college and to cover the start-up cost of a high school reform/redesign model.

As expected, the majority of funds spent for equipment were used to purchase desk top and lap top computers, with tablets, LCD projectors and TI 84 calculators also in demand. Various types of instructional software such as Novanet and Successmaker were also purchased.

Findings

During the 2006-07 school year LEAs combined DSSF and Low Wealth funds to provide needed resources for students who were academically low performing. Funds were utilized for the large categorical expenditures in instructional salaries for teachers, instructional support salaries, staff development, supplies, equipment, software, and personnel benefits. Funds targeted the areas outlined in the 2004-05 and 2005-06 DSSF pilot evaluation. Through the provision of professional development for existing teachers and supplements/financial incentives for new teachers, LEAs attempted to staff classrooms with highly qualified teachers. Funds consistently targeted the content areas of math and literacy.

At the conclusion of the 2006-07 school year, DPI made the decision to discontinue the use of school improvement and LEAAP teams. During April of 2007, development of a new comprehensive support to districts and schools was undertaken. The new framework for support is currently being piloted in two North Carolina school districts.

APPENDICES



Fiscal Year 2006-07
DSSF Funding

LEA No.	LEA Name	FY 2006-07 DSSF Allotment
010	Alamance County	263,160
020	Alexander County	138,731
030	Alleghany County	19,070
040	Anson County	208,335
050	Ashe County	41,476
060	Avery County	29,081
070	Beaufort County	212,626
080	Bertie County	179,731
090	Bladen County	271,265
100	Brunswick County	157,324
110	Buncombe County	282,230
111	Asheville City	60,546
120	Burke County	600,692
130	Cabarrus County	245,998
132	Kannapolis City	67,220
140	Caldwell County	348,974
150	Camden County	66,744
160	Carteret County	102,022
170	Caswell County	133,487
180	Catawba County	185,452
181	Hickory City	60,546
182	Newton-Conover	43,383
190	Chatham County	82,476
200	Cherokee County	98,685
210	Edenton/Chowan	78,185
220	Clay County	16,686
230	Cleveland County	467,205
240	Columbus County	342,776
241	Whiteville City	133,964
250	Craven County	391,404
260	Cumberland County	1,409,243
270	Currituck County	52,441
280	Dare County	49,581
290	Davidson County	206,905
291	Lexington City *	766,750
292	Thomasville City *	634,500
300	Davie County	66,267
310	Duplin County	412,380
320	Durham County	420,008
330	Edgecombe County *	1,903,750
340	Forsyth County	600,216
350	Franklin County *	1,997,250
360	Gaston County	418,101
370	Gates County	82,953
380	Graham County	36,232
390	Granville County	364,706
400	Greene County	164,952
410	Guilford County	834,295
420	Halifax County *	1,283,250
421	Roanoke Rapids City	112,034
422	Weldon City *	264,500
430	Harnett County	760,877
440	Haywood County	95,825
450	Henderson County	153,987
460	Hertford County *	883,500
470	Hoke County *	1,744,250
480	Hyde County *	162,750
490	Iredell-Statesville	224,068
491	Mooresville City	53,395

LEA No.	LEA Name	FY 2006-07 DSSF Allotment
500	Jackson County	45,767
510	Johnston County	703,668
520	Jones County	63,883
530	Lee County	120,615
540	Lenoir County	481,031
550	Lincoln County	143,975
560	Macon County	54,348
570	Madison County	71,511
580	Martin County	212,626
590	McDowell County	246,475
600	Mecklenburg County	1,463,592
610	Mitchell County	57,686
620	Montgomery County *	1,128,250
630	Moore County	147,789
640	Nash-Rocky Mount	808,551
650	New Hanover County	298,439
660	Northampton County *	793,750
670	Onslow County	871,481
680	Orange County	74,848
681	Chapel Hill-Carrboro	110,127
690	Pamlico County	46,244
700	Pasquotank County *	1,494,000
710	Pender County	200,708
720	Perquimans County	59,116
730	Person County	73,895
740	Pitt County	643,122
750	Polk County	26,221
760	Randolph County	440,031
761	Asheboro City	123,476
770	Richmond County	397,601
780	Robeson County *	6,106,750
790	Rockingham County	593,541
800	Rowan-Salisbury	255,056
810	Rutherford County	426,682
820	Sampson County	360,892
821	Clinton City	153,987
830	Scotland County	329,904
840	Stanly County	230,265
850	Stokes County	262,684
860	Surry County	227,405
861	Elkin City	30,988
862	Mount Airy City	45,767
870	Swain County	86,767
880	Transylvania County	44,814
890	Tyrrell County	34,325
900	Union County	353,264
910	Vance County *	2,023,750
920	Wake County	1,199,955
930	Warren County *	771,000
940	Washington County *	530,250
950	Watauga County	47,674
960	Wayne County	818,086
970	Wilkes County	261,254
980	Wilson County	404,276
990	Yadkin County	223,591
995	Yancey County	32,895
	Charters	743,832
Total Including Charters		49,490,920

* The Initially Funded 16 LEAs



Fiscal Year 2006-07
DSSF Funding

LEA No.	LEA Name	FY 2006-07 DSSF Allotment	LEA No.	LEA Name	FY 2006-07 DSSF Allotment
---------	----------	---------------------------	---------	----------	---------------------------

Current Legislation Requires (S.L. 2005-276, Section 7.8):

- A) Each local school administrative unit shall use funds allocated to it for disadvantaged student supplemental funding to implement a plan jointly developed by the unit and the LEA Assistance Program team.
- B) The plan shall be based upon the needs of students in the unit not achieving grade-level proficiency
- C) The plan shall detail how these funds shall be used in conjunction with all other supplemental funding allotments such as Low-Wealth, Small County, At-Risk Student
- D) Prior to the allotment of disadvantaged student supplemental funds, the plan shall be approved by the State Board of Education.

Funding Can Be Used For (per the same legislation):

- 1) Provide instructional positions or instructional support positions and/or professional development;
- 2) Provide intensive in-school and/or after-school remediation;
- 3) Purchase diagnostic software and progress-monitoring tools; and
- 4) Provide funds for teacher bonuses and supplements. The State Board of Education shall set a maximum percentage of the funds that may be used for this purpose.

ATTACHMENT II

Disadvantaged Student Supplemental Form
2007-08

LEA# 251

Original

7/1/2007

LEA Name Example LEA

Amendment #

1

E-mail

smith@LEA.net

Contact Person Dr. Pat Smith

Phone #

888-0000

Finance

Officer SIGNATURE

Superintendent SIGNATURE

Strategy #	Major Measurable Goals	Major Strategies	DSSF Account Code		Amendment	Amended Amount	Other Funds	
			Purpose	Object	Amount			Amount
1	Increase the number of students scoring Levels III & IV by 10% in all EOC areas	Provide intensive in school remediation for students at risk of failing EOC courses by providing paid tutors during and after school.	5330	143	10,000.00	(5,000.00)	5,000.00	Low Wealth
			5330	221	711.00	(356.00)	355.00	Small County
			5330	211	765.00	(383.00)	382.00	At Risk
							-	Improve Account.
							-	Other
2	Increase the number of students scoring Levels III & IV by 10% in all EOC areas	Conduct Staff Development on writing process and purchase software to help teach and practice writing	5330	196		4,000.00	4,000.00	Low Wealth
			5330	418		1,739.00	1,739.00	Small County
							-	At Risk
							-	Improve Account.
							-	Other
3							-	Low Wealth
							-	Small County
							-	At Risk
							-	Improve Account.
							-	Other
4							-	Low Wealth
							-	Small County
							-	At Risk
							-	Improve Account.
							-	Other
5							-	Low Wealth
							-	Small County
							-	At Risk
							-	Improve Account.
							-	Other
6							-	Low Wealth
							-	Small County
							-	At Risk
							-	Improve Account.
							-	Other
Page Total			11,476.00				11,476.00	118,500.00

Continuation Page
LEA # 251

Strategy #	Major Measurable Goals	Major Strategies	DSSF Account Code	Amendment	Amended Amount	Other Funds	Amount
7			Purpose Object	Amount	-	Low Wealth Small County At Risk Improve Account. Other	
8					-	Low Wealth Small County At Risk Improve Account. Other	
9					-	Low Wealth Small County At Risk Improve Account. Other	
10					-	Low Wealth Small County At Risk Improve Account. Other	
11					-	Low Wealth Small County At Risk Improve Account. Other	
12					-	Low Wealth Small County At Risk Improve Account. Other	
Page Total							
Grand Total			11,476.00	-	11,476.00		118,500.00

