



REPORT FROM THE UNC BOARD OF GOVERNORS'

TASK FORCE ON MEETING TEACHER SUPPLY AND DEMAND

March 2004

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and Vice Chair Hannah D. Gage**

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THE UNIVERSITY OF NORTH CAROLINA
Board of Governors

March 15, 2004

Mr. J. Bradley Wilson, Chairman
Board of Governors
The University of North Carolina
P.O. Box 2688
Chapel Hill, NC 27514

Dear Chairman Wilson:

On behalf of our fellow Task Force members, we are pleased to submit to you the final report and recommendations from the Task Force on Meeting Teacher Supply and Demand which you established on August 8, 2003. The Task Force met for seven months to deliberate the many issues surrounding teacher supply and teacher retention in North Carolina. We completed our work with the final meeting on March 2, 2004; however, the largest part of addressing these issues lies ahead in turning this report into action. The recommendations and strategies address teacher recruitment and teacher retention and are organized into four categories: Teacher Recruitment, Teacher Preparation, Teacher Retention, and Partnerships and Collaboration.

Successfully meeting the state's teacher supply and demand needs will require a concerted statewide effort from each of North Carolina's education sectors: the Public Schools of North Carolina, the North Carolina Community College System, the North Carolina Association of Independent Colleges and Universities, and the University of North Carolina. The Task Force is optimistic that the recommendations will help North Carolina turn a corner in meeting the state's teacher supply-demand needs, moving toward a future where every child has a highly qualified teacher in every classroom.

We are delighted to submit the Task Force report to you for Board of Governors' approval. The Task Force invites and encourages all education sectors in North Carolina to join with the University in implementing the report's recommendations that are aimed at ensuring a sufficient supply of high quality teachers for all children in North Carolina.

Sincerely,

Willie J. Gilchrist, Task Force Chair
Hannah D. Gage, Task Force Vice Chair

Attachment

cc: President Molly Corbett Broad
Senior Vice President Gretchen M. Bataille
Vice President Richard Thompson

HISTORICAL PERSPECTIVE

North Carolina shares the nation's current challenges in retaining qualified teachers, bridging achievement gaps, and fully exploiting the potential of instructional technologies to help all children meet their academic potential. However, our state's particular configuration of needs and opportunities must be understood against our recent history of challenges and reform.

When the first Higher Education Act was passed in 1965, North Carolina's public education system was one of the worst-performing in the nation, poorer in quality than several of its historically low-performing sister states throughout the Southeast. Heir to a past steeped in racial inequality and rural poverty, North Carolina stumbled through the sometimes violent desegregation and redistricting of the 1960s and 70s, trying to justly reapportion the resources historically preserved for white, middle-class schools to all students across the state, regardless of their race, ethnicity, special needs, or region's wealth. Yet, despite a nationally recognized public system of higher education that had been lauded since the 19th century and was still improving, North Carolina's PK-12 schools continued to perform poorly. Even throughout the 1980s, while Research Triangle Park was emerging as one of the world's leading megaplexes of scientific and technological innovation, NC students' SAT scores ranked 49th in the nation as late as 1989.¹

In response to several reports documenting the dismal condition of NC's PK-12 education, by the early 1990s North Carolina had begun instituting a series of aggressive reforms in PK-12 education that by 2000 had placed our state in the top tiers of several national rankings in improving standards and performance of students, teacher preparation programs, and school professionals. North Carolina was the first state to require computer proficiency for high school graduation and, during the 1990s, was one of six states leading the nation in improved student achievement in mathematics.² In 1999, North Carolina ranked first in gains of 4th and 8th graders on math and reading tests, and for the first time our students were scoring above the national average.³ Similarly, in the 1990s North Carolina's SAT scores rose more than any other state. By 2000, North Carolina was ranked first in the nation by *Education Week* in efforts to improve teacher quality and by 2002 had 5,137 National Board Certified Teachers, more than any other state. In *Education Week's* 2000 annual 50-state report card on public education, North Carolina was also recognized as just one of two states (the other, Texas) as coming the closest to having all the components of a complete accountability system.⁴

North Carolina has emerged over the past decade as a national leader in improving standards and performance of students, teacher preparation programs, and school professionals. Yet we continue to face a severe shortage of qualified teachers, particularly from minority groups, which is exacerbated by the intransigence of our state's rural poverty and a rate of population growth and diversification shared by only a small number of other states in the nation. The rapidity of our successes in selected areas has generated some unique problems as well, as critical components of our state's educational system struggle to catch up with each other.

North Carolina continues to share the teacher quality problems facing every state —teachers teaching out of subject area, high teacher turnover, low teacher confidence in working with students from diverse

¹ Antonelli, George A. and Nathan Simms, Jr. "The University of North Carolina Campaigns to Improve Student SAT Scores." The North Carolina School Counselor Association Newsletter, 16 (1990).

² "North Carolina's Public Schools: A Remarkable Record of Progress." Office of the Governor, February 1, 1999.

³ "Reading Focus Delivers Results." Public Schools of North Carolina, March 4, 1999.

⁴ "Education Week Lauds North Carolina's Accountability Efforts." Public Schools of North Carolina, January 7, 1999.

backgrounds (Riley, 1999),⁵ rising enrollments, and increasingly challenging subject matter. However, each is heightened by NC's accelerated population growth (one of the fastest in the nation), including a rapid influx of non-Native English speaking students from all socioeconomic walks of life. And now, as a result of the January 2002 No Child Left Behind (NCLB) legislation, which places a major emphasis on teacher quality as a factor in improving student achievement, North Carolina faces new challenges in meeting teacher supply demands and supporting new generations of teachers, many of whom will be prepared through non-traditional licensure routes.⁶

⁵ "Teachers Report Need for More Preparation," U.S. Department of Education, January 28, 1999.

⁶ Much of this text is excerpted or adapted from the document, No Child Left Behind. Improving Teacher Quality State Grants. Title II, Part A, Non-Regulatory Draft Guidance, issued (December 19, 2002) by the US Department of Education, Office of Elementary and Secondary Education.

1. TASK FORCE MEMBERS' PROFILES

**Willie J. Gilchrist, Committee Chair**

Dr. Willie J. Gilchrist is the superintendent of Halifax County Schools in North Carolina. A graduate of Elizabeth City State University, he earned his M.S. in Administration from Brockport State University (NY) in 1975 and his Ed.D. in Administration from Nova Southeastern University in 1998. Currently, he serves on the Tar Heel Principal and Assistant Principals Association, the Halifax-Warren Smart Start Partnership, the Roanoke Valley Chamber of Commerce, and the Halifax Development Commission. Dr. Gilchrist was Chairman of the Task Force.

**Hannah D. Gage, Committee Vice Chair**

Mrs. Hannah D. Gage is a graduate of the University of North Carolina at Chapel Hill with a B.A. in journalism. The former chair of the University of North Carolina at Wilmington Board of Trustees also works with various other groups, including the North Carolina Coastal Land Trust, the Southeastern North Carolina Community Foundation, the local Wachovia Bank Board, and the Wilmington Junior League. A past member of the North Carolina Association of Broadcasters, Ms. Gage also stays active through her participation in the Wilmington Rotary Club, Wilmington Chamber of Commerce, and St. John's Museum. She served as Vice Chair of the Task Force.

**James G. Babb**

Mr. James G. Babb, a broadcast executive, graduated from the University of North Carolina at Charlotte with an A.A. in business in 1958. One year later, he completed his B.A. in business from Belmont Abbey College. Currently, he serves his alma mater as a member of the Belmont Abbey College board. The past chair of the Appalachian State University Board of Trustees and former member of the Queens University board continues to work in the community through his efforts with the University of North Carolina at Charlotte Foundation Board, the Charlotte Arts and Science Council Board of Trustees, and the YMCA of Central Carolinas Board of Trustees.

**Brent D. Barringer**

Mr. Brent D. Barringer graduated from the University of North Carolina at Chapel Hill with a B.S. in business administration with highest honors in 1981 and a J.D. from the UNC-Chapel Hill School of Law in 1984. He was a former member of the North Carolina Housing Finance Agency board and the Wake County Economic Development Commission. Currently, he serves on the Centennial Authority of the RBC Center and the Crescent State Bank charter board and executive committee. He is former chair of the Cary Chamber of Commerce and Crimestoppers of Cary.



C. Clifford Cameron

Mr. C. Clifford Cameron was former chairman and CEO of First Union Corporation. With a B.S. in engineering from Louisiana State University in 1941, Mr. Cameron served as a past chairman of the UNC Board of Governors. In addition to this leadership position, he was a former chairman of various other university groups, including the University of North Carolina at Charlotte Board of Trustees, the UNCC foundation, and the Meredith College board. He is a life trustee of Wake Forest University and chairman of the University Research Park, Incorporated.



Dudley E. Flood

Dr. Dudley E. Flood, a retired educator, earned his B.A. in social studies from North Carolina Central University in 1954. He continued his studies at East Carolina University, earning a M.A. in school administration in 1969. Ten years later, he completed his Ed.D at Duke University in 1979. The former vice chairman of the NCCU Board of Trustees currently serves on the North Carolina PTA board, the North Carolina Center for Character Education board, the Substance Abuse Advisory Committee of the North Carolina Prison System, the North Carolina Diabetes Advisory Council, and the Exploris Museum board.



Cary Caperton Owen

Mrs. Cary Caperton Owen is a former member of various boards, including the State Board of Education, the University of North Carolina at Chapel Hill Arts and Sciences Foundation, and the UNC-CH Morehead Scholarship Western Region Selection Committee. She graduated from the University of North Carolina at Chapel Hill with a B.A. in economics in 1956. Mrs. Owen has served in numerous leadership positions, including secretary of the University of North Carolina at Asheville board, director of the UNC Health Care System board, president of the Mountain Area Health Education Center board, director of the Institute of Government Foundation board, director and chairman of Memorial Mission

Medical Center and Hospital, director of Mission St. Joseph's Health Care System board, and Buncombe County commissioner.



Patsy Brewington Perry

Dr. Patsy Brewington Perry graduated from North Carolina Central University in 1954 with a B.A. in English and in 1955 with a M.A. in English. In 1972, she completed the requirements for a Ph.D. in English from the University of North Carolina at Chapel Hill. The retired provost and vice chancellor for academic affairs at NCCU has also volunteered as a review panelist for the NEH Teacher-Scholar Program and as a member of several boards and committees, including the North Carolina Humanities Committee, the University Graduate Council, and the State Board of Education Advisory Council. Presently, she serves as a visitation team member of the Southern Association of Colleges and Schools, a member of the Senior PharmAssist Board, and of the Durham Nativity School Board.



Chancellor Harold L. Martin, Sr.

Dr. Harold Lee Martin, Sr. is the chancellor of Winston-Salem State University. A graduate of North Carolina Agricultural and Technical State University in 1974 and 1976, with a BS and MS in electrical engineering respectively, Dr. Martin continued his education at Virginia Polytechnic Institute and State University, receiving a Ph.D. in 1980. Prior to becoming chancellor at WSSU, he served as vice chancellor for Academic Affairs, dean of the College of Engineering, and chair of the Department of Electrical Engineering at North Carolina A&T State University. He remains actively involved in Tau Beta Pi, the National Engineering Honor Society, and Eta Kappa Nu, the International Honor Society for Electrical Engineers, as well as various civic organizations, including the Winston-Salem Chamber of Commerce, Winston-Salem Alliance, Idealliance, Novant Health Board, Piedmont Triad Partnership, Winston-Salem Foundation, Forsythe Health Care, Inc., and the Wachovia Advisory Board.



Chancellor James H. Woodward

James H. Woodward is the Chancellor of the University of North Carolina at Charlotte. He has a BSAE degree, with honors, a MSAE degree and a Ph.D. degree in Engineering Mechanics from the Georgia Institute of Technology. He received an M.B.A. degree from The University of Alabama at Birmingham in 1973 and an honorary Doctor of Laws in 1997. He served on the faculties at the U.S. Air Force Academy and North Carolina State University prior to joining Rust Engineering Company, an international engineering and construction firm, in 1969. He was appointed Professor of Engineering at UAB in 1973. He subsequently became Dean of the School of Engineering in 1978 and was appointed Senior Vice President in 1984. He was appointed as the third Chancellor of UNC Charlotte effective July 1, 1989. He is the author of numerous technical publications and is an active member of many professional and civic organizations. He has been directly involved with the establishment and administration of two supercomputer centers, one in Alabama and the second in North Carolina, and has served on various advisory bodies concerned with national policy relative to high-performance computing.

STAFF TO THE TASK FORCE

Gretchen M. Bataille

Dr. Gretchen M. Bataille is the Senior Vice President for Academic Affairs for the sixteen-campus University of North Carolina system. She earned a B.S. in English in 1966 and a M.A. in education in 1967 from California Polytechnic State University. She went on to receive her D.A. in English from Drake University in 1977. Dr. Bataille has held numerous administrative positions in higher education, including Provost and Academic Vice President at Washington State University, Provost of the College of Letters and Science at the University of California, Santa Barbara, and Associate Dean for the College of Liberal Arts and Sciences at Arizona State University. Currently, she serves on boards for the UNC Press, Research Triangle Institute, North Carolina Humanities Council, Center for International Business Education and Research at the University of North Carolina at Chapel Hill, and Exploris. She also serves as a trustee for the College Board.

Richard L. Thompson

Dr. Richard L. Thompson currently serves as the Vice President for University-School Programs for the University of North Carolina. From 1998 until his return to North Carolina in August of 2002, he served as the State Superintendent of Education in Mississippi, a position he also held from 1990-1992. Before his most recent stint as Mississippi's State Superintendent of Education, Dr. Thompson served as Deputy

State Superintendent of Public Schools for North Carolina, Associate Vice President for Academic Affairs at the University of North Carolina, Director of North Carolina Center for the Advancement of Teaching, and Superintendent of the Tupelo Public School System. His professional experience includes coach, teacher, manager, and administrator; he has also served on numerous boards and commissions throughout his career. Dr. Thompson holds a Bachelor's degree from Elon College, a Master of Education degree from UNC-Charlotte, and a Doctorate of Education degree in Educational Administration from UNC-Greensboro.

Robert C. Kanoy

Dr. Robert C. Kanoy currently serves as Associate Vice President for Academic and Student Affairs for the sixteen campus University of North Carolina system. He oversees the University's efforts to address the strategic priority to increase access to higher education for all North Carolina students, and in addition, serves as the chief student affairs officer of the university system. Prior to joining the Office of the President, Dr. Kanoy spent fifteen years at the University of North Carolina at Chapel Hill as a postdoctoral fellow and researcher in the School of Medicine; and then as a faculty member and Associate Dean of the School of Education. He received a B.A. in Religion in 1974 and an M.A. in psychology in 1976 from the University of Richmond. He completed his Ph.D. in educational psychology and statistics from George Peabody College of Vanderbilt University in 1979 before moving to UNC-CH to accept a NICHD postdoctoral fellowship.

Alisa Chapman

Alisa Chapman serves in the University of North Carolina Office of the President as the Assistant Vice President for University-School Programs and Information Technology, responding to K-16 education and educational technology initiatives impacting teacher preparation and development throughout the University and public schools of North Carolina. Prior to working for UNC, she served as a Regional Technology Consultant from 1995 until 1999 with the NC Department of Public Instruction. Her professional experience includes adjunct professor for educational leadership and educational technology, school district technology director and curriculum supervisor, large-scale grant management, and director of educational technology initiatives for UNC teacher education programs. Ms. Chapman holds a Bachelor's and Master's degree in Education from East Carolina University.

Josh Diem

Josh Diem is currently finishing his Ph.D. in education at the University of North Carolina at Chapel Hill. As a research assistant for the Task Force, he conducted research and helped prepare documents related to teacher recruitment and retention, with specific attention paid to lessons North Carolina can learn from other states' models on how to increase the presence of minorities in the teaching profession. Mr. Diem graduated from the University of Texas at Austin in 1997 with a B.S.W., majoring in social work with an emphasis on social work practice with children and families, and minoring in history and government. In 1998 he received his M.S.W. from the University of North Carolina at Chapel Hill with an emphasis on public policy and administration.

Melissa A. Rasberry

Melissa A. Rasberry is currently a doctoral student in educational leadership at the University of North Carolina at Chapel Hill. As a research assistant for the Task Force, she helped to prepare documents related to teacher recruitment and retention. Ms. Rasberry graduated with a B.A. in elementary education in 1998 and a M.S.A. in school administration in 2003 from the University of North Carolina at Chapel Hill. She taught third grade for four years and interned as an assistant principal for one year in Durham Public Schools prior to beginning her doctoral work.

2. CHARGE TO THE TASK FORCE

Attracting and retaining high quality teachers for North Carolina's public school classrooms has posed a difficult challenge for educators, legislators, and policymakers alike. While the passage of the No Child Left Behind federal legislation has pushed teacher quality to the forefront and created more stringent standards for teacher licensure in the process, school systems from Manteo to Murphy assert that these changes have produced new barriers that prevent interested applicants from entering or remaining in the classroom. A large portion of the prospective teacher applicant pool now comes from nontraditional programs, which provide alternative routes to certification, with many of these programs offered through partnerships with community colleges. For prospective teachers, the measures for attaining teaching credentials have become more complex, making it more difficult for nontraditional candidates to gain employment and nearly impossible for school administrators to find qualified individuals for their classrooms. As significant numbers of North Carolina teachers reach retirement age, educators face a mounting crisis in meeting the needs of teacher supply and demand for our state.

On August 8, 2003, University of North Carolina President Molly Corbett Broad responded to the crisis in a statement to the UNC Board of Governors.

"Serving the needs of the state's public schools has always been a core priority of the University of North Carolina. In recent years, an issue of ongoing—and growing—concern has been the need to ensure a sufficient supply of high quality teachers for our state's children. Within the past year, that challenge has been made more difficult, in part, by the stringent requirements of federal No Child Left Behind legislation. The supply-demand gap is wide and expanding rapidly. If we are to devise a viable solution to this vexing problem, it is imperative that we lay out a University-wide plan for meeting this challenge head-on."

UNC Board of Governors Chairman J. Bradley Wilson heeded President Broad's call to action by announcing the establishment of a special task force to investigate the role of the University in helping to solve the teacher shortage.

"You heard the President speak to another issue that is critical to the future of our state: the shortage of high-quality teachers. In order to address this issue, it is important that we identify and understand University best practices and develop new and expanded programs and incentives. Therefore today I am appointing a special Task Force to undertake an examination of this issue and bring to the Board a set of recommendations to address this critical need ... We look forward to the Task Force's report to [the Committee on Educational Planning, Policies and Programs], anticipated at our February meeting."

Chairman J. Bradley Wilson appointed UNC Board of Governors' members, Dr. Willie Gilchrist as Task Force Chair and Ms. Hannah Gage as Vice Chair. From the UNC Office of the President, Dr. Gretchen M. Bataille, Senior Vice President for Academic Affairs, and Dr. Richard Thompson, Vice President for University-School Programs, were assigned to staff the Task Force. The first meeting took place on September 11, 2003.

3. TASK FORCE RECOMMENDATIONS AND STRATEGIES

TEACHER RECRUITMENT

RECOMMENDATION 1: Develop a comprehensive statewide teacher recruitment and marketing plan by 2005 in consultation with key educational entities such as public and private teacher education programs, the University of North Carolina, the Public Schools of North Carolina, the North Carolina Community College System, and the North Carolina Association of Independent Colleges and Universities. Coordinate the plan with current recruitment initiatives such as TEACH 4 NC. Successful implementation of the plan, which will include but will not be limited to the strategies listed below, will require extensive collaboration with these and other educational entities.

Strategy 1.1: Develop a module on the College Foundation of North Carolina (CFNC) website to promote teaching as a career choice with guidance on requirements to enter the profession, education requirements, and teacher education programs in North Carolina.

Strategy 1.2: Integrate a centralized online teacher scholarship database of available funding opportunities at the local, state, and national level into the CFNC (College Foundation of North Carolina) website and promote its use with North Carolina public high school students.

Strategy 1.3: Update teacher scholarship and loan information annually; provide every guidance counselor in North Carolina with this information for distribution to high school students.

Strategy 1.4: Encourage each campus to add teacher scholarship and loan information to their school, college, or department of education website and update it regularly; request that UNC schools, colleges, and departments of education review their web site periodically to ensure that up-to-date information on teacher preparation and licensure is available.

Strategy 1.5: Promote the teacher cadet program and collaborate with North Carolina Association of Educators and other educational entities to encourage North Carolina middle and high school students to become teachers; study the effectiveness of this program in leading to the production of teachers.

Strategy 1.6: Promote early minority (African American, Native American, and Hispanic) recruitment initiatives through partnerships with minority organizations.

Strategy 1.7: Develop an online resource that allows local education agencies to search and sort teacher candidates by area of licensure.

Strategy 1.8: Encourage the North Carolina State Education Assistance Authority (NCSEAA) to provide prospective teachers in North Carolina who have a student loan with the College Foundation, Inc., with an annual “payment holiday (forgiveness)” one month each year the student is employed as a full-time teacher in a North Carolina public school.

Strategy 1.9: Working with the Legislature and NCSEAA, create a teacher incentive financial retention program to attract and retain new teachers for a ten year period.

Strategy 1.10: Encourage career service centers on campuses to work together to hold regional teacher education fairs, give priority to NC school systems participating in the teacher job fairs, and consider waiving participation fees for NC school systems.

Strategy 1.11: Expand the number of scholarships for the Teaching Fellows scholarship program and enhance the existing program by exploring options for community college graduates and juniors and seniors to participate.

Strategy 1.12: Encourage legislative action to simplify the teacher tuition benefit so that lateral entry teachers can efficiently and expeditiously qualify for in-state tuition rates in the UNC system.

Strategy 1.13: Promote the Troops to Teachers initiative in North Carolina through UNC schools, colleges, and departments of education; incorporate the Troops to Teachers marketing campaign in North Carolina with the comprehensive statewide recruitment and marketing plan to be developed.

Strategy 1.14: Utilize resources such as UNC-TV and Public Service Announcements to highlight teaching as a professional opportunity.

RECOMMENDATION 2: Require UNC Provosts and Deans to review their teacher education admission requirements and provide a written response to the UNC Office of the President that details changes with options for removing any identified barriers.

Strategy 2.1: Adjust late afternoon, evening, and weekend classes, as well as summer school schedules on UNC campuses, to accommodate lateral entry teachers and their commitments to North Carolina public school schedules; request “pilot” summer school funding for campuses to offer teacher education courses.

Strategy 2.2: Review programs within the University of North Carolina that aid and assist school paraprofessionals in receiving their teaching licenses to insure the programs are, as far as practicable, meeting current needs and demands.

Strategy 2.3: Remove barriers (fees – health/activity/technology and calendar/scheduling) that impede lateral entry and licensure-only teachers from meeting their requirements.

TEACHER PREPARATION

RECOMMENDATION 3: Require that the President develop a plan for enrollment growth within teacher education programs offered by the University of North Carolina. That plan will present aggregate growth targets for the University that appropriately recognizes the severe teacher shortage problem facing North Carolina. Through collaboration with the constituent campuses, enrollment goals for each campus will be established. The enrollment plan for each campus will reflect the specific strengths and circumstances of that campus but, in general, should incorporate expanded opportunities for students who matriculate as freshmen, students who attend community colleges and subsequently transfer to the four-year institution, and students who choose to enter the teaching profession through lateral entry programs. The President will report annually to the Board on the plan.

Strategy 3.1: Develop additional online teacher preparation courses for pre-service and lateral entry teachers.

Strategy 3.2: Place the NC TEACH (NC Teachers of Excellence for All Children) program completely online, with the option of counting credits taken toward a Masters of Arts in Teaching (MAT), for individuals who already possess content area undergraduate degrees; provide greater access to the NC TEACH program and increased program enrollment.

Strategy 3.3: Conduct a review of all Masters in School Administration (MSA) programs on UNC campuses to ensure that appropriate competencies relating to teacher effectiveness, teacher evaluations, teacher support programs, and teacher retention are included.

Strategy 3.4: Create as many courses as necessary for employed teachers seeking lateral entry courses and programs, as long as the teacher is in an approved schedule that follows the guidelines of the No Child Left Behind (NCLB) federal legislation.

Strategy 3.5: Leverage UNC-TV's teleweb-courses for community college students seeking 2+2 opportunities

Strategy 3.6: Identify best practices in collaboration between Arts & Sciences and Education; distribute the identified best practices for discussion among campus leadership.

Strategy 3.7: Encourage university faculty hiring practices that promote diversity.

RECOMMENDATION 4: Appropriately fund the clinical teacher education courses requiring faculty-student ratios smaller than regular courses.

TEACHER RETENTION

RECOMMENDATION 5: Develop a plan to coordinate the University's efforts in addressing issues of teacher retention across North Carolina. The plan will focus on the University's commitment toward meeting North Carolina's teacher supply and demand needs and should complement the recruitment recommendation and strategies of this Task Force. The retention plan will include components for addressing teacher induction and mentoring, specifying the role of all education sectors in North Carolina.

Strategy 5.1: Work with the Legislature and other stakeholders to increase teachers' salaries.

Strategy 5.2: Recommend an extensive review of the teacher salary schedule and structure so that teachers have opportunities for greater salary gains earlier in their professional careers.

Strategy 5.3: Create professional development modules for principals relating to the principal's role in teacher retention through the Principals' Executive Program (PEP).

Strategy 5.4: Request that the UNC Center for School Leadership Development create a support network for new school administrators across the state.

Strategy 5.5: Recommend that the UNC Center for School Leadership Development support the retention of teachers in North Carolina through high quality professional development.

Strategy 5.6: Create, through the UNC Center for School Leadership Development, a professional development module for central office human resource administrators that provides special training in the area of human resources and focuses on strategies for addressing teacher retention.

Strategy 5.7: Actively support legislation that allows qualified retired teachers to return to the classroom for a period of time and receive both salary and retirement benefits.

Strategy 5.8: Incorporate the lessons learned from the recent teacher working conditions survey into administrator preparation and continuing education programs.

PARTNERSHIPS AND COLLABORATION

RECOMMENDATION 6: Collaborate with the North Carolina Community College System to expand “access” to credit bearing courses and programs at community college sites, for alternative pathways teachers, through established partnerships within two years. Access will include but not be limited to partnerships based on the 2+2 model.

Strategy 6.1: Prepare a timetable for the expansion of partnerships between UNC teacher education programs and North Carolina Community Colleges.

RECOMMENDATION 7: Collaborate with the Public Schools of North Carolina, the North Carolina Community College System, and the North Carolina Association of Independent Colleges and Universities in the design and development of a K-20 longitudinal database/data warehouse on teacher quality.

Strategy 7.1: Collaborate with the Public Schools of North Carolina, the North Carolina Community College System, and the North Carolina Association of Independent Colleges, and Universities on the use of data and assessment systems to measure the effectiveness of teachers’ contributions to student learning.

RECOMMENDATION 8: Require that the President provide the UNC Board of Governors and other interested parties with a report on the implementation of the Task Force recommendations and strategies in the spring of each year through 2008.

4. OBSERVATIONS AND FINDINGS OF THE TASK FORCE

4.1 Teacher Preparation, Teacher Development, and Teacher Licensure in North Carolina

UNC Teacher Education Programs

Routes to Initial Licensure

Requirements for Admission to UNC Teacher Education Programs

UNC Service to Alternative Pathways Teachers

NC TEACH (UNC Lateral Entry Program)

Standards for Teacher Education Programs

North Carolina Regional Alternative Licensing Centers

UNC Center for School Leadership Development

4.2 North Carolina and Nationwide Teacher Salary Information

Nationwide Overview of Beginning Teacher Salaries

Nationwide Overview of Average Teacher Salaries

North Carolina Teaching Salary Supplements

Selected Perks and Incentives Available to Teachers in North Carolina School Districts

4.3 Student and Teacher Diversity in North Carolina and Select States

Student and Teacher Demographics for Select States

Student and Teacher Demographics for Select Counties in North Carolina

4.1 TEACHER PREPARATION, TEACHER DEVELOPMENT, AND TEACHER LICENSURE IN NORTH CAROLINA

The Task Force reviewed information on teacher preparation, teacher development, and teacher licensure in North Carolina. Section 4.1 provides a brief summary of key issues discussed by the Task Force. Both traditional and nontraditional routes for teacher preparation and licensure were examined, including the North Carolina Regional Alternative Licensing Centers, UNC Service to Alternative Pathways Teachers, NC TEACH (UNC lateral entry program), Routes to Initial Licensure, Standards for Teacher Education Programs, and Minimum Admission Requirements to UNC Teacher Education Programs (Traditional Undergraduate).

