

DRAFT MINUTES
JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE
2007-08 Session
February 13, 2008

The Joint Legislative Education Oversight Committee met on Wednesday, February 13, 2008 in Room 643 of the Legislative Office Building. Senator A. B. Swindell, Co-Chairman, presided. In addition to Co-Chairman Swindell, Senate members in attendance were Senators Apodaca; Atwater; Dannelly; Dorsett; Goss; Hartsell; Malone; Nesbitt; Queen; Stevens, and Tillman. House members in attendance were: Representative Doug Yongue, Co-Chairman and Representatives Blackwood; Cotham; Fisher; Glazier; Jeffus; Johnson; Lucas; McLawhorn; Pate; Rapp, Tolson and Warren. The following members of the legislative research staff were in attendance: Shirley Iorio; Drupti Chauhan; Sara Kamprath; Kara McCraw; Dee Atkinson. Mo Hudson, Committee Clerk, was present at the meeting.

Chairman Swindell called the meeting to order at 9:05 and welcomed members and guests to the meeting. He acknowledged and thanked members of the House and Senate Sergeant-at-Arms staffs for their assistance to the committee. The Chair informed the committee that another group was assigned to use the room, and the committee would need to adjourn by noon.

Professional Development Funding

The Chairman recognized Mr. Kristopher Nordstrom of the Legislative Fiscal Research staff to present a perspective on how the State funds and allocates money in the public schools for staff development. Kris provided a handout entitled, "Staff Development: Funding and Expenditures" (Attachment 1) and he informed the committee that Local Education Agencies (LEAs) used state, local and federal funds to meet their professional development needs. Secondly, there was a Staff Development allotment and that this was just one of many sources available that LEAs could use for professional development; and finally, in addition to funding LEAs so that they can purchase professional development services, the State also funds various organizations that are suppliers of Staff Development.

Mr. Nordstrom reviewed several charts which tracked state, federal and local expenditures over the past five years. He informed members that spending for Staff Development had increased by approximately 12% per year and he further stated that there seemed to be an increasing emphasis at the LEA level to spend money for Staff Development. Kris next reviewed a chart (Page 3, Attachment 1), which illustrated the sixteen various state allotment sources and noted that in FY 2006-07, approximately \$11 million was spent on Staff Development. This accounted for 38% of state funds and equated for approximately 11% of overall spending statewide on Staff Development. He also informed members that 43% of federal allotments were used for Staff Development, with the majority of the funds coming from Title I – Basic Grant.

Next, Mr. Nordstrom explained the Staff Development Allotment formula and stated that the Public Schools Funding Formula Committee had not addressed this particular formula, but may address it at some point. Attachment 1 also listed the state-funded Providers of Staff Development and he stated that in addition to these providers, the Center for School Leadership Development would be allocating an additional \$5 million, and he advised additional programs were scheduled for discussion further down the agenda. The Chairman thanked him at the conclusion of his report.

Centralization of Professional Development

The Chair next called on Dr. Rebecca Garland, Executive Director, State Board of Education. Dr. Garland thanked the Committee for the opportunity to present information on the centralization of professional development. Dr. Garland used a power point presentation (Attachment 2) and reviewed the framework and the key elements necessary in developing an effective professional development program and she shared feedback from the Teachers Working Conditions survey, as well as identified some of the barriers encountered with regard to effective development. Dr. Garland also shared with the Committee how staff was notified about professional training opportunities. She stated that the Teacher Working Conditions survey had been very helpful in identifying areas of concern for training opportunities.

The Chair recognized Senator Tillman who commented with regard to the five days lost as a result of the new school calendar. He said he had heard from several school superintendents who were dissatisfied because of losing the five days and for that reason, he promotes an effort to those restore days. Ms. Garland responded she did not know if restoring the days was the answer, but teachers did need quality time to focus on professional training and the current calendar did not afford a lot of flexibility for training.

Dr. Garland next introduced Dr. Stephen Greene, Senior Coordinator, Office of Professional Development, DPI, who expressed appreciation to the members for creating the Office of Professional Development and for inviting him to update them on the professional development initiatives. He advised the Office of Professional Development, which was created by the General Assembly, was now fully staffed with a team comprised of two former principals; a former assistant principal; a high school teacher and a kindergarten teacher, in addition to himself.

Centralization of Professional Development

Dr. Greene advised that while the Department was undergoing a significant reorganization, his office was more focused on providing service to the LEAs and his office was working collaboratively across the Department. Dr. Greene informed members that his office had also been working in the area of school transformation, as well as working with the two pilot districts, Columbus County and Lexington County. He further advised that his office would be working with the team assigned to work with the two pilot areas and they would look at the needs assessment and screening tools and

the results from those, in order to assist them with planning for their professional development.

Dr. Greene advised another initiative was to design development plans for the transformation teams that would be working in the field and under the new reorganization for transformation there will be regional leaders, district transformation coaches, school transformation coaches and instructional facilitators and his office was charged with coordinating professional development needs for these personnel, as well. He reviewed several other initiatives being planned for this summer and at the conclusion of his presentation, the Chair thanked him for his presentation.

Center for School Leadership Development

The Chair next recognized Dr. Alan Mabe, Vice President for Academic Planning and University School Programs, UNC General Administration, to update the committee on the Center for School Leadership Development. Dr. Mabe informed the committee that with him at the meeting was Dr. Michael Williams, Executive Director of the Center for School Leadership Development ; Melissa Thibault, Executive Director of Learn NC, and Dr. Marilyn Sheerer, former Dean of Education and now provost at East Carolina University. Dr. Mabe used a power point presentation (Attachment 3).

He stated that under the direction of President Bowles and upon a recommendation from the General Assembly, the Center undertook a significant reorganization from the planning stages in October 2006 to completion in June 2007 and now the Center, which was once a collection of several separate groupings, was now an integrated grouping with a single budget as of July 1, 2007. Dr. Mabe reviewed some of the core programs and services and informed members that the Center, in collaboration with the Department of Public Instruction, had been one of the principal responders to low-performing schools, with two groups going through the Center recently. He informed the committee there was a network of 11 NC MSEN centers located on university campuses that provide statewide mathematics and science professional development opportunities with a major focus on low-performing school districts and hard-to staff schools. He stated there was a network of 9 MSEN pre-college programs sites on UNC campuses that provide year-round academic enrichment services to underserved and underrepresented grades 6-12 with academic promise in the areas of science, technology, engineering or mathematics. Dr. Mabe also reviewed the levels for evaluating and informed members about the Center for the Advancement of Teaching (NCCAT). At the conclusion of his remarks, he responded to several questions from members.

Next, the Chair welcomed Dr. Marilyn Sheerer, former Dean of Education and now Provost at East Carolina University. Dr. Sheerer remarked about the importance of professional development and stated that more focus was needed on retention of teachers rather than recruitment. She stated that professional development was the support system for producing really great teachers and leaders in our state and expressed the importance of bringing resources together to collaboratively support schools. She enlightened members about a program she initiated while serving as Dean of Education at East Carolina University (ECU) called, Wachovia Partnership East. Wachovia Partnership

East was an ECU College of Education degree completion partnership with North Carolina community colleges. Students graduate with a four-year degree in elementary education, special education-general curriculum, or middle grades education from ECU by completing the first two years of the program at any one of the state's partnering community colleges, followed by taking ECU courses online and through face-to-face instruction in the evenings at one of the four consortium hub sites or by completing the ECU courses totally online through the virtual consortium. She stated this degree completion partnership was designed specifically for students who transition from a North Carolina community college. Dr. Sheerer further informed members about a collaborative model developed with the NC School of Math and Science. Dr. Sheerer responded to general questions from members. Rep. Fisher inquired about the availability of a stipend for fourth-year for teaching students. At the conclusion of her remarks, the Chair thanked Dr. Sheerer for her outstanding leadership and contributions to education.

NC Professional Development Directory

The Chair next called on Ms. Jenni Owen, Director of Policy Initiatives, Center for child and Family Policy, Duke University and Consultant for the Z. Smith Reynolds Foundation Professional Development Initiative. Ms. Owen provided a handout (Attachment 4) which gave a timeline and outlined goals for the for the Z. Smith Reynolds (ZSR) Professional Development Initiative. She stated that the Professional Development Directory provided teachers and professional development stakeholders with information on providers and courses. She demonstrated with a software program the types of information available in the Professional Directory. Members were recognized to ask specific questions as she demonstrated. In conclusion, Ms. Owen stated the course information did not currently include a quality rating for the courses listed, and she stated they would continue to work on this component of the program. The Chair thanked her at the conclusion of her presentation.

NC Teacher Academy

The Chair next recognized Julia Kron, Executive Director, North Carolina Teacher Academy. Ms. Kron expressed appreciation to the Chair for presenting before the committee. She reviewed the mission statement of the Academy, which was established in 1993 through funding from the General Assembly, to enrich instruction and impact student achievement by support the growth and retention of highly qualified teachers through research-based professional development in the areas of school leadership, instructional methodology, core content and technology. Ms. Kron used a power point presentation (Attachment 5) and gave an overview on the NC Teacher Academy Professional Development Standards, reviewing the five standards of the Academy, as well as course offerings. Ms. Kron also explained the three program models and reviewed courses -- the Summer Residential Academy, established in 1994, held across the state on college campuses; the LEA/NCTA Partnership Academy, which addressed the needs of teachers who had families and could not leave home for a week to participant in the summer residential program; and the local Professional Development, which is offered during the school year. She reported that since the opening session in July, 1994 through

the 2006-07 fiscal year, the Academy trained 39,418 teachers and principals during summer academies, which represented 78% from every LEA in the state.

Ms. Kron further advised that every five years, classroom teachers complete surveys suggesting areas of professional development need. Also, in 2006 the Teacher Working Conditions Survey (TWCS) provided professional development questions, and the annual summer program provides an evaluation process, as well as legislative mandates. In closing, Ms. Kron reviewed the numerous collaborative efforts of the NC Teacher Academy. At the conclusion of her presentation, the Chair urged all members to visit at a summer academy.

Professional Development Offerings from NCCCS

Representing the NC Community Colleges, the Chairman called on Willa Dickens, Vice President for Economic and Workforce Development and Sharon McGinnis, Vice President for Continuing Education, Coastal Carolina Community College to share with the committee what is being done for professional development at the community college level. Ms. Dickens stated there were more than 1,200 courses offered on the continuing education master course list and she provided a listing of the major program areas and occupational fields. Further, she stated that the NCCCS – Continuing Education State Office partnered with 70 state-regulated agencies/boards/commissions to ensure that courses and programs offered by colleges met the requirements for initial training, continuing education, renewal, in-service training or examination preparation for 250+ state-regulated occupational credentials.

Ms. Dickens introduced Sharon McGinnis, who gave a local perspective from Coastal Carolina Community College and reported on the partnerships formed over the past 15 years with the Onslow County schools and Coastal Carolina Community College. She stated that “Technology for Teachers” was the most successful arrangement whereby the community college partnered with the local chamber of commerce and Onslow County schools. This partnership is ongoing today. She advised that because of their county’s expanding growth and military base, one of the most important initiatives is their “Effective Teacher Training” program, which assists training the more than 300 new teachers hired each year. She gave several additional examples of partnerships and at the conclusion of her presentation, the Chair thanked Ms. McGinnis. Senator Dannelly commended her for their initiatives.

Local Professional Development Needs

Next, the Chair recognized Sherry Strickland, Vice President, NC Association of Educators (NCAE). Ms. Strickland stated that as vice president and a former board member, she has traveled throughout the state and to other states and has had many opportunities to share ideas and get feedback. She advised that North Carolina is held as a model in many areas of education and commented that the factors that have made a difference are: (1) formula funding – North Carolina is one of only 24 states that provides funding at the state level to every district in the state; (2) legislation that created for the development of school improvement teams in 2006 - HB 1151. This legislation added to the responsibility of the school improvement teams for planning for instructional

planning time during the school day; (3) support for the Teacher Academy, which was a model that other states have looked to; (4) the Teacher Working Conditions Survey, which provides information and data to effect change; (5) the support for the new teacher standards and for school executives, which will give clear direction for professional development in the future, and (6) support of teachers who want to improve their practices by participating in the National Board practice.

Ms. Strickland informed the committee they gathered comments as feedback for today's meeting. She shared some of the positive comments as follows: (1) some locals were providing professional development choices; (2) some locals have quarterly early release dates and educators have found them to be beneficial; (3) at some schools duty-free planning time has been implemented and educators have used time for collaboration and cross-curriculum teams; (4) some schools administrators had empowered teachers through the school improvement team to plan the professional development for the school; teachers reported on positive experiences at both NCCAT and Teacher Academy and that they were treated as professionals. She shared with members some negative comments as well, as follows: (1) some locals heard from teachers who did not have opportunity to share input and she stated this was number one negative comment received from surveys; (2) some locals reported school improvement teams were not being utilized to make decisions; (3) lack of professional development choice, with all teachers being offered the same professional development training no matter what the level, and (4) lack of flexibility in scheduling and use of funds. Ms. Strickland informed members that another Teacher Working Survey would be offered in March and they would report on the responses later in the year. Ms. Strickland commented that the new teaching standards would offer more opportunities for a more diverse professional development agenda. Following some brief questions from members, the Chair thanked Ms. Strickland for her presentation.

The Chairman next heard presentations from Dr. Julius Walker, Superintendent, Washington County Schools, whose county was chosen to participate in The Collaborative Project. Dr. Walker expressed gratitude to East Carolina University, Elizabeth City State University and both Martin and Beaufort Community Colleges, as well as the Teacher Academy. Dr. Walker shared some of the challenges his county faced in recruiting and shared the importance of strong professional development to his County. He also shared examples of incentives given in his district.