Dissadvantaged Student Supplemental Funding
2007-08

LEA# _____

Original

Date _____

LEA Name _____

Amendment # _____

E-mail _____

Finance Officer _____

Superintendent _____

Contact Person _____

Phone # _____

Strategy #	Major Measurable Goals	Major Strategies	DSSF Account Code	Purpose Object	Amount	Amendment	Amended Amount	Other Funds	Amount
1							-	Low Wealth Small County At Risk Improve Account. Other	
2							-	Low Wealth Small County At Risk Improve Account. Other	
3							-	Low Wealth Small County At Risk Improve Account. Other	
4							-	Low Wealth Small County At Risk Improve Account. Other	
5							-	Low Wealth Small County At Risk Improve Account. Other	
6							-	Low Wealth Small County At Risk Improve Account. Other	
Page Total									

Continuation Page
LEA # 0

Strategy #	Major Measurable Goals	Major Strategies	DSSF Account Code		Amendment	Amended Amount	Other Funds	Amount
7			Purpose	Object	Amount		- Low Wealth - Small County - At Risk - Improve Account. - Other	
8							- Low Wealth - Small County - At Risk - Improve Account. - Other	
9							- Low Wealth - Small County - At Risk - Improve Account. - Other	
10							- Low Wealth - Small County - At Risk - Improve Account. - Other	
11							- Low Wealth - Small County - At Risk - Improve Account. - Other	
12							- Low Wealth - Small County - At Risk - Improve Account. - Other	
Page Total								
Grand Total								

**GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2007
SESSION LAW 2007-323
HOUSE BILL 1473**

DISADVANTAGED STUDENT SUPPLEMENTAL FUNDING

SECTION 7.8.(a) Funds are appropriated in this act to address the capacity needs of local school administrative units to meet the needs of disadvantaged students. Each local school administrative unit shall use funds allocated to it for disadvantaged student supplemental funding to implement a plan jointly developed by the unit and the LEA Assistance Program team. The plan shall be based upon the needs of students in the unit not achieving grade-level proficiency. The plan shall detail how these funds shall be used in conjunction with all other supplemental funding allotments such as Low-Wealth, Small County, At-Risk Student Services/Alternative Schools, and Improving Student Accountability, to provide instructional and other services that meet the educational needs of these students. Prior to the allotment of disadvantaged student supplemental funds, the plan shall be approved by the State Board of Education.

Funds received for disadvantaged student supplemental funding shall be used, consistent with the policies and procedures adopted by the State Board of Education, only to:

- (1) Provide instructional positions or instructional support positions and/or professional development;
- (2) Provide intensive in-school and/or after-school remediation (Note 1);
- (3) Purchase diagnostic software and progress-monitoring tools; and
- (4) Provide funds for teacher bonuses and supplements. The State Board of Education shall set a maximum percentage of the funds that may be used for this purpose (Note 2).

The State Board of Education may require districts receiving funding under the Disadvantaged Student Supplemental Fund to purchase the Education Value Added Assessment System in order to provide in-depth analysis of student performance and help identify strategies for improving student achievement. This data shall be used exclusively for instructional and curriculum decisions made in the best interest of children and for professional development for their teachers and administrators.

Notes:

1. These funds cannot be used to pay teachers that are 100% employed to work before, during or after school. Saturday Academies or during intersession will be acceptable extra curricular activities which may be compensated for with the DSSF funds.
2. The maximum percentage that may be used for bonuses or supplements of the total funds allocated will be 35% for FY 2007-08.

DISADVANTAGED STUDENT SUPPLEMENTAL FUNDING PLANNING PROCESS FOR DEVELOPING THE ACTION PLAN FOR 2006-07

Data Analysis and Making Data-Driven Decisions

Data Analysis is critical to the decision-making process as the LEA makes a determination about the most effective strategies to implement. Using data to identify specific needs allows resources, personnel, and the professional development plan to be directed and focused toward the needs of the system and not randomly applied. This process will include an examination of the preliminary achievement data for 2005-06 as well as EVAAS data.

In addition to achievement data, the following should also be considered: student and faculty attendance rates, teacher turnover rate, administrator turnover rate, retention rates, dropout rates, long- and short-term suspension rates, expulsion rates, outcomes produced by programs that have been implemented for three years or more, the number of different programs being implemented simultaneously, the alignment of professional development with instructional needs of the LEA, the effectiveness of the LEA's mentoring program, etc. In other words, to develop an effective Action Plan, the LEA must know its own strengths, areas of weakness and the trends established by the LEA over the last few years.

This year, Action Plans will be approved for presentation to the state Board for approval only after there is certainty that it reflects the academic needs of the systems as provided through an analysis of the system's data. Complete the information requested below. Be sure each of the Local Team members have a copy and bring two copies to be submitted to Elsie Leak at the **Data Work Session** scheduled for July 21, 2006.

LEA _____

Part 1. Student Performance Profile – Base on Preliminary District Data

- A. **Elementary Level.** LEA Data Manager should complete the information requested below for Reading so it can be used in preparing the LEA Action Plan. Math will be addressed later.

Grade	Total # of Students	Reading				Mathematics			
		# of Students at Level				# of students at Level			
		I	II	III	IV	I	II	III	IV
3									
4									
5									

_____ Student Attendance

_____ Teacher Turnover Rate

_____ # of Retentions

_____ Faculty Attendance Rate

_____ Dropout Rate

_____ Principal's Tenure in Years

_____ Out-of-School Suspensions

_____ # of 10 Yr+ Teachers

_____ # of Lateral Entry Teachers

_____ # of 0-5 yr. Teachers

B. **Middle School Level.** LEA Data Manager should complete the information requested for below for **Reading** so it can be used in preparing the LEA Action Plan. Math will be addressed later.

Grade	Total # of Students	Reading				Mathematics			
		# of Students at Level				# of Students at Level			
		I	II	III	IV	I	II	III	IV
6									
7									
8									

_____ Student Attendance

_____ Teacher Turnover Rate

_____ # of Retentions

_____ Faculty Attendance Rate

_____ Dropout Rate

_____ Principal's Tenure in Years

_____ Out-of-School Suspensions

_____ # of 10 yr+ Teachers

_____ # of Lateral Entry Teachers

_____ # of 0-5 yr. Teachers

C. **Secondary Level.** LEA Data Manager for each secondary school should complete the information requested below so it can be used in preparing the LEA Action Plan.

Subject	Total # of Students	# Scoring at Level I	# Scoring at Level II	# Scoring at Level III	# Scoring at Level IV
English I					
Algebra I					
Civic/Economics					
Biology					
US History					

_____ Student Attendance

_____ Teacher Turnover Rate

_____ # of Retentions

_____ Faculty Attendance Rate

_____ Dropout Rate

_____ Principal's Tenure in Years

_____ Out-of-School Suspensions

_____ # of 10 yr+ Teachers

_____ # of Lateral Entry Teachers

_____ # of 0-5 yr. Teachers

Part II. Use the School and other LEA information to determine the major focus of the Action Plan

- A. List the three schools by organizational level (elementary, middle) that have the greatest need in reading (poorest student academic performance) and/or math.**

<u>Elementary</u>	<u>Middle</u>
1.	1.
2.	2.
3.	3.

- B. List the high schools that have the lowest achievement in English I, Algebra, I, Civics and Economics, Biology and U. S. History**

<u>High School</u>
1.
2.
3.
4.

C. District Subgroup Performance

- How many subgroups does the district have? _____
- How many subgroups made AYP? _____ Did not make AYP? _____
- List the three subgroups that have the best performance:
_____, _____, _____
- List the three subgroups that have the poorest performance and give the subject:
Subgroup Subject

_____	_____
_____	_____
_____	_____

5. List the Schools that did not make AYP with total # of targets and the # missed.
Start the list with elementary schools

<u>School</u>	<u>Total # of Targets</u>	<u># of Targets Missed</u>
1.		
2.		
3.		
4.		

D. In the Action Plan, include the following measurable objectives:

1. Reduce the teacher turnover rate from _____ to _____ for 2005-06.
2. Increase the number of elementary level students scoring at level III and/or IV in reading and mathematics by 10 % or more.
3. Increase the number of middle grade students scoring at level III and/or IV in reading and mathematics by 10% or more
4. Increase the number of high school students scoring at Level III and/or Level IV in English 1, Algebra I, Civic/Economics, Biology and U.S. History.