UNC Teacher Education Programs. The University of North Carolina has fifteen institutions with teacher preparation programs that collectively serve over 10,000 traditional and nontraditional students a year. These diverse programs range in size, capacity, and mission, and produce approximately 2,300 students annually who are eligible for a teaching license in North Carolina.

The production of teachers does not fully represent the service that these programs offer to public education in North Carolina. As a result of a process begun by the Deans' Council on Teacher Education in 1996, the fifteen colleges, schools, and departments of education in The University of North Carolina developed a plan that strongly emphasized the strategic involvement of school districts and communities in the preparation and development of teachers, administrators, and other education professionals. This evolving approach to teacher preparation, described as University-School Teacher Education Partnerships⁷, was approved by the UNC Board of Governors in January 1997, examined by a National Review Team in July 1997, and provided initial funding by the North Carolina General Assembly in August 1997.

The University-School Teacher Education Partnerships are designed to align with the following guiding principles⁸: 1) increased time for pre-service teachers to experience earlier, longer, and more intensive field-based placements in the public schools, connected to methods classes and clinical teachers at school sites; 2) jointly-crafted professional development programs for teachers, administrators, and others in the public schools and universities; 3) increased communication between public schools and higher education for the purpose of sharing and disseminating best practices; 4) generation and application of research and new knowledge about teaching and learning; 5) joint involvement of university and school personnel in curriculum planning and program development.

Routes to Initial Licensure. Table 1 on the following page provides an overview of routes to an initial teaching license in North Carolina⁹. It presents federal, state, and local levels of requirements and accountability. Four routes to an initial license are displayed in the table; Undergraduate Degree, Post-Baccalaureate (Licensure-Only), Master's, and Alternative Licensure. Program requirements and levels of accountability are listed for each of the identified routes in the table's far left column. For each route the table provides a brief description of the admission requirements, specific requirements for individual programs, requirements for obtaining a state teaching license, and a brief notation about additional levels of accountability for program approval and accreditation.

⁷ Deans' Council on Teacher Education. *A proposal to establish university-school teacher education partnerships*, The University of North Carolina General Administration, January, 1997.

⁸ Deans' Council on Teacher Education. *A Vision for Excellent Schools of Education*, The University of North Carolina General Administration, Spring, 1998.

⁹ Developed by Ceola Ross Baber, Director of the Teachers Academy with the School of Education at UNC Greensboro as a guide for discussion with the Task Force about routes to initial "A" licensure in North Carolina.

APPENDIX Y

ROUTES TO INITIAL LICENSURE				
	Undergraduate Degree	Post-Baccalaureate (Licensure-Only)	Master's	Alternative Licensure
Admission Requirements	2.5 GPA (NCATE & DPI) Passing scores on Praxis I (minimum scores set by DPI; monitored by DPI and DED Title II Report Card)	Bachelor's degree 2.5 cumulative GPA OR 3.0 GPA in major, senior year, minimum of 15 semester hours of coursework (related to teaching licensure subject/areas) completed during the most recent five years and Praxis I	GPA and GRE requirement varies by institution and program area	<u>NCTEACH</u> (statewide alternative licensure program based at 7 regional IHE sites) Same as licensure-only, except no Praxis I <u>Regional Alternative Licensure Centers (RALCs)</u> Bachelor's degree
Program Requirements	Birth-Kindergarten, Elementary Education, Middle School Education, Secondary, K-12 Specialty Areas (Arts, P.E.), and Exceptional Children (Special Education) require completion of an approved program. Substantive field experiences beginning with sophomore year. Full-time student teaching for a minimum of 10 weeks in senior year. Other School Personnel—initial licensure is at the graduate level for school administration, media specialist, curriculum and instructional specialist, school counselor). Continuous internships.	Individual Programs of Study based on review of transcripts by teacher educator in the subject area. "Deficiencies" in content. Content pedagogy, professional and pedagogical coursework. Field experiences similar to UG if not lateral entry. If lateral entry, teaching experience substituted with assessment by university and school.	May combine requirements for initial and "M" licensure or may just require initial licensure content pedagogy, professional and pedagogical coursework as well as content deficiencies.	<u>NCTEACH</u> Individual Programs of Study based on review of transcripts by program coordinator in consultation with teacher educator in the field. "Deficiencies" in content. Pedagogical and professional education coursework delivered through condensed modules via intense summer institute and blended distance education model. Lateral entry teaching experience with assessment by university and school. Mentoring by university and school. <u>RALC</u> Individual Programs of Study based on review of transcripts by director of the RALC and school system personnel directors. Required coursework taken at any institution of higher education and in the school system. Assessment of teaching performance and mentoring by school.
State Licensure Requirements	Praxis II Specialty Area exams. (Minimum scores set by DPI; monitored by DPI and DED Title II Report Card) Technology portfolio required by DPI.	Same If program combines "A" and "M" licensure requirements, candidates must also submit evidence of meeting advanced competencies (required by 1997 Excellence Schools Act)	Same Not part of Title II Report Card. Praxis required only if adding on licensure	<u>NCTEACH</u> Not included in Title II Report Card or IHE Performance Report <u>RALC</u> Praxis II Specialty Area Exams
Accountability	Initial Accreditation by NCATE Program Approval from DPI State Board of Education IHE Performance Report U.S. Department of Education Title II Report Card	Same		<u>NCTEACH</u> Not included in Title II Report Card or IHE Performance Report <u>RALC</u> None

Table 1: Routes to Initial Licensure

Requirements for Admission to UNC Teacher Education Programs. The Task Force called for UNC Schools, Colleges, and Departments of Education to report their minimum requirements for admission to *traditional undergraduate* teacher education programs. Developed from input provided by representatives of the UNC Deans' Council on Teacher Education, Table 2 represents UNC Teacher Education programs' response to this request. It is important to note that minimum requirements for admission to traditional undergraduate, lateral entry, licensure-only, transfer admission, and second degree status vary by program route and by campus. The information reported in Table 2 is for traditional undergraduate programs only. Corresponding comments to the responses are listed below the table.

	Minimum GPA	Praxis I	Application Process	Writing Sample/Essay	Previous Exp w/Children	Interview	Letter(s) of Recommendation	Candidate Review by Committee	# of Completed Course Credit Hours	Technology Competency	Speech and Hearing Screening	Criminal Background Check or Self-Report	Admission Cap	Admission Frequency	Remedial Procedures for Candidates Not Meeting Minimum Requirements	Other Gateways to Admission
ASU	2.5	Y	Y	N	Pref.	N	N	N	45	N	Y	SR	N	Rolling	Ref. as appropriate	
Comments									*	*						*
ECU	2.5	Y	Y	Y	Y	Y	N	Y	60	Y	Y	SR	N	Rolling	Y	N
Comments					*				*						*	
ECSU	2.5	Y	Y	Y	Y	N	3	Y	63	Y	Speech	N	N	Rolling	Y	N
Comments			*	*	*					*		*		*	*	
FSU	2.5	Y	Y	Y	Y	Y	Y	Y	45	N	Speech	N	N	Rolling	Y	N
Comments					*		*		*		*	*		*	*	
NCA&T	2.8	Y	Y	N	N	Y	N	N	45	N	N	N	N	Rolling	Y	N
Comments																
NCCU	2.5	Y	Y	Y	Y	Y	N	Y	60	Y	N	SR	N	Monthly	Y	Y
Comments			*	*	*	*			*			*		*	*	*
NCSU	2.5	Y	Y	N	N	N	N	N	60	N	N	N	Y	Rolling	N	Y
Comments												*		*	*	*
UNCA	2.5	Y	Y	N	N	N	N	Y	45	N	N	N	N	Fall, Spring, Summer	Y	N
Comments			*	*				*	*	*		*			*	
UNCCH	2.5	Y	Y	Y	Y	N	Y	Y	60	N	N	Y	Y	Fall	Y	N
Comments									*	*		*			*	
UNCC	2.5	Y	Y	Y	Y	N	N	N	45	N	N	SR	N	Rolling	Y	Y
Comments				*	*										*	*
UNCG	2.5	Y	Y	N	N	N	N	N	51	N	N	SR	N	Fall, Spring	Y	N
Comments	*			*	*	*		*	*			*		*	*	
UNCP	2.5	Y	Y	N	N	Y	Y	Y	42	Y	N	SR	N	Fall, Spring	Y	N
Comments									*						*	
UNCW	2.7	Y	Y	N	N	N	N	N	45	Y	N	Y	N	3x per year	Y	N
Comments									*	*				*	*	*
WCU	2.5	Y	Y	N	N	Y	N	Y	30	N	N	Y	N	Rolling	Y	Y
Comments	*						*	*	*	*						*
WSSU	2.5	Y	Y	Y	Y	Y	Y	Y	60	N	Y	N	N	4x per year	Y	Y
Comments				*						*	*	*				*

Table 2: Traditional Undergraduate Minimum Requirements for Admission to UNC Teacher Education Programs (see corresponding comments below)

Table 2 Corresponding Comments:

- **ASU:** *Number of Required Course Credit Hours* - Includes Introductory Ed course with C or better; *Technology Competency* - Addressed in program; *Other Gateways to Admission* - C or better in English 1000 and declaration of second academic concentration as appropriate.
- **ECU:** *Previous Experience Working with Children* - Early Field Experience course; *Number of Required Course Credit Hours* - Junior level status; *Remedial Procedures* - PLATO software for Praxis I, writing center, counseling center, disability support services

- **ECSU: *Application Process*** - Number of credit hours, Praxis scores, discipline area, extra curricular activities, other relevant data; *Writing Sample/Essay* - Provided through prerequisite course; *Previous Experience Working with Children* - Required prior to entrance into program; other hours connected with other prerequisites courses; such as, pre-field experience, tutoring, volunteer work, camp counseling, etc.; *Technology Competency* - EDUC 203 (specially designed course for educational technology); *Criminal Background Check or Self-Report* - Required upon admittance to university; *Admission Frequency* - Upon completion of all requirements; *Remedial Procedures* - Advising and workshops, based primarily on unsatisfactory Praxis I scores
- **FSU: *Previous Experience Working with Children*** - EDUC 211(laboratory experience in area schools) is required for admission and contains 20 hours in the classroom; *Letter(s) of Recommendation* - The advisor and the department chair must sign the application recommending the candidate; *Number of Course Credit Hours Required* - The University College Core; *Speech and Hearing Screening* - Advisor and chairperson recommendation verify speech proficiency; *Criminal Background Check or Self-Report* - Residence Life is asked to verify that the candidates have no university infractions outstanding; *Admission Frequency* - The Teacher Education Committee meets six times per year, and candidates may be admitted at any meeting; *Remedial Procedures* - To help candidates pass the Praxis I, EDUC 291 and PLATO are offered each semester. The Monitoring Academic Progress Project (Project MAP), designed to assist students with study and organization skills to improve the overall GPA, is offered through the Curriculum Learning Resources Laboratory.
- **NCCU: *Application Process*** - Admission to Teacher Education application and Praxis Individual Score Report submitted to program coordinator; program coordinator reviews, signs, and submits application and score report to Licensure Officer ; *Writing Sample/Essay* - Reflection essay; *Previous Experience Working with Children* - Early field experiences (minimally); *Candidate Interview* - Informal (with advisors); *Number of Required Course Credit Hours* - This number includes all general college studies, 4-6 professional studies courses.
- **NCSU: *Admissions Cap*** - Of 13 undergraduate programs, 3 have caps of 24 new admits per year: middle grades Language Arts/Social Studies, Secondary English, & Secondary Social Studies; *Admission Frequency* - Each semester when grades reported; rolling as Praxis I scores are received; *Other Gateways to Admission* - Must complete general education English (4.0 hrs) and math (6.0 hours); must pass early field experience course: “Introduction to Teaching...” (ECI 205, EMS 203, EOE 207, or AEE 204 – different classes determined by curriculum).

UNC Service to Alternative Pathways Teachers. UNC Schools, Colleges, and Departments of Education were asked in July of 2003 to report on their service to and support of alternative pathways teachers (lateral entry and licensure-only) in five primary categories: 1) Advising, 2) Program Delivery, 3) Communication and Information Dissemination, 4) Support and Mentoring, and 5) Other Special Initiatives and Services¹⁰. In addition to the five service categories, teacher education programs were asked to report the number of *traditional pathways* students admitted and enrolled and the number of *alternative pathways* students enrolled on their respective campuses as of October 1, 2003. What is striking about this “snapshot” data is the degree to which UNC teacher preparation programs are serving teacher candidates through alternative preparation tracks versus traditional

¹⁰ Executive summary of the “Report to the President on UNC Teacher Education Programs’ Service to Alternative Pathways Teachers”, October 2003.

preparation tracks. The collective totals across all campuses show more than half of UNC's teacher preparation candidates in alternative programs of study (Traditional – 4,909, Alternative – 5,325, and System Total – 10,234).

In addition to services provided by UNC's fifteen teacher education programs, the University of North Carolina has several centralized programs that serve alternative pathways teachers. One such program is NC TEACH, a statewide lateral entry program that recruits, prepares, and supports mid-career professionals as they begin a teaching career in North Carolina's public schools. Another program, the North Carolina Model Teacher Education Consortium (NCMTEC), offers support to paraprofessionals and lateral entry teachers in 41 participating school systems in their pursuit of a North Carolina teaching license.

Through reviewing and synthesizing the campus service reports, we learned that all UNC teacher education programs contribute considerable time and effort in serving alternative pathways teachers. Campuses have determined which services are most important to meeting their students' and partnership schools' needs, and they focus their energies and resources on making these programs and services as efficient and effective as possible. UNC teacher education programs have developed promising practices that are reflected across virtually all service categories.

Category - Advising:

- More than half of UNC's teacher education programs employ support personnel dedicated to serving alternative pathways teachers and many have more than one dedicated position (positions such as alternative licensure coordinators, teacher education directors, coordinators of student services and alternative licensure programs, full time advisors, content area advisors, coordinators for lateral entry studies, clinical faculty, master teachers, graduate students, and assistants).
- Nearly all campuses reported some degree of collaboration with LEA Human Resource Office Personnel and the North Carolina Regional Alternative Licensing Centers. Several campuses reported on collaborations with regional service alliances, statewide professional development programs, and partnerships with unique service programs.
- Every campus reported on the significant time allocated to processing and developing individual plans of study for prospective teachers inquiring about licensure. For some of UNC's larger teacher education programs, extensive reviews are provided for over 800 inquiries a year.

Category - Program Delivery:

- All campuses reported a myriad of flexible program offerings; on/off campus, evening, weekend, special afternoon scheduling, and year-round course offerings.
- Eight UNC campuses are host sites to one statewide lateral entry program, NC TEACH, which offers preparation for licensure in many areas. Several campuses provide lateral entry programs unique to their campus and service area.
- UNC teacher education programs partner with regional community college campuses providing 2+2 programs and other special services that utilize the community college campus as a "host" site for program delivery.
- Numerous online services, courses, and programs were reported. For example, one campus is implementing an online academic advisor system that will particularly benefit lateral entry and licensure-only teacher candidates whose time is limited by teaching demands.
- Six campuses offer a Masters of Arts in Teaching (MAT) program. Candidates in these programs receive a master's degree and teaching license at the same time.
- Other special or unique programs of service include campus affiliation with the NC Model Teacher Education Consortium to provide support services to lateral entry teachers in their effort to become licensed teachers.

Category - Communication and Information Dissemination:

- Campuses reported significant efforts in providing programmatic information, resources and promotional materials, most of which are available online.
- Information fairs, seminars, and special registration sessions for lateral entry and licensure-only teachers are conducted by campuses regularly.
- Partnerships with public schools and other educational entities across the state were consistently reported by all programs.
- Regular communication with the North Carolina Regional Alternative Licensing Centers, North Carolina Community Colleges, Human Resource Offices in local education agencies, and private and independent colleges and universities have helped in the dissemination of information to alternative pathways teachers.

Category - Support and Mentoring:

- Support services across all campuses reflect a concentration of assistance in Praxis preparation. At least half of UNC's campuses utilize Plato instructional software to help teacher candidates in preparing for the Praxis I examination. Other curricular software packages were mentioned as a means of instructional support for alternative pathways teachers and degree-seeking students.
- Campuses reported professional development activities for alternative pathways teachers, new and initially licensed teachers (ILT), and university-school teacher education partnerships. An annual summer institute for ILT's working toward licensure, workshops in classroom management, a teacher-in-residence program for beginning teachers and their mentors, and new teacher orientations are just a few examples of professional development and mentoring assistance provided.

Category - Other Special Initiatives and Services:

- Two campuses reported on positions located on community college campuses or "hub sites," which provide information and advisement to lateral entry and licensure-only teachers and prospective candidates.
- Several campuses reported on their NC QUEST grants (Title II – U.S. Department of Education) that have a focus on service to alternative track teachers.
- One campus highlighted its community college partnership and the development of an academy to increase the pool of highly competent teachers in their region by providing support for seamless 2+2 programs, coordinated courses, and support for lateral entry teachers.
- Other campuses provided information about professional development activities for lateral entry teachers offered to partnership schools and districts.
- The Appalachian Learning Alliance provides instruction on 10 community college campuses and ECU's Wachovia Partnership East is located on 16 community college campuses.

NC TEACH (UNC Lateral Entry Program). NC TEACH (Teachers of Excellence for All CHildren) is a statewide teacher licensure program for mid-career professionals, developed jointly by the North Carolina State Board of Education and the Board of Governors of the University of North Carolina. It was initially funded from Title II of the Higher Education Act and currently receives state funds. It is a comprehensive program designed to recruit, train, support, and retain highly skilled mid-career professionals who seek to enter the teaching profession. The program utilizes a graduate level problem-based approach focused on what teachers must know and be able to do to teach students using high standards in the context of real classrooms.

NC TEACH utilizes a comprehensive, multi-media statewide marketing and public relations campaign that focuses on increasing the number of applicants and participants, while better reflecting the diversity that exists in the state of North Carolina. Recruitment efforts have increased enrollment

by approximately 400% in the past four years. Diversity in participants has increased from 14% to over 30%. Currently, NC TEACH produces more secondary math and science teachers per year than any other single teacher education program in the state. To date, NC TEACHERs are employed in 150 schools in 80 counties in North Carolina.

The inaugural year of the program (2000 – 2001) began with an orientation and Summer Institute. A total of 289 applications were received. After a review by the NC TEACH staff and the local host sites, 198 participants were selected, and 124 enrolled for the Summer Institute. At last report, 87 have been approved for license and are currently employed in 77 North Carolina public schools. The retention rate for cohort I is 80% (October 2001 data from the NC Department of Public Instruction).

In year two (2001 – 2002), NC TEACH received 419 applications; 268 of these applicants were accepted, and 190 NC TEACHERs began the Summer Institute in June 2001. A total of 168 successfully completed the Summer Institute, representing 18% diversity. Retention after the first year of teaching was 79%.

In year three (2002 – 2003), 1,427 applications were received; 489 applicants were accepted, 50 applicants were placed on a waiting list, and 458 participants (22% diversity) enrolled in the NC TEACH Summer Institute in June.

In year four (2003 – 2004), almost 1,100 applications were received, and approximately 450 candidates were enrolled (33% diversity). Numbers for secondary math and science continued to be high, with the number of math candidates currently exceeding those candidates seeking licensure in science.

Because retention is so closely tied to effective recruitment, the selection process for NC TEACH is rigorous. Students are selected on the basis of their preparation (degree and major), academic ability, commitment to education, and a demonstrated successful work experience of at least 3 years. Applicants must hold an undergraduate degree from an accredited college or university, a degree in an area relevant to the licensure area they seek, and a minimum of a 2.5 cumulative GPA for all post-secondary work.

All applications and supporting documents are first received and thoroughly reviewed at the program office, a process that involves personal contact with many of the applicants. Once reviewed, those applications meeting eligibility criteria are forwarded to the host site campuses. Host site campuses conduct an official transcript analysis and applicants are then invited to participate in an interview. Once applicants are accepted, the candidates may apply to the MAT program (if the program exists) at the host site campus. Participants pay the tuition and fees assessed by the host institution for the 15 – 18 graduate semester hours they will earn through the program. All tuition and fees go to the host site campus.

NC TEACH offers preparation for licensure in middle grades (6-9) mathematics, science, language arts, and social studies; secondary grades (9-12) mathematics, science, social studies and English; K-12 Second Language (Spanish, French and ESL); and K-12 Special Populations (LD, MH, and/or BEH). The program is hosted at ECU, ECU-Onslow County, ECU-Johnston County, UNCW, FSU, FSU-Duplin County, NCCU, UNCCH, UNCG, UNCC, WCU, and Lenoir Rhyne College. The program takes a minimum of 12 months to complete and includes a formal orientation and an intensive Summer Institute (5 weeks) prior to entering the classroom. One site now offers NC TEACH during evenings and weekends. Faculty and master teachers lead the Summer Institute, which focuses on understanding children and young adults as learners, lesson planning, classroom management, instructional technology, student learning/assessment, strategies for student success,

understanding state and local contexts for public education, parental involvement, and the North Carolina Standard Course of Study. Once participants complete the Summer Institute, they are granted a provisional license, which certifies them to teach in North Carolina public schools. NC TEACHERs must assume primary responsibility for securing a teaching position.

During the academic year, NC TEACHERs attend monthly seminars/course sessions that focus on continued professional development and the realities of today's classroom, team building, problem solving skills, and authentic assessment.

A panel of sixty-five members consisting of master teachers and university faculty developed the NC TEACH curriculum that is taught at the host site campuses. Instructors at all sites work from a common syllabi, master schedule, lesson guides, and resource list. The NC TEACH curriculum has gone through three cycles of revision for more effective implementation.

Before or during the NC TEACH Summer Institute, the host site campus develops an individualized program plan of study (IPP) for each participant. If a participant is deficient in content courses for his/her licensure area, these courses will be listed on the IPP. When a participant successfully completes the NC TEACH Summer Institute, Fall and Spring semesters, has passed the PRAXIS content examination in their licensure area, and has no deficiencies in content courses, he/she is recommended for a clear initial license. Each individual host site determines which and how many content courses are required for a licensure area; therefore, the IPPs for a given licensure area may vary widely.

During the first two years of employment, mentoring is provided by the employing school system. Additional support and mentoring is available through the master teachers and faculty that assist in implementing the NC TEACH program. Mentoring at host sites varies and may include weekly seminar discussions, continued academic advisement, on-line discussion forums, PRAXIS exam preparation, and on site supervision by faculty, master teachers, and retired teachers.

NC TEACH maintains a comprehensive website that includes all application materials, information about licensure in North Carolina, tips on finding employment, links to host site campuses, other educational websites, school districts, and information about job openings and upcoming career fairs, and resources for new teachers. Recruitment efforts include mailings to emergency and lateral entry teachers, district administrators, human resource divisions; informational sessions at various schools districts and colleges; and sessions at career fairs and related events around the state. Applications, brochures, posters, bookmarks and other related promotional material are distributed from the program office.

Funding from the University of North Carolina has made it possible for NC TEACH to begin development of online courses. University faculty and master teachers from around the state (many having designed and refined the current NC TEACH curriculum) came together for planning and to attend a series of training sessions during winter 2001. Blended and completely online courses now available include all core modules (The Teacher and the School, Understanding the Learner, Effective Teaching, Diversity, and Technology) and several content modules, including science and special populations. NC TEACH is currently working with the North Carolina Department of Public Instruction and Learn NC to fully develop the online curriculum.

Standards for Teacher Education Programs. Table 3 presents a view of the standards for teacher education programs in North Carolina¹¹. In addition to the standards listed in this table, individual programs must also meet specialty area standards based on INTASC (Interstate New Teacher Assessment and Support Consortium), NBPTS (National Board for Professional Teaching Standards), specialty professional association standards, and the NC Standard Course of Study.

STANDARDS "AT-A-GLANCE"				
National Council for the Accreditation of Teacher Education (NCATE)	Department of Public Instruction (DPI) Program Approval Standards	DPI Core (North Carolina Professional Teaching Standards Commission)	DPI Diversity	DPI Technology (ISTE – National Educational Technology Standards)
Conceptual Framework (underlying philosophical assumptions, knowledge bases, performance expectations, dispositions) Standard 1: Candidate Knowledge, Skills, and Dispositions (content knowledge, pedagogical content knowledge, professional and pedagogical knowledge and skills, dispositions) Standard 2: Assessment System and Evaluation (systemic data collection and analysis; use of data for program improvement) Standard 3: Field Experiences and Clinical Practice (collaboration with school partners, consistent and continuous, candidates' demonstration of knowledge, skills, and dispositions to help all students learn) Standard 4: Diversity (integrated across field experiences and coursework, experiences working with diverse faculty and candidates, experiences working with diverse students and faculty in P-12 schools) Standard 5: Faculty Qualifications, Performance, and Development (earned doctorates or exceptional expertise; licensure; modeling best professional practices, teaching, scholarship, and service; collaboration with university and school-based colleagues; evaluation; professional development) Standard 6: Program Governance and Resources (unit leadership and authority, budget, personnel, facilities, resources including technology)	Conceptual Framework Standard 1: Candidate Knowledge, Skills, and Dispositions Standard 1 A: Undergraduate Candidate Qualifications Standard 1 B: Licensure-only Students Standard 2: Assessment System and Evaluation Standard 3: Field Experiences and Clinical Practice Standard 3A: Field Experiences and Clinical Practice Standard 4: Diversity Standard 5: Faculty Qualifications, Performance, and Development Standard 5 A: Working Conditions Standard 5 B: Part-Time (ADJUNCT) Faculty Standard 6: Program Governance and Resources Standard 6 A: Faculty Assignment - 70% Pass Rate on Praxis II exams - DPI Program Approval - Initial NCATE - Continuing NCATE or equivalent	Core Standard 1: Teachers know the content they teach. Core Standard 2: Teachers know how to teach students Core Standard 3: Teachers are successful in teaching a diverse population of students Core Standard 4: Teachers are leaders. Core Standard 5: Teachers are reflective about their practice. Core Standard 6: Teachers respect and care about students.	Standard 1: Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners. Standard 2: Teachers understand how students' cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions. Standard 3: Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well being of diverse learners. Standard 4: Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners. Standard 5: Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity. Standard 6: Teachers of diverse students are reflective practitioners who are committed to educational equity.	Standard 1: Teachers demonstrate a sound understanding of technology operations and concepts. Standard 2: Teachers plan and design effective learning environments and experiences supported by technology. Standard 3: Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Standard 4: Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Standard 5: Teachers use technology to enhance their productivity and professional practice. Standard 6: Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.
INDIVIDUAL PROGRAMS MUST ALSO MEET DPI SPECIALTY AREA STANDARDS BASED ON INTASC, NBPTS, SPECIALTY PROFESSIONAL ASSOCIATIONS STANDARDS. AND THE NC STANDARD COURSE OF STUDY.				

Table 3: Standards for Teacher Education Programs

¹¹ Developed by Ceola Ross Baber, Director of the Teachers Academy with the School of Education at UNC Greensboro as a guide for discussion with the Task Force about Accountability Standards for Teacher Education Programs.