Next, Dr. Roger Metcalf, Director of Western Region Education Service Alliance (RESA) was recognized and he gave some background and history on the formation of the regional education service alliances. He shared with the committee his staff's role in providing professional development not only to meet state's requirements for professional development, but also the importance of creating life-long learners and learning communities. Dr. Metcalf shared the collaborative efforts in providing training and needs assessments. At the conclusion, he thanked the Committee and urged them to visit their website for more specific information about the western regional education service alliance.

Dr. Ira Trollinger, Superintendent, McDowell County School was recognized to report on behalf of McDowell County Teachers Advisory Council. He was asked by them to share

the following: (1) single-shot workshops without follow up are non productive, and (2) there was not enough time for professional development or money at the school level to allocate out for professional development; (3) change was implemented too quickly without incorporating proper training to bring about the change. With regard to promising practices, his advisory council shared that they were (1) very satisfied with coaching model and Dr. Trollinger commended the work of the Teacher Academy and the work of the literacy coaches; (2) the advisory council stated that collaboration was necessary because of limited funding and many elementary schools had shared the expense of a consultant; (3) the advisory council expressed appreciation for their Tuition Scholarship Program and the opportunity for on-line learning. The Chairman thanked Dr. Trollinger for sharing his county's perspective.

Theresa Perry, Director of Professional Development, Cumberland County Schools also indicated that her county shared many of the concerns already discussed and she would not spend time duplicating those comments. The two main areas of concern were (1) finding the necessary time for professional development training, and (2) getting training in the proper areas, such as foreign language training.

At the conclusion of the agenda, Chairman Yongue announced that the next meeting of the committee would be March 11 at 10 a.m. and March 12 at 9 a.m. The Chair recognized Rep. Pate who shared with members a newspaper article on the improved school dropout rate in Wayne County.

There being no further business to come before the Committee, the meeting was adjourned at 1:15 p.m.

Respectfully submitted,

Rep. Douglas Y. Yongue, Chairman

ATTEST:

Mo Hudson, Committee Clerk

The Collaborative Project

A Five-County Pilot Project

Jointly Administered by the

**Public School Forum of North Carolina
&
North Carolina Science, Mathematics & Technology Education Center**

Report to the Joint Legislative Education Oversight Committee

February 12, 2008

**A Presentation of The Collaborative Project
Joint Legislative Education Oversight Committee
February 12, 2008**

Table of Contents

Section I:	Overview of The Collaborative Project John Dornan, Executive Director The Public School Forum of NC	1-3
Section 11:	2006-07 Data Profile of Collaborative Project's Five LEAs John Dornan	4
Section 111:	Incentive Criteria for Teachers John Dornan	5
Section IV:	Professional Development Opportunities for Teachers Dr. Jean Murphy, Director The Collaborative Project	6-11
Section V:	Leadership Institute Agenda for January 30-February 1 Emphasis on Mathematics & Science Dr. Sam Houston, Executive Director NC Science, Mathematics, & Technology Education Center	12-13
Section VI:	The Collaborative Project from a Local Perspective Dr. Ray Spain, Superintendent Warren County Schools	

The Project at a Glance

Major Goals of the Project:

- Increase Student Performance in Mathematics & Science
- Reduce Drop Out Rates
- Increase the Quality of Teaching Staff
- Lower Annual Teacher Turnover Rates
- Build the Capacity of School Leadership

Conceptual Framework of the Project:

- Building a strong elementary and middle school foundation is our best defense against dropping out.
- For many low-performing schools math is the Achilles Heel for students; the initial focus of the project will be improvement in mathematics.
- Low-performing schools are plagued by difficulties in attracting and retaining high-quality teachers; this project presumes that strong professional development is needed to boost teacher quality.
- Additionally, polls find elementary teachers feel least prepared to teach math and science; the project will provide extensive math training for all elementary teachers and for middle school math teachers.
- Over the long haul, professional development leading to National Board Certification can enable schools to “grow their own” high-quality teaching staffs.
- It will take strong leaders to build the capacity of schools; the project invests in leadership development of school principals.
- Many low-performing students could thrive if given the advantage of more time and programs not only geared to academics but personal development; the project will give far more young people access to afterschool programs.

Key Components of the Project:

- Professional Development (up to 11 paid days per year of professional development for elementary and middle school teachers)
- Coaching and support for candidates for National Board Certification
- Funding for two, new afterschool programs in each pilot project county
- Creation of a Leadership Institute that will focus on school principals and superintendents
- Financial hiring incentives for qualified math/science teachers
- Relocation incentives for newly hired teachers
- Annual retention bonuses for teachers
- Deferred compensation incentives for school administrators

Pilot Project Counties Share Demographic Challenges

- They are rural, low-wealth counties
- They are low or no-growth counties
- They have a majority of students living in poverty
- They are low-performing academically
- Four of the five face major teacher recruiting challenges
- They are small

Counties Selected Include: Caswell, Greene, Mitchell, Warren & Washington

**The Project is Marshalling Resources from Other
State-Funded Organizations, Including:**

- The N.C. Teacher Academy
- The N.C. Center for the Advancement of Teaching
- The N.C. School of Science and Mathematics
- UNC Colleges & Universities
- The N.C. Center for Afterschool Programs
- SAS (value added data program)

2006-07 Overview of Pilot Systems

County - School Name	Grade Span	School Size	Student Population (2005-06 data)			Free and Reduced Lunch	Number of Teachers		Number of Schools		ABC Classification				AYP Classification		Teachers			
			White	Black	Other		Elem.	Middle	Elem	Middle	High	Expected	Didn't	Made	Not Made	% Fully Licensed	# NBCT	% 0-3 yrs	% Turnover	
Mitchell County																				
Bowman Middle	5-8	190	98%	1%	1%	54.21%														
Buladean Elem.	K-8	88	100%	0%	0%	81.82%	9	16	1				X		X	100%	1	13%	13%	
Deyton Elem.	3-5	278	90%	0%	10%	50.00%	21		1				X		X	100%	N/A	22%	N/A	
Gouge Elem.	K-04	236	97%	0%	3%	63.98%	16		1				X		X	100%	N/A	5%	24%	
Greenlee Primary	K-02	309	88%	0%	12%	60.84%	22		1				X		X	100%	1	N/A	12%	
Harris Middle	6-8	324	90%	1%	9%	52.78%		22	1				X		X	100%	2	5%	5%	
Tipton Hill Elem.	K-8	102	99%	0%	1%	65.69%	11		1				X		X	100%	2	14%	8%	
Mitchell County Totals:			1,527	95%	0%	61%	79	38	5	2	0	3	4	2	5	99%	6	11%	12%	
Warren County																				
Mariam Boyd Elem	K-5	372	9%	83%	8%	85.22%	34		1											
Northside Elem	K-5	370	17%	80%	3%	75.95%	24		1				X		X	88%	4	18%	21%	
South Warren Elem	K-5	200	10%	78%	12%	81.00%	18		1				X		X	83%	2	25%	16%	
Vaughan Elem	K-5	231	29%	48%	23%	67.10%	18		1				X		X	67%	1	50%	44%	
Warren County Middle	6-8	684	21%	71%	8%	73.25%	45		1				X		X	94%	2	17%	16%	
Warren County Totals:			1,857	17%	72%	11%	76.50%	94	45	4	1	0	2	3	1	4	82%	10	28%	24%
Caswell County																				
N.L. Dillard Middle	6-8	766	61%	30%	10%	55.35%														
North Elementary	PK-5	471	55%	37%	8%	60.93%	29	54	1				X		X	96%	3	15%	13%	
Oakwood Elementary	PK-5	425	39%	57%	4%	73.65%	39		1				X		X	100%	5	5%	13%	
South Elementary	PK-5	357	58%	31%	12%	59.38%	26		1				X		X	97%	3	10%	15%	
Stoney Creek Elementary	K-5	228	58%	26%	15%	62.72%	17		1				X		X	100%	4	8%	8%	
Caswell County Totals:			2,247	54%	36%	10%	62%	111	54	4	1	1	2	2	3	99%	16	10%	12%	
Washington County																				
Creswell Elementary	PK-6	184	43%	41%	16%	79.35%	18		1						X	100%	1	6%	N/A	
Creswell High	7-12	150	38%	55%	6%	70.00%		18	1				X		X	78%	N/A	33%	33%	
Pines Elementary	PK-4	647	19%	75%	6%	94.74%	54		1				X		X	96%	6	17%	22%	
Washington Co. Union	5-8	551	22%	75%	3%	79.67%	39		1				X		X	95%	N/A	15%	31%	
Washington County Totals:			1,532	31%	62%	81%	72	57	2	2	0	2	2	1	3	92%	7	18%	29%	
Greene County																				
Greene County Middle	6-8	724	38%	43%	19%	68.78%		47		1										
Snow Hill Primary	PK-2	838	31%	43%	26%	85.32%	61		1				X		X	89%	1	36%	18%	
W. Greene Elem.	3-5	782	30%	47%	24%	87.34%	48		1				X		X	98%	8	33%	22%	
Greene County Totals:			2,344	33%	44%	80%	109	47	2	1	0	0	3	0	3	94%	9	35%	20%	
Totals:		9,507	46%	43%	11%	72%	465	241	17	7	1	9	14	6	13	93%	48	20%	20%	

Criteria to Use When Determining Teacher Performance Incentive Rewards

The following performance incentive model establishes four criteria to use when determining eligibility for annual performance incentives of up to \$2,000. Each of the four criteria to determine eligibility for 25%, or up to \$500, of the performance incentive. Within each of the four criteria there are levels of attainment ranging from the full 25%, or \$500, to nothing, depending on performance.

Value	Professional Development (25%)	Student Performance (25%)	Parent and Community Contact (25%)	Principal's Assessment (25%)
500	Attended 9 or more CP PD days or 85% of days available to you	85% of students met composite performance proficiency or 10% more than the previous year	50 hours of direct parent contact (defined below in # 3). 25% of that contact may be superintendent designated community activity. <i>Must log.</i>	Above Standard performance (8 out of 8) and returning to the system
400	Attended 7 or more CP PD days or 70% of days available to you	75% of students met composite performance proficiency or 5% more than the previous year	40 hours of direct parent contact (defined below in # 3). 25% of that contact may be superintendent designated community activity. <i>Must log.</i>	At Standard performance (6 out of 8) and returning to the system
300	Attended 6 or more CP PD days or 55% of days available to you	65% of students met composite performance proficiency or 3% more than the previous year	30 hours of direct parent contact (defined below in # 3). 25% of that contact may be superintendent designated community activity. <i>Must log.</i>	Below Standard performance does not merit financial reward
0	If attended less than five CP PD days, not eligible for financial reward	If less than 65% of students met proficiency or less than 3% increase from previous year, not eligible for financial reward.	If less than 30 hours of parent contact (defined below in # 3), not eligible for financial reward. <i>Must log.</i>	Unsatisfactory performance does not merit financial reward * See note #2

Explanatory Notes: 1) Teachers whose students take ABC tests will be rated based on the performance outcomes of their students. Teachers who are in areas not tested for ABC accountability purposes will be rated based on the student performance outcomes of all of the children in their school; for instance, if a middle school meets its ABC growth target, all teachers in non-tested areas would be eligible for a \$500 incentive. 2) Changes may be required due to a new teacher evaluation instrument. 3) Parent contact is defined as, but not limited to, face-to-face parent-teacher conferences, parent-teacher phone conferences offered as a face-to-face alternative, home visitations, PEP and IEP meetings or other activities to be determined by the principal.

Collaborative Project Professional Development for Teachers (Nov 2007-Aug 2008)

	<u>National Board Certification</u> (April–August dates for NBC candidates only)	<u>Beginning Teachers</u> (1 st –2 nd Year)	<u>Math & Science</u> (Elem. and Middle Grade Teachers Including Self- Contained)	<u>All Teachers</u>
Caswell County Teachers	<p>Nov. 10 (Sat.) "National Board Certification Information Session" NCCAT</p> <p>April 12 (Sat.) "Getting Started on NBC" NCAE</p> <p>June 17 (Tues.) "Getting & Staying Organized: The Architecture of Accomplished Teaching and Thinking about Writing" NCAE</p> <p>July 15 (Tues.) "Documented Accomplishments" NCAE</p> <p>Aug. 12 (Tues.) "Aligning Your Candidacy to the School Year & Using the Rubrics and Scoring Guides for Success" NCAE</p>	<p>Feb. 9 (Sat.) "Culture of Poverty" Teacher Academy</p> <p>Mar. 8 (Sat.) "Classroom Management" Teacher Academy</p> <p>(2 Days) Apr. 5 (Sat.) & July 8 (Tues.) "CARE: Culture, Abilities, Resilience and Effort" NCAE</p> <p>(5 Days) June 23-27 (Mon.-Fri.) "Differentiated Instruction" Teacher Academy</p> <p>June 16 (Mon.) "How to Teach for Rigor and Relevance: Using the International Center for Leadership in Education Framework" NCAE</p> <p>July 14 (Mon.) "Creating Strong Family-School-Community Partnerships" NCAE</p>	<p>(5 Days) June 16-20 (Mon-Fri) "Summer Math Institute" Elementary K-5 Teachers UNCW, Wilmington, NC</p> <p>(5 Days) June 16-20 (Mon-Fri) "Summer Math Institute" Middle Grades 6-8 Teachers UNCW, Wilmington, NC</p> <p>(5 Days) June 23-27 (Mon-Fri) "Summer Math Institute" Elementary K-5 Teachers UNCW, Wilmington, NC</p> <p>(5 Days) June 23-27 (Mon-Fri) "Summer Math Institute" Elementary K-5 Teachers NC School of Science & Mathematics, Durham, NC</p> <p>* Rooms provided on campus at UNCW and NC School of Science & Mathematics</p>	<p>Feb. 9 (Sat.) "Culture of Poverty" Teacher Academy</p> <p>Mar. 8 (Sat.) "Classroom Management" Teacher Academy</p> <p>(2 Days) Apr. 5 (Sat.) & July 8 (Tues.) "CARE: Culture, Abilities, Resilience and Effort" NCAE</p> <p>(5 Days) June 23-27 (Mon.-Fri.) "Differentiated Instruction" Teacher Academy</p> <p>June 16 (Mon.) "How to Teach for Rigor and Relevance: Using the International Center for Leadership in Education Framework" NCAE</p> <p>July 14 (Mon.) "Creating Strong Family-School-Community Partnerships" NCAE</p>
Open to Teachers in all 5 School Systems	<p>(5 Days) July 7-11 (Mon.-Fri.) "National Board Support Seminars" NCCAT – Cullowhee, NC (By invitation only from NCCAT)</p>	<p>(5 Days) July 21-25 (Mon.-Fri.) "Connect to your Future: Celebrating Success in the Classroom" NCCAT – Ocracoke, NC</p> <p>(5 Days) Aug. 4-8 (Mon.-Fri.) "Connect to your Future: Celebrating Success in the Classroom" NCCAT – Cullowhee, NC</p>		