- E. Assign a member of the Central Office staff to be responsible for each of the four major objectives. List the names below. The central office point person should manage and implement the strategies in collaboration with the appropriate principals and school improvement team leaders or other school level leaders.**

<u>Objective</u>	<u>Central Office Point Person</u>	<u>Contact Information</u>
1		
2		
3		
4		

August 29, 2006

TO: Superintendents
Charter Schools Executive Directors

FROM: Elsie C. Leak

Philip W. Price, Associate Superintendent
Financial and Business Services

RE: Disadvantaged Student Supplemental Funding Allocation for 2006-07

As you are aware, Disadvantaged Student Supplemental Funding (DSSF) was provided to sixteen (16) districts over the past two year in a pilot program. In the 2006 Session of the General Assembly, the funding was expanded to include all LEAs. The legislation requires districts to submit a plan for use of the funds to be approved by the State Board of Education prior to the funds being distributed. The State Board of Education has adopted an abbreviated format for districts to use in completing their plans for 2006-07. The allocated funds must be used for implementation of educational strategies that will improve student academic performance. The specific strategies that can be adopted for use by a district are included in the legislation, which is attached (S. L.2005-276 (SB622) - Section 7.8 (a).). The legislation also allows the State Board to require a school district to use the funds to purchase the Education Value Added Assessment System (EVAAS). Although this is a requirement for the original 16 funded districts, it will not be a requirement this year for all the other school districts. Districts should complete their plans and submit them to Elsie C. Leak by **Friday, September 15, 2006**.

The following documents are enclosed for your information and convenience:

- legislation that authorizes and guides the use of these funds;
- format approved by the State Board for development of district plans; and
- allocations for 2006-07.

If you have questions, please contact either Philip Price (pprice@dpi.state.nc.us) at 919-807-3600, Paul LeSieur (plesieur@dpi.state.nc.us) at 919-807-3701 or Elsie Leak (eleak@dpi.state.nc.us) at 919-807-3761.

ECL/PWP/rk

C:

Attachments

Executive Summary

The DSSF Pilot Evaluation: Report 1

In 2004, Governor Mike Easley and the North Carolina State Board of Education established the Disadvantaged Student Supplemental Fund (DSSF) as a pilot program in 16 of the state's most educationally disadvantaged districts. The overarching goal of the program, which is the focus of this report, was to increase the learning and academic performance of students, especially disadvantaged students. During the 2004-2005 school year, the program provided \$22.4 million to the pilot districts. The program allowed districts flexibility in using the funds to attract and retain qualified, competent teachers and to provide enhanced instructional opportunities to students at risk of school failure. The NC Department of Public Instruction (DPI) was required to provide assistance and monitor the program through the Local Education Agency Assistance Program (LEAAP).

The pilot program continued with slightly increased funding for the 2005-2006 school year. In 2006-2007, the Governor recommended expanding the program statewide, and the North Carolina General Assembly appropriated \$49.5 million for DSSF along with significant increases in other state education programs.

In 2005, the General Assembly mandated an evaluation of the effectiveness of the strategies funded by the DSSF program, as well as the effectiveness and efficiency of DPI's LEAAP teams. This is the first of several reports from the evaluation team organized through the University of North Carolina at Chapel Hill. The evaluation team assembled and analyzed data on expenditures, teachers, and students from a number of sources within the NC Department of Public Instruction. The team also collected implementation data from each of the districts through interviews with district administrators and principals, as well as focus groups with teachers.

Findings from the DSSF Evaluation: Report 1

A main purpose of this report is to describe in detail student performance and educational resource allocation – including both human and financial resources -- in the 16 pilot districts during the first year of DSSF funding, before that funding could be expected to improve conditions or outcomes. In one sense, the report will provide a baseline against which we will assess progress in DSSF districts over time. In another sense, however, the detailed descriptive information presented in this report is more than simply a baseline. This report documents disparities in access to high quality teachers between the DSSF districts and the rest of the state and within the DSSF districts, the flow of students into and out of academic proficiency, and the implementation of the pilot program, including how funds were expended by the districts.

Here are some of the main findings presented in this report:

1. Academically disadvantaged students in the DSSF districts were substantially less likely to be taught by high quality teachers than were the proficient students in those districts. Moreover, the disadvantages of these students were compounded by the fact that the students

in the DSSF districts were substantially less likely to be taught by high quality teachers than were the students in the rest of the state. This was true across all eleven indicators of teacher quality we measured and across elementary, middle and high schools. For example, only 53% of the educationally disadvantaged high school students enrolled in classes with End of Course (EOC) exams in the pilot districts had access to a teacher who was licensed to teach their courses. In the rest of the state, previously proficient students had access to teachers licensed to teach EOC courses approximately 70% of the time.

For an additional example, 2% of the time academically disadvantaged elementary students in the DSSF districts were taught by a Nationally Board Certified Teacher whereas over 8% of the time proficient elementary students in non-DSSF districts had access to these highly skilled teachers.

As a result of the inequities in teacher quality, academically disadvantaged students were less likely rather than more likely to be taught by strong teachers who could help them make up the deficit.

2. With remarkably few exceptions, students living in poverty and minority students were substantially less likely to be taught by higher quality teachers than were their more economically advantaged and White peers. For example, 43% of the middle school students who were living in poverty in the DSSF districts were taught by teachers with above average scores on their PRAXIS exams, while 56% of their more affluent peers in these districts and 61% of their more affluent peers in the rest of the state were taught by such teachers.

3. The pilot districts were among the most academically disadvantaged in North Carolina. At the end of 2005, in DSSF districts the percentage of third through fifth grade students who tested proficient was approximately eight percentage points below the percentage who demonstrated proficiency in reading in other NC districts and more than five points below the rest of the state in math. For sixth through eighth graders, the difference between the performance of students in DSSF districts and non-DSSF districts was almost eight percentage points in reading and over seven percentage points in mathematics.

4. From one grade to the next, more students in the pilot districts drop below proficiency in math, but in reading there is a precipitous drop in proficiency during the first year of middle school – a drop from which students spend the next two years recovering.

As they moved from one grade to the next in elementary school, nearly 2% of the students in DSSF districts fell below the proficiency level in mathematics each year. This drop in proficiency exceeded the rate at which students gained proficiency by nearly four percentage points during middle school. While more students gained proficiency than fell below in reading each year in elementary school, a net drop of 9% in the proficiency rates of students occurred during their first year in middle schools in the DSSF districts.

5. High school students in the DSSF districts who were not proficient in either math or reading in the 8th grade were unlikely to pass their End of Course (EOC) tests in Algebra I, English I or Biology. Only 15% of the high school students in the DSSF districts who were not-

proficient in either reading or math at the end of eighth grade passed their Biology EOC test. In the DSSF districts, the passing rate in English I and Algebra I was approximately 39% and 49%, respectively, for high school students who were not proficient in either reading or math or both in the eighth grade. Furthermore, in the DSSF districts, 66% of the high school students who as eighth graders were proficient in math and reading went on to pass the Biology I test by 2005.

6. Teachers and administrators in the DSSF districts identified turnover of teachers and district leaders as the main problems that contribute to the low student performance and high drop-out rates in their districts. District personnel, principals, and teachers in these districts identified several causes for high turnover rates, including:

- competition among districts in the state and with neighboring states for a limited number of highly qualified teachers
- lack of discipline in the schools
- poor leadership
- poor student performance
- lack of adequate materials and supplies
- large numbers of Lateral Entry Teachers (teachers who enter teaching from another field) who fail the PRAXIS tests and are thus ineligible to continue;
- inadequate support and mentoring for new teachers
- the promotion of teachers to administrative positions
- large numbers of Teach for America teachers and Visiting International Faculty, programs that place teachers for two or three year commitments

6. The pilot districts spent most of their DSSF funds in the first two years on salaries for classroom teachers. However, districts encountered several issues in implementing the DSSF program during the two years of the pilot program and were not able to match the levels of salary supplements that other districts offered. Fifteen of the 16 pilot districts opted to implement various forms of salary incentives such as retention bonuses, salary supplements, or performance-based bonuses. On average, districts spent 65% of their total DSSF expenditures in the first year on recruiting and retaining teachers. In the first year of the DSSF pilot, as a set the 16 districts raised their average supplements from \$1,365 the previous year to \$1,559. In 2005-2006, across the 16 districts the average supplement was raised again to \$1,628. This represented a 16.15% increase from two years earlier, yet it continued to lag behind the state average of \$2,967 average.