North Carolina Regional Alternative Licensing Centers. In the spring of 2002, three Regional Alternative Licensing Centers (RALCs) were established by the North Carolina State Board of Education. Located in Charlotte, Fayetteville, and Nashville, these centers assist teaching candidates by evaluating their applications, prescribing courses of study, recommending requirements needed to receive full licensure, and clearing the license so that they become fully licensed.

Prior to the establishment of these centers, lateral entry teachers seeking full licensure received plans of study from accredited teacher education programs at colleges and universities throughout the state. The RALCs were, in part, a response to concerns about the inconsistency of the plans between institutions of higher education; for example, because not all teacher education programs are identical, a teacher seeking a plan of study from two different universities may receive two significantly different plans of study. These centers were established with the understanding that once teachers received their plans of study, they would take most of the required courses at colleges and/or universities with accredited teacher education programs. However, some teacher license candidates, may fulfill some requirements through courses at accredited community colleges and/or through staff development offered by the school district in which they are employed.

UNC Center for School Leadership Development (UNC-CSLD). Eight professional development programs make up the University of North Carolina Center for School Leadership Development. They are the North Carolina Mathematics and Science Education Network (NC - MSEN), the North Carolina Center for the Advancement of Teaching (NCCAT), NC TEACH (NC Teachers of Excellence for All CHildren), North Carolina Teacher Academy (NCTA), the North Carolina Model Teacher Education Consortium (NCMTEC), the Principal's Executive Program (PEP), the North Carolina Principal Fellows Program (PFP), and the North Carolina State Improvement Project (NC SIP)/North Carolina Restructuring Initiative in Special Education (NC RISE) . These programs provide a comprehensive and coordinated system of professional development that is aligned with the strategic priorities and educational goals of the State Board of Education.

Recognizing that all North Carolina students deserve a quality educational experience delivered by caring and competent professionals, the UNC Center for School Leadership Development offers continuing opportunities for intellectual growth and new learning during the careers of public-school educators. School faculties, including teacher assistants, novice and veteran teachers; principals and other school administrators; school-system superintendents; and school board members may participate in the Center's programs, which are based on current research in learning theory. See Appendix D for more information about each of the eight professional development programs that comprise the Center.

4.2 NORTH CAROLINA AND NATIONWIDE TEACHER SALARY INFORMATION

The Task Force studied North Carolina and nationwide teacher salary information. Section 4.2 provides information on beginning teacher salaries¹², average teacher salaries¹³, North Carolina local teaching salary supplements¹⁴, and information about perks and incentives available to teachers in North Carolina school districts. In reviewing salary supplements, teacher turnover rates by school district were compared with local supplement data¹⁵. A complete list of local salary supplements (minimum and maximum) by school district and teacher turnover rates by school district can be found in Appendix F.

Nationwide Overview of Beginning Teacher Salaries. The national beginning teacher salary average for 2001-02 was \$30,719. North Carolina's beginning salary fell slightly short of the national average at \$29,359, ranking as #23 compared to other states. This reflected an increase in salaries of 1.5% from 2000-01. Four of the eleven neighboring states in the Southeast region offer higher beginning teacher salaries than North Carolina (Georgia with \$32,283, Virginia with \$31,238, Florida with \$30,096, and Alabama with \$29,938). Mississippi has the lowest average salary for beginning teachers in the Southeast with \$24,567, according to 2001-02 figures. North Dakota has the lowest beginning teacher salary in the nation at \$20,988, while Alaska ranks the highest with an average beginning salary of \$36,294. Salaries reflect that state funded portion plus district supplements.

Nationwide Overview of Average Teacher Salaries. The national average teacher salary increased from \$44,714 in 2001-02 to \$45,930 in 2002-03. The state of California offered the highest average salary in 2002-03, with a figure of \$56,283, while South Dakota had the lowest at \$32,416. The five states with the highest average salary in 2001-02 (California, Connecticut, New Jersey, Michigan, and New York) maintained the top positions in the same order in 2002-03. One state, Utah, posted a decrease in average salaries from \$38,420 in 2001-02 to \$38,385 in 2002-03. The District of Columbia posted the highest increase in average salaries, a 7.9% jump from 2001-02. The figure climbed from \$47,049 to \$50,763. North Carolina ranked #22 in 2002-03 with average teacher salaries of \$43,076. It dropped from a rank of #19 during the previous school year. Salaries increased only 0.9 percent, significantly lower than the national average of salary increases.

North Carolina Teaching Salary Supplements. The state of North Carolina's standard pay scale is based on the level of teacher education and years of experience. Salaries are higher for teachers who complete the requirements for the National Board for Professional Teaching Standards. Individual school districts offer local supplements as incentives for their teachers. While some districts provide the same compensation for all teachers, others vary the dollar amount based on years of experience. Seven LEA's (Cherokee, Clay, Graham, Jackson, Macon, Madison, and Swain) provide no local

¹² Information obtained from "AFT's Survey and Analysis of Teacher Salary Trends 2002," F. Howard Nelson & Rachel Drown, www.aft.org/research/survey02/SalarySurvey02.pdf

¹³ Information obtained from "Rankings & Estimates: Rankings of the States 2002 and Estimates of School Statistics 2003" (www.nea.org/edstats/images/03rankings.pdf) and "Rankings & Estimates: A Report of the School Statistics Update Fall 2003" (www.nea.org/edstats/images/03rankingsupdate.pdf)

¹⁴ Information on local salary supplements is based on 2001-2002 school year data and was collected from the NCAE (North Carolina Association of Educators) website at www.ncae.org/salaries/0102minmaxsupp.pdf.

¹⁵ Teacher turnover statistics are based on data from the 2003 North Carolina Department of Public Instruction's Teacher Turnover Report.

supplement for teachers. The highest minimum supplement paid in North Carolina is \$3,283 (Charlotte-Mecklenburg). The highest maximum supplement paid in North Carolina is \$17,532 (Chapel Hill-Carrboro). In this district, supplements start at 12% of the state teacher salary and increase gradually every five years for the first 14 years of experience. With 25 or more years of service, teachers receive a 25% local supplement. Five LEA's provide the same supplement for all teachers, regardless of their number of years of experience; Alleghany- \$125, Ashe- \$150, Mitchell - \$100, Weldon City- \$200, and Yancey- \$250. The Task Force reviewed data comparing teacher turnover rates by county with local supplement information¹⁶. There appeared to be little correlation in turnover rates and salary supplements, leading the Task Force to conclude that multiple factors contribute to teacher turnover. For a map of North Carolina illustrating teacher turnover rates by school district, see Appendix E. A complete list of local salary supplements by school district and teacher turnover rates by school district can be found in Appendix F.

Selected Perks and Incentives Available to Teachers in North Carolina School Districts. In addition to local supplements, many school districts across the state offer various other financial perks and incentives for their teachers. The Task Force discussed the following examples in greater detail:

- Signing bonuses – additional money given to fully certified teachers in certain low-income school districts or in particular areas of licensure with high teacher need
- Relocation assistance – financial assistance provided to aid in moving expenses
- Apartment fee waivers – reduced rates for first month's rent or waivers of security deposits and/or application fees
- Merchant discounts – discounts on products from local merchants
- Supplement advances – advancement of a certain portion of the local supplement at the beginning of the year to help teachers with moving costs
- Banking benefits packages – free checking accounts or additional services provided by local banking institutions
- Utility deposits – waivers of water, electric, gas, and cable connection fees and/or deposits
- Reduced gym memberships – discounts on membership fees at local fitness centers
- Free dental insurance – dental insurance at no cost to employees
- Laptop computers – access to laptop computers for teachers working toward their National Board certification
- PRAXIS reimbursements – reimbursements of PRAXIS test registration fees
- Tuition reimbursements – reimbursements for tuition costs of Master's classes
- Equity Plus bonuses – payments provided to teachers at schools with high percentages of free or reduced lunch students if they also meet local accountability bonus requirements
- Staff development bonuses – compensation for completion of staff development plans (in the form of cash, tuition reimbursement, contribution to retirement savings, or a classroom supplies reimbursement account)
- Local accountability bonuses – additional cash incentives presented to staff members at schools that meet the state accountability standards
- Free day care – free use of day care centers if teachers provide their own transportation
- Home loan programs offered by the Bank of America and the North Carolina State Employees' Credit Union.

¹⁶ Information on local supplements was obtained from NCAE's website, based on 2001-02 school year data, see www.ncae.org/salaries/0102minmaxsupp.pdf.

4.3 STUDENT AND TEACHER DIVERSITY IN NORTH CAROLINA AND SELECT STATES

Information related to student and teacher diversity in North Carolina and other select states across the nation can be found in this section. Demographic data by general population, student population, and teacher population for North Carolina, and other select states is presented here, along with student and teacher demographics for select school districts across the state of North Carolina.

Population, Student, and Teacher Demographics for Select States. Table 6 provides general population, student, and teacher demographic information for select states. It is important to note that in the 2000 United States Census¹⁷, “Hispanic” was not considered a race; rather it was considered an ethnicity. Therefore, a majority, but not all, of Hispanics are reported under “White” for race, but then identifies later in the survey as “Hispanic.” While changes have since been made for future U.S. Census surveys, this issue should be noted for this report.

State	White Population	Black Population	Other Population	White Students	Black Students	Other Students	White Teachers	Black Teachers	Other Teachers
AL ¹⁸	72.00%	26.30%	1.70%	59.90%	36.40%	3.70%	78.50%	20.50%	1.00%
AZ ¹⁹	77.90%	3.60%	18.50%	54.00%	4.60%	51.40%	n/a	n/a	n/a
CA ²⁰	63.40%	7.40%	29.20%	34.80%	8.30%	56.90%	74.20%	5.10%	20.70%
FL ²¹	79.70%	15.50%	4.80%	50.64%	24.16%	25.20%	75.46%	14.42%	10.12%
NC ²²	73.10%	22.10%	4.80%	59.39%	31.25%	9.36%	83.38%	14.56%	2.60%
SC ²³	68.00%	29.90%	2.10%	54.70%	42.10%	3.20%	n/a	n/a	n/a
TN ²⁴	81.20%	16.80%	4.00%	72.00%	25.00%	3.00%	n/a	n/a	n/a
VA ²⁵	73.90%	20.40%	5.70%	61.30%	27.00%	11.70%	n/a	n/a	n/a

Table 6: General Population, Student, and Teacher Diversity for Select States

¹⁷ All general population data from the 2000 U.S. Census was obtained at <http://www.census.gov/main/www/cen2000.html>

¹⁸ Alabama data was obtained from the Alabama Department of Education – Alabama Quick Facts 2003 at –

http://www.alsde.edu/general/quick_facts.pdf

¹⁹ Arizona data was obtained from the AZ Department of Education – Enrollment Counts – 1999-2000 at –

<http://www.ade.az.gov/schoolfinance/Reports/OctEnrCounts/FY1999-2000/AllSchools.pdf> NOTE: 51.4% of students are identified as “other.” 32.68% of the total student population is Hispanic and 6.84% is American Indian.

²⁰ California data was obtained from the California Department of Education – Fact Book 2003 at –

<http://www.cde.ca.gov/resrc/factbook03/ethnicmakeup.htm> and <http://www.cde.ca.gov/resrc/factbook03/facts.html>. NOTE: 56.9% of students are identified as “other.” 44% of the total student population is Hispanic and 8% is Asian-American.

²¹ Florida data was obtained from the Florida Department of Education Statistical Brief at –

<http://www.firn.edu/doe/eias/eiaspubs/pdf/pk-12mbrship.pdf> NOTE: 25.2% of students are identified as “other.” 20.95% of the total student population is Hispanic.

²² North Carolina Data: DPI Statistical Profile of NC Public Schools 2002-03 was obtained at –

<http://www.ncpublicschools.org/fbs/stats/statprofile03.pdf> NOTE: 9.36% of students are identified as “other.” 5.94% of the total student population is Hispanic, 1.9% are Asian-American, and 1.46% are American Indian.

²³ South Carolina Data: SC Department of Education – Quick Facts, March 2003 was obtained at –

<http://www.myschools.com/offices/research/QuickFactsMarch2003.pdf>

²⁴ Tennessee Data: TN State Department of Education Annual Statistical Report 2001-02 was obtained at –

<http://www.state.tn.us/education/011annualreport.pdf>

²⁵ Virginia Data: VA Department of Education – Division of Technology – Office of Information Technology – 2002-03 Fall Membership Report obtained at – http://www.pen.k12.va.us/VDOE/dbpubs/Fall_Membership/2002/readme.html NOTE: 11.7% of students are identified as “other.” 6.10% of the total student population is Hispanic and 4.50% are Asian-American.

Student and Teacher Demographics for Select Counties in North Carolina. The Task Force reviewed student and teacher diversity in select school districts in North Carolina. Table 7 compares demographics for seventeen geographically dispersed counties and school districts across the state²⁶. Statewide demographics for North Carolina are also provided in this table. This information lead the Task Force to conclude it is necessary to promote recruitment of minority teachers in all counties to promote a diverse learning environment for all students.

County/ School District	White Students	Black Students	Other Students	White Teachers	Black Teachers	Other Teachers
NC (statewide) ²⁷	59.39%	31.25%	9.36%	83.38%	14.56%	2.60%
Buncombe	86.96%	8.05%	4.98%	98.80%	0.44%	0.76%
CH - Carrboro	64.31%	18.93%	16.76%	82.35%	14.94%	2.71%
Clay	97.03%	1.12%	1.85%	100%	0%	0%
Cumberland	41.31%	49.58%	9.11%	66.22%	30.12%	3.66%
Durham	29.30%	59.22%	11.48%	62.89%	36.03%	4.08%
Forsyth	51.29%	37.49%	11.22%	78.15%	20.62%	1.23%
Guilford	47.15%	43.30%	9.55%	75.03%	23.22%	2.75%
Hoke	30.02%	47.96%	22.02%	52.21%	34.81%	12.98%
Jackson	85.04%	2.04%	12.92%	97.62%	0.79%	1.59%
Mecklenburg	43.32%	44.01%	12.67%	73.82%	23.59%	2.59%
New Hanover	66.53%	29.91%	3.65%	88.21%	10.37%	1.42%
Orange	70.99%	23.92%	5.09%	85.56%	13.35%	1.09%
Pasquotank	47.43%	50.78%	1.79%	63.16%	35.09%	2.75%
Pitt	43.32%	51.65%	5.03%	85.12%	14.06%	0.82%
Robeson	21.16%	31.49%	47.35%	51.05%	17.95%	31.00%
Wake	60.02%	29.08%	10.90%	86.79%	11.84%	1.37%
Watauga	95.61%	2.28%	2.11%	99.72%	0.28%	0%

Table 7: Student, and Teacher Demographics for Select Counties in North Carolina

²⁶ DPI Statistical Profile of NC Public Schools 2002-03 <http://www.ncpublicschools.org/fbs/stats/statprofile03.pdf> - Student demographics based on all students

²⁷ North Carolina Data: DPI Statistical Profile of NC Public Schools 2002-03 obtained at – <http://www.ncpublicschools.org/fbs/stats/statprofile03.pdf> NOTE: 9.36% of students are identified as “other”. 5.94% of the total student population is Hispanic, 1.9% are Asian-American, and 1.46% are American Indian.

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SCHOOL DISTRICT PERKS AND INCENTIVES

The following websites were used to find information on perks and incentives offered to teachers in school districts across the state of North Carolina:

School Systems

Asheville City Schools
http://www.asheville.k12.nc.us/main/hr_incentives.htm

Chapel Hill-Carrboro City Schools
<http://www.chccs.k12.nc.us/>

Charlotte-Mecklenburg Schools

<http://www.cms.k12.nc.us/departments/HR/recruitment.asp>

Davie County Schools

<http://www.davie.k12.nc.us/HRbenefits.htm>

Duplin County Schools

<http://www.duplinschools.net/BOE/HumanResources/Employment%20Opportunities.htm>

Durham Public Schools

<http://fuller2.dpsnc.net/jobopps.nsf>

Edgecombe County Schools

<http://schools.eastnet.ecu.edu/edgecomb/humres/vacancies.htm>

Guilford County Schools

<http://www.crownauto.com/gcsbenefits.asp>

Hoke County Schools

http://www.hcs.k12.nc.us/default2001-2002/SchoolSupportServ/HumanResources/hcs_incentives.htm

Johnston County Schools

<http://www.johnston.k12.nc.us/web/Employment.htm>

Orange County Schools

http://www.orange.k12.nc.us/hr/new_teacher_incentive_program.htm

Pender County Schools

<http://www.pendercountyschools.net/programs/>

Polk County Schools

<http://www.polk.k12.nc.us/employment/index.htm>

Shelby City Schools

<http://www.blueridge.net/scs/benefits.htm>

Winston-Salem/Forsyth County Schools

<http://mts.admin.wsfcs.k12.nc.us/employ/recruit.html>

<http://mts.admin.wsfcs.k12.nc.us/faculty/teacomp/tchrcomp.html>

Statewide Bank Programs

Bank of America

<http://www.bankofamerica.com/loansandhomes/>

State Employees' Credit Union

www.ncsecu.org

SCHOLARSHIP INFORMATION

The following websites were utilized to locate information on local, state, and national scholarships for students interested in pursuing a career in education:

Local Scholarship Programs

Appalachian State University

<http://www.ced.appstate.edu/Scholarships.htm>

<http://www.fpext.appstate.edu/admissions/freshmen.html#education>

East Carolina University

<http://www.coe.ecu.edu/c&i/scholarship/listings.htm>

North Carolina Central University

http://www.nccu.edu/soe/what_we_do/edmonds.htm

North Carolina State University

http://ced.ncsu.edu/deans/student_services/scholarship.html

University of North Carolina at Chapel Hill

<http://www.unc.edu/depts/ed/elem/finances.html#scholarships>

University of North Carolina at Charlotte

<http://www.uncc.edu/admissions/Freshman/schlbrochure.htm>

University of North Carolina at Greensboro

<http://fia.dept.uncg.edu/scholarships/education.shtml>

University of North Carolina at Pembroke

<http://www.uncp.edu/catalog/pdf/scholarships.pdf>

University of North Carolina at Wilmington

http://www.uncwil.edu/ed/studentpdfs/wsescholarship_current.pdf

Western Carolina University

<http://www.wcu.edu/UnivCatalog/Catalog/schol/schol.htm>

State Scholarship Programs

North Carolina Public Schools

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

National Scholarship Programs

Gates Millennium Scholars Program

<http://www.gmsp.org/main.cfm>

National Education Association

<http://www.nea.org/recruit/minority/financl.html>

United Negro College Fund

http://www.uncf.org/uncf_docs/scholar/brookline.PDF

<http://www.uncf.org/scholarship/>

STATE DEMOGRAPHICS

The following websites were used to find information on state population demographics:

Overall State Demographics

Alabama

<http://www.census.gov/census2000/states/al.html>

Arizona

<http://www.census.gov/census2000/states/az.html>

California

<http://www.census.gov/census2000/states/ca.html>

North Carolina

<http://www.census.gov/census2000/states/nc.html>

South Carolina

<http://www.census.gov/census2000/states/sc.html>

Tennessee

<http://www.census.gov/census2000/states/tn.html>

Virginia

<http://www.census.gov/census2000/states/va.html>

Public School Demographics

Alabama Department of Education - Alabama Quick Facts 2003

http://www.alsde.edu/general/quick_facts.pdf

Arizona Department of Education - Enrollment Counts - 1999-2000

<http://www.ade.az.gov/schoolfinance/Reports/OctEnrCounts/FY1999-2000/AllSchools.pdf>

California Department of Education - Fact Book 2003

<http://www.cde.ca.gov/resrc/factbook03/ethnicmakeup.htm>

<http://www.cde.ca.gov/resrc/factbook03/facts.html>

North Carolina Department of Public Instruction –

Annual Statistical Profile of North Carolina Public Schools

<http://www.ncpublicschools.org/fbs/stats/statprofile03.pdf>

South Carolina Department of Education - Quick Facts, March 2003

<http://www.myschools.com/offices/research//QuickFactsMarch2003.pdf>

Tennessee State Department of Education - Annual Statistical Report 2001-02
<http://www.state.tn.us/education/01lfannualreport.pdf>

Virginia Department of Education - Division of Technology - Office of Information
Technology - 2002-03 Fall Membership Report
http://www.pen.k12.va.us/VDOE/dbpubs/Fall_Membership/2002/readme.html

APPENDIX B – IMPLEMENTATION TIMELINE FOR THE TASK FORCE RECOMMENDATIONS AND STRATEGIES

IMPLEMENTATION TIMELINE FOR THE TASK FORCE RECOMMENDATIONS AND STRATEGIES		
Recommendation 1: Develop a comprehensive statewide teacher recruitment and marketing plan by 2005 in consultation with key educational entities such as public and private teacher education programs, the University of North Carolina, the Public Schools of North Carolina, the North Carolina Community College System, and the North Carolina Association of Independent Colleges and Universities. Coordinate the plan with current recruitment initiatives such as TEACH 4 NC. Successful implementation of the plan, which will include but will not be limited to the strategies listed below, will require extensive collaboration with these and other educational entities. Responsibility: UNC-OP Timeline for Implementation: Summer 2005		
Strategy	Responsibility	Timeline for Implementation
1.1: Develop a module on the College Foundation of North Carolina (CFNC) website to promote teaching as a career choice with guidance on requirements to enter the profession, education requirements, and teacher education programs in North Carolina.	CFNC, UNC ASVP for Outreach	Fall 2004 (12/31/04)
1.2: Integrate a centralized online teacher scholarship database of available funding opportunities at the local, state, and national level into the CFNC website and promote its use with North Carolina public high school students.	CFNC, UNC ASVP for Outreach	Fall 2004 (12/31/04)
1.3: Update teacher scholarship and loan information annually; provide every guidance counselor in North Carolina with this information for distribution to high school students.	VP for USP, ASVP for Outreach	Annually; Ongoing
1.4: Encourage each campus to add teacher scholarship and loan information to their school, college, or department of education website and update it regularly; request that UNC schools, colleges, and departments of education review their web site periodically to ensure that up-to-date information on teacher preparation and licensure is available.	USP, SOEs	Ongoing; Fall 2004
1.5: Promote the teacher cadet program and work with North Carolina Association of Educators and other educational entities to encourage North Carolina middle and high school students to become teachers; study the effectiveness of this program in leading to the production of teachers.	USP, NCAE, All Education Sectors	Ongoing; Summer 2005
1.6: Promote early minority (African American, Native American, and Hispanic) recruitment initiatives through partnerships with minority organizations.	UNC-OP, SOEs	Ongoing
1.7: Develop an online resource that allows local education agencies to search and sort teacher candidates by area of licensure.	UNC-OP, PSNC	Summer 2005
1.8: Encourage the North Carolina State Education Assistance Authority (NCSEAA) to provide prospective teachers in North Carolina who have a student loan with the College Foundation, Inc., with an annual “payment holiday (forgiveness)” one month each year the student is employed as a full-time teacher in a North Carolina public school.	UNC-OP, CFI, NCSEAA	Summer 2005

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1.9: Working with the Legislature and NCSEAA, create a teacher incentive financial retention program to attract and retain new teachers for a ten year period.	UNC-OP, NCSEAA	Biennium Budget Request 2005-07
1.10: Encourage career service centers on campuses to work together to hold regional teacher education fairs, give priority to NC school systems participating in the teacher job fairs, and consider waiving participation fees for NC school systems.	UNC-OP, UNC Campuses, SOEs	Fall 2004 - Ongoing
1.11: Expand the number of scholarships for the Teaching Fellows scholarship program and enhance the existing program by exploring options for community college graduates and juniors and seniors to participate.	Education Cabinet, Teaching Fellows Commission, Public School Forum, USP	Biennium Budget Request 2005-07
1.12: Encourage legislative action to simplify the teacher tuition benefit so that lateral entry teachers can efficiently and expeditiously qualify for in-state tuition rates in the UNC system.	UNC-OP, UNC Campuses	Biennium Budget Request 2005-07
1.13: Promote the Troops to Teachers initiative in North Carolina through UNC schools, colleges, and departments of education; incorporate the Troops to Teachers marketing campaign in North Carolina with the comprehensive statewide recruitment and marketing plan to be developed.	UNC-OP, UNC Campuses, SOEs, PSNC	Ongoing
1.14: Utilize resources such as UNC-TV and Public Service Announcements to highlight teaching as a professional opportunity.	UNC-OP, UNC-TV, USP	January 2005
Recommendation 2: Require UNC Provosts and Deans to review their teacher education admission requirements and provide a written response to the UNC Office of the President that details changes with options for removing any identified barriers. Responsibility: UNC-OP, UNC Campuses, UNC SVP for AA, UNC VP for USP, UNC SOEs Timeline for Implementation: Fall 2004		
Strategy	Responsibility	Timeframe for Implementation
2.1: Adjust late afternoon, evening, and weekend classes as well as summer school schedules on UNC campuses to accommodate lateral entry teachers and their commitments to North Carolina public school schedules; request “pilot” summer school funding for campuses to offer teacher education courses.	UNC-OP, USP, UNC Campuses, CAOs, SOEs	Ongoing; Biennium Budget Request 2005-07
2.2: Review programs within the University of North Carolina that aid and assist school paraprofessionals in receiving their teaching licenses to insure the programs are, as far as practicable, meeting current needs and demands.	USP, PSNC	January 2005
2.3: Remove barriers (fees – health/activity/technology, and calendar/scheduling) that impede lateral entry and licensure-only teachers from meeting their requirements.	Chancellors, CAOs, SOEs, USP	Fall 2004
Recommendation 3: Require that the President develop a plan for enrollment growth within teacher education programs offered by the University of North Carolina. That plan will present aggregate growth targets for the University that appropriately recognizes the severe teacher shortage problem facing North Carolina. Through collaboration with the constituent campuses, enrollment goals for each campus will be established. The enrollment plan for each campus will reflect the specific strengths and circumstances of that campus but, in general, should incorporate expanded opportunities for students who matriculate as freshmen, students who attend community colleges and subsequently transfer to the four-year institution, and students who choose to enter the teaching profession through lateral entry programs. The President will report annually to the Board on the plan. Responsibility: UNC-OP, Chancellors, Provosts, SOEs Timeline for Implementation: Spring 2005		
Strategy	Responsibility	Timeframe for Implementation
3.1: Develop additional online teacher preparation courses for pre-service and lateral entry teachers.	USP, UNC Campuses, UNC-CSLD	2004-2005