Collaborative Project Professional Development for Teachers (Nov 2007-Aug 2008)

	<u>National Board Certification</u> (April–August dates for NBC candidates only)	<u>Beginning Teachers</u> (1 st -2 nd Year)	<u>Math & Science</u> (Elem. and Middle Grade Teachers Including Self-Contained)	<u>All Teachers</u>
Greene County Teachers	<p>Dec. 8 (Sat.) "National Board Certification Information Session" NCCAT</p> <p>May 10 (Sat.) "Getting Started on NBC" NCAE</p> <p>June 18 (Wed.) "Getting & Staying Organized: The Architecture of Accomplished Teaching and Thinking about Writing" NCAE</p> <p>July 16 (Wed.) "Documented Accomplishments" NCAE</p> <p>Aug. 6 (Wed.) "Aligning Your Candidacy to the School Year & Using the Rubrics and Scoring Guides for Success" NCAE</p>	<p>Jan 26 (Sat.) "Culture of Poverty" Teacher Academy</p> <p>(2 Days) Mar. 29 (Sat.) & June 13 (Fri.) "CARE: Culture, Abilities, Resilience and Effort" NCAE</p> <p>April 5 (Sat.) "Classroom Management" Teacher Academy</p> <p>(5 Days) July 7-11 (Mon.-Fri.) "Differentiated Instruction" Teacher Academy</p> <p>June 18 (Wed.) "How to Teach for Rigor and Relevance: Using the International Center for Leadership in Education Framework" NCAE</p> <p>June 19 (Thurs.) "Creating Strong Family-School-Community Partnerships" NCAE</p>	<p>5 Days) June 16-20 (Mon-Fri) "Summer Math Institute" Elementary K-5 Teachers UNCW, Wilmington, NC</p> <p>(5 Days) June 16-20 (Mon-Fri) "Summer Math Institute" Middle Grade 6-8 Teachers UNCW, Wilmington, NC</p> <p>5 Days) June 23-27 (Mon-Fri) "Summer Math Institute" Elementary K-5 Teachers UNCW, Wilmington, NC</p> <p>(5 Days) June 23-27 (Mon-Fri) "Summer Math Institute" Elementary K-5 Teachers NC School of Science & Mathematics, Durham, NC</p> <p>* Rooms provided on campus at UNCW and NC School of Science & Mathematics</p>	<p>Jan 26 (Sat.) "Culture of Poverty" Teacher Academy</p> <p>(2 Days) May 10 (Sat.) & June 13 (Fri.) "CARE: Culture, Abilities, Resilience and Effort" NCAE</p> <p>April 5 (Sat.) "Classroom Management" Teacher Academy</p> <p>(5 Days) July 7-11 (Mon.-Fri.) "Differentiated Instruction" Teacher Academy</p> <p>June 18 (Wed.) "How to Teach for Rigor and Relevance: Using the International Center for Leadership in Education Framework" NCAE</p> <p>June 19 (Thurs.) "Creating Strong Family-School-Community Partnerships" NCAE</p>
Open to Teachers in all 5 School Systems	<p>(5 Days) July 7-11 (Mon.-Fri.) "National Board Support Seminars" NCCAT – Cullowhee, NC (By invitation only from NCCAT)</p>	<p>(5 Days) July 21-25 (Mon.-Fri.) "Connect to your Future: Celebrating Success in the Classroom" NCCAT – Ocracoke, NC</p> <p>(5 Days) Aug. 4-8 (Mon.-Fri.) "Connect to your Future: Celebrating Success in the Classroom" NCCAT – Cullowhee, NC</p>		

Collaborative Project Professional Development for Teachers (Nov 2007-Aug 2008)

	<u>National Board Certification</u> (April–August dates for NBC candidates only)	<u>Beginning Teachers</u> (1 st -2 nd Year)	<u>Math & Science</u> (Elem. and Middle Grade Teachers Including Self- Contained)	<u>All Teachers</u>
Mitchell County Teachers	<p>Nov. 17 (Sat.) "National Board Certification Information Session" NCCAT</p> <p>April 19 (Sat.) "Getting Started on NBC" NCAE</p> <p>June 19 (Thurs.) "Getting & Staying Organized: The Architecture of Accomplished Teaching and Thinking about Writing" NCAE</p> <p>July 1 (Tues.) "Documented Accomplishments" NCAE</p> <p>Aug. 1 (Fri.) "Aligning Your Candidacy to the School Year & Using the Rubrics and Scoring Guides for Success" NCAE</p>	<p>Mar. 15 (Sat.) "Culture of Poverty" Teacher Academy</p> <p>April 19 (Sat.) "Classroom Management" Teacher Academy</p> <p>(2 Days) May 10 (Sat.) & July 9 (Wed.) "CARE: Culture, Abilities, Resilience and Effort" NCAE</p> <p>(5 Days) July 14-18 (Mon.-Fri.) "Differentiated Instruction" Teacher Academy</p> <p>July 17 (Thurs.) "How to Teach for Rigor and Relevance: Using the International Center for Leadership in Education Framework" NCAE</p> <p>July 31 (Thurs.) "Creating Strong Family-School- Community Partnerships" NCAE</p>	<p>(5 Days) June 9-13 (Mon-Fri) "Summer Math Institute" Elementary K-5 Teachers ASU, Boone, NC</p> <p>(5 Days) June 9-13 (Mon-Fri) "Summer Math Institute" Middle Grade 6-8 Teachers ASU, Boone, NC</p> <p>* Rooms provided on campus at ASU</p>	<p>Mar. 15 (Sat.) "Culture of Poverty" Teacher Academy</p> <p>April 19 (Sat.) "Classroom Management" Teacher Academy</p> <p>(2 Days) March 29 (Sat.) & July 9 (Wed.) "CARE: Culture, Abilities, Resilience and Effort" NCAE</p> <p>(5 Days) July 14-18 (Mon.-Fri.) "Differentiated Instruction" Teacher Academy</p> <p>July 17 (Thurs.) "How to Teach for Rigor and Relevance: Using the International Center for Leadership in Education Framework" NCAE</p> <p>July 31 (Thurs.) "Creating Strong Family-School- Community Partnerships" NCAE</p>
Open to Teachers in all 5 School Systems	<p>(5 Days) July 7-11 (Mon.-Fri.) "National Board Support Seminars" NCCAT – Cullowhee, NC (By invitation only from NCCAT)</p>	<p>(5 Days) July 21-25 (Mon.-Fri.) "Connect to your Future: Celebrating Success in the Classroom" NCCAT – Ocracoke, NC</p> <p>(5 Days) Aug. 4-8 (Mon.-Fri.) "Connect to your Future: Celebrating Success in the Classroom" NCCAT – Cullowhee, NC</p>		

Collaborative Project Professional Development for Teachers (Nov 2007-Aug 2008)

	<u>National Board Certification</u> (April–August dates for NBC candidates only)	<u>Beginning Teachers</u> (1 st -2 nd Year)	<u>Math & Science</u> (Elem. and Middle Grade Teachers Including Self-Contained)	<u>All Teachers</u>
Warren County Teachers	<p>Dec. 1 (Sat.) "National Board Certification Information Session" NCCAT</p> <p>May 31 (Sat.) "Getting Started on NBC" NCAE</p> <p>June 23 (Mon.) "Getting & Staying Organized: The Architecture of Accomplished Teaching and Thinking about Writing" NCAE</p> <p>July 14 (Mon.) "Documented Accomplishments" NCAE</p> <p>Aug. 11 (Mon.) "Aligning Your Candidacy to the School Year & Using the Rubrics and Scoring Guides for Success" NCAE</p>	<p>Feb. 16 (Sat.) "Culture of Poverty" Teacher Academy</p> <p>March 1 (Sat.) "Classroom Management" Teacher Academy</p> <p>(2 Days) June 7 (Sat.) & July 7 (Mon.) "CARE: Culture, Abilities, Resilience and Effort" NCAE</p> <p>(5 Days) July 21-25 (Mon.-Fri.) "Differentiated Instruction" Teacher Academy</p> <p>June 26 (Thurs.) "How to Teach for Rigor and Relevance: Using the International Center for Leadership in Education Framework" NCAE</p> <p>July 29 (Tues.) "Creating Strong Family-School-Community Partnerships" NCAE</p>	<p>(5 Days) June 16-20 (Mon-Fri) "Summer Math Institute" Elementary K-5 Teachers UNCW, Wilmington, NC</p> <p>(5 Days) June 16-20 (Mon-Fri) "Summer Math Institute" Middle Grade 6-8 Teachers UNCW, Wilmington, NC</p> <p>(5 Days) June 23-27 (Mon-Fri) "Summer Math Institute" Elementary K-5 Teachers UNCW, Wilmington, NC</p> <p>5 Days) June 23-27 (Mon-Fri) "Summer Math Institute" Elementary K-5 Teachers NC School of Science & Mathematics, Durham, NC</p> <p>* Rooms provided on campus at UNCW and School of Science & Mathematics</p>	<p>Feb. 16 (Sat.) "Culture of Poverty" Teacher Academy</p> <p>March 1 (Sat.) "Classroom Management" Teacher Academy</p> <p>(2 Days) June 7 (Sat.) & July 7 (Mon.) "CARE: Culture, Abilities, Resilience and Effort" NCAE</p> <p>(5 Days) July 21-25 (Mon.-Fri.) "Differentiated Instruction" Teacher Academy</p> <p>June 26 (Thurs.) "How to Teach for Rigor and Relevance: Using the International Center for Leadership in Education Framework" NCAE</p> <p>July 29 (Tues.) "Creating Strong Family-School-Community Partnerships" NCAE</p>
Open to Teachers in all 5 School Systems	<p>(5 Days) July 7-11 (Mon.-Fri.) "National Board Support Seminars" NCCAT – Cullowhee, NC (By invitation only from NCCAT)</p>	<p>(5 Days) July 21-25 (Mon.-Fri.) "Connect to your Future: Celebrating Success in the Classroom" NCCAT – Ocracoke, NC</p> <p>(5 Days) Aug. 4-8 (Mon.-Fri.) "Connect to your Future: Celebrating Success in the Classroom" NCCAT – Cullowhee, NC</p>		

Collaborative Project Professional Development for Teachers (Nov 2007-Aug 2008)

	<u>National Board Certification</u> (April–August dates for NBC candidates only)	<u>Beginning Teachers</u> (1 st -2 nd Year)	<u>Math & Science</u> (Elem. and Middle Grade Teachers Including Self-Contained)	<u>All Teachers</u>
Washington County Teachers	<p>Jan. 12 (Sat.) "National Board Certification Information Session" NCCAT</p> <p>April 12 (Sat.) "Getting Started on NBC" NCAE</p> <p>June 17 (Tues.) "Getting & Staying Organized: The Architecture of Accomplished Teaching & Thinking about Writing" NCAE</p> <p>July 15 (Tues.) "Documented Accomplishments" NCAE</p> <p>Aug. 12 (Tues.) "Aligning Your Candidacy to the School Year & Using the Rubrics and Scoring Guides for Success" NCAE</p>	<p>Feb. 23 (Sat.) "Culture of Poverty" Teacher Academy</p> <p>March 29 (Sat.) "Classroom Management" Teacher Academy</p> <p>(2 Days) May 17 (Sat.) & July 11 (Fri.) "CARE: Culture, Abilities, Resilience and Effort" NCAE</p> <p>(5 Days) July 28-Aug 1 (Mon.-Fri.) "Differentiated Instruction" Teacher Academy</p> <p>June 24 (Tues.) "How to Teach for Rigor and Relevance: Using the International Center for Leadership in Education Framework" NCAE</p> <p>July 17 (Thurs.) "Creating Strong Family-School-Community Partnerships" NCAE</p>	<p>(5 Days) June 16-20 (Mon-Fri) "Summer Math Institute" Elementary K-5 Teachers UNCW, Wilmington, NC</p> <p>(5 Days) June 16-20 (Mon-Fri) "Summer Math Institute" Middle Grade 6-8 Teachers UNCW, Wilmington, NC</p> <p>(5 Days) June 23-27 (Mon-Fri) "Summer Math Institute" Elementary K-5 Teachers UNCW, Wilmington, NC</p> <p>5 Days) June 23-27 (Mon-Fri) "Summer Math Institute" Elementary K-5 Teachers NC School of Science & Mathematics, Durham, NC</p> <p>* Rooms provided on campus at UNCW and NC School of Science & Mathematics</p>	<p>Feb. 23 (Sat.) "Culture of Poverty" Teacher Academy</p> <p>March 29 (Sat.) "Classroom Management" Teacher Academy</p> <p>(2 Days) May 17 (Sat.) & July 11 (Fri.) "CARE: Culture, Abilities, Resilience and Effort" NCAE</p> <p>(5 Days) July 28-Aug 1 (Mon.-Fri.) "Differentiated Instruction" Teacher Academy</p> <p>June 24 (Tues.) "How to Teach for Rigor and Relevance: Using the International Center for Leadership in Education Framework" NCAE</p> <p>July 17 (Thurs.) "Creating Strong Family-School-Community Partnerships" NCAE</p>
Open to Teachers in all 5 School Systems	<p>(5 Days) July 7-11 (Mon.-Fri.) "National Board Support Seminars" NCCAT – Cullowhee, NC (By invitation only from NCCAT)</p>	<p>(5 Days) July 21-25 (Mon.-Fri.) "Connect to your Future: Celebrating Success in the Classroom" NCCAT – Ocracoke, NC</p> <p>(5 Days) Aug. 4-8 (Mon.-Fri.) "Connect to your Future: Celebrating Success in the Classroom" NCCAT – Cullowhee, NC</p>		

*** Notes:**

- 1) Professional development days listed will be held in the school system unless noted differently on matrix including city, NC.
- 2) Teachers must attend all day (8:15 am-3:30 pm) in order to receive the \$150/day stipend.
- 3) Teachers are eligible to receive the daily stipend for as many as 11 days per year.
- 4) Professional development days for the current year are held November 10, 2007- August 15, 2008.
- 5) Many professional development sessions will have limited enrollment, so you are encouraged to register as early as possible.
- 6) If you have to cancel a registration, please notify us at cpregistration@ncforum.org ASAP so someone else can take your place.
- 7) If you are unable to attend a session in your school system because of a conflict and would like to attend a session in one of the other school systems, you may be able to do so if they have a vacancy. (Check the Collaborative Project's website at www.ncforum.org.)