7. The technical assistance provided by the Department of Public Instruction through its LEAAP teams was valuable to many districts, but at times the guidance was inconsistent. The LEAAP teams were assigned to provide support in the development of each district's plan, review the plans for compliance with the DSSF funding requirements, and monitor the activities in each district. Teachers, principals, and district officials indicated that the two most common roles were helping to write and edit the DSSF plans and acting as an advisor/mentor for district office personnel. Due to the variety of roles taken on by the LEAAP teams and the limited amount of guidance and up-front training they received, some issues arose during the teams' interactions with the individual districts. The issue that most affected implementation of DSSF was the conflicting information provided to the districts. Currently, the LEAAP teams are no

longer serving the DSSF districts. Instead, three individuals have been assigned to monitor and aid all districts with their plans.

Summary and Next Steps

The Governor and General Assembly increased the state's commitment to disadvantaged students by more than doubling the funding for the Disadvantaged Student Supplemental Fund for 2006-2007 and increasing other funds targeted to confront economic disadvantages, as well. However, the evidence in this report identifies serious issues that may present obstacles for moving greater numbers of North Carolina students into academic proficiency, even with the substantial funding increases.

Clearly, access to higher quality teaching is an issue that must be confronted before significant progress can be made in reducing academic disadvantages. Disadvantaged districts have more students who are below proficiency than other districts and more students dropping below proficiency every year than the rest of the state. Disadvantaged students in disadvantaged districts suffer great disparities in terms of access to the kinds of teachers that research shows can produce higher levels of student performance in tested grades and courses. These disparities occur in a state where about 80% of the teachers in grades three through five were fully certified to teach in those grades and fewer than 65% of the middle and high school teachers who taught tested subjects were fully certified to teach those classes.

State education officials as well as the teachers and district leaders throughout North Carolina recognize that high teacher turnover and turnover in leadership are major obstacles to achieving higher levels of student performance. However, current efforts at ameliorating these problems are being undermined by intra-state competition for effective teachers and able school leaders who can improve student learning in schools and districts with high levels of disadvantages. Currently, the state lacks the capacity and resources to guide the improvements in these districts. These educational disparities cannot be solved by taking action only at the school level because school efforts are affected by state and districts policies as well as their own actions.

In this report, we present strong evidence that creates a basis for initial actions. At the same time, we commit to redoubling our efforts to carefully study the effects of additional funding from DSSF and pinpoint issues that stand between the funding and achieving higher and higher levels of student success. In the next year, we will add to our accumulating information about the changes that have occurred as a result of the Disadvantaged Student Supplemental Fund and the effects of those changes. This summer, we will report on the changes in access to higher quality teachers and patterns of student performance in the 16 pilot districts that occurred between the first and the second year of the program. Soon after, we will provide an analysis of the effects of DSSF and higher quality teachers in high schools. Reports on the other levels of schooling and the first year of statewide funding will follow during the 2007-2008 fiscal year.

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Joint Legislative Education
Oversight Committee

April 8, 2008



Parent Involvement Initiative

A Presentation of the North Carolina PTA Parent Involvement Initiative

Joint Legislative Education Oversight Committee

April 8, 2008

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Parent Involvement Initiative

Members of the Joint Legislative Education Oversight Committee:

In a historic move in the area of parent involvement, in 2007, the North Carolina General Assembly appropriated \$262,500 to the North Carolina PTA for the NCPTA Parent Involvement Initiative. While it is no secret that one of the primary factors in a child's educational success is the level of parent involvement in the child's education, the General Assembly had never before funded a program like the NCPTA Parent Involvement Initiative.

On behalf of the over 225,000 members of NCPTA, I want to thank you for supporting this critical initiative. The \$262,500 appropriation helped NCPTA start the Parent Involvement Initiative in six counties. The counties NCPTA focused on in its first year of the Parent Involvement Initiative are Alamance, Anson, Cumberland, Forsyth, Hoke, and Mecklenburg.

The NCPTA Parent Involvement Initiative is a new approach to parent involvement for NCPTA. Traditionally, NCPTA has relied on its volunteers to pursue its goals and programs. Yet, NCPTA realized that what North Carolina needs to promote effective and enhanced parent involvement are motivated and dedicated professionals whose job it is to wake up in the morning and focus on enhancing parent involvement in North Carolina. This is not business as usual for PTA. The role of these motivated professionals, or regional coordinators, is to reach out to parents and families who have not been effectively involved in their children's school and education.

The following documents describe the NCPTA Parent Involvement Initiative in greater detail. If you have any questions regarding this initiative, please do not hesitate to contact me at (919) 740-5077. In the areas we are currently focusing, the NCPTA Parent Involvement Initiative is improving and enhancing parent involvement. Parents are becoming more engaged in their children's education.

While \$262,500 was a generous appropriation from the General Assembly, more funding will be necessary if NCPTA is to expand the Parent Involvement Initiative statewide. This short session, NCPTA requests that funding for the Parent Involvement Initiative be continued and increased so that we can continue this important work.

I look forward to discussing this important initiative with you.

Sincerely,

A handwritten signature in dark ink that reads "Debra Horton". The signature is fluid and cursive, with the first name "Debra" being more prominent.

Debra Horton
NCPTA President

**We Must Involve Parents in Their Children's Education,
In Every School**

- Informed and involved parents are essential to every child's educational success.
- Declining parent involvement is a crisis, and it is hurting children.
- North Carolina is experiencing a high dropout rate that must be addressed and involved parents will make a difference.
- NCPTA can help North Carolina respond to the crisis.
- With over 225,000 members,

. . . NCPTA is the oldest and largest parent organization in our state;

. . . NCPTA understands that different schools require different approaches;

. . . NCPTA has vast experience with parent involvement programs.

How Will NCPTA Involve More Parents?

By funding a creative effort to make sure there is a parent involvement program in every school and community, designed and run by volunteer parents and NCPTA professionals working cooperatively with school teachers, school administrators, and community leaders.

The goal **is** to expand NCPTA's statewide network of volunteers working to improve parent involvement in every school and community. This can be done in countless different ways, and NCPTA has experience with virtually all of them.

The goal **is not** to impose on schools a centrally-designed "parent involvement program" from Raleigh, which will never work.

The heart of the NCPTA Parent Involvement Initiative is finding, encouraging and advising volunteer parents who can then lead parent involvement activities in their schools. NCPTA will utilize professional expertise in areas most beneficial to parents to help make this happen. Volunteers often need help getting started; after that, they can and do work miracles.

NCPTA Parent Involvement Initiative is led and managed by NCPTA President Debra Horton. The headquarters of the NCPTA Parent Involvement Initiative is the NCPTA office in Raleigh. Top professional staff is employed to assist Ms. Horton in this Initiative. With sufficient funding, NCPTA's goal is to hire a professional coordinator in each education region whose job will be to increase parent involvement in his or her assigned education region.

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Parent Involvement Initiative

NCPTA Parent Involvement Initiative staff work to gain a comprehensive understanding of parent involvement programs across the nation and incorporate aspects of the most successful programs. Good ideas that work in one area will be disseminated statewide.

NCPTA uses a creative combination of modern and time-tested techniques, from online communication and user-friendly resource materials, to hands-on assistance from NCPTA professional staff, all designed to help parents help their children in ways that work best for them.

NCPTA collaborates with other organizations focused on improving education in North Carolina. NCPTA cooperating partners include National PTA, the Appleseed Foundation, North Carolina Department of Public Instruction, the North Carolina Public School Forum, and NC Healthy Schools.



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QUOTES FROM THE FIRST YEAR OF NCPTA PARENT INVOLVEMENT INITIATIVE

"With the support of the parent involvement coordinator and the training from the NCPTA Emerging Minority Leaders conference, I have been able to start and maintain a PTSA at my school. It hasn't been easy, but we are keeping it together. I speak with the coordinator weekly on ways to provide parent involvement activities to my school and parents."

Tesha Cotton

President of Business & Finance PTSA at Garinger

"We're excited about the possibilities of getting greater parent involvement...our new principal is really supportive of our efforts toward greater parent involvement."

Linda Hall

Assistant Principal

Garinger Traditional High School

"Thank you for giving David H. Petree Elementary School the opportunity to have Melissa Wagar as our NCPTA PII Regional Coordinator. It is our hope that she will continue to help us at Petree. Melissa has brought a wealth of knowledge, experience, expertise, dedication and above all commitment to our PTA. We have enjoyed her partnership. Her time and service to our PTA has afforded our parents and teachers with multiple opportunities to invest further in the academic progress of our students in order to help our students perform well in daily learning and life skills. She has also encouraged more parents to get on board and to commit their time and service to our PTA. Melissa Wagar is a model PTA support liaison. Her enthusiasm, creativity and strength of character have given our PTA the energy boost it needs. We applaud Melissa Wagar!"