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3.2: Place the NC TEACH (NC Teachers of Excellence for All Children) program completely online, with the option of counting credits taken toward a Masters of Arts in Teaching (MAT), for individuals who already possess content area undergraduate degrees; provide greater access to the NC TEACH program and increased program enrollment.	NC TEACH, USP, PSNC	Fall 2004
3.3: Conduct a review of all Masters in School Administration (MSA) programs on UNC campuses to ensure that appropriate competencies relating to teacher effectiveness, teacher evaluations, teacher support programs, and teacher retention are included.	USP, SOEs	2004-2005
3.4: Create as many courses as necessary for employed teachers seeking lateral entry courses and programs, as long as the teacher is in an approved schedule that follows the guidelines of the No Child Left Behind (NCLB) federal legislation.	Chancellors, CAOs, SOEs, USP	2004-2005
3.5: Leverage UNC-TV's teleweb-courses for community college students seeking 2+2 opportunities	UNC-TV, NCCCS, SOEs	Ongoing
3.6: Identify best practices in collaboration between Arts & Sciences and Education; distribute the identified best practices for discussion among campus leadership.	CAOs, Deans of A&S, AA, SOEs, USP	Spring 2005
3.7: Encourage university faculty hiring practices that promote diversity.	Chancellors, CAOs, SOEs	Ongoing
Recommendation 4: Appropriately fund the clinical teacher education courses requiring faculty-student ratios smaller than regular courses. Responsibility: UNC-OP Timeline for Implementation: Biennium Budget Request 2005-2007		
<i>Recommendation 4 has no accompanying strategies</i>		
Recommendation 5: Develop a plan to coordinate the University's efforts in addressing issues of teacher retention across North Carolina. The plan will focus on the University's commitment toward meeting North Carolina's teacher supply and demand needs and should complement the recruitment recommendation and strategies of this Task Force. The retention plan will include components for addressing teacher induction and mentoring, specifying the role of all education sectors in North Carolina. Responsibility: UNC-OP, VP USP, All Education Sectors Timeline for Implementation: Summer 2005		
Strategy	Responsibility	Timeframe for Implementation
5.1: Work with the Legislature and other stakeholders to increase teachers' salaries.	UNC-OP, All Education Sectors	Biennium Budget Request 2005-07 from appropriate Education Sector
5.2: Recommend an extensive review of the teacher salary schedule and structure so that teachers have opportunities for greater salary gains earlier in their professional careers.	UNC-OP, All Education Sectors	Biennium Budget Request 2005-07 From appropriate Education Sector
5.3: Create professional development modules for principals relating to the principal's role in teacher retention through the Principals' Executive Program (PEP).	PEP, UNC-CSLD	Fall 2004
5.4: Request that the UNC Center for School Leadership Development (UNC-CSLD) create a support network for new school administrators across the state.	USP, UNC-CSLD	Fall 2004
5.5: Recommend that the UNC- CSLD support the retention of teachers in North Carolina through high quality professional development.	USP, UNC-CSLD	Ongoing
5.6: Create, through the UNC-CSLD, a professional development module for central office human resource administrators that provides special training in the area of Human Resources and	USP, UNC-CSLD	Summer 2005

focuses on strategies for addressing teacher retention.		
5.7: Actively support legislation that allows qualified retired teachers to return to the classroom for a period of time and receive both salary and retirement benefits.	UNC-OP, All Education Sectors	Biennium Budget Request 2005-07
5.8: Incorporate the lessons learned from the recent teacher working conditions survey into administrator preparation and continuing education programs.	UNC-OP, UNC-CSLD, All Education Sectors	2004-2005
Recommendation 6: Collaborate with the North Carolina Community College System to expand “access” to credit bearing courses and programs at community college sites, for alternative pathways teachers, through established partnerships within two years. Access will include but not be limited to partnerships based on the 2+2 model. Responsibility: UNC-OP, UNC Campuses, NCCCS, SOEs Timeline for Implementation: Summer 2006		
Strategy	Responsibility	Timeframe for Implementation
6.1: Prepare a timetable for the expansion of partnerships between UNC teacher education programs and North Carolina Community Colleges.	UNC-OP, UNC Campuses, NCCCS, SOEs	Fall 2004
Recommendation 7: Collaborate with the Public Schools of North Carolina, the North Carolina Community College System, and the North Carolina Association of Independent Colleges and Universities in the design and development of a K-20 longitudinal database/data warehouse on teacher quality. Responsibility: All Education Sectors Timeline for Implementation: 2008		
Strategy	Responsibility	Timeframe for Implementation
7.1: Collaborate with the Public Schools of North Carolina, the North Carolina Community College System, and the North Carolina Association of Independent Colleges, and Universities on the use of data and assessment systems to measure the effectiveness of teachers’ contributions to student learning.	All Education Sectors	2006
Recommendation 8: Require that the President provide the UNC Board of Governors and other interested parties with a report on the implementation of the Task Force recommendations and strategies in the spring of each year through 2008. Responsibility: UNC President Timeline for Implementation: Annually until 2008		
<i>Recommendation 8 has no accompanying strategies</i>		

LEGEND

AA – Academic Affairs
 ASVP for Outreach – Associate Vice President for Outreach
 CAO – Chief Academic Officers
 CFI – College Foundation, Inc.
 CFNC – College Foundation of North Carolina
 Deans of A&S – Deans of Arts and Sciences
 NCAE – North Carolina Association of Educators
 NCCCS – North Carolina Community College System
 NCSEAA – North Carolina State Education Assistance Authority
 PEP – Principals’ Executive Program
 PSNC – Public Schools of North Carolina
 SOE – Schools/Colleges/Departments of Education
 UNC-CSLD – UNC Center for School Leadership Development
 UNC-OP – UNC Office of the President
 USP – University-School Programs Division
 VP for USP – Vice President for University-School Programs

APPENDIX C – TASK FORCE DISCUSSIONS AND PRESENTATIONS

SEPTEMBER 11, 2003 – FULL TASK FORCE MEETING

UNC Office of the President, Chapel Hill

- Charge to the committee - President Molly Corbett Broad
- Overview of the issues
- Proposed organizational structure and goals

SEPTEMBER 29, 2003 – TASK FORCE SUBCOMMITTEE MEETINGS

UNC Office of the President, Chapel Hill

Subcommittee on Retention

- Teacher Turnover Report, 2002-2003
- North Carolina map detailing teacher turnover
- NC Center for the Advancement of Teaching (NCCAT) presentation: Dr. Mary McDuffie
- Overview of the UNC Center for School Leadership Development programs and their role in teacher retention
- Governor Easley's Teacher Working Conditions Initiative – Preliminary Report of Findings from a Statewide Survey of Educators (March 2003)
- Review of "Where Our Graduates Are Employed" maps

Subcommittee on Supply

- Overview of teacher certification process in North Carolina
- Lateral entry report: UNC Teacher Education Programs' Service to Alternative Pathways Teachers
- NC TEACH presentation: Dr. Dorothy Mebane
- Summary of recent events: Regional Alternative Licensing Centers and community colleges
- Review of "Where Our Graduates Are Employed" maps
- Teacher Turnover Report, 2002-2003
- North Carolina map detailing teacher turnover
- Governor Easley's Teacher Working Conditions Initiative – Preliminary Report of Findings from a Statewide Survey of Educators (March 2003)

OCTOBER 9, 2003 – FULL TASK FORCE

Appalachian State University, Boone

- Review of lateral entry report: UNC Teacher Education Programs' Service to Alternative Pathways Teachers
- Review of "Where Our Graduates Are Employed" maps

OCTOBER 30, 2003 – TASK FORCE SUBCOMMITTEE MEETINGS

UNC Center for School Leadership Development, Chapel Hill

Subcommittee on Retention

- Report from the National Governors' Association Center for Best Practices – Conference on Recruiting and Retaining High-Quality Teachers for the Nation's Classrooms (October 26-28, 2003)
- Teacher salary information:
 - 2003-04 North Carolina teachers' monthly salary schedule

- nationwide overview of average teacher salaries
- nationwide overview of beginning teacher salaries
- overview of teacher salaries vs. salaries from other professions
- Teacher salary supplement information:
 - North Carolina teacher salary supplement overview
 - North Carolina teacher salary supplements and turnover rates (by Local Education Agency)
- Other perks and incentive programs for teachers
- Principals' Executive Program Z. Smith Reynolds Foundation Project and other leadership/retention initiatives presentation: Debbie Hill
- Teacher education scholarship information
- Diversity in teacher recruitment
- Florida Deferred Retirement Option Program (DROP)
- Excellent Schools Act and other relevant legislative information

Subcommittee on Supply

- Report from the National Governors' Association Center for Best Practices – Conference on Recruiting and Retaining High-Quality Teachers for the Nation's Classrooms (October 26-28, 2003)
- Teacher salary information:
 - 2003-04 North Carolina teachers' monthly salary schedule
 - nationwide overview of average teacher salaries
 - nationwide overview of beginning teacher salaries
 - overview of teacher salaries vs. salaries from other professions
- Teacher salary supplement information:
 - North Carolina teacher salary supplement overview
 - North Carolina teacher salary supplements and turnover rates (by Local Education Agency)
- Other perks and incentive programs for teachers
- Common standards/entrance requirements across UNC teacher education programs
- NCATE accreditation issues
- American Board for Certification of Teacher Excellence test
- Chancellors' input on flexibility of summer schedules to accommodate lateral entry teachers
- Diversity in teacher recruitment
- Florida Deferred Retirement Program (DROP)
- Teacher education scholarship information
- Excellent Schools Act and other relevant legislative information

NOVEMBER 14, 2003 – FULL TASK FORCE MEETING

UNC Office of the President, Chapel Hill

- Minority teacher workforce data
- Teacher scholarship information
- Loan benefits for teachers
- Principal salary data
- UNC teacher education admission requirements
- Initial formulation of task force recommendations

NOVEMBER 19, 2003 – CFNC REGIONAL FOCUS GROUP

UNC Chapel Hill, Chapel Hill

NOVEMBER 19, 2003 – CFNC REGIONAL FOCUS GROUP
Meredith College, Raleigh

DECEMBER 8, 2003 – FULL TASK FORCE MEETING
UNC Center for School Leadership Development, Chapel Hill

- Equity funding incentives for teaching and nursing
- The New Teacher Project
- Discussion of proposed recommendations

DECEMBER 8, 2003 – CFNC REGIONAL FOCUS GROUP
Halifax County Schools, Halifax County

JANUARY 7, 2004 – FULL TASK FORCE MEETING
UNC Center for School Leadership Development, Chapel Hill

- CFNC presentation: Dr. Robert C. Kanoy (UNC Office of the President) and Steve Brooks (North Carolina State Educational Assistance Authority)
- Discussion of proposed recommendations

FEBRUARY 11, 2004 – JOINT GOVERNING BOARDS MEETING
Friday Continuing Education Center, Chapel Hill

FEBRUARY 13, 2004 – UNC BOARD OF GOVERNORS' TASK FORCE WORKSHOP
UNC Office of the President, Chapel Hill

MARCH 2, 2004 – FINAL MEETING OF THE FULL TASK FORCE
UNC Office of the President, Chapel Hill

- Discussion of input received at the Joint Governing Boards meeting
- Review of the draft report
- CFNC loan holiday discussion: Steve Brooks

Appendix D – UNC Center for School Leadership Development

The University of North Carolina Center for School Leadership Development (UNC-CSLD) was established in 1997 by the UNC Board of Governors. The Center building, located near the Friday Center in Chapel Hill, NC, was completed and occupied by Fall 2001. The Center offers a comprehensive selection of professional development opportunities designed for educators, ranging from novice teachers to veteran administrators to teacher-leaders. Services of the UNC-CSLD are provided by the UNC partners listed below, whose programs incorporate proven adult learning theory and meet high standards of evaluation for effectiveness.

- **North Carolina Mathematics and Science Education Network (NC MSEN)**

The Mathematics and Science Education Network (MSEN), created in 1984, has its mission to improve the quality of mathematics and science teaching and learning in the schools of North Carolina. MSEN conducts programs for in-service educators aimed at improving mathematics and science instruction and curricula. The pre-college programs focus on increasing the pool of students who graduate from North Carolina high schools who are prepared to pursue careers requiring mathematics and science. MSEN has ten centers located on university campuses statewide.

Executive Director: Dr. Verna Holoman, (919) 966-3315

Website: www.unc.edu/depts/msen/

- **North Carolina Center for the Advancement of Teaching (NCCAT)**
(Located in Cullowhee, NC)

The North Carolina Center for the Advancement of Teaching (NCCAT), created in 1985, is a unit of the University of North Carolina dedicated to serving school teachers in order to enhance the learning of the children of North Carolina. NCCAT's mission is to provide a dynamic environment in an atmosphere of respect and dignity, where North Carolina teachers engage in scholarly activities structured to stimulate intellectual curiosity, creative thinking, inquiry, and discussion; examine and challenge ideas; have time for reflection, inspiration, and professional networking; and develop renewed enthusiasm for teaching.

Director: Dr. Mary McDuffie, (828) 293-5202

Website: www.nccat.org

- **North Carolina Model Teacher Education Consortium (NCMTEC)**
(Located in Raleigh, NC)

The North Carolina Model Teacher Education Consortium (NCMTEC) became a part of the Center for School Leadership Development in January 1999. NCMTEC, established in 1989, is a collaborative effort which provides affordable, accessible, high-quality education and training to aspiring and practicing educators in participating school systems in eastern North Carolina. Currently, forty-four local school systems, ten colleges and universities, twenty seven community colleges, and the Department of Public Instruction are involved. NCMTEC's mission is to increase the quantity of highly qualified educators within the service area.

Executive Director: Ms. Jean Murphy, (919) 715-1170

Website: www.ncmtec.com/

- **North Carolina Principal Fellows Program (PFP)**

The North Carolina Principal Fellows Program (PFP) is a scholarship loan program that assists individuals in preparing for a career as a principal or an assistant principal by earning a Master of School Administration (MSA) degree at one of nine constituent institutions of the University of North Carolina. The program includes enrichment and enhancement activities provided to the Principal Fellows.

Interim Director: Dr. Michael Williams, (919) 962-4575

Website: www.ga.unc.edu/Principal_Fellows/

- **North Carolina Restructuring Initiative in Special Education (NC RISE)**

The North Carolina Restructuring Initiative in Special Education (NC RISE) is designed to build a model for restructuring teacher education for teachers of students with disabilities in North Carolina and to use this model as a blueprint for systemic improvement in the recruitment, preparation, induction and retention of special education personnel who have the responsibility for ensuring that students with disabilities achieve to high standards and become independent productive citizens. NC RISE provides support for the development of online training modules to assist non-licensed and out-of-field teachers to become licensed and qualified to teach special needs students.

Director of Special Education Projects: Dr. David Lillie, (919) 843-5037

Website: www.ncsip.org/

- **North Carolina State Improvement Project (NCSIP)**

The purpose of the North Carolina State Improvement Project (NCSIP) is to establish and implement, in alignment with the comprehensive system of personnel development, program support services to significantly improve the performance and success of students with disabilities in North Carolina. The four major goals established to accomplish this purpose are:

- Improve basic skills performance for students with disabilities
- Increase the percentage of qualified teachers of students with disabilities
- Increase graduation rates and decrease drop-out rates of students with disabilities
- Improve parent satisfaction with, and support of, school services

Director of Special Education Projects: Dr. David Lillie, (919) 843-5037

Website: www.ncsip.org/

- **NC TEACH (North Carolina Teachers of Excellence for all CHildren)**

NC TEACH is a statewide lateral entry teacher licensure program for talented professionals from diverse fields such as industry, government, the military, or human services who wish to make a career change into the field of teaching.

Director: Dr. Dorothy Mebane, (919) 843-7552

Website: <http://ncteach.ga.unc.edu>

- **North Carolina Teacher Academy (NCTA)**

(Located in Durham, NC)

The North Carolina Teacher Academy (NCTA), created in 1993, seeks to recognize the importance of continuous learning to the growth of the career teacher by providing quality professional development in the areas of school committee leadership, instruction, core content and the use of modern technology. The Academy holds five-day residential programs on college campuses during the summer with follow-up training in the fall and spring. On-site training with school staff in reading, learning styles, and school leadership has been added to expand services.

Director: Ms. Julia Kron, (919) 560-5456

Website: www.ga.unc.edu/NCTA/

- **Principals' Executive Program (PEP)**

The Principals' Executive Program (PEP), created by legislative action in 1984, seeks to improve the education of K-12 students in North Carolina by increasing the commitment, enlarging the knowledge, and developing or improving the skills of public school administrators as instructional leaders and managers of personnel, property, and budgets.

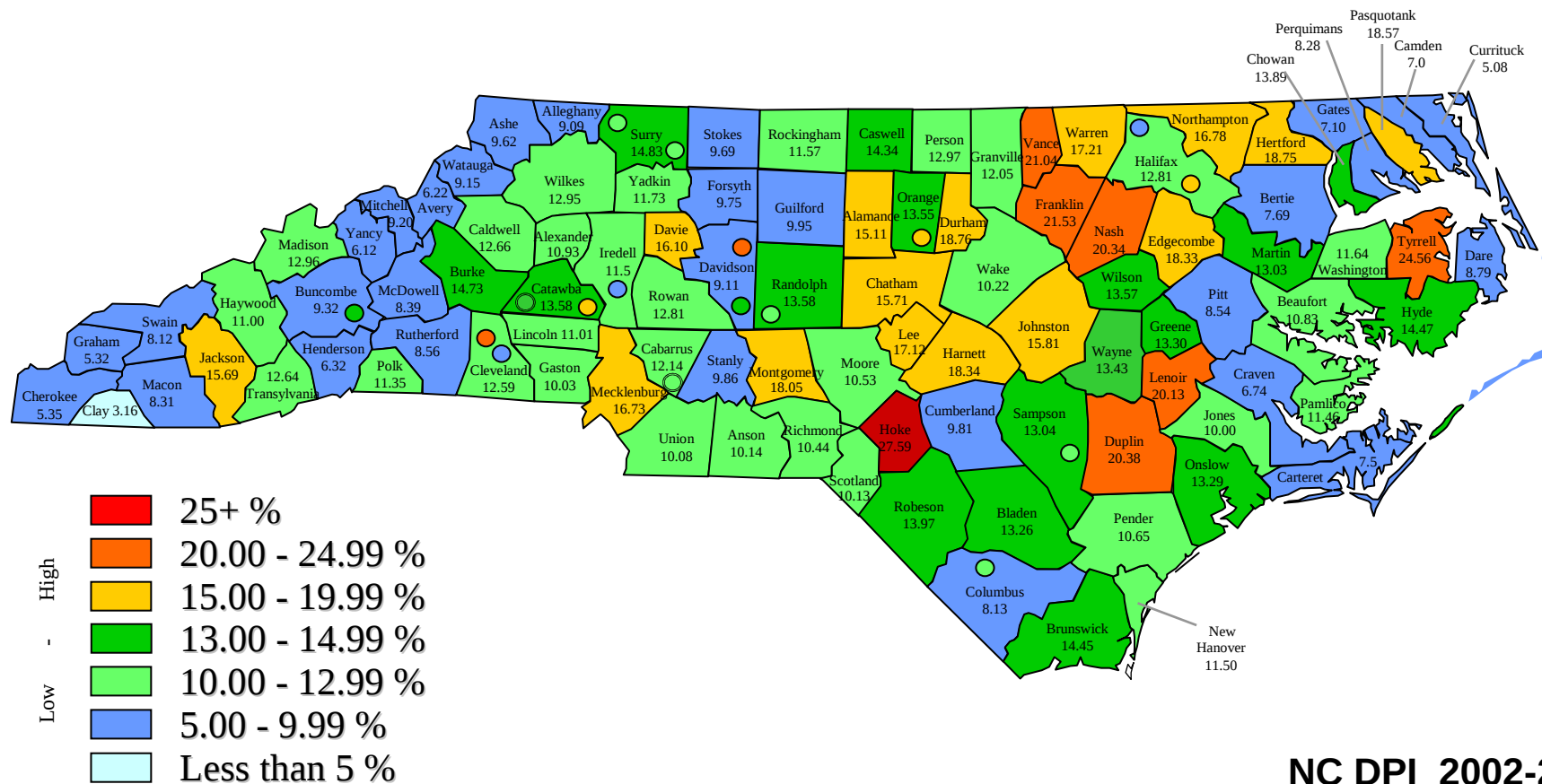
Director: Mr. Brad Sneed, (919) 962-3360

Website: www.ga.unc.edu/pep/

APPENDIX E – TEACHER TURNOVER IN NORTH CAROLINA

Teacher Turnover by County for 2002-2003

Public Schools of North Carolina



NC DPI 2002-2003

revised 9/25/03

CITY UNITS

Asheville City (Buncombe Co.) – 13.38%, Kannapolis City (Cabarrus Co.) – 12.57%, Hickory City (Catawba Co.) – 14.24%, Newton-Conover City (Catawba Co.) – 16.81%, Kings Mountain City (Cleveland Co.) – 5.84%, Shelby City (Cleveland Co.) – 20.48%, Whiteville City (Columbus Co.) – 10.47%, Lexington City (Davidson Co.) – 13.25%, Thomasville City (Davidson Co.) – 21.14%, Roanoke Rapids City (Halifax Co.) – 8.87%, Weldon City (Halifax Co.) – 18.28%, Mooreville City (Iredell Co.) – 9.38%, Chapel Hill – Carrboro City – (Orange Co.) – 16.43%, Asheboro City (Randolph Co.) – 12.78%, Clinton City (Sampson Co.) – 10.95%, Elkin City (Surry Co.) – 10.23%, Mount Airy City (Surry Co.) – 11.02%

Appendix E - 1

APPENDIX F – NORTH CAROLINA TEACHER TURNOVER RATES BY SCHOOL DISTRICT COMPARED WITH MINIMUM AND MAXIMUM SALARY SUPPLEMENTS

LEA #	LEA	Minimum Supplement	Maximum Supplement	Teacher Turnover Rate
10	Alamance-Burlington Schools	\$1,263	\$2,752	15.11%
20	Alexander County Schools	\$813	\$2,953	10.93%
30	Alleghany County Schools	\$125	\$125	9.09%
40	Anson County Schools	\$379	\$924	10.14%
50	Ashe County Schools	\$150	\$150	9.62%
761	Asheboro City Schools	\$1,010	\$2,488	12.78%
111	Asheville City Schools	\$2,146	\$5,032	13.38%
60	Avery County Schools	\$758	\$1,651	6.22%
70	Beaufort County Schools	\$375	\$525	10.83%
80	Bertie County Schools	\$750	\$1,500	7.69%
900	Bladen County Schools	\$884	\$1,747	13.26%
100	Brunswick County Schools	\$1,200	\$2,600	14.45%
110	Buncombe County Schools	\$1,263	\$5,245	9.32%
120	Burke County Schools	\$1,010	\$2,162	14.73%
130	Cabarrus County Schools	\$1,482	\$2,634	12.14%
140	Caldwell County Schools	\$252	\$3,024	12.66%
150	Camden County Schools	\$759	\$5,000	7.00%
160	Carteret County Schools	\$1,199	\$2,418	7.50%
170	Caswell County Schools	\$500	\$2,860	14.34%
180	Catawba County Schools	\$1,767	\$4,696	13.58%
681	Chapel Hill-Carrboro City Schools	\$3,030	\$17,532	16.43%
600	Charlotte-Mecklenburg Schools	\$3,283	\$11,619	16.73%
190	Chatham County Schools	\$2,700	\$7,164	15.71%
200	Cherokee County Schools	\$0	\$0	5.35%
210	Chowan County Schools	\$505	\$1,126	13.89%
220	Clay County Schools	\$0	\$0	3.16%
230	Cleveland County Schools	\$737	\$1,417	12.59%
821	Clinton City Schools	\$1,263	\$2,752	10.95%
240	Columbus County Schools	\$404	\$915	8.13%
250	Craven County Schools	\$1,200	\$1,200	6.74%
260	Cumberland County Schools	\$2,020	\$5,091	9.81%
270	Currituck County Schools	\$1,000	\$2,432	5.08%
280	Dare County Schools	\$1,562	\$2,967	8.79%
290	Davidson County Schools	\$1,263	\$2,995	9.11%
300	Davie County Schools	\$1,137	\$2,477	16.10%
310	Duplin County Schools	\$1,000	\$1,000	20.38%
320	Durham Public Schools	\$3,030	\$6,989	18.76%
330	Edgecombe County Schools	\$1,010	\$2,572	18.33%
861	Elkin City Schools	\$1,326	\$2,728	10.23%
340	Forsyth County Schools	\$1,700	\$7,180	9.75%
350	Franklin County Schools	\$1,500	\$1,500	21.53%

APPENDIX Y

LEA #	LEA	Minimum Supplement	Maximum Supplement	Teacher Turnover Rate
360	Gaston County Schools	\$1,310	\$2,864	10.03%
370	Gates County Schools	\$550	\$550	7.10%
380	Graham County Schools	\$0	\$0	5.32%
390	Granville County Schools	\$1,515	\$2,995	12.05%
400	Greene County Schools	\$800	\$800	13.30%
410	Guilford County Schools	\$2,370	\$6,972	9.95%
420	Halifax County Schools	\$500	\$500	12.81%
430	Harnett County Schools	\$1,600	\$2,200	18.34%
440	Haywood County Schools	\$410	\$894	11.00%
450	Henderson County Schools	\$1,262	\$2,795	6.32%
460	Hertford County Schools	\$758	\$1,797	18.75%
181	Hickory City Schools	\$1,768	\$3,709	14.24%
470	Hoke County Schools	\$1,010	\$1,996	27.59%
480	Hyde County Schools	\$378	\$723	14.47%
490	Iredell-Statesville Schools	\$1,540	\$3,191	11.50%
500	Jackson County Schools	\$0	\$0	15.69%
510	Johnston County Schools	\$1,540	\$4,493	15.81%
520	Jones County Schools	\$300	\$300	10.00%
132	Kannapolis City Schools	\$1,435	\$2,060	12.57%
231	Kings Mountain District City Schools	\$731	\$1,383	5.84%
530	Lee County Schools	\$1,758	\$2,498	17.12%
540	Lenoir County Schools	\$720	\$1,127	20.13%
210	Lexington City Schools	\$1,894	\$4,493	13.25%
550	Lincoln County Schools	\$921	\$1,978	11.01%
560	Macon County Schools	\$0	\$0	8.31%
570	Madison County Schools	\$0	\$0	12.96%
580	Martin County Schools	\$400	\$400	13.03%
590	McDowell County Schools	\$675	\$875	8.39%
610	Mitchell County Schools	\$100	\$100	9.20%
620	Montgomery County Schools	\$600	\$2,000	18.05%
630	Moore County Schools	\$1,263	\$2,496	10.53%
491	Mooresville City Schools	\$1,672	\$1,915	9.38%
862	Mt. Airy City Schools	\$1,150	\$1,980	11.02%
640	Nash County Schools	\$1,136	\$2,496	20.34%
650	New Hanover County Schools	\$2,500	\$4,675	11.50%
182	Newton-Conover City Schools	\$1,768	\$3,494	16.81%
660	Northampton County Schools	\$757	\$1,715	16.78%
670	Onslow County Schools	\$1,263	\$2,623	13.29%
680	Orange County Schools	\$1,768	\$8,182	13.55%
690	Pamlico County Schools	\$700	\$700	11.46%
700	Pasquotank County Schools	\$800	\$1,200	18.57%
710	Pender County Schools	\$1,515	\$3,556	10.65%
720	Perquimans County Schools	\$505	\$1,098	8.28%
730	Person County Schools	\$1,959	\$4,065	12.97%
740	Pitt County Schools	\$1,136	\$2,696	8.54%
750	Polk County Schools	\$1,125	\$2,669	11.35%
760	Randolph County Schools	\$630	\$2,884	13.58%
770	Richmond County Schools	\$620	\$924	10.44%

APPENDIX Y

LEA #	LEA	Minimum Supplement	Maximum Supplement	Teacher Turnover Rate
421	Roanoke Rapids City Schools	\$821	\$1,622	8.87%
780	Robeson County Schools	\$1,263	\$2,796	13.97%
790	Rockingham County Schools	\$1,262	\$2,965	11.57%
800	Rowan County Schools	\$1,975	\$2,900	12.81%
810	Rutherford County Schools	\$600	\$600	8.56%
820	Sampson County Schools	\$510	\$1,008	13.04%
830	Scotland County Schools	\$1,000	\$1,652	10.13%
232	Shelby City Schools	\$600	\$1,100	20.48%
840	Stanly County Schools	\$1,600	\$2,200	9.86%
850	Stokes County Schools	\$758	\$1,991	9.69%
860	Surry County Schools	\$900	\$1,466	14.83%
870	Swain County Schools	\$0	\$0	8.12%
292	Thomasville City Schools	\$1,510	\$1,994	21.14%
880	Transylvania County Schools	\$1,263	\$2,710	12.64%
890	Tyrrell County Schools	\$800	\$800	24.56%
900	Union County Schools	\$1,350	\$4,432	10.08%
910	Vance County Schools	\$2,000	\$2,000	21.04%
920	Wake County Schools	\$2,904	\$13,132	10.22%
930	Warren County Schools	\$1,250	\$1,600	17.21%
940	Washington County Schools	\$400	\$500	11.64%
950	Watauga County Schools	\$750	\$1,560	9.15%
960	Wayne County Schools	\$884	\$2,046	13.43%
422	Weldon City Schools	\$200	\$200	18.28%
241	Whiteville City Schools	\$758	\$1,498	10.47%
970	Wilkes County Schools	\$1,263	\$2,995	12.95%
980	Wilson County Schools	\$1,263	\$2,796	13.57%
990	Yadkin County Schools	\$884	\$1,747	11.73%
995	Yancey County Schools	\$225	\$225	6.12%