8) Registration for Collaborative Project sponsored professional development days for Caswell County is as follows:

Registration procedures for Caswell County Schools

- Upcoming events will be posted to the Calendar and List View of the Collaborative Project's web site. Each event link will contain details of the event to include time, location, special instructions and a link to the actual registration form for the event.
 - a. Special instructions will include directions for printing the registration form and forwarding it directly to the Collaborative Project's office by email, fax, or mail.

Email: cpregistration@ncforum.org

Fax: 919-781-6527

Mail: The Collaborative Project Registration

Cumberland Building

3739 National Drive

Raleigh, NC 27612

- Prospective participants are not confirmed for a seat in the event until they've received a confirmation of registration directly from the Collaborative.
- b. If the event has a cap on the number of participants, registration will be based on a first-come, first-serve basis and may be limited to a specific number per school system.

- If you have questions regarding registration, please contact Jean Murphy or Alfred Mays at 919-781-6833 or Dr. Jennifer Locklear at 336- 694-4116.

The Collaborative Leadership Institute
Mid Pines Inn & Golf Club
1010 Midland Road, Southern Pines, NC
January 30-February 1, 2008

Agenda

Wednesday, January 30

6:15 – 7:00 PM	Reception	<i>Cosgroves Lounge</i>
7:00 – 7:45 PM	First Session	
	Welcome & Introductions Jean Murphy	<i>Dining Room</i>
	Dinner	
7:45-8:45 PM	After-Dinner Presentation by Ted Abernathy Chief Operating Officer & Executive Vice President Research Triangle Regional Partnership	
	“Future Jobs and the Importance of an Educated Workforce”	
8:45 PM	Wrap-up and Recess for the Evening	

Thursday, January 31

6:30 – 8:00 AM	Breakfast	<i>Dining Room</i>
8:15 – 8:30 AM	Welcome Jean Murphy	<i>Conference Center</i>
	Introduction to “Lenses on Learning” Dr. Sam Houston	
8:30 – 11:30 AM	“Lenses on Learning: Module 1: Instructional Leadership in Mathematics” Helen Compton Carol Midgett Retha Rush	
	Break (Called by Presenters)	
11:30-11:45	Blue Ribbon Testing Commission’s Report Dr. Sam Houston	
11:45	Wrap-up & Recess for Lunch	

12:00 – 1:00 PM	Lunch	<i>Dining Room</i>
1:00 –3:30 PM	“Lenses on Learning” continuation	<i>Conference Center</i>
3:30 PM	Adjourn Free Time Until Dinner	
3:30-5:00 PM	Advisory Committee Meeting (Remain in Conference Center)	<i>Conference Center</i>
6:15-7:00 PM	Reception	<i>Cosgroves Lounge</i>
7:00-7:45 PM	Dinner	<i>Dining Room</i>
7:45-8:45 PM	“The Need for Great Leadership” Dr. Dudley Flood Dr. Gene Causby	
8:45 Until	Networking	

Friday, February 1

6:30 – 8:00 AM	Breakfast	<i>Dining Room</i>
8:00 – 8:15 AM	CHECK OUT	
8:15 – 8:30 AM	Third Session Welcome & Introductions Jean Murphy	<i>Conference Center</i>
8:30-11:15 AM	“EVAAS: A Tool for Supporting Your Decisions” Dr. June Rivers, Manager of Value Added Assessment & Research, SAS Institute, Inc. Break (Called by Dr. June Rivers)	
11:15 – 12 Noon	“Ten Things to Watch in 2008” John Dornan, Executive Director Public School Forum of NC Announcements/Next Steps	
12 Noon	Lunch	<i>Dining Room</i>
1:00 PM	Depart for Home	

The Collaborative Project's Young Scholars Afterschool Programs

<u>LEA/School Sites</u>	<u>Starting Dates</u>	<u>Enrollment</u>
Caswell County		
South Elementary:	Started February 5	56 students
N L Dillard Middle:	Started February 4	40 students
Greene County		
Snow Hill Primary:	Started February 11	57 students
West Greene Elementary:	Started February 11	57 students
Mitchell County		
Gouge Elementary:	Started January 14	50 students
Deyton Elementary:	Started January 14	75 students
Warren County		
Warren County Middle:	Started January 23	40 students
South Warren Elementary:	Started January 23	40 students
Washington County		
Washington County Union:	Starts March 3	(Currently identifying students)
Creswell Elementary:	Starts February 19	64 students

PUBLIC SCHOOLS OF NORTH CAROLINA

Building On Success For Superior Schools

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

February 12, 2008

Executive Summary for the Education Oversight Committee North Carolina General Assembly

All of the 21st Century learning organizations represented today would like to express our sincere appreciation for the leadership of Governor Easley and the N.C. General Assembly that allow us to develop these opportunities for students. The executive summary is designed to provide information on three 21st Century options for North Carolina students. The options presented in this report are Learn and Earn Early College High School, Learn and Earn Online, and North Carolina Virtual Public School. For the benefit of our audience, we have provided this quick reference chart that details a brief description of the features and target audience of these programs.

Learn and Earn Early College High School

Small, academically focused high schools located on the campuses of two- and four-year colleges and universities where students graduate in five years with both a high school diploma and at least two years of transferable college credit or an associate degree.

Learn and Earn Online

LEO is a dual credit program that awards high school and college credit to students attending public schools in North Carolina. Students may take courses from any of the 45 participating NC Community Colleges or UNC Greensboro's iSchool program.

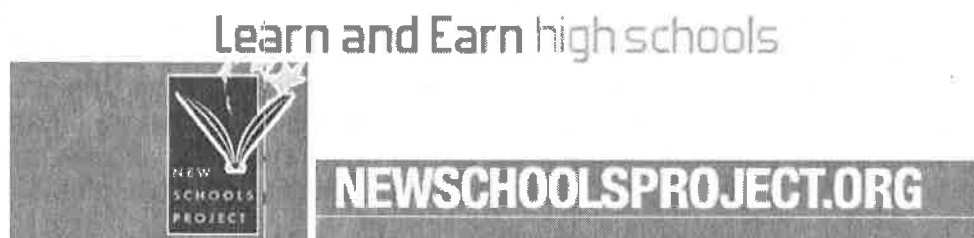
North Carolina Virtual Public School

NCVPS offers high school course credit to middle and high school students who want to complete core courses, Advanced Placement courses, honors courses, and/or credit recovery courses to complete the requirements of a high school diploma and to enhance their transcripts for college applications.

This summary is also accompanied by an interactive power point entitled, *Collaborative Leadership for Global Competitiveness: 21st Century Student Options in North Carolina*. The contents of this summary provide answers to questions across themes of public awareness, participation, outcome data, and technology challenges and responses. The contacts for the contents of this information include: Mr. J.B. Buxton, Deputy State Superintendent, North Carolina Department of Public instruction; Mr. Antonio Jordan, Director –High School Partnership Programs, North Carolina Community College System; Mr. John Brim, Learn and Earn Online; Dr. Robert Brown, Dean, Division of Continuous Learning, UNC Greensboro iSchool; and Dr. Bryan Setser, North Carolina Virtual Public School. Further information can be accessed at each of their websites which are included in the appropriate section of this summary.

For nearly a decade, the SREB Educational Technology Cooperative and organizations such as the North American Council for Online learning have helped SREB's 16 member states including North Carolina provide high-quality online academic courses to middle grades, high school, and postsecondary students. More recently the cooperative has increased its work with the K-12 community, focusing on what it takes to develop and provide high-quality online courses and teaching, and what state agencies need to do to provide the organization and structure to meet state academic goals.

We are excited to provide the education oversight committee of the North Carolina General Assembly the opportunity to hear about our work towards *Collaborative Leadership for Global Competitiveness: 21st Century Student Options in North Carolina*.



<http://www.learnandearn.nc.gov/>

What is Learn and Earn Early College High School?

Launched in 2004 by Governor Mike Easley and the N.C. General Assembly, Learn and Earn Early College High Schools are small, academically focused high schools located on the campuses of two- and four-year colleges and universities. Students graduate from Learn and Earn Early College High Schools having earned both a high school diploma and at least two years of transferable college credit or an associate degree. Some Learn and Earn Early College High Schools use a traditional four-year course of study, others enroll students for five years. The schools generally are open to any interested students in their home school districts, with an emphasis placed on attracting students typically under-represented in higher education – minority, economically disadvantaged and first generation college-going. The Department of Public Instruction and the North Carolina New Schools Project provide support to local school districts and their higher education partners in creating early Learn and Earn Early College High Schools. The schools' development is guided by NCNSP's five Design Principles – Ready for College, Powerful Teaching and Learning, Personalization, Redefined Professionalism and Purposeful Design.

Who participates and who has access to Learn and Earn Early College High Schools?

Forty two Learn and Earn Early College High Schools are enrolling students in the 2007-2008 school year, up from 33 in 2006-2007 and 13 in 2005-2006. Another 20 schools are in the planning phase.

Thirty eight Learn and Earn Early College High Schools are partnered with community colleges. Four of the schools partner with University of North Carolina system institutions.

The 33 Learn and Earn Early College High Schools in 2006-2007 enrolled 3,093 students. Student enrollment is comprised of:

Male	42.7 percent
Female	57.3 percent
White	54.9 percent
Black	32.5 percent
Hispanic	7.3 percent
Other	5.3 percent

In 2006-2007, 84.5 percent of Learn and Earn Early College High School students were in either 9th or 10th grade. In most cases, the new schools have opened enrolling only 9th graders, with plans to grow to eventual enrollments of 200 to 400 students. Given the enrollment growth in each school and the growing number of Learn and Earn Early College High Schools across the state, the total number of students enrolled in the program has grown consistently.

What outcome data exist for Learn and Earn Early College High Schools?

ABC End-of-Course Test Results

Last school year, the 33 Learn and Earn Early College High Schools had performance composites (the percent of students proficient on all End-of-Course tests) ranging from 97.2 percent to 34.5 percent, with 13 schools (39 percent) posting performance composites of 80 percent or higher (compared to 8 percent of all high schools across the state). Twenty-four of the 33 schools (73 percent) posted performance composites that were the highest among the other high schools in their district. Twenty-seven of the 33 schools (82 percent) met expected growth (compared to 77 percent of all high schools across the state), and 17 of the 33 (52 percent) made high growth (compared to 34 percent of all high schools across the state).

9th Grade Promotion Rates

During the 2005-06 school year (the most recent year for which promotion rates are currently available and during which the initial 13 Learn and Earn Early College High Schools enrolled students), 12 of the 13 learn and earn high schools reported 9th grade promotion rates ranging from 64 percent to 100 percent, with five of the 12 schools (42 percent) promoting 100 percent of their 9th graders. Ten of the 12 schools (83 percent) reported 9th grade promotion rates greater than 95 percent. Ten of the 12 schools (83 percent) also reported 9th grade promotion rates greater than the statewide 9th grade promotion rate of 85 percent.

9th Grade Dropout Rates

Research has shown that most high school students either drop out or decide to drop out during the 9th grade year. During the 2005-06 school year (the most recent for which dropout rates are available), 12 of the 13 Learn and Earn Early College High Schools that had 9th grade classes reported 9th grade dropout rates ranging from 0 percent to 5.48 percent, with eight schools (67 percent) reporting no 9th grade dropouts. All 12 of the schools reported 9th grade dropout rates that were lower than the statewide 9th grade dropout rate of 5.65 percent.



LEARN AND EARN ONLINE

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

Thanks to the leadership of Gov. Mike Easley and the NC General Assembly, North Carolina public high school students can earn college credits through Learn and Earn Online. Qualified students in participating public high schools can take a variety of online college-credit courses at no cost to them or to their families. Students earn both high school and college credit for completed courses. Access to these courses is provided during the regular school day and an online course facilitator will assist students in the classroom. Courses are offered through UNCG iSchool and community colleges.

What is Learn and Earn Online?