Shelia F. Burlock, M.Ed., Principal, David H. Petree Elementary School

Laura Quesinberry, PTA President

Mia Parker, Home School Coordinator and Volunteer Liaison

"I have been greatly impacted by the NCPTA PII program. It has been a rewarding experience as well as educational. As a parent, it is helping me to understand what students are going through."

Delphenia Washington

Philo Middle School

SUPPORT FOR EFFECTIVENESS OF PARENT INVOLVEMENT

The NCPTA Parent Involvement Initiative involves parents in the education of their children in ways that positively influence the academic achievement of students in high-need schools.

The Parent Involvement Initiative is based on the following premises:

- Effective parent engagement is one factor required for student success

A large body of research confirms that when parents are involved with their children's learning at home and involved in their children's school, students achieve at higher levels and schools improve. In fact, research confirms that the character and quality of a parent's involvement with their children's education has greater influence on student success than family education and socioeconomic levels.¹

- Parents will engage effectively when barriers are removed. The research literature also suggests that whether to engage or not, is a deliberate choice that all parents make. That choice is influenced by three primary psychological constructs: How parents develop their job description as a parent (role construction); how confident parents feel about their ability to help their children (efficacy); whether parents feel invited – both by their children and by the school. Addressing these primary psychological barriers must precede efforts to remove other physical barriers related to timing, location, transportation, childcare, etc.²
- Home-school partnerships thrive when certain conditions exist, and those conditions are defined in the PTA Standards for Family-School Partnerships.³
- Creating and sustaining conditions required for effective parent engagement, and supporting parents in their efforts to engage requires the expertise and continual support of skilled and motivated professional practitioners employed for that purpose.

There is a great deal of research that supports the potential of a successful parent involvement project in demographically challenged counties. In a published brief titled *Lessons From Family-Strengthening Interventions: Learning From Evidence-Based Practices*, Margaret Caspe and M. Elena Lopez of the Harvard Family Research Project highlighted examples of successful

¹ Anne T. Henderson and Karen L. Mapp, *A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement* (Austin, TX: Southwest Educational Development Laboratory, 2002).

² Kathleen Hoover-Dempsey and Howard Sandler, "Why do parents become involved in their children's education?" *Review of Educational Research*, 67(1) 1997, 3-42.

³ National PTA Standards for Family-School Partnerships

parent initiatives based on their review of interventions that have been rigorously evaluated through experimental studies.⁴ Their findings include:

- **Family-strengthening programs can positively change the family environment.**

"Family environment" refers to characteristics of the home that influence children, including the physical setting, parents' health and well-being, and the presence of routines and structure. The family-strengthening programs in our review were able to positively impact family functioning, cohesion, communication, and parents' social networks and self-confidence, as well as decrease parents' levels of depression. For example, Families and Schools Together (FAST), an 8-week program for families and children held in school and community locations, had some of the most robust family environment findings. In an experimental evaluation of the program, families in the intervention group who participated in FAST were more likely than control-group families to seek substance abuse treatment or mental health counseling at the completion of the program, to pursue adult education, and do volunteer work in the community and become community leaders. The creation of a support network for parents during and after the program helped to contribute to these results.

- **Parent-child relationships can be altered.**

"Parent-child relationships" refers to the connectedness between parents and children. Programs in this review were able to strengthen parents' involvement, bonding, and communication with their children and thereby improve parent-child relationships. For example, the evaluators of the Guiding Good Choices program, a multimedia program of multiple two-hour sessions held over five consecutive weeks, carefully detailed the ways in which the program increased parents' warmth and sensitivity toward their children, which in turn helped reduce problem attitudes and behaviors among youth.

- **Family-strengthening programs can modify parenting skills.**

"Parenting skills" refers to the skills necessary for parents to effectively nurture and manage children's behavior. The programs reviewed here increased positive child-rearing practices, discipline, limit-setting, control, and monitoring. For example, the Incredible Years program, designed to provide training for parents of toddlers and preschoolers, demonstrated in various experimental studies that their eight to nine-week parent-training program significantly increased Head Start parents' positive and nonpunitive parenting skills. In one study, parents enrolled in the program used fewer critical statements, commands, and punitive discipline strategies with their children than parents in control centers, both immediately after the program and one year later.

⁴ Margaret Caspe and M. Elena Lopez, *Lessons Learned From Family-Strengthening Interventions: Learning From Evidence-Based Practice* (Cambridge, MA: Harvard Family Research Project, 2006).

- **Family involvement in learning at home and school is amenable to change.**

For the purpose of this brief, “family involvement” refers to parents’ efforts to support children’s learning and development in the home as well as to parent participation and relationships with the school. Our review shows that family involvement within the home is responsive to intervention. Programs increased parents’ desire and ability to talk with children about school, strengthened their confidence in helping children in academic activities such as homework, and raised hopes and expectations for children’s futures as learners.

MAJOR OBJECTIVES OF THE NCPTA PARENT INVOLVEMENT INITIATIVE

- Increase the number of intensive, effective, and inspirational parent/family involvement programs and events at assigned schools
- Reach out to and utilize community leaders and resources to increase the level of parent/family involvement with parents that do not regularly (if at all) attend local PTA meetings and other parent events related to the success of their child's education
- Establish and continue regular and relevant communications with all parents at assigned schools regarding issues related to enhanced parent involvement and their children's educational success
- Gather, organize, and analyze data regarding the status of parent/family involvement and needs of parents/families at assigned schools
- Develop active local PTAs at assigned schools with focus on improving education
- Work with school leaders and parents to develop an effective family involvement policy
- Help teachers learn how to effectively work with parents to improve their children's education. Increase number and quality of parent and teacher conferences
- Become familiar with, gather, and utilize resources available regarding national best practices models.

General Timeline

October 2007

- NCPTA received funding from the North Carolina General Assembly
- Potential regional coordinators were interviewed and regional coordinators were selected
- Regional Coordinators attended training October 9th-October 10th

November 2007- January 2008

- Regional coordinators interviewed superintendents, principals, teachers, and parents.
- Compiled information for school profiles on level of parent involvement in the schools.
- Compiled list of community leaders and faith-based leaders and met with community leaders and faith-based leaders
- Regional coordinators held parent involvement events at assigned schools and community workshops for parents
- Regional coordinators met with individual parents to discuss ways to be more involved in their children's education
- Prepared for NCPTA Emerging Minority Leaders Conference

February-March 2008

- Emerging Minority Leaders Conference held the first weekend of February
- Regional coordinators continued meetings with school administrators, teachers, and parents
- Regional coordinators continued holding parent involvement events at assigned schools and community workshops for parents
- Regional coordinators continued to meet with parents
- Preparation for May Parent Education Conference

Parent Involvement Initiative

NCPTA PARENT INVOLVEMENT SCHOOLS 2007-2008

County-School Name	Grade Span	School Size	Student Population (2007-2008 data)				Free and Reduced Lunch	ABC Classification Priority School Growth			AYP Classification Adequate Progress Made		Number of Teachers				
			White	Black	Hispanic	Other		High	Expected	Didn't	Yes	No	Total	% Fully Licensed	NBCT	% 0-3 yrs	% Turn over
Alamance County Broadview Middle	6-8	733	11%	47%	41%	1%	80.53%			X		X	56	86%	1	45%	36%
Anson County																	
Wadesboro Primary	K-3	421	23%	73%	1%	3%	80.37%		X			X	41	95%	3	34%	29%
Wadesboro Elem.	3-6	330	13%	83%	1%	3%	81.38%	X				X	31	97%	1	16%	24%
Cumberland County																	
Douglas Byrd Middle	7-8	704	27%	60%	8%	5%	82.45%					X	49	88%	1	39%	41%
Seventy-First High	9-12	1,774	15%	74%	9%	2%	46.22%		X			X	108	82%	6	32%	33%
Forsyth County																	
North Forsyth High	9-12	1,305	33%	49%	17%	1%	46.19%		X		/	X	87	90%	8	14%	24%
Pertree Elem.	PK-5	371	4%	87%	9%		94.09%			X		X	43	98%	7	21%	32%
Philo Middle	6-8	411	7%	51%	42%		88.08%			X		X	39	80%	1	33%	42%
Hoke County																	
Hawk Eye Elem.	PK-5	459	details not available				100.00%		X SP		X		33	97%	1	33%	34%
West Hoke Elem.	PK-5	301	14%	58%	8%	20%	95.00%			X		X	26	96%	n/a	50%	29%
Mecklenburg County																	
Garinger High	9-12	741	7%	68%	21%	4%	78.46%					X	126	78%	5	33%	42%
West Charlotte High	9-12	2,073	1%	89%	7%	3%	75.36%	X				X	131	79%	5	31%	31%