Teacher Supplement information source: North Carolina Association of Educators (NCAE)
website: www.ncae.org/salaries/0102minmaxsupp.pdf

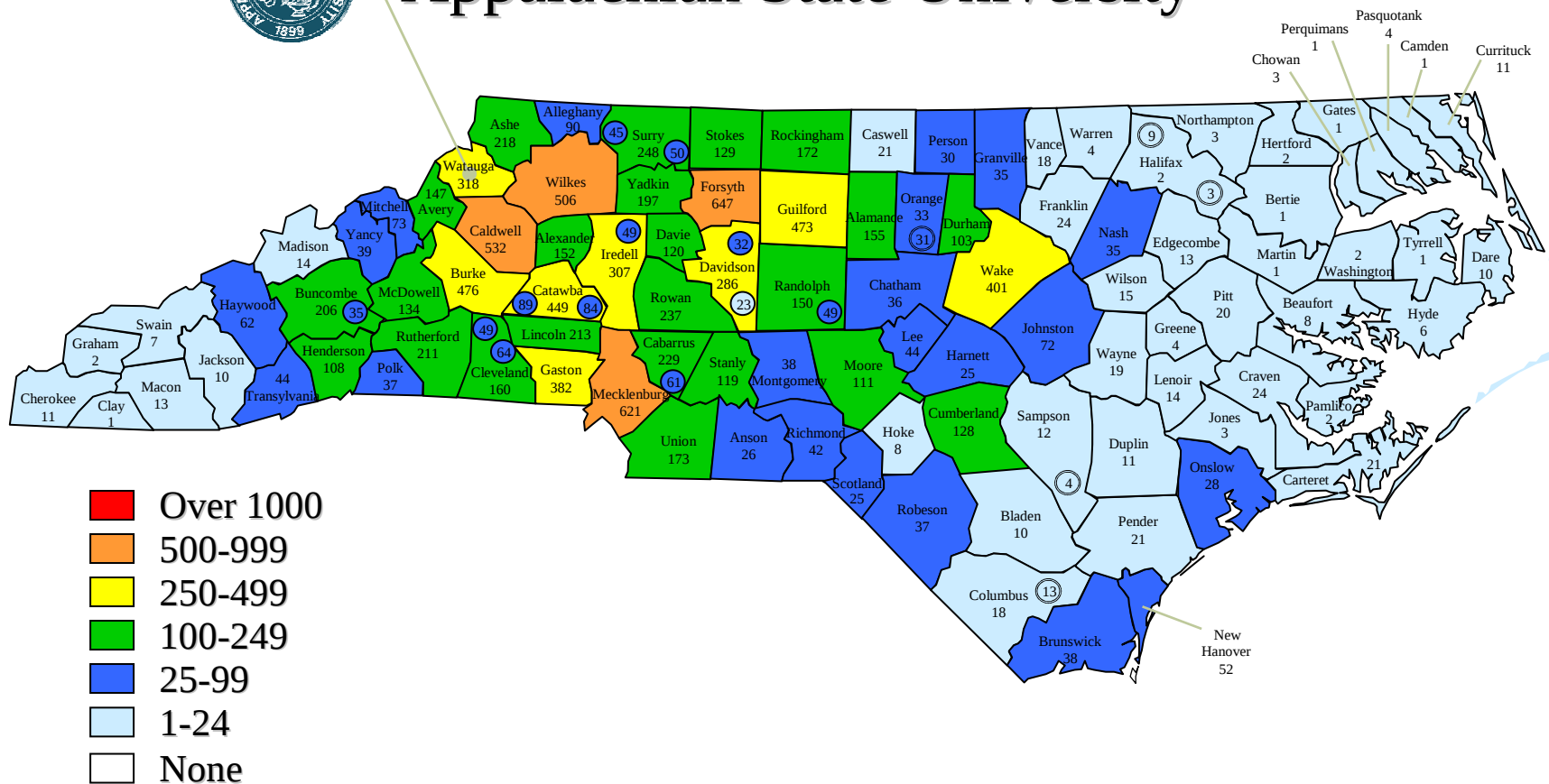
Teacher Turnover information source: *Teacher Turnover Report 2002-2003*, North Carolina
Department of Public Instruction

APPENDIX G – WHERE OUR GRADUATES ARE EMPLOYED

Distribution of Employed Graduates by County for 2002-2003



Appalachian State University

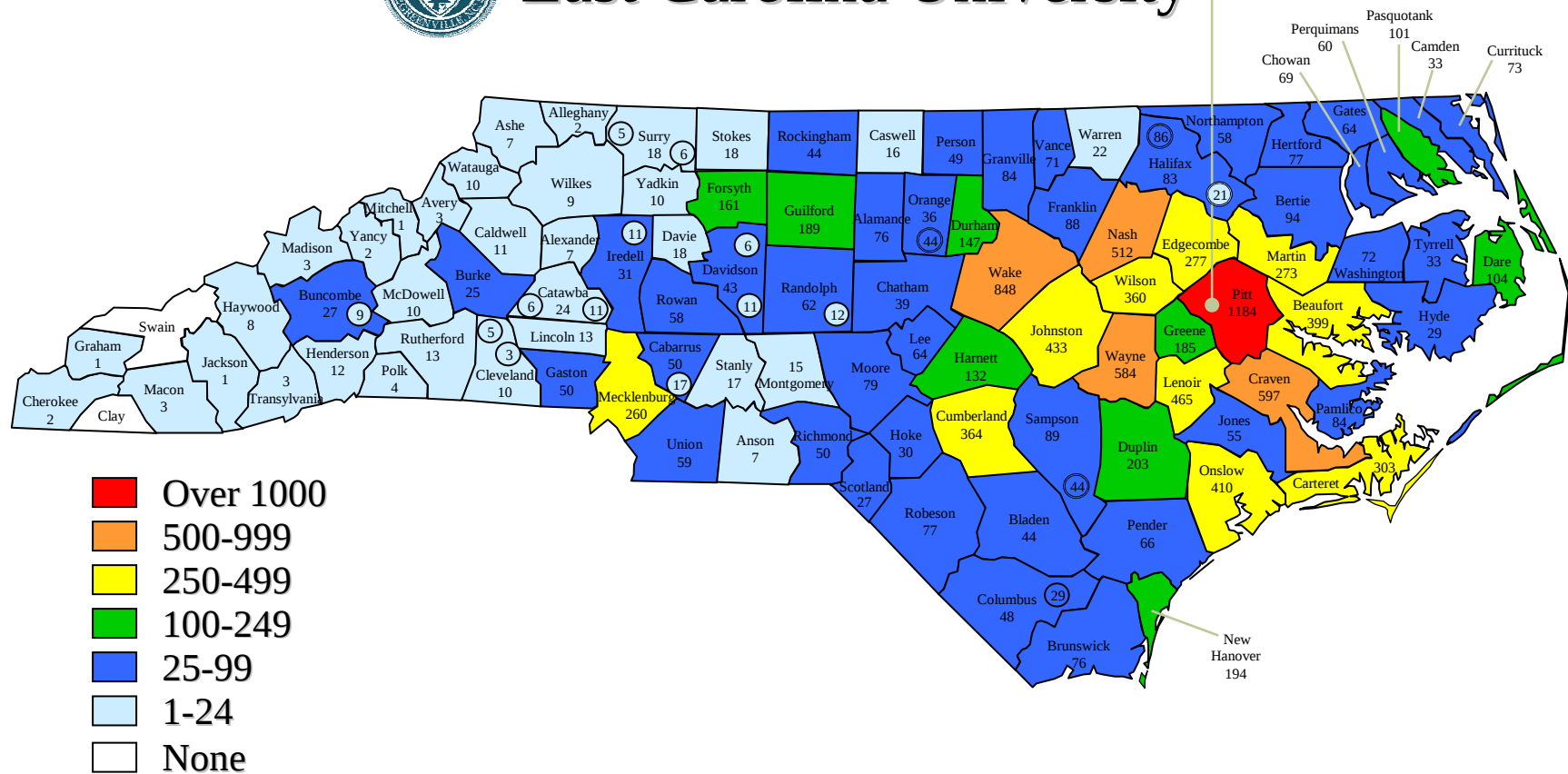


CITY UNITS
 Asheville City (Buncombe Co.) – 35, Kannapolis City (Cabarrus Co.) – 61, Hickory City (Catawba Co.) – 89, Newton-Conover City (Catawba Co.) – 84,
 Kings Mountain City (Cleveland Co.) – 64, Shelby City (Cleveland Co.) – 49, Whiteville City (Columbus Co.) – 13, Lexington City (Davidson Co.) – 32,
 Thomasville City (Davidson Co.) – 23, Roanoke Rapids City (Halifax Co.) – 9, Weldon City (Halifax Co.) – 3, Mooreville City (Iredell Co.) – 49, Chapel Hill –
 Carrboro City – (Orange Co.) – 31, Asheboro City (Randolph Co.) – 49, Clinton City (Sampson Co.) – 4, Elkin City (Surry Co.) – 45, Mount Airy City (Surry Co.) – 50

Distribution of Employed Graduates by County for 2002-2003



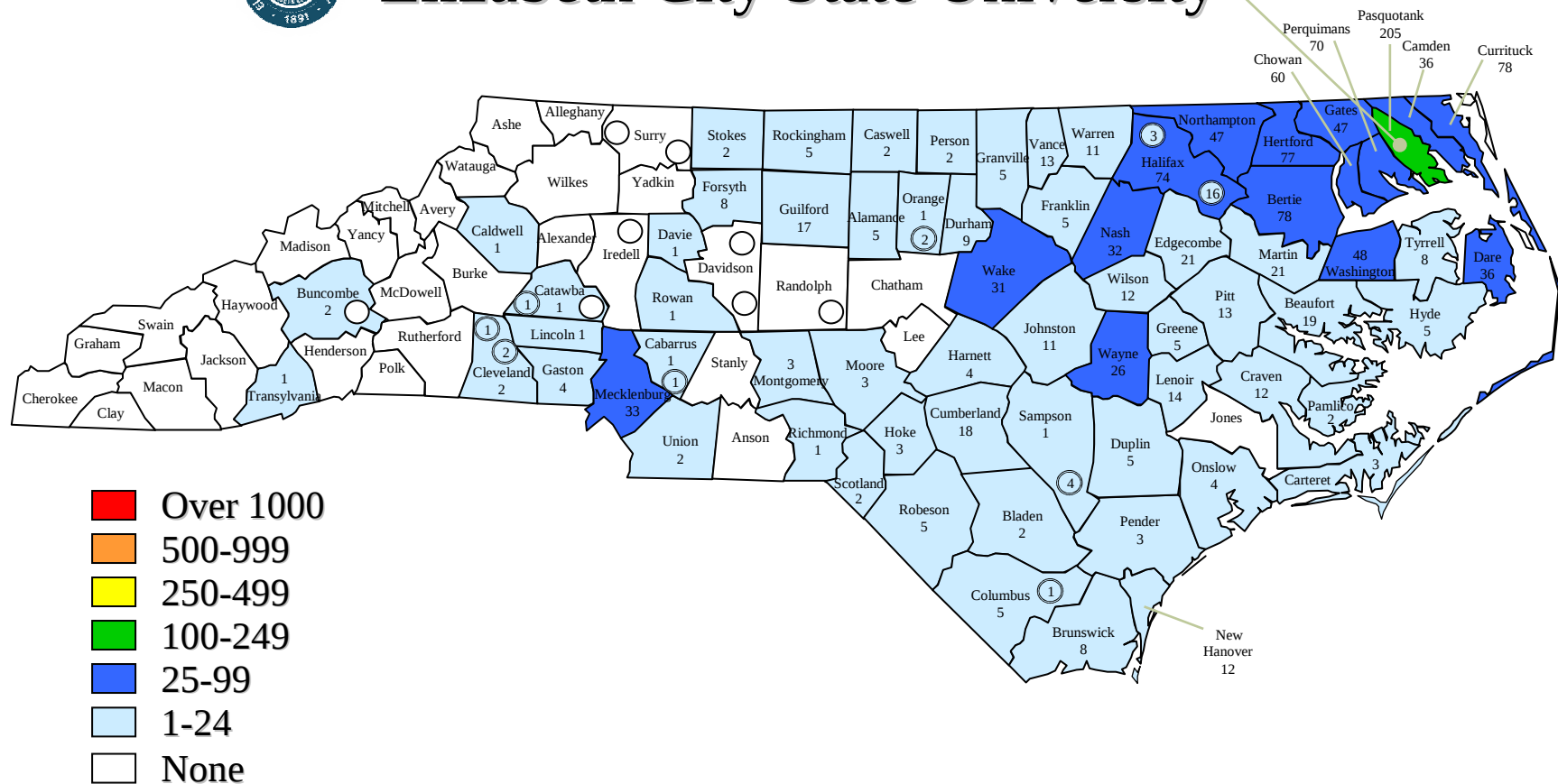
East Carolina University



Distribution of Employed Graduates by County for 2002-2003



Elizabeth City State University



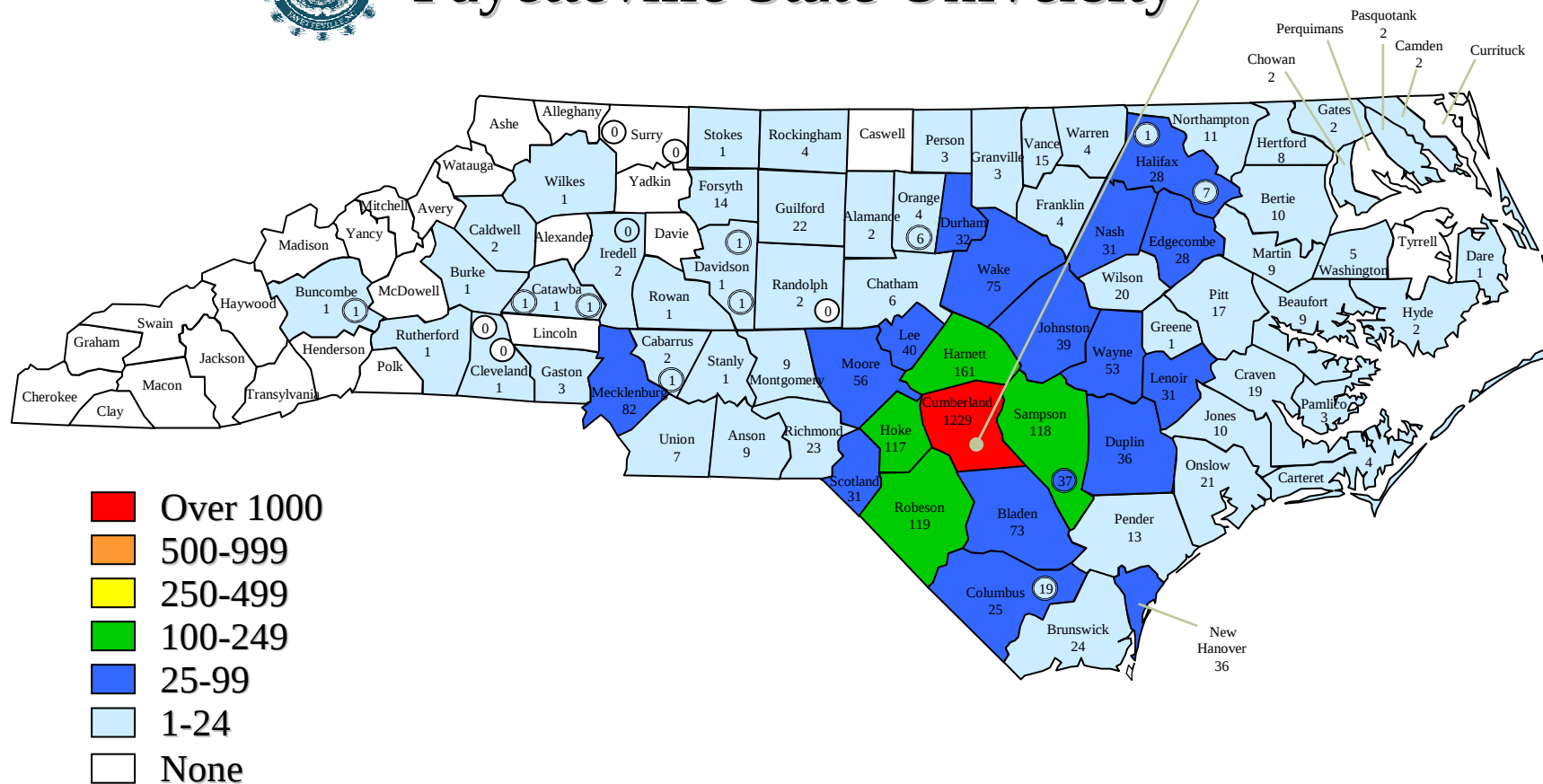
CITY UNITS

Asheville City (Buncombe Co.) – 0, Kannapolis City (Cabarrus Co.) – 1, Hickory City (Catawba Co.) – 1, Newton-Conover City (Catawba Co.) – 0, Kings Mountain City (Cleveland Co.) – 2, Shelby City (Cleveland Co.) – 1, Whiteville City (Columbus Co.) – 1, Lexington City (Davidson Co.) – 0, Thomasville City (Davidson Co.) – 0, Roanoke Rapids City (Halifax Co.) – 3, Weldon City (Halifax Co.) – 16, Mooreville City (Iredell Co.) – 0, Chapel Hill – Carrboro City – (Orange Co.) – 2, Asheboro City (Randolph Co.) – 0, Clinton City (Sampson Co.) – 0, Elkin City (Surry Co.) – 0, Mount Airy City (Surry Co.) – 0

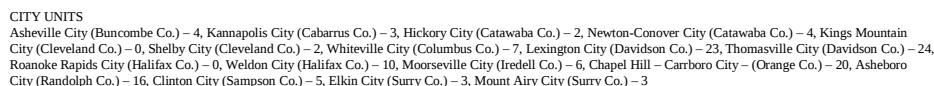
Distribution of Employed Graduates by County for 2002-2003

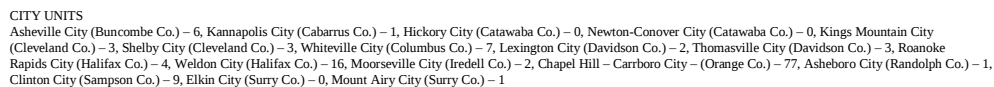


Fayetteville State University



CITY UNITS
 Asheville City (Buncombe Co.) – 1, Kannapolis City (Cabarrus Co.) – 1, Hickory City (Catawba Co.) – 1, Newton-Conover City (Catawba Co.) – 1, Kings Mountain City (Cleveland Co.) – 0, Shelby City (Cleveland Co.) – 0, Whiteville City (Columbus Co.) – 19, Lexington City (Davidson Co.) – 1, Thomasville City (Davidson Co.) – 1, Roanoke Rapids City (Halifax Co.) – 1, Weldon City (Halifax Co.) – 7, Mooreville City (Iredell Co.) – 0, Chapel Hill – Carrboro City – (Orange Co.) – 6, Asheboro City (Randolph Co.) – 0, Clinton City (Sampson Co.) – 37, Elkin City (Surry Co.) – 0, Mount Airy City (Surry Co.) – 0

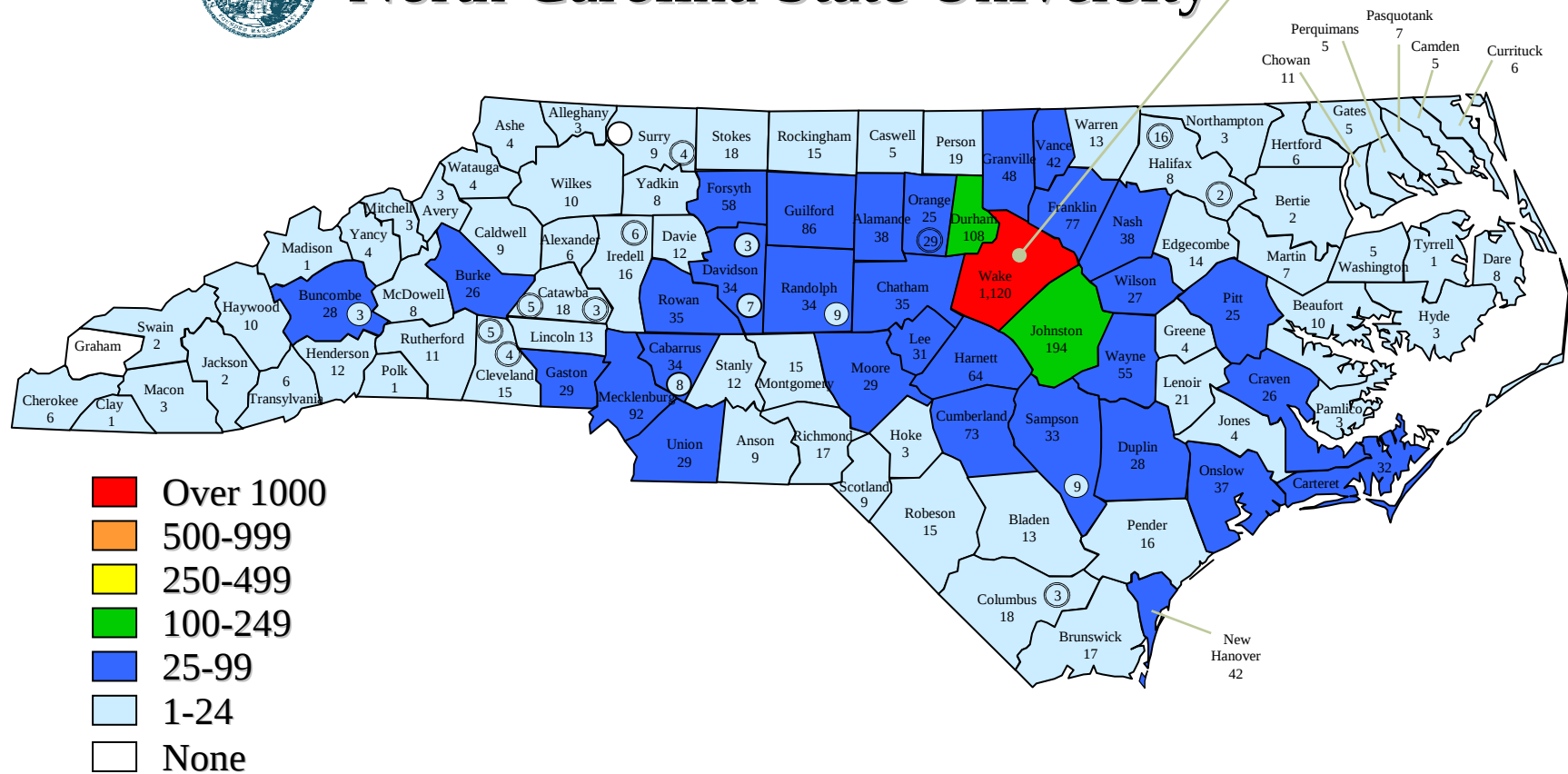




Distribution of Employed Graduates by County for 2002-2003

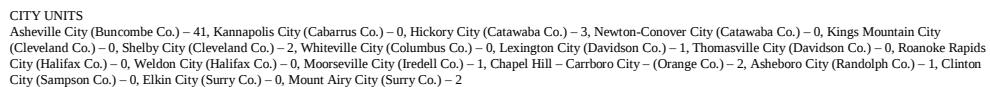


North Carolina State University



CITY UNITS

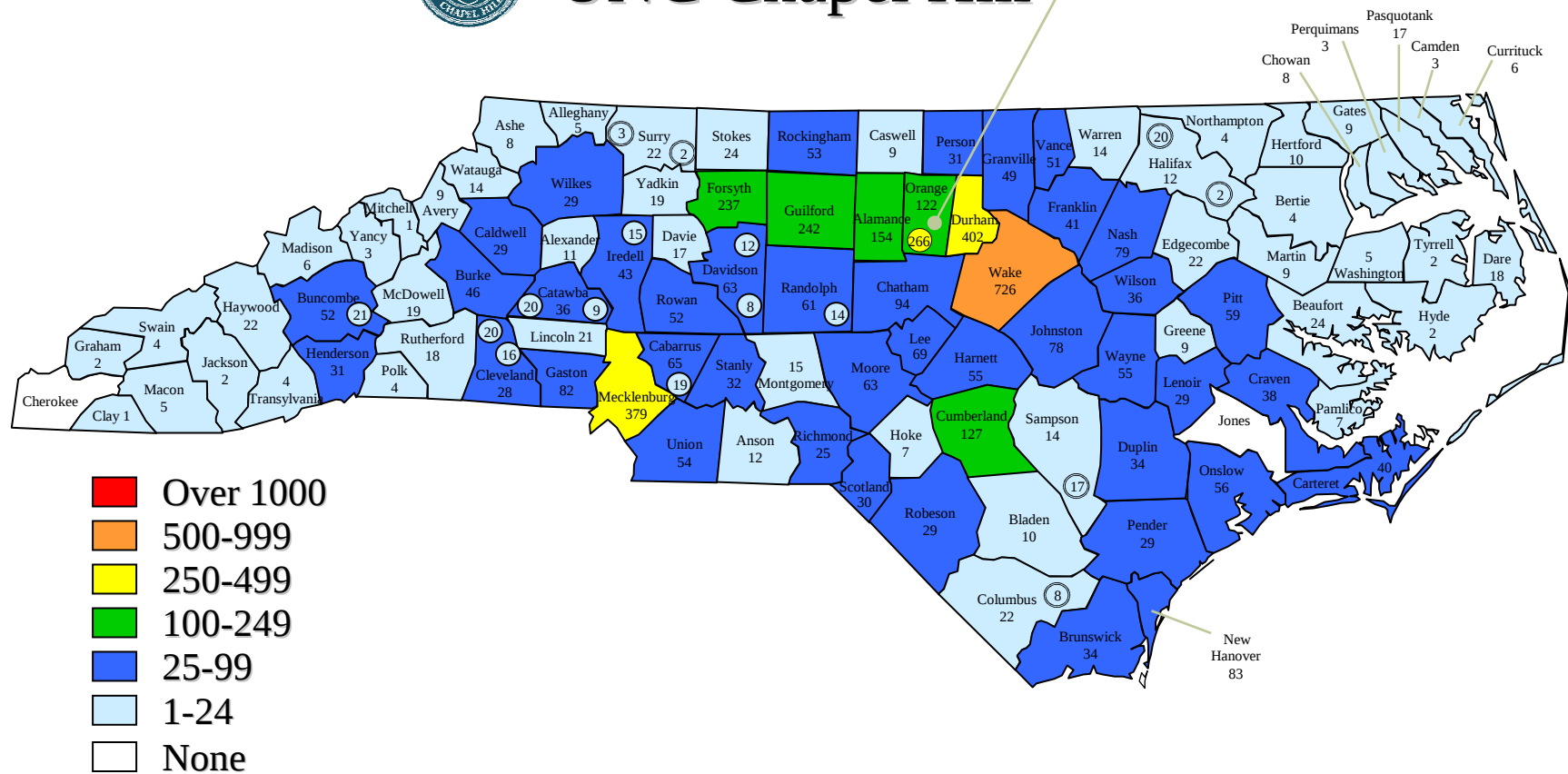
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Distribution of Employed Graduates by County for 2002-2003