- LEO is an online dual credit program that awards high school and college credit to students attending public schools in North Carolina.
- Students may take courses from any of the 45 participating NC Community Colleges or UNC-Greensboro's iSchool program.
- Learn and Earn Online is an extension of the face-to-face Learn and Earn Early College High School program that allows students throughout the state to earn college credit at no cost to them or their parents.
- Learn and Earn Online makes higher education more accessible to high school students in both rural and urban communities of North Carolina.
- State funding removes the socio-economic barriers that prevent students from pursuing college course work.
- Since there are no minimum enrollment requirements, high schools can participate regardless of size or critical mass interest in a particular course.
- Studies show that students who earn college credit while in high school are more likely to attend and complete a college education.
- Students can remain on their home campuses while they earn college credit.

What types of courses are offered?

- Courses are college level courses in a variety of content areas.
- A complete list of courses is in the information packet.
- UNCG iSchool offers courses in Math, Sociology, American History, American Government, Psychology, Anthropology, Philosophy, Western Civilization, Sport Science, and Arts Appreciation.
- NCCCS offers courses in Art, Biology, Economics, English, Chemistry, History, Math, Physics, Psychology.

What is the difference between LEO and NCVPS?

- NCVPS offers high school and middle school courses to public school students who want to complete core courses, Advanced Placement courses, honors courses, and credit recovery courses to complete the requirements of a high school diploma and to enhance their transcripts for college applications.
- LEO offers college-level courses that provide both high school and college credit courses for high school students interested earning credit toward an Associate in Arts or Science degree in the Community College System or a four year degree in the University system.

Who has access and who is participating?

- Any public school student whose school system signed the Intent to Participate Letter and meets course prerequisites is eligible.
- A map in your information packet gives an overview of the school systems participating.
- Students in grades 9 – 12 are participating in the program.

Do we have early outcome data on LEO?

- LEO enrollment is 3,256 as of 2/08/08
- Fall 2007 G.P.A was 2.6
- 45 of the Community Colleges are participating across the state
- Offers 100+ courses in a variety of subjects



**North Carolina
Virtual
Public School**



21st Century Learning for
21st Century Success

www.ncvps.org

Thanks to the leadership of Lt. Governor Beverly Perdue and the NC General Assembly, North Carolina high school and middle school students can earn high school credits through North Carolina Virtual Public School. Students in participating high school and middle schools can take 72 online high school-credit courses at no cost to them or to their families. These courses allow students opportunities to accelerate and exceed graduation requirements, recover credits, and obtain 24 hour a day access to 21st Century learning regardless of zip code.

What is the NC Virtual Public School and how does it work?

NCVPS students are guided through their courses by state-certified instructors, many of whom hold advanced degrees and are Nationally Board Certified. At any hour of the day, students access the website, log into the class via the blackboard learning system, work on assignments and projects, interact with other students and the teacher, and submit work to be graded. Teachers evaluate student work and send back grades and comments through a variety of

communication tools. Some of the tools students and teachers use include phone, email, white boards, and a host of interactive 21st century tools (wikis, chat rooms, blogs, etc.) that engage both teacher and learner in a rigorous, rich, and reflective learning environment.

What types of courses are offered?

- Honors and Advanced Placement
- General Studies
- Math, Science, and English
- World Languages, Career-Technical, and Life Skills
- Art, Music, and SAT Test preparation
- Credit recovery

How is NCVPS different than Learn and Earn Online?

- NCVPS offers high school and middle school courses to public school students who want to complete core courses, Advanced Placement courses, honors courses, and credit recovery courses to complete the requirements of a high school diploma and to enhance their transcripts for college applications.
- LEO offers college-level courses that provide both high school and college credit courses for high school students interested earning credit toward an Associate in Arts or Science degree in the Community College System or a four year degree in the University system.

Who has access and who is participating?

- All North Carolina School districts have access.
- Charter Schools have access.
- High school and middle school students participate in NCVPS.
- 111 out of 117 school districts are participating.

Do the technology requirements create barriers for some students?

- 20th century schools and tools need to be upgraded to 21st century learning environments.
- Connectivity and bandwidth issues need continued infrastructure support.
- 21st century security needs to be balanced with 21st century access and innovation.

What is the outcome data?

- NCVPS has now surpassed the 6,887 student mark with 169 course sections.
- Total NCVPS enrollment since June 1, 2007 is 18,641 students.
- Summer 2007 credit recovery enrollment was 5,451.
- Summer 2007 accelerated course enrollment was 1,539.
- Fall 2007 Course enrollment was 4,384.
- 38% of Fall 2007 semester grades were A or B.

SREB

Southern
Regional
Education
Board

Online Learning Meeting Middle and High School Student Academic Needs

The North Carolina Joint Legislative Education Oversight Committee

Bill Thomas
SREB Director, Educational Technology
February 12, 2008

SREB

Southern
Regional
Education
Board

SREB State Virtual Schools

- **Alabama Virtual School - 2005**
- **Arkansas Virtual High School - 1999**
- **Florida Virtual School - 1997**
- **Georgia Virtual School - 2005**
- **Kentucky Virtual High School - 2000**
- **Louisiana Virtual School - 2000**
- **Maryland Virtual Learning Opportunities Program - 2003**
- **Mississippi Virtual School - 2006**
- **North Carolina Virtual Public School - 2005**
- **Oklahoma Virtual High School (Provided by the University of Oklahoma) - 2001**
- **South Carolina Virtual School - 2007**
- **Virtual Virginia School - 2004**
- **West Virginia Virtual School - 2000**

Growth in State Virtual Schools in SREB States

- In 2006/2007 over 150,000 middle & high school students completed online courses
- **Delaware:** anticipates launch in September 2008 – Implementation Plan released
- **Texas:** Initial legislation passed in May 2007 - RFI posted 02.01.08
- **Tennessee:** plans to fully launch in Fall 2008 – 15 online courses developed and in use

Why State Virtual Schools? An SREB Perspective

- A viable & successful means of ensuring equity-of-access for students across the state – filling the gaps & increasingly for credit recovery
- Effective way to consistently provide quality teachers & quality courses
- One point-of-contact to manage and coordinate information, data and programs
- Procurement, management & development efficiencies that allow for reasonable costs

SREB Publication: *Strengths and Benefits of SREB State Virtual Schools*

Dual Credit Online

- **Learn & Earn Online:**
 - Provides increased student access
 - Eliminates financial barrier
 - Course credit eligibility
- **Few SREB states provide online dual credit – but the number is growing**
- **“North Carolina is light years ahead of us in marketing what already exists.”**

Accountability

How can you know you are getting quality at a reasonable price?

- **Reports to state policy- & decision-makers**
- **Feedback from schools, students and parents**
- **Student performance reports**
- **External evaluations**
- **Financial and cost oversight**
 - Florida TaxWatch Report, Florida Virtual School
<http://www.floridataxwatch.org/>

SREB

Southern
Regional
Education
Board

SREB Publications

- ***Strengths and Benefits of SREB State Virtual Schools***
- ***Five Academic Reasons: Why State Virtual Schools are Important to Your State***
- ***State Virtual Schools — Successes and Growing Pains*** (October 2007)
- ***Report on State Virtual Schools*** (August 2007)
- ***Getting Students Ready for College and Careers*** (2006)

<http://www.sreb.org/main/Publications/catalog/srebcatalog.asp>

SREB

Southern
Regional
Education
Board

Thank You

Bill Thomas
**SREB Director, Educational
Technology**

bthomas@sreb.org

404-875-9211

<http://www.sreb.org/programs/EdTech/SVS/index.asp>

Goldsboro News-Argus

Covering Wayne County since 1885



Click here to see the businesses in Wayne County who have supported

NEWSPAPERS in EDUCATION

this school year!



News Sports Classifieds HomeFinder RentalFinder CarFinder Births Weddings Obituaries Phone Books

02/11/08 — Dropout rate down in county schools

Today's Edition > Main Archive Page > February 2008 > 11
<< "Marine's final resting place still a mystery" -



Recent Stories

Dropout rate down in county schools
Marine's final resting place still a mystery
Stone to run for District 5 seat in state Senate
Radford seeking at-large seat on school board
N.C. Department of Justice employee arrested on drug charges
Neuseway Park event in Kinston on Sunday
Duplin Historical Society honors black veterans
Programs explained at Dillard
Black history exhibit to open at Waynesborough
Curtain will rise Saturday at rebuilt Paramount Theatre
Business leaders put an end to silence over schools
Filing opens Monday for May primaries
Atlas Price will not run for re-election
Flu staking its toll on county
Kenan family's ancestral home to be part of Duplin tourism push
City Council gives preliminary OK to increase in hotel tax
Forestry officials warn about burning
Wayne County Relay for Life Man, 44, charged with sex offense
Goldsboro Council considers possible annexation plans

The Guide

Click and Save Coupons
Local Restaurants
Family and Locally Owned Businesses
Entertainment
Weather Forecast

Community Links

Watch construction on the

Dropout rate down in county schools

Wayne County Public Schools had 101 fewer dropouts during 2006-2007 than the previous year, according to the annual dropout report just released by the N.C. Department of Public Instruction.

Statewide, a total of 23,550 students, or 5.24 percent of students in grades 9-12, dropped out of school in the 2006-2007 school year. The previous year it was 5.04 percent, or 22,180 students.

In Wayne County, the rate dipped from 5.7 percent to 4.16 percent.

When expanded to include grades 7-12, the local rate went from 3.89 percent in 2005-2006 to 2.83 percent. More specifically, there were 254 students who dropped out of school last year, compared to 355 the year before.

Of the 115 school districts in the state, 43 percent reported a decrease in the rates. Large increases in a handful of school districts pushed up the state average, state officials said, while Washington, Clay and Camden counties showed dropout rate decreases by nearly 50 percent.

Local school officials are attributing their decline to shored-up efforts of teachers and administrators across the county, preparing students for testing and graduation.

Among the efforts targeting the dropout problem has been the creation of several initiatives in the school system. Distance education classes, a take home computer program, and freshman academies are among them, as well as the launch of the Early Middle College High School in the fall of 2006 and the Wayne School of Engineering in the fall of 2007 with a focus on science, technology, engineering and math. Mentor programs at the elementary, middle and high schools are also being offered for at risk students. Student support services have also been provided for families through school counselors, social workers, school nurses and psychologists, officials said. An area that continues to come under debate is vocational training and preparation for the workforce, particularly geared toward students who may not otherwise go on to college.

In addition to efforts to provide more vocational courses, the

News Archive

Search

Browse by Date

Knowledge

SPORTS • CLASSIFIEDS
LOCAL & NATIONAL NEWS
EDITORIAL
ENTERTAINMENT


We've got the market covered!

Goldsboro News-Argus

Call today...enjoy tomorrow!

778-3411

310 N. Berkeley Blvd.

new Paramount
Inside Pages
Editorial Page
Jim Meachen's Car Reviews
Special Pages
 Download our 2008 Bridal Guide (Adobe PDF file)
Photo Gallery
City of Goldsboro Water Conservation Rules
Website Feedback
Download our Hurricane Tracking Map (Adobe PDF file)
Forms
Classified Ad Form
Engagement Announcement Form
Wedding Announcement Form
School Sports Forms

school system is working on a partnership with Wayne Community College to create career academies aimed at better prepare students for careers in business/finance or engineering after graduation.

Though pleased, Dr. Steven Taylor, schools superintendent, said there is still much to be done.

"As educators, we recognize there are circumstances that cause some students to become disenfranchised with their education," he said. "Our schools have worked hard to offer programs that help keep students engaged in the educational process and we evaluate those programs each year to see which programs work best for students."

Dr. Sandra McCullen, associate superintendent for curriculum and instruction, said, "We still need some work but we're so proud of what our social workers, our counselors, freshman academies and all the other things that we put into place to help with our dropout rate."

By Phyllis Moore

Published in News on February 11, 2008 01:46 PM

[News](#) | [Sports](#) | [Classifieds](#) | [Homes](#) | [Rentals](#) | [Cars](#) | [Births](#) | [Weddings](#) | [Obituaries](#) — [Site Map](#)

Please send feedback on the site design to webmaster@newsargus.com

This publication copyright ©2008 Goldsboro News-Argus, all rights reserved.