** Data from NC School Report Cards 2006-07

SP = School of Progress

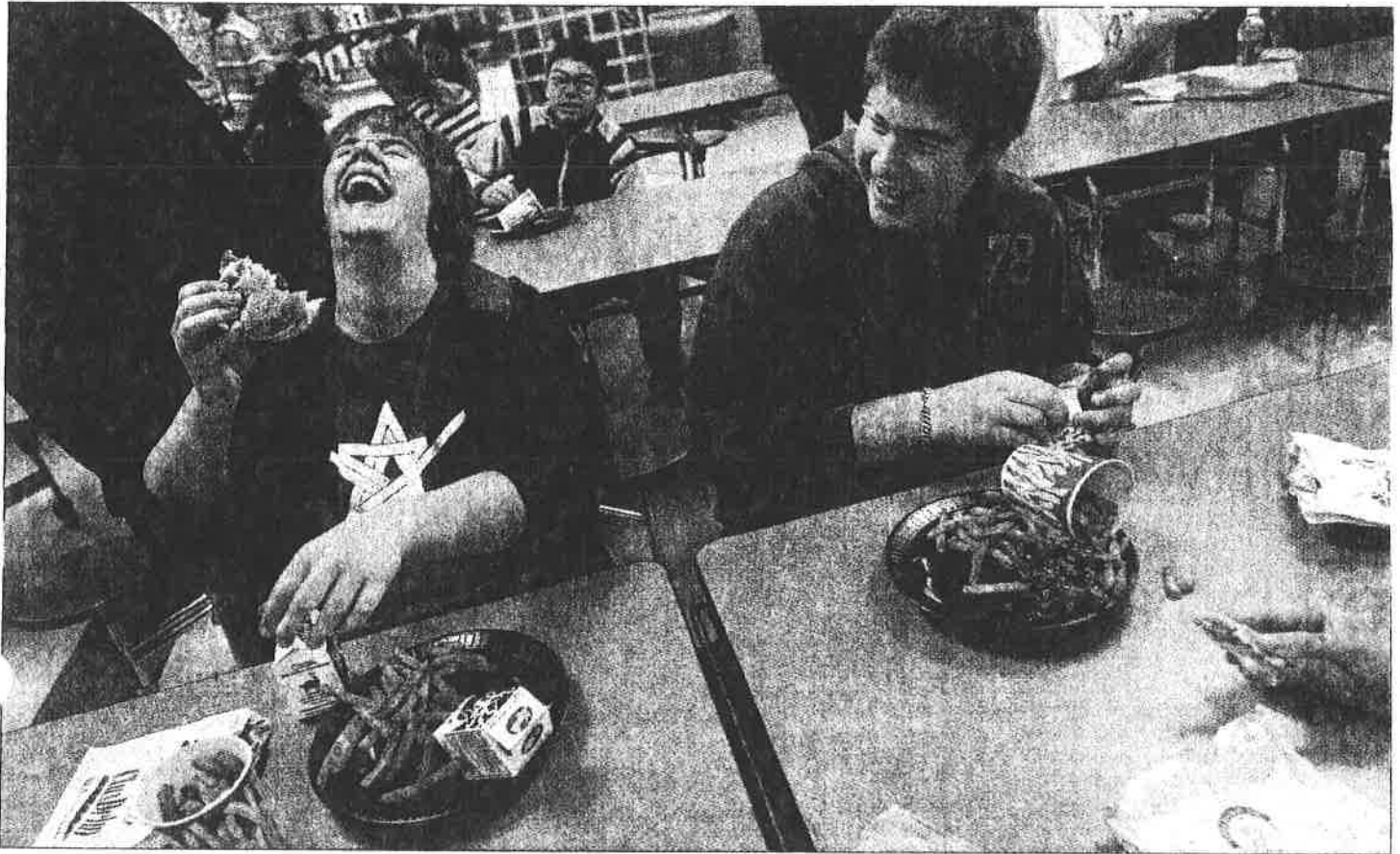
NC PTA Emerging Minority Leaders' Conference
February 1-2, 2008
Wake Technical Community College Conference Center
9101 Fayetteville Road
Raleigh, North Carolina 27603

<u>Time</u>	<u>Activity</u>	<u>Location</u>	<u>Speaker</u>
<u>Friday, February 1</u>			
6:30 p.m.-7 p.m.	Registration and Workshop Selections	Wake Tech Lobby	
7 p.m.-8:30 p.m.	Meet and Greet Reception - Heavy hors d'oeuvres	Wake Tech Student Services Conference Center Pre-function Area	
<u>Saturday, February 2</u>			
8:00 a.m.	Registration continues -	Wake Tech Conf. Center Lobby	
	Juice and Coffee provided	Pre-function Area	
	Workshop Selections		
	History of PTA on Review		
8:45 a.m.-9:30 a.m.	Greetings/Purpose		Debra Horton, NCPTA Board of Directors
			Speaker: Michael Knowles, NPTA, Director, Membership and Field Operations
	Workshop Locations/Agenda		Rita Jerman, NCPTA Board of Directors
9:45 a.m.-10:45 a.m.	Workshop Block 1		
Sessions:			
Group A:	<i>Cultural Competency: Working to be Understood and Understand Others</i>		
Group B:	<i>Engaged Leadership: Building a Culture to Overcome Community Disengagement</i>		
Group C:	<i>Internet Safety</i>		

Parent Involvement Initiative

11 a.m.-12:00 p.m.	Workshop Block 2		
Sessions:			
Group A:	<i>Engaged Leadership: Building a Culture to Overcome Community Disengagement</i>		
Group B:	<i>Cultural Competency: Working to Be Understood and Understand Others</i>		
Group C	<i>RACI Matrix</i>		
12:15 p.m.-1:00 p.m.	Lunch		
1:15 p.m.-2:15 p.m.	Workshop Block 3		
Group A, B, and C combined:	<i>Standing up for Something: What is an Advocate and How do I do it Effectively: by Derrick Byrd, NCPTA Board of Directors</i>		
2:15 p.m.-3:15 p.m.	Celebration of Leaders		Pepper Hines
3:15 p.m. - 3:30 p.m.	Charge to Leaders		Debra Horton and Mildred Poole
	Conclusion/Safe Travels Home		

KIDS' WAISTLINES VS. BOTTOM LINE



John Wallace, left, and Connor McCauley have chosen spicy french fries and the Clux Delux chicken sandwich for lunch at Millbrook High School in Raleigh, although the cafeteria sells nutritious food with fewer calories and less sugar and saturated fat.

STAFF PHOTO BY ETHAN HYMAN

To break even, cafeterias must make money on popular, fattening choices

BY ANDREA WEIGL
STAFF WRITER

Connor McCauley and John Wallace, two freshmen at Raleigh's Millbrook High School, don't mull the cafeteria's offerings at lunchtime. They dig into spicy fries and the Clux Delux chicken filet sandwich, a combo that packs 875 calories.

When asked why they don't choose a chef salad or mixed vegetables, Wallace replies as if such items never cross his mind, let alone his lips. He asks, "Salad and veggies?"

So much for teenagers choosing long-term health over immediate, greasy gratification.

Officials in Wake and other Triangle counties say they are doing what they can to help fight a national childhood obesity epidemic. In 2006, a quarter of North Carolina's children ages 5 to 11 were overweight — as were 30 percent of those 12 to 18.

But students will eat what they want, and it is tough to sell salads with the smell of fry oil in the air.

Those responsible for school lunches on the

district level say they are not to blame for the tempting and fattening food still offered. They point to federal and state lawmakers who have created a system that requires them to fulfill opposing mandates: Deliver nutritious meals while marketing and selling enough extra food to keep the books balanced.

What will high school students pay extra for? French fries. Otis Spunkmeyer cookies. Pizza Hut pizza.

SEE **WAISTLINES**, PAGE 14A

SUNDAY, NOVEMBER 18, 2007

THE SUNDAY

NEWS
&
OBSERVER

WAISTLINES

CONTINUED FROM PAGE 1A

"It's very simple: We have to pay our bills," said Nadine Goodwin Blake, executive director of child nutrition services for Durham Public Schools.