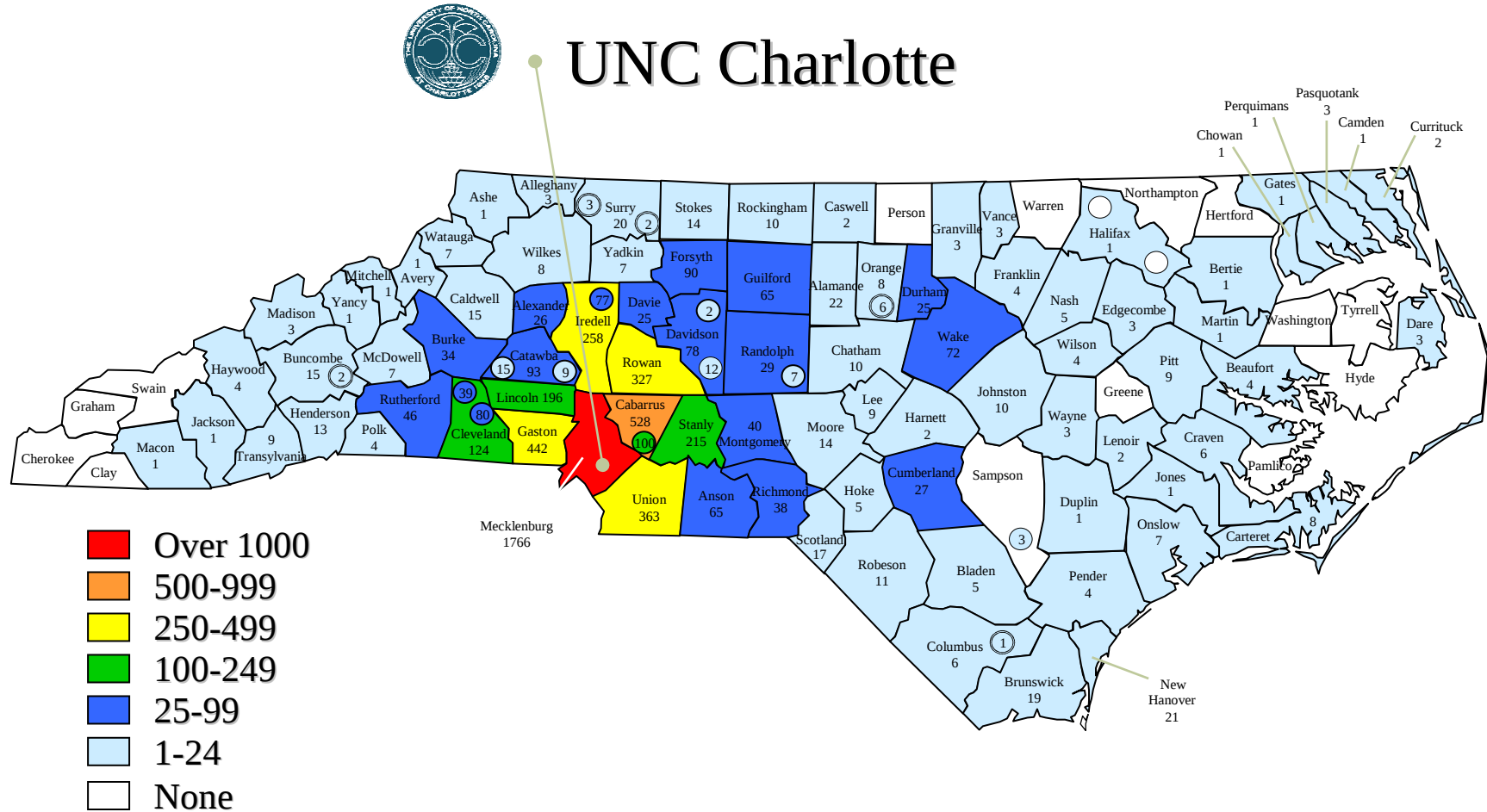
UNC Chapel Hill



CITY UNITS

Asheville City (Buncombe Co.) – 21, Kannapolis City (Cabarrus Co.) – 19, Hickory City (Catawba Co.) – 20, Newton-Conover City (Catawba Co.) – 9, Kings Mountain City (Cleveland Co.) – 16, Shelby City (Cleveland Co.) – 20, Whiteville City (Columbus Co.) – 8, Lexington City (Davidson Co.) – 12, Thomasville City (Davidson Co.) – 8, Roanoke Rapids City (Halifax Co.) – 20, Weldon City (Halifax Co.) – 2, Mooresville City (Iredell Co.) – 15, Chapel Hill – Carrboro City – (Orange Co.) – 266, Asheville City (Randolph Co.) – 14, Clinton City (Sampson Co.) – 17, Elkin City (Surry Co.) – 2, Mount Airy City (Surry Co.) – 3

Distribution of Employed Graduates by County for 2002-2003



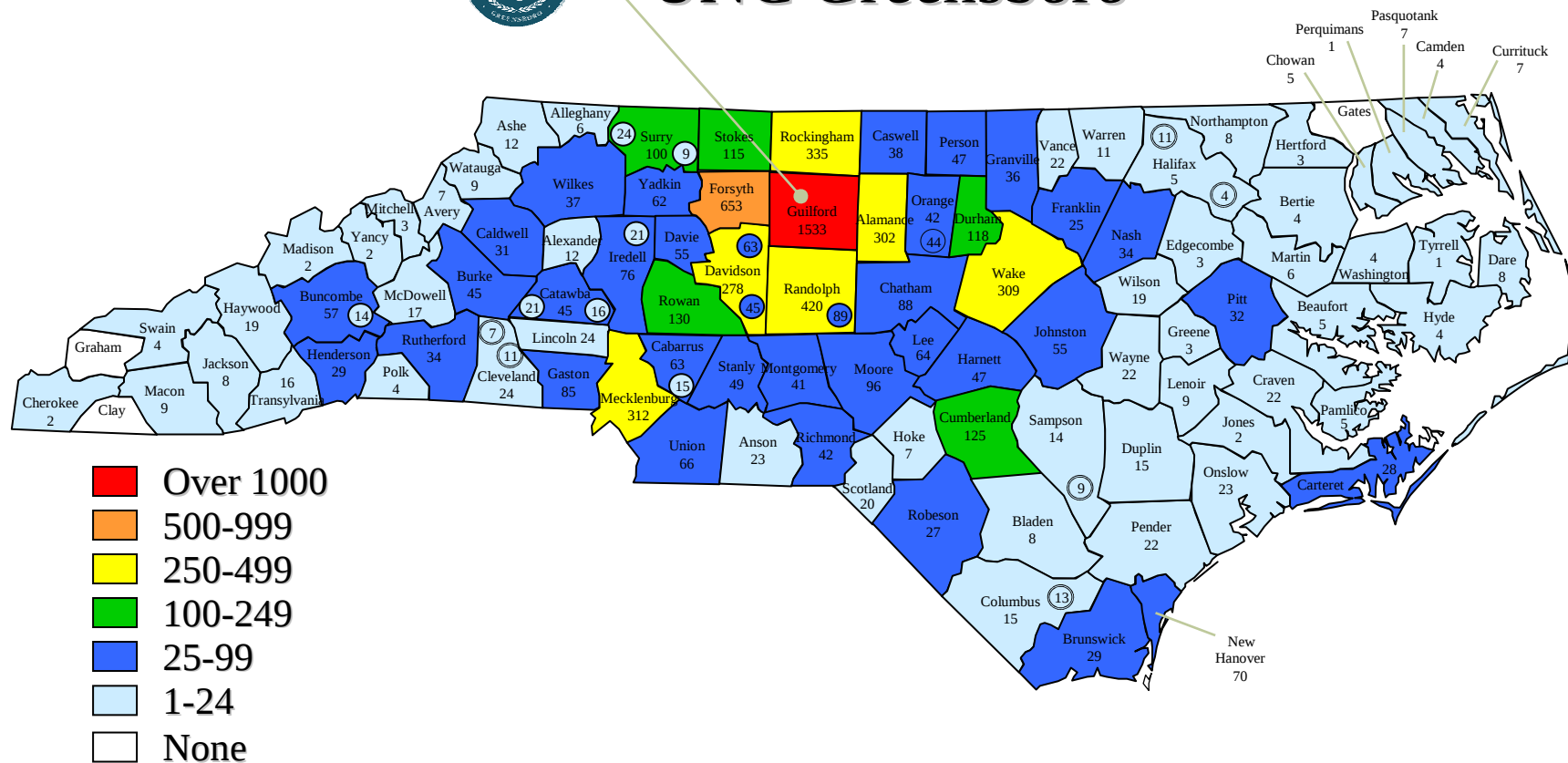
CITY UNITS

Asheville City (Buncombe Co.) – 2, Kannapolis City (Cabarrus Co.) – 100, Hickory City (Catawba Co.) – 9, Newton-Conover City (Catawba Co.) – 15, Kings Mountain City (Cleveland Co.) – 80, Shelby City (Cleveland Co.) – 39, Whiteville City (Columbus Co.) – 1, Lexington City (Davidson Co.) – 12, Thomasville City (Davidson Co.) – 2, Roanoke Rapids City (Halifax Co.) – 0, Weldon City (Halifax Co.) – 0, Mooreville City (Iredell Co.) – 77, Chapel Hill – Carrboro City – (Orange Co.) – 6, Asheboro City (Randolph Co.) – 7, Clinton City (Sampson Co.) – 3, Elkin City (Surry Co.) – 2, Mount Airy City (Surry Co.) – 3

Distribution of Employed Graduates by County for 2002-2003



UNC Greensboro



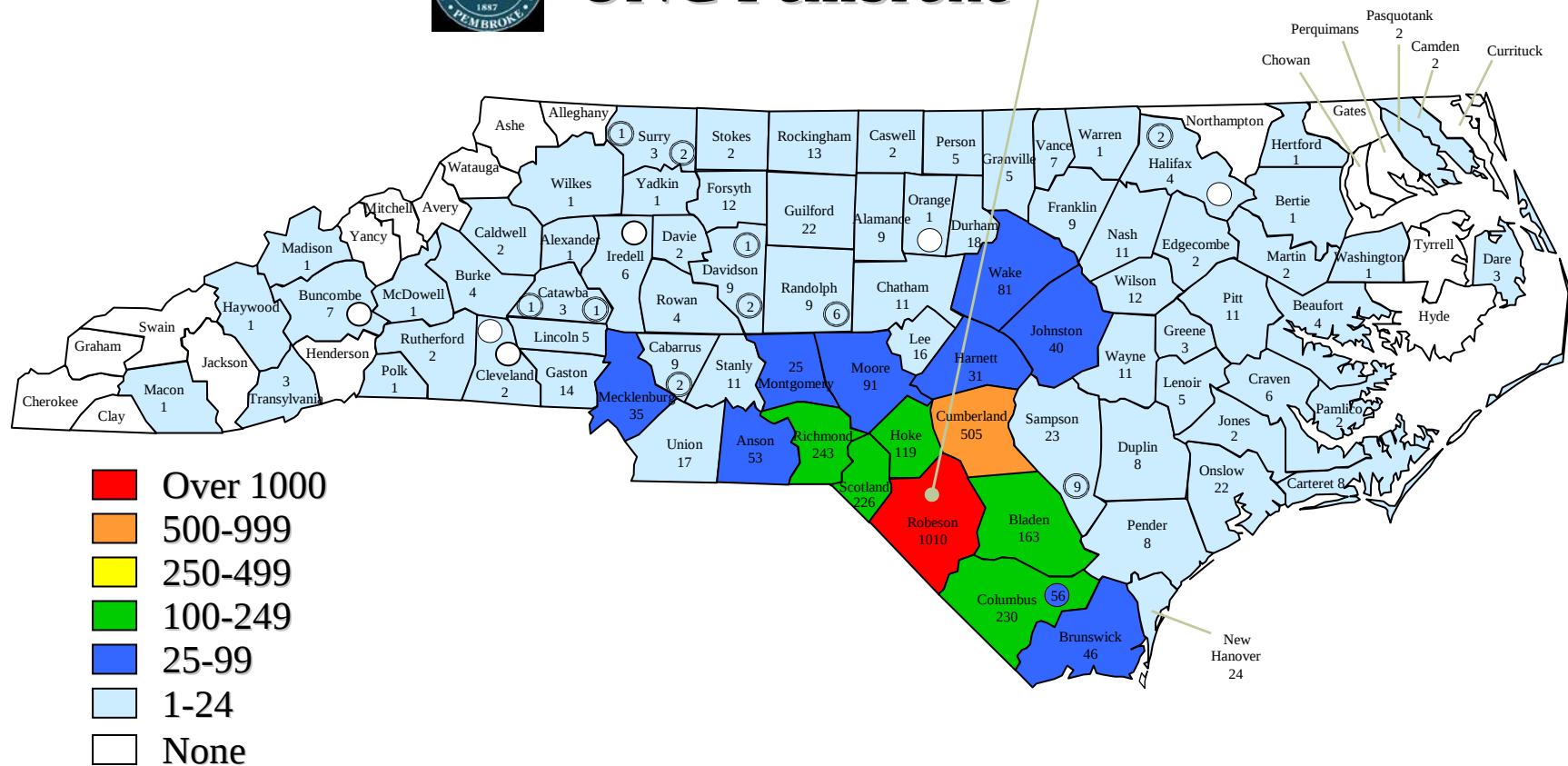
CITY UNITS

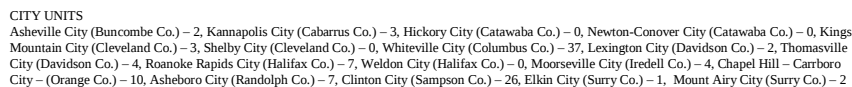
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Distribution of Employed Graduates by County for 2002-2003



UNC Pembroke

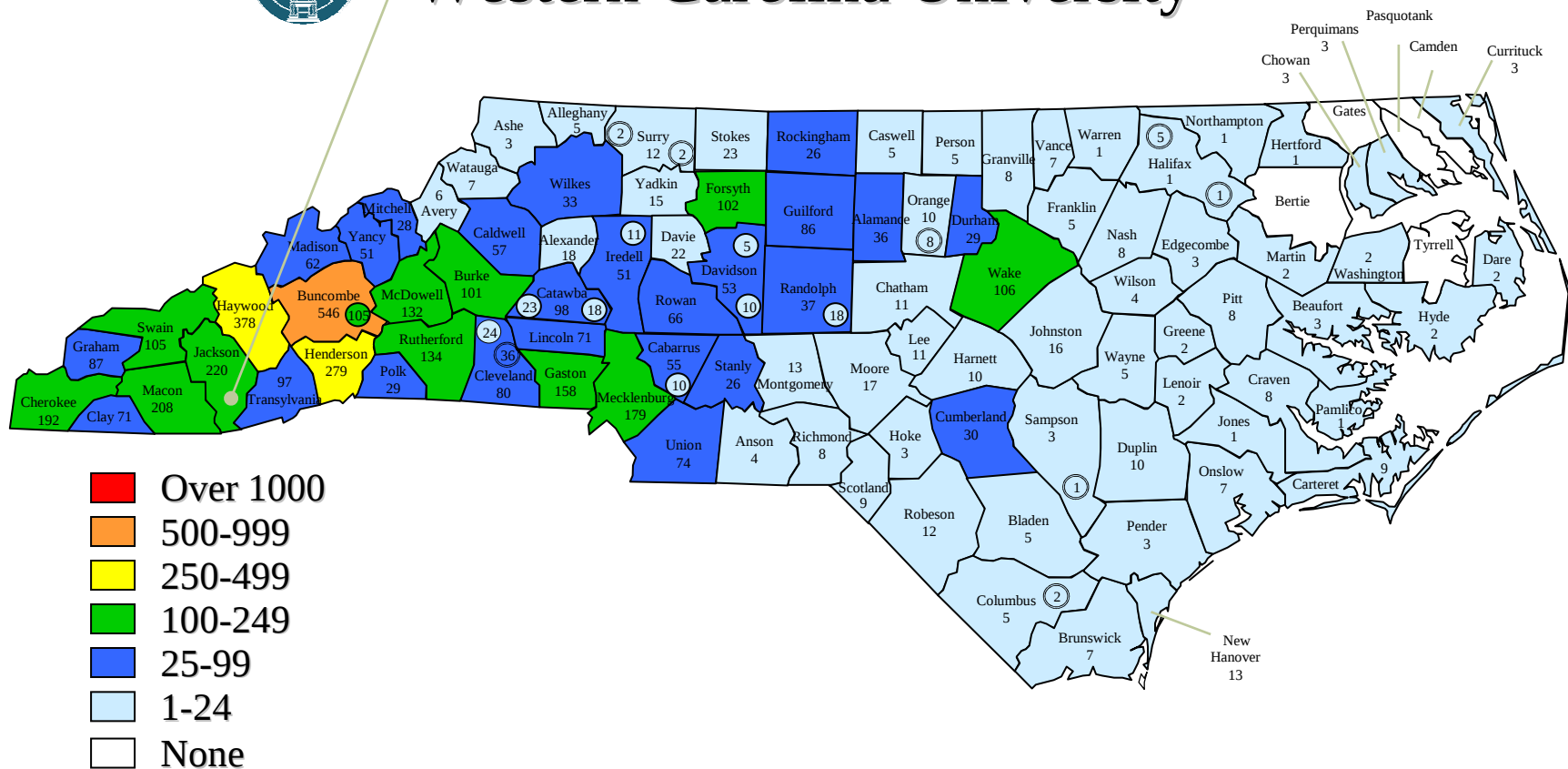




Distribution of Employed Graduates by County for 2002-2003

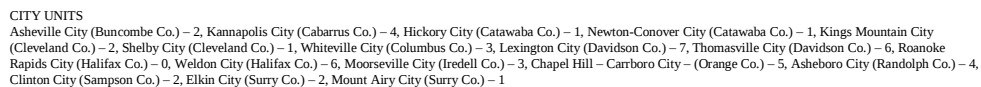


Western Carolina University



CITY UNITS

Asheville City (Buncombe Co.) – 105, Kannapolis City (Cabarrus Co.) – 10, Hickory City (Catawba Co.) – 23, Newton-Conover City (Catawba Co.) – 18, Kings Mountain City (Cleveland Co.) – 36, Shelby City (Cleveland Co.) – 24, Whiteville City (Columbus Co.) – 2, Lexington City (Davidson Co.) – 10, Thomasville City (Davidson Co.) – 5, Roanoke Rapids City (Halifax Co.) – 5, Weldon City (Iredell Co.) – 11, Chapel Hill – Carrboro City – (Orange Co.) – 8, Asheboro City (Randolph Co.) – 18, Clinton City (Sampson Co.) – 1, Elkin City (Surry Co.) – 2, Mount Airy City (Surry Co.) – 2



**APPENDIX H – UNDERGRADUATE TEACHER EDUCATION
SCHOLARSHIP AND LOAN INFORMATION**

UNDERGRADUATE TEACHER EDUCATION SCHOLARSHIP AND LOAN INFORMATION

November 2003

NOTE: Teacher Education scholarship information for the UNC Schools, Colleges and Departments of Education is complete and accurate. However, the list of federal, state, and privately funded scholarships is not comprehensive.

FEDERALLY-FUNDED SCHOLARSHIPS

PROGRAM NAME	PROGRAM DESCRIPTION	CONTACT INFORMATION
Robert C. Byrd Honors Scholarship	The Robert C. Byrd Honors Scholarship Program is a federally-funded program established to promote student excellence and academic achievement. Approximately 160 scholarships of \$1,500 each are awarded annually based on academic merit and promise of continued academic excellence. This program funded by U.S. Congress and is administered in NC by the Department of Public Instruction.	Center for Recruitment and Retention Division of Human Resource Management Department of Public Instruction Phone: 919-807-3369 Fax: 919-807-3362 E-Mail: scholars@dpi.state.nc.us Website: www.ncpublicschools.org/scholarships/

PRIVATELY-FUNDED SCHOLARSHIPS AVAILABLE NATIONALLY

Scholarship programs listed below were found at the following website: www.nea.org/recruit/minority/financl.html

ORGANIZATION NAME	PROGRAM DESCRIPTION	CONTACT INFORMATION
American Classical League	The League offers scholarships of \$1,000 to encourage undergraduate minority students to become elementary or secondary school teachers of classical languages. Three scholarships (Belle Gourd, Margaret Halligan, and Jessie Chambers National Scholarships) are offered to prospective Latin teachers.	American Classical League P.O. Box 4030 Iowa City, IA 52243 Phone: 513-529-7741 E-Mail: info@aclclassics.org
Black Collegian Magazine	The Black Collegian has a Teaching Scholarship program to help increase the level of Black male role models in the classroom. The program awards \$1,000 scholarships to Black male students who are majoring in elementary education. Twenty colleges and universities have joined the magazine as University Partners by matching the \$1,000 award with a \$1,000 tuition scholarship.	Black Collegian 1240 South Broad Street New Orleans, LA 70125 Phone: 504-821-5694.
National Association for the Advancement of Colored People (NAACP)	The NAACP awards the Roy Wilkins Educational Scholarship of up to \$1,000 a year to minority students.	NAACP 4805 Mt. Hope Drive Baltimore, MD 21225 Phone: 410-358-8900
Zeta Phi Beta Sorority, Inc.	The Isabel M. Herson Scholarship is open to Black women who are enrolled in an undergraduate or graduate program leading to a degree in elementary or secondary education.	Zeta Phi Beta Sorority 1734 New Hampshire Ave., N.W. Washington, DC 20009 Phone: 202-387-3103

Other privately funded national scholarships include the following programs:

PROGRAM NAME	PROGRAM DESCRIPTION	CONTACT INFORMATION
UNCF/Brookline Teacher Education Program	This scholarship supports students majoring in Early Childhood or Elementary Teacher Education. Selected students will be required to do two paid (\$4,000 stipend) summer internships in the Brookline Public School System in Boston, MA. After their senior year, student may receive tuition assistance if they decide to pursue a graduate degree from Lesley, Wheelock, or Simmons College in Boston.	Website: www.uncf.org/uncf_docs/scholar/brookline.PDF
Gates Millennium Scholars	The Gates Millennium Scholars program was founded by a grant from the Bill and Melinda Gates Foundation, and is intended to increase the number of African-Americans, American Indians/Alaska Natives, Asian Pacific Americans and Hispanic Americans enrolling in and completing undergraduate and graduate degree programs. The program is open to high school seniors, college sophomores, juniors and seniors, as well as graduate students in mathematics, science, computer science, engineering, education, or library science. Requirements include a minimum GPA of 3.3 on a 4.0 scale. 1,000 new students will be supported each year.	Phone: 1-877-690-4677 Website: www.gmsp.org/main.cfm NOTE: Additional information is available through the United Negro College Fund (www.uncf.org), the American Indian College Fund (www.collegefund.org/), and the Hispanic Scholarship Fund (www.hsf.net).

STATE-FUNDED SCHOLARSHIPS

PROGRAM NAME	PROGRAM DESCRIPTION	CONTACT INFORMATION
Prospective Teacher Scholarship Loan	The Prospective Teacher Scholarship Loan program provides \$2,500 per academic year for full-time undergraduate study leading to teacher licensure or to licensure in special services areas, including school psychology, school counseling, speech/language pathology, audiology, and library/media services. The loans are provided for a maximum of four years or the minimum number of years required to earn licensure based on the entry-level degree. At the community college level, \$900 per year is provided for undergraduate study transferable to an approved program leading to licensure. The Department of Public Instruction (DPI), annually awards the scholarship loans to approximately 200 NC residents. Funding for the program is provided by the NC General Assembly.	Center for Recruitment and Retention Division of Human Resource Management Department of Public Instruction Phone: 919-807-3369 Fax: 919-807-3362 E-Mail: scholars@dpi.state.nc.us Website: www.ncpublicschools.org/scholarships/
Teacher Assistant Scholarship Loan	The Teacher Assistant Scholarship Loan (TASL) provides \$3,500 annually to full-time teacher assistants who are attending a NC community college to pursue a program of study leading to teacher licensure. It can provide up to \$1,200 annually for those students seeking an early childhood associates degree or a two-year degree in "other skills" of use in the NC public schools. The program is funded by the NC General Assembly and administered by the Department of Public Instruction (DPI).	Center for Recruitment and Retention Division of Human Resource Management Department of Public Instruction Phone: 919-807-3369 Fax: 919-807-3362 E-Mail: scholars@dpi.state.nc.us Website: www.ncpublicschools.org/scholarships/
Teacher Assistant Scholarship Fund	The NC General Assembly established the Teacher Assistant Scholarship Fund (TASF) to provide scholarships to teacher assistants who are pursuing initial teacher licensure at four year colleges. The award is valued at a maximum amount of \$4,800 per academic year. These awards are grants and do not require repayment in cash or service. This program is administered by the NC State Education Assistance Authority.	Robbie Schultz Phone: 919-248-4686 E-Mail: robbie@ncseaa.edu

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PROGRAM NAME	PROGRAM DESCRIPTION	CONTACT INFORMATION
Prezell R. Robinson Scholars Program	The Prezell R. Robinson Scholars Program (formerly the Challenge Scholars Program) is designed to encourage high school students to pursue careers in teaching. Low-wealth school systems and school systems with documented difficulty in recruiting qualified teachers are eligible to participate. Robinson Scholars participate in system-sponsored activities designed to foster their commitment to teaching and enhance the likelihood they will be accepted to and complete an approved teacher education program. Upon graduation from high school, Robinson Scholars who meet prescribed SAT and grade point average requirements are awarded a Prospective Teacher Scholarship Loan (PTSL) to pursue a program of study leading to teacher licensure in NC.	Center for Recruitment and Retention Division of Human Resource Management Department of Public Instruction Phone: 919-807-3369 Fax: 919-807-3362 E-Mail: scholars@dpi.state.nc.us Website: www.ncpublicschools.org/scholarships/
North Carolina Teaching Fellows Program	The NC Teaching Fellows Program provides \$6,500 a year for four years of full-time undergraduate study leading to a degree in teacher education at a college or university with a Teaching Fellows Program. A maximum of 400 scholarships are awarded each year to current high school seniors. At each of the selected institutions, unique enrichment programs have been designed specifically for Teaching Fellows. These programs include activities such as seminars, cultural events, faculty mentor programs, early field experiences, and study abroad programs. Emphasis is placed on leadership development skills and activities that will give Teaching Fellows a broad range of experiences beyond the required work. The program is funded by the NC General Assembly, governed by the NC Teaching Fellows Commission, and administered by the Public School Forum of NC. Constituent campuses (as of 2002-03) include: ASU, ECU, Elon University, Meredith College, NCAT, NCCU, NCSU, UNCCH, UNCC, UNCG, UNCP, UNCW, and WCU.	NC Teaching Fellows Program 3739 National Drive, Suite 210 Raleigh, NC 27612 Phone: 919-781-6833 Fax: 919-781-6527 E-Mail: tfellows@ncforum.org Website: www.teachingfellows.org

PRIVATELY-FUNDED SCHOLARSHIPS AVAILABLE IN NORTH CAROLINA
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ORGANIZATION/ PROGRAM NAME	PROGRAM DESCRIPTION	CONTACT INFORMATION
North Carolina Association of Educators	The Mary Morrow-Edna Richards Scholarship Trust Fund, sponsored by the NC Association of Educators, is named after two outstanding educational leaders from the NC Classroom Teachers Association. Applicants must be NC residents enrolled in their junior year at a teacher education program who are willing to teach in the public schools of NC for at least two years following graduation. Deans from the schools, colleges and departments of education should select students based on character, personality, scholastic achievement, evidence of promise as a teacher, and financial need.	NCAE P.O. Box 27347 Raleigh, NC 27611-7347 Phone: 919-839-8229
Bob McGuire Memorial Scholarship	The NC Child Support Council is a non-profit organization comprised of Child Support Professionals, the Judiciary and others involved in the child support process. Each year the Council sponsors \$1,000 scholarships in memory of Bob R. McGuire. Mr. McGuire was an advocate for the program in both the public and private sectors.	Center for Recruitment and Retention Division of Human Resource Management Department of Public Instruction Phone: 919-807-3369 Fax: 919-807-3362 E-Mail: scholars@dpi.state.nc.us Website: www.ncpublicschools.org/scholarships/
Winston-Salem/Forsyth County Public Schools Scholarship	• \$5,000 • Minimum GPA 2.5 • This scholarship is awarded to a graduating high school senior in one of the eight regular high schools in the Winston-Salem/Forsyth County, NC who plans to pursue a degree in Education.	Website: www.uncf.org/scholarship/DetailU.asp?Sch_ID=1328

SCHOLARSHIPS OFFERED THROUGH UNIVERSITY OF NORTH CAROLINA CAMPUSES

APPALACHIAN STATE UNIVERSITY**Scholarships websites:**

- <http://www.ced.appstate.edu/Scholarships.htm>
- www.fpext.appstate.edu/admissions/freshmen.html#education

For additional information about these scholarships, contact Doris M. Jenkins, Associate Dean and Reich College of Education Scholarship Committee Chair (**Phone:** 828-262-6107 or **E-Mail:** jenkinsdm@appstate.edu) unless otherwise indicated under “Contact Information”.