Staff Development: Funding & Expenditures

Kristopher Nordstrom – Fiscal Research Division

February 13, 2008



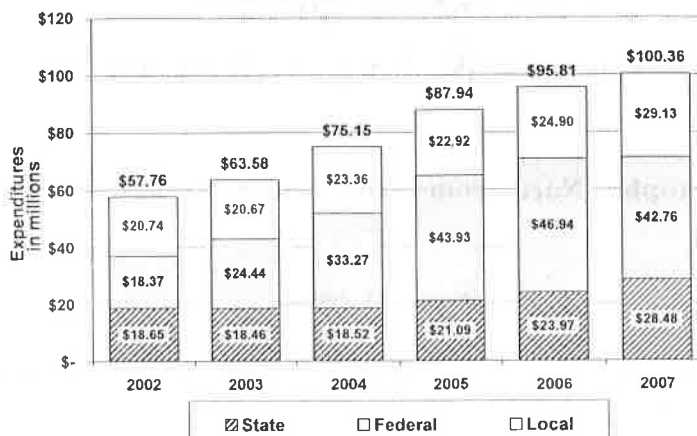
FISCAL RESEARCH DIVISION
A Staff Agency of the North Carolina General Assembly

Key Takeaways

- Many sources of funding
 - State, federal, and local
- “Staff Development” allotment – one of many State sources available
- State funds various suppliers of staff development

Staff Development Expenditures

Professional Development
Dollars Expended (in millions)



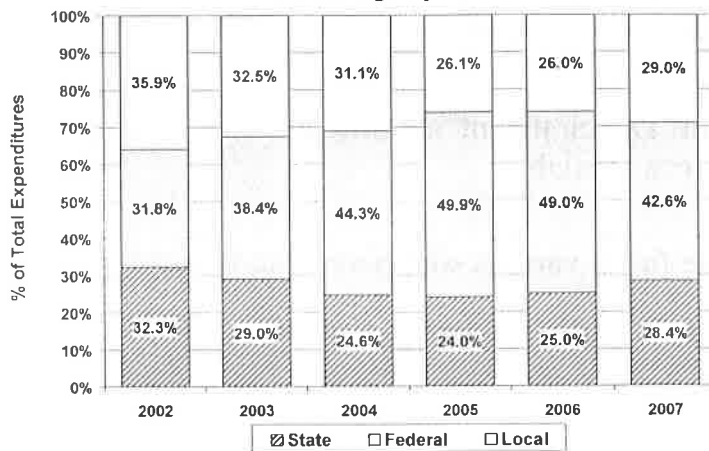
FISCAL RESEARCH DIVISION
Arizona Department of Education

3

February 13, 2008

Staff Development Expenditures

Professional Development Spending
Percentage By Fund



FISCAL RESEARCH DIVISION
Arizona Department of Education

4

February 13, 2008

State Allotments for Staff Development

State Allotment	FY 06-07 Allotment	FY 06-07 Expenditures
Staff Development	\$12,327,698	\$10,789,685
Disadvantaged Student Supplemental Fund	\$50,115,448	\$4,277,045
Career Technical Education - Prog. Support	\$18,599,470	\$2,319,720
Low Wealth Counties	\$181,785,643	\$2,026,584
School Technology	\$10,000,000	\$1,563,719
Children With Special Needs	\$619,873,774	\$1,519,418
At-Risk Student Services	\$211,052,841	\$1,492,407
Academically or Intellectually Gifted	\$58,141,716	\$1,162,311
Learn & Earn	\$12,015,436	\$1,138,419
Improving Student Accountability	\$36,977,973	\$837,015
Small County	\$40,547,708	\$496,277
Transportation of Pupils	\$320,924,416	\$413,426
Limited English Proficiency	\$52,414,436	\$248,816
Driver Training	\$32,985,745	\$99,867
Child and Family Support	\$10,678,350	\$43,961
Mentors	\$8,100,140	\$41,988
Non-Instructional Support (max 3%)	\$10,834,302	\$0
Total	\$1,687,375,096	\$28,476,938

Federal Allotments for Staff Development

Federal Allotment	FY 06-07 Allotment	FY 06-07 Expenditures
Title I - Basic Grant	\$279,107,997	\$20,517,815
Improving Teacher Quality	\$61,048,159	\$9,988,411
IDEA VI-B Handicapped	\$274,354,720	\$2,846,952
Vocational Education	\$21,535,766	\$2,180,818
Title I - Reading First	\$22,223,148	\$1,479,590
Math and Science Partnership	\$4,563,757	\$1,191,360
Education Technology	\$5,719,148	\$1,086,956
Safe and Drug Free Schools	\$5,810,114	\$699,483
Title I - School Improvement	\$11,123,856	\$681,636
English Language Acquisition	\$11,953,729	\$604,685
Rural and Low Income Schools	\$4,461,969	\$485,671
Abstinence Education Program	\$731,017	\$309,897
21st Century Community Learning Centers	\$20,531,376	\$225,079
Title V - Innovative Programs	\$2,284,098	\$169,330
Title I - Migrant Education	\$5,920,138	\$167,574
McKinney-Vento - Homeless Assistance A	\$1,069,443	\$50,348
Learn and Serve America	\$360,000	\$29,710
IDEA VI-B Preschool Handicapped	\$9,593,323	\$25,173
Title I - Even Start	\$1,924,858	\$16,459
Total	\$744,316,616	\$42,756,946

Staff Development Allotment

Allotment Formula

- Base allotment:
 - Each eligible LEA receives \$750
- Remainder of allotment:
 - 25% distributed evenly among LEAs
 - 75% distributed based on ADM
- At least 75% of total allotment must be allocated to schools (i.e., not controlled by central office)

State-funded Providers of Staff Development

- North Carolina funds certain providers of professional development

Organization	FY 07-08 Allotment
NC Center for the Advancement of Teaching	\$6,756,766
NC Teacher Academy	\$7,514,043
NC Network	\$312,625
NC Humanities Teacher Institute Program	\$100,000
Schools Attuned	\$820,911
A+ Schools	\$100,000
ExplorNet	\$425,000
Project Enlightenment	\$200,000
NC Science, Math, and Tech. Ed. Center	\$100,000
Total	\$16,605,346

Key Takeaways

- Many sources of funding
 - State, federal, and local
- “Staff Development” allotment – one of many State sources available
- State funds various suppliers of staff development

NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual

Policy Identification

Priority: Quality Teachers, Administrators, and Staff

Category: Qualifications and Evaluations

Policy ID Number: QP-C-016

Policy Title: Policy governing general staff development policies

Current Policy Date: 03/07/1991

Other Historical Information:

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category:

- A. The following policies shall apply to all funds from state appropriations or federal or special grants which are to be utilized for staff development which the State Board of Education or the State Superintendent of Public Instruction administers. Changes in these policies which result from changes in legislation may be implemented before actual revision of the policies by the State Board of Education.
- B. The staff development funds covered by these policies are restricted for training and development of personnel employed by local boards of education.
- C. Either the Department of Public Instruction or local school administrative units may use these funds for individual or group training. Training activities must be directly related to the highest priority assessed needs of local personnel and must be designed to achieve specific training objectives that contribute to school improvement and student achievement.
- D. Staff development funds utilized by the local school administrative units may be used for object code descriptions found in North Carolina Public Schools Uniform Chart of Accounts for Staff Development (K-12), Program Report Code 28. Expenditures and procedures must conform to provisions in the State Budget Manual and other applicable policies of the State Board of Education.
- E. The State Board of Education will allocate twenty-five percent of its local staff development appropriations equally among all local school administrative units. The Board will allot the remainder on the basis of average daily membership for

the prior school year or projected ADM for the current year, whichever is more. To the extent possible, the State Superintendent of Public Instruction shall consolidate into one allocation all staff development funds provided to local school administrative units.

- F. Funds utilized by the State Department of Public Instruction to conduct training for public school personnel shall be used for high priority statewide training and shall be approved in advance by the State Superintendent of Public Instruction or designees. The funds may be utilized for the same purposes and with the same limitations as indicated in part D of these policies. To the extent possible, staff development funds will be consolidated into company/account/centers under the control of the Assistant State Superintendent of Personnel Services.

Professional Development Expenditures - Local Funds

Fiscal Year 2002 to 2007

Classification	2002	2003	2004	2005 (**)	2006 (**)	2007
Salary						
Teacher	\$ 132	\$ -	\$ 831	\$ 265	\$ 14,567	\$ -
Teacher Assistant	68,252	54,701	59,119	70,374	68,828	95,845
Tutor	-	980	2,269	40	750	6,323
Clerical Personnel	-	450	-	-	-	-
Overtime Pay	360	50	256	2,784	983	1,270
Supplementary Pay	50	1,575,973	13,050	33,280	22,607	7,100
Substitute Pay	1,980,473	-	1,916,716	1,681,664	1,858,275	2,433,918
Bonus Pay	66,173	27,492	97,210	14,059	11,386	22,571
Bonus Leave Pay	-	-	515	-	1,067	-
Annual Leave Pay	-	38	2,877	284	358	-
Local Salary Differential	-	-	-	-	-	(73)
Mentor Pay	2,000	4,800	11,600	6,200	79,291	29,009
Salary - Other Assignments	1,089,640	1,000,339	796,154	969,569	1,153,742	923,395
Subtotal:	\$ 3,207,081	\$ 2,664,823	\$ 2,900,598	\$ 2,778,518	\$ 3,211,853	\$ 3,519,357
Purchased Services						
Contracted Services	\$ 266,277	\$ 566,553	\$ 559,350	\$ 721,970	\$ 463,327	\$ 900,243
Workshops	17,011,853	17,096,775	19,476,560	18,983,019	20,770,821	24,308,633
Property Services	-	5,316	3,150	9,502	3,500	3,500
Transportation Services	108,106	170,786	215,709	83,177	57,740	54,658
Advertising	-	1,019	-	-	-	-
Communications	-	-	-	-	-	(871)
Printing & Binding	10,985	8,299	9,205	8,400	8,235	6,374
Other Purchased Services	24,682	11,168	35,715	113,399	175,983	191,369
Subtotal:	\$ 17,421,903	\$ 17,859,917	\$ 20,299,689	\$ 19,919,468	\$ 21,479,606	\$ 25,463,906
Supplies & Materials						
Instructional Supplies	\$ 33,527	\$ 17,561	\$ 2,129	\$ 3,466	\$ 17,180	\$ 24,419
Supplies & Materials	19,217	22,639	64,834	70,269	48,064	39,902
Computer Software & Supplies	-	12,080	283	43	-	-
Library/Audiovisual Services	-	-	228	253	-	-
Food Purchase	43,296	27,097	34,564	95,179	82,679	64,869
Non-Capitalized Equipment	1,576	59,958	47,006	44,175	26,749	1,971
Subtotal:	\$ 97,617	\$ 139,335	\$ 149,043	\$ 213,386	\$ 174,672	\$ 131,161
Capital Outlay						
Equipment	4,066	382	5,093	-	24,387	1,212
Subtotal:	\$ 4,066	\$ 382	\$ 5,093	\$ -	\$ 24,387	\$ 1,212
Other						
Dues & Fees	\$ 7,384	\$ 6,483	\$ 5,666	\$ 6,544	\$ 4,978	\$ 6,858
Miscellaneous	2,956	3,492	2,689	4,571	500	4,098
Unidentifiable Objects	2,391	-	-	-	-	-
Subtotal:	\$ 12,731	\$ 9,975	\$ 8,355	\$ 11,115	\$ 5,478	\$ 10,956
Grand Total:	\$ 20,743,398	\$ 20,674,432	\$ 23,362,778	\$ 22,922,487	\$ 24,895,994	\$ 29,126,592

Notes:
(**) Based on Rpt5 13P preliminary data

University of North Carolina

Professional Development for K12 Teachers and School Leaders

February 13, 2008

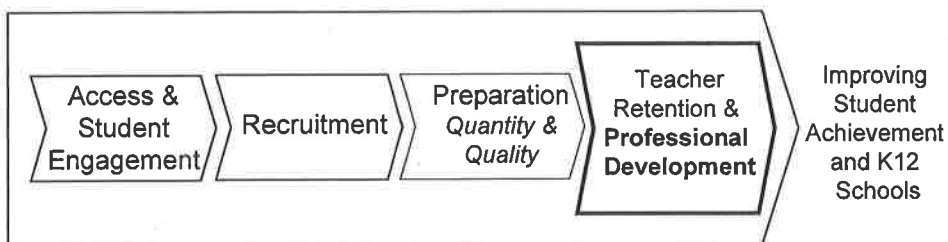
*Alan Mabe, Vice President
Academic Planning and University-School Programs*

A Strategic Priority of the University

K16 Education

One Priority

“Prepare More & Better Teachers & School Leaders”



UNC Center for School Leadership Development (UNC-CSLD)

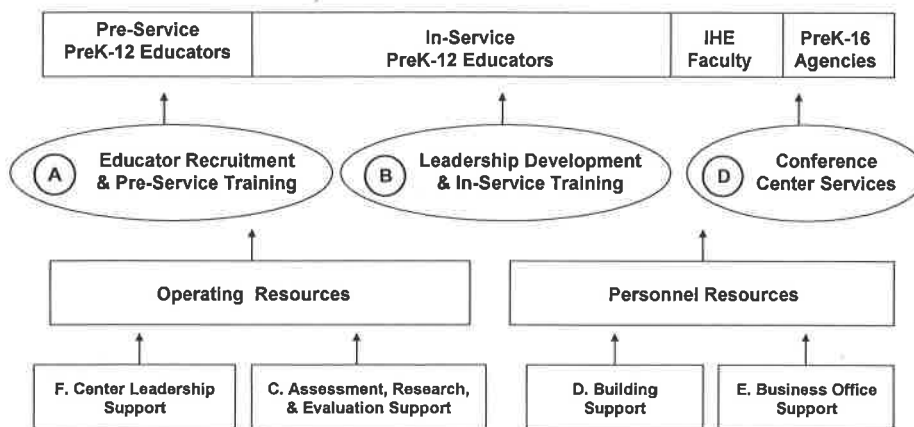
Overview of Reorganization

- ◆ Initiated at the request of President Bowles
- ◆ Planning phase October 2006 thru June 2007
- ◆ Implementation began July 2007
- ◆ The Center focuses on services in three areas:
 - educator recruitment and connection to pre-service training,
 - leadership development and in-service training for school leaders, and
 - conference facility; developing assessment unit

3

UNC Center for School Leadership Development

Organizational and Operational Structure



Effective July 1, 2007

4

UNC Center for School Leadership Development (UNC-CSLD)

Programs and Services

- ◆ Leadership Programs for New and Aspiring Principals, and Future Superintendents
- ◆ Topical Seminars, Law Academy and Resource Management
- ◆ Principals' Institute and Leadership Conference
- ◆ Teacher Retention Conference and Special Ed Conference
- ◆ NC Math and Science Education Network
- ◆ Turnaround High Schools, Middle Schools, and Elem. Schools
- ◆ Leadership Program for Experienced Principals, Survival School for New Principals, and School Adm. as Instructional Leaders
- ◆ NC QUEST (NCLB Title II-A, Subpart 3)

5

CSLD Professional Development Expenditures

<u>Source</u>	<u>Amount</u>
◆ State -	\$2.4M
◆ Federal/Grants -	\$2.8M
<hr/>	
◆ <i>Total Expenditures -</i>	<i>\$5.2M</i>

6

UNC Center for School Leadership Development (UNC-CSLD)

Leadership Development and In-service Education

- ◆ Network of 11 NC MSEN centers located on university campuses that provide statewide mathematics and science professional development opportunities with a major focus on low-performing school districts and hard-to-staff schools.
- ◆ Network of 9 MSEN Pre-College program sites on UNC campuses that provide year-round academic enrichment services to underserved and underrepresented grades 6-12 students with academic promise in the areas of science, technology, engineering or mathematics

7

UNC Center for School Leadership Development (UNC-CSLD)

Leadership Development and In-service Education

- ◆ DPI-funded School Improvement Project (NC SIP) initiative to improve the quality of instruction received by NC students with disabilities
- ◆ NC QUEST the administration of \$2.4 million in federal funds to 22 competitive projects designed to provide professional development to teachers in high-need school districts in the areas of mathematics, science and literacy

8

UNC Center for School Leadership Development (UNC-CSLD)

Leadership Development and In-service Education

- ◆ Principals' Executive Program (PEP) core programs that deliver professional development for practicing school administrators and that are based upon the seven new NC school executive performance standards and address specific knowledge and skills
- ◆ Special appropriation by the NC General Assembly and under contract with DPI, a series of leadership development training sessions for leaders of turnaround schools that have not met performance standards under the state's accountability program or adequate yearly progress

9

UNC Center for School Leadership Development (UNC-CSLD)

Leadership Development and In-service Education

- ◆ The 2007-08 Leadership for Turnaround High Schools is providing professional development for 102 school leaders (principals, teachers & central office staff) from 34 High Schools serving approximately 27,200 students across the state.
- ◆ The Leadership for Turnaround Middle Schools is serving 108 school leaders from 36 middle schools serving approx. 21,600 students.
- ◆ The Leadership for Turnaround Elementary Schools serving 60 school leaders from 20 elementary schools serving approximately 9,000 students.
- ◆ Overall Leadership for Turnaround Schools in 2007-08 will provide 88 contact hours of training for 270 indiv. school leaders from 90 schools that serve 57,800 students throughout the state.