The situation is further complicated by a U.S. Department of Agriculture requirement that school cafeteria meals provide a minimum number of calories. Nutritious foods alone often fall short, forcing schools to add high-calorie dishes or risk losing their federal free- and reduced-price lunch subsidy.

A la carte sales vital

The pressure to add foods that add pounds is particularly strong under North Carolina's financing system.

In Wake County, last year's child nutrition budget was \$43 million. Of that, \$25 million came from the federal government to pay for free and reduced-price lunches. The lunches must meet strict federal dietary guidelines on calories, fat, salt, and so forth. Five million dollars came from students who paid the full price. The remaining \$13 million came from "supplemental sales," or the sale of a la carte french fries and Pizza Hut pizza or extra milk, sandwiches and cookies.

A little more than half of \$760 million or so spent annually for North Carolina school lunch programs comes from federal reimbursements for each of the 1.2 million meals served daily in the cafeterias. The rest of the budget comes largely from sales of a la carte foods.

"We have to have a la carte," said Beth Taylor, director of child nutrition services of Johnston County schools. "It's how we make money."

Other school nutrition directors across the Triangle agree that they couldn't meet their budgets without "a la carte" sales. For instance, when school cafeteria workers, like all other state employees, received a 4 percent pay raise this summer, lawmakers didn't provide money to cover the increase. So, Moody said, "I've got to sell more cookies to give a raise."

And to buy a new \$80,000 truck when the old one breaks down. And to cover the rising



Elsie Johnson, baker instructor, watches Elaine Motes cut dough into breadsticks at Smithfield-Selma High School.

STAFF PHOTO BY LESLIE BARBOUR

cost of milk. An 8-ounce carton costs 6 cents more this year.

In 2005, the legislature devised new dietary guidelines and set up a pilot program to test them in seven school districts. To cover budget deficits in any of those districts, \$25,000 was provided.

"Collectively, the school districts lost 15 times that amount in five months," said Lynn Hoggard, section chief for child nutrition services at the N.C. Department of Public Instruction. "We had to stop the pilot."

She said the pilot project lost money for two reasons: Healthy food is more expensive, and the cafeterias could no longer sell a la carte items that didn't meet the state's new dietary rules. As a result, lawmakers delayed the new guidelines until July 2009.

Earlier this year, state school nutrition officials sought \$15 million to ease the transition; legislators didn't put it in the budget. At a meeting Friday, they cited rising fuel and food costs and estimated that the programs would need more than that. They hope the legislature will come through with the money this spring.

Closer to home, Mark Rusin, food service director for the Chapel Hill-Carrboro school district, said that several years ago their school board introduced stricter dietary guidelines similar to those lawmakers want to require statewide. The school board has had to set aside money to cover cafeteria losses because labor and more nutritious food cost more. Last year's projected loss is \$260,000, Rusin said.

Economics might be responsi-

ble for keeping pizza, fries, burgers and ice cream on school cafeteria menus, but school dietitians have found ways to subtly cut fat while keeping favorite items.

School lunch menus are loaded with chicken nuggets, corn dogs, hamburgers and pizza. Parents could easily blame those meals for making their children fat.

'Stealth health'

What the parents don't realize — and school nutrition directors concede they have not gotten across — is that the nuggets are baked, not fried. The corn dogs are turkey. The corn dog batter is made with whole grain. Some burgers have ground cherries in them to boost fiber and vitamin A. The pizzas are topped with low-fat pepperoni and low-fat cheese.

The pizza crust has whole grain. The fat in some of those Otis Spunkmeyer cookies has been reduced. That Pizza Hut pizza is not what is sold at the store: Each slice has only 2 ounces of protein and 1/8 cup of tomato sauce.

It is called "stealth health," the same concept that recently put Jessica Seinfeld's book, "Deceptively Delicious," on The New York Times best-sellers list.

Beyond that, whole and 2 percent milk are gone. Little Debbie and Hostess snack cakes have been banished in Wake schools, as well as Sunny Delight drinks and full-fat ice cream.

Snacks sold in elementary schools are low-fat, low-sugar and low-salt. At Barwell Road Elementary School in southeastern

Wake County, the cookies are about the size of a half-dollar, half of what they used to be. The white frosting on the chocolate cake is 1/8-inch thick. The Lay's Cheddar & Sour Cream potato chips are baked. The ice cream bar is low-fat. A tour of the cafeteria's dried-goods pantry shows whole wheat pasta, low-sugar cereals and other products labeled zero trans fat, reduced-fat and one-third less sugar.

Healthful options

On a recent Tuesday at Barwell Road Elementary, kindergartners had their choice of pizza, peanut butter and jelly sandwiches, an Italian hot pocket, green beans, chef salad, cheese and crackers, pasta salad, tossed salad and pineapple chunks.

Marilyn Moody, Wake's child nutrition director, says the middle and high school students have also seen changes. A bank of vending machines at Southeast Raleigh Magnet High School offers water, 100 percent juice drinks, SoBe energy drinks and 12-ounce, instead of 20-ounce, Gatorades. The majority of the snacks are baked chips, baked Cheetos and Welch's fruit snacks. Although bags of Funyuns can still be found in one machine, Moody says she is weaning students from low-nutrition snacks.

All of those changes don't mean fattening foods aren't being served in high schools. Those deep-fried spicy french fries can accompany what is called a colossal burger that weighs in at 744 calories. A chicken hot wing basket contains 923 calories; cheese-stuffed breadsticks, 690 calories.

If state lawmakers want to improve school lunch menus, school nutrition officials say, their budgets should rely less on supplemental sales. Hoggard thinks investing in healthier school lunches might prevent future health-care costs as overweight children become overweight adults.

"I think we have to look at it as a return on investment," Hoggard said. "We can either pay now or pay later — in astronomical medical costs."

*The Associated Press
contributed to this report.*

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EDITORIAL FROM THE RALEIGH NC

NEWS AND OBSERVER

Saturday, November 24, 2007

Fries with that?

Depending on your taste for irony, it could rate as either delicious or disgusting. Yet there's no escaping the fact: North Carolina school systems can afford to supply their students with healthy lunches only if they sell what amounts to junk to other students on the side.

School officials say they're just trying to adhere to opposing mandates from federal and state lawmakers. The rules call for kids to have nutritious meals but also for the books to be balanced, and that makes the profits made from selling pizza, cookies and spicy French fries a la carte essential.

How does this food formula work? Wake County's school nutrition budget is \$43 million, \$25 million of which comes from the federal government to pay for free and reduced price lunches. About \$5 million comes from children paying full price for lunches and \$13 million from a la carte sales of heart-stoppers like the Clux Delux chicken filet sandwich with spicy fries — 875 calories.

Some of that a la carte money goes to things like raises for school cafeteria workers, who like all state employees re-

ceived a 4 percent bump this year. State lawmakers, however, didn't provide the money.

The absurdity of the situation is nicely captured by Wake's child nutrition director, who said: "I've got to sell more cookies to give a raise."

In 2005, the General Assembly devised new dietary guidelines, but with healthy foods costing so much more and with a

ban on the a la carte items that didn't meet the rules, a pilot program lost so much money that it had to be stopped.

This year, state school nutrition officials sought \$15 million to help systems ease into the new guidelines, but

legislators again didn't put the money in the budget.

With a quarter of North Carolina's children ages 5 to 11 and 30 percent of those 12 to 18 being overweight in 2006, it makes no sense to scrimp on public money for healthy lunches now only to pay the health-care costs associated with obesity and diabetes later.

It's time for lawmakers to bite the buttered roll and help our school cafeterias stop dishing out dietary disasters.



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School systems losing money on stale sales of healthy foods

By Michael Hewlett
JOURNAL REPORTER

With increased worry about childhood obesity, school officials across North Carolina are trying to get children to eat more apples and oranges and fewer french fries.

What they are finding is that those apples and oranges are more expensive than the french fries, and as a result, child-nutrition programs throughout the state are struggling.

"The thing that really concerns us is for several years, we have seen a trend across our state that programs are getting weaker and weaker financially," said Cindy Marion, the director of child

nutrition for Stokes County and the public policy and legislative chairwoman for the School Nutrition Association of North Carolina.

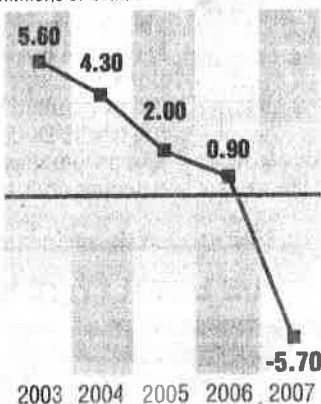
School lunches already have to meet federal nutrition standards, but the more popular a la carte items don't. That's changing as school districts replace fruit drinks with 100 percent juice drinks. As a result, profit is shrinking, officials say.