NOTE: To be eligible to apply for the Junior/Senior Scholarships (listed below), applicants must be rising juniors or seniors and pursuing a career in education, and have at least a 3.0 GPA. Students must have a 3.25 GPA and be fully admitted to teacher education at the time of scholarship award.

PROGRAM NAME	PROGRAM DESCRIPTION	CONTACT INFORMATION
John Williams Scholarship for Health Education	• Must be a junior or senior • Must be Health Education major • Must be a NC resident • Must demonstrate substantial activity or professional involvement	See above.
The Ralph Dale and Lola Thompson Moretz Scholarship	• Must be a junior or senior enrolled in a teacher education major and be intending to teach in public schools • Must demonstrate financial need • Preference given to residents of Watauga, Wilkes and Ashe counties	See above.
Brevard Teacher Education Scholarship	• Preference given to junior and senior teacher education majors • Must have verifiable financial need • Preference to applicants planning to teach math and/or science	See above.
Nina Annas Lee Teacher Education Scholarship	• Must be a junior or senior with a declared major in the College of Education • Must demonstrate financial need • Preference given to those intending to teach in elementary or middle school • Preference given to residents of Montgomery County, NC or Dillon County, SC	See above.
Nancy Severt Special Education Scholarship	• Must be a junior or senior majoring in a Special Education program • Preference given to Iredell and/or Ashe County residents	See above.
Barbara Bonnet Memorial Scholarship	• Must be a junior or senior majoring in a teacher education program	See above.
Grace Lilly Scholarship	• Must be a junior or senior majoring in a program housed in the Department of Curriculum and Instruction • Must demonstrate verifiable financial need • Preference given to NC residents	See above.

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PROGRAM NAME	PROGRAM DESCRIPTION	CONTACT INFORMATION
Ruth Hester Scholarship	• Must be a junior or senior majoring in a Teacher Education program with the intention of teaching • Preference given to those who demonstrate verifiable financial need • Preference given to those who plan a career in the library profession	See above.
Mary Barrett Scholarship	• Must be a junior or senior • Preference given to those who demonstrate verifiable financial need	See above.
Hal & Marguerite Heafner Scholarship	• Must be a junior or senior • Preference given to those who demonstrate verifiable financial need • Preference given to residents of Lincoln County	See above.
Jan Elise Christman Endowed Award in Education	• Must be a junior or senior and be enrolled in the College of Education • Must demonstrate financial need	See above.
Chapell Wilson Memorial Scholarship	• Must be a junior or senior enrolled in the College of Education • Must demonstrate financial need • Scholastic merit • Potential to be an effective teacher • Commitment to teaching • Demonstrated leadership qualities	See above.
Allie Austin Hodgin Teacher Education Scholarship	• Must be a rising junior in a Teacher Education major • Must demonstrate financial need • Evidence of good moral character • Intellectual achievement/promise • Purposeful ambition	See above.
Grace Council Memorial Teacher Fund	• Must be a junior or senior majoring in Elementary Education • Must demonstrate financial need • Intellectual achievement/promise • Purposeful ambition • Good character	See above.
W. Amos Abrams Teacher Education Scholarship	• Must be a junior or senior majoring in English Teacher Education • Must demonstrate financial need • Priority given to residents of NC • Promise of development given priority	See above.
C. Fred Carpenter Teacher Education Scholarship	• Must be a junior or senior majoring in a Teacher Education program • Must demonstrate financial need	See above.
Jesse Jackson Memorial Early Childhood Education Scholarship	• Must be a junior or senior majoring in a K-6 Teacher Education program	See above.

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PROGRAM NAME	PROGRAM DESCRIPTION	CONTACT INFORMATION
M. M. Morgan Memorial Teacher Education Scholarship	• Must be a junior or senior • Financial need • Scholastic merit • Commitment to teaching • Potential for effective teaching • Leadership	See above.
E. M. Dixon Memorial Scholarship	• Must be a junior or senior • NC student possessing ability, honesty, and integrity • Special preference for child of member (living or deceased) of Winston-Salem Fire Department	See above.
Edith V. Lackey Endowed Scholarship for Female Prospective Teacher of Primary Grades	• Must be a junior or senior pursuing a career in primary education in the College of Education • Must demonstrate financial need	See above.
Ione Collins Special Education Scholarship	• Must be a junior or senior majoring in a Special Education major	See above.
Katherine Frick Moore Elementary Scholarship	• Must be a junior or senior majoring in Elementary Education • Must demonstrate verifiable financial need • Special consideration will be given to females	See above.
Dougherty Brothers Memorial Scholarship	• Must be a junior and a resident of NC • Must demonstrate financial need	See above.
Sarah Mathis Finger Memorial Scholarship	• Must be a junior or senior • Must demonstrate verifiable financial need • Must be a resident of Yadkin County	See above.
Yablonski Special Education Scholarship	• Must be a junior or senior majoring in Special Education • Must demonstrate verifiable financial need	See above.
Henry/Morris Houston Scholarship	• Must be a junior or senior • Must demonstrate verifiable financial need	See above.
Bob/Virginia Snyder English or Special Education Scholarship	• Must be a junior or senior • Must demonstrate verifiable financial need • Must be an English or Special Education major • Must be one of the top GPAs in major	See above.
Inez Henderson Long Scholarship	• Must be a junior or senior • Must demonstrate financial need	See above.

APPENDIX Y

PROGRAM NAME	PROGRAM DESCRIPTION	CONTACT INFORMATION
John Thomas Scholarship	• Must be a junior or senior • Must demonstrate financial need • Must demonstrate a “well-rounded attitude toward academics and other student activities”	See above.
Bob and Helen Heafner Scholarship	• Must be a junior or senior majoring in Elementary, Music, or Business Education • Must be a resident of NC	See above.
Margaret Gragg Teacher Education Scholarship	• Must be a junior or senior • Must demonstrate enthusiasm for teaching and promise for effective classroom teaching	See above.
Chancel and Joan Brown Elementary Education Scholarship	• Must be a junior or senior majoring in Elementary Education • Preference for verifiable financial need	See above.
Josephine Morris Scholarship	• Must be a junior or senior majoring in Special Education • Must demonstrate verifiable financial need	See above.
Lindsey and Edith Cagle Scholarship	• Must be a junior or senior • Preference given to residents of Caldwell County	See above.
Charles & Margaret Jarvis Endowed Scholarship	• Must be a junior or senior • English, Music and/or Family & Consumer Science majors preferred • Must be a current resident of NC • Should be a graduate of Gaston or Cleveland County High School or GED program • Accepted into the Reich College of Education • Special consideration given to applicants whose family has been touched by cancer	See above.
Lester VanGilder Scholarship	• Must be a junior or senior • Preference given to students with a major in Department of Language, Reading and Exceptionalities • Demonstrate and maintain satisfactory academic progress	See above.
Jennie McBride Boger Endowed Scholarship	• Must be a junior or senior • Student should be currently enrolled full-time in the College of Education Elementary Education program	See above.
Lois and Ed Reich Scholarships	Dr. Lois Arlene Weisner Reich attended ASU from 1931-1933. In 1985 the college of education was officially named the Ed and Lois Reich College of Education in honor of Dr. Reich and her husband, Dr. Edgar Reich. The will of Dr. Lois Reich in 1997 made possible the funding of scholarships in the Reich name. Scholarship awards are made to undergraduate students in teacher education.	See above.

APPENDIX Y

PROGRAM NAME	PROGRAM DESCRIPTION	CONTACT INFORMATION
Entering Freshman Scholarships in Teacher Education	Freshmen in Teacher Education Scholarships are available to entering freshmen who plan to major in fields of teacher education and who are excellent students. Applicants must plan to major in a field of teacher education, pursue a bachelor of science degree with teacher license, and be committed to a career in teaching. The committee considers factors such as scholastic merit, commitment to teaching, potential to become an effective teacher, and demonstrated leadership. Scholarships are awarded for four years provided the recipient maintains a 3.25 cumulative grade point average, continues a major in a field of education, and demonstrates commitment to teaching.	ASU Office of Admissions Phone: 828-262-2120
Dauphin D. & Lillie Shull Dougherty Endowed Freshman Scholarship	• Must be a freshman with an intended Teacher Education major • Must be a resident of Watauga, Ashe, Alleghany, Mitchell, Caldwell, Wilkes, Burke, Yancey or Alexander County	See above.
Randolph/Anna Boyce Phillips Freshman Diversity Endowed Scholarship	• Must be high school graduate or equivalent, entering college for the first time • Must demonstrate verifiable financial need • Must plan to pursue a career in teaching • Must have at least a 2.0 PGPA for consideration • Special consideration may be afforded to minority applicants	See above.
Joe and Laura Pearson Scholarship	• Must be a full-time undergraduate student • Must demonstrate verifiable financial need • Recipient is preferred to be a teacher education major	See above.
Roy C. and Lee Craig Holder Scholarship for Education	• Must be a graduate of an accredited high school entering college for the first time • Must demonstrate verifiable financial need • Must be a native of Watauga County • Must plan to pursue a career in teaching	See above.
Frank H. Crayton Scholarship	• Must be a graduate of a NC public school • Must be a Teacher Education major • Must demonstrate academic promise, financial need, and good character	See above.

EAST CAROLINA UNIVERSITY

Scholarships website: www.coe.ecu.edu/c&i/scholarship/listings.htm

PROGRAM NAME	PROGRAM DESCRIPTION	CONTACT INFORMATION
The Andy Roos Memorial Scholarship	Awarded to a full-time student majoring in elementary education with preference given to a graduate of Cary High School. Selection based on scholarship with minimum GPA of 3.3 to qualify. Award amount up to \$250 for each of two semesters.	Roxene Barrett 203 Speight Building, ECU Greenville, NC 27858 Phone: 252-328-0677 E-Mail: barretr@mail.ecu.edu
The Doris N. Burnette Scholarship	Awarded to a student accepted for admission or currently enrolled in elementary education. Selection based on scholarship and citizenship. Award amount \$250 for each of two semesters.	Roxene Barrett 203 Speight Building, ECU Greenville, NC 27858 Phone: 252-328-0677 E-Mail: barretr@mail.ecu.edu
Sally Ruth Hinton Klingenschmitt Scholarship	Available to students majoring in elementary education or a program dedicated to the education of children with disabilities. Selection based on financial need, scholarship, and commitment to elementary education of children with disabilities. Award amount varies.	Roxene Barrett 203 Speight Building, ECU Greenville, NC 27858 Phone: 252-328-0677 E-Mail: barretr@mail.ecu.edu
The College of Education Scholarship	Available to undergraduate juniors or seniors majoring in elementary education. Selection based on scholarship and need. Award amount is \$250 for each of two semesters.	Roxene Barrett 203 Speight Building, ECU Greenville, NC 27858 Phone: 252-328-0677 E-Mail: barretr@mail.ecu.edu
The Clyda Batton Memorial Scholarship	Preference is given to an outstanding graduate of Smithfield-Selma High School majoring in elementary education. Award amount is \$250 for each of two semesters.	Roxene Barrett 203 Speight Building, ECU Greenville, NC 27858 Phone: 252-328-0677 E-Mail: barretr@mail.ecu.edu
The J. Worth Carter Scholarship	Preference is given to a rising junior or senior undergraduate student from Cumberland County enrolled full-time in elementary education. Selection based on scholarship, need, and citizenship. Award frequency and amount determined by department.	Roxene Barrett 203 Speight Building, ECU Greenville, NC 27858 Phone: 252-328-0677 E-Mail: barretr@mail.ecu.edu
The Kara Lynn Corey Fennell Scholarship	Awarded to full-time students majoring in elementary education. The amount awarded will be determined by committee.	Roxene Barrett 203 Speight Building, ECU Greenville, NC 27858 Phone: 252-328-0677 E-Mail: barretr@mail.ecu.edu
The Gravely Foundation Scholarship	Awarded to rising junior or senior undergraduate students or graduate students majoring in elementary education or special education. Selection based on academic excellence, financial need, citizenship, and dedication to the teaching profession. Award amount up to \$500 for each of two scholarships per year.	Roxene Barrett 203 Speight Building, ECU Greenville, NC 27858 Phone: 252-328-0677 E-Mail: barretr@mail.ecu.edu
The Helen Massey Harrell Memorial Scholarship	Awarded to a full-time undergraduate student pursuing a degree in elementary or middle grades education. The amount awarded will be determined by committee.	Roxene Barrett 203 Speight Building, ECU Greenville, NC 27858 Phone: 252-328-0677 E-Mail: barretr@mail.ecu.edu

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PROGRAM NAME	PROGRAM DESCRIPTION	CONTACT INFORMATION
The John T. Richards Scholarship	Awarded to a junior or senior undergraduate student enrolled full-time in special education. A minimum GPA of 3.0 required. Selection based on demonstrated commitment to the study of and a career in special education. Award amount up to \$300 for each of two semesters.	Roxene Barrett 203 Speight Building, ECU Greenville, NC 27858 Phone: 252-328-0677 E-Mail: barretr@mail.ecu.edu
The Martha Wooten Kallam and Mildred Wooten Moore Scholarship	Awarded to a rising undergraduate senior enrolled full-time in special education. Minimum GPA of 3.5 required. Selection based on demonstrated commitment to the study of special education and interest in working with exceptional children. Award amount is \$500 for each of two semesters.	Roxene Barrett 203 Speight Building, ECU Greenville, NC 27858 Phone: 252-328-0677 E-Mail: barretr@mail.ecu.edu
The Burney & Judy Warren Scholarship in Special Education	Awarded to a rising senior undergraduate or graduate student in special education. Minimum GPA of 3.5 required. Selection based on demonstrated commitment to study of special education and interest in working with learning disabled children. Award amount up to \$150 for each of two semesters.	Roxene Barrett 203 Speight Building, ECU Greenville, NC 27858 Phone: 252-328-0677 E-Mail: barretr@mail.ecu.edu
James W. Batten Research Fellow Scholarship	Awarded to upper level undergraduate or graduate students enrolled full time in the School of Education. GPA of 2.5 or above with a demonstrated commitment to the study of and a career in education. Annual award of \$1000 minimum. Multiple scholarships may be awarded, not automatically renewable.	Maha Banning 154 Speight, ECU Greenville, NC 27858 Phone: 252-328-6397 E-Mail: banningm@mail.ecu.edu
W.T. and Rena Boyette Memorial Scholarship	Awarded to an undergraduate student enrolled in a teacher education degree program in the College of Education. Minimum GPA of 3.0 required. Selection preference for students participating in a varsity sport at ECU. Award amount is \$150 for each of two semesters.	Maha Banning 154 Speight, ECU Greenville, NC 27858 Phone: 252-328-6397 E-Mail: banningm@mail.ecu.edu
Helen Armfield Crowder Scholarship	Awarded to undergraduate students (juniors and seniors) enrolled full time in the College of Education with a minimum GPA of 3.0. Award amount is determined by the committee.	Maha Banning 154 Speight, ECU Greenville, NC 27858 Phone: 252-328-6397 E-Mail: banningm@mail.ecu.edu
Jean Garris Scholarships in Elementary and Special Education	Awarded to junior or senior undergraduate students majoring in elementary education and special education. Award amount up to \$150 per student for each of two semesters.	Maha Banning 154 Speight, ECU Greenville, NC 27858 Phone: 252-328-6397 E-Mail: banningm@mail.ecu.edu
Dr. Betty M. Long Memorial Scholarship Fund	Awarded to junior, senior or graduate students enrolled full time in the College of Education. Academic standards of eligibility must be met. Award amount determined by committee.	Maha Banning 154 Speight, ECU Greenville, NC 27858 Phone: 252-328-6397 E-Mail: banningm@mail.ecu.edu

APPENDIX Y

PROGRAM NAME	PROGRAM DESCRIPTION	CONTACT INFORMATION
Osmond Mitchell Endowment Fund	Awarded to an undergraduate or graduate students from Craven County enrolled in a teacher education degree program. A minimum GPA of 3.0 for undergraduates and 3.5 for graduates required. Selection based on demonstrated commitment to the study of and a career in education. Renewable once. Award amount determined by school committee.	Maha Banning 154 Speight, ECU Greenville, NC 27858 Phone: 252-328-6397 E-Mail: banningm@mail.ecu.edu
Nannie B. Morton Scholarship	Awarded to an incoming freshman from Richlands High School enrolling full-time with a major or intended major in a teacher education program. Requirements include minimum high school GPA of 3.0 and a first semester GPA of 2.5 at ECU. Award amount up to \$300 for each of two semesters.	Maha Banning 154 Speight, ECU Greenville, NC 27858 Phone: 252-328-6397 E-Mail: banningm@mail.ecu.edu
James and Virginia Tucker Scholarship	Awarded to a deserving undergraduate majoring in education. Minimum GPA of 3.0 required. Selection based on demonstrated commitment to the study of and a career in education. Award amount is \$250 for each of two semesters.	Maha Banning 154 Speight, ECU Greenville, NC 27858 Phone: 252-328-6397 E-Mail: banningm@mail.ecu.edu
Kay Hall Chesson Scholarship Fund	Awarded to a student enrolled full time in the College of Education Department of Business, Career and Technical Education. Minimum GPA of 3.0 required. Award Amount to be determined by committee.	Cynthia Smith 2318 Bate Building, ECU Greenville, NC 27858-4353 Phone: 252-328-6983 E-Mail: smithcyn@mail.ecu.edu
H. Frances Daniels Scholarship	Awarded to student with a minimum 3.0 GPA and a demonstrated commitment to the study of and a career in teaching. Upper level (junior or senior) undergraduate teacher education student enrolled full time in the School of Education. First preference will be given to students enrolled in the Department of Business, Vocational, and Technical Education, then students in other teacher education programs in the SOE. Annual award of \$600 (\$300 per semester).	Cynthia Smith 2318 Bate Building, ECU Greenville, NC 27858-4353 Phone: 252-328-6983 E-Mail: smithcyn@mail.ecu.edu
William H. Durham Jr. Marketing Education Scholarship	Available to undergraduate students majoring in marketing education. Selection based on leadership, scholarship, and financial need. Award amount is \$250 for each of two semesters.	Cynthia Smith 2318 Bate Building, ECU Greenville, NC 27858-4353 Phone: 252-328-6983 E-Mail: smithcyn@mail.ecu.edu
James White Scholarship in Business Education	Available to undergraduate students majoring in information processing and business education. Availability and amount varies.	Cynthia Smith 2318 Bate Building, ECU Greenville, NC 27858-4353 Phone: 252-328-6983 E-Mail: smithcyn@mail.ecu.edu
Becky Ledford Memorial Scholarship	Available to students majoring in reading education who are qualified to hold a teaching license in reading or equivalent. Selection based on demonstrated ability to teach through teaching or clinical internship experience. Award amount up to \$150 for each of two semesters.	Roxene Barrett 203 Speight Building, ECU Greenville, NC 27858 Phone: 252-328-0677 E-Mail: barretr@mail.ecu.edu

APPENDIX Y

PROGRAM NAME	PROGRAM DESCRIPTION	CONTACT INFORMATION
Gravely Foundation Scholarship	Awarded to a junior, senior or graduate student enrolled full-time in the College of Education. Selection based on demonstrated commitment to the study of and a career in special education. Award amount is \$500 for each of two semesters.	Roxene Barrett 203 Speight Building, ECU Greenville, NC 27858 Phone: 252-328-0677 E-Mail: barrettr@mail.ecu.edu
Gravely Foundation Scholarship in Science Education	Awarded to a rising junior or senior undergraduate student or graduate student majoring in science education. Selection based on academic excellence, financial need, citizenship, and dedication to the teaching profession. Award amount up to \$250 for each of two semesters and renewable until graduation as long as student maintains a GPA of 3.0 or higher.	Rhonda Wilson 324B Austin, ECU Greenville, NC 27858 Phone: 252-328-6736 E-Mail: wilsonr@mail.ecu.edu
Floyd and Pauline Mattheis Scholarship	Awarded to a qualified student in science education. Award criteria and amount determined by department.	Rhonda Wilson 324B Austin, ECU Greenville, NC 27858 Phone: 252-328-6736 E-Mail: wilsonr@mail.ecu.edu

ELIZABETH CITY STATE UNIVERSITY

PROGRAM NAME	PROGRAM DESCRIPTION	CONTACT INFORMATION
Prospective Mathematics, Computer Science, or Technology Scholarship	Awarded to Mathematics, Computer Science, or Technology majors who intend to teach at the high school level, and who meet GPA, underrepresented minority status, and other eligibility requirements. Award amount up to \$3,125 each year.	Carolyn Mahoney Provost and Vice Chancellor for Academic Affairs Phone: 252-335-3291 E-Mail: crmahoney@mail.ecsu.edu
Research Scholarship Program (Department of Mathematics and Computer Science)	Awarded to prospective teachers majoring in mathematics, mathematics education or computer science, who maintain a GPA of at least 3.0 and who are a members of an underrepresented group. Both in-state and out-of-state students are eligible.	Linda Hayden Box 672 ECSU Elizabeth City, NC 27909 Phone: 252-335-3696 Website: http://nia.ecsu.edu/onr/misc/scholarflier.html
James and Elizabeth Cofield Endowed Scholarship	Awarded based on the following criteria: • Full-time Education major, junior or above • 2.5 GPA • Active in university life • Demonstrated leadership Award amount is \$400.	ECSU Office of Institutional Advancement Phone: 252-335-3966 or 252-335-3225

FAYETTEVILLE STATE UNIVERSITY

PROGRAM NAME	PROGRAM DESCRIPTION	CONTACT INFORMATION
Charles I. Brown Scholarship	An endowed scholarship in the amount of \$10,000 established by retired professor of education, Dr. C. I. Brown, to be awarded to an education major with a minimum GPA of 3.0. The application process includes a 750 word essay, a letter of recommendation, and an application. The amount of the award varies from \$250 to \$500 depending on market conditions.	Ernest McNeill, Advisor Kappa Delta Pi 242 G.L. Butler Learning Center 1200 Murchison Road Fayetteville State University Fayetteville, NC 28301 Phone: 910-672-1181
Barksdale Memorial	Established in 2003 with as \$25,000 endowed scholarship in memory of Arlena M. Barksdale who earned her elementary education degree at FSU. Criteria for the scholarship and the amount of the award are not yet finalized. It is anticipated that the first award will be available fall 2004 depending on market conditions.	Marion Gillis-Olson, Dean School of Education 232 G. L. Butler Learning Center 1200 Murchison Road Fayetteville State University Fayetteville, NC 28301 Phone: 910-672-1265
J.W. Seabrook Memorial Fund	Established in 2003 with a \$55,000 endowment by the FSU Class of 1948 for education majors. Criteria for the scholarship and the amount of the award are not yet finalized. It is anticipated that the first award will be available fall 2004 depending on market conditions.	Marion Gillis-Olson, Dean School of Education 232 G. L. Butler Learning Center 1200 Murchison Road Fayetteville State University Fayetteville, NC 28301 Phone: 910-672-1265

NORTH CAROLINA A & T STATE UNIVERSITY

For additional information about these scholarships, contact Sharon Hoard (**Phone:** 336-334-7175 or **Mailing Address:** Fort IRC Building Room 017, 1601 East Market Street, Greensboro, NC 27411).

PROGRAM NAME	PROGRAM DESCRIPTION	CONTACT INFORMATION
Ruby Murchison Scholarship	• \$500 for the Student Teacher of the Year • Must be a full-time undergraduate student admitted to the teacher education program • Must have a 3.2 GPA	See above.
Samuel and Angelina Smith Scholarship	• Two scholarships awarded annually (\$1,000 each) • Must be a full-time undergraduate student admitted to the teacher education program • Must have a 3.2 GPA	See above.
Civitan Club Scholarship	• Two scholarships awarded annually (\$1,000 each) • Must be a full-time undergraduate student admitted to the teacher education program • Must have a 3.2 GPA	See above.

NORTH CAROLINA CENTRAL UNIVERSITY

Scholarships website: [www.nccu.edu/soe/what we do/edmonds.htm](http://www.nccu.edu/soe/what_we_do/edmonds.htm)

PROGRAM NAME	PROGRAM DESCRIPTION	CONTACT INFORMATION
Edmonds Scholars Program	This award, in honor of the African-American educator, Dr. Ronald Edmonds, includes the following: • In-state tuition, and on-campus room and board • Approved books and supplies • Laptop computer • Assistance to participate in approved activities that promote professional development • Support for a study-abroad experience Edmonds Scholars will experience an enriched curriculum that will enhance professional development. Expectations for Edmonds Scholars • Must demonstrate an intense interest in the teaching profession • Must make a commitment to teaching in a high-need school district in NC	Katrina Billingsley, Director, Teaching Fellows/Edmond Scholars/ NC TEACH Phone: 919-530-7292 E-Mail: kbillingsley@wpo.nccu.edu
Thomas Mayberry Award	• \$200 • Senior Middle Grades major with highest GPA	Sharon Spencer, Associate Dean and Director of Teacher Education Phone: 919-530-5208 E-Mail: sspencer@wpo.nccu.edu
Ray Thompson Award	• \$250 • Student in Teacher Education with highest GPA at junior level	Sharon Spencer, Associate Dean and Director of Teacher Education Phone: 919-530-5208 E-Mail: sspencer@wpo.nccu.edu
Clara Arnold Thompson Award	• \$250 • Elementary Education or Middle Grades Education junior with highest GPA	Sharon Spencer, Associate Dean and Director of Teacher Education Phone: 919-530-5208 E-Mail: sspencer@wpo.nccu.edu
Octavia Bowers Knight Scholarship	• \$500 • For the student with the highest GPA in Special Education	Janice Harper, Associate Dean Phone: 530-7297 E-Mail: jharper@wpo.nccu.edu

NORTH CAROLINA STATE UNIVERSITY

Scholarships website: http://ced.ncsu.edu/deans/student_services/scholarship.html

For additional information about these scholarships, contact the Scholarship Coordinator in the College of Education (**Phone:** 919-515-3325 or **Address:** Box 7801 North Carolina State University, Raleigh, NC 27695-7801) unless otherwise indicated under “Contact Information”.

PROGRAM NAME	PROGRAM DESCRIPTION	CONTACT INFORMATION
Eileen and J. Bryant Kirkland Endowed Scholarships	Provides two scholarships of approximately \$2,500 each. One recipient must be enrolled or accepted in an Agriculture Education curriculum, and one recipient must be enrolled or accepted in a teacher education curriculum.	See above.
J. Bryant Kirkland Endowed Scholarship	Provides one scholarship of approximately \$3,900 to a student enrolled or accepted in any undergraduate curriculum in the College of Education.	See above.
Clarence Poe Endowed Scholarship	One scholarship of approximately \$1,900 to a student enrolled or accepted in an undergraduate curriculum in the College of Education.	See above.
Charles & Nadine Edwards Endowed Scholarship	Provides up to three need-based merit scholarships of approximately \$1,000 to students accepted or enrolled in the College of Education.	See above.
Charles & Nadine Excellence Endowed Scholarships	Provides one scholarship of approximately \$700 to a student currently enrolled in Vocational and Technical Education, Math and Science Education, Counselor Education and other curricula in the college that supports extension Education in the field of Building Trades.	See above.
Miami Subs of Raleigh Scholarship for a Rising Junior	Provides one scholarship in the amount of \$2,000 for a rising junior enrolled in a teacher education curriculum in the College of Education.	See above.
NC Student Loan Program for Health, Science and Mathematics	NC residents may borrow up to \$5,000 per year if there is demonstrated need. For each full year the recipient teaches in a NC public school, one year of the loan will be forgiven. Applicants must be rising juniors or seniors.	NC Student Loan Program for Health, Science and Mathematics PO Box 20549 Raleigh, NC 27619-0549 Phone: 919-549-8614

UNC ASHEVILLE

No scholarships specific to teacher education.