10

Professional Development Needs of NC Teachers

Assessing, Aligning, Developing

- ◆ The CSLD consults annually with the State Board of Education to identify professional development needs across the state via the Annual Professional Development Report process
- ◆ Various initiatives at the CSLD consult regularly with their respective client groups to identify professional development needs for specific groups
- ◆ Professional development programs are planned and revised annually to meet the needs identified through these consultations

11

Promoting and Distributing Professional Development to K12

CSLD Disseminates Information Through:

- ◆ Campus-based Centers & Networks - MSEN Centers
- ◆ Mail lists & Newsletters – PEP listserv & newsletter
- ◆ Request for Proposals (RFP) to all School Districts and IHE's in NC – NC QUEST RFP
- ◆ State-wide Networks - NC SIP/RISE
- ◆ NC Department of Public Instruction
- ◆ CSLD and Program Websites

12

CSLD Collaborative Efforts with Educational Institutions

- ◆ MSEN Centers are located on IHE campuses
- ◆ NC SIP/RISE utilizes university and K-12 personnel to deliver services
- ◆ Leadership for Turnaround Schools is a collaborative partnership between the CSLD and DPI
- ◆ NC QUEST requires partnerships between high-need school districts and IHE schools of education and colleges of arts and sciences

13

CSLD Professional Development Program Impact

- ◆ April report to Ed Oversight about PEP will include data regarding student performance at schools whose principals are PEP participants
- ◆ PEP and the CSLD are currently evaluating EVAAS as a tool for providing insight into professional development and student achievement
- ◆ PEP is redesigning the curriculum in its core programs to align with the new SBE standards for school executives – standards that are connected to high student achievement

14

CSLD Professional Development Program Impact

- ◆ Core professional development initiatives include an ongoing evaluation process
- ◆ CSLD is revising these processes to conform with Guskey's model for evaluating professional development; a major focus for the Assessment, Research & Evaluation unit
- ◆ Training for Priority High Schools – independent evaluation by SERVE
- ◆ NC PIMS project - independent evaluation
- ◆ Training for Turnaround Schools - independent evaluation by SERVE

15

Five Levels for Evaluating Professional Development

Guskey's Research

1. Participants reactions
2. Participants learning
3. Organizational support and change
4. Participants use of new knowledge and strategies
5. Student Learning Outcomes

16

North Carolina Center for the Advancement of Teaching (NCCAT)

- ◆ Established by the state legislature in 1985 with a mission to advance teaching as an art and a profession
- ◆ NCCAT's goal is to attract and retain the caring, highly qualified, and skilled teachers necessary to positively impact the quality of public education in NC.
- ◆ With its main residential campus located in Cullowhee and a second campus on Ocracoke Island, NCCAT is a unique organization, heralded nationally as a superior model of professional development.
- ◆ Main focus is a year-round series of week-long residential seminars that provide in-depth study in the humanities, arts, sciences, technology, literacy, and health for Pre-K through 12th grade teachers (at no cost to teachers or schools).
- ◆ All seminars incorporate the NC Standard Course of Study and presenters model best practices for application to the classroom.

17

North Carolina Center for the Advancement of Teaching (NCCAT)

- ◆ Established Renewal seminars are firmly grounded in research on adult learning theory as well as on research about what works for teachers. A strong intellectual thrust and experiential format drive the NCCAT seminar model.
- ◆ National Board support seminars encourage the development of advanced skills in the classroom.
- ◆ Beginning teacher programming focuses on further developing teaching skills and knowledge to provide success in the classroom and commitment to the profession.
- ◆ Retention data shows that *NCCAT keeps teachers in the profession* at a higher rate than the State and nation.
- ◆ In 2006-2007, NCCAT served 4,616 educators statewide through 108 seminars and 86 programs, impacting approximately 205,075 North Carolina public school children from pre-K-12th grade.

18

Campus-Based Professional Development Efforts

LEARN NC

- ◆ Carolina On-Line Teacher (COLT) program: training program for K-20 instructors in the required skills of online teaching including effective collaboration, creating learning comm., differentiating content for English lang. learners online, and more.
- ◆ Building local capacity: Training local instructors to take DPI Adolescent Literacy and English Language Learner training back to their systems.
- ◆ E-commerce: DPI's sole method of disseminating this curriculum and building local capacity in online learning.
- ◆ Collaborations: Professional Development Directory (with Z. Smith Reynolds and DPI), Global Education video conferences, and online with World View.

19

Questions?

20

UNC Center for School Leadership Development

Professional Development Services Operating Budget FY 2007-2008

Professional Development Services	Direct Operating Costs		Allocated Personnel Costs	Allocated Overhead Support	Total From State Funds	Grant / Trust Funds	Total Funding
	From State Appropriation	From State Receipts					
Leadership Program for New Principals	\$78,604	\$15,000	\$116,152	\$10,484	\$220,240	\$0	\$220,240
Leadership Program for Aspiring Principals	\$83,796	\$0	\$117,699	\$9,385	\$210,880	\$0	\$210,880
Leadership Program For Future Superintendents	\$69,133	\$18,750	\$107,557	\$9,843	\$205,283	\$0	\$205,283
Topical Seminars	\$15,000	\$0	\$3,550	\$1,680	\$20,230	\$0	\$20,230
Law Academy	\$8,286	\$15,600	\$5,653	\$2,675	\$32,214	\$0	\$32,214
Resource Management	\$8,286	\$0	\$1,961	\$928	\$11,175	\$0	\$11,175
Principals' Institute	\$8,287	\$0	\$1,961	\$928	\$11,176	\$0	\$11,176
Leadership Conference	\$3,231	\$0	\$765	\$362	\$4,358	\$0	\$4,358
Teacher Retention Conference	\$3,231	\$42,750	\$10,882	\$5,150	\$62,013	\$0	\$62,013
Special Ed Conference	\$3,232	\$28,665	\$7,549	\$3,572	\$43,018	\$0	\$43,018
NC Math and Science Education Network	\$18,586	\$0	\$255,333	\$2,082	\$276,001	\$0	\$276,001
Leadership for Turnaround High Schools	\$303,500	\$0	\$75,099	\$33,992	\$412,591	\$309,224	\$721,815
Leadership for Turnaround Middle Schools	\$303,500	\$0	\$37,082	\$33,992	\$374,574	\$293,800	\$668,374
Leadership for Turnaround Elem. Schools	\$0	\$0	\$0	\$0	\$0	\$338,090	\$338,090
Leadership Program for Experienced Principals	\$76,378	\$13,750	\$116,329	\$10,094	\$216,551	\$0	\$216,551
Survival School for New Principals	\$13,324	\$8,985	\$41,150	\$2,499	\$65,958	\$0	\$65,958
School Administrators as Instructional Leaders	\$0	\$0	\$177,410	\$0	\$177,410	\$168,634	\$346,044
*NC QUEST (NCLB Title II-A, Subpart 3)	\$0	\$0	\$14,937	\$0	\$14,937	\$1,687,296	\$1,702,233
Total	\$996,374	\$143,500	\$1,091,069	\$127,666	\$2,358,609	\$2,797,044	\$5,155,653

* NC QUEST (North Carolina Quality Educators through Staff development and Training) - The US Department of Education allocates funding from NCLB Title II-A (Subpart 3) to NC's SAHE (state agency of higher education) to make awards, through a competitive statewide "subgranting" process, to eligible IHE-LEA partnerships.

Direct Operating Costs - Includes all spending on services, with the exception of (1) state personnel salaries & benefits, and (2) allocated facility/office expenses.

Costs include: independent contractors (primarily speakers), meeting room costs, travel and lodging (staff and participants, as appropriate), printing, direct supplies, etc.

Allocated Personnel Costs - Most full time staff at CSLD work on multiple services. Costs are allocated to the appropriate service.

Allocated Overhead - Costs include phones, postage, office supplies, utilities, maintenance (janitor, grounds, etc), and copiers.

**Z. Smith Reynolds Foundation Professional Development Initiative
Presentation to the Joint Legislative Education Oversight Committee
February 13, 2008**

Why this matters: The ZSR Professional Development Initiative (PDI) established the online Professional Development Directory because there is currently no one place for NC teachers and other PD stakeholders to get information about professional development providers and courses. Furthermore, existing provider and course information does not include a quality component. Other than word of mouth or reported reputation, teachers have little knowledge of whether the PD they are pursuing meets their needs or NC standards for professional development.

Goals and next steps

- Overarching need – a plan and program for high quality professional development for NC's preK-12 teachers that will be *implemented*
- ZSR and LEARN NC will launch the PD directory
- PDI goal remains to give directory and other PDI products to DPI as a “gift” to be owned and maintained by DPI for the benefit of teachers, administrators, students, and education stakeholders across NC
- Goal that there will be a commitment to adding a quality component to the directory
- Need to finalize MOU to ensure sustainability of the directory (awaiting DPI)

Background and highlights of the Professional Development Initiative

2003

- Stemming from broad stakeholder input, ZSR initiates focus on professional development

2004

- ZSR launches the PDI in consultation with and support of all members of the Education Cabinet
- Ed. Cabinet and ZSR appoint Implementation Work Group for the initiative
- Work Group develops **PDI Proposal for Action**
- PDI produces PD “**funding map**,” providing most specific account to date of federal, state, and local sources and uses of PD funds (with assistance from Ed. Research Council)
- PDI produces first ever **listing of district PD coordinators**; gives to DPI and others
- **Online resource center (including PD directory)** emerges as the cornerstone of the PDI
- **ZSR and PDI disseminate standards for PD** (standards adopted by the State Board)
- Proposal for Action presented at Nov 30 Ed. Cabinet meeting

2005

- Governor's office contracts with consulting firm Public Impact to develop **detailed design of online resource center** for implementation by the state
- ZSR (Ross, Lambeth, Sizer, Owen) meets with Governor Easley, JB Buxton and Ann McArthur regarding PDI and need for state implementation

2006

- ZSR (Crocker, Lambeth, Ross, Owen) meets with Chairman Lee, Superintendent Atkinson, and Rebecca Garland regarding PDI and need for state implementation
- ZSR develops and launches **survey of NC PD providers** and opportunities
- ZSR generates NC's **first teacher professional development directory** (with assistance from UNC President's Office)

2007

- ZSR considers giving directory to private vendor for implementation; meets with **LEARN NC and develops collaboration**
- LEARN NC enhances existing directory to current version
- ZSR tests directory with stakeholders; LEARN NC further improves directory

2008

- ZSR and LEARN NC finalize PD directory

Implementation Work Group
Z. Smith Reynolds Foundation Professional Development Initiative

(position at time of Work Group launch in 2004)

Cathy Barlow, Dean, Watson School of Education, UNC-Wilmington

Melissa Bartlett, Language Arts Teacher, Lakeshore Middle, Iredell-Statesville Schools

David Fitzpatrick, Principal, Kernersville Elementary, Winston-Salem/Forsyth Schools

Henry Foust, Spanish Teacher, Northwood High, Chatham County Schools

Bill Harrison, Superintendent, Cumberland County Schools

Sandra Jones, Associate Superintendent, Edgecombe County Schools

Janice Davis, Deputy State Superintendent, Department of Public Instruction

Ann McArthur, Teacher Advisor, Office of the Governor

Tim McDowell, Vice-President for Government Relations, NC Association of Independent Colleges and Universities

Ebbie Monroe, Member, State Board of Education

Delores Parker, Vice President for Academic and Student Services, North Carolina Community College System

Joyce Rhodes, Dean of Continuing Education, Sandhills Community College

Marge Ronco, Principal, Ballentine Elementary School, Wake county Schools

Ed Shearin, Chair, Teacher Education Department, Mars Hill College

Richard Thompson, Vice-President for University-School Relations, University of North Carolina