Between 2003 to 2007, a \$5.6 million profit in child-nutrition programs in North Carolina turned into a \$5.7 million loss, according to statistics from the N.C. Department of Public Instruction.

A costly school lunch

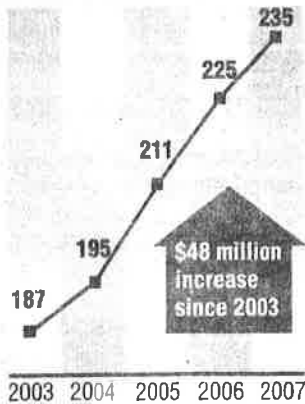
At many schools across North Carolina, healthier school lunches hurt the bottom line

Program profits statewide
millions of dollars



Source: N.C. Department of Public Instruction and Davie County Schools

Food costs statewide
millions of dollars



Price comparisons

Healthier choices cost schools more

100% Juice	33 cents
Juice drinks	26 cents
Whole grain cookie	23 cents
Regular cookie	17 cents



JOURNAL GRAPHIC BY JEREMY BOYD

LUNCHES

Continued From Page A1

During that period, the cost of food rose 26 percent.

Child-nutrition programs also have to pay for state-mandated salary increases, and the cost of fuel has increased as well, officials say. As school officials replace a la carte items, such as french fries, with healthier options, sales decline.

In Davie County, for example, the school-nutrition program is running a deficit of more than \$244,000. The program had extra expenses from opening Ellis Middle School last year, mandated salary increases and the rising cost of food and fuel, said Daughn Baker, the child-nutrition director for Davie County Schools.

All child-nutrition programs receive federal money, but it's not enough, Baker said.

Davie County Schools is not the only area school system struggling.

"It is definitely a concern, and we're trying to watch what we buy and how we purchase our foods," said Sherri Parks, the child-nutrition director for Surry County Schools.

Child-nutrition programs used to get plenty of federal support, said Lynn Hoggard, the section chief for child nutrition for the N.C. Department of Public Instruction.

In the 1980s, Congress cut money for child-nutrition programs, which began selling a la carte items as a way to raise revenue, she said. Many of those foods, such as pizza and snack cakes, were unhealthy but sold well enough to make child-nutrition programs financially self-supporting, Hoggard said.

That began to change as officials became more concerned about childhood obesity. According to the Centers for Disease Control and Prevention, more than 9 million children ages 6 through 19 are considered overweight. The percentage of young people who are overweight has tripled since 1980, the CDC says.

Schools began offering healthier a la carte items in cafeterias, but those items cost more, Hoggard said. For example, the cost of 240 regular cookies is about \$41, but the cost of 240 reduced-fat, whole-grain cookies is about \$55. And those healthier items don't sell as well, she said.

In North Carolina, the Healthy Weight Initiative recommended statewide nutrition standards for all foods and beverages in schools and child-care centers, and in 2003, several agencies, including the N.C. Department of Public Instruction, began developing nutrition standards for all food, including a la carte items.

In 2005, a pilot program for the nutrition standards was started in 124 elementary schools in seven school systems — Buncombe, Cumberland, Henderson, Hoke, Person, Pitt and Stanly.

None of the schools could meet the nutrition standards and lost a total of \$330,665 in just five months. Revenue losses from a la carte sales alone averaged \$5,377 per school, and even when nutrition standards were modified, school systems suffered significant financial loss, state officials said.

It could cost between \$15 million and \$20 million to implement nutrition standards in elementary schools, Hoggard said.

The key is to introduce

changes gradually, and schools can still serve food that children like, officials say. For example, many school districts offer pizza made with whole-grain flour.

A larger problem, Marion said, is that the state doesn't provide enough money

Rep. Larry Bell, a Democrat

who represents Sampson and Wayne counties, is a co-chairman of the House Education Committee. He said that child-nutrition programs need more state money.

"If the state wants us to provide nutritious food for children, to deal with the obesity problem

and all, they are going to have to provide money to do that," he said.

The culture also has to change, said Amy Moyer, a senior program coordinator for Action for Healthy Kids. Schools have to make sure that students are eating healthy foods in the cafeteria,

from vending machines and at school activities. To change that culture will take time, she said.

"It's a very new area and we're in the infancy stages," she said.

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Editorials

Worth the Cost

It's a shame that public-school programs aimed at getting North Carolina children to eat healthier foods are struggling financially. But in the long run, these programs are well worth their costs, and federal and state officials must allocate them more money.

The main problem, as Michael Hewlett reported in *Saturday's Journal*, is that healthier foods are more expensive than not-so-healthy ones. And the healthier foods don't sell as well, especially as a la carte items. A \$5.6 million profit in child-nutrition programs in North Carolina turned into a \$5.7 million loss between 2003 and 2007. School systems are being hit hard. For example, the school-nutrition program in Davie County is running a deficit of more than \$244,000.

These programs don't have to turn a profit, but they shouldn't be a financial drain, either.

"The thing that really concerns us is for several years, we have seen a trend across our state that programs are getting weaker and weaker financially," said Cindy Marion, the director of child nutrition for Stokes County and the public policy and legislative chairwoman for the School Nutrition Association of North Carolina.

This problem has been brewing for years. Congress cut money for child-nutrition programs in the 1980s. The programs began selling a la carte items as a way to raise revenues. Many of the items, such as pizza and snack cakes, were fattening fare but sold well enough to make child-nutrition programs financially self-supporting.

But in a sad twist of unintended consequences, the sales probably also helped create the outbreak of childhood obesity. A generation raised on junk food passed their eating habits onto the next generation. Now there are millions of overweight children. They're at risk for serious health problems both now and as adults. If they don't lose weight, the health-care costs they'll run up will be passed on to the rest of us.

Child-nutrition programs are a necessity.

Yet apples and oranges, in addition to costing school systems more, aren't as appealing to many students as french fries as a la carte items. To encourage healthier eating, some officials say that schools should introduce changes gradually, and that schools can still serve food that students like. Offering pizza made with whole-grain flour is one example of this approach. Parents should encourage their children to eat healthily, and they should lead by example as well.

And child-nutrition programs need money. "If the state wants us to provide nutritious food for children, to deal with the obesity problem and all, they are going to have to provide money do that," said Rep. Larry Bell, who represents Sampson and Wayne counties.

Congress should give these programs more money as well. They're worth every bit of their costs, both in terms of healthier lives for students and reduced health-care costs.

DRAFT Committee Findings and Recommendations

The Joint Legislative Education Oversight Committee makes the following findings and recommendations to the 2008 Regular Session of the 2007 General Assembly:

1. Career Technical Education

The Committee encourages the State Board of Education and the Department of Public Instruction to continue their efforts to improve the public school system through Career Technical Education and high school reform. This combination of academic and career technical skills will be essential to keeping students in school and preparing them for further education and training that will lead to employment in high-paying, high-skill and high-demand twenty-first century jobs. The Committee believes that Career Technical Education not only contributes to economic opportunities for students, but also contributes to the economic development of the State.

The Committee believes that the Future Ready Core curriculum that will be effective with the class entering the ninth grade for the first time in the 2009-2010 school year offers students adequate opportunity to participate in Career Technical Education courses through the six required elective units.

2. Teacher Retention

The Committee encourages the General Assembly to continue to support initiatives that address the State's teacher shortage. There is a growing shortage of competent teachers in North Carolina. This shortage is due to increasing student enrollment, class-size reduction initiatives, and teacher retirements. The teacher shortage is the most acute in rapidly growing school systems, in rural and low-wealth counties, and in schools with high numbers of at-risk students.

The Committee believes that it is important to provide quality mentoring for teachers entering the profession so that they will continue to teach in North Carolina's classrooms. These mentors should be excellent, experienced, and highly qualified teachers. The Committee believes that National Board Certified teachers have the skills and abilities necessary to be effective mentors.

The Committee recommends that local boards of education be permitted to assign a limited number of National Board Certified teachers to serve as full-time mentors. See attached DRAFT LEGISLATION: 2007-SFz-11[v.7].

3. Support for Local School Administrative Units

The Committee encourages the State Board of Education and Department of Public Instruction (DPI) to continue to support local school administrative units (LEAs) by providing high quality educational services and fostering high student performance and achievement. The Committee believes in the importance of soliciting feedback from educational practitioners within the LEAs. The Committee has heard from superintendents and others in the field and finds that there are concerns about