UNC CHAPEL HILL

Scholarships website: www.unc.edu/depts/ed/elem/finances.html

Contact the School of Education Student Services and Academic Programs Department for additional information about these scholarships unless otherwise indicated under “Contact Information” (**Phone:** 919-966-1346 or **Address:** Student Services and Academic Programs, 103 Peabody Hall, CB# 3500, UNC-Chapel Hill, Chapel Hill, NC 27599-3500).

PROGRAM NAME	PROGRAM DESCRIPTION	CONTACT INFORMATION
Dean E. Smith Scholarship	• Number of awards and the amount vary each year • Awarded to either a graduate or undergraduate student • Students must be nominated by a School of Education faculty member to be considered for this award	See above.
Frank Comfort Scholarship	• Awarded for academic excellence to an undergraduate each year • Students must be nominated by a School of Education faculty member to be considered for this award	See above.
Ira Gordon Fellowship	• \$1,000 • Awarded to a student interested in working with at-risk children and parents • Students must be nominated by a School of Education faculty member to be considered for this award	See above.
Marvin Wyne Scholarship	• \$500 • Awarded annually to a student interested in working with special needs children • Students must be nominated by a School of Education faculty member to be considered for this award	See above.
V. Mayo and Norma Melvin Bundy Scholarship	• Amount varies each year • Awarded to a NC junior or senior (preferably from Alamance, Bladen, Cumberland, Guilford, or Rockingham counties) • Students must be nominated by a School of Education faculty member to be considered for this award	See above.
Willie Hall Kennedy Scholarship	• \$5,000 for one year • Merit-based scholarship awarded to a full-time, rising junior who has been admitted to a teacher education program in the School of Education, with particular attention given to minority or disadvantaged students from NC who are not recipients of any other major NC teacher-related award • Students must be nominated by a School of Education faculty member to be considered for this award	See above.

APPENDIX Y

PROGRAM NAME	PROGRAM DESCRIPTION	CONTACT INFORMATION
Carole & Sam Roebuck Scholarship	- Varies \$4,00 - \$1000 per year - Academic accomplishment and financial need - Preference will given to students from the following counties: Pasquotank, Perquimans, Currituck, Dare, Chowan, Gates, and Camden - Students are nominated by School of Education faculty	See above
Carol Mathews Peeler Student Teaching Scholarship	\$2,500 spring semester - Academic ability, financial need, and a commitment to teaching - School of Education faculty will nominate students.	See above

UNC CHARLOTTE

Scholarships website: <http://education.uncc.edu/teal/finaidt.html>

For additional information about these scholarships, contact Office of Teacher Education Advising and Licensure in the College of Education (**Phone:** 704-687-2508) unless otherwise indicated under “Contact Information”.

PROGRAM NAME	PROGRAM DESCRIPTION	CONTACT INFORMATION
Alma and Sharon Goudes Educational Scholarship	\$5,000 annually. Established by Nicholas T. Goudes in memory of his wife, Alma Stettler Goudes and daughter, Sharon Goudes. Requirements: • Full-time student at UNC Charlotte • Formally admitted to a teacher education program • 3.0 GPA in at least 45 semester hours of higher education course work • Pursuing an undergraduate degree in English or mathematics and a secondary education initial teaching license, or an undergraduate degree and initial teaching license in middle grades education with a concentration in English/communication skills or mathematics • Intend to pursue teaching as a career • Must show evidence of significant work with children and show evidence of leadership skills	See above.
Alpha Delta Kappa Memorial Scholarship	\$500 annually. Awarded by the North Carolina Alpha Chapter of Alpha Delta Kappa Honorary Sorority for Women Educators Requirements: • Junior or senior in teacher education program • Minimum GPA of 3.8 • Must have unmet financial need • Not student teaching in fall semester of award year	See above.
The Bertha and Irving Fishman Scholarship	\$1,000 annually for a maximum of two years. This scholarship has been established by Dr. Stephen M. Fishman in memory of his parents, Bertha and Irving Fishman, and especially to honor his mother who taught students at the middle school level. This scholarship aims to attract members of minority groups who are interested in teaching at the middle school level. Requirements: • Junior or senior admitted to the middle grades program in the College of Education • Must demonstrate outstanding academic performance with a GPA of 3.0 or better • Must demonstrate commitment to teaching middle grade students • Must show evidence of prior work with children at this age level • Must have unmet financial need as determined by the University’s Office of Student Financial Aid	See above.

APPENDIX Y

PROGRAM NAME	PROGRAM DESCRIPTION	CONTACT INFORMATION
Dottie Martin Teachers Scholarship	\$500 annually. Established by the North Carolina Federation of Republican Women, this scholarship honors Dottie Martin's work and dedication to the families and youth of North Carolina. The scholarship is designed for a man or woman presently enrolled in the field of education who is interested in child guidance and counseling and wants to make a difference in the lives of North Carolina's children. Requirements: • Must demonstrate financial need • Must be well advanced in programs of education with an established career plan for teaching	See above.
Mary Faye Combs Memorial Scholarship	\$800 annually. Established in memory of Mary Faye Combs to benefit deserving students in UNC Charlotte's College of Education. Requirements: • Junior or senior admitted to teacher education program • Merit and financial need • GPA of 2.5 or higher • Preference to residents of Iredell County or North Carolina	See above.
Military Order of the Purple Heart Award	\$500 annually. Presented by the American Association of Colleges for Teacher Education. Requirements: • Rising senior in Special Education • Scholarly achievement • Demonstrated teaching ability • Demonstrated concern for the rights of students with disabilities in the classroom	See above.
North Carolina Council of Epsilon Sigma Alpha Scholarship	\$200 to \$1,000 annually. Established by Epsilon Sigma Alpha, this scholarship provides financial assistance to special education students. Requirements: • Rising junior or senior • Plan to pursue a career in special education • Must demonstrate financial need	See above. <i>Or, contact:</i> Barbara Efird 4816 Forest Highland Drive Raleigh, N.C. 27604 Phone: 919-250-0044
Ronald J. Anderson Memorial Award	\$500 annually. Created in memory of former College of Education Associate Dean Ronald Anderson, who led a heroic life in dealing with substantial disabilities. Requirements: • Academic achievement • Admitted to teacher education program • Overcome significant physical disability	See above.

UNC GREENSBORO

Scholarships website: <http://fia.dept.uncg.edu/scholarships/education.shtml>

Contact the School of Education Student Advising and Recruitment Center for additional information about these scholarships unless otherwise indicated under “Contact Information” (**Phone:** 336-334-3410 or **E-mail:** sarc@uncg.edu).

PROGRAM NAME	PROGRAM DESCRIPTION	CONTACT INFORMATION
J. Barnwell & Mary Blair Allison Scholarship	• Elementary Education major • Must demonstrate financial need	See above.
Barbara D. & Leigh Berryhill Teacher Education Scholarship	• Education major • Must demonstrate commitment to teaching, leadership skills, and excellence in the classroom • 2.75 minimum GPA	See above.
Eloise W. Cates Scholarship	• Education major • Must demonstrate commitment to teaching, leadership skills, and excellence in the classroom	See above.
Ron and Linda Jones Scholarship for Excellence in Teaching	• Education major • 3.0 minimum GPA • Applicants must submit a statement to the scholarship donor as to why they wish to teach and their perspective on teaching	Department of Curriculum & Instruction P.O. Box 26170 UNCG Greensboro, NC 27402-6170 Phone: 336-334-3437 E-mail: cui@uncg.edu
Oliver Perry & Betty Carol Clutts Scholarship	One Education or History major selected each year	See above.
Patricia Ross Cross Scholarship	Majors in Specialized Education Services	See above.
Elizabeth L. Davenport Scholarship	• Undergraduate Education major • Must demonstrate financial need • Must demonstrate academic merit • NC resident	See above.
Katherine Smith DeBerry & Cornelia M. DeBerry Scholarship	Elementary Education major	See above.
Delta Kappa Gamma Grant	• Female senior Education major • Must demonstrate financial need	See above.
Foundation Scholarship	Elementary Education major	See above.
Julius I. Foust Scholarship	• Continuing student • Senior Education major • Must demonstrate financial need	See above.
Marian Franklin Scholarship	Undergraduate Education major	See above.

APPENDIX Y

PROGRAM NAME	PROGRAM DESCRIPTION	CONTACT INFORMATION
Margaret and James Freeze Scholarship	• Third-year student • NC resident	See above.
Naomi Lee, Mary Joanna, & Mary Hester Livingston Gibson Scholarship	• Continuing student • Junior or senior Education major • Must demonstrate financial need • Must demonstrate academic merit	See above.
Mary Alford Hunter Scholarship	Education major	See above.
Eugenia Hunter-Curry School Scholarship	• Education major • Must demonstrate financial need	See above.
Adelaide Love Isreal Scholarship	• Must demonstrate financial need • Planning a career in education	See above.
Anna A. Kreimeier Scholarship	• Continuing student with financial need • Junior or senior planning to teach	See above.
Margaret F. McKenzie Memorial Scholarship	• Education major • Resident of Hoke or Scotland County, NC	See above.
John Onslow & Kate Dalton McNairy Memorial Scholarship	• \$500 minimum award • Undergraduate or graduate Education major • Must demonstrate financial need • Demonstrates academic merit	See above.
Mary Elizabeth, Carolyn Jean, & Dorothy McNairy Scholarship	• Junior or senior Education major • NC resident • Commitment to teach in NC	See above.
Monroe/Cox Scholarship	• Education major • NC resident • Must demonstrate financial need	See above.
Mollie Ann Peterson Scholarship	• Female African-American student • Must demonstrate financial need • Plans to teach	See above.
Ester C. Pinnix / Alpha Delta Kappa Scholarship	Rockingham county teacher	See above.
Ethel and David Reilly Special Education Scholarship	Student with specialized education concentration	See above.

APPENDIX Y

PROGRAM NAME	PROGRAM DESCRIPTION	CONTACT INFORMATION
Judy Blackwelder Talbert & Daniel Scott Talbert Teacher Education Scholarship (renewable)	• Education major • NC resident • Must demonstrate a commitment to teaching, excellence in the classroom, and leadership skills • 2.75 minimum GPA • Participate in extracurricular activities	See above.
THA Foundation Scholarship in Elementary Education	Full-time Elementary Education major	See above.
Jacqueline and Jack Varner Scholarship	• Undergraduate Education major • NC resident • 3.0 minimum GPA	See above.
Mary June Darden Ward Scholarship	• Must demonstrate financial need • Must demonstrate academic merit • Must demonstrate a commitment to teaching	See above.
Joyce Daughtry White Scholarship (renewable)	• Education major • Must demonstrate academic merit • Must demonstrate a commitment to teaching	See above.
Annie McIver Young Scholarship	• Continuing student • Senior with financial need	See above.

UNC PEMBROKE

Scholarships website: www.uncp.edu/catalog/pdf/scholarships.pdf

For additional information about these scholarships, contact the Office of Financial Aid: PO Box 1510, Pembroke, NC 28372-1510, **Phone:** 910-521-6255, **E-mail:** fa@uncp.edu.

PROGRAM NAME	PROGRAM DESCRIPTION	CONTACT INFORMATION
Mary Elizabeth Jones Brayboy Endowed Scholarship	Established in honor of Mary Elizabeth Jones Brayboy, eligible recipients of this scholarship are Native American women enrolled as full-time undergraduate students majoring in Education. Recipients of this renewable scholarship must maintain a 3.0 QPA.	See above.
John J. Brooks Endowed Memorial Teacher Scholarship	The scholarship was established in memory of John J. Brooks by the Brooks family. John J. Brooks was a Native American alumnus of the institution and a teacher in the local public schools for many years. Recipients need to, by virtue of birth, affiliation, or experience, be genuinely committed to encouraging the study, understanding and preservation of Native American history, tradition and culture. Scholarships are awarded to students who are high school graduates of the public schools of Robeson County, NC. Recipients must show academic promise and have a demonstrated need for financial assistance. Recipients must obligate themselves to teach for one year in the public schools of Robeson County for each year that an award is received. The scholarship is renewable for up to four academic years provided the recipient(s) make satisfactory progress towards teacher certification and has satisfactorily completed an extracurricular program.	See above.
James H. and Katherine B. Dial Endowed Scholarship in Education	This scholarship honors James H. Dial, the patriarch of the Dial Family and lifelong educator and community leader. Candidate for award of this scholarship shall be a Native American resident of Robeson County, NC, showing financial need, who is either a full-time or part-time undergraduate student in the junior year of study, majoring in Education (K-7) and maintaining a 3.0 QPA. Scholarship is not renewable.	See above.

APPENDIX Y

PROGRAM NAME	PROGRAM DESCRIPTION	CONTACT INFORMATION
Ruby Carter Dial Endowed Memorial Scholarship	This scholarship recognizes distinguished service to education as a teacher, administrator, counselor and mentor to young people. Candidates for award of this scholarship shall be residents of Robeson County, NC, who are either full- or part-time undergraduate students in their junior year of study, and maintaining a 3.0 QPA at UNC Pembroke. The \$500 annual award is merit based; candidates do not have to be of financial need. First preference will be given to a Robeson County American Indian enrolled in the teacher certification program, not receiving other financial aid, with demonstrated community service, involvement and experience in American Indian Youth programs and activities. The award will be renewable if funds are available.	See above.
Dial-Chavis SNCAE Endowed Scholarship	This scholarship was endowed in 1992 by Harriet Caligan Dial, UniServ Director of NCAE, and wife of UNC Pembroke Professor Emeritus, Dr. Adolph L. Dial. It honors longtime Robeson County educator Agnes Hunt Chavis, who served the NEW in leadership roles at the local, state, and national levels. The award is presented annually to a junior or senior education (or related academic field) major who plans to teach in the public schools. Candidates must be members of the SNCAE-UNCP Chapter. The choice of a recipient will be based on academic achievement and financial need. The scholarship is renewable.	See above.
Herman and Louise M. Jenkins Endowed Memorial Scholarship	This scholarship was established by the family as a living memorial in honor of Herman and Louise M. Jenkins, who were lifelong residents of Richmond County, NC. It is designed to help students who are in need of financial assistance to continue their education at UNC Pembroke. First preference will be given to students from Richmond County who are planning to teach in Richmond County. Students must demonstrate that they are deserving of this award on the basis of achievement, motivation and hard work.	See above.
Wendy Lee Klenotiz Endowed Memorial Scholarship	This scholarship was established in loving memory of UNCP student Wendy Lee Klenotiz by her family and friends. The recipient shall be a female full-time rising junior or senior student majoring in special education. The recipient must maintain at least a 2.7 GPA to receive and maintain the award. The award is renewable each year. Preference will be given to students involved in athletics and with special health needs. Financial need will be taken into consideration.	See above.

APPENDIX Y

PROGRAM NAME	PROGRAM DESCRIPTION	CONTACT INFORMATION
Anderson N. Locklear Endowed Memorial Scholarship	This scholarship was established by the descendants of Anderson N. Locklear in 1990 to honor the memory of this pioneer educator, who served for 42 years as a teacher and principal in the Native American schools of Robeson County, NC. This scholarship is awarded annually to a Native American student majoring in teacher education and may be renewed as long as the recipient is in good standing.	See above.
Pearlie Locklear Endowed Memorial Scholarship	Awarded annually to a Native American student majoring in Early Childhood Education, the scholarship is made possible by gifts from the Pearlie Locklear family. The recipient will be selected on the basis of academic achievement and financial need. The scholarship may be renewed as long as the recipient is in good standing at the University.	See above.
Josephine B. Lucente Endowed Scholarship	This scholarship was established by Josephine Burnett Lucente, an alumna of UNCP and retired elementary school teachers, so that aspiring teachers may reap the many benefits of a college education and a teaching career. The scholarship is to be awarded annually to a sophomore or junior elementary education major with a strong background in basic skills such as reading and mathematics. Recipient must maintain a minimum 3.0 GPA, be in financial need, and be of good character.	See above.
Lumbee Regional Development Association (LRDA) Early Childhood Development Endowed Scholarship	Candidate selections shall be based upon the following: • Robeson County resident of full-time enrollment • Classification as a junior • Early Childhood (Birth through Kindergarten) major • Adherence to the minimum University QPA • Must demonstrate financial need	See above.
Charlie H. Moore and Marie Sampson Moore Endowed Memorial Scholarship	This scholarship was established by Mary M. Moorehead to honor the memory of her parents who lived in the Prospect community near the campus of UNCP. Mr. Moore graduated from the Cherokee Indian Normal School in 1930 and taught for many years in the Robeson County Schools. This award is given in recognition of the Moores as nurturing parents and contributing citizens. The recipient of the annual award shall be a full-time junior or senior education major who plans to teach in the public schools. Priority will be given to a candidate whose emphasis is on elementary education. Recipient must maintain at least a "B" grade point average to receive and maintain the award. Financial need may be a consideration. The award is renewable.	See above.

APPENDIX Y

PROGRAM NAME	PROGRAM DESCRIPTION	CONTACT INFORMATION
Robeson County Retired School Personnel Endowed Scholarship	Established in 2001 by its namesake organization, this scholarship is designed to provide support to a teacher education major. The recipient will be a resident of Robeson County, NC, with a major in teacher education. Recipient must maintain a minimum University QPA, demonstrate financial need and be a full-time undergraduate student. The award can be made in the junior year of study and is renewable.	See above.

UNC WILMINGTON

Scholarships website: www.uncwil.edu/ed/studentpdfs/wsescholarship_current.pdf

For additional information about these scholarships, contact Karen Chandler in the School of Education (**Phone:** 919-962-3350).

PROGRAM NAME	PROGRAM DESCRIPTION	CONTACT INFORMATION
Alpha Delta Kappa, Delta Chapter Scholarship	This scholarship is awarded towards tuition to a student enrolled in a teacher education program. Students must have completed a minimum of 64 credit hours at the time of application and must be prepared to complete the teacher internship and graduate in the academic year following the semester of application. The recipient must also demonstrate financial need and a strong academic record.	See above.
James Ozborn Carr Scholarship	Character and leadership potential will be factors in determining recipients. The scholarships are restricted to graduates of southeastern NC high schools. The scholarships are designed to attract and retain academically strong students.	See above.
Ann Royer Corley Scholarship	This scholarship was established by Dr. Carol Chase Thomas in memory of her godmother. The student must be an undergraduate or graduate student enrolled in the Watson School of Education.	See above.
Herbert and Sylvia Fisher Scholarship	This scholarship is awarded to an undergraduate student in the Watson School of Education. The student will be selected based on academic ability.	See above.
Delta Kappa Gamma Sororities Scholarships	This scholarship was established by Delta Kappa Gamma chapters to assist female students who have been accepted into the Watson School of Education. The scholarships are based on need and are renewable.	See above.
Benjamin R. and Edith B. Graham Scholarship	This scholarship was established by Frederick B. Graham in memory of his father and mother to recognize and encourage academic excellence. Recipients shall be graduates of a southeastern NC high school. The award shall be based on academic achievement with financial need being a secondary factor.	See above.
Kathryn Jason Memorial Scholarship	\$25,000 endowment given in honor of Kathryn Jason's child advocacy efforts. It will be awarded to a student in the Watson School of Education. The recipient must have graduated from Brunswick, Bladen, Columbus, Duplin, New Hanover, Onslow, Pender or Sampson counties and demonstrate financial need, possess scholastic ability and moral force of character.	See above.

APPENDIX Y

PROGRAM NAME	PROGRAM DESCRIPTION	CONTACT INFORMATION
Lee V. Landing Scholarships	This scholarship is awarded annually to elementary, middle school, or special education majors who have been accepted into the UNCW Watson School of Education. Recipients are selected on the basis of academic achievement as first consideration with financial need as a secondary factor.	See above.
Dorothy P. Marshall Scholarship	This scholarship is awarded to a junior or senior in the Watson School of Education who has demonstrated both financial need and scholastic ability.	See above.
Carole Sims Memorial Scholarship	This scholarship was established by David Sims and Jennifer Sims to honor his wife's and her mother's role as a teacher. The recipient must hold a strong GPA and participate in extra-curricular activities.	See above.
Jay M. Robinson Scholarship	This scholarship is awarded to students enrolled in the Watson School of Education. The scholarship is being created by friends of Dr. Robinson who want to perpetuate his memory and long service to NC education both at the public school and university level. The recipient must have indicated a commitment to become a NC teacher or educational administrator. The recipient will be selected on demonstrated academic ability, as a first consideration, with need as second consideration.	See above.
Betty H. Stike Scholarship	This scholarship is awarded to a student accepted into the Watson School of Education who shows promise of excellence in education and has demonstrated academic achievement and financial need.	See above.
Ann Durant Walker Scholarship Award	The Alpha Psi Chapter of Alpha Delta Kappa awards a scholarship to a junior or senior majoring in Special Education. The scholarship is given in memory of Ann Durant Walker who helped develop the Special Education Program in New Hanover County.	See above.
Donald R. Watson Scholarship	This scholarship is awarded on the basis of academic ability, evidence of leadership potential, and moral force of character. Recipients shall be graduates of a NC high school and legal residents of NC. This scholarship will be awarded for one year with the opportunity for the student to apply to continue the scholarship on a year-by-year basis contingent on academic performance and meeting the scholarship criteria.	See above.

WESTERN CAROLINA UNIVERSITYScholarships website: www.wcu.edu/UnivCatalog/Catalog/schol/schol.htm

PROGRAM NAME	PROGRAM DESCRIPTION	CONTACT INFORMATION
Taft B. and Malvery Botner Scholarship	Annual awards are made to academically outstanding students to pursue careers in elementary education and reading. Scholarships are renewable depending upon academic performance and continued promise of success in teaching.	Department of Elementary and Middle Grades Education Phone: 828-227-7108
District I, North Carolina Retired School Personnel Senior Scholarship	This scholarship will be awarded annually to a rising senior in the College of Education and Allied Professions who is a resident of one of the thirteen Western North Carolina counties.	Michael Dougherty, Dean Phone: 828-227-7311
Winston A. Felts Scholarships	These endowed scholarships honoring Winston Felts are awarded to students from Mitchell County who are majoring in music or teacher education on the basis of academic achievement, overall civic and social activities and contributions, and financial need.	Robert Kehrberg Department of Music Phone: 828-227-7242
Linda Jones Hudson Gilbert Scholarship	This scholarship assists students from Western North Carolina in obtaining a degree in education. Selection will be based on demonstrated financial need. Preference will be shown to first generation college students.	Carol Burton, Director of Special Programs Phone: 828-227-7056
The L. Milton Hauser Scholarship Fund	This memorial fund, established by the family of L. Milton Hauser, provides awards to students majoring in elementary or middle grades education.	Elizabeth Tyson, Department Head BK, Elementary and Middle Grades Ed. Phone: 828-227-7108
The Linda Reep Lankford Scholarship Fund	This scholarship, established by Jesse R. Lankford in memory of his wife, Linda Reep Lankford, provides assistance to students majoring in elementary or middle grades education.	Michael Dougherty, Dean Phone: 828-227-7311
The John Donivan Hales/Jessie Lindsay Scholarship Fund	This fund was established by Jessie Lindsay Hales in memory of her husband, John Donivan Hales. Awards are made to students who are residents of Swain County and who have expressed an intention to major in elementary education.	Michael Dougherty, Dean Phone: 828-227-7311
The "Little E.J." Scholarship Fund	This fund, established by Blanton and E. J. Whitmire in honor of the son of E.J. and Genevieve Whitmire, provides support for students majoring in special education.	Michael T. Garrett, Head of the Department of Human Services Phone: 828-227-7207/7310
George A. Milton Scholarship	Awarded to undergraduate students majoring in mathematics or mathematics education. Applicants must have scored at least a 550 on the mathematics portion of the SAT or an equivalent score on a comparable test and maintained at least a "B" average in all high school mathematics courses.	Kathy Ivey, Department Head Mathematics Department Phone: 828-227-7245

APPENDIX Y

PROGRAM NAME	PROGRAM DESCRIPTION	CONTACT INFORMATION
The Ed and Bertha Henson Reed Scholarship	This fund was established in memory of Mrs. Edwards' parents, Ed and Bertha Henson Reed, who were lifelong residents of Jackson County, North Carolina. The purpose of the fund is to provide support for WCU students from Jackson County who are majoring in education or business and who have proven themselves to be financially and academically deserving.	Carol Burton, Director of Special Programs Phone: 828-227-7056
Jane B. Schulz Scholarship	The purpose of the Jane B. Schulz Scholarship Fund is to provide financial assistance to late entry students (initial entrance into college at least two calendar years after high school graduation) who express interest in the Special Education major.	Michael T. Garrett, Head of the Department of Human Services Phone: 828-227-7207/7310
Lewis J. Smith Scholarship Fund	These endowed scholarships, which honor Lewis J. Smith, a founder of the Cullowhee School and the first chairman of the board of trustees of Cullowhee School, are awarded to students majoring in history or education on the basis of financial need and other criteria.	Carol Burton, Director of Special Programs Phone: 828-227-7056
The Lorraine Kronholm Stone Scholarship Fund	This memorial fund was established to provide scholarship support for "non-traditional" students majoring in studio art or art education.	Head of the Art Department (College of Arts and Sciences) Phone: 828-227-7710
The Stephanie Ann Stow Scholarship Fund	The family of Stephanie Ann Stow has established this memorial fund to provide scholarships to support education students who are doing their student teaching. Preference is given to students from Asheville High School or other Buncombe County high schools.	Michael Dougherty, Dean Phone: 828-227-7311
The Elizabeth Thompson Scholarship	Established by Mrs. Elizabeth Thompson, this renewable scholarship is designated to assist education majors in attending WCU.	Carol Burton, Director of Special Programs Phone: 828-227-7056
The Rachel R. Williams Sweet Scholarship Fund	The fund has been established for the purpose of honoring Rachel R. Williams Sweet, a 1935 graduate of WCU, and to provide financial support to undergraduate students who have expressed an intention to pursue early childhood education as their major course of study.	Michael Dougherty, Dean Phone: 828-227-7311
Myrtle Olivia Whitmire Scholarships	Students who are residents of North Carolina and who are planning careers in early childhood education are eligible for annual awards.	Michael Dougherty, Dean Phone: 828-227-7311

WINSTON-SALEM STATE UNIVERSITY

PROGRAM NAME	PROGRAM DESCRIPTION	CONTACT INFORMATION
Bank of America Teaching Scholars	This program is for students who score at least 1000 on the SAT and have a grade point average of 3.2 or have a combination of a high SAT score and a high GPA. The program is open to all education majors as early as the freshman year. Students will be required to complete extensive training in reading, mathematics, science and Spanish. Funds can be used for tuition up to the in-state rate. The maximum award amount is \$4,000.	Dorothy Singleton, Director of Student Teaching Phone: 336-750-2370
WS/FCS & WSSU Teaching Fellows	This program is a scholarship/loan program that provides funding for two years for undergraduate WSSU students and it is repayable through 2 years of service as teachers in the Winston-Salem Forsyth County school system. Funds can be used for tuition up to the in-state tuition rate. Ten scholarship/loans will be available through a competitive selection process.	Dorothy Singleton, Director of Student Teaching Phone: 336-750-2370