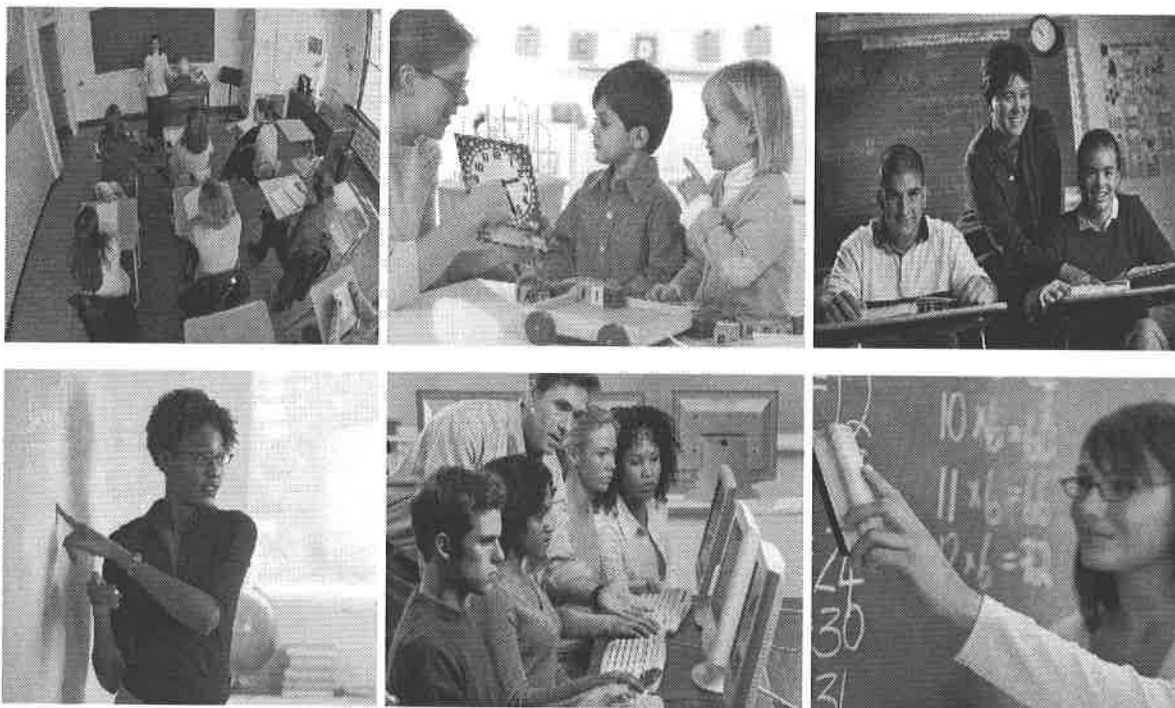
John Waszak, 5th Grade Teacher, New Hope Elementary, Orange County Schools

Jane Worsham, Executive Director, State Board of Education

H. Martin Lancaster, President

Economic and Workforce Development
Workforce Continuing Education

Professional Development Training for Teachers



Mission Statement

The mission of the North Carolina Community College System is to open the door to high-quality, accessible educational opportunities that minimize barriers to post-secondary education, maximize student success, develop a globally and multi-culturally competent workforce, and improve the lives and well-being of individuals by providing

- Education, training and retraining for the workforce, including basic skills and literacy education, occupational and pre-baccalaureate programs.
- Support for economic development through services to and in partnership with business and industry and in collaboration with the University of North Carolina System and private colleges and universities.
- Services to communities and individuals which improve the quality of life.

Presentation by:
Willa Dickens - Vice President, Economic and Workforce Development
February 13, 2008

North Carolina Community College System

Economic and Workforce Development

Workforce Continuing Education

Workforce Continuing Education course offerings are designed to provide training opportunities for individuals seeking to gain new and/or upgrade current job-related skills. These offerings are available through single courses or a series of courses specifically designed to meet requirements for initial certification, re-certification, continuing education or exam preparation.



Did You Know...

- There are over **1,200 courses** on the Continuing Education Master Course List. Below are the major program areas and occupational fields:

Agricultural & Natural Resources

- o Agricultural & Natural Resources Occupations
- o Wood Products Occupations

Business

- o Accounting, Banking, & Finance
- o Communication Skills
- o Computer Science Applications
- o Employability Skills Training
- o Insurance
- o Management, Supervision & Leadership
- o Office Skills Training
- o Real Estate

Education

- o Early Childhood Education
- o Foreign Languages
- o Teacher Education

Construction

- o Civil Engineering
- o Construction Trades
- o Heating, Ventilation, Air Conditioning
- o Electrical/Electronic Occupations
- o Plumbing & Pipe Fitting
- o Welding

Health Science

- o Emergency Medical Services
- o Health Occupations
- o Safety/First Aid/CPR

Service/Hospitality/Tourism

- o Art & Design Occupations
- o Cosmetology
- o Service Occupations

Industrial Manufacturing

- o Drafting
- o Industrial Occupation
- o Biotechnology
- o Metal Working Occupations
- o Plastic Manufacturing
- o Textile Occupations

Public Safety

- o Building Codes & Inspections
- o Criminal Justice
- o Emergency Preparedness
- o Fire & Rescue Services
- o Government Regulations

Transportation

- o Aircraft Maintenance & Career Pilot
- o Automotive Occupations
- o Transportation

- In 2006-2007, the **duplicated headcount** for continuing education was 725,000+. The Public Safety Training program (Fire, EMS, Law Enforcement) generated the **highest enrollment**. Health-related training programs generated the **highest FTE**.
- The NCCCS - Continuing Education State Office has a partnership with **70 state-regulated agencies/boards/commissions** to ensure that courses and programs offered by colleges meet the requirements for initial training, continuing education, renewal, in-service training or examination preparation for 250+ state-regulated occupational credentials.
- The registration fee for continuing education is very cost efficient--- **average cost is between \$50 - \$65 per course**.

Continuing Education Course Offering

Teacher Education

Course ID	Course Title	# Colleges	Enrollment			FTE		
			2004	2005	2006	2004	2005	2006
EDU3002	Effective Teacher Training	42	3,590	3,773	3,533	150.66	158.69	149.13
EDU3001	Teacher Recertification Instruction	43	3,748	3,386	2,551	144.04	128.17	95.22
EDU3010	Teacher Assistant – Skill Assessment	9	64	82	73	4.99	6.02	6.65
EDU3100	Teacher Assistant Enrichment	10	229	169	60	11.41	8.15	2.69
EDU3009	Gifted Education - Teaching Strategies	2	9	49	56	0.59	2.99	2.33
EDU3005	Foundations in Instructional Technology	7	17	39	48	0.71	1.66	1.40
EDU3000	Lateral Entry – Orientation	2			48			4.74
EDU3200	Instructional Methodology	9	17	13	47	0.58	0.50	1.52
EDU3011	Issues In Gifted Education	2			27			1.64
EDU3004	Strategies for Teaching Critical Thinking	5	5	20	14	0.16	0.70	0.49
EDU3008	Gifted Education: Curriculum	2	116	66	11	6.02	2.46	0.48
EDU3007	Gifted Education: Methods and Models	1	21	43		0.92	1.87	
EDU3006	Gifted Education: Introduction	1		32			2.09	
			7,816	7,672	6,468	320.07	313.30	266.28

Early Childhood

Course ID	Course Title	# Colleges	Enrollment			FTE		
			2004	2005	2006	2004	2005	2006
HEC3120	Ages Stages & Behavior Mgmt	1	20	55	102	0.61	1.68	3.02
HEC3107	Child Growth and Development	12	40	107	65	0.87	1.95	2.60
HEC3130	Reading Instruction for Teacher Assistants	11	102	49	51	4.56	1.82	1.85
HEC3154	Language Development in Preschoolers	19	56	60	69	1.59	1.95	1.74
HEC3149	The Importance of Play	1	28		73	0.49		1.06
HEC3128	How to Talk So Kids Will Listen	5	15	31	35	0.24	0.84	0.94
HEC3111	Understanding Child Abuse and Neglect	2	19		73	0.28		0.89
HEC3148	Classroom Planning	5		4	24		0.14	0.84
HEC3104	Establishing a Developmental Classroom	5		5	27		0.17	0.68
HEC3131	Mainstreaming Young Children	2		77	40		2.27	0.58
HEC3155	Resources for Language Arts	1	76	59	12	1.14	0.94	0.17
HEC3109	Curriculum Planning for Preschool Programs	3	41		19	1.45		0.30
HEC3145	Topics in Art and Storytelling	2	45	5	3	0.72	0.17	0.10
HEC3133	Nutrition for Young Children	1	15	26		0.22	0.38	
			457	478	593	12.17	12.31	14.77

Notes:

- Currently, all 58 colleges offer some type of professional development training for public school teachers. Approximately 75% of the courses offered were delivered through online instruction.
- Some counties allow teachers to take other courses outside of the EDU and HEC prefix (Spanish, computers, etc) to meet their teacher renewal requirements. Also, some colleges offer teacher renewal programs through self support which are not reflected in the numbers above. So in actuality, we are probably doing more training than what is indicated above.
- EDU3005 Lateral Entry-Orientation is not the training required for Initial certification. This course is focused on the 80-hour staff development training requirement for lateral teachers.
- Enrollment counts the number of times a student enrolled in a course within the program area. A student may enroll in the same or multiple courses more than once.

North Carolina College Community College System

Course Offerings by College

College	Enrollment			FTE		
	2004	2005	2006	2004	2005	2006
Alamance CC	153	131	92	5.17	4.51	3.47
Asheville-Buncombe TCC	279	248	271	12.03	10.47	14.86
Beaufort County CC	150	121	105	6.39	5.27	4.48
Bladen CC	105	118	115	4.74	5.53	5.37
Blue Ridge CC	67	13		4.08	0.47	
Brunswick CC	119	84	124	5.18	3.57	5.12
Caldwell CC & TI	120	187	129	5.89	8.32	5.43
Cape Fear CC	235	239	220	11.34	9.85	7.39
Carteret CC	81	89	67	3.41	3.93	2.76
Catawba Valley CC	343	369	174	13.43	14.36	6.31
Central Carolina CC	112	145	41	4.91	6.06	1.75
Central Piedmont CC	235	295	182	6.27	8.11	4.39
Cleveland CC	54	78		1.84	1.39	
Coastal Carolina CC	938	917	1,066	32.52	34.45	37.92
College of The Albemarle	178	123	127	8.12	5.58	5.78
Craven CC	65	107	65	2.96	4.58	2.66
Davidson County CC	4	67	105	0.14	2.57	6.26
Durham TCC	93	170	55	3.70	7.35	1.85
Edgecombe CC	26	43	13	0.91	1.50	0.45
Fayetteville TCC	567	555	537	24.70	23.35	22.71
Forsyth TCC	211	168	146	8.50	6.73	5.96
Gaston College			9			0.31
Gulford TCC	351	284	207	12.67	10.90	7.79
Hallfax CC	112	142	91	4.26	5.32	3.65
Isothermal CC	10	17	10	0.44	0.74	0.29
James Sprunt CC	72	162	116	3.12	7.29	4.90
Johnston CC		5	7		0.17	0.24
Lenoir CC	144	103	102	5.91	4.86	4.80
Martin CC	48	31	35	2.09	1.35	1.53
Mayland CC	10	30	27	0.35	1.05	0.94
Mitchell CC	41	47	26	1.76	1.57	0.98
Montgomery CC	1			0.03		
Nash CC	130	79	30	5.80	3.28	1.39
Pamlico CC			5			0.23
Piedmont CC	90	69	21	5.56	4.27	1.37
Pitt CC		87	40		2.31	0.95
Randolph CC	189	189	164	7.21	6.56	6.17
Richmond CC	76	58	71	3.61	2.70	3.31
Roanoke-Chowan CC	19	25	22	0.83	1.07	0.96
Robeson CC	250	255	253	11.24	11.12	11.01
Rockingham CC	86	46	16	2.30	1.31	0.51
Rowan-Cabarrus CC	222	283	306	10.18	12.13	13.05
Sampson CC	15	35	52	0.65	1.53	2.27
Sandhills CC	179	234	221	10.60	13.46	12.51
South Piedmont CC	19	13	8	0.83	0.57	0.28
Southeastern CC	99	140	82	4.49	7.01	3.58
Southwestern CC			16			0.56
Stanly CC	55	45	41	2.17	1.96	1.79
Surry CC	81	85	90	3.40	3.28	3.51
Tri-County CC	18	7	60	0.78	0.61	0.70
Vance-Granville CC	144	154	111	5.85	6.72	4.79
Wake TCC	490	381	364	14.83	11.13	12.37
Wayne CC	50	87	19	1.94	3.17	0.59
Western Piedmont CC	706	579	566	25.16	21.52	19.44
Wilkes CC	332	123	156	13.85	5.03	5.78
Wilson CC	99	88	83	4.10	3.68	3.58
	8,273	8,150	7,061	332.23	325.60	281.04

McDowell TCC and Haywood CC are two colleges not represented on this chart. Please note that McDowell TCC is currently providing training for teacher assistants and Haywood CC is currently offering instructional technology courses. Their enrollment and FTE figures will show in the 2007 data.



Contact Information

North Carolina Community College System
5003 Mail Service Center, Raleigh, NC 27699
Telephone (919) 807-7100
Fax (919) 807-7169
Website: www.nccommunitycolleges.edu

H. Martin Lancaster
President
(919) 807-7100
lancasterm@nccommunitycolleges.edu

Willa Dickens
Vice-President, Economic and Workforce Development
(919) 807-7150
dickensw@nccommunitycolleges.edu

Barbara Boyce
State Director, Workforce Continuing Education
(919) 807-7158
boyceb@nccommunitycolleges.edu

Sharon McGinnis
Coastal Carolina Community College
Vice President for Continuing Education
444 Western Boulevard
Jacksonville, NC 28546-6899
(910) 455-1221
mcginniss@coastal.cc.nc.us
<http://www.coastalcarolina.edu/>

